Information Bulletin
English Language Arts 30–1

Diploma Examinations Program **2026–2027**

Alberta

This document was primarily written for:		
Students		
Teachers	✓	of English Language Arts 30–1
Administrators		
Parents		
General Audiences		
Others		

2026–2027 English Language Arts 30–1 Information Bulletin

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Introduction

The *English Language Arts 30–1 Diploma Examination* is designed to reflect the English Language Arts 10–12 Programs of Study, which outline 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 and Childcare website.

Examination Security

All diploma examinations will be held secure until they are released to the public by the Minister (i.e., no longer confidential). 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 to peruse the diploma examination for review purposes 1 hour after the examination has started.

For mathematics and science diploma examinations, all diploma examinations must be kept secure before, during, and after administration, without exception.

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

For more information about teacher perusal 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 30–1 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 and Childcare 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 (anchor) 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 (non-anchor) 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 30–1 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). Like all other diploma examinations, 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 the following:

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

or

Diploma exam security, diploma exam rules, scheduling, and 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 and Childcare. 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; the reviewing of support documents; 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 *English Language Arts 30–1 Diploma Examinations* are written and/or validated by English Language Arts 30–1 teachers from across Alberta. After 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 and Childcare values the involvement of teachers and annually asks school authorities 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 for working groups 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 of markers 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.

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 the questions become part of a diploma examination. Potential diploma examination questions are administered to students in field tests for 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 receive 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 development, improvement, and validation process.

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 tested again in field tests. 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

Humanities field tests are available in digital format on the digital assessment platform.

Teachers are provided with data on how their students performed. Test items address learning outcomes in the program of studies, which allows teachers to use field test results to learn more about their students' strengths and areas for improvement.

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.

More information about field test registration deadlines, administration, and security is available in the *Field Testing Guide 2026–2027* on the Teacher participation in provincial assessments web page.

How can teachers schedule field tests?

Field tests are offered digitally on the digital assessment platform. To schedule a field test, teachers must have a digital assessment platform teacher account.

For information about how to schedule and administer a field test, please refer to the *Field Testing Guide 2026–2027* on the Teacher participation in provincial assessments web page or contact Field.Test@gov.ab.ca.

Detailed instructions for how to schedule a field test can also be found on the digital assessment platform Help web page.

For more information, contact the following:

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

or

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

Practice Tests

To give students an opportunity to practise answering questions similar to those used on diploma examinations that address learning outcomes in the program of studies, Alberta Education and Childcare produces practice tests for subjects that have a diploma examination. Students can access these practice tests using Alberta Education and Childcare's digital assessment platform.

Special-format Practice Tests

To give students an opportunity to practise answering questions similar to those used on diploma examinations that address learning outcomes in the program of studies in Braille, large print, or coloured print versions, Alberta Education and Childcare 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 and Childcare 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-enabled 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.

A Grade 12 Practice Test (machine scored) and humanities *Part A* (written response) practice tests with text-to-speech enabled can be accessed on Alberta Education and Childcare's digital assessment platform.

Assessment Standards and Practices for English Language Arts 30–1

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 30–1.	
Examination Format and Weightings	The *English Language Arts 30–1 Diploma Examination* is made up of two parts: ***Part A: Written Response* (50%)** and ***Part B: Readings and Questions* (50%)**.	
Part A: Written Response Assignments, Scoring Categories, and Weightings	**Personal Response to Texts Assignment (20%)** • Ideas and Impressions 10% • Presentation 10%	**Critical/Analytical Response to Literary Texts Assignment (30%)** • Thought and Understanding 7.5% • Supporting Evidence 7.5% • Form and Structure 5.0% • Matters of Choice 5.0% • Matters of Correctness 5.0%
Part B: Readings and Questions	The *Part B: Readings and Questions* 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**—novel, book-length nonfiction, modern and/or contemporary drama, and Shakespearean drama—and **shorter texts**—poetry; short story; visual texts; persuasive, personal, expository, biographical, and autobiographical essays; and popular nonfiction. 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.	
Time Limits on Diploma Examinations	All students may have up to 6 hours to complete the *English Language Arts 30–1 Diploma Examination,* if they need it. **The examination is still designed so that the majority of students can comfortably complete it within 3 hours.** The examination instructions state both the original time and the total time now available. Extra time is available for diploma examinations in all subjects, but the time limits of other examinations may differ. For more information about accommodations and provisions for students, please refer to the *General Information Bulletin*.	

