HOLY CROSS HIGH SCHOOL

ENGLISH LANGUAGE ARTS DEPARTMENT GUIDELINES

Key Terminology

- ***Assessment***: Any assignment, project, quiz, test, presentation, etc. that teachers use to determine if a student has achieved a curricular outcome.
- ***Curricular Outcome***: The requirements for earning credit in a course provided by the Ministry of Education.
- ***Academic Misconduct:*** The misrepresentation of submitted work as a student's own evidence of learning.

Assessment

- Assignment due dates are determined by the teacher. Assignments must be submitted by the deadline to receive formal feedback.
- Students must be present for exams and in-class assessments. In order to reduce the loss of instructional time, make-up in-class assessments must be scheduled during the assigned department exam make-up time, supervised by one of the English Language Arts teachers in the department. When possible, planned absences should be communicated ahead of time and as soon as possible.
- Assignments submitted after the deadline, without an approved extension from the teacher, may result in academic consequences. Further remediation may apply if there are repeat occurrences of late submissions.
- Late assignment submissions will be accepted in the time period of each unit of study or checkpoint. After those dates, assignments may remain a zero in the grade book.
- All major assessments must be completed by the end of the course in order for the student to receive credit.
- Technological issues are not valid recusals from academic responsibility.
- Academic misconduct is unacceptable in all circumstances**.** The use of AI or the misrepresentation of the source of your work may receive a grade of zero, parents/guardians will be contacted, and a referral to the school administration will be made.

Technology Use

- Cell phone use in the classroom is a concern. Teachers will do their best to mitigate this with cell phone policies. Thank you for your cooperation.

Mature Subject Content

- We believe it is important to keep parents/caregivers informed about the resources used to support curricular outcomes. The resources we will be using may contain mature content that may include sexually explicit content, frequent use of coarse language, and/or violence. This material provides valuable learning opportunities for students and has been selected for the connection to curricular outcomes. The department and classroom teacher want to ensure clear communication regarding resource selection. Please do not hesitate to contact us if you have questions or concerns about the mature content.

While this policy covers all English Language Arts classes, teachers may exercise their professional judgment in the application of the department policy when the individual case merits consideration.
A collaborative effort including consistent, meaningful communication with your teacher is the most effective strategy for success. It is up to you, not your parents/guardians, to communicate with your teachers.

Attendance

Holy Cross is better with YOU!

Your attendance matters!

Attendance Support Plan at Holy Cross:
At Holy Cross High School, the following progressive interventions are in place to support student success:

5 -10 Absences: **The classroom teacher will have a conversation with the student & contact the parent/guardian. The teacher will add a note to Edsby.**

10 – 15 Absences: **Classroom teachers will initiate a SIT (Student Support and Intervention Team) referral. An administrator or counsellor will meet with the student, contact the parent/guardian, and develop a plan for improvement.**

20 Absences or more: **A school administrator will meet with the student and family to discuss options related to student success. This may result in the student being withdrawn from a course(s), enrolled in Cyber school, and/or provided access additional supports (learning assistance tutorial, noon hour tutorial, extension classes, counselling, RAP, etc).**

Assessment

High School Achievement Scale

Percentage Score	Letter Score	Outcome-Based Achievement Descriptors
100	E+	**Exemplary** - Evidence indicates in-depth understanding, demonstration or application of the outcomes.
95	E	
90	E-	
85	M+	**Meeting** – Evidence indicates understanding, demonstration or application of the outcomes.
80	M	
75	M-	
70	Ap+	**Approaching** – Evidence indicates progress toward understanding, demonstration or application of the outcomes.
65	Ap	
60	Ap-	
55	Be	**Beginning** – Evidence indicates initial understanding, demonstration or application of the outcomes.
50	Be-	
35	IE+	**Insufficient Evidence** – Evidence of understanding, demonstration or application of the outcomes has not yet been shown.
0	IE	

Rooted. Growing. Reaching. Transforming.

