Elk Island Public Schools

Your Future in MIND

# Guide to Reporting Student Achievement

## 2021-2022

***Grades 7 - 12***

*Updated: September 23, 2021*

We believe every student can learn and experience success. One of the ways we help students learn and succeed is to carefully evaluate their achievement and growth, and to share that information with parents and guardians.

### This guide will help parents and guardians understand:

- assessment;
- the responsibilities of students, staff, and parents and guardians;
- how and when achievement information will be communicated or reported;
- how marks and grades are determined; and
- the steps taken when summative assessments are missing or incomplete.

Parents and guardians are the key influences in a child's life. Understanding how a child is achieving in school and how to support that achievement is integral to success in school. Parents and guardians are encouraged to read this guide and contact our school's administration with any questions or if further information is required.

## What Is Assessment?

Assessment is the process of collecting and communicating information about student achievement. In essence, assessment informs students, teachers, and parents about what students have learned and how well they have learned it. Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work, and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength, and the areas in which students may need more time or practice. All of these opportunities allow teachers to give parents and guardians a clear and accurate picture of student achievement and growth.

## Supporting Student Achievement and Success

In alignment with the *Education Act*, students, teachers, parents, and guardians all have roles to play in supporting and helping students experience success in school.

### Students have a responsibility for their own learning and are expected to:

- attend school every day and be on time;
- complete assignments, projects, and tasks to the best of their ability;
- participate in activities that celebrate learning;
- consistently demonstrate their learning; and
- take advantage of opportunities to revise or redo assessments to demonstrate their learning.

### Teachers will help students succeed by:

- providing appropriate programming for each student;
- clearly explaining what is expected of each student and how student work will be assessed and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students the opportunity to redo/complete missed assessments and activities;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students, and school administration.

### Parents and guardians can support a student's learning by:

- working in partnership with school staff;
- providing time and a place for children to practice and complete assigned work at home;
- ensuring regular school attendance;
- staying informed about school events and keeping in touch with school staff;
- regularly accessing student assessment information via PowerSchool; and
- attending Parent-Teacher-Student conferences/interviews.

## Instructional Support Plan (ISP)

Elk Island Public Schools (EIPS) is using the Instructional Support Plan to support programming for students with diverse learning needs. An ISP may be created for students with identified learning needs

in Early Childhood Services (ECS) to grade 12. The ISP process aligns with Alberta Education initiatives and supports the success of each and every student.

Parents and/or guardians of students recommended to have an ISP to support his/her learning during the 2021-22 school year will be contacted by the school in September or early October.

## Features of EIPS' ISP that help make a student's programming more effective include:

- ways in which a student likes to learn which allows teachers to focus on a student's strengths and interests.
- class-wide and more student-specific strategies that increase learning opportunities for all students.
- an online format making the creation, updating, and communication of ISPs more efficient with a plan is for the ISP to become available online to parents in the future.
- scheduled meetings with parents during the course of the year during which ISP goals and student progress is shared and discussed.

## Course Outlines

Information about the Alberta Curriculum can be accessed from Alberta Education's, My Child's Learning - A Parent Resource. Further specific details about course content can be provided by the classroom teacher.

Teachers communicate classroom information (assignments, activities, events, etc.) through Brightspace. Teachers will also utilize email to communicate with parents.

Brightspace student log-in

Brightspace parent log-in

## Determining Report Card Grades

Teachers consider multiple sources of evidence and use professional judgment to determine the report card grade.

### Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects, or other activities demonstrate to teachers the areas in which students need more practice and where students

can improve. These are called *formative* assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

**Summative Assessments**

Summative assessments provide students with formal chances to "show what they know". Using professional judgment, teachers consider summative assessments, observations, and conversations with students in determining report card grades.

*Final summative assessments in secondary core subjects provide students with the opportunity to demonstrate their learning at the end of a course. In exceptional circumstances alternative final summative assessment arrangements may be made in consultation with school administration.*

## Missing, Incomplete, or Resubmitted Student Work

As outlined in Administrative Policy 360, principals work with their teachers to ensure:

A. teachers collect reliable and valid evidence that supports their judgment about students' achievement. Teachers may choose to exclude assessments that are inconsistent with the teacher's professional judgment;

B. students are offered opportunities to redo and resubmit summative assessments;

C. communication plans for reporting student achievement and growth to parents/guardians/students are developed and aligned with school-wide assessment and intervention plans;