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 30–1 Assignment I: Personal Response to Texts: 600–1200 words
English Language Arts 30–1 Assignment II: Critical/Analytical Response to Literary Texts: 800–1600 words

Release of Examination Materials

Providing examples of readings and multiple-choice questions is the best way to demonstrate how the English Language Arts 30–1 examinations have been designed to support the English Language Arts 10–12 Programs of Study. *Part A: Written Response* and *Part B: Readings and Questions Practice Tests* are available on the digital assessment platform. Multiple-choice questions provide students with response alternatives, of which only one is correct. The *Released Items* contain readings and questions from various administrations. An answer key, item descriptions, blueprint classifications, and performance data are also included to offer insights regarding the knowledge and understanding, as well as skills and processes, students are expected to demonstrate when writing the English Language Arts 30–1 *Part B: Readings and Questions* component.

Part A: Written Response for January and June 2027 administrations will be released immediately following the writing of the examination.

Part B: Readings and Questions **will be secured, without exception,** for the January and June 2027 administrations.

Part A: Written Response and *Part B: Readings and Questions* **will be secured, without exception,** for the November 2026, April 2027, and August 2027 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 English Language Arts 30–1 Program of Studies.

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 and Childcare 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 30–1.

Other Support Documents

A Guide for Students Preparing to Write the English Language Arts 30–1 Diploma Examination and *Examples of the Standards for Students' Writing* from various administrations of the *English Language Arts 30–1 Diploma Examination* are posted on the Writing diploma exams web page.

Blueprints

The blueprints for Part A and Part B of the *English Language Arts 30–1 Diploma Examination* are on pages 16 and 27 of this bulletin, respectively.

Part A: Written Response

Description

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

- Personal Response to Texts Assignment
- Critical/Analytical Response to Literary Texts Assignment

A *Part A: Written Response* practice test, which provides an example of both English Language Arts 30–1 assignments, is available on the digital assessment platform.

Authorized references

A dictionary and a thesaurus are available in *Part A: Written Response* examinations on the digital assessment platform for students to use during the administration of Part A.

The following print dictionaries are also authorized for students to use while writing *Part A: Written Response*:

- *Collins Paperback English Dictionary*
- *Collins-Robert Paperback French Dictionary*
- *Gage Canadian Dictionary*
- *Harper-Collins French Dictionary (French-English)*
- *Le Petit Robert 1*
- *Merriam-Webster's School Dictionary*
- *The Canadian Oxford High School Dictionary*
- *The Concise Oxford Dictionary*
- *The Houghton Mifflin Canadian Dictionary of the English Language*
- *The Oxford Dictionary of Current English*

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

- *A Canadian Writer's Guide* (J. Finnbogason and A. Valleau), **2nd 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: Personal Response to Texts

The Personal Response to Texts Assignment requires students to explore a given thematic topic in response to given texts that will include visual text(s) and any combination of fiction, nonfiction, and/or poetry. Students are encouraged to use the designated space provided in the response area for planning prior to beginning the Personal Response to Texts Assignment.

This assignment is designed to

- be completed in approximately 45 to 60 minutes
- provide students with the opportunity to use a prose form of their choice to create personal responses that convey their ideas about the topic as prompted by their reading of a text or texts
- encourage the expression of student voice with an awareness of the contexts and intended audiences of the prose forms that the students have chosen
- introduce students to the thematic context of the Personal Response to Texts Assignment

Students are expected to write developed responses that reflect the quality of logical thought and effective presentation expected of students graduating from English Language Arts 30–1.

Value: 20% of the total examination mark (Part A and Part B combined)

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

Ideas and Impressions	10%
Presentation	10%

Insufficient

Compositions that provide no evidence of an attempt to fulfill the task presented in the assignment are assessed as insufficient.

A response assigned an insufficient receives a score of zero in both scoring categories.

Insufficient is a special category. It is not an indicator of quality. Compositions are assigned insufficient when

- the student has responded using a form other than prose **OR**
- the student has written so little that it is not possible to assess Ideas and Impressions **OR**
- there is no evidence that the topic presented in the assignment has been addressed **OR**
- there is no connection between the text(s) provided in the assignment and the student's response **OR**
- there is no evidence of an attempt to fulfill the task presented in the assignment

Assignment II: Critical/Analytical Response to Literary Texts

The Critical/Analytical Response to Literary Texts Assignment requires students to relate literature that they have studied in English Language Arts 30–1 to an assigned topic based on the thematic context introduced in the Personal Response to Texts Assignment. Students are encouraged to use the designated space provided in the response area for planning prior to beginning the Critical/Analytical Response to Literary Texts Assignment.

