

Gonzaga High School Assessment Guidelines  
2018-2019

**Valid and Invalid Reasons for Missed Assessments**

1. Just as an evaluation must occur whether a reason for a student's absence is excused or not excused, there must be a determination whether the reason for missing an assessment is valid or invalid. Notification from a parent/guardian that a student will miss or has missed an assessment does not mean the reason for missing the assessment will be considered valid.
2. Valid reasons may include, but are not limited to, illness, medical appointment, injury, hospitalization, incarceration, school sponsored trips/activities, approved educational travel, or death in the immediate family. A teacher or the administration may require the submission of external documentation to support valid reasons.
3. Invalid reasons may include, but are not limited to, forgetting/claiming to not being aware of the date of the assessment, refusing to write the assessment, being unprepared for the assessment, scheduling non-medical/non-urgent appointments (i.e. hair appointment).
4. Administrators and teachers will use professional judgement in determining valid and invalid reasons for missed assessment and shall consider the frequency of missed assessments, the nature of the assessment and the timing of the assessment (i.e. end of reporting period).
5. Use Review 360 and PowerSchool as a monitoring system for students who repeatedly miss tests/quizzes.
6. **In the case of a planned, unavoidable absence, parents need to provide written explanations prior to the assessment to the subject teacher. Once a reason for absence has been determined to be valid, teachers will communicate a plan for the assessment and/or materials missed to the student and the parent.**

**Procedure 1: Deduction of Marks for Late Assignments (Regulations 4.13-4.16)**

I. **Proactive Planning and Support (Preventative)**

1. Teachers will regularly communicate to students and parents/guardians, verbally, through parent teacher conferences, and through emails, clear expectations of student responsibilities for the completion of assignments;
2. Teachers will explain to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning;
3. Teachers will assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes;
4. Wherever possible, students will complete 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.

II. **Response Protocol for Assignments Submitted Late for Invalid Reasons**

If assignments are not submitted on time for invalid reasons, Gonzaga High School will follow the process below for deducting marks.

1. Teachers will initiate the mark deduction process, and accept an assignment up to three **school days** late. They will inform the student that the process has been initiated and contact the parent/guardian that same day the assignment is due either through email or phone contact. Students will inform the teacher the reason why the assignment has not been submitted on time.
2. Assignments late by **1 school day** (i.e. passed in on the second day) can result in a 10% deduction to the final mark earned;
3. Assignments late by **2 school days** (i.e. passed in on the third day) can result in an additional 5% deduction to the final mark earned (to a maximum cumulative reduction of 15%);
4. Assignments late by **3 school days** (i.e. passed in on the fourth day) can result in an additional 5% deduction to the final mark earned (to a maximum cumulative reduction of 20%). On the third day, the teacher will contact the home again to ensure that parents are aware of the missing work and to communicate with them that a zero is pending.

5. The maximum deduction for a late assignment shall be no more than 20% of the student's final earned mark, and must not result in the student receiving a mark less than 50%;
6. Students not submitting assignments within **4 school days** of the scheduled due date will receive a zero.
7. When a zero is recorded, teachers will note the mark and the process using Review 360.

**Procedure 2: Deduction of Marks for Missed Tests/Quizzes (Regulations 4.17 -4.24)**

Gonzaga High School will employ a consistent school wide approach to missed tests. If tests/quizzes are not written on time for invalid reasons, Gonzaga High School will follow the process below for deducting marks.

I. The missed assessment (test/quiz) or different assessment (another test/quiz or a different type of assessment) is administered at the teacher's discretion;

II. A mark deduction of 10% is applied **to the earned grade** when the missed, different, or replacement assessment is administered; the mark deduction must not result in the student receiving a mark less than 50%.

III. A School Wide Intervention process is initiated for recurring incidences of missed assessments. Teachers will enter the incidents in Review 360 to document the missed assessment once the zero or the reduced grade is recorded.

IV. Some students miss assessments due to lack of preparedness. However, in some instances a student may struggle in a particular subject area or program. If either circumstance causes recurrences of a student missing assessments, then a teacher initiated process and a later School Wide Intervention process should be initiated. In situations where a student struggles across multiple areas, it is expected that all of the student's teachers are involved in the intervention plan. The teacher leads in specific courses/subject areas and the principal leads the school wide process.

Gonzaga will follow the steps below on the school wide process on an escalating basis:

1. **Contact with parents/guardians (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 (Teacher Initiated 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. Gonzaga may also offer "Catch Up Days" for students at risk.

4. **Course Rescue/Credit Recovery (Teacher, Administrator or Guidance Initiated).** Teachers may request a referral to credit recovery through administration. In this instance, the process for referral will include student, parents/guardians, teacher and administration to determine an individual plan for each student.

5. **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 (grade level, divisionally, department, etc.) to discuss all academically at-risk students and to develop appropriate student intervention plans.

6. **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.

7. **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.

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

a. Second chance opportunities:

- Will be provided for only 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 students are academically at risk of failure.
- In each circumstance, students will be required to complete prerequisites; such as 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.