



HOLY TRINITY HIGH SCHOOL

Assessment, Evaluation and Reporting School Based Guidelines

For Mark Reduction for Missed Assignments and Assessments

Introduction

If assessment and evaluation are to be effective, there needs to be clear communication to students related to criteria and completion timelines. To ensure the academic success of all students, at Holy Trinity High School the following approach is required:

1. Proactive Planning and Support.
2. Response Protocol for assignments submitted late for valid and invalid reasons.
3. Response Protocol for assessments submitted late for valid and invalid reasons.
4. Second Chance Opportunities

Section 1. Proactive and Preventative Planning and Support

Holy Trinity High School 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:

- 1.1 Ongoing communication by administration and teachers to students and parents/guardians regarding clear expectation of student responsibilities for the completion of upcoming assignments.
- 1.2 Explaining to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning.
- 1.3 Ensuring teachers assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes.
- 1.4 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.
- 1.5 Communication with parents regarding upcoming assignments/assessments.
- 1.6 Our school will use Review 360 and PowerSchool as a monitoring system for students who repeatedly miss tests/quizzes.
- 1.7 Parents/guardians and students must be proactive about providing timely notification regarding planned upcoming absences (i.e. family vacations). Parents/guardians need to contact the office to notify the school of their child's absence. It is the student's responsibility to ensure that they are aware of missed work and missed assessments. The teacher will determine how the missed outcomes will be alternatively assessed.

Section 2. Response Protocol for Assignments

2.1 Response Protocol Procedure 1: Late/Missed Assignments for VALID Reasons (Regulations 4.34-4.37)

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

If an assignment is not received by the deadline:

- 2.1.1 A zero will be assigned as a placeholder in gradebook;
- 2.1.2 An L (Late)/M (Missing) will be placed in Gradebook.
- 2.1.3 The student will inform the teacher of the reason for the late/missed assignment.
- 2.1.4 The teacher will inform the parent/guardian using effective two way communication that the assignment was not submitted (through email, phone call, etc.) on the day the assignment is due. Parents/guardians must contact the teacher to provide a reason for the missed assignment.
- 2.1.5. If the reason for a missed assignment is deemed valid, the teacher will inform the student and parent of the new deadline.
- 2.1.6 Valid reasons for missing an assignment deadline include but are not limited to: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, approved educational travel. Documentation will be required to support valid reasons.
- 2.1.7 Documentation must be submitted to the teacher no later than the newly assigned due date. Extenuating circumstances will be considered by administration on an individual basis.
- 2.1.8 Mark reduction will not be used when a deadline is missed for a valid reason.

2.2 Response Protocol for Missed/Late Assignments for INVALID Reasons (Regulations 4.34 - 4.37)

Process of Mark Deduction for Invalid Reasons:

- 2.2.1 If the reason for a missed assignment is deemed invalid, the teacher will initiate a process of mark reduction. Invalid reasons for a late/missed assignment include, but are not limited to, forgetting/ claiming to not being aware of the date of the assignment, refusal to write the assignment, unprepared for the assignment, failure to notify school of an absence, non-medical/urgent appointment or providing documentation as requested. Extenuating circumstances will be considered by administration on an individual basis.
- 2.2.2 A zero will be assigned as a placeholder in gradebook;
- 2.2.3 An L (Late)/M (Missing) will be placed in Gradebook.
- 2.2.4 The student will inform the teacher of the reason for the missed/late assignment.

- 2.2.5 The teacher will inform the family and student that the assignment was not submitted or written on the correct date using effective two way communication. A new deadline will be set by the teacher through discussion with the student and/or the family. Extenuating circumstances will be considered by administration on an individual basis.
- 2.2.7 If a teacher initiates the mark reduction process it will be accompanied by appropriate Escalating Levels of Intervention (ELI) to support the student in completing the work.
- 2.2.8 If the mark reduction process is initiated, assignments late by **1 school day** (not passed into the teacher during the class period in which the assignment was due) will result in a 10 mark deduction to the value of the assessment.
- 2.2.10 Students not submitting assignments within **4 school days** of the scheduled due date will receive a mark of zero. For example, an assignment due on Monday will be accepted until the end of the school day on Thursday.
- 2.2.11 A late assignment will not result in the student receiving a mark less than 50%, unless the original grade awarded was itself less than 50%, in which case no mark reduction will apply.
- 2.2.12 A student with recurring incidences of late/missed assignments will be referred to school administration/guidance for an intervention plan.