The Critical/Analytical Response to Literary Texts Assignment sets a specific writing task that requires students to **choose relevant literary text(s) and appropriate support** (e.g., details, examples, illustrations) from their chosen text(s) and to select an effective method of development. The assignment requires students to demonstrate their understanding of the chosen literature studied in English Language Arts 30–1 and relate it to ideas relevant to the assigned topic.

The specific topic prompt for the Critical/Analytical Response to Literary Texts Assignment will not be identical to that of the Personal Response to Texts Assignment. It will in some manner provide a reframing of the thematic context already introduced (e.g., adding a thematic context, qualifying a theme, specifying a human attribute).

Students should choose from literary texts that they have studied in depth in English Language Arts 30–1. Texts that have literary merit and complexity of theme and style provide students with the best opportunity to produce a response that demonstrates insight and skillful analysis. When planning their response, the Personal Reflection on Choice of Literary Text(s) section allows students to explore their reasons for choosing a particular text in order to clarify their ideas prior to beginning the Critical/Analytical Response to Literary Texts Assignment.

Students should deliberately chose the text and support that reinforces their ideas in relation to the assigned topic.

Students are encouraged to write about literary texts that they understand and that they enjoy. The best way for students to prepare for the diploma examination is to learn strategies that assist them with the development of strong reading and writing skills.

This assignment is designed to

- be completed in approximately 1½ to 2 hours
- assess students' responses to the thematic topic
- assess the quality of students' knowledge and understanding of literary text(s) and the ability to employ, develop, and synthesize evidence to support their ideas
- assess students' ability to use an appropriate form and structure to focus, arrange, and shape their discussions using effective and correct language choices

When responding to the Critical/Analytical Response to Literary Texts Assignment, students have the opportunity to reveal their understanding of a writer's craft. Students also reveal their interpretations of the texts they have chosen to discuss and demonstrate how well they can express their ideas in first-draft writing. Markers are interested in learning what students actually think and believe. Formulaic approaches to writing often impede students' ability to express ideas clearly or to create an authentic voice.

Value: 30% of the total examination mark (Part A and Part B combined)

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

Thought and Understanding	7.5%
Supporting Evidence	7.5%
Form and Structure	5.0%
Matters of Choice	5.0%
Matters of Correctness	5.0%

Insufficient

Compositions that refer only to the reading selections provided in the examination or that demonstrate no evidence of an attempt to fulfill the task presented in the assignment are assessed as Insufficient.

A response assigned an Insufficient receives the score of zero in all scoring categories.

Insufficient is a special category. It is not an indicator of quality. Compositions are assigned Insufficient when

- the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence **OR**
- no reference has been made to literature studied **OR**
- the only literary reference present is to the text(s) provided in the first assignment **OR**
- there is no evidence of an attempt to address the topic or to fulfill the task presented in the assignment

Illustrative examples

The *Examples of the Standards for Students' Writing* documents available on the Writing diploma exams web page are from previous examinations and are a valuable teaching resource. They demonstrate the standards for first-draft writing expected of students by the end of their English Language Arts 30–1 course in the context of a timed test. Note that the sample responses in these documents have been provided for illustrative purposes only. If students use sections from these responses when writing Part A of the diploma examination, they are guilty of plagiarism and will be in breach of examination regulations.

A *Part A: Written Response* practice test, which provides an example of both English Language Arts 30–1 assignments, is available on the digital assessment platform.

Blueprint purpose

The *English Language Arts 30–1 Diploma Examinations* are designed to reflect the English Language Arts 10–12 Programs of Study. The blueprint on the following page of this bulletin 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 30–1 Diploma Examination
Part A: Written Response Blueprint

Description of Writing Assigment	Reporting Category (Scoring Category)	Cross-reference to Program of Studies	PROPORTION OF TOTAL EXAMINATION: Reporting Category	PROPORTION OF TOTAL EXAMINATION: Section
Assignment I: Personal Response to Texts requires the student to respond personally, creatively, and/or analytically to the content and contexts of a variety of texts while exploring ideas and impressions that the student may also consider in the Critical/Analytical Response to Literary Texts Assignment.	**Ideas and Impressions** The student is required to reflect on and explore ideas and impressions prompted by the texts and the topic.	2.1 2.2 2.3 4.1	10%	20%
	Presentation The student is required to select an appropriate and effective prose form to convey impressions, to explore ideas, and to create a unifying and/or aesthetic effect and effective voice. The student is required to communicate clearly.	3.1 3.2 4.1 4.2	10%	

(Continued on the next page)

