



**HOLY TRINITY HIGH SCHOOL  
Evaluation and Assessment Policy  
2017-2018 DRAFT - DOCUMENT**

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

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.) 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.
- 6.) Our school will use Review 360 and PowerSchool as a monitoring system for students who repeatedly miss tests/quizzes.
- 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.

## **B. Response Protocol Procedure 1: Late/Missed Assignments (Regulations 4.13-4.16)**

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

If an assignment is not received by the deadline:

- 1.) A zero will be assigned as a placeholder;
- 2.) An L (Late) will be placed in Gradebook.
- 3.) The student will inform the teacher of the reason for the late/missed assignment.
- 4.) The teacher will inform the parent/guardian 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.
- 5.) a.) 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 will be required to support valid reasons. 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.
- 5.) b.) If the reason for a missed assignment is deemed invalid, the teacher will initiate a process of mark reduction. Invalid reasons for a missed 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/non-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.

### **Process of Mark Deduction for Invalid Reasons:**

If the mark reduction process is initiated, an assignment will be accepted up to three school days late as follows:

- 1.) 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.) 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.
- 3.) A student with recurring incidences of late/missed assignments will be referred to administration for a School Wide Intervention Plan.

**B. Response Protocol Procedure 2: Late/Missed Assessments (Tests/Quizzes) (Regulations 4.17 -4.24)**

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:

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

If a test/quiz is not written as scheduled:

- 1.) A zero will be assigned as a placeholder;
- 2.) An M (missing) will be placed in Gradebook.
- 3.) The teacher will inform the parent/guardian 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.
- 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.
- 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.
- 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.
- 6.) b.) 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.

**Process of Mark Deduction for Invalid Reasons:**

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

- 1.) A mark deduction of 10 marks will be applied to the value of the assessment when it is completed.
- 2.) A student who refuses to complete an assessment will be referred for disciplinary action and will be given a mark of zero.
- 3.) A student with recurring incidences of missed assessments will be referred to administration for a School Wide Intervention Plan.

### **Academic Honesty (Regulations 4.28)**

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.

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

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.

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.

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. 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.

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.

### **School Wide Intervention Plan:**

Students who are academically at risk may require a School Wide Intervention Plan. This School Wide Intervention Plan may include the following interventions:

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.