

Administrative Regulations Policy IL – Assessment and Evaluation (August 27, 2012)

**Cross Reference: APPEALS POLICY CODE: B - BEE
HOMEWORK POLICY CODE: I - IKB
USE OF INSTRUCTIONAL TIME CODE: I – ID**

1. Sources of Assessment Data

1.1 Teachers are expected to use a variety of data sources obtained in a variety of contexts to understand and determine student progress. These include, but are not limited to:

a. Internal data sources:

- Formal and informal observations with anecdotal records
- Learning logs, journals
- Performance-based assessments
 - Projects
 - Research Papers
 - Student Presentations
 - Labs
- Self assessments
- Peer assessments
- Conferencing
- Digital Evidence
- Portfolios
- Individual and group participation
- Work samples
- Reading records
- Tests and examinations

b. External data sources:

- Provincial Assessments

2. Assessment and Evaluation Practices

2.1 Evaluation practices shall be broad in scope and must reflect the holistic development of students. Process and product will be assessed and evaluated.

2.2 The learning outcomes direct teaching and learning. Evaluation shall reflect time spent on specific outcomes as outlined in Provincial and District curriculum documents.

2.3 Teachers shall consistently monitor learning progress.

- 2.4 Teachers shall differentiate instruction and assessment, where appropriate, to support student learning.
- 2.5 Assessment practices shall provide students with multiple opportunities to demonstrate learning in a variety of ways and contexts.
- 2.6 At the intermediate level (7-9) and senior high level (Level I -Level IV), there shall be no final marks for courses (semesterized or full year) in the range of 46%-49%. This does not apply to shared evaluation marks in public exam courses.
- 2.7 The IEP/ISSP Team shall determine the assessment and evaluation plan for students on modified prescribed curriculum, alternate courses, alternate programs and alternate (functional) curriculum.
- 2.8 Students shall be given at least a minimum of five (5) days notice in advance of any major project or unit test.
- 2.9 Assessment results shall be reported to students within a reasonable time frame.
 - (a) Major projects and assignments shall be assessed and returned, with descriptive feedback, within a reasonable timeframe.
 - (b) Unit tests and quizzes shall be evaluated and returned, with descriptive feedback (where appropriate), within two weeks from the date of the assessment.
 - (c) As part of the formative assessment process for senior high, mid-year examinations shall be returned to students for review no later than the parent-teacher conferences in February. If mid-year examinations are retained at school, parents shall be provided a copy upon request. Final examinations shall be secured in the school until the end of September of the following school year.
 - (d) Student absenteeism shall not delay the return of a graded assessment beyond the guidelines listed above.
 - (e) Absenteeism shall not exempt students from missed assessments (i.e. tests, in-class assignments):
 - 1) Arrangements will be made for students to complete the missed assessment or an alternate form of the

assessment will be given. The method and timing of the assessment will be determined by the teacher.

2) Exemptions may be granted in extenuating circumstances.

- 2.10 Homework shall be used for formative purposes. Major assignments and projects can be used for both formative and summative purposes.
- 2.11 All evidence of learning shall be considered when determining a student's final grade. Averaging need not be used as a sole indicator of a student's level of attainment of the course outcomes. For example, outliers may be omitted if there is clear evidence of student growth relative to the course outcomes.
- 2.12 When students do not meet deadlines in grades 7 to 12, consideration must be given to interventions to support the student in completing the assessment.
- 2.13 The practice of reducing grades as a punitive response to late assignments is not permitted, as such practice does not adhere to the overall intent of the assessment and evaluation policy.

When a major project or assignment is not submitted on the due date, the teacher shall implement the following interventions:

- a. Conference with the student to determine the reason for not meeting the deadline and determine a new due date when the assignment/project or alternate assessment can be submitted;
 - b. If the second due date is not met by the student, the teacher shall make contact with the parents/guardians; and
 - c. If after contact with the parents/guardians, the major project or assignment is not submitted, then the teacher will use professional judgment to determine the appropriate response. Assigning a zero for work not submitted may occur in the absence of other evidence of learning.
 - d. To enable a teacher to report on a student's progress at the end of a reporting period, all late projects and assignments must be submitted prior to the end of the term in which the work was given. Extenuating circumstances may be approved by the teacher.
- 2.14 Any form of academic dishonesty (i.e. plagiarism, copying, cheating) is considered to be a serious offense.

