

FHCI ASSESSMENT POLICY 2019-2020

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Teachers may use their professional judgement to use a number of strategies that are appropriate and reasonable to prevent and address late and missed assignments.

*This policy describes expectations for submitting work in a timely manner and is designed to motivate and facilitate completion of work and demonstrate learning. It also outlines consequences for failing to complete assigned work and allows for alternative opportunities, where **appropriate and possible**.¹*

Accommodations for Students with an IEP and English Language Learners

These students may require accommodations to allow them to participate in curriculum and demonstrate achievement of the expectations.²

Students with an IEP will be considered on an individual basis, in accordance with their IEP. Teachers are encouraged to consult with Learning Services Staff regarding a student's needs with respect to meeting due dates.

Educators may provide accommodations or modifications, or both, as needed, to English Language Learners to contribute to the fairness and social justice for all.³

The appropriate support for English Language Learners will be considered on an individual basis and teachers are encouraged to consult with the Head of ESL.

Late or Missed Assignment

If a student **cannot** meet the final deadline:

- The student will discuss next steps with their teacher **before** the date that the work is due.
- Students will have a maximum of **7 days** after the final due date to hand in all work.

For incomplete work on day 8:

- Teachers will ask students to hand in whatever they have completed. The teacher may choose to assign an alternative assignment if the reason for the incomplete work is validated and communicated by the parent, or the teacher may decide to exclude the assignment from the final grade.
- Failure to complete all required work or provide a valid reason for incomplete work will be given a mark of "I" for "incomplete" that may negatively impact the student's final grade and prevent them from successfully achieving the credit.

¹ Ministry of Education. (2010). *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools, First Edition*. Pages 43 & 44.

² Ministry of Education. (2010). *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools, First Edition*. Page 72.

³ Ministry of Education. (2010). *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools, First Edition*. Page 77.

Missed Test and Presentation

If a student is absent on the day of a scheduled test or presentation:

- Parents, guardians, or 18+ students must validate any absence.
- **Prearranged** absences must be validated by a parent, guardian, or 18+ student and communicated with the teacher in advance and alternate arrangements made.
- Students who are frequently absent on scheduled test/presentation days will need to conference with the teacher and may be referred to an administrator.

If the absence is a **validated** absence:

- The student will write immediately upon return to the school at the teacher's discretion..

If the absence is a **non-validated** absence:

- The student will be given a mark of "I" for "incomplete" that may negatively impact the student's final grade and prevent them from successfully achieving the credit.

Group Presentations:

- The group will present as scheduled. Students will be assessed on their individual contributions, not as a group.
- If possible and appropriate, the teacher may decide to allow the absent student to present **without** group members, or assign a mark of "I" for "incomplete" that may negatively impact the student's final grade and prevent them from successfully achieving the credit.