Description of Writing Assigment	Reporting Category (Scoring Category)	Cross-reference to Program of Studies	PROPORTION OF TOTAL EXAMINATION Reporting Category	 Section
Assignment II: Critical/Analytical Response to Literary Texts sets a specific writing topic but allows the student to choose relevant literary text(s) and a method of development and to select supporting details from the chosen literary text(s). The Critical/Analytical Response to Literary Texts Assignment requires the student to understand literal and implied meanings in the chosen text(s) and to synthesize thoughts clearly and express ideas effectively and correctly in writing.	**Thought and Understanding** The student is required to address the topic by demonstrating an understanding of the ideas developed by the text creator(s) and by analyzing and explaining the personality traits, roles, relationships, motivations, attitudes, and values of characters developed and presented in literary text(s).	2.1 2.2 4.1 4.2	7.5%	30%
	Supporting Evidence The student is required to present relevant support and evidence from a literary text (or texts) to support ideas. Significant appropriate evidence skillfully used is required to create an effective and a convincing response.	2.3 3.2 4.1 4.2	7.5%	
	Form and Structure The student is required to develop a coherent, unified composition by choosing an appropriate method to create a unified effect. A controlling idea may be implicit or explicit 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 conventions for written language.	4.2	5%	
Proportion of Total Examination Mark			50%	50%

Scoring Categories and Criteria for Assignment I: Personal Response to Texts for 2026–2027

Ideas and Impressions

(10% of total examination mark)

Cross-reference to the English Language Arts 30–1 Program of Studies 2.1, 2.2, 2.3, 4.1

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

- the student's **exploration** of the topic in relation to the prompting text(s)
- the student's **ideas** and **reflection**
- **support** in relation to the student's ideas and impressions

Excellent **E**	The student's exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly develops the student's ideas and impressions.
Proficient **Pf**	The student's exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and reinforces the student's ideas and impressions.
Satisfactory **S**	The student's exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.
Limited **L**	The student's exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student's ideas and impressions.
Poor **P**	The student's exploration of the topic is minimal. Perceptions and/or ideas are undeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.
Insufficient **INS**	**Insufficient is a special category. It is not an indicator of quality.** A response assigned an Insufficient receives the score of zero in all scoring categories. Assign Insufficient when • the student has responded using a form other than prose **OR** • the student has written so little that it is not possible to assess Ideas and Impressions **OR** • there is no evidence that the topic presented in the assignment has been addressed **OR** • there is no connection between the text(s) provided in the assignment and the student's response **OR** • there is no evidence of an attempt to fulfill the task presented in the assignment

Presentation

(10% of total examination mark)

Cross-reference to the English Language Arts 30–1 Program of Studies 3.1, 3.2, 4.1, 4.2

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

- **voice** in relation to the context created by the student in the chosen prose form
- **stylistic choices** (including quality and correctness of language and expression) and the student's creation of **tone**
- the student's development of a **unifying** and/or an **aesthetic effect**

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

Excellent **E**	The voice created by the student is convincing. Stylistic choices are precise and the student's creation of tone is adept. The unifying and/or aesthetic effect is skillfully developed.
Proficient **Pf**	The voice created by the student is distinct. Stylistic choices are specific and the student's creation of tone is competent. The unifying and/or aesthetic effect is capably developed.
Satisfactory **S**	The voice created by the student is apparent. Stylistic choices are adequate and the student's creation of tone is conventional. The unifying and/or aesthetic effect is appropriately developed.
Limited **L**	The voice created by the student is undiscerning and/or unsuitable. Stylistic choices are imprecise and the student's creation of tone is inconsistent. The unifying and/or aesthetic effect is inadequately developed.
Poor **P**	The voice created by the student is confused. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying and/or an aesthetic effect is haphazard or obscure.

Notes

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.

Markers will also consider Grant P. Wiggins' suggestion that they should assess students' writing *"with the tact of Socrates: tact to respect the student's ideas enough to enter them fully—even more fully than the thinker sometimes—and thus the tact to accept apt but unanticipatable or unique responses."*

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Scoring Categories and Criteria for Assignment II: Critical/Analytical Response to Literary Texts for 2026–2027

Thought and Understanding

(7.5% of total examination mark)

Cross-reference to the English Language Arts 30–1 Program of Studies 2.1, 2.2, 4.1, 4.2

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

- how effectively the student's **ideas** relate to the assignment
- the quality of the **literary interpretations** to show **understanding** of the text relative to the topic

