



Guide to Student Assessment and Achievement 2026-2027

Grades 7–12

Thorsby Junior Senior High School (TJSHS)

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Updated: August 20, 2026



Guide to Student Assessment and Achievement 2026-2027

In Black Gold School Division, we recognize that successful student learning relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between these partners is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration,
- how and when we will tell you about your child's progress and learning,
- how we assign grades/marks to your child,
- how your child is assessed, and
- steps we take if your child's work is missing or not finished.

What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation are not just about tests and grades.

Student assessment is ongoing and cumulative. Teachers gather information about what students know and can demonstrate based on the Alberta programs of study (curriculum) and, when applicable, the students' individualized plans. Marks are only earned through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances, and tests. Teachers will not use your child's attendance, behaviour, effort, attitude, homework completion or work habits to decide on their grades/marks, unless it is included in the Alberta programs of study for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations, and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course, or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.



Screening Assessments

At the beginning of the school year, all Black Gold schools administer universal screening assessments for reading, writing, and math. The goal is to support success for every student. These screeners help teachers check for early indicators that a student may have gaps in their learning. By catching these gaps early, we can put interventions in place to help students reach their grade-level learning outcomes.

What do they look like? These assessments are low pressure. They are simply check-ins based on previous learning; they are not graded and do not count for marks. Depending on your child's grade, the screeners will look a bit different:

- **Grades 7-10:** Reading screeners consist of short assessments (about two to three minutes each). The math screener takes one class period, and the writing screener asks students to write a short story during a single class.

How do we use this information? Teachers use this initial data to plan their instruction and determine the best way to support each student. This might mean whole-class support, small-group targeted interventions, or individualized, intensive help.

While *all* children complete screening assessments, only the students with identified learning gaps will receive targeted interventions. Teachers will then use ongoing assessments throughout the year to ensure those interventions are working effectively. Furthermore, as per legislation, K-5 school staff will share your child's screening results directly with you, so you always know exactly how they are doing and how we are helping them succeed.

Black Gold Screening Assessment Plan		
September	January - February	May- June
English Reading: Gr. 7-10 English Writing: Gr.7-9 Math: Gr. 7-10	Reading and Math: Gr 10 (<i>Sem 1/2</i>) <i>Reading and Math - if not initially assessed in Sept</i>	Reading and Math: Gr. 7-10 (<i>students identified below grade level in a prior screener.</i>)



Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or Principal.

You can support your child's learning (*Education Act*) by:

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- keeping current with your child's progress online through the Power School Portal.
- staying informed and staying connected with school staff. This includes reading newsletters and other school materials; and
- participating in parent-teacher conferences.

Teachers will help your child succeed (*Education Act*) by:

- providing programming that is suitable for your child;
- providing many opportunities and diverse ways for students to show what they know;
- giving students who have missed important assessments and activities the chance to complete the work, as specified in the course outline;
- providing a course outline for all courses that clearly explains what is expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning (*Education Act*) and are expected to:

- come to school every day and on time;
- finish their assignments, projects, and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.



Our Communication Plan for Reporting Progress

PowerTeacher Pro Electronic Gradebook:

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents/guardians can access current marks at any time.

- Schools will provide parents/guardians with instructions on the school's website on how to access PowerSchool Parent Portal, view student grades and learning outcomes.
- If you have questions about your child's mark at any time, please contact your child's teacher to discuss.
- If parents/guardians do not have technology to view student grades, please contact the school to view your child's grade.
- If you would like assistance in accessing the PowerSchool Parent Portal, please contact us at 780-789-3983.
- Teachers at TJSHS will work to grade and report submitted assignments within 10 school days of the due date. In some situations, particularly essay work at higher grades, this may take longer to complete.
- A teacher's grade book will be considered current if they are entering a summative assignment approximately every two weeks. Formative work will be reported throughout the school year

Reporting Periods:

Quarter One: August 27, 2026 - November 6, 2026

Quarter Two / Final Marks Semester One: November 9, 2026 – January 29, 2027

Quarter Three: Feb 1, 2027 – April 16, 2027

Quarter Four / Final Marks Semester Two: April 19, 2027 – June 25, 2027

Formal Reports Issued:

Parents and guardians have continuous access to student grades on PowerSchool. Shortly after the end of each quarter, emails are issued to parents/guardians for access to their child's grades.

