



Guide to Student Assessment and Achievement 2026-2027

Grades 1-9

Black Gold Home-Based School

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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 - K-10

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 K-5:** Students complete brief, age-appropriate reading, writing, and numeracy checks. Starting in the 2026/27 school year, Alberta Education & Childcare provides the literacy and numeracy screening tools. They were built by academic experts and tested directly with Alberta students to ensure reliability.
- **Grades 6-10:** 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. 1-10 French Reading: Gr. 1-10 English Writing: Gr. 2-9 French Writing: Gr. 2-9 English & French Math: Gr. 1-10	Reading and Math: K-3 <i>(all students)</i>	Reading and Math: Gr. 1-10 <i>(students identified below grade level in a prior screener.)</i>
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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 780 929-5784.
- Students can expect to receive feedback on assessments within a week of submitting them.
- Students and parents can expect that individual assignment/test marks will appear in the PowerSchool Parent Portal within the two week period following individual submissions.

Reporting Periods:

Term One: *August 28 - November 6*

Term Two: *November 16 - January 29*

Term Three: *February 1 - April 16*

Final mark: *April 19 - June 25*

Formal Reports Issued:



Formal Reports will be available online at the end of each semester. However, final marks may be posted sooner, if the student is able to finish the course sooner.

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.

Weekly virtual meetings are scheduled. Parents are encouraged to partake in the meetings to help guide progress at home.

Parents/guardians can book appointments by contacting the school or the teacher directly.

Instructional Support Plan (Gr 1 – 12) and Individualized Program Plan (Kindergarten):

Use the correct language based on your school site (ISP or IPP or both).

For students who need specialized services and support, the ISP is a working document that is developed within the first two months of the school year. The ISP is a record of specific goals for a child. It provides information about accommodations and strategies a child is using to succeed. It is reviewed at least 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 will take place in September.

- ISP planning input forms will be sent home on October 5
- ISPs will be shared by November 20 via email.
- A completed signature page will be collected and stored at the school.
- Reviews will be completed by February 19, 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 Black Gold Home-Based School we use the following Grading Scale(s):

Kindergarten – Grade 3 Grading Scale		
All courses use K-3 Grading Scale		
Label	Scale	Description
EXP	Exemplary	Achievement is exemplary and consistently meets grade level outcomes. Student independently demonstrates in-depth understanding.
PRF	Proficient	Achievement consistently meets grade level outcomes. Student consistently demonstrates achievement independently.
ACQ	Acquiring	Achievement generally meets grade level outcomes. Student requires support in some areas.
BEG	Beginning	Achievement does not yet meet grade level outcomes. Student requires ongoing support.
INS	Insufficient	Insufficient evidence to assess.

Grades 4-6 Core Courses Grading Scale		
5 core courses (ELA/ELAL, FLA/FILAL, Math, Science, Social) use % (can include letter 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 4-6 Non-Core Courses Grading Scale		
All other courses (Fine Arts, Second Languages, Phys Ed & Wellness, CTF)		
Label	Scale	Description
EXP	Exemplary	Achievement is exemplary and consistently meets grade level outcomes. Student independently demonstrates in-depth understanding.



PRF	Proficient	Achievement consistently meets grade level outcomes. Student consistently demonstrates achievement independently.
ACQ	Acquiring	Achievement generally meets grade level outcomes. Student requires support in some areas.
BEG	Beginning	Achievement does not yet meet grade level outcomes. Student requires ongoing support.
INS	Insufficient	Insufficient evidence to assess.

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.
- 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 an **"incomplete (INC)"** which awards a mark of 0 on the assignment.

When your child has missing or incomplete work, we will arrange for them to complete the work. This may include:

- Teacher/student discussion.
- Extended course deadlines.
- Contact with parent/s guardians.
- Drop-in support.
- 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: *(update as applicable to your schools policies and procedures)*

1. A reluctant zero policy will apply to daily tasks and course modules. 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.

Exams

Junior high students will write a final exam. Dates will be determined on when the course is completed. Grade 6 and grade 9 students are encouraged to write the PAT exams.



Please do not book family vacations during this time.

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 6 and 9 in English and French 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.

In Grade 6, the final mark may include the PAT and/or a teacher developed final exam at the discretion of the principal.

In Grade 9, the final exam category will be weighted between 10% and 20% of the student's final mark in English and French 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 6 and 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>