Section 3. Response Protocol for Assessments

3.1 Response Protocol for Missed Assessments for VALID Reasons (Regulations 4.38 – 4.45)

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

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:

If a test/quiz is not written as scheduled:

- 3.1.1 A zero will be assigned as a placeholder;
- 3.1.2 An M (missing) will be placed in Gradebook.
- 3.1.3 The teacher will inform the parent/guardian using effective two way communication that the assessment was not written (through email, phone call, etc.) on the day the assessment was to be written. Parents/guardians must contact the teacher to provide a reason for the missed assessment.
- 3.1.4 The student will write missed major/unit assessments upon returning to school. Students should be prepared to write the assessment upon their return to school, however the time of writing may be scheduled at the discretion of the teacher within a 7 day period from the original assessment date.
- 3.1.5 Missed quizzes or similar-type assessments (i.e. listening assessments, labs, etc.) may be written at the teacher's discretion. If they are not written, the end of unit assessment or similar assessment measuring the same outcomes may be used to replace the missed assessment.

- 3.1.6 a.) Upon return, the student will provide supporting documentation for not writing the assessment on the scheduled date. 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. Extenuating circumstances will be considered by administration on an individual basis. Any missed assessment not written for valid reasons within a week of the originally scheduled assessment may be assessed using comprehensive assessments that also measure these outcomes such as midterm exams, final exams or pre-public assessments.
- 3.1.7 Mark reduction will not be used when a deadline is missed for a valid reason

3.2 Process of Mark Deduction for Invalid Reasons (Regulations 4.38 – 4.45)

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

- 3.2.1 If the reason for a missed assessment is deemed invalid, 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, driving lesson etc.) or providing documentation as requested. Extenuating circumstances will be considered by administration on an individual basis.

If the assessment is missed due to invalid reasons a mark reduction process is initiated as follows:

- 3.2.2 A mark deduction of 10 marks will be applied to the value of the assessment when it is completed as long as the mark reduction does not result in the student receiving a mark less than 50%.
- 3.2.3 If the mark reduction process is initiated it will be accompanied by Escalating Levels of Intervention (ELI) to support the student in completing the missed assessment.
- 3.2.4 If the missed assessment is still not completed after ELI Interventions the student will receive a mark of zero and be referred to school administration.
- 3.2.5 A student with recurring incidences of missed assessments will be referred to school administration/guidance for an intervention plan.

Academic Honesty (Regulations 4.46 – 4.49)

Based on consideration of the contributing factors and the professional judgment of the teacher, in consultation with the school administration, consequences may include, but are not limited to:

- disciplinary action in accordance with the school's Code of Conduct (e.g. suspension from school and/or school activities);
- an opportunity to complete a similar assessment with a possible mark reduction as determined by the teacher and the school administration;
- a mark of zero on the assessment.

Section 4. Response Protocol for Second Chance Opportunities **(Regulations 4.50 – 4.54)**

- 4.1 Second chance opportunities are an important component of intervention plans for students who are academically at risk. Second chance opportunities will be provided for only end of unit assessments. Teachers will use their discretion considering two key overall parameters:
 - a) Important curriculum outcomes linked to future learning, and
 - b) Whether students are academically at risk of failure.
- 4.2 In each circumstance, students may be required to complete prerequisites; including: completing assigned work, attending tutorials, correcting mistakes on previously assigned work, etc., as assigned by the teacher.
- 4.3 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.
- 4.4 The date and time of the second chance opportunity will be determined by the teacher.
- 4.5 When second chance opportunities are permitted, any improvement will be reflected in a student's overall achievement. Second chance opportunities are at the discretion of the teacher in alignment with school guidelines and are not an automatic mechanism for increasing a student's mark.
- 4.6 Midterm and final exams will not be considered for second chance opportunities.
- 4.7 A review of a student's program should be initiated if second chance opportunities are required on an ongoing basis in order to be successful.

The following are some effective practices that can be incorporated as Escalating Levels of Intervention and/or as part of an Academic Intervention Plan at Holy Trinity High School:

1. 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.
2. Communication with families (Teacher, Guidance or Administrator Initiated). Types of effective communication include: phone call, email, meeting with family, etc.
3. Tutoring/Re-Teaching Support (Teacher initiated, delivered and/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. Access to Supplementary Learning Resources. Students and teachers are encouraged to avail of all available resources to support their learning. For example, CDLI Resources, District Math resources accessible from the NLESD website, Assistive and Instructional Technology, Alternate Format Materials, Newfoundland and Labrador Digital Library, <https://digitallibrary.nlpl.ca/Tumble Books for Reading>, etc.
5. Course Rescue/Credit Recovery (10 to 12 only) (Teacher, Administrator or Guidance Initiated). A plan should be developed with the school staff, family and student. This plan would address the individual needs/circumstances of the student and may include extension of deadlines, extra teaching support, and supplemental assessments.
6. 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.
7. 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.
8. Students with an Individualized Education Plan (IEP) (School Team including Administration). If the student has an IEP, it will be reviewed to determine if the current accommodations related to assessment are meeting the student's needs. Families would be invited to attend any follow-up IEP meetings which may be required.