If a student has an ISP (or IPP for Kindergarten students), it will be included as part of the formal report. Paper copies will be made available upon request.



Conferences:

Parent communication is important, and parents/guardians are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide at least two separate opportunities per year for their parents/guardians to meet with teachers to discuss student achievement and progress. The intention of these conferences is to celebrate growth in learning and set future goals.

The dates for these conferences are tentatively set for October 15th 4-7pm and March 11th 4-7pm. These dates are subject to change based on teacher availability. If there is any change in date parents will be notified as soon as possible. Prior to these meetings Parents/Guardians will be notified that they can begin booking appointments. TJSHS uses the web service <https://thorsby.schoolappointments.com> and appointments can also be booked by calling the office (780 789 3983 subsequent to the notification process).

Instructional Support Plan (Gr 7 – 12):

For students who need specialized services and supports, the ISP, is a working document that is developed at the beginning of the school year. The ISP is a record of specific goals for a student. It provides information about accommodations and strategies a student is using to succeed. It is reviewed a minimum of three times per year. The student and the parents/guardians are expected to provide input into the ISP.

The ISP is updated as students show growth and learning. ISP co-planning conferences or phone conversations will take place prior to October 15, 2026.

- ISP planning input forms will be sent home when a student is identified to need an ISP.
- ISPs for students identified prior to the start of the school year will be shared by the end of October. Students identified to need an ISP throughout the school year will have one completed within one month of the decision to create an ISP.
- Parents will complete a digital signature page through PowerSchool.
- Reviews will be completed by February 12 and June 25.

English as an Additional Language Learners:

For students learning English, the English as an Additional Language Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's English as an Additional Language Proficiency Benchmark. Teachers will inform parents/guardians of goals, accommodations or supports provided to students which may be associated with the English as an Additional Language Proficiency Benchmark.



Grades/Marks and Codes

To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment. All marks are cumulative. When percentages are used, 47.5 and up will be rounded to 50 as a final grade only.

At Thorsby Junior-Senior High School we use the following Grading Scale(s)

Grades 7 - 9 Core Courses Grading Scale		
6 core courses (ELA, FLA, Math, Science, Social, PE) use % (can include Grades 7 - 9 Non-Core Grading Scale for formative assessment only)		
- Percentage grades will be given for summative assessment in all core courses (0% - 100%). - Teachers can choose to use percentages, checkmarks and/or the non-core scale for formative assessments as these do not count in final grades.		
Grades 7 - 9 Non-Core Grading Scale		
All other courses (Fine Arts/Options, Second Languages, Health, CTF)		
Label	Scale	Description
E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding achieved independently.
P	Proficient	Consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic achievement of grade level outcomes; evidence shows adequate understanding with some support needed.
L	Limited	Inconsistent achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.



Grades 10-12 Grading Scale for ALL subjects		
• Every course uses % for summative assessments. • Teachers can include Grades 10-12 Formative Assessment Letter Scale for formative assessment only.		
Grades 10-12 Formative Assessment Letter Scale		
This scale can be used by any teacher who wishes to record formative assessment - these marks will not count towards a final grade.		
Label	Scale	Description
E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding achieved independently.
P	Proficient	Consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic achievement of grade level outcomes; evidence shows adequate understanding with some support needed.
L	Limited	Inconsistent achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.

Missing or Incomplete Student Work:

Principals will ensure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. When your child has missing or incomplete work, we will do **one or more** of the following:

- provide student with additional time to complete the assignment.
- assign an alternative assignment.
- assign student to complete the activity at lunchtime or after school.
- provide targeted tutorials.
- contact student's parent/guardian.
- meet with parents/guardian, teachers, students, and administration to emphasize consequences if work is not completed.
- create a behavioural contract between the student and the teacher.
- assign a "Missing" which indicates the assignment was not handed in and awards a mark of 0 (see Reluctant Zero policy for further information)
- A mark of "Incomplete (INC)" will be awarded as a final grade for high school CTS credits which a student started but did not complete.



