



AP #507 - Academic, Responsibility, Honesty and Promotion/Retention

Prairie Rose School Division

Developing lifelong learners for responsible global citizenship

Students

Procedure Manual

Policy Ref:

1. PURPOSE OF ASSESSMENT

PRSD believes that student assessment, evaluation and reporting are central to student learning. Each aspect plays a critical role in the educational process and must be effectively communicated to students and parents.

The primary purpose of assessment is to improve student learning. A strong assessment procedure will help create the conditions needed to accomplish PRSD's educational mission:

PRSD is dedicated to developing lifelong learners for responsible global citizenship.

Assessment affects decisions about grades, placement, advancements instructional needs, curriculum, and in some cases, funding.

Assessment, evaluation and reporting practices in PRSD will be directed by and are consistent with:

- ✓ Public Schools Act;
- ✓ provincial policy and legislation;
- ✓ approved curricular outcomes;
- ✓ principles and strategies for fair student assessment in support of effective learning and teaching;

2. ASSESSMENT OF LEARNING

Assessment of Learning (Summative Assessment), is the process of determining the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

This form of assessment provides evidence of student achievement at specific times throughout the school year.

Evidence of learning is collected over time through observations, conversations, and student products. This approach increases the reliability and validity of the results.

Tasks being used to provide evidence of learning should be performed under the supervision of the teacher. The teacher will consider all evidence collected through assessment tasks that the student has completed or submitted, as well as those that were not completed or submitted.

The teacher will also consider that some evidence carries greater weight than other evidence. Student achievement will be determined by a combination of these considerations and the teacher's professional judgement.

A grade will be assigned identifying the student's level of understanding and should reflect the student's most consistent level of achievement, with consideration given to the most recent evidence.



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3. ACADEMIC RESPONSIBILITY

Assessment practice and policy in PRSD must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that this reflects educational practice and policy. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work, and for submitting work late. Information containing assessment methods and timelines should be outlined in a course syllabus (Senior Years) provided by the subject area teacher, and approved by the principal.

4. COMMUNICATION OF LEARNING

PRSD believes that communicating information about student learning in a clear and meaningful manner is essential to the growth and development of our students. Effective communication informs students and parents of student progress, as well as identifies next steps for success. To that end, communication of learning must address the following three areas:

1. clear expectations regarding assignments
2. reasonable timelines for assignments and to support students in meeting them
3. establish and apply consequences for late and missing work

Clear expectations regarding assignments:

PRSD expects that assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and exemplars, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.

Reasonable timelines for assignments and to support students in meeting them:

PRSD expects that the timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges. Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Other strategies may include the following:

- ✓ Soliciting and considering student input and collaborate with other staff to coordinate the timing of major assignments.
- ✓ Sharing assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.
- ✓ Assisting students to manage time effectively by monitoring student progress at each stage of a complex assignment can ensure they stay on track.



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- ✓ Anticipating which students may require additional supports to complete assigned tasks, monitor those students closely, and contacting parents to discuss strategies.
- ✓ Choosing, when appropriate, to extend time for completing assignments in advance of the due date is preferable.

Establish and Apply Consequences for Late and Missing Work

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting assignments late. If, after clearly establishing and communicating expectations regarding assignments, communicating timelines, and using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:

- ✓ Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.
- ✓ Develop an agreement with the student to complete the work.
- ✓ Require the student to complete missing work.
- ✓ Provide appropriate support to students to address issues and barriers that may be preventing the student from completing assigned work.
- ✓ Provide alternative assessment tasks that accommodate diverse learning needs.

5. ACADEMIC PROMOTION AND RETENTION

The promotion and retention of pupils is the responsibility of the Principal. The teachers act as advisors to the principal in matters of placement of students. [M.R. 468/88, 28(3)]

Promotions shall be based on a total program or continuous progress at the K-8 levels, and by subject at the grade 9-12 levels. Decisions will be made for each child on individual considerations determined by the evaluation process.

Much attention should be given to the reasons when retention or acceleration is being considered. In both cases, the student may be better served through differentiated instruction, and student services support.

Promotions:

- ✓ a pupil's placement in the instructional program should make his/her learning opportunity optimum;
- ✓ a list of all students, with final standing, must be prepared and submitted to the Superintendent/CEO by the end of June

Retention and acceleration – Early and Middle Years:

- ✓ If a teacher identifies that a student is having difficulty with or exceeds grade level outcomes, the teacher must inform the parents/guardians at the earliest possible time.
- ✓ Referral to appropriate support staff (e.g., resource, guidance, and clinicians) must be considered.



