



Information Bulletin English Language Arts 30–2

Diploma Examinations Program **2023–2024**

This document was primarily written for:

Students

Teachers of English Language Arts 30–2

Administrators

Parents

General Audiences

Others

2023–2024 English Language Arts 30–2 Information Bulletin

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Please note that if you cannot access one of the direct website links referred to in this document, you can find diploma examination-related materials on the [Alberta Education website](#).

Introduction

The *English Language Arts 30–2 Diploma Examination* is designed to reflect the [Program of Studies for Senior High School English Language Arts](#), which outlines a variety of specific learning outcomes organized under five general outcomes in six language arts: listening, speaking, reading, writing, viewing, and representing. Because of the interconnected nature of the five general outcomes, both Part A and Part B of the diploma examination will assess, at least indirectly, all the general outcomes. The specific outcomes that will be assessed are indicated on the blueprints and scoring guides.

Diploma exams will be weighted at 30%, and the school-awarded mark will constitute 70% of a student’s final mark.

Teachers are encouraged to share the contents of this bulletin with students.

For further information about program implementation, refer to the [Alberta Education website](#).

Examination Security

All diploma examinations will be held secure until they are released to the public by the Minister. No secure diploma examination is to be previewed until it is released to the public by the Minister. No secure diploma examination is to be previewed, discussed, copied, or removed from the room in which the examination is being written. However, for the January and June administrations only, teachers will be allowed access to a teacher perusal copy for review purposes one hour after the examination has started.

For mathematics and science diploma examinations: All diploma examination booklets must be kept secure before, during, and after administration, without exception.

For humanities diploma examinations: The humanities Part A: Written Response booklets in the January and June administrations must be kept secure until after they are administered. All other humanities Part A: Written Response booklets, and all humanities Part B booklets, must be kept secure before, during, and after administration, without exception.

Unused copies of all secured diploma examinations must be returned to Alberta Education as per the dates indicated in the [Significant Dates at-a-Glance](#).

For more information about teacher perusal copies and examination security, please refer to the [Administering diploma exams web page](#).

Time Limits on Diploma Examinations

All students may use extra time to write diploma examinations. This means that all students have up to 6 hours to complete the *English Language Arts 30–2 Diploma Examination*, if they need it. The examination is nevertheless designed so that the majority of students can complete it within 3 hours. The examination instructions state both the designed time and the total time allowed.

Although extra time is allowed for diploma examinations in all subjects, the total time allowed is not the same in all subjects. For more information about accommodations and provisions for students, please refer to the [Administering diploma exams web page](#).

Equating to Maintain Consistent Standards over Time on Diploma Examinations

A goal of Alberta Education is to make scores achieved on examinations within the same subject directly comparable from session to session, to ensure fairness to students across administrations.

To achieve this goal, the examination has a number of questions in common with a previous examination. Common items are used to find out if the student population writing in one administration differs in achievement from the student population writing in another administration. Common items are also used to find out if the unique items (questions that have never appeared in a previous examination) differ in difficulty from the unique items on the baseline examination that sets the standard to which all students are held.

A statistical process called equating adjusts for differences in difficulty between examinations. Examination marks may be adjusted depending upon the difficulty of the examination written relative to the baseline examination. Therefore, the resulting equated examination scores have the same meaning regardless of when and to whom the examination was administered. Equated diploma examination marks are reported to students. More information about equating is available on the [Administering diploma exams web page](#).

Because of the security required to ensure fair and appropriate assessment of student achievement over time, *English Language Arts 30–2 Diploma Examinations* will be fully secured and will not be released at the time of writing.

Diploma Examinations: Multiple Forms

Some subjects may have two distinct forms (versions) of diploma examinations during major administrations (January and June). The two forms are equated to the baseline examination to ensure that the same standard applies to both forms. Both forms adhere to the established blueprint specifications and are reviewed by a technical review committee.

To facilitate the analysis of school-level results, each school receives only one examination form per subject. In subjects offering a translated French-language examination, both forms are administered in English and in French.

For more information, contact

Diploma exam format, content, confirming standards,
marking, results reporting
Diploma.exams@gov.ab.ca

or

French Assessment
French.Assessment@gov.ab.ca

or

Diploma exam security, diploma exam rules,
scheduling, policy issues
Exam.admin@gov.ab.ca



How to Get Involved

High-quality diploma examinations are the product of close collaboration between classroom teachers and Alberta Education. Classroom teachers from across Alberta are involved in many aspects of diploma examination development, including the development of items; the building, reviewing, administering, and marking of field tests; the reviewing and validating of diploma examinations; and the marking of diploma examinations.

The development of test items from when they are written until when they appear on an examination takes at least one year. All items on the *English Language Arts 30–2 Diploma Examinations* are written by English Language Arts 30–2 teachers from across Alberta. After the first year of provincial implementation of the program of studies, items are field tested to ensure their reliability and validity. Diploma examinations are reviewed by editors and validated by working groups that consist of classroom teachers and curriculum staff.

Alberta Education values the involvement of teachers and annually asks school jurisdictions for the names of teachers who are interested in being involved in any of the development processes for diploma examinations. Teachers who are interested in developing items, constructing field tests, or reviewing and validating examinations are encouraged to talk to their principals about how they can submit their names for approval to be involved in these processes. Although the call for submissions occurs each fall, teachers are welcome to have their names submitted at any time.

Teachers may also be nominated by their school authority to mark written-response assignments for humanities and mathematics diploma examinations. The call for nominations occurs in early September (for January and April marking) and again in February (for June, August, and November marking). Teachers who would like to be nominated to mark diploma exams are encouraged to talk to their principals.

