



Assessment at RTHS Student (Parent) Information - September 2014

We will have many conversations about assessment at RTHS – with you, with your parents, with your teachers. These conversations will be important so that we broaden our understanding of assessment as essential for learning and growth, not just marks.

At RTHS you will be assessed on your achievement of both outcomes and competencies.

- Outcomes - statements from the programs of study that describe what you are expected to know and be able to do in a subject.
- Competencies – interrelated attitudes/skills/knowledge that are demonstrated through the outcomes, present in the front part of the programs of study and essential for exemplary success in the discipline in school and in the world

You can expect to complete a variety of tasks to show what you know, including: artefacts, assignments, exams, presentations, projects, quizzes, self assessments... Teachers will also assess through conversations about and observations of your learning. Some tasks will be part of ongoing, *formative* feedback to determine next steps for learning. Some tasks will be *summative* and compare your achievement against what is required.

The teacher will give you feedback according to the RTHS assessment spectrum (rubric descriptions and words) or according to marks. On report cards you will see both percentages (as required by Alberta Education) and comments.

	Your role as a student	The role of teachers	How can parents help
Outcomes and Competencies	<ul style="list-style-type: none"> - Learn about the outcomes and related competencies required in your courses. - Understand which outcomes and competencies are most important for success and next steps. 	<ul style="list-style-type: none"> - Communicate the required course outcomes and related competencies - Communicate the weighting of outcomes and competencies. 	<ul style="list-style-type: none"> - Ask for information about the required course outcomes and related competencies. - Ask for information about which outcomes and competencies are most important for success and next steps.
Understand task requirements	Complete the tasks as required	- Clarify expectations - provide examples of	- Support your child with

	or negotiate new tasks.	success. - Provide support for student success including accommodations, modifications and ideas for alternatives.	understanding of expectations and appropriate ways to negotiate alternatives.
**Due Dates	- Schedule to meet due dates. - Arrange to challenge outcomes and competencies as available.	- Identify due dates - Provide a “window of opportunity” for task completion. - Provide dates for outcome/competency challenge	- Support your child with scheduling
Course Sequences	- Ask questions to clarify what is required so that you understand different course sequences (-1,-2...) - Challenge yourself to complete outcomes in another course sequence linked to your goals beyond high school.	- Clarify the differences between the course sequences - Identify evidence of which course sequence is being achieved - Retain high expectations.	- Ask questions to clarify the differences between the course sequences - Ask questions about which course sequence is most evident. - Continue important conversations about strengths and next steps.
Self assessment	Participate in rubrics and self assessments so that you have voice in achieving the outcomes and competencies.	Give professional feedback on student self assessments or rubrics.	Ask questions about rubrics and self assessments, areas of challenge and growth. - Celebrate

** Please note that attention to due dates is a competency that can help you achieve exemplary achievement. While teachers will communicate a “window of opportunity” for task completion, incomplete tasks will impact your success. Teachers will identify other specific opportunities for you to challenge outcomes/competencies when there is a lack of evidence.

Here are some tips for students about how to achieve exemplary achievement.

- Look at the task examples provided by your teacher and ask questions about specific evidence of exemplary tasks.

- Ask questions about which outcomes/competencies are most important.
- Ask questions about which outcomes/competencies are required in the task so that you can provide evidence of each.
- Negotiate alternatives before the due date.
- Participate in self-assessment so that you can highlight your evidence of outcomes/competencies.
- Complete the task by the due date.
- Use opportunities to challenge outcomes/competencies that you find difficult.

Did you know that the word assessment comes from the Latin, *assidere*, meaning “to sit beside or with”? We know that you will be most successful in school when we all communicate about the assessment process throughout the year, not just at report card time, so that you can achieve your best in school.

C. Meaden, Principal