D. students have been given multiple opportunities and ways to demonstrate learning;

E. teachers engage in ongoing, timely communication with parents/guardians/students and the principal regarding missing or incomplete work;

F. follow up has occurred to determine the reason why a summative assessment (assignment, test, project, etc.) is missing or incomplete, and that opportunities are provided for the student to resubmit and/or fulfill the requirements of the summative assessment (assignment, test, project, etc.);

G. once the student has been given opportunities to resubmit summative assessments, but does not submit missing or incomplete summative assessments, the student and parents/guardians are informed and the teacher, in consultation the student and student's parents/guardians will determine a plan to hold the student accountable and/or plan for further learning;

H. the teacher, in consultation with the principal, uses professional judgment to determine the impact of the missing or incomplete assignments on the student's grade;

I. that provided the preceding have been followed, the teacher may assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

Please contact your child's teacher for more information about rewrites and redos.

## Assessment

### Junior High Grading Scale

Grades in junior high language arts, math, science and social studies courses will be reported using percentages.

*(Adapted from Alberta programs of study)*

| | |
|---|---|
| **80 - 100%** | • Learning goals are met in an astute and comprehensive way.<br>• Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.<br>• Demonstrates an in- depth understanding and degree of skill on summative assessments.<br>• Has assembled an in- depth understanding of the concepts, generalizations and skills fundamental to the program. |
| **65 - 79%** | • Learning goals are met in a practical and thorough way.<br>• Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details.<br>• Demonstrates a substantial understanding and degree of skill on summative assessments.<br>• Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. |
| **50 - 64%** | • Learning goals are met in an appropriate and reasonable way.<br>• Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details.<br>• Demonstrates a satisfactory understanding and degree of skill on summative assessments.<br>• Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. |
| **0 - 49%** | • Student has demonstrated insufficient performance in relation to learner outcomes. |

**Junior High Complementary Courses Grade Scale**

| Letter Grade | Description of Achievement Standards |
|---|---|
| **A+** | • Achievement is highly sophisticated and adept.<br>• Consistent demonstration of a high degree of effectiveness that *may* surpass provincial standards for learning outcomes for the subject and grade. |
| **A** | • Achievement is refined and skillful.<br>• Consistent demonstration of a high degree of effectiveness in relation to provincial standards for learning outcomes for the subject and grade. |
| **B** | • Achievement is competent and methodical.<br>• Consistent demonstration of considerable effectiveness in relation to provincial standards for learning outcomes for the subject and grade. |
| **C** | • Achievement is marginally adequate.<br>• Effectiveness falters occasionally in relation to provincial standards for learning outcomes for the subject and grade. |
| **D** | • Inconsistently achieves at an acceptable level.<br>• Limited effectiveness or inconsistent performance is demonstrated in relation to provincial standards for learning outcomes for the subject and grade. |
| **I** | • Description of Achievement Standards |

**Senior High Grading Scale**

All senior high courses will be reported using percentages.

*(Adapted from Alberta programs of study)*

| | |
|---|---|
| **80 - 100%** | • Learning goals are met in an astute and comprehensive way.<br>• Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.<br>• Demonstrates an in- depth understanding and degree of skill on summative assessments.<br>• Has assembled an in- depth understanding of the concepts, generalizations and skills fundamental to the program. |
| **65 - 79%** | • Learning goals are met in a practical and thorough way.<br>• Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details.<br>• Demonstrates a substantial understanding and degree of skill on summative assessments.<br>• Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. |
| **50 - 64%** | • Learning goals are met in an appropriate and reasonable way.<br>• Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details.<br>• Demonstrates a satisfactory understanding and degree of skill on summative assessments.<br>• Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. |
| **0 - 49%** | • The student has demonstrated insufficient performance in relation to learner outcomes. The student will not earn credits and will not fulfill prerequisite requirements for higher level courses. |

## Academic Integrity

All students are expected to behave ethically. Cheating, plagiarism (copying someone else's work and passing it off as one's own), copying, stealing tests or assignments and/or getting answers for a test or assignment in advance are not acceptable. Unethical behavior also includes giving answers or work to others to claim as their own.

If a student is suspected of unethical behavior, school administration will meet with the student and take action in accordance with Administrative Procedure 350 - Student Conduct.

## Reporting Student Achievement

Communication with parents and students about student achievement will be continuous throughout the year. Communication may include: parent-teacher or parent-student-teacher conferences/interviews, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.

