



Assessment and Evaluation Policy

The primary purpose of assessment and evaluation is to support student growth and to improve student learning and achievement. Assessment is a collaborative process and a shared responsibility involving students, teachers and parents/guardians.

1. Just as an evaluation must occur whether a reason for a student's absence is excused or not excused, there must be a determination whether the reason for missing an assessment is valid or invalid. Notification from a parent/guardian that a student will miss or has missed an assessment does not mean the reason for missing the assessment will be considered valid.
2. Valid reasons may include, but are not limited to, illness, medical appointment, injury, hospitalization, incarceration, school sponsored trips/activities, approved educational travel, driving permit/license appointment, death in the family or other reasons deemed valid in consultation with the teacher/administration. Schools may require the submission of documentation to support valid reasons.
3. Invalid reasons may include, but are not limited to, forgetting/claiming to not being aware of the date of the assessment (assessment due dates will be posted under Google Classroom/School Web Page), refusal to write the assessment, unprepared for the assessment, work, non-medical/non-urgent appointments, (i.e. hair appointment, driving lesson).
4. Administrators and teachers will use professional judgement in determining valid and invalid reasons for missed assessment and shall consider the frequency of missed assessments, the nature of the assessment and the timing of the assessment (i.e. end of reporting period).
5. The role of parents/guardians and students in being proactive about providing timely notification regarding planned upcoming absences (i.e. work, family vacations, other activities) is essential to ensure that assessments are completed by the due date. Teachers will determine the manner of evaluation for assessments missed for valid reasons.

Procedure 1: Deduction of Marks for Late Assignments (Regulations 4.13 -4.16)

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:

- I. Proactive Planning and Support
- II. Response Protocol for Assignments Submitted Late for Invalid Reasons

I. Proactive Planning and Support (Preventative)

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

1. Ongoing communication by administrators and teachers to students and parents/guardians regarding clear expectations 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.

II. Response Protocol for Assignments Submitted Late for Invalid Reasons

If assignments are not submitted on time for invalid reasons, the following protocol will be followed:

1. Initiate the mark deduction process and accept an assignment up to three **school days** late
2. Assignments late by **1 school day** (i.e. passed in on the second day) can result in a 5% deduction.
3. Assignments late by **2 school days** (i.e. passed in on the third day) can result in an additional 5% deduction (to a maximum cumulative reduction of 10%).
4. Assignments late by **3 school days** (i.e. passed in on the fourth day) can result in an additional 10% deduction (to a maximum cumulative reduction of 20%).
5. The maximum deduction for a late assignment shall be no more than 20% and must not result in the student receiving a mark less than 50%. No deduction will be applied to a failing grade.
6. Students not submitting assignments within **4 school days** of the scheduled due date will receive a zero.

Procedure 2: Deduction of Marks for Missed Tests/Quizzes (Regulations 4.17 -4.24)

Response Protocol for Missed Tests/Quizzes for Invalid Reasons

A consistent school wide mark deduction process shall be initiated when tests/quizzes are missed for invalid reasons. In these circumstances the following response protocol may be utilized:

1. The missed assessment (test/quiz) or different assessment (another test/quiz or a different type of assessment) is administered at the teacher's discretion.
2. A mark deduction of 10% is applied to the **earned grade** when the missed or replacement assessment is administered. The mark deduction must not result in the student receiving a mark less than 50%. No deduction will be applied to a failing grade. This 10% reduction will not apply to comprehensive examinations to which a missed assessment has been added.
3. A grade of zero as a placeholder will be used until the assessment has been completed.
4. A grade of zero may be given when a student refuses to complete an assessment.
5. A School Wide Intervention process will be initiated for recurring incidences of missed assessments. Teachers will use Review 360 and PowerSchool as a monitoring system for students who repeatedly miss tests/quizzes.
6. Some students miss assessments due to lack of preparedness. However, in some instances a student may struggle in a particular subject area or program. If either circumstance causes recurrences of a student missing assessments, then a teacher initiated process and a later School Wide Intervention process should be initiated. In situations where a student struggles across multiple areas, it is expected that all of the student's teachers are involved in the intervention plan. The teacher leads in specific courses/subject areas and the principal leads the school wide process.

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.

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

1. Second chance opportunities:

- 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 will be required to complete prerequisites; such as 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.

Please note: The full NLESD Assessment and Evaluation Policy can be found on the NLESD website: www.nlesd.ca under the Policies section.