This document was written primarily for:

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>✓</td>
</tr>
<tr>
<td>Teachers</td>
<td>✓ of English Language Arts 30–2</td>
</tr>
<tr>
<td>Administrators</td>
<td>✓</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>General Public</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

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*NEW

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Diploma Examinations: Multiple Forms

As part of Alberta Education’s commitment to fairness to students and flexibility in the writing of diploma examinations, there are two distinct forms (versions) of diploma examinations in some subjects during major administrations (January and June). The two forms are equated to baseline examinations to ensure that the same standard applies to both forms. Both forms adhere to the established blueprint specifications and are thoroughly 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

Deanna Shostak
Director, Diploma Programs
780-422-5160 or Deanna.Shostak@gov.ab.ca

or

Pascal Couture
Director, Exam Administration
780-492-1462 or Pascal.Couture@gov.ab.ca

Special-format Practice Tests

To provide students an opportunity to practise diploma examination-style questions and content in Braille, audio, large print, or coloured print versions, Alberta Education is making special-format practice tests available. Tests are offered in all subjects with a corresponding diploma examination. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille tests 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 everyone.

For more information or to place an order, contact

Laura LaFramboise
Distribution Coordinator, Examination Administration
780-492-1644 or Laura.LaFramboise@gov.ab.ca
Introduction

The English Language Arts 30–2 Diploma Examination is designed to reflect the *Programs of Study for Grades 10–12 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.

**Weightings**

On September 1, 2015, the diploma examination weighting shifted from a 50/50 weighting to a 70/30 weighting, where the school-awarded grades are worth 70 percent. For further information, please refer to *Marks, Results, and Appeals*.

**NEW**

**Suggested Word Count Range**

Beginning in the 2018–2019 school year, all Part A Humanities written-response assignments will 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* (available at [https://education.alberta.ca/english-language-arts-10-12/diploma-exam-exemplars/everyone/examples-of-standards-for-students-writing/](https://education.alberta.ca/english-language-arts-10-12/diploma-exam-exemplars/everyone/examples-of-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 2019 and June 2019 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.

Classroom Assessment

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

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 8 and 28, respectively.
### Assessment Standards and Practices for English Language Arts 30–2

**Weightings**

On September 1, 2016, the diploma examination weighting shifted from a 50/50 weighting to a 70/30 weighting, where the school-awarded grades are worth 70 percent. For further information, please refer to *Marks, Results, and Appeals*.

**Examination Format and Weightings**

The English Language Arts 30–2 Diploma Examination is made up of two parts: **Part A: Written Response (50%)** and **Part B: Reading (50%)**.

<table>
<thead>
<tr>
<th>Part A: Written Response Assignments, Scoring Categories, and Weightings</th>
<th>Literary Exploration (25%)</th>
<th>Persuasive Writing in Context (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Reflection (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ideas and Impressions 5%</td>
<td>• Thought and Support 10%</td>
<td>• Thought and Support 10%</td>
</tr>
<tr>
<td>• Presentation 5%</td>
<td>• Form and Structure 5%</td>
<td>• Writing Skills 5%</td>
</tr>
<tr>
<td>Literary Exploration (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Thought and Support 10%</td>
<td>• Matters of Choice 5%</td>
<td></td>
</tr>
<tr>
<td>• Form and Structure 5%</td>
<td>• Matters of Correctness 5%</td>
<td></td>
</tr>
<tr>
<td>• Matters of Choice 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part B: Reading</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Part B: Reading 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 (may include 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.
| Time Limits on Diploma Examinations | All students may now use extra time to write diploma exams. This means that all students now have up to 6 hours to complete the English Language Arts 30–2 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*. |
**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 11 and 12, 15 to 17, and 22 to 24 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 Sector at this time for use during the administration of Part A:

- *A Canadian Writer’s Guide* (J. Finnbogason and A. Valleau), 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 Support 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 Programs of Study for Grades 10–12 English Language Arts. The blueprint on the following page outlines the design of Part A. It presents the relationship between the requirements of the writing assignment and the scoring of assignments as well as the headings and subheadings that are used to organize specific learning outcomes in the program of studies.

