

Junior High Evaluation and Assessment Policy

If evaluations 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:

- Proactive Planning and Support
- Response Protocol Procedures:
 - Procedure 1: Late/Missed Assignments
 - Procedure 2: Late/Missed Assessments (Tests/Quizzes)
 - Procedure 3: Second Chance Opportunities

Proactive and Preventative Planning and Support Late/Missed Assignments and Tests/Quizzes (Regulations 4.13-4.24)

Juniper Ridge Intermediate 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.

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:

- A zero will be assigned as a placeholder.
- An L (Late) will be placed in GradeBook.
- The student will inform the teacher of the reason for the late/missed assignment.
- 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.

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.

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 failure to not providing documentation as requested.
 - Extenuating circumstances will be considered by administration on an individual basis.

If the grade reduction process is initiated, the following guidelines will apply:

- Assignments late by **1 school day** will result in a 10% deduction to the final grade earned
- Assignments late by **2 school days** will result in a 20% deduction to the final grade earned
- Assignments late by **3 school days** will result in a 30% deduction to the final grade earned
- Assignments not submitted within three days of the scheduled due date will be assigned a grade of zero. For example, an assignment due on Monday will be accepted until the end of the school day on Thursday.
- Extenuating circumstances will be considered by Administration on an individual basis.
- All assignments are to be submitted to the teacher during the class period that the assignment was due.

Procedure 2: Late/Missed Assessments (Tests/Quizzes) (Regulations 4.17 -4.24)

Students are expected to complete assessments (tests/quizzes) according to the date/time they are scheduled. If a test/quiz is not completed as scheduled:

- The student or parent/guardian will inform the teacher of the reason for not writing the assessment.
 - If notification was from the student, the teacher will inform the parent/guardian that the assessment was not written, first through PowerSchool and then through email or phone call if necessary, on the day of the assessment.
- If the reason for a missed assessment is deemed **valid**:
- The teacher will inform the student and parent of how and when the missed assessment will be completed. Valid reasons for missing an assessment include: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, approved educational travel, or death in the family.
 - Documentation may be required to support valid reasons. Extenuating circumstances will be considered by administration on an individual basis.
- If the reason for a missed assessment is deemed **invalid**:
- The teacher will inform the student how and when the missed assessment will be completed. Invalid reasons for a missed 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, non-urgent appointments or not providing documentation as requested. Extenuating circumstances will be considered by administration on an individual basis.
 - A zero will be assigned as a placeholder.
 - An M (missing) will be placed in GradeBook.
 - A mark deduction of 10% may be applied to the earned grade when missed assessments are completed.
 - A student who refuses to complete an assessment will be referred to the administration and may be given a zero.
 - A student with recurring incidences of missed assessments will be referred to administration for an intervention plan.
- Missed quizzes or similar type assessments (ie. Listening assignments, labs, etc.) may be completed at the teacher's discretion. Given the nature of the assessment, the teacher may opt to use an end of unit assessment or similar assessment measuring the same outcomes to replace the missed assessment.
- Student refusal is not a valid reason for not completing an evaluation.

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. Teachers will use their discretion considering two key overall parameters:
 - Important curriculum outcomes linked to future learning.
 - 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.

Academic Honesty (Regulations 4.28)

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

- disciplinary action in accordance with the school's Code of Conduct (ex. 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 grade of zero on the assessment.

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:

- **Contact with parents/guardians (Teacher, Guidance or Administrator Initiated)**
Types of contact include: phone call, email, Parent-Student portal of PowerSchool, Review 360, etc.
- **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.
- **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.

- **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.

- **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.