Periodically, we send out information to those English Language Arts 30–2 teachers who are on our contact list. If you are not on that list and would like to receive updates related to English Language Arts 30–2 assessment activities, please contact either Keri Helgren, English Language Arts 30–2 Diploma Exam Lead, at Keri.Helgren@gov.ab.ca or Roberta Cannon, English Language Arts 30–2 Examiner, at Roberta.Cannon@gov.ab.ca.

Field Testing

Field testing is an essential stage in the development of fair, valid, and reliable provincial examinations. Field testing is a process of collecting data on questions before they become part of a diploma examination. Potential diploma examination questions are administered to students in diploma courses throughout the province to determine the difficulty and appropriateness of the questions. Each field test requires a large student sample to provide the examination developers with reliable information (i.e., statistical data and written validation comments from teachers and students).

How do field tests help teachers and students?

Teachers obtain each student's score promptly, gaining useful information about their students' performance. Students benefit from writing a test that duplicates some of the experience of writing a diploma examination. Field tests provide students and teachers with examples of the format and content of questions that may appear on diploma examinations. Finally, because of field testing, students, teachers, and parents can be reassured that the questions on diploma examinations have undergone a rigorous process of development, improvement, and validation.

How are field-test data used?

The data received from field tests indicate the validity, reliability, and fairness of each question. Questions that meet specific standards are selected for use on future diploma examinations.

Some questions or sets of questions may not initially perform as well as we require. These questions may be revised and field tested again. Revisions are influenced by the written comments of students and teachers, who provide valuable advice about the appropriateness of the questions, the adequacy of writing-time limits, test length, text readability, artwork/graphics clarity and suitability, and question difficulty.

Humanities field tests

While most field tests in humanities subjects are in conventional paper form, some field tests are partially online ("hybrids"). Hybrid field tests combine a paper copy of sources or readings with questions read and answered online using Alberta Education's [Quest A+ online delivery system](#).

Teachers are provided with data on how their students performed. Data from hybrid field tests include the proportion of students who chose each alternative answer on multiple-choice questions.

Teachers have a 24-hour window to peruse hybrid field tests. Once logged into the hybrid field test on the online delivery system, teachers have the same length of time to peruse the test as their students did to write it. Teachers might choose to log into the field test, submit the confidentiality form, and then log out of the test so that they can finish perusing the test after receiving their students' data.

It is important to note that the security of field-test items remains vital to the administration of diploma examinations. Participating teachers must commit to maintaining the security of field-test items. Paper copies of readings or sources for hybrid format field tests are mailed to schools and must be kept secure by the school principal until administration of the field test. After the administration of the test, all paper copies must be mailed back to Alberta Education within two business days.

More information about field-test registration deadlines, administration, and security is available at the [Teacher participation in provincial assessments web page](#).

How can teachers request field tests?

Teachers requesting field tests must have a Public Authentication System (PAS) account. All requests are made through the [Field Test Request System](#).

Further information, including the closing dates to request and administer a field test, may be obtained at the [Teacher participation in provincial assessments web page](#), or by contacting Field.Test@gov.ab.ca.

Digital field tests

Digital field tests are offered through the [Quest A+ online delivery system](#) for Session 1. Please refer to the [Field Test Rules and Request Guide 2023–2024](#) for more information regarding Session 2.

For more information, contact

Diploma exam format, content, confirming standards,
marking, results reporting
Diploma.exams@gov.ab.ca

or

French Assessment
French.Assessment@gov.ab.ca

or

Diploma exam security, diploma exam rules,
scheduling, policy issues
Exam.admin@gov.ab.ca

Practice Tests

To give students an opportunity to practise answering questions of the kind used on diploma examinations that address learning outcomes in the program of studies, Alberta Education produces practice tests for most subjects that have a diploma examination. Students can access these practice tests using Alberta Education's [Quest A+ online delivery system](#).

Special-format Practice Tests

To give students an opportunity to practise answering questions of the kind used on diploma examinations that address learning outcomes in the program of studies in Braille, audio, large print, or coloured print versions, Alberta Education produces special-format practice tests for all subjects that have a diploma examination. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille versions are available in English and, by request, in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for all students.

For the greatest benefit, special-format practice tests should be written under conditions similar to those of the corresponding diploma examination. The same rules regarding the use of resources and devices should be followed.

Braille versions must be returned to Alberta Education after use.

For more information or to place an order, contact Field.Test@gov.ab.ca.

Audio Descriptions

A support document, [Examples of Descriptions Used in Audio Versions of Humanities Diploma Exams](#), has been developed to assist teachers and students planning to use an audio version during the administration of a humanities diploma examination.

Assessment Standards and Practices for English Language Arts 30–2

Weightings	The diploma examination mark constitutes 30% of a student's final mark, and the school-awarded mark constitutes 70% of a student's final mark in English Language Arts 30-2.		
Examination Format and Weightings	The <i>English Language Arts 30–2 Diploma Examination</i> is made up of two parts: Part A: Written Response (50%) and Part B: Reading (50%) .		
<i>Part A: Written Response</i> Assignments, Scoring Categories, and Weightings	Visual Reflection (10%) <ul style="list-style-type: none"> Ideas and Impressions (5%) Presentation (5%) 	Literary Exploration (25%) <ul style="list-style-type: none"> Thought and Understanding (10%) Form and Structure (5%) Matters of Choice (5%) Matters of Correctness (5%) 	Persuasive Writing in Context (15%) <ul style="list-style-type: none"> Thought and Support (10%) Writing Skills (5%)
<i>Part B: Readings</i>	The <i>Part B: Reading</i> component is an assessment of students' abilities to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone, figurative language, and rhetorical devices; understanding of the purposes and effects of writers' choices; and appreciation of human experience and values reflected in literature will be assessed. Text types include excerpts from extended texts —novels, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays)—and shorter texts —poetry (possibly including songs), short stories, visual texts (including photographs, advertisements, posters, cartoons, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, technical writing). Some questions will be linked to more than one reading selection; that is, they will ask students to consider two or more readings connected by technique, context, and/or theme.		

