



<b>Policy</b>	ASSESSMENT, EVALUATION AND REPORTING	PROG-317
<b>Division</b>	PROGRAMS	
<b>Cross Reference</b>		

## ADMINISTRATIVE PROCEDURES/REGULATIONS

### 1. Learning Outcomes

- 1.1 The K-12 learning outcomes prescribed by the Newfoundland and Labrador Department of Education and Early Childhood Development (EECD) and other approved courses form the framework for teaching, learning, assessment and evaluation.
- 1.2 The Grades 7-12 Course Descriptors provided by the Newfoundland and Labrador English School District (the District)) will guide the assessment and evaluation process at these grade levels.

### 2. Roles and Responsibilities

- 2.1 Academic success is the collective responsibility of students, teachers, administrators, and parents/guardians.

#### **School Administration**

- 2.2 School administrators are key instructional leaders who:
  - promote academic rigor and high expectations for both students and staff;
  - ensure structures and routines are in place to support student learning and intervention processes as needed;
  - at the Grades 7-12 level, establish a school-wide student intervention process, based on Escalating Levels of Intervention (ELI), that support students who struggle to meet deadlines for completion of assigned work, or who miss scheduled assessments;
  - implements ELI as a formalized progression of teacher and school responses, based on the premise that student evaluation reflects the individual student's demonstration of attainment of curriculum outcomes; and

- implements an ELI process that recognizes the importance of student responsibility, communication with parents/guardians and the principles of social justice.

### **Teachers**

2.3 Teachers will use an outcome-based approach to instruction that responds to the individual learning needs of students, and promotes academic rigor and high expectations for all. Within this environment, teachers will:

- exercise their professional judgement in accurately assessing, evaluating and reporting student achievement;
- provide ongoing descriptive feedback that is clear, meaningful, and timely to support improved learning and achievement; and
- determine, in consultation with school administration and the service delivery team (if applicable), meaningful interventions based on the needs of their students.

### **Students**

2.4 In order to reach their full academic potential, students are expected to be present, prepared and responsible for their learning. This includes:

- submitting work on time;
- completing assessments when they are scheduled; and
- working to the best of their abilities, in an academically honest manner, while adhering to the classroom/school Code of Conduct.

### **Parents/Guardians**

2.5 Learning is a partnership between the school and the home. Parents/guardians are encouraged to:

- communicate with the school regarding their child's academic progress;
- participate in curriculum nights and parent-teacher conferences after reporting periods;
- ensure their child is present and prepared for learning; and
- schedule family travel and events outside of the instructional day, particularly in Grades 7-12, when student participation in formal mid-year and final exams is particularly important.

### **District**

2.6 The District will be responsible for adhering to the tenets of the Assessment, Evaluation, and Reporting Policy (PROG-317) and the update of these regulations as required. The District will:

- ensure that administrators and teachers can avail of ongoing professional learning in the area of assessment, evaluation, and reporting; and
- support and encourage mechanisms for school administrators to collaborate on school-wide guidelines regarding assessment and evaluation.

### 3. Professional Practice

The components of professional practice include:

#### 3.1 **Professional Judgement**

Professional judgement refers to judgement that is informed by professional knowledge of curriculum outcomes, context, evidence of learning, and assessment that indicates success in student learning. In exercising professional judgement teachers commit to:

- accurate, equitable and bias-free assessment, evaluation and placement practices; and
- consider the diverse needs of the student population to create opportunities for all students to achieve success.

#### 3.2 **Assessment Tasks**

Teachers will design assessment tasks using the framework of: assessment as learning, assessment for learning, and assessment of learning. Evidence of student achievement for evaluation is collected over time from three different primary sources: observations, conversations, and student products.

#### 3.3 **Assessment Tools**

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, essays, assignments and tests/quizzes.

#### 3.4 **Communication about Assessment, Evaluation, and Reporting**

In addition to clearly identified formal reporting periods, communication with parents/guardians and students about student achievement is continuous throughout the year.

- The District's Assessment, Evaluation, and Reporting Policy/Administrative Regulations will be clearly communicated to students and parents/guardians at the beginning of the school year and at other appropriate points throughout the school year.
- More specifically, **for Grades 7-12**, the regulations regarding late and missed assignments/assessments, as well as cheating and plagiarism, will be clearly communicated to students and parents/guardians.

#### 3.5 **Professional Judgement and Reporting**

Teachers have a duty to ensure that report cards are fully and properly completed and processed. Reporting is based on evidence of student achievement of the provincial curriculum outcomes.