- (a) If a student attempts to gain or assists in gaining unfair advantage, the teacher shall determine how to accurately assess the student's achievement.
- (b) The overall grade in the course/program remains **incomplete** until such time that an appropriate assessment is completed.
- (c) When it is determined that academic dishonesty has occurred, the immediate consequences will be:
 - Teacher will contact the parent/guardian;
 - The student will write a letter of acknowledgement and reflection; and
 - Teacher will inform administration and the incident will be documented.

Other consequences as determined by the school may include, but are not limited to:

- Detention;
- In-school Suspension; and
- Out of School Suspension.

3. Communication of Outcomes

- 3.1 Schools shall communicate program and curriculum outcomes to students and parents/guardians.
(Available at www.ed.gov.nl.ca/edu/k12/curriculum/index.html)
- 3.2 All schools shall hold an annual Curriculum Orientation Session by the end of September to acquaint parents/guardians with the curriculum. Information such as program outcomes, evaluation method and resource materials should be shared with parents at this time. The session can take different forms which shall be decided at each school.
- 3.3 Classroom assessment and evaluation practices shall reflect current assessment theory and practice, based on specific student outcomes as articulated in the provincial authorized curriculum documents, as well as a student's IEP, as applicable.
- 3.4 If a teacher is unable to complete the curriculum outcomes for a program/course, the school administrator shall consult with the Senior Education Officer for that school.

4. Examinations (7 -12)

- 4.1 Students shall not be required to write more than two unit tests or two examinations on a given day.
- 4.2 Formal examinations shall be scheduled to minimize loss of instructional time and according to Provincial Department of Education guidelines.
- 4.3 Mid-year and final examination periods shall be communicated annually by the Assistant Director of Education (Programs).
- 4.4 Mid-year and school based final examinations shall be designed as two hour exams.
- 4.5 Mid-year examinations shall not be administered at the Intermediate level.
- 4.6 Mid-year examinations shall only be administered at the Senior High level in select courses as identified by the Assistant Director of Education (Programs). See Appendix "A".
- 4.7 Mid-year examinations at the Senior High level shall be held over a maximum 5 day period. Schools with a large number of student scheduling conflicts may apply to the Assistant Director (Programs) by the end of the first week in January for an additional day.
- 4.8 Final comprehensive examinations shall test outcomes from the entire course.
- 4.9 Final comprehensive examinations at the Intermediate level include English Language Arts, Mathematics and French Language Arts.
- 4.10 A common Science Literacy Assessment (Grades 7, 8, 9) and a common Social Studies Literacy Assessment (Grade 9) will be administered at the Intermediate level.
- 4.11 Final comprehensive examinations at the Senior High level shall be administered in select courses as identified by the Assistant Director of Education (Programs). See appendix "A". Schools with a large number of student scheduling conflicts may apply to the Assistant Director of Education (Programs) by the end of the 1st week in May for an additional day.
- 4.12 Any student passing a final examination (as described in Sections 4.9 and 4.11) shall receive no less than a 50% passing mark even if the combined mark is calculated to be less than 50%.

4.13 Supplementary exams shall be administered in select courses as identified by the Assistant Director of Education (Programs). See Appendix "A" (school based exams) and Appendix "B". Where it is to the student's advantage the final mark shall be composite reflecting the school's evaluation as well as the supplementary exam mark.

4.14 Grade Nine Provincial Assessments administered by the Department of Education in June shall act as the final examination in a given course and shall be worth 20% of a student's final grade.

The District final common assessments shall be used as part of the students final grade as outlined in the specific Course Descriptors.

Schools shall not administer additional components to Department or District common assessments.

4.15 For students with identified exceptionalities the IEP may contain accommodations for tests and examinations required by the student.

5. Student Data

5.1 Teachers shall maintain a record for each student relative to his/her performance.

6. Communication and Reporting

6.1 Schools will engage in a process of formal and informal communication with students and parents. Reporting information about student progress is an integral part of such communication.

