



## Holy Cross English Language Arts Course and Assignment Expectations

### **In ELA (English Language Arts):**

- Students learn about language and learn how to use it effectively.
- Curriculum outcomes focus on developing reading, writing, listening, speaking, representing and viewing.
- Higher level thinking will be encouraged – moving beyond recall.
- Independent reading is an important element and most teachers will use some method for tracking independent reading.
- Writing process and product are equally important parts of ELA.

### **Assessment and Evaluation:**

- Evaluation in ELA courses is continuous. Everything students do, for the whole semester, counts.
- Both product and process will be marked.
- Notes should be kept clean and organized; they may be marked at some point during the semester.
- Students are encouraged to approach their teachers for help or clarification as needed.

### **Assignment and Test Policy:**

- Assignments must be submitted on or before the due date. Extensions may be requested as per individual teacher policy.
- Assignments submitted after the due date, without a granted extension, will be graded according to teacher policy. After reflecting on individual situations, teachers will use their professional judgement to deduct marks or assign a zero.
- All major assignments must be completed (even if late) in order to receive credit for the course.
- Computer and printer problems are NOT valid excuses. Students are encouraged to make running back-ups of their work.
- Plagiarism is not acceptable. Any plagiarized work will receive a grade of zero and be reported to Administration. Repeat offences may result in removal from the class.
- Students must be present for tests/exams unless prior approval has been obtained from the teacher. Students are expected to make up any missed tests on the day they return to class (unless other arrangements have been made with the teacher).
- Each course will culminate with a final assessment worth 20 percent in Grades 10 and 11 and 25 percent in Grade 12.

While this policy covers all English Language Arts classes, teachers are permitted flexibility to adapt the policy when an individual case merits consideration. We recognize that circumstances may arise where a student's situation will be more important than the policy.

Your teacher wants you to succeed! Please approach your teacher and make her or him aware of any situation that may affect your performance in class. It is easier for your teacher to support you if he or she knows in advance that an issue may arise.

# GSCS High School Achievement Scale

Draft Version 1.13 – May 5, 2015

Percentage Range	Percentage Score	Letter/Rubric Score	Outcome-Based Achievement Descriptors
98 – 100	100	E+	<b>Exceptional</b> – student has achieved proficiency. In addition they have shown their understanding in <b>novel situations</b> or <b>at a higher level of thinking than what is expected by the criteria</b> (example: student is evaluating, synthesizing, or creating when the outcome is at analysis).
92 – 97	95	E	
87 – 91	90	E-	
84 – 86	85	P+	<b>Proficient</b> – student has <b>consistently</b> demonstrated the criteria for achieving this outcome, group of outcomes, or learning area
78 – 83	80	P	
73 – 77	75	P-	
70 – 72	70	G+	<b>Growing</b> – student has <b>inconsistently</b> demonstrated the criteria for achieving this outcome, group of outcomes, or learning area
64 – 69	65	G	
60 – 63	60	G-	
55 – 59	55	D	<b>Developing</b> – student has <b>rarely</b> demonstrated the criteria for achieving this outcome, group of outcomes, or learning area
50 – 54	50	D-	
0 – 49	35	IE	<b>Insufficient Evidence</b> – student has <b>not demonstrated</b> the criteria for achieving this outcome, group of outcomes, or learning area despite opportunity to do so

Exceptional (Mastery)	Proficient	Approaching	Beginning
Indicates an insightful understanding of the grade level outcomes. Students at this level can apply, synthesize, and transfer knowledge to novel situations.	Indicates a well-developed understanding of the grade level outcome. Students at this level are competent with the skills and knowledge identified in the outcome and is on par with curriculum expectations.	Indicates a basic understanding. Students at this level demonstrate inconsistent understanding of the stated outcomes.	Indicates partial understanding. Students at this level have limited success with the stated outcome even with support.