- Determining a report card grade will involve the teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement.
- When determining the report card grade, special consideration should be given to more recent evidence of learning. In Grades 7-12, this aspect of professional practice is in keeping with the recognition that the process is not simply a computer calculation of a student's mark based on parameters entered into a program.

#### 4. Assessment Practices

##### **K-12 Regulations**

- 4.1 School administrators oversee the establishment of school practices/protocols that reflect this policy.
- 4.2 There will be a planned approach to assessment and evaluation, which includes using a variety of assessment practices to gather data/evidence of learning to determine the student's level of achievement.
- 4.3 Assessment and evaluation practices will foster and reflect the holistic development of the student. These practices will respect the uniqueness of each student and assist each in achieving his/her full potential.
- 4.4 Assessment data is obtained from internal (school-based) sources and external (provincial) sources. This assessment data will be used to inform decisions around the programming for individual students.
- 4.5 Assessment and evaluation should not be confined to knowledge and comprehension levels but should include the processes of analysis, synthesis, and evaluation.
- 4.6 Teachers will inform students and parents/guardians of the learning outcomes and criteria for determining student achievement.
- 4.7 Teachers will maintain records/samples of each student's progress and achievement.
- 4.8 Teachers will use both formative and summative assessment practices.
- 4.9 Daily homework is considered practice work and will be used for formative purposes only. Any grading of this work will also be for formative purposes, and will not be included in the summative grading scheme for the course.
- 4.10 Adaptations, accommodations and/or exemptions related to assessments

administered by EECD or the District will follow the end of level guidelines outlined in the appropriate Participation Policy from the EECD: <http://www.ed.gov.nl.ca/>.

Kindergarten to Grade 9

[http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/accomodation\\_and\\_exemption\\_policy.pdf](http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/accomodation_and_exemption_policy.pdf)

High School (Grades 10-12)

<http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/accommodationpolicy.pdf>

### **Grades 7-12 Regulations**

- 4.11 Teachers will inform parents/guardians, using Course Descriptors, how students will be assessed and evaluated at the annual curriculum orientation session.
- 4.12 School-based exemption programs for mid-year and final examinations are not permitted.

Late or Missed Assignments

- 4.13 Students are expected to submit assignments on scheduled due dates. If the reason for missing an assignment is deemed valid, the teacher sets a new submission date and advises the parents/guardians.
- 4.14 When assignments are not submitted on time for invalid reasons, teachers will:
- in a timely manner, notify the parents/guardians that the assignment is late (through PowerSchool, email, phone call, etc.) and assign a value of zero as a placeholder until appropriate assessment/evaluation is completed;
  - engage in intervention strategies to the degree possible and practical;
  - notify their school administration if interventions did not successfully resolve the problem.
- 4.15 A collective school staff may develop a process for deducting marks for the late/missing work when the reason for the lateness is invalid. If schools adopt mark deduction as a school-wide process, they must develop appropriate policies/procedures.
- 4.16 When late/missing assignments are accepted, a fair and final deadline will be determined through professional collaboration and consistent school-wide practices. This deadline should not exceed the reporting period in which the assignment was due. Exceptions may be made for assignments which are due near the end of a reporting period.

### Missed Assessments

- 4.17 Students are expected to write tests/quizzes on the day and time they are scheduled.
- 4.18 School administrators will oversee the establishment of school-wide guidelines regarding valid reasons for missing tests/quizzes.
- 4.19 If a student misses a test/quiz, it must be for a valid reason, which is verified by their parents/guardians.
- 4.20 Schools are expected to establish a monitoring system for students who repeatedly miss tests/quizzes.
- 4.21 Students who miss tests/quizzes for reasons deemed valid will be given the opportunity to demonstrate their learning on the assessed outcomes in a manner and time that is determined by the teacher. This may include, but is not limited to:
- Administering the same assessment if it is determined to be still valid;
  - Administering an alternate assessment;
  - Assessing the outcomes by an alternate method.
- 4.22 When a test/quiz is not written on an assigned date for invalid reasons, the teacher will notify the parent/guardian and the school administration and utilize one or more of the following responses:
- Administer the test/quiz on an alternate date;
  - Assess the outcomes using an alternate method (another test/quiz or a different assessment);
  - Initiate a mark reduction for the completed assessment, if consistent with school-wide practices;
  - Use zero as a placeholder and refer the student to the School-Wide Student Intervention process for recurring incidences;
  - Referral for disciplinary action (Safe and Caring School Policy) and a zero may be given when a student refuses to complete an assessment.
- 4.23 Teachers will exercise professional judgement and use all evidence of learning in determining a student's final grade - for example, replacing a mark with a higher mark, if a student has demonstrated increased knowledge and/or skills related to particular outcomes.
- 4.24 Medical documentation is required when a student misses a mid-year or final exam. Extenuating circumstances will be given consideration by school administration on a case-by-case basis.

