

Grading Policy 2017-18

- Assessment should be linked directly to the stated course learning outcomes and big ideas.
- Where possible, grades should be determined using criterion-referenced standards (use of rubrics and specific criteria for students ahead of required tasks).
- Grades will reflect a student's ability based on tests, quizzes, assignments, performances, and projects. However, a portion of their grade (up to 10%) may be reflected in work habits for academic courses.
- Teachers shall mark and/or provide feedback on all assessments. However, not all assessments are required to be included in a final grade.

Late work shall be handled using the following criteria:

- Work handed in late will result in a mark reduction as indicated in the course outline and consequently be given a value of zero in the absence of a completed task within a specified time period. Although a value of zero is assigned, a teacher may still require the work to be completed in order to ensure a student understands the concepts and the teacher can assess their progress. Zeroes should only be considered when students have been given ample warning and support and subsequently have not responded with the completed assignment.
- Students who are late handing in assigned work may be referred to Study Hall during lunch or after school for support to complete the work. Chronic Study Hall referrals will result in contact home by the teacher to inform parents.
- Teachers may exempt students from late penalties including zeroes where extenuating circumstances exist.

Absences shall be handled as follows:

- Students with excused absences (called in before or the day of) shall be given make-up opportunities for all missed assessments upon their return to school. If a student is missing classes regularly, the teacher will speak with students to discuss any issues that may be impeding their success. Prior to 10 absences in a class, the teacher will let the Counsellor and/or Admin know about the issue. After 10 absences, students may be placed on an attendance contract that could result in their being withdrawn from a course with another 5 absences. Once on an attendance contract, students may not be provided with any further makeup work for absences.
- Excused absences are those in which extenuating circumstances exist as to why a student is not in school and have been communicated to the school by the end of the day the absence occurred.
- Students may be referred to Study Hall to make up missed assessments.
- Students with unexcused absences may be given a zero on any missed work and be expected to make up that work within a week upon return via referral to Study Hall.

- Students referred to Study Hall that do not complete the assigned work, may be placed on an in school suspension until work is completed.

In determining grades, teachers must decide whether they have enough evidence of achievement. If not, the grade will be an "I" (incomplete) and no credit will be provided. Previous communication with home must occur before a student receives a failing grade under this clause.

Other Assessment Points:

- Students should not expect to be given a second chance assessment as regular classroom practice. However, second chance assessments may be made available where students have demonstrated that they have taken steps, acceptable to their teacher, to earn another opportunity.
- More weighting may be given to assessments later in courses where knowledge builds on earlier skills.
- Teachers shall discuss assessment with students, in an age appropriate manner, at the beginning of instruction and before each task and clearly outline the criteria for assessment.
- Teachers shall provide students and parents a written overview of assessment (including grading) in clear language within the first week of school. The overview should also include the intended learning outcomes (or a link to them), teacher contact info, synopsis of the course content, and classroom expectations.

Final Assessment Practice:

- Students will demonstrate their learning (competency) through a comprehensive final assessment in all courses
 - A comprehensive final assessment could take the form of an exam, project, and/or performance (or a combination of).
 - The final comprehensive assessment may incorporate time above and beyond the designated exam timeframe, but some component should take place during the specified exam period.
 - The final assessment will be weighted as a minimum 20% of the total course mark in grades 8-11, 30% in grade 12.
- A comprehensive final assessment will have the following criteria:
 - Assessment will cover a majority of the course learning outcomes, competencies, and/or big ideas.
 - A rubric(s) will be used to assess student performance on project based or performance assessments.
 - Criteria for final assessments will be included in the course outline provided to students/parents at the beginning of a course.
- Students should demonstrate competency in a course by passing the final assessment or they may be asked to redo the course or final assessment in order to gain credit for the course