## Reporting Periods

Please visit the school's website and school calendar to learn when report cards will be issued. Report Cards will be available via the Parent Portal on PowerSchool. Parents must set up an account by visiting the PowerSchool Parent Portal login page.

### Junior High Schools

Marks for assignments will be available on the Parent Portal in PowerSchool. Calculated grades will be displayed throughout the year. Parents are urged to click on individual grades to review marks that have been awarded for individual assignments.

### Senior High Schools

Marks for assignments will be available on the Parent Portal in PowerSchool. Calculated grades will be displayed throughout each semester. Parents are urged to click on individual grades to review marks that have been awarded for individual assignments.

## Conferences/Interviews

Conferences are an important opportunity to speak with your child's teacher(s). Please visit the school's website and school calendar to learn when conferences will be held and how to book an appointment with your child's teacher(s).

To book a time to speak with a teacher or administrator at any time during the school year, please feel free to call the school and arrange for a meeting time.

## Grades/Marks Appeal Process

To appeal a grade a student has been given, parents or students are encouraged to contact the classroom teacher. If the appeal cannot be resolved with the teacher, the parent or student shall appeal to the principal who will make and communicate the final decision. A principal's authority to rule on such appeals is set out in the *Education Act*. Administrative Procedure 391 outlines specific appeal process dates.

## The Role of External, Large Scale Assessments

Provincial Achievement Tests (PATs) are administered annually to all Alberta students in Grade 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location. When administered, results from these assessments provide school divisions with information about student learning and achievement. For the 2021-22 school year, students in Grade 9 will write PATs.

While PATs are an important part of determining student growth and achievement, they are only one part of the assessment process.

- The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil or digital test.
- The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

Alberta Education expects schools to report the scores from PATs.

## Provincial Achievement Tests (PATs)

PATs measure how well students demonstrate what they are expected to learn. School and division results are shared publicly to show how Alberta grade six and nine students are doing compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning. Note that if students require accommodations in order to write PATs (scribe, reader, assistive supports), students should have an ISP in place which identifies the use of the accommodation throughout the course of the school year.

Students who are absent for the scheduled PAT writing will write when they return to school, provided the exams have not yet been returned to Alberta Education. After that time, students will not be able

to write the exams. Students may, through special arrangement with the teacher, write final exams other than PATs outside the official exam schedule.

## Provincial Achievement Test (PAT) Schedule

Alberta Education's PAT schedule provides some flexibility to administer PATs within a fixed period of time. In accordance with this schedule, Elk Island Public Schools has designated administration dates for PATs, as well as grades 7 and 8 final exams as listed below.

### January 2022

Written-response provincial achievement tests should be administered in accordance with the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Exam Administration.

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

| | | |
|---|---|---|
| Tuesday, January 11 | 9:00 A.M.–11:00 A.M. | Grade 9 English Language Arts Part A |
| | 9:00 A.M.–10:20 A.M. | Grade 9 K&E English Language Arts Part A |
| Friday, January 14 | 9:00 A.M.–11:00 A.M. | Grade 9 Français/French Language Arts Partie A |

For Language Arts Part A: Writing Provincial Achievement Tests, teacher supervisors, under the direction of the principal, are expected to uphold provincial achievement test security by maintaining a continuous writing time. If it is required, based on individual student needs or the entire classes', to administer a short supervised break, the teacher supervisor must receive approval from the principal. All provincial achievement test administration rules and policies must be maintained. The amount of time consumed by a break is not included in the total provincial achievement test-taking time.

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

| Date | Final Exam Official Time | EIPS Final Exam |
|---|---|---|
| TBD* | 105 minutes | Grade 7 English Language Arts Part A |
| TBD* | 105 minutes | Grade 8 English Language Arts Part A |

*Please visit the school's website and school calendar to learn the exact date when these exams are scheduled.

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

| Date | Provincial Achievement Test Official Time | Provincial Achievement Test |
|---|---|---|
| Thursday, January 20 | 75 minutes | Grade 9 Français/French Language Arts Partie B |
| Friday, January 21 | 30 minutes | Grade 9 Mathematics Part(ie) A |
| Tuesday, January 25 | 80 minutes | Grade 9 Mathematics Part(ie) B |
| Wednesday, January 26 | 75 minutes | Grade 9 Science |
| | 75 minutes | Grade 9 K&E Science |
| Thursday, January 27 | 80 minutes | Grade 9 Social Studies |
| | 75 minutes | Grade 9 K&E Social Studies |
| Friday, January 28 | 75 minutes | Grade 9 English Language Arts Part B |
| | 75 minutes | Grade 9 K&E English Language Arts Part B |