Suggested word count range

All Part A Humanities written-response assignments contain a suggested word count range. Students can use the suggested word count range, along with the suggested time limit, as a guideline when responding to the assignment. The range is not a cap, and students who handwrite will not be expected to hand-count their words.

The suggested word count ranges below are based on various sources, including the student exemplars chosen for the [Examples of the Standards for Students' Writing](#), and on discussions with psychometricians and curriculum staff. They also reflect discussions with teachers during exam development regarding the expectations for each written-response assignment.

Written-response Assignment Suggested Word Count Range

- English Language Arts 30–2 Assignment 1: 300–700 words
- English Language Arts 30–2 Assignment 2: 400–900 words
- English Language Arts 30–2 Assignment 3: 300–600 words

Note: There are approximately 300 words per page, depending on the font size used and other factors. The expectations for student responses, including written responses, are unchanged.

Release of examination materials

For the January 2004 diploma examination administration only, both parts of the *English Language Arts 30–2 Diploma Examination* were released for teacher and student use following administration. Releasing this diploma examination in its entirety was the best way to demonstrate how these examinations have been designed to support the new programs of study for grades 10–12 English Language Arts.

Part A: Written Response of both the January 2024 and June 2024 *English Language Arts 30–2 Diploma Examinations* will be released following administration; however, *Part B: Reading* will be fully secured for both the January and June administrations.

Part A: Written Response and *Part B: Reading* **will be secured, without exception**, for the November 2023 and April and August 2024 administrations.

Student assessment

Because many types of assessment are suited to classroom situations only, teachers should ensure that their assessment of student progress reflects the full [Program of Study for Grades 10–12 English Language Arts](#).

Diploma exams are designed to match the program of studies of each subject, but what the diploma exams measure may not be the same in scope as what teachers measure. Diploma exam marks and teacher-awarded marks should reflect the same standard, however, because both assess students based on the same program of studies (curriculum). Alberta Education works with teachers to set and maintain the standards of achievement for diploma exams. This information bulletin is intended to assist teachers in understanding the provincial standards for English Language Arts 30–2.

Other support documents

[A Guide for Students Preparing to Write the English Language Arts 30–2 Diploma Examination](#) and [Examples of the Standards for Students' Writing](#) from recent *English Language Arts 30–2 Diploma Examinations* are posted on the Alberta Education website.

Blueprints

The blueprints for Part A and Part B of the *English Language Arts 30–2 Diploma Examination* are on pages 15 and 37, respectively.

Part A: Written Response

Description

Part A: Written Response, worth 50% of the total diploma examination mark, consists of three assignments:

- Visual Reflection
- Literary Exploration
- Persuasive Writing in Context

Part A: Written Response allows students to demonstrate reading, thinking, and writing skills in response to these three distinct writing tasks. See pages 18 and 19, 22 to 24, and 30 to 32 for sample assignments.

Lined pages

Lined pages for handwritten student responses are not included in Part A diploma examination booklets. A [template lined page](#) (Written-Response Bilingual Lined Page) can be downloaded for printing from the Alberta Education website.

Authorized references

Students writing *Part A: Written Response* are allowed to use the following print references:

- an English and/or bilingual dictionary
- a thesaurus
- an authorized writing handbook

Seven writing handbooks are authorized by Provincial Assessment at this time for use during the administration of Part A:

- *A Canadian Writer's Guide* (J. Finnbogason and A. Valteau), second edition only
- *A Canadian Writer's Reference* (D. Hacker)
- *Checkmate: A Writing Reference for Canadians* (J. Buckley)
- *English Language Arts Handbook for Secondary Students* (Alberta Education)
- *Fit to Print: The Canadian Student's Guide to Essay Writing* (J. Buckley)
- *The St. Martin's Handbook for Canadians* (A. Lunsford et al.)
- *The Writing Process* (Q. Gehle et al.)

With the exception of *A Canadian Writer's Guide*, any edition of these texts is acceptable for use.

Students and supervising examiners must remove any extraneous material from print references.

Assignment I: Visual Reflection

This assignment requires students to read visual text(s) and then respond to the question, “What ideas and impressions does the visual text suggest to you?”

Students are required to choose a prose form that enables them to clearly communicate and effectively develop their ideas and impressions.

Value: 10% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Ideas and Impressions	5%
Presentation	5%

Assignment II: Literary Exploration

This assignment directs students to read a text selection and respond to a given thematic topic. Students are required to discuss a character from a literary text studied in class.

Students should write well-supported, carefully constructed compositions. They must develop their responses by exploring how the experiences of the chosen character relate to their ideas regarding the assigned topic. Students should reflect upon their own prior knowledge and/or experience and/or the reading selection provided in the examination.

The Personal Reflection on Choice of Character(s) from Literary Text(s) provides students the opportunity to explore their reasons for choosing to discuss a particular character (or characters) in order to clarify their ideas prior to beginning the Literary Exploration Assignment.

Value: 25% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Understanding	10%
Form and Structure	5%
Matters of Choice	5%
Matters of Correctness	5%

Assignment III: Persuasive Writing in Context

This assignment requires students to write a letter or speech in order to persuade a given audience to accept or reject a hypothetical proposal.

As students have the choice to write either a letter or a speech in each administration, the first page for written work does not include an inside address or salutation. Students are expected to provide the introduction appropriate to their use of form.

This complex assignment tests students' skills in choosing relevant data, synthesizing information, organizing effectively, and adjusting tone and diction to fit a specific purpose, audience, and situation.