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- ✓ Program adaptations and modifications must be implemented before any decision to retain/accelerate a student is considered.
- ✓ The decision to retain/accelerate a student must be made by the school principal in consultation with the educational team, which includes teachers, parents/guardians, other specialists, and may include the student.
- ✓ In all instances except two (identified below), the student in a retention year must follow an adapted program developed by the school educational team. This program will address the specific needs of the student, will be recorded in an Individualized Education Plan, and will be evaluated on a regular basis. An adapted program for some students could demand additional support, such as counselling, rather than an adapted academic content program.

An adapted program may not be necessary when:

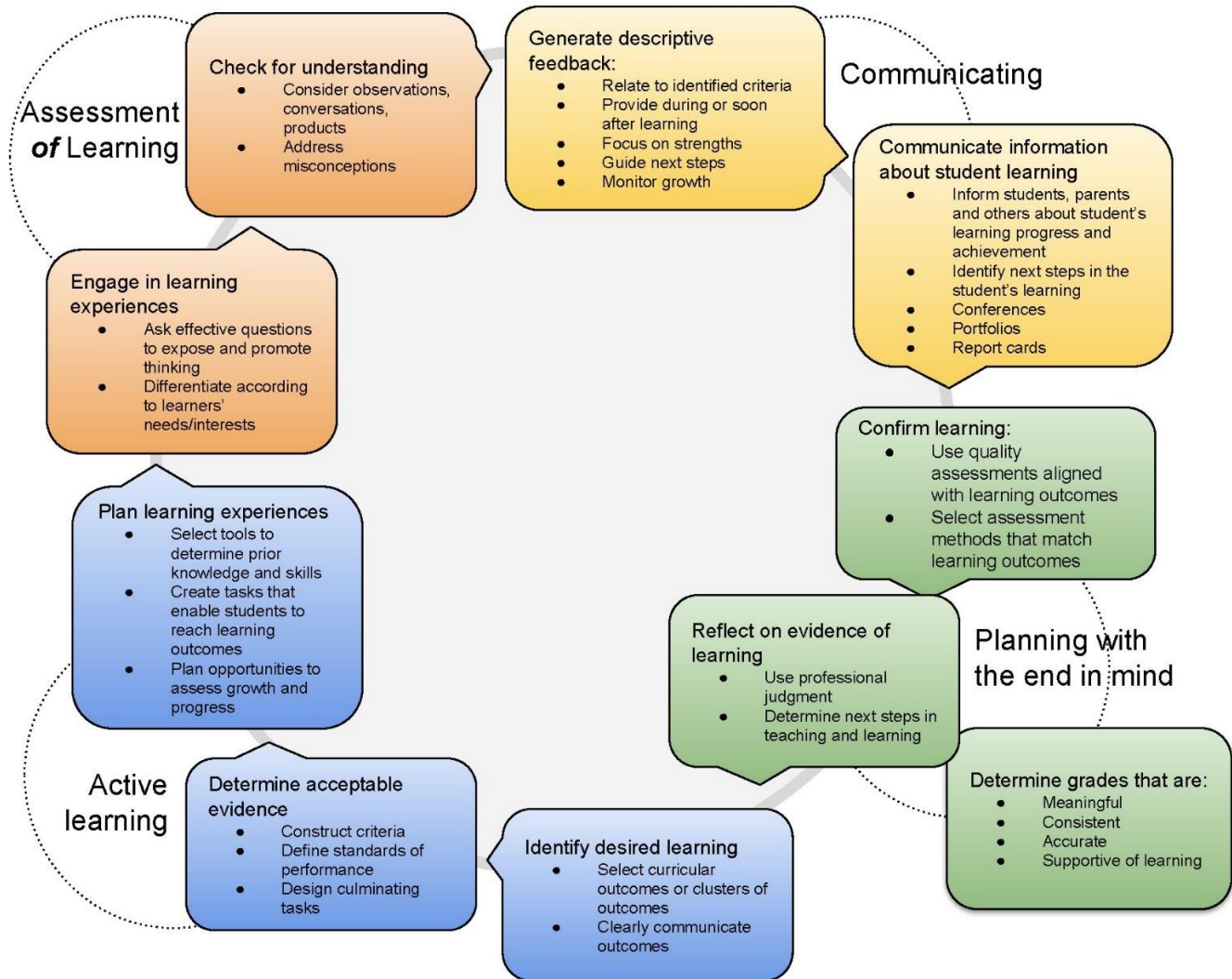
- ✓ A student is repeating a grade because of absenteeism, a plan would be needed to address the problem of school avoidance, including an attendance plan;
- ✓ A student is repeating a grade because she/he was developmentally not ready for the program the previous year.

