



MPSH ASSESSMENT AND EVALUATION POLICY

(September 2017)

Academic success is the collective responsibility of students, teachers, administrators, and parents/guardians. In order to reach their full academic potential, students are expected to be present, prepared and responsible for their learning. This includes working to the best of their abilities in an academically honest manner while adhering to the classroom/school Code of Conduct. Students are expected to submit work on time and complete assessments when they are scheduled.

Teachers will use an outcome based approach to instruction that responds to the individual learning needs of students, promotes academic rigor and high expectations for all. Within this environment, teachers will exercise their professional judgement in accurately assessing, evaluating and reporting student achievement. Teachers will provide ongoing descriptive feedback that is clear, meaningful, and timely to support improved learning and achievement. Teachers, in consultation with school administration and the service delivery team (if applicable), will determine meaningful interventions based on the needs of their students.

School administrators will ensure a school-wide student intervention process that supports students who struggle to meet deadlines for completion of assigned work or who miss scheduled assessments. The school-wide student intervention process is supported by the use of Escalating Levels of Intervention (ELI). This is a formalized progression of teacher and school responses when students struggle to complete assessments within established timelines. It is based on the premise that student evaluation reflects the individual student's demonstration of attainment of curriculum outcomes. It recognizes the importance of student responsibility, communication with parents/guardians and the principles of social justice.

Learning is a partnership between the school and the home. Parents/guardians are asked to communicate with the school regarding their child's academic progress. They are encouraged to participate in curriculum nights and parent-teacher conferences after reporting periods. Parents/guardians are asked to ensure their child is present and prepared for learning. Family travel and events should be scheduled outside of the instructional day. Student participation in formal exams (i.e. mid-year and final exams) is particularly important.

All assessments will be posted by teachers on our school website assessment calendar so that parents may follow their children's progress. (www.mpsch.ca) Parents are expected to use PowerSchool to track student attendance, grades and evaluation and communicate with teachers and administration when necessary. (<https://pschool.nlesd.ca/public/>)

Assessments must be completed in a timely manner in order for teachers to effectively direct their instruction, and monitor their students' understanding and achievement. In keeping with our school mission statement to promote excellence in academic and personal achievement in preparing students as contributing citizens in a global community, Mount Pearl Senior High has established the following expectations for students, parents, teachers and administrators:

A. Assignment Completion (Late or Missed Assignments) (Regulation 4.13 – 4.16)

Students are expected to submit assignments, labs, portfolios or similar take home assessments on scheduled due dates. The student is expected to submit to the subject teacher during school hours regardless of if they have that particular class or not that day.

It is expected that if a student is aware they will miss an assignment due date when notified they must conference with the teacher immediately to discuss it. Extenuating circumstances will be considered by teachers on a case by case basis.

If the reason for missing an assignment is deemed VALID, the teacher will set a new submission date of three school days later and advise a parent through an email or phone call (4.13). The deadline may be extended further in extenuating circumstances. In this case the final deadline for an assignment should not exceed the end of the reporting term in which the assignment was originally due. (November, February, April or June)

When assignments are not submitted on time for INVALID reasons, teachers will:

1. In a timely manner, notify parents/guardians that the assignment is late and that the new deadline is three school days later
2. Assign a value of zero (0) as a placeholder until appropriate assessment is completed;
3. Assign a 15% late penalty once a late assignment is submitted within three days
4. Assign 0% as the assessment grade in the case a parent is notified and the second assignment due date is not met without further consultation.
5. Teachers have the discretion to provide students with the opportunity to earn back deducted marks as part of the intervention process.
6. Engage in other intervention strategies to the degree possible and practical if assignments are continuously submitted late
7. Notify the school administration if interventions did not successfully resolve the problem (4.14)

B. Missed Assessments -Tests, Quizzes or In-Class-Assignments
(Regulations 4.17- 4.24)

Students are expected to write assessments on the day and time they are scheduled. (4.17)

It is expected that if a student is aware they will miss an assessment when notified they must conference with the teacher immediately to discuss it.

If an assessment is not written as scheduled:

1. A zero will be assigned as a placeholder;
2. The student will inform the teacher of the reason for not writing the assessment. The teacher will decide if the reason is valid or invalid.

Documentation must be provided by parents to support valid reasons upon student return to school. VALID reasons for missing an assignment deadline include: illness, medical appointment, injury, hospitalization, school sponsored trip/activity, approved educational travel, death in the immediate family, or other reason deemed appropriate by the teacher or administration.

Students who miss assessment for reasons deemed VALID by the teacher will be given the opportunity to demonstrate their learning on the assessed outcome in a manner and time that is determined by the teacher. In a timely manner, this may include but is not limited to the following responses:

3. Administer a similar assessment on an alternate date.
4. Administer an alternate assessment at an alternate date
5. Replace the mark with the percentage achieved on similar material on a midterm or final or pre-public examination
6. Assess the outcomes by an alternate method (4.21)

In the case where an alternate assessment is required to be written and a student fails to complete the assessment on the new set day without notification or a valid reason, the teacher will utilize one or more of the options 7-13 below.

When a test or quiz is not written on an assigned date for reasons deemed INVALID by the teacher, the teacher will notify the parent/guardian via email or a phone call and utilize one or more of the following responses:

7. Administer a similar assessment on an alternate date.
8. Administer an alternate assessment at an alternate date
9. Replace the grade with the percentage achieved on similar material on a midterm or final or pre-public examination
10. Assess the outcomes by an alternate method (4.21)
11. Assign a zero when a student refuses to complete an assessment. (4.22)
12. Engage in intervention strategies to the degree possible and practical if assignments are continuously submitted late
13. Notify the school administration if interventions did not successfully resolve the problem (4.14)

If a student fails to complete the assessment on the new set day the second time without notification or valid reason, a zero will be placed in the student gradebook for that assessment.

INVALID reasons for a late assignment include but are not limited to:

- Forgetting or 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,
- Unexcused absence
- Non-medical/non-urgent appointments (i.e. hair appointment, driving lesson).

Extenuating circumstances will be considered by administration on a case by case basis.

Teachers may exercise professional judgement in replacing a mark with a higher mark, if a student has demonstrated increased knowledge and/or skills related to particular outcomes. (4.23)

Medical documentation is required when a student misses a mid-year or final exam. Extenuating circumstances will be given consideration by school administration on a case by case basis. (4.24)

Teachers will use Review 360 and PowerSchool as a monitoring system for students who repeatedly miss assessments. A student found to have recurring incidences of missed assessments will be noted in Review 360 and referred for an intervention plan by the subject teacher.

C. Professional Judgement and Reporting

Teachers have a duty to ensure that report cards are fully and properly completed and processed. Reporting is based on evidence of student achievement of the provincial curriculum outcomes. Determining a report card grade will involve the teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement. When determining the report card grade, special consideration should be given to more recent evidence of learning. In Grades 9 -12, this aspect of professional practice is in keeping with the recognition that the process is not simply a computer calculation of a student's mark based on parameters entered into a program. Students who lack sufficient evaluation at the end of a reporting period to assign a mark reflective of their progress will be given an incomplete on their report card and will be required to write/submit appropriate assessment to assess course outcomes at a time assigned by the teacher. If this is still the case when the final reporting period has passed students will be referred to a supplementary exam in courses where they are offered or in some cases a credit recovery process.

D. Academic Dishonesty (Regulation 4.25 – 4.28)

Parents will be notified of any occurrence of academic dishonesty in a timely manner. Any student who cheats on a test/quiz or in-class assessment will receive a zero mark on that assessment. No second chances or rewrites will be given and the zero will not be replaced by a comprehensive test in the student gradebook at any time in the future.

If a student is involved in plagiarism of an assignment submitted to a teacher the teacher can:

1. Initiate a mark reduction based on the amount of material plagiarized
2. Require the student to resubmit a similar or an alternate assignment.
3. Assign a mark of zero for the assignment (4.28)

In consultation with administration disciplinary action in accordance with the school's Code of Conduct (e.g. suspension from school and/or school activities) may also be applied.

E. Second Chance Opportunities (Regulations 4.29-4.36)

Second chance opportunities are at the discretion of the teacher and are not an automatic mechanism for increasing a student's mark. (4.31)

Second chances may only be provided for end of unit assessments. The timing and format of the second chance opportunity is to be determined by the teacher. For example, a mark could be derived from similar material on a midyear or final exam. It can be an alternate version of the original assessment or a different type of assessment. (4.32)

It is not practical for second chance opportunities to be available for all assessments. Second chance opportunities may be considered for important curriculum outcomes necessary for future learning as assessed at the end of a unit of study. (4.33)

Students must complete prerequisite work if required by the teacher to engage in a second chance learning opportunity. Some examples of prerequisite work include, but are not limited to: attending tutorials, correcting mistakes on returned assessments based on teacher feedback, engaging in independent study, submitting assignments, etc. (4.34)

When second chance opportunities are permitted, any improvement will be reflected in a student's overall achievement. (4.35)

With the exception of supplementary exams in permitted courses, second chance opportunities are not available for mid-year/final examinations. (4.36)

F. Student Evaluation

All teachers within each department of MPSH will follow the same evaluation scheme as per Department of Education course descriptor and follow the school response protocol for missed assessments and late or missed assignments.

Students will have 5 days' notice of a major assignment due date or unit test date. Students shall not be expected to write more than two unit assessments in a given day. Assessments will be returned to students within a two week timeframe where possible. Final evaluations in all courses will not have a mark of 46-49% unless it is a shared evaluation public exam course.