Value: 15% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Support	10%
Writing Skills	5%

Blueprint purpose

The *English Language Arts 30–2 Diploma Examinations* are designed to reflect the [English Language Arts 10–12 Programs of Study](#). The blueprint on the following page outlines the design of Part A. It presents the relationship between the requirements of the writing assignment and scoring of assignments as well as the headings and subheadings used to organize the specific learning outcomes in the program of studies.

As well, the blueprint delineates the categories used to report summary data to school authorities and high schools, and the percentage that each section of the examination contributes to the total examination mark.

English Language Arts 30–2 Diploma Examination Part A: Written Response Blueprint

Description of Writing Assignment	Reporting Category (Scoring Category)	Cross-reference to Program of Studies	PROPORTION OF TOTAL EXAMINATION	
			Reporting Category	Section
Visual Reflection The student is required to explore ideas and reflect upon impressions that are suggested by the visual text(s) and to provide relevant support.	Ideas and Impressions The student is required to consider the context of the visual text(s) and to provide support for ideas that explore, and for impressions that reflect upon, the visual text(s).	2.1 2.2 2.3 4.1	5%	10%
	Presentation The student is required to select an appropriate and effective prose form—to convey impressions, to explore ideas, and to create a strong unifying effect and voice—and to communicate clearly.	3.1 3.2 4.1 4.2	5%	

(Continued on the next page)

Description of Writing Assignment	Reporting Category (Scoring Category)	Cross-reference to Program of Studies	PROPORTION OF TOTAL EXAMINATION	
			Reporting Category	Section
Literary Exploration The student is required to respond to a thematic idea based on a literary text from a personal and a literary perspective.	Thought and Understanding The student is required to develop relevant and supported ideas by reflecting upon prior knowledge and/or experience in order to explore the choices and motives of a character (or characters) in literature.	2.1 2.2 2.3 3.2 4.1 4.2	10%	25%
	Form and Structure The student is required to develop a coherent, unified composition by choosing an appropriate method and shaping the discussion to create a unifying effect. A controlling idea may be presented either implicitly or explicitly within the composition.	2.2 3.1 4.1 4.2	5%	
	Matters of Choice The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.	4.2	5%	
	Matters of Correctness The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language.	4.2	5%	
Persuasive Writing in Context The student is required to adopt and defend a position on a specific issue.	Thought and Support The student is required to identify the audience and purpose for writing and to identify which sources support the position chosen. The student is expected to form generalizations and synthesize ideas by integrating provided information with prior knowledge and to support the position that has been adopted with relevant and consistent detail.	2.1 2.2 2.3 3.1 3.2 4.1 4.2	10%	15%
	Writing Skills The student is required to communicate clearly, effectively, and correctly in writing.	4.2	5%	
Proportion of Total Examination Mark			50%	50%

Part A: Written Response Sample Assignments, Scoring Categories, and Scoring Criteria

English Language Arts 30–2 **Part A: Written Response** *Grade 12 Diploma Examination*

Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I:
Visual Reflection**
Value 10% of total examination mark
- **Assignment II:
Literary Exploration**
Value 25% of total examination mark
- **Assignment III:
Persuasive Writing in Context**
Value 15% of total examination mark

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

- Complete all **three** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in your booklet for planning but **not** for final work.
- It is your responsibility to print out and staple all of your final written work to the designated pages in your booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 9.

Additional Instructions for Students Who are Handwriting

- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in this booklet for final written work.
- Use blue or black ink for handwritten work.

ASSIGNMENT I: VISUAL REFLECTION
Suggested time: 30 to 40 minutes
Suggested word count range: 300 to 700 words



Tribune-Review

ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 2. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

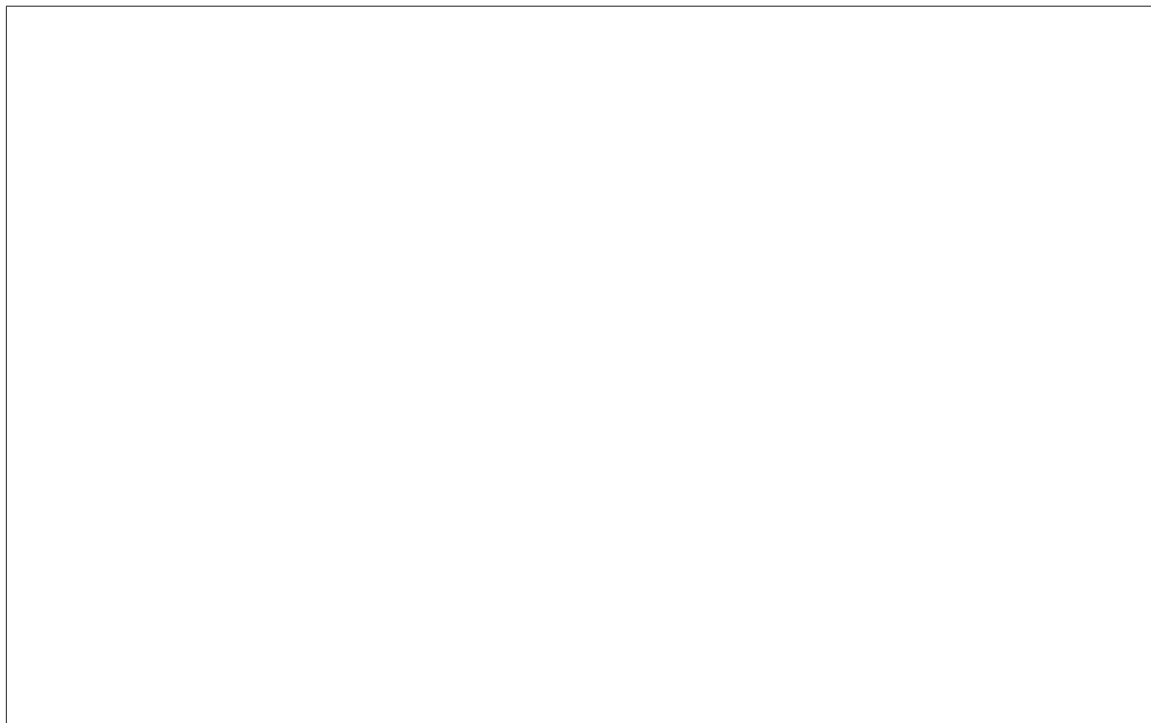
What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.

