



Assessment at RTHS Student (Parent) Information

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, growth, and future goals not just marks; assessment happens daily during class time and throughout the year as well as during report card time.

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 – collaboration, problem solving, global understanding are examples ...

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.

Please note that students, teachers and parents should visit the teachers' learning management systems regularly – for example, D2L which is used by all grade 10 teachers. See the links on the virtual learning commons. There will be learning management system tutorials at our conference and "Meet the Staff" evenings. You can also contact the classroom teacher or Lynn Shalley in the office for assistance.

	What can students do?	What will teachers do?	What can parents do?
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
Task Requirements	<ul style="list-style-type: none"> - Complete the tasks as required or negotiate new tasks - Ask questions about the task examples 	<ul style="list-style-type: none"> - Clarify expectations provide examples of tasks - Provide support for student success including accommodations, modifications and ideas or alternatives. 	<ul style="list-style-type: none"> Support your child with communication or negotiation of new tasks.
Self - assessment	<ul style="list-style-type: none"> Participate in the completion of rubrics and self assessment so that you have voice 	<ul style="list-style-type: none"> Provide professional feedback on both outcomes and competencies according to the rubric 	<ul style="list-style-type: none"> Ask questions about rubrics, self assessments, areas of challenge/growth.
**Due Dates	<ul style="list-style-type: none"> - Meet due dates - Arrange to challenge 	<ul style="list-style-type: none"> - Identify due dates - Provide a “window of opportunity” for task completion due 	<ul style="list-style-type: none"> Support your child with scheduling and negotiating

	<p>outcomes and competencies as available.</p> <ul style="list-style-type: none"> - Use FOCUS time as it is intended 	<p>to unique circumstances.</p> <ul style="list-style-type: none"> - Provide dates for outcome/competency challenge 	<p>alternatives</p>
Course Sequences	<ul style="list-style-type: none"> - Ask questions to clarify what is required in the different course sequences (dash 1, dash 2...) - Challenge yourself to complete outcomes in another course sequence linked to your goals beyond high school 	<ul style="list-style-type: none"> - Clarify the differences between the course sequences - Identify evidence of which course sequence is being achieved - Retain high expectations - Encourage students to research career goals with parents and staff 	<ul style="list-style-type: none"> - Ask questions to clarify the differences between the course sequences - Ask questions about which course sequence is most evident. - Continue important conversations about strengths, supports required, career goals and next steps

** 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. When one “window of opportunity” has closed, teachers will identify other specific opportunities for you to challenge outcomes/competencies when there is a lack of evidence – during FOCUS, Thirsk Days, end of term challenges ...

There are important themes for all of us as we think about assessment.

- Ask questions - you can consult our staff directory on our Virtual Learning Commons to email the teachers or set up a time to talk by phone/ meet.
- Refer to the Learning Management Systems
- Advocate - Use the opportunities for voice and choice.

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