When your student has missing or incomplete work, reasonable arrangements will be made for them to complete the work. This may include:

- Teacher/student discussion.
- Contact with parent/s guardians.
- Drop-in support.
- Missed assignment room.
- Peer tutoring in academic support center or teacher's classroom.
- Targeted tutorials through subject/department teachers.

If your child is away from school for an extended period of time, other than vacation, please contact their teacher/administrator. As partners in your child's learning, we can work together to design a plan that best meets your child's needs, including homework, alternate assignments or other strategies that will support them through their course. Homework can be requested through the school office for extended illness, etc. As well, students can access Google Classroom for specific assignment details.

Vacations:

Students are expected to attend school on scheduled school days and take holidays according to the school year calendar. If parents/guardians choose to take their child out of school at times other than school holidays, teachers will not provide work for that time. Any missed work or tests will be made up when the student returns, at the teacher's discretion.

Types of Assessment:

Student assessment relies on both assessment for learning (formative) and assessment of learning (summative). While it is crucial that students' work, abilities, and progress be tracked and assessed throughout the entire learning process, it is also important that teachers have evidence of what the students have learned during that process.

Formative Assessment:

Formative assessment provides an ongoing exchange of information between students and teachers about student progress, but it does not provide marks/grades. It is also referred to as "assessment for learning" as it is intended for the student and teacher to know what the student's strengths are and where they can still improve. Many of these activities help students increase what they know and practice their skills. Teachers also use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for summative assessment.



Summative Assessment:

Summative assessment is the evidence used to determine grades/marks and future directions for students. This is also known as assessment of learning. Your child will have many opportunities to demonstrate their understanding of learning outcomes and receive grades/marks for their work. These summative assessments are evidence of student learning and come in many forms; assignments, performance tasks, projects, performances, quizzes, tests, videos, etc. Using their judgment as professionals, teachers make decisions and give grades/marks to your child. They base these decisions on what they have seen your child do (observations), discussions they have had with your child (conversations) and the work your child has completed (products).

Additional Mark Codes and definitions:

In addition to the marks from the grade scale, the following mark codes may be used within PowerTeacher Pro for individual assignments.

<i>Other Icons</i>		
Icon	Label	Description
	Missing	Assignment was not handed in. Please contact your teacher to discuss.
	Collected	Work has been collected but no mark will be assigned (often used for formative assessment).
	Late	Assignment is late or was handed in late. Please contact your teacher to discuss.
	Incomplete	Assignment is not complete. Please contact your teacher to discuss.
	Exempt	Student is exempt from this assignment.
	Absent	Student was absent. Please contact your teacher to discuss.
	Comment	Click the icon to read a comment on this assignment from the teacher.
	Excluded	This assignment is not required from this student.
ISP	ISP	The student has an Instructional Support Plan.
	Has Description	Click the icon to see the description of the assignment.
	Outcomes/Standards	Click the icon to see the learning outcomes assessed by this assignment.



How We Determine Student Grades/Marks

Course Outlines:

Teachers will provide a course outline to all students and parents/guardians within the first two days of the course. This will highlight the topics and units that students will be learning and explain how student grades are determined for the course. Please contact your child's teacher(s) if you do not receive one.

Reluctant Zeroes:

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. If they still do not complete the assignment, they may receive a zero.

Parameters:

1. A reluctant zero policy will apply to daily tasks and assignments. Major projects and evaluations are expected to be completed by all students in a timely manner. Parent and grade advisor communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks.
2. Students can access their marks through PowerSchool or printouts from their teacher to keep track of their incomplete assignments.
3. Students may only work to complete tasks in the current reporting period. Once report cards are issued, marks are locked, and zeros will be reluctantly awarded.
4. Teachers will consider the reasons for absences before awarding a zero. Excused absences may be considered a reason to work beyond a scheduled due date. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
5. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

Academic Integrity:

Students not practicing integrity in their school work is unacceptable. This includes plagiarism (copying someone else's work and passing it off as your own), using Artificial Intelligence (AI) to complete assignments or exams without explicit teacher permission, copying, taking work from a source without citing the source (including electronic and AI-generated sources as per Administrative Procedure 140), stealing tests or assignments, and getting answers for a test or assignment in advance. If your child is suspected of plagiarism or academic misconduct, school administration will practice progressive discipline and education according to their established school policies and procedures.