In your writing, you may respond personally, critically, and/or creatively.

You must

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- consider how you can create a strong *unifying effect*

Initial Planning



Scoring Categories and Criteria for 2023–2024

Assignment I: Visual Reflection

Ideas and Impressions

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 4.1

When marking **Ideas and Impressions**, the marker should consider the

- quality of the ideas generated by the student to explore the visual text(s) and the impressions that the student has formed to reflect upon the visual text(s)
- effectiveness and consistency of the **support** provided
- appropriateness of **development** and **unifying** effect to prose form

Excellent

E

The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions. The response is skillfully developed.

Proficient

Pf

The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.

Satisfactory

S

The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.

Limited

L

The student's perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly or ineffectively developed.

Poor

P

The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to fulfill the assignment **OR**
 - the writing is so deficient in length that it is not possible to assess Ideas and Impressions
-

Presentation

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 3.1, 3.2, 4.1, 4.2

When marking **Presentation**, the marker should consider the

- **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
- quality of language and expression

Consider the complexity of the response in terms of its context and length.

Excellent

The student's voice is engaging and confident. Stylistic choices are precise and effective.

E

Proficient

The student's voice is distinct and well considered. Stylistic choices are specific and frequently effective.

Pf

Satisfactory

The student's voice is matter-of-fact and appropriate. Stylistic choices are adequate and occasionally effective.

S

Limited

The student's voice is inconsistent and/or inappropriate. Stylistic choices are imprecise and often unclear.

L

Poor

The student's voice is ambiguous and/or incoherent. Stylistic choices are ineffective and/or impede communication.

P

ASSIGNMENT II: LITERARY EXPLORATION

Suggested time: 70 to 80 minutes

Suggested word count range: 400 to 900 words

Read the following nonfiction excerpt and complete the assignment that follows.

William Kamkwamba is from Malawi. He gained fame in his country in 2007 when he built a wind turbine to power electric appliances in his family's home. This excerpt describes the first test of his device, when he held a light bulb in his hand.

from THE BOY WHO HARNESSSED THE WIND

News of the machine had spread to the villages, and people were starting to arrive. The traders spotted it from their stalls and packed up their things. The truckers left their vehicles along the roads. Everyone walked into the valley, and now gathered in its shadow. I recognized these faces. Some of these people had mocked me for months, and still they whispered, even laughed. More of them were coming. It was time.

Balancing the small reed and wires in my left hand, I used the other to pull myself onto the tower's first rung. The soft wood groaned under my weight, and the compound fell silent. I continued to climb, slowly and assuredly, until I was facing the machine's crude frame. Its plastic arms were burned and blackened, its metal bones bolted and welded into place. I paused and studied the flecks of rust and paint, how they appeared against the fields and mountains beyond. Each piece told its own tale of discovery, of being lost and found in a time of hardship and fear. Finally together now, we were all being reborn.

Two wires dangled from the heart of the machine and gently danced in the breeze. I knotted their frayed ends together with the wires that sprouted off the reed, just as I'd always pictured. Down below, the crowd cackled like a gang of birds.

"Quiet down," someone said. "Let's see how crazy this boy really is."

A sudden gust muffled the voices below, then picked up into a steady wind. It took hold of my T-shirt and whistled through the tower rungs. Reaching over, I removed a bent piece of wire that locked the machine's spinning wheel in place. Once released, the wheel and arms began to turn. They spun slowly at first, then faster and faster, until the force of their motion rocked the tower. My knees buckled, but I held on.

Don't let me down.

I gripped the reed and wires and waited for the miracle. Finally it came, at first a tiny light that flickered from my palm, then a surging magnificent glow. The crowd gasped and shuddered. The children pushed for a better look.

"It's true!" someone said.

"Yes," said another. "The boy has done it."

William Kamkwamba and Bryan Mealer

Excerpt from pp. 1-2 (374 words) from *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer. Copyright © 2009 by William Kamkwamba and Bryan Mealer. Used by permission of HarperCollins Publishers.

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The Assignment

In this excerpt, the writer describes the background and first test of his device.

What is your opinion of the idea that an individual's sense of accomplishment comes from pursuing a goal?

You **must**:

- discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character
- ensure the details you select support the development of your ideas on the topic question
- present your ideas in *prose*

You **should**:

- reflect upon your own knowledge and/or experience and/or the reading selection provided
- use the *Initial Planning* section on page 9 to help you plan your response. Carefully consider your *controlling idea* or how you will create a *strong unifying* effect
- select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2
- organize your discussion so that your ideas are clearly and effectively presented

Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 8 and write your controlling idea below.

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen _____

Literary Text(s) and Author(s) _____

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.



Scoring Categories and Criteria for 2023–2024

Assignment II: Literary Exploration

Because students' responses to the Personal Response to Texts Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Personal Response to Texts Assignment on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

... the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Thought and Support

(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider how effectively the

- **student's ideas** reflect an understanding of the topic
- **literary example** relates to the student's ideas
- **support** explains and/or clarifies the response

Consider ideas presented in the *Personal Reflection on Choice of Character(s) from Literary Text(s)*.

