

# Hillview Academy: Assessment, Evaluation, and Reporting Policy

## Procedures for Late or Missed Assignments and Tests/Quizzes

(Policy PROG-317; Regulations 4.13-4.24)

To help ensure the academic success of all students, a Hillview Academy will engage a two-phased approach regarding assignments and assessments:

- a. *Proactive and supportive strategies.*
- b. *Response procedures for late/missed assignments/assessments.*

### **A. Proactive and Supportive Strategies**

Hillview Academy will use a number of strategies to help prevent and/or address late and missed assignments. Proactive planning and strategic support include the following components:

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

### **B. Response Procedures for Late/Missed Assignments and Assessments**

#### **Procedure 1: Late or Missed Assignments (Regulations 4.13-4.16)**

a. Students are expected to submit all assignments according to the date designated by the teacher.

b. If an assignment is not received by the deadline:

- A zero will be assigned as a placeholder;
- The student will inform the teacher of the reason for the late assignment.

- The teacher will inform the parent/parent that the assignment was not submitted (through PowerSchool, email, phone call, etc.).
- If the reason for a missed assignment is deemed **valid**, the teacher will inform the student and parent of the new deadline. The second deadline will be within ONE week of the original deadline date.

Documentation may be required to support valid reasons.

Extenuating circumstances will be considered by the administration on an individual basis.

- If the reason for a missed assignment is deemed **invalid**, the teacher will inform the student and parent. The missing assignment will be required to be passed in on the next school day following the date of parent/guardian contact.

Extenuating circumstances will be considered by administration on an individual basis.

- A student with recurring incidences of late/missed assignments will be referred for an intervention plan; this plan will engage the student, parent, teacher, administration, student support services, and/or guidance as required.

### **Procedure 2: Late or Missed Assessments (Regulations 4.17-4.24)**

a. Students are expected to write assessments (tests/quizzes) according to the date/time they are scheduled.

b. If a test/quiz is not written as scheduled:

- A zero will be assigned as a placeholder;
- The student will inform the teacher of the reason for not writing the assessment.
- The teacher will inform the parent/guardian that the assessment was not written (through PowerSchool, email, phone call, etc.).
- If the reason for a missed assignment is deemed **valid**, the teacher will inform the student and parent of the new assessment date. The second date will be within ONE week of the original assessment date.

Documentation may be required to support valid reasons.

Extenuating circumstances will be considered by the administration on an individual basis.

- If the reason for a missed assessment is deemed **invalid**, the teacher will inform the student and parent. The missed assessment will be required to be completed on the next school day following the date of parent/guardian contact.

Extenuating circumstances will be considered by administration on an individual basis.

- A student who refuses to complete an assessment will be referred for disciplinary action and may be given a zero.
- A student with recurring incidences of late/missed assignments will be referred for an intervention plan; this plan will engage the student, parent, teacher, administration, student support services, and/or guidance as required.

**Procedure 3: Second Chance Opportunities (Regulations 4.29-4.36)**

- “Second chance opportunities” will only be provided for end of unit assessments. Teachers will use their discretion considering two key overall parameters:
  - i) Important curriculum outcomes linked to future learning, and
  - ii) Whether or not students are academically at risk.
- In each circumstance, a student may be required to complete prerequisites; these may include 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.
- A review of a student’s program should be initiated if second chance opportunities are required in an ongoing basis in order to be successful.

**Procedure 4: Appeals**

Parents/Guardians have the right to appeal decisions regarding assessment and evaluation using the appeals process as outlined in the District Appeals Policy (GOV-101).

## Valid and Invalid Reasons for Missed Assignments/Assessments

**Valid/Invalid reasons for missing an assignment deadline, or assessment date:** (this list will be modified/adjusted as necessary)

Valid (may require supporting documentation)	Invalid
<ul style="list-style-type: none"> <li>• <b>Illness</b></li> <li>• <b>Medical appointment</b></li> <li>• <b>Injury</b></li> <li>• <b>Hospitalization</b></li> <li>• <b>School sponsored trip/activity</b></li> <li>• <b>Approved educational travel</b></li> <li>• <b>Death in the immediate family</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forgetting/claiming to not being aware of the date of the assessment</b></li> <li>• <b>Refusal to write the assessment</b></li> <li>• <b>Unprepared for the assessment</b></li> <li>• <b>Failure to notify school of an absence</b></li> <li>• <b>Non-medical/urgent appointments (i.e. shopping, hair appt., etc.)</b></li> <li>• <b>Not providing documentation as requested</b></li> </ul>
<p>Documentation may be required to support valid reasons. Extenuating circumstances will be considered by the administration on an individual basis.</p>	

### The following are some effective practices that can be incorporated as Escalating Levels of Intervention (ELI) as part of an Academic Intervention Plan:

1. Contact with family (Teacher, Guidance or Administrator Initiated). Types of contact include: phone call, email, Parent-Student portal of PowerSchool, Review 360, etc.
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/Re-Teaching Support (Teacher initiated, delivered and/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 next steps and if changes to the student's program are required. Teachers, administration and guidance meet in teams 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.