6.2 All schools shall have a minimum of three formal reporting periods per school year (four for schools with senior high grades).

6.3 Formal parent-teacher conferences shall be held a minimum of twice per academic year. Parents/guardians are encouraged to attend. The schedule shall include an evening session to accommodate parents/guardians unable to attend during the day. The dates and timeframes for these conferences shall be communicated annually by the Assistant Director of Education (Programs). Additional reporting conferences may be held at the discretion of the school. Schools may use a maximum of 5 instructional hours per academic year for this purpose.

- 6.4 For all reporting periods other than the final report, where there is a significant lack of assessment data, a student's achievement shall be noted on the report card as being *Unable to Evaluate*. The school administration shall be informed.
- 6.5 The final report shall reflect a cumulative evaluation for students relative to the attainment of the course/program outcomes.
- 6.6 At the K-6 level, schools shall report using the District's E-reporting system. This report card uses a rating scale which is not meant to correlate with the Provincial rubric.
- 6.7 In Grades 7-12, schools shall report using the District's administrative software package.
- 6.8 Annual provincial assessment results shall be reported to students, parents and the school council.

7. Student Progression/Promotion/Placement/Retention

Progression (K-6)

- 7.1 Generally, students shall progress with their grade level peers. However, in exceptional circumstances, a student may be retained or accelerated.
- 7.2 A student with an IEP who is working to his/her potential relative to the goals outlined in the IEP shall be placed with age appropriate peers.
- 7.3 Grades Kindergarten-Six: A student will progress through the primary/elementary grades with their peers. In exceptional cases, a School Programming Team may decide that retention or acceleration is in the best interest of a student. All decisions shall be based on the assessment of the whole child in relation to the curriculum outcomes.

Promotion (7-12)

- 7.4 Grades 7-9 - Promotion occurs when a student has successfully achieved the outcomes in a program. The purpose of promotion is to place the learner in the environment which shall best contribute to success. The vast majority of students shall progress from one grade to another with their age group.
 - 7.4.1 Grades Seven-Nine: A student must demonstrate that they have attained 50% of the specific learning outcomes for: English Language Arts, Mathematics, Science, Social

Studies and Core French/Français in order to be promoted to the next grade level.

- 7.4.2 Level I – III: The Senior High School Program is structured on a course credit system. Graduation requires the accumulation of thirty-six credits satisfying specific requirements as outlined in the Department of Education's [High School Certification Handbook](#).

Placement (7-9)

- 7.5 Students who have not met the minimum requirements for grade level promotion shall be referred to the School Programming Team for a review of their program and consideration for an IEP.

7.5.1 Students not meeting the requirements for grade level promotion and who in the opinion of the School Programming Team have the ability to be successful in meeting the minimum promotion requirements at the next grade level, given the necessary supports, shall be placed in the next grade level. These supports must be outlined in a support plan or IEP, if applicable.

7.5.2 Students not on an IEP, who have already been retained at grade level, shall be placed in the next grade. A Support Plan must be developed and implemented in order to maximize the student's opportunity for success at the grade level to which he/she has been placed.

7.5.3 Students in Grades 7 to 12 may be recommended, where appropriate, for Summer School.

Retention (K-9)

- 7.6 This is the least desirable alternative and all other manners of addressing student needs shall be exhausted before such a decision is made. Any student being retained must be placed on a Support Plan or IEP where appropriate.

7.6.1 During the second reporting period, if a school is considering retention, a School Placement Team shall be formed to review relevant documentation. This shall commence at the end of the second reporting period and shall require notification to parents/guardians. The notification shall include supports that the school has put in place as well as the additional supports that are required for the student to be successful.

7.6.2 Students in exceptional circumstances may be considered for retention in K-9 by the School Programming Team if they:

- do not meet the program requirements for academic achievement,
- have not been previously retained in any grade,
- have been provided with academic interventions.

7.6.3 If a School Placement Team considers retention to be the most appropriate option, the student shall remain at the current grade level for an additional year. The year of retention should not just be a repeating of the previous year. It must be a carefully planned set of experiences to address identified needs in the student's Support Plan or IEP where appropriate.