Excellent

E

An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.

Proficient

Pf

A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.

Satisfactory

S

A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.

Limited

L

An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.

Poor

P

A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to address the topic **OR**
 - the writing is so deficient in length that it is not possible to assess Thought and Support
-

Form and Structure

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.2, 3.1, 4.1, 4.2

When marking **Form and Structure**, the marker should consider how effectively the **student's** organizational choices result in

- the development and maintenance of a **controlling idea** or **unifying effect**
- the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Excellent

E

A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.

Proficient

Pf

A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.

Satisfactory

S

A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.

Limited

L

A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.

Poor

P

A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.

Matters of Choice

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Matters of Choice**, the marker should consider how effectively the **student's** choices enhance communication. The marker should consider

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of **voice**

Excellent E	Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.
Proficient Pf	Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.
Satisfactory S	Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.
Limited L	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.
Poor P	Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

Matters of Correctness

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response

Excellent E	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.
Proficient Pf	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.
Satisfactory S	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.
Limited L	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
Poor P	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT

Suggested time: 40 to 50 minutes

Suggested word count range: 300 to 600 words

Read the situation described below and use it to complete the assignment that follows.

The Situation

The Prosper High School administration is considering adopting the “flipped classroom” model of instruction. In this model, students would be introduced to content at home through videos or readings, and then practice working through the content at school with their teacher’s assistance. This model reverses the more common practice of introducing new content at school, and then assigning homework and projects to be completed by the students independently. Supporters of the flipped classroom believe that it would benefit students by maximizing teacher instructional time. Those opposed believe that many students would be disadvantaged, especially those who are not self-motivated or those who do not have access to the required technology outside school.

In deciding whether to accept or to reject the proposal, the Prosper School Board has invited concerned individuals to make their views known. You are Kelly Johnson, a recent graduate of Prosper High School. You have considered information and opinions from various sources (see pages 14 and 15). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

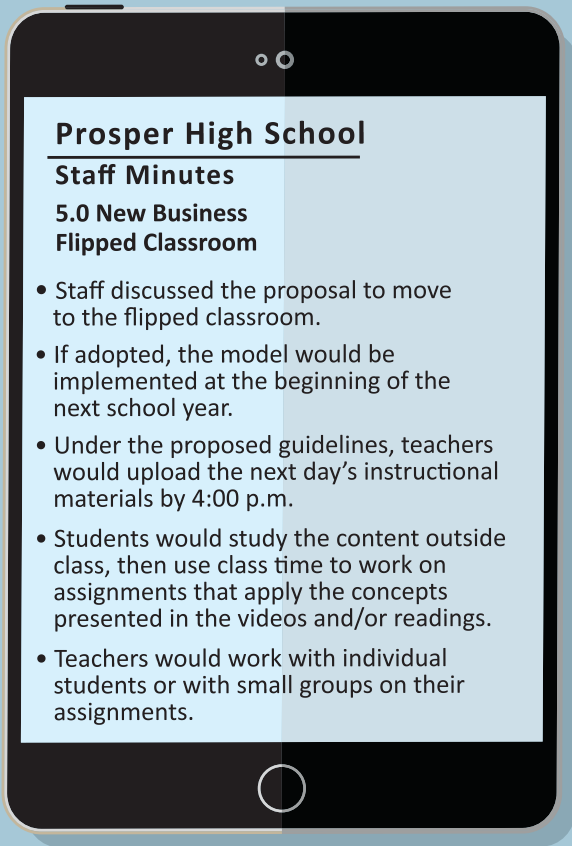
The Assignment

Write a speech or letter that will persuade the Prosper High School administration either to ACCEPT or to REJECT the proposal to adopt the flipped classroom.

In preparing your persuasive speech or letter, BE SURE TO

- study the information on pages 14 and 15
- consider your purpose and audience
- present a clear argument that explains the reasons behind your decision
- use an appropriate tone

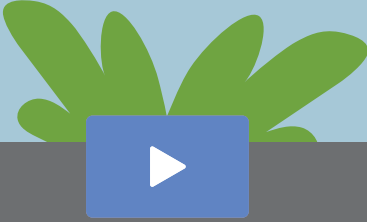
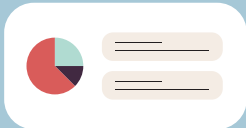
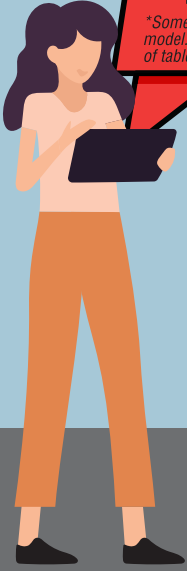
Remember that you must clearly and directly choose either to **accept** or to **reject** the proposal.



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FastPoll.com

Should Prosper High School adopt the flipped classroom?

Results

Group:	YES	NO
Parents	45%	55%
Teachers	75%	25%
Students	60%	40%

Comments

User: **TT442** (Grace Park) quote edit

School hours are for teaching students, not supervising their homework. How much of a teacher's time will each student actually get in class? And what about the technology required to view the videos? Will I have the Internet capacity, and what will that do to my monthly bill?

User: **ZRS531** (Sasha Singh) quote edit

I like the idea of learning concepts on my own! Learning by watching videos is what we do. Getting help from my teacher with assignments would be a better use of my class time. I can save the videos for review, and access them when I'm away or home sick.

User: **TX880** (Nixon Watemba) quote edit

If I have questions about the lessons, I'll have to wait until the next day to have them answered. If the concept is taught in a way I don't understand, I am not able to let the teacher know. I also like classroom discussion, and this model eliminates that.

