

***J.M. Olds Collegiate Assessment, Evaluation and Reporting
Guidelines (edited September 2021)***

***Late or Missed Assignments/Assessment and Tests/Quizzes
(Regulations 4.13-4.24)***

If assignments/assessment are to be effective, there needs to be clear communication to students related to assignment criteria and completion timelines. Students are expected to write assignments/assessments according to the date and time they are scheduled. To ensure the academic success of all students, a two-phased approach is required:

- a. Proactive Planning and Support.***
- b. Response Protocol for assignments/assessments submitted late for valid and invalid reasons.***

A. Proactive and Preventative Planning and Support

A number of strategies will be used to help prevent and/or address late and missed assignments. Proactive planning and strategic support include the following components:

- Ongoing communication by administration and teachers to students and parents/guardians regarding clear expectation of student responsibilities for the completion of assignments;
- Explaining to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning;
- Ensuring teachers assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes;
- Completing assignments in stages during class time with the teacher monitoring progress and providing descriptive, frequent and timely feedback support to ensure a higher level of completion;
- Communication with parents/guardians regarding upcoming assignments/assessments.

B. Response Protocol for assessments submitted late for valid and invalid reasons.

- A zero will be used as a placeholder for missed/late assessments. Teachers can immediately assign a zero after the assessment is graded at their discretion, but must have the zero assigned no later than one week prior to term end.
- The teacher will inform the parent/guardian and administration that the assessment was not submitted or written on the correct date. The teacher will

document the missed assessment as well as the contact made with the parent/guardian (PowerSchool suffices as documentation).

- A student with recurring incidences of late/missed assessments will be contacted (as well as parents) by the teacher/administration to discuss possible solutions. See Section E for effective intervention practices.
- If assessments are not completed, a 0% may stand in the evaluation scheme of the course until the assessment is completed. A 0% must still be replaced if the assessment is eventually completed.

C. Regulations 4.29-4.36 – Second Chance Opportunities

- Second chance opportunities may be provided for 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 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, i.e. mark replacement.

D. Regulations 4.25-4.28 -- Academic Honesty

It is expected that all students act in an honest manner. Lack of academic honesty occurs when a student plagiarizes or cheats. Any student who, through accident or otherwise, engages in any form of plagiarizing, cheating or any form of academic dishonesty has not provided evidence of their own learning.

- Teachers will communicate and reinforce expectations of academic honesty with students.
- When responding to academic dishonesty, teachers will contact their school administration and the parents/guardians of the student.

- When determining the appropriate response and support for the student, the school administration and teachers will consider contributing factors.
- Based on consideration of the contributing factors and the professional judgement of the teacher, in consultation with the school administration, consequences may include, but are not limited to:
 - disciplinary action in accordance with the school's Code of Conduct (e.g. suspension from school and/or school activities);
 - an opportunity to complete a similar assessment
 - a mark of zero on the assessment

E. Effective Intervention Practices

Below are some effective practices that can be incorporated into an intervention plan:

- ***Contact with parents/guardians (Teacher, Guidance or Administrator Initiated)***. Types of contact include: phone call, email, Parent-Student portal of PowerSchool, academic report, 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.
- ***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.
- ***Course Rescue/Credit Recovery (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.
- ***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.