As well, the blueprint delineates the categories that will be used to report summary data to school authorities and high schools and the percentage that each section contributes to the total examination mark.
### English Language Arts 30–2 Diploma Examination Part A: Written Response Blueprint

<table>
<thead>
<tr>
<th>Description of Writing Assignment</th>
<th>Reporting Category (Scoring Category)</th>
<th>Cross-Reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Reflection</strong>&lt;br&gt;The student is required to explore ideas and reflect upon impressions that are suggested by the visual text(s) and to provide relevant support.</td>
<td>Ideas and Impressions&lt;br&gt;The student is required to consider the context of the visual text(s) and to provide support for ideas that explore and impressions that reflect upon the visual text(s).</td>
<td>2.1&lt;br&gt;2.2&lt;br&gt;2.3&lt;br&gt;4.1</td>
<td>5%&lt;br&gt;10%</td>
</tr>
<tr>
<td><strong>Presentation</strong>&lt;br&gt;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.</td>
<td></td>
<td>3.1&lt;br&gt;3.2&lt;br&gt;4.1&lt;br&gt;4.2</td>
<td>5%&lt;br&gt;10%</td>
</tr>
<tr>
<td><strong>Literary Exploration</strong>&lt;br&gt;The student is required to respond to a thematic idea based on a literary text from a personal and a literary perspective.</td>
<td>Thought and Support&lt;br&gt;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.</td>
<td>2.1&lt;br&gt;2.2&lt;br&gt;2.3&lt;br&gt;3.2&lt;br&gt;4.1&lt;br&gt;4.2</td>
<td>10%&lt;br&gt;25%</td>
</tr>
<tr>
<td><strong>Form and Structure</strong>&lt;br&gt;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.</td>
<td></td>
<td>2.2&lt;br&gt;3.1&lt;br&gt;4.1&lt;br&gt;4.2</td>
<td>5%&lt;br&gt;25%</td>
</tr>
<tr>
<td><strong>Matters of Choice</strong>&lt;br&gt;The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.</td>
<td></td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Matters of Correctness</strong>&lt;br&gt;The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language.</td>
<td></td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Persuasive Writing in Context</strong>&lt;br&gt;The student is required to adopt and defend a position on a specific issue.</td>
<td>Thought and Support&lt;br&gt;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.</td>
<td>2.1&lt;br&gt;2.2&lt;br&gt;3.1&lt;br&gt;3.2&lt;br&gt;4.1&lt;br&gt;4.2</td>
<td>10%&lt;br&gt;15%</td>
</tr>
<tr>
<td><strong>Writing Skills</strong>&lt;br&gt;The student is required to communicate clearly, effectively, and correctly in writing.</td>
<td></td>
<td>4.2</td>
<td>5%</td>
</tr>
</tbody>
</table>

| Proportion of Total Examination Mark | 50% | 50% |
**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

**Instructions**

- Complete all three assignments.
- You may use the following print references:
  - an English and/or bilingual dictionary
  - a thesaurus
  - an authorized writing handbook

_Do not write your name anywhere in this booklet or on your response. Feel free to make handwritten revisions directly on your final response._

- Space is provided in this booklet for planning but **not** for final handwritten or word-processed work.

- It is your responsibility to print out (or handwritten) and staple all of your final written work to the designated pages in this booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.
- A final checklist is located on the inside back cover of the examination booklet.

**Additional Instructions for Students Who Are Using a Word Processor**

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

**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.
SAMPLE ASSIGNMENT I: VISUAL REFLECTION

Suggested time: 30 to 40 minutes
Suggested word count range: 300 to 700 words

In the Visual Reflection assignment, students are asked to reflect upon and support their ideas and impressions regarding a photograph, cartoon, drawing, poster, advertisement, or other visual text. More than one visual text may be presented. Students must choose a prose form that will enable them to effectively develop their ideas.