User: **DK623** (Donna Klein) quote edit

Studying course content independently makes you more aware of your weaknesses. Students will come to class motivated to understand the concepts they are struggling with. This is a more natural way to learn: find out what you don't know first, then talk to someone who knows!

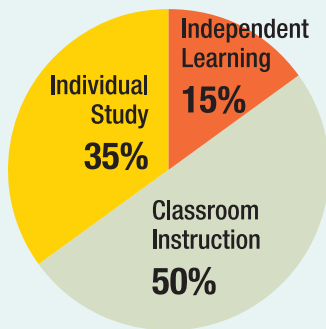
Trends in Education

Education, more than any other field, has been plagued with trends and fads of doubtful value, according to Canadian teachers. A recent nationwide study involving 5000 seasoned teachers revealed a significant number of teachers believe that placing too much faith in one single education method is contrary to decades of experience in education. Even when research is valid, teachers often continue with instructional practices they feel are the most effective, using their professional judgment to develop strategies that best suit their students' needs and learning styles.

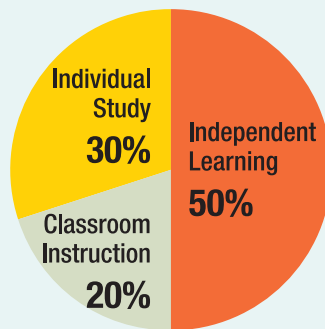


STUDENT LEARNING TIME (%)

Traditional Classroom Model



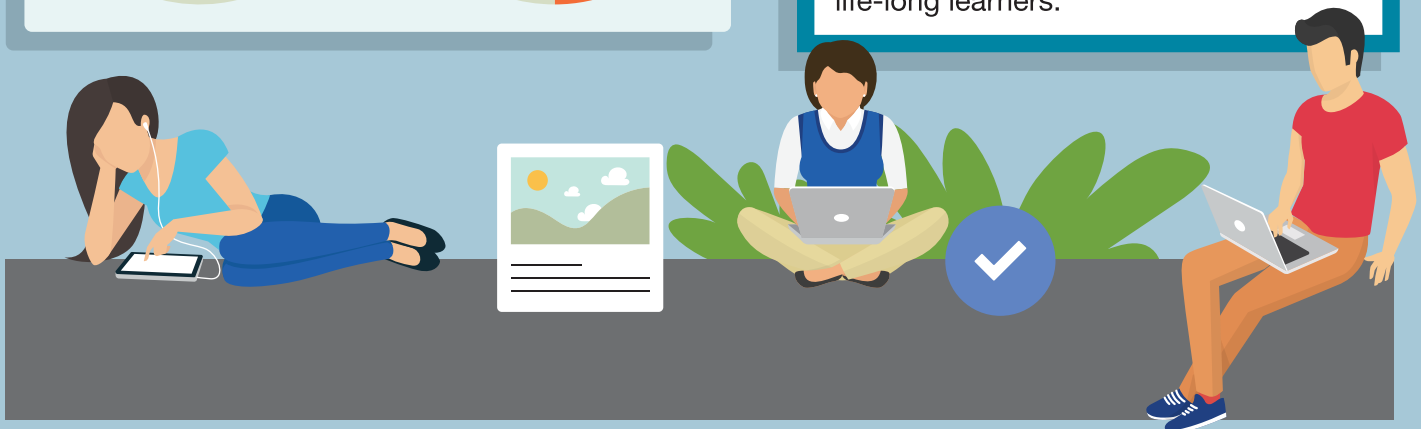
Flipped Classroom Model



— STUDENTS' UNION BLOG — ○ ○ ○

EMPOWERING STUDENTS

What is the most powerful resource in the classroom? The students themselves. When we are empowered and given control over our own learning, we become engaged. We understand that learning can happen at any time and in any place. This creates students who are self-directed, and who become life-long learners.



Scoring Categories and Criteria for 2023–2024

Assignment III: Persuasive Writing in Context

Thought and Support

(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 4.1, 4.2

When marking **Thought and Support**, the marker should consider

- how effectively the student has addressed the **significance** and **complexity** of the issue
- the **persuasiveness** and **consistency** of the argument(s) presented
- how well the supporting evidence is **integrated, synthesized, and/or developed** to support the student's arguments
- awareness of **audience** and effectiveness of **voice**

Excellent E	A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.
Proficient Pf	A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.
Satisfactory S	A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.
Limited L	A superficial and/or incomplete and/or confused understanding of the issue is demonstrated. The student's arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear.
Poor P	An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. Assign insufficient when <ul style="list-style-type: none">• the marker can discern no evidence of an attempt to fulfill the assignment OR• the writing is so deficient in length that it is not possible to assess Ideas and Impressions

Writing Skills

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- **syntax**
- **diction**
- **grammar**
- **mechanics**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent E	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
Proficient Pf	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
Satisfactory S	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
Limited L	The selection and use of words and structures are generally ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
Poor P	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.

Part B: Reading

Description

Part B: Reading is worth 50% of the total diploma examination mark and consists of 70 machine-scored questions based on short texts and excerpts from extended texts.

Part B: Reading is an assessment of students' ability to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of writers' choices; and appreciation of human experience and values reflected in literature will be assessed at the level of challenge appropriate for graduating English Language Arts 30–2 students.

Readings

Texts *will* include:

- Modern drama—may include television or radio scripts or screenplays
- Poetry—may include song
- Nonfiction and response to nonfiction
- Fiction and nonfiction readings representing a broad selection of literary texts, which includes persuasive, personal, expository, biographical and autobiographical essays, and visual texts

Reading selections will reflect the minimum one-third Canadian texts requirement in the [English Language Arts 10–12 Programs of Study](#) and will also reflect a variety of cultural perspectives.