| Date | Final Exam Official Time | EIPS Final Exam |
|---|---|---|
| Thursday, January 20 | 60 minutes | Grade 7 Mathematics Part(ie) A |
| | 60 minutes | Grade 8 Mathematics Part(ie) A |
| Tuesday, January 25 | 90 minutes | Grade 7 Social Studies |
| | 90 minutes | Grade 8 English Language Arts Part B |
| Wednesday, January 26 | 90 minutes | Grade 7 English Language Arts Part B |
| | 90 minutes | Grade 8 Mathematics Part(ie) B |
| Thursday, January 27 | 90 minutes | Grade 7 Mathematics Part(ie) B |
| | 90 minutes | Grade 8 Social Studies |
| Friday, January 28 | 75 minutes | Grade 7 Science |
| | 75 minutes | Grade 8 Science |

## May and June 2022

Written-response provincial achievement tests should be administered in accordance with the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Exam Administration.

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

| | | |
|---|---|---|
| Monday, May 16 | 9:00 A.M.–11:00 A.M. | Grade 6 Français/French Language Arts Partie A |
| | 9:00 A.M.–11:00 A.M. | Grade 9 English Language Arts Part A |
| | 9:00 A.M.–10:20 A.M. | Grade 9 K&E English Language Arts Part A |
| Wednesday, May 18 | 9:00 A.M.–11:00 A.M. | Grade 6 English Language Arts Part A |
| | 9:00 A.M.–11:00 A.M. | Grade 9 Français/French Language Arts Partie A |

For Language Arts Part A: Writing Provincial Achievement Tests, teacher supervisors, under the direction of the principal, are expected to uphold provincial achievement test security by maintaining a continuous writing time. If it is required, based on individual student needs or the entire classes', to administer a short supervised break, the teacher supervisor must receive approval from the principal. All provincial achievement test administration rules and policies must be maintained. The amount of time consumed by a break is not included in the total provincial achievement test-taking time.

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

| **Date** | **Final Exam Official Time** | **EIPS Final Exam** |
|---|---|---|
| Wednesday, May 25 | 105 minutes | Grade 7 English Language Arts Part A |
| | TBD | Grade 7 Français/French Language Arts Partie A |
| Thursday, May 26 | 105 minutes | Grade 8 English Language Arts Part A |
| | TBD | Grade 8 Français/French Language Arts Partie A |

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

| Date | Provincial Achievement Test Official Time | Provincial Achievement Test |
|---|---|---|
| Wednesday, June 15 | 30 minutes | Grade 9 Mathematics Part(ie) A |
| Friday, June 17 | 75 minutes | Grade 9 Français/French Language Arts Partie B |
| Monday, June 20 | 80 minutes | Grade 9 Mathematics Part(ie) B |
| Wednesday, June 22 | 75 minutes | Grade 9 Science |
| | 75 minutes | Grade 9 K&E Science |
| Thursday, June 23 | 80 minutes | Grade 9 Social Studies |
| | 75 minutes | Grade 9 K&E Social Studies |
| Friday, June 24 | 75 minutes | Grade 9 English Language Arts Part B |
| | 75 minutes | Grade 9 K&E English Language Arts Part B |

| Date | Final Exam Official Time | EIPS Final Exam |
|---|---|---|
| Thursday, June 16 | 60 minutes | Grade 7 Mathematics Part(ie) A |
| | 60 minutes | Grade 8 Mathematics Part(ie) A |
| Wednesday, June 22 | TBD | Grade 7 Français/French Language Arts Partie B |
| | TBD | Grade 8 Français/French Language Arts Partie B |
| Thursday, June 23 | 75 minutes | Grade 7 Science |
| | 90 minutes | Grade 8 Mathematics Part(ie) B |
| Friday, June 24 | 90 minutes | Grade 7 Social Studies |
| | 75 minutes | Grade 8 Science |
| Monday, June 27 | 90 minutes | Grade 7 Mathematics Part(ie) B |
| | 90 minutes | Grade 8 English Language Arts Part B |
| Tuesday, June 28 | 90 minutes | Grade 7 English Language Arts Part B |
| | 90 minutes | Grade 8 Social Studies |

## Diploma Examinations

The Grade 12 Diploma Examinations Program has three main purposes:

- to certify the level of individual student achievement in selected Grade 12 courses;
- to ensure that province-wide standards of achievement are maintained; and
- to report individual and group results.

