

ASSESSMENT PRACTICES POLICY

We want our students' marks to reflect their abilities rather than their inabilities; to this end, we will demonstrate tough love and hold students accountable.

- Students who do not finish their homework in a timely manner are required to attend a tutorial session relevant to their needs in order to complete outstanding assignments.
- Students in our system are supported towards staying current with their work rather than allowing it to accumulate in such a way as to become a source of discouragement, and ultimately, a deterrent to success. Research demonstrates that success generates confidence which, in turn, generates hope, increased effort, higher persistence—and, ultimately, a trajectory of success.
- Students in our system will continue to be monitored and assisted in the context of our "Academic Accountability Program."

We want our students' marks to reflect their abilities rather than their inabilities; to this end, we will demonstrate grace and persistence in the process.

For the majority of assessment pieces, students will receive four interventions to support the student towards achieving and demonstrating the targeted learning outcomes:

- I. When an assignment is not submitted, the teacher will send a notification to the student on Canvas indicating a "0" and will record the intervention. It is critical to the students' success that parents/guardians are following their students' progress on Canvas so that they can track these types of notifications. The student should complete the assignment that same day and submit it promptly.
- II. If the assignment remains unsubmitted the next day, the teacher will speak with the student to determine the reason that the work has not been completed. The teacher will then direct support for the student in one of four ways as described in the "Learning Support Flow Chart" and will then record the intervention. The teacher will give the student a "Learning Support Form: Assignment Completion." The student will be required to attend the designated learning support tutorial that same day and to obtain signatures from all stakeholders involved to confirm success.
 - A. Students will be expected to miss co-curricular practices or rehearsals, games or performances (in repeat scenarios), and any private lessons that are booked in order to attend their tutorial support session. If a student has a work shift scheduled for after school, it will be the student's responsibility to arrange an alternate time with

the teacher/supervisor within that same school day during which to complete the assignment.

- B. Teachers will have three designated office hours each week (two during the school day and one after school) during which they are available for student support; these hours will be pro-rated according to a teacher's percentage of employment and will be posted outside their classrooms and at the main office.
 - C. BCA runs a "Student Learning Support" program after school Monday to Thursday each week in addition to the "Student Learning Center" which facilitates tutoring and a general study area.
- III. If the learning outcomes remain unmet following the first two steps, the teacher will contact the parents/guardians of the student via email, Canvas communication, or phone call.
 - IV. If the learning outcomes remain unmet following the first three steps, the teacher will notify Mr. Martens, the VP supervising the Academic Accountability Program, for a final intervention. If the learning outcomes remain unmet after all four interventions, the teacher will let the "0" permanently remain in the student's academic record.

In the event that there is insufficient time to provide these teacher-based interventions before the original assignment or test needs to be debriefed with the class as part of the learning process, the teacher may—at his/her discretion—provide an alternate assessment tool to the student as part of the opportunity to demonstrate attainment of the targeted learning outcomes. This process may either be incorporated into steps 1–4 above or into a subsequent assignment.

Marks will reflect achievement; our training process will guide behaviour. Students will not receive late marks; we will support them within our system above towards achieving a mark that reflects their achievement in relation to the targeted learning outcomes. The behaviours and/or personal challenges that result in late and unsubmitted assignments will be addressed by requiring them to work towards achieving the learning outcomes.

In keeping with the educational directives of PSSD, we support the following assessment practices:

- There will be no "recommends" from course final exams.
- Teachers may set final assessments for grade 9, 10 and 11 courses which are not final exams; such assessments could include portfolios, projects, or any other demonstration of cumulative learning. Final assessments for grade 12 courses will be in the form of final exams unless otherwise decided by a specific department in consultation with the administration.
- Final assessments for courses will account for no more than 25% of students' grades.
- Teachers will use a variety of assessment methods, both of learning and for learning, throughout each course; course marks will not be comprised of only one type of assessment.

- Grades given in courses will reflect marks based on the achievement of student learning outcomes and will not directly reflect student behaviours; behaviours, late assignments, tardiness, and attendance issues are dealt within the context of our school-wide management philosophy as embodied in our “Academic Accountability Program.” Please note that some course curricula identify participation-related goals within the set of intended student learning outcomes.
- Grades given in courses will not reflect a student’s achievement in relation to other students’ achievements but will rather define the student’s achievements in relation to set learning outcomes.
- Further, teachers are on the trajectory to assess assignments primarily in relation to the achievement of the targeted learning outcomes rather than primarily according to the elements of the specific task through which the outcomes are measured.
- Marks will not be given for extra credit or as bonus points; instead, students will have consistent opportunities embedded throughout their coursework to achieve and demonstrate an “enriched understanding” of the learning outcomes.
- Students who demonstrate academic dishonesty will be addressed within the context of our school-wide management philosophy; they will be required to redo the plagiarized assignment in a way that demonstrates integrity, honesty, and achievement of the intended learning outcomes.
- Cooperative learning will be used primarily as an instructional strategy. Cooperative learning tasks that are assessed will always involve the evaluation of individualized achievement components.
- Teachers will provide rubrics, exemplars and targeted learning outcomes in advance of providing assessment for assignments in order to ensure the clarity of expectations.
- Student learning will reflect both formative and summative assessments; students need to be given opportunities to practice and receive feedback regarding particular skills before those skills are formally assessed.
- Teachers are encouraged to involve students in their own assessment as much as possible; this may take place through teacher-student conferences, through the use of portfolios, or through the involvement of students in the development of anecdotal rubrics, identification of learning outcomes, and assignment parameters.