

École H.J. Cody High School Assessment Policy

École H.J. Cody High School Assessment Policy As referenced in Section 31 of the EDUCATION ACT: A student, as a partner in education, has the responsibility to:

- (b) be ready to learn and actively engage in and diligently pursue the student's education
- (f) comply with the rules of the school and the policies of the board
- (g) co-operate with everyone authorized by the board to provide education programs and other services
- (h) be accountable to the student's teachers and other school staff for the student's conduct

- The Program of Studies guides teachers' planning.
- Teachers will use their professional judgment so grades reflect an accurate depiction of a student's demonstration of curricular outcomes.
- Grades are determined by assessments of a student's ability to demonstrate mastery of curricular outcomes.
 - It is critical that students complete all assigned work as it is integral to their success in the course of study.
 - Minor assignments and assessments must be completed on time because they are time sensitive for feedback to the students learning. They also drive the teaching cycle and the need for intervention. If a student does not submit a minor assignment/assessment they have not demonstrated the day to day learning, they may be given a zero, and will not have the option to hand it in late. **Extenuating circumstances will be considered.**
 - Summative assessments and assignments must be completed by the deadline that is communicated by the teacher. If there is a circumstance that a summative is not complete, the teacher and student will create a plan. If a student does not follow through, they will be referred to administration. Possible consequences will be ISS/Lunch hour detention/After school detention/Academic probation, or removal from the course.

- Group scores are not included in grades. Summative evidence of a student's learning is collected individually with regards to their respective mastery of the curriculum.
- Academic dishonesty is taken seriously and will be dealt with in consultation with administration.
- Teachers do not give bonus marks or bonus assignments.
- Formative assessments are lower-risk assessments and may have a small impact on student grades.
- Formative and summative assessments are communicated to students and parents in gradebook.
- Teachers will enter assessments in to gradebook in a timely manner.
 - Titles of assessments are descriptive
 - Dates of assessments are accurate
 - Missing assessments are to be entered as a zero.
- Demonstration of furthered learning. If a student provides evidence to the teacher that they have improved their level of understanding, teachers must ensure that the student's grade reflects an accurate depiction of a student's understanding. Each teacher has autonomy of the evidence that is required for each of their classes and how learning is demonstrated.