The program has diploma exams in selected Grade 12 courses: Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1, and Social Studies 30–2.

In order to receive accommodations on diploma exams (scribe, reader, assistive supports), students require an ISP which identifies the use of the accommodation throughout the course of the school year.

To receive a high school diploma, students are required to write at least two diploma exams, either English Language Arts 30–1 or English Language Arts 30–2 and either Social Studies 30–1 or Social Studies 30–2.

Further high school completion requirements are found here: Alberta High School Completion Requirements (p. 107).

For the 2021-22 school year, diploma exams will be administered in all relevant subject areas in November, January, April, June and August. Alberta Education's Diploma schedule outlines the exact dates of administering Diplomas.  Diploma exams account for 30 per cent of a student's final diploma course mark.

# Diploma Exams Schedules

## November 2021

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

> All diploma exams remain SECURED before, during, and after the administration.

| | | |
|---|---|---|
| Thursday, October 28 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie A<br>French Language Arts 30–1 Partie A |
| Friday, October 29 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie B<br>French Language Arts 30–1 Part B |
| Tuesday, November 2 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part A<br>English Language Arts 30–2 Part A |
| Wednesday, November 3 | 9:00 A.M.–12:00 P.M.<br>9:00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) A<br>Social Studies 30–2 Part(ie) A |
| Thursday, November 4 | 9:00 A.M.–12:00 P.M. | Mathematics 30–1<br>Mathematics 30–2 |
| Friday, November 5 | 9:00 A.M.–12:00 A.M. | English Language Arts 30–1 Part B<br>English Language Arts 30–2 Part B |
| Monday, November 8 | 9: 00 A.M.–11:30 A.M.<br><br>1:00 P.M.–4:00 P.M. | Social Studies 30–1 Part(ie) B<br>Social Studies 30–2 Part(ie) B<br>Science 30 |
| Tuesday, November 9 | 9:00 A.M.–12:00 P.M.<br>1:00 P.M.–4:00 P.M. | Physics 30<br>Biology 30 |
| Wednesday, November 10 | 1:00 P.M.–4:00 P.M. | Chemistry 30* |

*This diploma exam will start in the afternoon to allow for Remembrance Day observance.

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

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8 A.M. A diploma exam that is scheduled in the afternoon must not be started before 11:00 A.M.
- Students writing morning diploma exams cannot be dismissed until 10:00 A.M. and students writing afternoon diploma exams cannot be dismissed until 2:00 P.M.
- The order of diploma exams that are scheduled on the same day cannot change.

## January 2022

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

> All diploma exams must remain SECURED before and during the administration.
> All diploma exams except those that are asterisked (*) must remain SECURED after the administration and returned to Alberta Education.

| | | |
|---|---|---|
| Tuesday, January 11 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part A*<br>English Language Arts 30–2 Part A* |
| Wednesday, January 12 | 9:00 A.M.–12:00 P.M.<br>9:00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) A*<br>Social Studies 30–2 Part(ie) A* |
| Thursday, January 13 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie A<br>French Language Arts 30–1 Partie A* |
| Wednesday, January 19 | 9:00 A.M.–12:00 P.M | Français 30–1 Partie B<br>French Language Arts 30–1 Part B |
| Thursday, January 20 | 9:00 A.M.–12:00 P.M. | Mathematics 30–1<br>Mathematics 30–2 |
| Friday, January 21 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part B<br>English Language Arts 30–2 Part B |
| Monday, January 24 | 9: 00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) B<br>Social Studies 30–2 Part(ie) B |
| Tuesday, January 25 | 9:00 A.M.–12:00 P.M. | Biology 30 |
| Wednesday, January 26 | 9:00 A.M.–12:00 P.M. | Chemistry 30 |
| Thursday, January 27 | 9:00 A.M.–12:00 P.M. | Physics 30 |
| Friday, January 28 | 9:00 A.M.–12:00 P.M. | Science 30 |

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

## April 2022

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

> All diploma exams remain SECURED before, during, and after the administration.