This photograph is unavailable for electronic posting.

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 Scoring Criteria for Assignment I: Visual Reflection

**Ideas and Impressions** (5% of total examination mark)  
Cross-reference to the Programs of Study for English Language Arts 30–2 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)
- the effectiveness and consistency of the support provided
- the appropriateness of development and unifying effect to prose form

<table>
<thead>
<tr>
<th>Excellent</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>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.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td></td>
</tr>
<tr>
<td>Limited</td>
<td>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.</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>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.</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Insufficient| **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 Ideas and Impressions |
| **INS**   |                                                                                                                                                                                                  |
**Scoring Categories and Scoring Criteria for 2018–2019**

**Assignment I: Visual Reflection**

**Presentation** (5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 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
- the quality of **language** and **expression**

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>Excellent: The student’s voice is engaging and the tone is confident. Stylistic choices are precise and effective.</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td>Proficient: The student’s voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Satisfactory: The student’s voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective.</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Limited: The student’s voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective.</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>Poor: The student’s voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication.</td>
</tr>
</tbody>
</table>
ASSIGNMENT II: LITERARY EXPLORATION
Suggested time: 70 to 80 minutes
Suggested word count range: 400 to 900 words

Read the following excerpt from a novel and complete the assignment that follows.

The narrator of this excerpt has set off alone on a challenging canyon climb in the Arizona desert in order to challenge himself and put his abilities to the test.

from RESCUING RILEY, SAVING MYSELF

I was traveling down from the head of the canyon, the first mile or so an easy stroll on a sandy path, but then the adventure began. Each time I had to set my ropes and rappel down, a skill I learned in the Marines, I increased the danger because without my gear, I would not be able to turn around and exit the way I entered, or go forward beyond the next technical traverse, and gear can always fail. Humans are more likely to fail than gear; one bad bolt-set or hastily tied knot, and I could find myself at the bottom of a hole with no way out. I’d applied pre-mission preparation procedures drilled into me in the Marine Corps. I’d built in as many precautions as possible, brought more rope than I expected I’d need, and I’d given my wife, Michelle, my location and a “drop dead” time, meaning that if she didn’t hear from me by then, she should call search and rescue. Even then that didn’t mean I’d be safe.

Michelle worries because I prefer to explore places like this alone. The risk I face, and enjoy, exploring solo has changed little since the days when mountain men and fur trappers blazed trails in this forlorn part of the globe—if you mess up, you’re screwed. A broken leg or even a twisted ankle can leave you trapped somewhere no one will think to look for you. Canyoneers must also concern themselves with flash floods, particularly in the secondary and tertiary canyons that feed into the Grand Canyon and the Colorado River. In a wider canyon, if you have enough warning of a flash flood, there are often places you can run to where you may be able to scramble up to higher ground. In a slot canyon like this, there’s no way out, no way up without climbing gear, and no way to ride out a flood when constrictions amplify the force of the water. In the summer of 1997, twelve people were trapped in Antelope Canyon, perhaps the best known and easily the most traveled slot canyon in the Four Corners region, by a flood resulting from a storm ten miles upstream where the catchment saw an inch and a half of rain, with three-quarters of an inch falling in only fifteen minutes. Downstream in Antelope Canyon, it barely drizzled, a few drops falling, until, half an hour later, a surge of water ten feet high raced down the canyon, destroying everything and everyone in its path.

I chose to explore alone to get away from other people and to test myself. I didn’t necessarily think that other people would either slow me down or annoy me; going solo simply meant having a more pleasant journey without any awkward moments with new partners or arguments about which way to go or how to set something up. The challenge is to be self-reliant. Some people find it difficult to be self-reliant. I have never had a choice. I am self-reliant to a fault, and if I could go back in time to reverse the course of events that have made me so, I would, but … I can’t do that, so I will only play the cards life has dealt me as best I can.