7.6.4 Students may be retained a maximum of one time in K-9.

7.6.5 All decisions for retention must have the approval of the Principal and the appropriate Senior Education Officer. All documentation to support the retention shall be forwarded to the Senior Education Officer.

7.6.6 In the event that the student's parents/guardian do not agree with the recommendation of the School Programming/IEP team the following procedure shall be followed:

- 1) The Principal shall convene a meeting with the parents/guardians to ensure there is full understanding of the implications of retention/placement.
- 2) Following this meeting, if not resolved, the Principal shall provide to the parents/guardians a summary statement of the School Programming/IEP team review, report and recommendations, accompanied by a statement that the parents/guardians have reviewed the report and do not agree with the recommendations. Parents/guardians shall sign this statement in the witness of the Principal. The Principal shall inform the parents/guardians of the right to appeal following the procedures of the District Appeals Policy.

8. Acceleration (K-9)

8.1 If a student significantly exceeds program or subject expectations/outcomes, then he/she may be considered by the School Programming Team for acceleration.

8.2 An IEP for accelerating the student shall be developed.

- 8.3 The School Programming Team shall review all available and current information on the student. This review should include but not be limited to the following:
- a) A comprehensive assessment of the child's intellectual ability, academic achievement, and social emotional development
 - b) Results from District or Provincial assessments
 - c) Student Portfolio
 - d) Achievement information from cumulative record
 - e) Course modifications/enrichment interventions
- 8.4 Documentation shall be reviewed to determine if the student meets the following criteria:
- a) Assessed potential as defined by achievement test is consistent with academic performance
 - b) Demonstrates a consistent pattern of achievement that shall facilitate success at the next grade level in all subject areas
 - c) Has a high degree of task commitment and motivation
 - d) Demonstrates social/emotional maturity for his/her age level
 - e) Has a positive attitude about grade acceleration
- 8.5 All decisions for acceleration must have the approval of the student's parents/guardian and shall be made in consultation with the appropriate Senior Education Officer and with the approval of the Assistant Director of Education (Programs).

9. Programming – Senior High School

- 9.1 Administration/teachers and other appropriate personnel, in consultation with the student and his/her parents/guardians, shall decide the most appropriate placement for high school students.

In the event that parents/guardians disagree with the school's recommendation regarding programming/course options, a letter shall be sent to parents indicating the recommendation and copied to the student's file. The student or parent/guardian has a right to appeal the school's decision following the procedures of the District Appeals Policy.

- 9.2 Acceleration – High School: Challenge for Credit and/or Independent Study provide a process for students to demonstrate that they have achieved the specific learning outcomes as defined in the Program of Studies and the District course descriptors and assessment guidelines.

- 9.2.1 Any individual wishing to challenge a course for credit and/or to conduct an independent study must follow the procedures required by Department of Education ([High School Certification Handbook](#)).
- 9.2.2 Challenge for Credit / Independent Study is applicable only to provincially approved or authorized high school courses.
- 9.2.3 Students may only Challenge for Credit if they are concurrently enrolled in 14 credits or if the course they wish to challenge cannot be accommodated within the regular school schedule.
- 9.2.4 Students may challenge/study independently for no more than four credits in any given year. A maximum of eight challenge credits can be used towards a High School Graduation Diploma.
- 9.2.5 Courses for which a student has already received credit are not eligible for Challenge for Credit/Independent Study. Challenge for Credit is not intended as a way to improve a course grade. Similarly, Challenge for Credit is not intended as a process by which a student can challenge a lower level course in the same subject.
- 9.2.6 Challenges for Credit/Independent Study shall be given a grade in the same form as other courses evaluated by the school for submission to the Department.
- 9.2.7 Schools must establish a Challenge/Independent Study Committee made up of the Principal (or designate), teacher, parent or student who is 19 years of age or older and a district representative, if necessary, to deal with each Challenge / Independent Study request.
- 9.2.8 In courses with a provincial examination, the Challenge for Credit/Independent Study must include the writing of this examination.