Excellent **E**	Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.
Proficient **Pf**	Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.
Satisfactory **S**	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.
Limited **L**	Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.
Poor **P**	Ideas are largely absent or irrelevant and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.
Insufficient **INS**	Insufficient is a special category. It is not an indicator of quality. A response assigned an Insufficient receives the score of zero in all scoring categories. Assign Insufficient when • the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence **OR** • no reference has been made to literature studied **OR** • the only literary reference present is to the text(s) provided in the first assignment **OR** • there is no evidence of an attempt to address the assigned topic or to fulfill the task presented in the assignment

Supporting Evidence

(7.5% of total examination mark)

Cross-reference to the English Language Arts 30–1 Program of Studies 2.3, 3.2, 4.1, 4.2

When marking **Supporting Evidence**, the marker should consider

- the **selection** and **quality** of evidence
- how well the supporting evidence is **employed**, **developed**, and **synthesized** to support the student's ideas

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

Excellent **E**	Support is precise and astutely chosen to reinforce the student's ideas in a convincing way. A valid connection to the student's ideas is efficiently maintained.
Proficient **Pf**	Support is specific and well chosen to reinforce the student's ideas in a persuasive way. A sound connection to the student's ideas is capably maintained.
Satisfactory **S**	Support is general, adequate, and appropriately chosen to reinforce the student's ideas in an acceptable way but occasionally may lack persuasiveness. A reasonable connection to the student's ideas is suitably maintained.
Limited **L**	Support is inadequate, inaccurate, largely a restatement of what was read, and/or inappropriately chosen in relation to the student's ideas and thus lacks persuasiveness. A weak connection to the student's ideas is maintained.
Poor **P**	Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Little or no connection to the student's ideas is evident.

Form and Structure

(5% of total examination mark)

Cross-reference to the English Language Arts 30–1 Program of Studies 2.2, 3.1, 4.1, 4.2

When marking **Form and Structure**, the marker should consider

- the manner in which the student **focuses**, **arranges**, and **shapes** the discussion in response to the assignment
- how well a **unifying effect** or a **controlling idea** is developed and maintained

Excellent **E**	A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. The unifying effect or controlling idea is effectively presented and integrated.
Proficient **Pf**	A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. The unifying effect or controlling idea is coherently presented and sustained.
Satisfactory **S**	A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is generally presented and maintained; however, coherence may falter.
Limited **L**	A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is underdeveloped. A unifying effect or controlling idea is inconsistently maintained.
Poor **P**	A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent.

Matters of Choice

(5% of total examination mark)

Cross-reference to the English Language Arts 30–1 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**
- choices of **syntactic structures** (such as parallelism, balance, inversion)
- the extent to which **stylistic choices** contribute to the creation of **voice**

Excellent **E**	Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to the creation of a skillful composition with a convincing voice.
Proficient **Pf**	Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to the creation of a considered composition with a capable voice.
Satisfactory **S**	Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to the creation of a conventional composition with an appropriate voice.
Limited **L**	Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Inadequate language choices contribute to the creation of a vague composition with an undiscerning voice.
Poor **P**	Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled and/or unintelligible. A lack of language choices contributes to the creation of a confused composition with an obscure voice.

Matters of Correctness

(5% of total examination mark)

Cross-reference to the English Language Arts 30–1 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 error 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 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 and minor errors; however, the communication remains clear.
Limited **L**	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.
Poor **P**	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.

Part B: Readings and Questions

Description

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

Part B: Readings and Questions 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 30–1 students.

Readings

Texts *will* include the following:

- Shakespearean drama
- Modern and/or contemporary drama—may include television or radio scripts or screenplays
- Poetry
- Fiction and nonfiction readings representing a broad selection of literary texts, which includes persuasive, personal, expository, biographical, and autobiographical texts
- Photographs and other visual texts—may include cartoons, advertisements, or works of art.

Students may be required to make comparisons between thematically connected texts and/or to explore the context within which a text was created and/or presented in the readings.

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

Often, at least one reading will be **linked** to another, usually different, type of text.

Questions

The questions on *Part B: Readings and Questions* progress through each selection in a manner intended to guide 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 Part B examination.

Linked passages and questions

When presented with texts in combination or in sequence, students are expected to maintain a critical awareness across multiple texts. Texts may be linked to reading selections that offer interpretations, background information, or parallel thematic presentations. Students may be asked to identify similar or contradictory ideas, identify biases evident in a passage, or assess the appropriateness of a conclusion drawn from the context in which the text was created or the context created by the passages collectively.

Sample readings and questions

A *Part B: Readings and Questions* practice test is available on the digital assessment platform.