### 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.

- 4.25 Teachers will communicate and reinforce expectations of academic honesty with students.
- 4.26 When responding to academic dishonesty, teachers will contact their school administration and the parents/guardians of the student.
- 4.27 When determining the appropriate response and support for the student, the school administration and teachers will consider contributing factors.
- 4.28 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 with a possible mark reduction as determined by the teacher and the school administration;
  - a mark of zero on the assessment.

### Second Chance Opportunities (7-12)

Responsive teaching and providing students with multiple opportunities to learn and demonstrate their learning should be a regular part of the day-to-day instruction in the K- 6 classroom. Consequently, the specific statements, which follow, are most appropriate for Grades 7 to 12.

- 4.29 School administrators will oversee the establishment of school-wide guidelines regarding second chance opportunities.
- 4.30 Second chance opportunities are an important component of intervention plans for students who are academically at risk. If second chance opportunities are required multiple times, the student's educational program may need to be reviewed.
- 4.31 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.
- 4.32 The timing and format of the second chance opportunity is to be determined by the teacher in alignment with school guidelines. It can be an alternate version of the original assessment or a different type of assessment.

- 4.33 It is not practical for second chance opportunities to be available for all assessments. Second chance opportunities may be considered for important curriculum outcomes necessary for future learning as assessed at the end of a unit of study.
- 4.34 While teachers always encourage students to revisit their work for better understanding, students must complete prerequisite work if required by the teacher to engage in a second chance learning opportunity. 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.
- 4.35 When second chances are allowed, any improvement will be reflected in the student's overall achievement.

#### Second Chance Opportunities (10-12)

- 4.36 With the exception of supplementary exams, second chance opportunities are not available for mid-year/final examinations.

### 5. Communication and Reporting

#### **K-12 Regulations**

Formal reporting will communicate the extent to which curriculum outcomes are achieved. It is the duty of a teacher to ensure that report cards are fully and properly completed and processed. Reporting is based on evidence of student achievement of the provincial curriculum outcomes. Determining a report card grade will involve the teacher's professional judgement and interpretation of evidence. The grade given should reflect the student's most consistent level of achievement, with special consideration given to evidence that is more recent.

- 5.1 School administrators play a lead role in establishing the school parameters and expectations for communicating with students and parents/guardians as part of reporting.
- 5.2 The primary focus for reporting will be the extent to which curriculum outcomes are achieved.
- 5.3 Each school will maintain a system of formal and informal communication with learners and parents/guardians.
- 5.4 Formal methods of communicating and reporting will occur throughout the year as outlined by NLESD.



- 5.5 Through the use of their professional judgement, teachers will use all evidence of student learning and achievement to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.
- 5.6 Schools will develop procedures to maintain the privacy and confidentiality of student achievement data and related reports.

### **7-12 Regulation**

- 5.7. Final marks in range of 46 to 49% are not permitted.

## **6. Programming Decisions and Student Placement**

### **K-12 Regulation**

- 6.1 Programming and placement decisions will be made in the best interest of the student's achievement level and ability to meet the required program outcomes. These decisions should take into consideration the student's cognitive, academic, social, and emotional strengths and needs.

### **K-9 Regulations**

- 6.2 In Kindergarten to Grade 9, students will be promoted (outcomes achieved) or placed (outcomes in core subjects not achieved) in the next grade. However, in extenuating circumstances, a student may be retained or accelerated.
- 6.3 Each school will form a School Placement Team by mid-year if they are considering placement, retention or acceleration. This team will consist of, but not be limited to: the school administration; guidance counsellor; and teacher(s). The team's deliberations will be documented, and the school's Senior Education Officer consulted.
- 6.4 If an Individualized Education Plan (IEP) Team or an Individual Student Support Plan (ISSP) Team exists, they will make the recommendation on promotion, placement, retention or acceleration.
- 6.5 All decisions related to promotion, placement, acceleration or retention are subject to appeal via the NLESD appeals procedure.

## 7. Appeals

### **K-12 Regulations**

- 7.1 Schools must ensure that parents/guardians and students, when appropriate, are informed of their right to appeal decisions related to assessment, evaluation, and placement.
- 7.2 All decisions regarding assessment, evaluation and placement may be appealed by a parent/guardian of a student, or by a student who is 19 years of age or older.
- 7.3 All appeals regarding assessment, evaluation, and student placement decisions will follow the process defined by the District's Appeals Policy (GOV-101).