Promotion – Senior Years

The decision regarding whether or not to grant credits to a student must be made by the school principal in consultation with the educational team, which includes teachers, parents/guardians, other specialists, and the student. Granting credits requires concrete evidence of the student's achievement of learning outcomes as detailed in provincial curricula or modified curricula outlined in the student's Individual Education Plan, if applicable.



6. ASSESSING AND COMMUNICATING STUDENT LEARNING





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7. ACADEMIC HONESTY

Principles

Students must understand that the tests, assignments, and exams they complete as evidence of learning, must be their own work, and that cheating, and plagiarism will not be tolerated.

Teachers and principals have the following responsibilities:

- ✓ Communicate and reinforce expectations of academic honesty with students.
- ✓ Respond appropriately to academic dishonesty, using a range of consequences for academic dishonesty and invoking these sanctions as appropriate.

Teachers should apply strategies to deal with academic dishonesty, such as the following:

- ✓ Contact parents.
- ✓ Document the incident in the student's file.
- ✓ Report this behaviour on the report card.
- ✓ Enforce loss of privileges for the student at the school.
- ✓ Enforce other disciplinary measures such as detention.
- ✓ Have the student redo the work honestly.
- ✓ Deduct marks for academic dishonesty.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation.

8. ACADEMIC APPEAL

Where a student or parent believes an assessment does not accurately reflect the student's achievement, growth, or ability, their first contact is with the classroom teacher within 5 school days of receiving the evaluation. If no resolution is reached the parent and/or student may request a review of the situation by the school administrator(s), parent, teacher, and student if deemed appropriate. The decision may be appealed to the Superintendent/CEO.

The following steps outline the protocol for an academic appeal:

1. The teacher, student, and parent meet to discuss the academic concern. At this meeting, the teacher explains how the mark was determined (rubric / grading scheme). The teacher will record events of the meeting and submit documentation to the principal.

If a resolution is not reached, the concern may be appealed further in step 2.

2. The parent presents the concern to the principal and requests an appeal.



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3. The principal, teacher, student, and parent meet to discuss the concern. During this meeting, the principal continues to document academic concerns and rationale for appeal.

It is essential that the intent and concern for the appeal are clearly stated so ensure consistency if the appeal procedures continue. The principal, teacher, student, and parent will review and sign the Academic Appeal Form.

Following the meeting, a decision will be rendered in writing in Section 3 of the Academic Appeal Form by the principal within 10 school days.

4. The principal and teacher meet to discuss the decision for resolution made by the principal.
5. The principal, teacher, student, and parent meet and the principal indicates his/her decision for resolution.

If a resolution is not agreed upon, the concern may be appealed further in step 6. Situations may arise where a student, parent, or guardian believes that the evaluation of the student does not accurately reflect the student's achievement. In such a case, an appeal procedure can be implemented to resolve the concern.

6. The principal and teacher present the concern and their suggested resolution to the Superintendent/CEO. At this meeting the original Academic Appeal Form and all other documentation are used to outline the concern to ensure consistency.
7. The Superintendent/CEO, principal, teacher, student, and parent meet to review the appeal. Following the meeting, a decision will be rendered in writing in Section 4 on the Academic Appeal Form by the Superintendent/CEO within 10 school days.
8. The Superintendent/CEO presents the resolution to the principal and teacher as well as the parent and student. These parties should be addressed independently. If a resolution is not agreed upon, the concern may be appealed further in step 9.
9. The Superintendent/CEO presents the concern and his/her suggested resolution to the Board of Trustees. At this meeting the Academic Appeal Form and all other documentation is used to outline the concern to ensure consistency and accuracy.
10. The Superintendent/CEO, principal, teacher, student, and parent will meet in-camera with the Board of Trustees at a regular School Board meeting to review the appeal. Following this meeting a decision will be rendered in writing in Section 5 on the Academic Appeal Form by the Board of Trustees within 10 school days. The decision by the School Board is final.