

Assessment, Evaluation and Reporting Policy

Late or Missed Assignments and Tests/Quizzes (Regulations 4.13-4.24)

If assignments are to be effective, there needs to be clear communication to students related to assignment criteria and completion timelines. To ensure the academic success of all students, a two-phased approach is required:

- a. Proactive Planning and Support.***
- b. Response Protocol for assignments/assessments submitted late for valid and invalid reasons.***

A. Proactive and Preventative Planning and Support

Schools will use a number of strategies to help prevent and/or address late and missed assignments. Proactive planning and strategic support include the following components:

- 1) Ongoing communication by administration and teachers to students and parents/guardians regarding clear expectation of student responsibilities for the completion of assignments;
- 2) Explaining to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning;
- 3) Ensuring teachers assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes;
- 4) Completing assignments in stages during class time where possible; with the teacher monitoring progress and providing descriptive, frequent and timely feedback support to ensure a higher level of completion.
- 5) Communication with parents regarding upcoming assignments/assessments.

B. Procedure 1: Response Protocol for assignments/assessments submitted late for valid and invalid reasons.

a. Students are expected to submit all assignments according to the date designated by the teacher.

b. If an assignment is not received by the deadline:

- A zero will be assigned as a placeholder;
- The student will inform the teacher of the reason for the late assignment.
- The teacher will inform the parent/parent that the assignment was not submitted (through PowerSchool, email, phone call, etc.).

- If the reason for a missed assignment is deemed valid, the teacher will inform the student and parent of the new deadline. Valid reasons for missing an assignment deadline include: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, approved educational travel, or death in the immediate family. Documentation may be required to support valid reasons. Extenuating circumstances will be considered by administration on an individual basis.
- If the reason for a missed assignment is deemed invalid, the teacher will inform the student and parent, and initiate a process of mark reduction. Invalid reasons for a late assignment include: forgetting/ claiming to not being aware of the date of the assessment, refusal to write the assessment, unprepared for the assessment, failure to notify school of an absence, non-medical/urgent appointments (i.e. hair appointment) or providing documentation as requested. Extenuating circumstances will be considered by administration on an individual basis.
- If the mark reduction process is initiated, an assignment will be accepted up to three school days late as follows:
 - Assignments late by **1 school day** (passed in on the second day) will result in a 10% deduction to the final mark earned;
 - Assignments late by **2 school days** (passed in on the third day) will result in an additional 5% deduction to the final mark earned (to a maximum cumulative reduction of 15%);
 - Assignments late by **3 school days** (passed in on the fourth day) will result in an additional 5% deduction to the final mark earned (to a maximum cumulative reduction of 20%);
 - The maximum deduction for a late assignment shall be no more than 20% of the student's final earned mark, and must not result in the student receiving a mark less than 50%;
 - Students not submitting assignments within **4 school days** of the scheduled due date will receive a zero.
- A student with recurring incidences of late/missed assignments will be referred for an intervention plan. Review 360 will be used as a monitoring system for students who repeatedly misses assignments.

C. Procedure 2: Late or Missed Assessments (Regulations 4.17-4.24)

a. Students are expected to write assessments (tests/quizzes) according to the date/time they are scheduled.

b. If a test/quiz is not written as scheduled:

- A zero will be assigned as a placeholder;
- The student will inform the teacher of the reason for not writing the assessment.
- The teacher will inform the parent/guardian that the assessment was not written (through PowerSchool, email, phone call, etc.).

- If the reason for a missed assessment is deemed valid, the teacher will inform the student and parent of how and when the missed assessment will be completed. Valid reasons for missing an assessment include: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, approved educational travel, or death in the immediate family. Documentation may be required to support valid reasons. Extenuating circumstances will be considered by administration on an individual basis.
- If the reason for a missed assessment is deemed invalid, the teacher will inform the student how and when the missed assessment will be completed, and a mark reduction will be applied. Invalid reasons for a missed assessment include: forgetting/claiming to not being aware of the date of the assessment, refusal to write the assessment, unprepared for the assessment, failure to notify school of an absence, non-medical/urgent appointments (i.e. hair appointment) or providing documentation as requested. Extenuating circumstances will be considered by administration on an individual basis.
- A mark deduction of 10% will be applied **to the earned grade** when missed assessments are completed.
- Mark reduction on an assessment cannot result in the student receiving a mark less than 50%.
- A student who refuses to complete an assessment will be referred for disciplinary action and may be given a zero.
- A student with recurring incidences of missed assessments will be referred for an intervention plan. Review 360 will be used as a monitoring system for students who repeatedly miss assessments.

Below are some effective practices that can be incorporated into a School Wide Intervention plan:

1. ***Contact with parents/guardians (Teacher, Guidance or Administrator Initiated).*** Types of contact include: phone call, email, Parent-Student portal of PowerSchool, Review 360, etc.
2. ***Teacher/Student Conference (Teacher Initiated).*** Determine any supports which may be required for future success. Discussion around academic priorities, goal setting, time management, work habits and study skills. A student contract could be used at the teacher's discretion.
3. ***Tutoring (Teacher Initiated or Teacher Supervised, Peer Tutoring, Tutoring for Tuition, Tutoring Work Experience Program).*** To ensure equal access for students, exploration of tutoring within/outside of the instructional day is encouraged.
4. ***Course Rescue/Credit Recovery (10 to 12 only) (Teacher, Administrator or Guidance Initiated).*** A plan should be developed with the school staff, parents/guardians and student. This plan would address the individual needs/circumstances of the student and may include extension of deadlines, extra teaching support, and supplemental assignments.

5. ***At-Risk Student Meeting (Teacher, Administrator or Guidance Initiated)***. The student's academic achievement to date in all courses/programs is reviewed by a school team to determine next steps and if changes to the student's program are required. Teachers, administration and guidance meet in teams (grade level, divisionally, department, etc.) to discuss all academically at-risk students and to develop appropriate student intervention plans.

6. ***Review of Program (Teacher, Administrator or Guidance Initiated)***. The student's program is reviewed to determine appropriate placement. This may involve the initiation of the pre-referral/IEP process as well as a review of academic records and psycho-educational assessment results.

7. **Students with an Individualized Education Plan (IEP) (School Team including Administration)**. If the student has an IEP, it will be determined if the current assessment is appropriate and whether an alternate assessment is required.

D. Procedure 3: Second Chance Opportunities (Regulations 4.29-4.36)

- Will be provided for only end of unit assessments. Teachers will use their discretion considering two key overall parameters:
 - i) Important curriculum outcomes linked to future learning, and
 - ii) Whether students are academically at risk of failure.
- In each circumstance, students student may be required to complete prerequisites; including: completing assigned work, attending tutorials, correcting mistakes on previously assigned work, etc., as assigned by the teacher.
- The assessment provided as a second chance opportunity can be an alternate version of the original assessment or a different type of assessment as determined by the teacher. Furthermore, the new assessment may address select key curriculum outcomes from a previous assessment or may be a full assessment based on the unit of study.
- The date and time of the second chance opportunity will be determined by the teacher.
- When second chance opportunities are permitted, any improvement will be reflected in a student's overall achievement.
- A review of a student's program should be initiated if second chance opportunities are required in an ongoing basis in order to be successful.