Appeals

- 10.1 All Decisions pertaining to Assessment and Evaluation, student placement, and student programming may be appealed in adherence to the Eastern School District Appeals Policy. http://www.esdnl.ca/about/policies/esd/B_BEE.pdf



**Appendix “A”
Senior High Courses with
Mid-year and Final Exams**

Mathematics	Math 1201 Math 2200 Math 2201 Math 3204 (Public) Math 3205 (Public) Math 3207
English	English 1201 English 2201 English 3201 (Public)
Science	Science 1206 Biology 2201 Chemistry 2202 Physics 2204 Biology 3201 (Public) Chemistry 3202 (Public) Earth Systems 3209 (Public) Physics 3204 (Public)
Social Studies	Canadian Geography 1202 Géographie du Canada 1232 Canadian History 1201 Histoire du Canada 1231 Histoire Mondiale 2236 World Geography 3202 (Public) World History 3201 (Public) Histoire Mondiale 3231 (Public)
French	Français 1202 Français 2202 Core French 3200 (Public) Core French 3201 Français 3202 (Public)

Please Note: With the exception of public exams, school-based supplementary exams shall be available for all courses listed above.

**Appendix “B”
Senior High Courses with
Year-end Supplementary Exams
(No Mid-year or Finals)**

Please Note:

- (i) Where appropriate, Credit Rescue and Credit Recovery should be used as strategies to enable successful completion of these courses. (Refer to High School Certification Handbook)
- (ii) School-based supplementary exams may be available for all courses listed below.

Mathematics	Math 1202 Math 2202 Math 3103 Math 3206
English	English 1202 English 2202 English 3202
Science	Science 2200 Science 3200 Environmental Science 3205
Social Studies	Consumer Studies 1202 Questions Morales 1134 Ethics & Philosophy 2101 Ethics & Social Justice 2106 Canadian Law 2104 Droit Canadienne 2134 Canadian Law 2204 Canadian Economy 2203 Economie Canadienne 2233 Newfoundland & Labrador Studies 2205 World Geography 3200 World Religions 3101 World Religions 3106 Enseignement Religieux 3131 Enseignement Religieux 3136
French	French 1200 Core French 2200 Expanded Core French 2203 French 3201 French 3203

Appendix “C”

Eastern School District Late Assignment/Project Prevention/Intervention (Grades 7 to 12)

Reporting of student achievement must be in relation to curriculum outcomes. The rationale for giving students assignments is to provide opportunities for them to both learn and demonstrate knowledge of these outcomes. **The practice of deducting grades or awarding a zero as a punitive response to assignments that are late or not submitted, without first taking steps to intervene, is not appropriate.**

A number of proactive strategies shall be used to help prevent and/or address late and missed assignments. They may include but are not be limited to:

1. Establishing and communicating a clear set of criteria for the completion and submission of all homework and assignments.
2. Taking steps to help students develop better organizational and time-management skills with the understanding that adolescent students are in the **process** of becoming responsible adults.
3. Collaborating with teachers at grade level to prepare a part or full year calendar of major assignment dates for each class.
4. Providing time during the day to complete the work.
5. Planning for major assignments to be completed in stages, with time provided during the school day, so that students are less likely to be faced with an all-or-nothing situation at the last minute.
6. Selecting projects and assignments that provide choice in topic, format, mode, and style of presentation.
7. Maintaining ongoing communication with students and/or parents/guardians about due dates and late assignments and scheduling conferences with parents if the problem persists. A flow of communication with parents/guardians helps teachers generate a partnership to ensure students understand when reports, assignments and projects are due and the importance of studying for tests.
8. Scheduling of tutorial sessions to provide assistance with major assignments
9. Providing other supports as needed. For example, peer tutoring, student support services, and counseling to complete the work/assignment.
10. Providing an alternative to the assignment/project where, in the teacher's professional judgment, it is reasonable and appropriate to do so.

Sample

Late Assignment/Missed Assignment – Student Contract

Name: _____

Date Assignment/assessment was due: _____

Current date: _____

I understand that it is my responsibility to complete and submit assignment/project as required. I have not yet completed/submitted the following:

(Name of assignment/project)

Because:

I will complete this assignment/project by the following date: _____

I have previously discussed this with you. Yes No _____

Meeting Date

We agreed:

Identified supports needed to complete this assignment:

Student Signature

Parent/Guardian Signature

Teacher Signature: _____

Comments:

