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St. Catherine's Academy Assessment and Evaluation Policy

School Guidelines for Grades 7-12

If your child has to be absent on the date of an assessment, please contact the subject teacher to explain the reason for the absence. If the reason is deemed to be a valid one, a new assessment date will be scheduled by the teacher. If the reason falls under the invalid category, or if a student is repeatedly absent for tests/assignments, the following policy will be initiated:

A. Valid and Invalid Reasons for Missed Assessments

- 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, or death in the immediate family. 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, refusal to write the assessment, unprepared for the assessment, non-medical/non-urgent appointments (i.e. hair appointment, working, driving tests, etc.).
- 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). Habitual absences for assessments may warrant further investigation. ***Parental notes will not necessarily constitute valid reasons for missed assessments.***

5. Teachers and administration will monitor students who repeatedly miss tests/quizzes.
6. Parents/guardians and students are encouraged to be proactive about providing timely notification regarding planned upcoming absences (i.e. family vacations). Parents/guardians and students will be advised of the material/assessments that they will miss and how the outcomes will be assessed in a manner determined by the teacher.

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)

Schools 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
5. Limiting the number of assessments written in one day to a maximum of two
6. Giving at least one week's notice of testing (when possible) in order to ensure that parents, when making appointments, are aware of assessment times

II. Response Protocol for Assignments Submitted Late for Invalid Reasons

If assignments are not submitted on time for **invalid** reasons, schools shall develop a process for deducting marks. In these circumstances, the following protocol can be initiated:

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) will result in a 5 mark deduction to the final mark earned
3. Assignments late by **2 school days** (i.e. passed in on the third day) will result in an additional 5 mark deduction to the final mark earned (to a maximum cumulative reduction of 10 marks)
4. Assignments late by **3 school days** (i.e. passed in on the fourth day) will result in an additional 10 mark deduction to the final mark earned (to a maximum cumulative reduction of 20 marks)
5. The maximum deduction for a late assignment shall be no more than 20 marks from the student's final earned mark, and must not result in the student receiving a mark less than 50%
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)

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:

- I. The missed assessment (test/quiz) or different assessment (another test/quiz or a different type of assessment) is administered at a time to be determined by the teacher
- II. A mark deduction of 10 marks is applied **to the earned grade** when the missed, different, or replacement assessment is administered; the mark deduction must not result in the student receiving a mark less than 50%
- III. A School Wide Intervention process is initiated for recurring incidences of missed assessments
- IV. 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 (Grades 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)

- a. Second chance opportunities (provided to students who have failed a unit assessment):
- Are at the discretion of the teacher in alignment with school guidelines and are not an automatic mechanism for increasing a student's mark
 - 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
- With the exception of supplementary exams, second chance opportunities are not available for mid-year/final exams