Grades/Marks Appeal Process:

To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 10 school days of receiving the grade. If they can't resolve the appeal with the teacher, they should contact the principal who will make the final decision. The principal's decision is final.

Credit Recovery Procedures

Credit recovery is for students who have not achieved the credits for the course they are in, but with several more assessments would achieve either credits for the course or would be able to switch streams to achieve retroactive credits. Credit recovery occurs immediately after semester 1 or, in September for semester 2. Contact school administration for further information.

Exams

Please do not book family vacations during this time.

Junior High Exam Dates

Grade 7-8 Final Exams – June 22-25 (ELA, Math, Science, Social Studies)

Grade 9 Provincial Achievement Tests – June 3 (ELA Part A), June 8 (ELA Part B), June 14 (Math Part A), June 17 (Math Part B), June 18 (Social Studies), and June 22 (Science)

Provincial Achievement Tests (PATs):

Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning. These will be written in the Digital Assessment Platform (Vretta) provided by Alberta Education & Childcare.

Students in Grades 9 in English Language Arts, Math, Science, and Social Studies write PATs. The PATs will be administered according to the provincially set schedule as determined by Alberta Education & Childcare.

How do PAT scores affect student marks?

Student final marks will be determined by the classroom teacher and approved by the principal. The weightings and grade calculations will be consistent with what was shared with parents/guardians and students, on the course outline at the beginning of the course.



Senior High Exam Dates

Grade 10-12 School Final Exam Semester 1 – January 22, 25- 28

Grade 10-12 School Final Exam Semester 2 – June 19, 22-25

Grade 12 Diploma Exams – See dates and times on the next page

In Grade 9, the final exam category will be weighted between 10% and 20% of the student's final mark in English Language Arts, Math, Science and Social Studies. The final exam category may include the PAT and/or a teacher developed final exam at the principal's discretion.

The Alberta government requires that we report the raw scores from Grade 9 PATs. Unofficial results will be reported on the final formal report in June. Official results will be available when released from Alberta Education according to their timeline.

The Grade 12 Diploma Examinations Program:

The Grade 12 Diploma Examinations Program

- certifies the level of individual student achievement in selected Grade 12 courses.
- helps maintain province-wide standards of achievement.
- reports individual and group results.

For all 30-level diploma courses, the school mark will be weighted at 70% of the total mark, and the diploma examination mark will be weighted at 30% of the total mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50%. More information about the Diploma Examination Program is available online at <https://www.alberta.ca/diploma-exams.aspx>

January 2027

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams must remain SECURED before and during the administration. Teacher perusals are permitted. Refer to the Diploma Exam Rules and Policies for detailed guidelines. All diploma exams, except those that are asterisked (*), must remain SECURED after the administration and be returned to Alberta Education and Childcare.

Thursday, January 14	9 AM–12 PM	Français 30–1 Partie A* French Language Arts 30–1 Partie A*
Friday, January 15	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Monday, January 18	9 AM–12 PM	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Tuesday, January 19	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Wednesday, January 20	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Thursday, January 21	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Friday, January 22	9 AM–11:30 AM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Monday, January 25	9 AM–12 PM	Biology 30
Tuesday, January 26	9 AM–12 PM	Chemistry 30
Wednesday, January 27	9 AM–12 PM	Physics 30
Thursday, January 28	9 AM–12 PM	Science 30

All students are provided with up to double the official time noted above if they require it.



*NEW June 2025

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Wednesday, June 11	9 AM–12 PM	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Thursday, June 12	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Friday, June 13	9 AM–12 PM	Français 30–1 Partie A* French Language Arts 30–1 Partie A*
Monday, June 16	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Tuesday, June 17	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Wednesday, June 18	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Thursday, June 19	9 AM–11:30 AM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Friday, June 20	9 AM–12 PM	Biology 30
Monday, June 23	9 AM–12 PM	Chemistry 30
Tuesday, June 24	9 AM–12 PM	Physics 30
Wednesday, June 25	9 AM–12 PM	Science 30

All students are provided with up to double the official time noted above if they require it.