GREATER SASKATOON CATHOLIC SCHOOLS

Assessment Timeline

GREATER SASKATOON CATHOLIC SCHOOLS

2023-24 High School Assessment Timeline

- **SEPTEMBER** – 18 school days
- **OCTOBER** – 20 school days
  - Parent-Teacher Conferences – October 19-20
  - Learning Behaviour Student-Self Assessment Completed & Shared
  - CHECKPOINT #1 – October 16
- **NOVEMBER** – 21 school days
  - MIDTERM GRADES SHARED NOV. 6 – Open Nov. 6-10
- **DECEMBER** – 16 school days
  - *Optional* Learning Behaviour Student-Self Assessment Completed & Shared
  - CHECKPOINT #2 – December 11
- **JANUARY** – 10 days + 5 assessment days, 1 day sem II
  - ASSESSMENT WEEK Jan. 22-26
  - Final Report Cards Due Jan 30
- **FEBRUARY** – 16 school days
- **MARCH** – 19 school days
  - Parent-Teacher Conferences – March 14 15
  - Learning Behaviour Student-Self Assessment Completed & Shared
  - CHECKPOINT #1 – March 11
- **APRIL** – 17 school days
  - MIDTERM GRADES SHARED APR 22 – Open Apr. 22-26
- **MAY** – 22 school days
  - *Optional* Learning Behaviour Student-Self Assessment Completed & Shared
  - CHECKPOINT #2 – May 13
- **JUNE** – 12 days + 5 assessment days
  - ASSESSMENT WEEK June 19-25
  - Final Report Cards Due June 27

What is a Checkpoint?

A check point is a date when all assessments that have been completed must be entered into the gradebook and shared. *The overall grade can, but does not need to be shared at this time.*

Students, parents and administrators should have a clear picture of up-to-date student achievement.

Check-point assessments can be formative and/or summative.

Questions to consider: *How are my students doing? Are they up to date on their assessments? Do they need additional supports? Have I communicated with parents/caregivers?*

