St. Paul's Intermediate

# Student Assessment Policy

2025-26 (updated October 2025)

The NLSchools *Assessment, Evaluation, and Reporting* policy addresses how teachers make judgements about student learning and provide feedback to both students and parents/guardians to help the student be academically successful. This process includes gathering information about what a student has learned, areas requiring improvement, and the next steps to helping students meet with success. If assessments are to be effective, then they need to be completed in a timely fashion so that students are able to receive meaningful feedback from teachers as quickly as possible. It is believed that through proactive planning and support, as well as a common protocol, students, families, and teachers can work together for success.

There are three facets to assessments, all of which should be used for ongoing evaluation:

- Formative Assessment (Assessment for Learning)- teachers use assessment evidence to determine what students understand in order to plan and guide instruction and provide helpful feedback to students (observations, listening activities, etc.)
- Self-Assessment (Assessment as Learning)- students use assessment evidence to monitor learning. This involves reflection, identifying learning goals, and monitoring their own progress.
- Summative Assessment (Assessment of Learning)- teachers use assessment evidence to confirm what students know and the extent to which they have achieved curriculum outcomes at specific points in time (tests, quizzes, assignments, speeches, etc.)

## PROACTIVE PLANNING AND SUPPORT (PREVENTATIVE)

St. Paul's Intermediate will continue to 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 teachers to students and families regarding clear expectations of student responsibilities for the completion of assessments;
2. Teachers will ensure directions, explanations, instructions, and expectations are clearly explained to all students;
3. Assessments are planned and purposeful and aligned with the expected learning outcomes;

4. Teachers will design assessments using the framework of assessment as learning, assessment for learning, and assessment of learning.
5. Evidence of student achievement for evaluation is collected from a variety of sources: observations, conversations, and student products;
6. Any one summative assessment will not be valued at more than 20%;
7. Completing assessments in stages during class time, with the teacher monitoring progress and providing descriptive, frequent, and timely feedback supports student learning. Daily homework is considered practice work and will be used for formative purposes only. Any feedback on this work will not be included in the summative grading and reporting for the course.
    a. Note: Homework is defined as work completed outside of scheduled class time.

NLSchools' policy for *Assessment, Evaluation and Reporting* is being followed in all schools across the province and will be modified, as necessary. This is an ever-evolving document.

When teachers reflect on their assessment practices consider a balanced approach that continues to build hope and efficacy for all learners. Assessment and evaluation practices respect the uniqueness of each student, promote holistic development, and assist students in achieving their full potential.

**LATE OR MISSING ASSESSMENTS**

- Five days' notice should be given for any assessment.
- Assessment results will be communicated to students within ten days, unless there is an extenuating circumstance.
- Students are expected to engage in and complete assessment tasks on scheduled dates. When a student does not complete an assessment task, the teacher will communicate with the student and/or family to determine the reason.
- Students with recurring incidences of late/missed assignments will be referred for an intervention plan. Incidences will be monitored in Review 360.

**MISSED TESTS/QUIZZES**

- Assessments not completed on the due date will be **marked as "M"** as a placeholder until the assessment is completed.
- Family will be informed of the missed assessment and of the new date for this assessment.
- After the new date, a grade of 0 will be given for any students who have not completed their assessments.
    - Teachers will use their professional judgment for the evaluation of missed outcomes.
- Every effort will be made for the missed assessment to be made up within **one week** from the originally scheduled date. If a student will be away for longer than

a week, parents should contact the school so alternate arrangements can be made.

- It is the responsibility of the student/family to complete the paperwork required if extended absences from school (ie: vacation, traveling for sports, etc.) is occurring. In this circumstance, students are responsible to make arrangements with teachers for any missed assessments.
- Missed assessments will be completed within a maximum of 5 school days after the return to school.
- Teachers will use their professional judgment in making arrangements.

**SECOND CHANCE OPPORTUNITIES**

- Second chance opportunities refer to a second chance to meet the outcome. It does not necessarily mean a second chance to complete the same assessment.
- The assessment provided as a 'second chance' may be an alternate version of the original assessment or a different type of assessment as determined by the teacher. The date and time of the second chance opportunity will be determined by the teacher.
- Learning outcomes that appear in multiple subject areas may be assessed through a cross-curricular approach.
- A second chance opportunity may be denied if the student has not completed the prerequisite work required by the teacher. Some examples of prerequisite work include, but are not limited to: attending tutorials, correcting mistakes on returned assessments based on teacher feedback, engaging in independent study, etc.

**ACADEMIC HONESTY**

Any student who, through accident or otherwise, engages in any form of plagiarism, cheating, or academic dishonesty has not provided evidence of their own learning.

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

- disciplinary action (e.g., suspension from school and/ or school activities)
- a mark of zero on the assessment
- an opportunity to complete a similar assessment with a possible mark reduction as determined by the teacher and the school administration.

**MID-YEAR AND FINAL EXAMS**

- Mid-course (assessing the first half of the course) and end-of-course examinations (assessing the second half of the course), valued at 10% each, will be administered for Grades 7-9 as follows:
    - Grade 7: Mathematics
    - Grade 8: Mathematics and Science

• Grade 9: Mathematics, Science and English Language Arts

- Examinations in Grades 7-9 will be administered during class periods.
- Examinations should be no longer than one hour.
- Family/caregiver notification is required when a student misses a mid-course or end-of-course examination.
    - Medical notes are required.
    - Extenuating circumstances are considered by school administration on a case-by-case basis.

**INTERVENTIONS**

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 calls, email, Parent-Student portal of PowerSchool, Google Classroom.
    - This contact can be tracked in Review 360.

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. ***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 the 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.

5. ***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.

6. **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.

**Professional Judgment and Reporting**

Determining a report card grade will involve the teacher's professional judgment and interpretation of evidence. Teachers will maintain samples of each student's progress and achievement in making this judgment call.

For all reporting periods other than the final report, where there is a significant lack of assessment data as a result of extraordinary circumstances achievement will be noted on the report card as being Unable to Evaluate (7-12)/ Insufficient evidence. The administration will be informed by the teacher after the teacher has made reasonable effort in the classroom, and with the family of the student missing work.