Often at least one reading will be **linked** to one or more, usually different, types of text.

One set of questions is based on a draft composition written by a hypothetical student. The passage that precedes the student's composition inspires the student's writing topic.

Questions

The questions require the English Language Arts 30–2 student to make decisions about revisions and corrections to the draft relative to topic, purpose, audience, and presentation.

The questions on *Part B: Reading* progress through each selection in a manner intended to assist students with their reading. For this reason, and with the inclusion of linked readings and items, students should read the passages and answer the questions in the order in which they appear in the booklets.

Visual texts may be presented within a text to enhance the students' reading or may be presented independently as a reading selection with questions. Students will be asked to identify how elements of a photographic composition, photograph, cartoon, poster, advertisement, or work of art convey meaning, relate to the purpose of the text, or contribute to the total effect of the text.

Linked passages and questions

Each examination typically contains one linked passage set. A linked passage set consists of two or more texts, one of which may be a visual text. The texts within the set are thematically linked, and the connection between the texts creates a specific reading context. Each text is accompanied by its own set of questions.

Following the questions on the final text in the set are several questions that require students to consider one or more of the texts in relation to the others. These questions may ask students to identify the significance of a quotation from one text in the context of another or to identify similarities or contrasts between the texts.

Sample readings and questions

The *January 2004 Part B: Reading* examination was released for teachers to use in preparing their students for the *Part B: Reading* examination.

Blueprint

Part B: Reading is designed to reflect the [English Language Arts 10–12 Programs of Study](#). The blueprint for Part B is on the following page.

English Language Arts 30–2 Diploma Examination

Part B: Reading Blueprint

Reporting Category*	A. Form Literal Understandings	B. Infer, Apply, and Analyze	C. Assess and Form Generalizations	Total Items***
1. Construct meaning from content and context, and engage contextual knowledge (2.1)**				30–40 items
2. Relate textual forms, elements, and techniques to content, purpose, and effect (2.2, 2.3.3)				20–25 items
3. Connect self, culture, and milieu to text and text creators (2.3.1, 2.3.2)				10–15 items
Total Items	15–25 items	30–40 items	10–20 items	70 items (50%)

* Texts used to assess learner outcomes are chosen for their literary merit and represent the reading standard expected of English Language Arts 30–2 graduates.

Text selections will reflect the minimum one-third Canadian texts requirement in the [Programs of Study for Grades 10–12 English Language Arts](#). **Text types** include excerpts from **extended texts**—novel, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays), and **shorter texts**—poetry (possibly including song), short story, visual texts (including photographs, advertisements, cartoons, posters, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, and technical writing). Some questions may be linked to more than one reading selection; that is, the questions will ask students to consider two or more readings connected by context and/or theme.

** Numbers in parentheses refer to headings and subheadings from the [Programs of Study for Grades 10–12 English Language Arts](#) to which the reporting categories are cross-referenced.

*** Numbers of items and percentages are approximate and will vary depending on the readings chosen. Part B is worth 50% of the total *English Language Arts 30–2 Diploma Examination* mark.

Classroom Assessment

The nature of classroom situations permits teachers to assess students using a broad range of assessment instruments which reflect the [English Language Arts 10–12 Programs of Study](#).

A Guide for Students Preparing to Write the English Language Arts 30–2 Diploma Examination is posted on the Alberta Education website. *Examples of the Standards for Students' Writing* is posted on the Alberta Education website.

Website Links

[Alberta Education website](#)

[Programs of study](#)

[General Information Bulletin](#)

contains specific directives, guidelines, and procedures of diploma examinations

[Diploma examinations program](#)

[Writing diploma examinations](#)

contains Guides for Students, exemplars, and other support documents

[Quest A+](#)

contains practice questions and questions from previous diploma examinations

[Field Test Request System](#)

[Field Test Information](#)

[Teacher participation in provincial assessments](#)

contains information about marking, field testing, item development, and examination validation

[School Reports and Instructional Group Reports](#)

contain detailed statistical information on provincial, group, and individual student performance on the entire examination

Contacts 2023–2024

Provincial Assessment

Provincial Assessment,
Alberta Education
44 Capital Boulevard
10044 108 Street NW
Edmonton AB T5J 5E6

Alberta Education website: alberta.ca/education

Provincial Assessment

Diploma exam security, diploma exam rules, scheduling, policy issues

780-427-1857
Email: Exam.admin@gov.ab.ca

Results statements and rescoring

780-427-1857
Email: Exam.admin@gov.ab.ca

Field Testing general inquiries

Email: field.test@gov.ab.ca

Special cases, accommodations, and exemptions

General inquiries

780-427-9795
780-415-9242
780-427-4215
Email: special.cases@gov.ab.ca

Diploma exam format, content, confirming standards, marking, results reporting

Email: Diploma.exams@gov.ab.ca

French Assessment

Email: French.Assessment@gov.ab.ca

Diploma exam registration/*myPass* Alberta Education Help Desk

780-427-5318
Email: AE.helpdesk@gov.ab.ca

Inquiries about transcripts, detailed academic reports, and rewrite fees

780-427-5732
Email: StudentRecords@gov.ab.ca

Inquiries about school marks and mature student status

780-422-9337

Inquiries about diploma certificates

780-427-5732
Email: StudentRecords@gov.ab.ca

Student enrolment and marks

780-422-9337
Email: StudentRecords@gov.ab.ca

Digital Assessment

Email: online.assessment@gov.ab.ca

When contacting Alberta Education, please include your name, title, school name, school code, and, if referring to a student, include the student's Alberta Student Number.

Contacts 2023–2024

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***NEW** **Pascal Couture, Director**
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