



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

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 Heritage Collegiate 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

Heritage collegiate will use a number of strategies to help prevent late and missed assignments. Proactive planning and strategic support include the following components:

- 1.1 Ongoing communication by teachers and administration 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.



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

Section 2 - Response Protocol for Assignments

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

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

- 2.1.1 Valid reasons for missing an assignment deadline include, but are not limited to: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, or approved educational travel. Validation is required to support legitimate reasons. Extenuating circumstances will be considered by administration on an individual basis.
- 2.1.2 The student will inform the teacher of the reason for the missed/late assignment.
- 2.1.3 Mark reduction will not be used when a deadline is missed for a valid reason
- 2.1.4 If a student misses an assignment due date to a valid reason, a zero can be used as placeholder on Gradebook.
- 2.1.5 The teacher will inform the family and/or student that the assignment was not submitted or written on the correct date and will set a new deadline for the student.
- 2.1.6 The new deadline will be a fair and final deadline determined through collaboration and consistent with school wide practices. The deadline should not exceed the reporting period in which the assignment was due.

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

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

- 2.2.1 Invalid reasons for a late 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



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

individual basis.

- 2.2.2 The student will inform the teacher of the reason for the missed/late assignment.
- 2.2.3 If a student misses an assignment due to an invalid reason, a zero or “missing” can be assigned as a placeholder in Gradebook or “missing” can be used as placeholder on Gradebook.
- 2.2.4 The teacher will inform the family and student that the assignment was not submitted or written on the correct date. 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.
- 2.2.5 If a teacher decided to initiate the mark reduction process it will be accompanied by appropriate Escalating Levels of Intervention (ELI) to support the student in completing the work.
- 2.2.6 If the mark reduction process is initiated, an assignment will be accepted up to four school days late as follows:
 - Assignments late by **1 school day** (passed in on the second day) will result in a 5 percentage point deduction to the final mark earned;
 - Assignments late by **2 school days** (passed in on the third day) will result in an additional 5 percentage point deduction to the final mark earned (to a maximum cumulative reduction of 15 percentage points);
 - Assignments late by **3 school days** (passed in on the fourth day) will result in an additional 5 percentage point deduction to the final mark earned (to a maximum cumulative percentage point reduction of 20);
 - The maximum deduction for a late assignment shall be no more than 20 percentage points of the student’s final earned mark, and must 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 would apply;
- 2.2.7 Students not submitting assignments within 4 school days, **after interventions have taken place**, may receive a zero.
- 2.2.8 If an assignment is submitted after the answer key is released/posted, a mark of zero (0) may be entered for that item until an alternate assessment or interventions have been put in place.
- 2.2.9 A student with recurring incidences of late/missed assignments will be referred to School Administration/Guidance for an intervention plan



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

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.

- 3.1.1 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
- 3.1.2 The student will inform the teacher of the reason for not writing the assessment.
- 3.1.3 Mark reduction will not be used when a deadline is missed for a valid reason
- 3.1.4 If a student misses an assessment due to a valid reason, a zero can be assigned as a placeholder in Gradebook OR “missing” will be used as placeholder on Gradebook.
Note – Schools have to agree on either/or using zero a placeholder (may result in a deflation of the overall mark) and using “missing” (may result in a deflation of the overall mark).
- 3.1.5 If the reason for a missed assessment is deemed valid, the teacher will inform the student and family of how the outcomes on the assessment will be evaluated (E.g. another test, alternate assessment, inclusion on midyear exam, another project etc.) and when the missed assessment will be completed.
- 3.1.6 The new deadline will be a fair and final deadline determined through collaboration and consistent with school wide practices. The deadline should not exceed the reporting period in which the assignment was due



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

3.2 Response Protocol for Missed Assessments 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 Invalid reasons for a late assessment 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, failure to notify school of an absence, non-medical/urgent appointments (e.g. hair appointment) non-school based activities/travel or failure to provide documentation as requested.
- 3.2.2 The student will inform the teacher of the reason for not writing the assessment.
- 3.2.3 If a student misses an assessment due to an invalid reason, a zero can be assigned as a placeholder in Gradebook OR “missing” can be used as placeholder on Gradebook.
Note – Schools have to agree on either/or using zero a placeholder (may result in a deflation of the overall mark) and using “missing” (may result in a deflation of the overall mark).
- 3.2.4 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.
- 3.2.6 A mark reduction of a maximum of 10% may be applied to the earned grade when the missed assessment is completed as long as the mark reduction does not result in the student receiving a mark less than 50%.
- 3.2.5 **If the missed assessment is still not completed after ELU Interventions the student may receive a zero.**
- 3.2.6 A student with recurring incidences of late/missed assignments will be referred to School Administration/Guidance for an intervention plan



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

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

- 4.1 Second chance opportunities are not automatic and are provided at the discretion of teachers.
- 4.2 Second chance opportunities may be provided for end of term/section or unit only. 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.
- 4.3 In each circumstance, a student may be required to complete prerequisites; including: completing assigned work, attending tutorials, correcting mistakes on previously assigned work, etc., as assigned by the teacher.
- 4.4 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.
- 4.5 The teacher will determine the date and time of the second chance opportunity.
- 4.6 When second chance opportunities are permitted, any improvement will be reflected in a student's overall achievement.
- 4.7 Midterm and final exams will not be considered for second chance opportunities



Heritage Collegiate

6 Heritage Place, P.O. Box 40, Lethbridge, NL, A0C 1V0

Ph. (709) 467-2717 Fax (709) 467-2152

Principal: Mr. Stewart Churchill

Assistant Principal: Mr. Eugene Holloway

HOME OF THE HUSKIES

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 Heritage Collegiate:

1. Contact with family (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/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. 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 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.