Blueprint

Part B: Readings and Questions is designed to reflect the English Language Arts 10–12 Programs of Study. The blueprint for Part B is on the following page of this bulletin.

English Language Arts 30–1 Diploma Examination Part B: Readings and Questions 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	**5–15 items**	**30–40 items**	**15–25 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 30–1 graduates.

Text selections will reflect the minimum one-third Canadian texts requirement in the English Language Arts 10–12 Programs of Study. **Text types** include excerpts from **extended texts**—novel, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays), and Shakespearean drama—and **shorter texts**—poetry; short story; visual texts (including photographs, works of art, cartoons, advertisements, posters, and 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 English Language Arts 10–12 Programs of Study 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 30–1 Diploma Examination* mark.

Student Achievement on *English Language Arts 30–1 Diploma Examinations*

These comments are intended to provide classroom teachers with general impressions concerning strengths and weaknesses as demonstrated on previous administrations of the *English Language Arts 30–1 Diploma Examinations*. Information provided here is best used in conjunction with school and/or school authority reports and with information gleaned by the classroom teacher concerning student strengths and weaknesses displayed as part of ongoing classroom assessment. By reviewing results on past diploma examinations, classroom teachers may be able to strengthen their instructional programs and enhance student success.

To view examples of student responses to the writing assignments, *Examples of the Standards for Students' Writing*, refer to the Writing diploma exams web page.

Part A: Written Response

The topics for the two assignments in the *Part A: Written Response* portion of the exam are thematically linked but are not identical. The Assignment I: Personal Response to Texts topic establishes a general thematic context in relation to the given prompting texts. The Assignment II: Critical/Analytical Response to Literary Texts then builds upon that established thematic context and asks students to consider and discuss a more narrowly focused topic in relation to a text or texts they had studied during their English Language Arts 30–1 course. For a number of years now, teacher-markers in January and June sessions have been asked to fill in survey questions about the nature of student responses they were marking. The information gathered from these survey questions, along with observations from standards confirming and from group leaders during the marking session, serves as the basis for the following commentary.

Since the 2017–2018 school year, all students have had access to the extra-time provision. This provision has not changed the standard that is expected and that markers utilize in scoring the written-response assignments. Anecdotally, markers have reported a significant range in the length of student responses for both assignments, but that the majority of responses fit into the suggested word-count ranges. Over the past few years, markers have noted that the amount and detail of student planning evident seems to have increased over time. In recent major administrations, almost two-thirds of all students had moderate or extensive planning associated with their Critical/Analytical response. Overall, the extra-time provision seems to have allowed students the flexibility to engage with the material and plan their approach to the topics more thoroughly.

Assignment I: Personal Response to Texts

Students have a great deal of choice when it comes to responding to this assignment. Overall, the most commonly used prose form is a hybrid model, whereby students provide some form of personal or anecdotal reference along with either an analytical or a philosophical discussion of one or more of the prompting texts that is linked to a personal or an anecdotal reference. In recent administrations, this approach has been used by approximately 40% of all students. Narrative responses, whether they be personal anecdotes or creative short stories, tend to account for close to another 40% of responses. The next largest general type of response is analytical, where students analyze one or more of the prompting texts in relation to the topic question. These responses tend to amount to roughly 10% of all response types. The remaining responses are varied in their approach. While each of these prose forms have their own inherent characteristics, the selection of a particular prose form does not necessarily indicate the level of performance that a student can be expected to achieve. Teacher-markers are instructed to take into consideration the prose form chosen by the student and the expected associated features when scoring papers.

Markers note that successful "hybrid" responses exhibit clear and genuine connections between the personal reflection or anecdote and the prompting text(s) provided on the exam. Students that balance or, in some cases, interweave analysis or commentary on one or more of the prompting texts with personal experience tend to be more successful. In successful responses of this type, the blending of analysis and personal experience goes beyond just a simple comparison or "parallel" experience that illustrates a similarity to the prompting text. Students that reflect on and consider the significance of their personal experience relative to the prompting texts are able to develop ideas and demonstrate an insightful exploration of the assigned topic. In the less successful hybrid responses, however, the connection between the prompting text(s) and the student's personal experience often lacks clear development or explanation. In the weakest responses of this type, there tends to be little, if any, connection between the student's personal experience or anecdote and the prompting text(s). These responses often have little flow or cohesiveness; instead, they typically exhibit a disjointed presentation where the pairing of personal and analytical sections appears arbitrary or superficial.

Although the hybrid personal/analytical response is often the single most popular prose form, many students write from a personal perspective with only brief or implicit reference(s) to the prompting text(s). In the most successful responses of this nature, students generate ideas clearly in response to the prompting text(s) but focus their discussion on a meaningful anecdote, experience, or philosophical perspective and reflect on it purposefully in relation to the assigned topic. In weaker responses of this type, students tend simply to recount a narrative or an anecdote that either parallels the prompting text(s) or provides an illustration of the assigned topic. Responses of this type often do little to explore ideas or offer meaningful reflection on either the prompting text(s) or personal experience.

In terms of those students who use a creative form for their response, markers note that successful responses of this type often demonstrate awareness and use of the expected conventions associated with the chosen creative prose form as part of the aesthetic or unifying effect. Responses that do not provide any initial planning notes indicating the connection(s) between the students' creative work and the prompting texts can be problematic if there is no clear link evident in the response. Although a response may be on topic, if a student fails to provide a connection between the prompting text(s) and the actual response, it will be assessed as an Insufficient.

For students who choose a more analytic form of response—whether that includes a personal aspect or not—markers note that the more successful responses demonstrate a judicious selection of support from the prompting text(s) to develop the ideas and impressions. In these responses, students are clearly exploring the assigned topic and developing their own interpretations. In less successful analytic responses, often the exploration of the student's ideas about the topic is lacking, and the development of support does not move beyond simply providing examples from the prompting text(s) that reflect the topic. Lengthy summaries of the provided prompting text(s) alone do not constitute analysis and exploration of the topic. At times, some students respond to the assignment by making reference to or analyzing literature other than the provided prompting texts. These responses often prove challenging for markers to assess in terms of the exploration of the topic in relation to the prompting text(s), a key component of the assignment. Overall, this approach does not tend to result in successful responses and is not encouraged.

In June 2023, markers were asked to identify the manner in which students referenced the prompting texts and whether the reference(s) being made were implicit, explicit but brief, or explicit and extended. While the prose-form response to each prompting text may differ, overall more students make explicit and extended references to the prompting texts than they make implicit or explicit but brief ones. Generally, students who make extended references to the prompting text(s) have slightly stronger responses than those who make explicit but brief references. Markers have also noted that students' implicit references often have an interpretive element and demonstrate an engagement with both the text and the topic. Students who make explicit and extended references tend to explore multiple aspects of the prompting text and thus are able to develop ideas and support in a cohesive manner. In responses where the reference to the prompting text is explicit but brief, development of the support for a student's idea is often lacking. Markers often remark that the strongest responses, regardless of the type of reference made by the student, exhibit a clear engagement with the prompting texts as a whole in relation to the assigned topic. They also note that in many cases, even if a student identifies their response as focusing primarily on a single prompting text, there are often echoes or ideas that are clearly inspired by the other prompting text(s) on the exam. Students who engage clearly with all the prompting texts are able to make connections and develop ideas about the assigned topic more fully.

Because the topic tends to be very open-ended, markers have noted that students who recognize nuance in the topic and extend or shape it tend to produce responses that are more successful. Weaker analytic responses often simply identify the thematic topic in one or more of the prompting texts, while weaker creative responses recount an event that illustrates the topic. Stronger responses, whether they are personal, analytical, or creative, develop clear ideas that address the significance of the topic in relation to the prompting text(s) and to the students' own experience or understanding.

Assignment II: Critical/Analytical Response to Literary Texts

Over many sessions, markers have indicated how important it is for students to recognize that the more narrow and focused topic of the critical/analytical assignment requires a confident and accurate understanding of the key words and phrases of the topic in order to determine subtleties and connotations. From this understanding of the topic, students are then better able to make a deliberate choice of a studied literary text as a starting point. Such careful selection can lead to an arrangement of ideas and evidence that will allow the student to address the topic in its entirety. In some cases, markers have noted that students seemed to have chosen a text for reasons of personal comfort and familiarity rather than for reasons of good fit with the topic. Granted, students should not write on a text that they do not know well (no matter how tidily it fits the topic), but the awkwardness of some student choices speaks to the necessity of students entering the exam having mastered a number of different texts that they can write on with confidence. Better responses clearly demonstrate a purposeful choice of literature, and the ensuing response reflects a more thorough and complete understanding of the relationship between topic, text, and analysis.

Markers have also noted that the manner in which students analyze their chosen text and develop their ideas relative to the topic has a bearing on overall performance. Students who approach this assignment by simply identifying and describing examples or situations in their chosen text that illustrate the assigned topic typically do not address significance, human complexity, or causal relationships. Without thoughtful consideration of such aspects, students do not afford themselves the opportunity to provide perceptive ideas, in-depth analysis, or competent literary interpretations on the assigned topic. Markers also note that weaker responses often exhibit large textual gaps or fail to account for critical moments in the text. While it is not possible (or even desirable) for students to write on the "entire" text of an extended work, when the lack of discussion of key events leads to uncertainty about how well a student understands the text, it becomes problematic. In better responses, students have a clearly established overall idea in response to the topic that then guides their selection of textual details for discussion. In doing so, both interpretations and supporting evidence become linked together in a cohesive overall structure.

While the majority of students clearly attempt to address the assigned topic throughout their response, markers continue to come across a particular "problem" type of response that does not clearly fulfill the task as assigned. In some cases, markers see a response where the introduction is clearly on topic and seemingly leading to a focused analysis. However, the body of the response does not develop ideas relative to the assigned topic. The most challenging of these types of responses to mark are those where the student not only includes considerable detail from the text but also often provides some form of literary criticism such as a commentary on symbolism or other literary devices. In papers such as these, both the level of detail and commentary clearly demonstrate that the student has some understanding of the text itself, but because the focus is not on the assigned topic, markers are left with the difficult task of scoring Thought and Understanding. While students are expected and encouraged to incorporate relevant details from a text they have studied, they also need to keep in mind that markers will be considering "how effectively the student's ideas relate to the assignment" and will be assessing "the quality of the literary interpretations to show understanding of the text relative to the topic." In the most extreme case, where the student has provided only literary analysis with no reference to the assigned topic, the response will be scored as Insufficient for not having demonstrated evidence of an attempt to fulfill the task presented in the assignment. Careful consideration of the assigned topic and deliberate planning can help the student focus the discussion appropriately.

Part B: Readings and Questions

Students continue to demonstrate their ability to apply English Language Arts 30–1 subject-specific knowledge such as the use of figurative language and rhetorical devices. As well, students demonstrate the ability to comprehend and interpret texts from various genres that have multiple levels of meaning and considerable sophistication. Students who meet the acceptable standard are able to draw inferences from the personality traits, roles, relationships, motivations, attitudes, and values of characters presented in both straightforward and complex texts. The most difficult questions tend to be ones that require students to recognize the tone and the effect created by the use of various literary devices and text features in order to draw inferences or to make generalizations regarding a character's values and/or a text creator's attitude toward context, subject, or characters. More proficient students are able to identify the text creator's intended main idea, especially when such themes are implied rather than stated explicitly.

Classroom Assessment

The **nature** of classroom situations permits teachers to assess students using a broad range of assessment instruments that reflect the Alberta English Language Arts Kindergarten to Grade 12 Program of Studies.

A Guide for Students Preparing to Write the English Language Arts 30–1 Diploma Examination and *Examples of the Standards for Students' Writing* are posted on the Writing diploma exams web page.

Website Links

Alberta Education and Childcare

Curriculum and Programs of study

General Information Bulletin
contains specific directives, guidelines, and procedures of diploma examinations

Diploma exams

Writing diploma exams
contains Guides for Students, exemplars, and other support documents

Digital Assessment Platform
contains practice questions and questions from previous diploma examinations

Help page
contains guides to help users of digital assessments access and administer secured tests and exams

Teacher participation in provincial assessments
contains information about marking, field testing, item development, and examination validation

Contacts 2026–2027

Provincial Assessment

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

Alberta Education and Childcare website: alberta.ca/education-and-childcare

Provincial Assessment

Diploma exam security, diploma exam rules, scheduling, and policy issues
780-427-1857
Email: exam.admin@gov.ab.ca

Results statements and rescores
780-427-1857
Email: exam.admin@gov.ab.ca

Special cases, accommodations, and exemptions
780-415-9242
780-427-4215
780-427-9795
Email: special.cases@gov.ab.ca

Field testing
Email: field.test@gov.ab.ca

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

Digital Assessment
780-641-8987
780-415-0824
Email: online.assessment@gov.ab.ca

***myPass* Access**
Alberta Education and Childcare Help Desk
780-427-5318
Email: AE.helpdesk@gov.ab.ca

Inquiries about transcripts, credentials, detailed academic reports, and rewrite fees
780-427-5732
Email: studentrecords@gov.ab.ca

Inquiries about student enrollment and marks and mature student status
780-422-9337
Email: studentrecords@gov.ab.ca

For a toll-free call to any Alberta government office, dial 310-0000 followed by the 10-digit phone number of the office that you would like to reach.

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

Contacts 2026–2027

Diploma Programs

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