Zachary Anderegg with Pete Nelson

The Assignment

In this excerpt, the narrator reflects on the reasons for his choice to pursue a difficult challenge, relying solely on his own judgement and abilities.

What is your opinion of the idea that self-reliance is an important human characteristic?

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 your opinion of the idea that self-reliance is an important human characteristic.

• 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.
Thought and Support (10% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 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**
- the **literary example** relates to the student’s ideas
- the **support** explains and/or clarifies the response

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

<table>
<thead>
<tr>
<th>Excellent</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Pf</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poor</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>INS</th>
</tr>
</thead>
</table>
| 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 |

---

Scoring Categories and Scoring Criteria for 2018–2019 Assignment II: Literary Exploration

**Form and Structure** (5% of total examination mark)
Cross-reference to the Programs of Study for English Language Arts 30–2 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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> E</td>
<td>A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.</td>
</tr>
<tr>
<td><strong>Proficient</strong> Pf</td>
<td>A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong> S</td>
<td>A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.</td>
</tr>
<tr>
<td><strong>Limited</strong> L</td>
<td>A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.</td>
</tr>
<tr>
<td><strong>Poor</strong> P</td>
<td>A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.</td>
</tr>
</tbody>
</table>
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.
Scoring Categories and Scoring Criteria for 2018–2019
Assignment II: Literary Exploration

Matters of Correctness (5% of total examination mark)
Cross-reference to the Programs of Study for English Language Arts 30–2 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 a new rule that would require Grade 12 students to pass all of their courses in order to be eligible to attend graduation ceremonies. Those who support the proposal believe academics come first and that students need to realize that failure has consequences. Those who are opposed point out that students who fail courses are often those who are at risk and not allowing them to be a part of the social side of high school may cause them to drop out rather than to return to the classroom.

In deciding whether to accept or reject the proposal, the Prosper School Council has invited concerned individuals to make their views known. You are Jaden Balo, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 23 and 24). 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 School Council either to ACCEPT or to REJECT the proposal requiring Grade 12 students to pass all of their courses in order to attend graduation ceremonies.

In preparing your persuasive speech or letter, BE SURE TO

• study the information on pages 23 and 24
• 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.
5.0 New Business

Proposal: No Pass, No Grad – Staff Discussion

- We currently have a “No Pass/No Play” policy that motivates our students to pass all of their classes and be in good academic standing in order to maintain their involvement in extracurricular activities at the school such as sports teams and clubs. Why not extend this to grad?

- Students need to learn that if they fail a course, they will not be rewarded.

- We can include this new policy in the Prosper High School Student Handbook and outline that only those students who meet all of the diploma requirements will be eligible to attend the grad ceremonies.

- We will form a grad committee to review all students’ credit information in order to determine their eligibility.

- The committee will then post a “grad list” containing the names of those students who are eligible to attend grad prior to the tickets going on sale. A revised list will be posted two weeks before the grad ceremonies as final school-awarded marks will be determined at that point.

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**Academic Journal**

**Paying Attention to Teens’ Rites of Passage**

A report on Healthy Teen Development released this year highlights a key point for parents of teens. The report outlines the importance associated with ensuring teens recognize and celebrate important transitions. These could include key birthdays and special events. Missing these important rites of passage can have a negative effect on teen development.

---

**Graduation Stats for Alberta School Division**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 (Pre-Grad Policy)</td>
<td>68%</td>
</tr>
<tr>
<td>2015 (First year with No Pass/No Grad Policy)</td>
<td>72%</td>
</tr>
<tr>
<td>2016 (Second year with No Pass/No Grad Policy)</td>
<td>75%</td>
</tr>
<tr>
<td>2017 (Third year with No Pass/No Grad Policy)</td>
<td>80%</td>
</tr>
</tbody>
</table>

---

**CITIZEN LINK**

**Should students be allowed to attend grad if they’re failing classes?**

- **Brooke Schmidt:** Yes. This is an important night, one they should share with their friends; they can make up the marks later.

- **Jack Burke:** No, they should not! Attending grad is a privilege, not an entitlement. I’ve worked hard all year so I can attend grad.

- **Annie Ormand:** My daughter was supposed to go to her grad last year, but when she failed math by 4% she wasn’t allowed to go. We were stuck with a $400 grad dress that was wasted! Why didn’t we hear about this before June?!
**EDUCATION TODAY**

**Volume IV – Fall Issue**

**No Pass, No Play, No Grad.**

**Do School Activity Eligibility Requirements Help Students?**

The school rule known as “No Pass/No Play/No Grad” is designed to motivate high school students to pass every class or be barred from school-sponsored extracurricular activities. “No Pass” means no football, no drama, no nothing, for students with failing grades.

The rule sends some powerful messages: Academics come first. Failure has consequences. This rule has become enormously popular across North America as schools continue to address their failing graduation rates and hope to inspire failing students to do their best to pass their classes.

Studies conducted by a variety of school divisions seem to validate their success as the number of high school graduates from these divisions has increased. However, these studies also raised concerns about a disproportionate impact on minority and at-risk students.

Concerns have been raised in one urban school division, which found the majority of its ineligible students were living in poverty and were more likely to drop out of school than get back to eligibility. This left many educators wondering if the policy has unintended consequences that outweigh the intended benefits.

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**WATERFORD COUNTY NEWS**

**School District Being Too Tough on Grad?**

Is a local school district being too tough on one of its students? The mother of one teen says yes. Katie Barlowe is a Grade 12 student at Herman High School who is not being allowed to attend her grad. The Waterford Central School District says it is because she has not met academic standards. Her mother says it is because she’s battling a disease and attending grad would be the highlight of her school year, one Barlowe would like to share with her peers.

Barlowe has two chronic auto-immune disorders, which cause her to miss a great deal of school. Because of this, she’s not passing all of her classes and the district says she’s not eligible to attend grad. Barlowe has dreamed of going to this event since she was a little girl. She already has her dress:

“Some days I spend hours going to doctor’s appointments and physical therapy, and some days I am in too much pain to go to school.”

Barlowe and her family have launched a petition drive on the web and have raised 565 signatures since Friday from supporters of her quest to attend grad.

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**GRADUATION CEREMONIES**

The graduation ceremonies celebrate the completion of high school study at Prosper High School and the achievement of Alberta Education’s High School Diploma. Only students who have met all of the diploma requirements as set out by Alberta Education and Prosper High School are eligible to attend. The graduation committee reviews all students’ credit information to determine eligibility.

The graduation banquet and dance is held to celebrate the completion of high school for Grade 12 students at Prosper High School. All Grade 12 students who meet the designation of a graduate are eligible to attend. Those students who do not meet the requirements will not be allowed to attend. All outstanding school fees must be paid prior to the purchase of tickets.

The 2018 graduation ceremony will be held the evening of June 23.

Please visit https://sites.google.com/site/gradpromprosper/ for the most up-to-date information.

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Alberta Education, Provincial Assessment Sector 24 English Language Arts 30–2
Scoring Categories and Scoring Criteria for 2018–2019
Assignment III: Persuasive Writing in Context

Thought and Support (10% of total examination mark)
Cross-reference to the Programs of Study for English Language Arts 30–2 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, 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 are of questionable logic or are unrelated to the issue under discussion. Support is 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
• 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 Thought and Support.
**Writing Skills** (5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 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**

The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.

**Proficient**

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**

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**

The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.

**Poor**

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.

Reading

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 Programs of Study for Grades 10–12 English Language Arts 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. 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.
### Questions
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
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 *Programs of Study for Grades 10–12 English Language Arts*. The blueprint for Part B is on the following page.
### English Language Arts 30–2 Diploma Examination Part B: Reading Blueprint

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

* 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 (may include 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.
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