Assessment Goals

FOCUS: CLARITY AND TRANSPARENCY

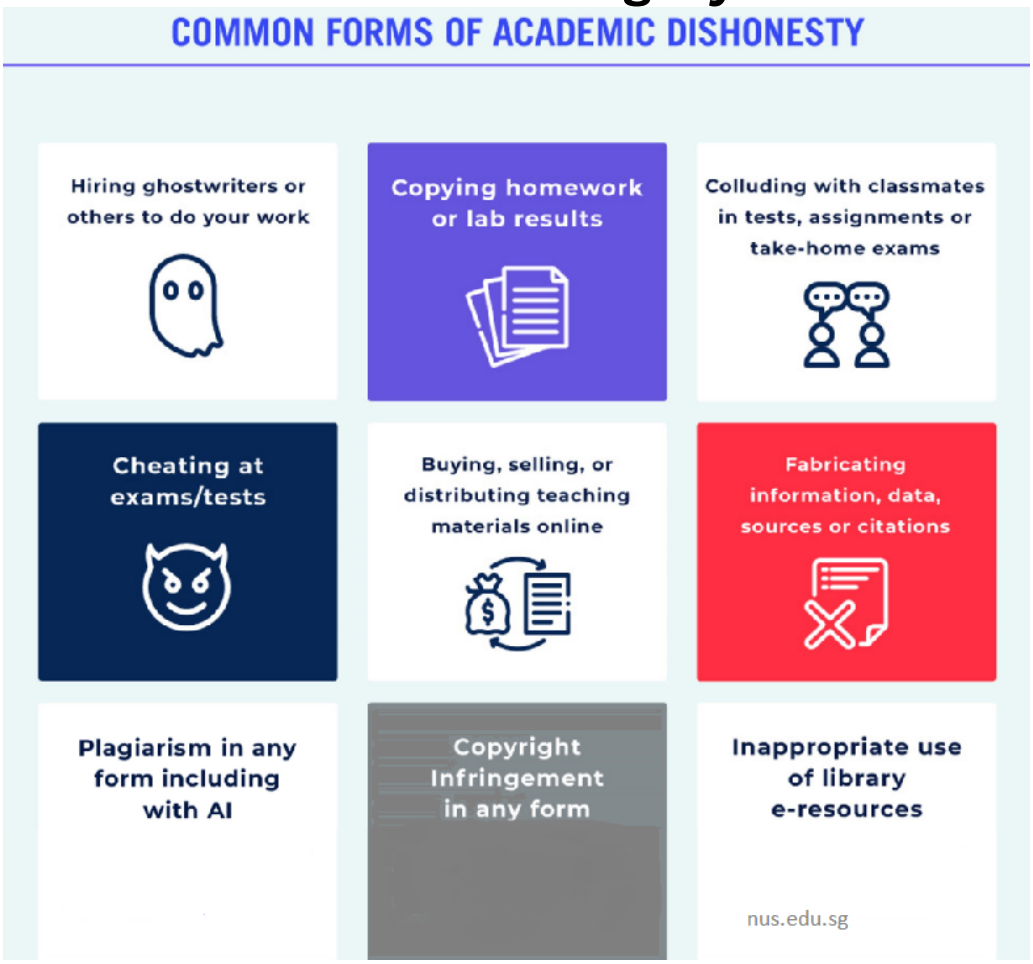
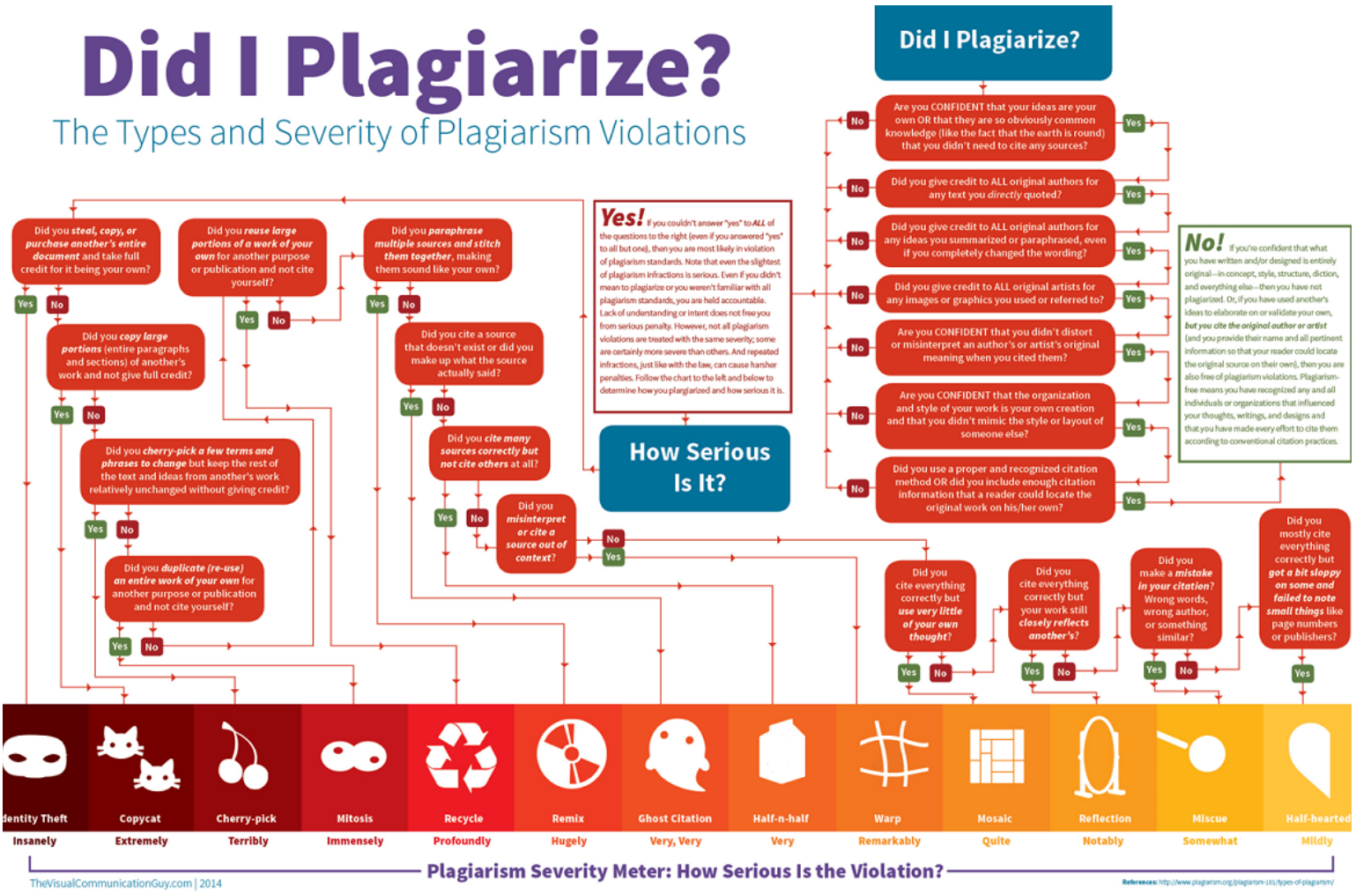
- Teachers will use curriculum-based gradebooks in all courses and share assessments that are connected to outcomes.
- Teachers will provide quality feedback on assessments in Edsby in one course each semester.

Learning Behaviours

Teaching & Communicating about Learning Behaviours through Student Self-Assessment

1. Teach about Learning Behaviours in your classroom making specific connections to your classroom context.
2. Have students self-reflect and set goals around learning behaviours using the GSCS Learning Behaviours Rubric or the online Edsby Question Sheet at the first Checkpoint.

Note: an optional 2nd Learning Behaviour self-assessment may be utilized for some or all students at the teacher's discretion.

3. Provide feedback to students on their self-assessment when needed.
4. Share the self-assessment with parents/caregivers.

Academic Integrity