| | | |
|---|---|---|
| Thursday, March 31 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie A<br>French Language Arts 30–1 Partie A |
| Friday, April 1 | 9:00 A.M.–12:00 P.M.<br>9:00 A.M.–11:30 A.M. | Français 30–1 Partie B<br>French Language Arts 30–1 Part B |
| Monday, April 4 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part A<br>English Language Arts 30–2 Part A |
| Tuesday, April 5 | 9:00 A.M.–12:00 P.M.<br>9:00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) A<br>Social Studies 30–2 Part(ie) A |
| Wednesday, April 6 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part B<br>English Language Arts 30–2 Part B |
| Thursday, April 7 | 9: 00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) B<br>Social Studies 30–2 Part(ie) B |
| Friday, April 8 | 9:00 A.M.–12:00 P.M.<br><br>1:00 P.M.–4:00 P.M. | Mathematics 30–1<br>Mathematics 30–2<br>Biology 30 |
| Monday, April 11 | 9:00 A.M.–12:00 P.M.<br>1:00 P.M.–4:00 P.M. | Chemistry 30<br>Science 30 |
| Tuesday, April 12 | 9:00 A.M.–12:00 P.M. | Physics 30 |

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

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8 A.M. A diploma exam that is scheduled in the afternoon must not be started before 11:00 A.M.
- Students writing morning diploma exams cannot be dismissed until 10:00 A.M. and students writing afternoon diploma exams cannot be dismissed until 2:00 P.M.
- The order of diploma exams that are scheduled on the same day cannot change.

## June 2022

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

> All diploma exams must remain SECURED before and during the administration.
> All diploma exams except those that are asterisked (*) must remain SECURED after the administration and returned to Alberta Education.

| | | |
|---|---|---|
| Monday, June 13 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part A*<br>English Language Arts 30–2 Part A* |
| Tuesday, June 14 | 9:00 A.M.–12:00 P.M.<br>9:00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) A*<br>Social Studies 30–2 Part(ie) A* |
| Wednesday, June 15 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie A<br>French Language Arts 30–1 Partie A* |
| Thursday, June 16 | 9:00 A.M.–12:00 P.M | Français 30–1 Partie B<br>French Language Arts 30–1 Part B |
| Friday, June 17 | 9:00 A.M.–12:00 P.M. | Mathematics 30–1<br>Mathematics 30–2 |
| Monday, June 20 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part B<br>English Language Arts 30–2 Part B |
| Wednesday, June 22 | 9: 00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) B<br>Social Studies 30–2 Part(ie) B |
| Thursday, June 23 | 9:00 A.M.–12:00 P.M. | Biology 30 |
| Friday, June 24 | 9:00 A.M.–12:00 P.M. | Chemistry 30 |
| Monday, June 27 | 9:00 A.M.–12:00 P.M. | Physics 30 |
| Tuesday, June 28 | 9:00 A.M.–12:00 P.M. | Science 30 |

Tuesday, June 21, 2022 is National Indigenous Peoples Day—no diploma exams are scheduled.

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

## August 2022

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

> All diploma exams remain SECURED before, during, and after the administration.

| | | |
|---|---|---|
| Tuesday, August 2 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part A<br>English Language Arts 30–2 Part A |
| | 1:00 P.M.–4:00 P.M. | Français 30–1 Partie A<br>French Language Arts 30–1 Partie A |
| Wednesday, August 3 | 9:00 A.M.–12:00 P.M. | Social Studies 30–1 Part(ie) A |
| | 9:00 A.M.–11:30 A.M. | Social Studies 30–2 Part(ie) A |
| Thursday, August 4 | 9:00 A.M.–12:00 P.M. | Mathematics 30–1<br>Mathematics 30–2 |
| Friday, August 5 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part B<br>English Language Arts 30–2 Part B |
| | 1:00 P.M.–4:00 P.M | Français 30–1 Partie B<br>French Language Arts 30–1 Part B |
| Monday, August 8 | 9:00 A.M.–11:30 A.M. | Social Studies 30–1 Part(ie) B<br>Social Studies 30–2 Part(ie) B |
| Tuesday, August 9 | 9:00 A.M.–12:00 P.M. | Chemistry 30 |
| | 1:00 P.M.–4:00 P.M. | Biology 30 |
| Wednesday, August 10 | 9:00 A.M.–12:00 P.M. | Physics 30 |
| | 1:00 P.M.–4:00 P.M | Science 30 |

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

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8 A.M. A diploma exam that is scheduled in the afternoon must not be started before 11:00 A.M.
- Students writing morning diploma exams cannot be dismissed until 10:00 A.M. and students writing afternoon diploma exams cannot be dismissed until 2:00 P.M.
- The order of diploma exams that are scheduled on the same day cannot change.