

Fort la Bosse Assessment Policy: Academic Responsibility, Honesty, and Promotion/Retention:

(to be included in the Fort la Bosse Student Assessment and Evaluation Manual, (June 2007), and referenced by Divisional policy-Student Assessment and Evaluation-IKA.)

In Fort la Bosse, we recognize that in order to promote student learning and student responsibility, we have the following guidelines in place in adherence with the Provincial policy document, *Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention (Manitoba Education, 2010)*.

Rationale:

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

To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society. (Available at www.edu.gov.mb.ca/edu/mandate.html.)

In Manitoba, we share a sense of what it takes for children and youth to become responsible adults, develop integrity, and contribute to building strong and democratic communities.

Manitoba students need to become adults who take responsibility for lifelong learning and citizenship. Our assessment policies must cultivate that sense of responsibility early on by providing appropriate and challenging expectations and ensuring that students rise to these challenges.

These policies must also be firmly rooted in our values, especially our shared sense of diligence, honesty, and fairness. Students should learn to do their own work, follow timelines, and give credit when they borrow ideas of others, and should be held accountable for these behaviors.

In order for students to complete their education with a profound sense of accomplishment, Manitobans expect that students will make consistent progress based on evidence of achievement. Educational leaders are responsible for ensuring that students are placed in learning environments that best support ongoing progress.

Assessment *OF* Learning:

The purpose of this policy document is summative assessment, or assessment *of* learning, which refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. It accurately summarizes and communicates to students, parents, other teachers, employers, and institutions of further education what students know and can do with respect to the curriculum. Assessment *of* learning provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Evidence of student achievement is collected over time from three different sources—observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the assessment of student achievement.

Assessment tasks used for summative purposes may be in the form of rich performance tasks, demonstrations, projects, and/or essays as well as tests or exams and/or assignments. To ensure equity for all students, assessment tasks being used to provide evidence of achievement are to be completed, whenever possible, under the supervision of a teacher. Care should be taken to distinguish between homework assigned in order to consolidate knowledge or skills, or as preparation for future class work.

The assessment *of* student learning is the responsibility of the teacher. Teachers will take various considerations into account before making a decision about the grade to be entered on a report card. The teacher will consider all evidence collected through assessment tasks that the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available in a particular grade or course.

In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's overall achievement, as demonstrated to that point in time.

Determining a grade will involve teachers' professional judgment. This includes the interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Not all assessment task scores need to be included.

Principals have a critical role to play in ensuring that there is a common understanding among all staff about the process for determining the final grade. They are consequently expected to exercise their leadership and work collaboratively with teachers to ensure common and equitable grading practices that follow departmental and divisional policies.

(above is taken directly from the provincial document, *Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention, 2010*)

1. Academic Responsibility:

Clear communication will be in place indicating when assignments are due in accordance with the provincial policy (listed below) The expectation will be that students complete and hand in all assignments in a timely manner, encouraging students to accept responsibility for their own actions.

Students initiating discussion with the teacher prior to due dates to make alternate arrangements when they foresee difficulty in completing an assignment on time is considered taking responsibility, and the said assignment may be assessed without penalty, depending upon the reason.

When students do not complete an assignment(s) by the previously established due date(s), educators will access strategies listed in the provincial policy document to help support them (listed below).

Reducing marks for late assignments however, will be applied only when necessary and will not be instituted without having had a dialogue with the student and parent.

When all avenues have been exhausted, Fort la Bosse has determined the following may apply:

- A teacher may proceed with a reduction of marks which could ultimately lead to a loss of credit should the student-teacher agreement be breached.

Strategies to help support timely completion of assignments may include the following:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.

- Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.

-Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.

-Anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely.

-Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.

-Contact parents to discuss strategies for keeping students on track when they are falling behind, or not taking responsibility for their work.

If after 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 during school time or at lunch or after school within a supervised setting in accordance with school division policy.

-Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.

-Provide additional supports for students who are learning English or French as an additional language.

-Provide alternative assessment tasks that accommodate diverse learning needs.

-Deduct marks for late or missing assignments.

2. Honesty:

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

Schools will communicate clearly and reinforce expectations of academic honesty with students. A range of strategies may be applied to deal with academic dishonesty based on the age of the student and the severity of the dishonesty. This list may include such strategies as the following: contact parents, document the incident in the student's file, report this behavior on the report card, enforce loss of privileges for the student at the school, enforce other disciplinary measures such as detention, and/or suspension, have the student redo the work honestly, and/or deduct/loss of marks. In all cases of academic dishonesty, communication must occur between the student, parent and principal.

3. Promotion/Retention:

Students from Kindergarten to Grade Eight should rarely be required to repeat a grade. Similarly, only under exceptional circumstances, should a student be accelerated. When these special circumstances pertain, the school, in consultation with the parents/guardians, may determine that retention or acceleration is in the student's best interest. In cases where such consideration is given, the team of school personnel and parents/guardians must address the educational, emotional, and social effects of retention or acceleration on the student. The school must consider what alternative materials and instructional strategies will be necessary for the student's success if such a decision is made.

Communication must take place between the teacher and the parent/guardian, as early as appropriate in the school year, whenever a child is deemed at risk for retention. A written record of this communication should be kept in the student file, signed by both teacher and parent/guardian.

Students who are retained must have an individual education plan in place for the next school year. The individual education plan that is developed collaboratively by the school personnel and the parents/guardians should include the following:

- results of the year's testing
- overview of the student's strengths and weaknesses

- objectives for the next year

- a schedule for evaluation of the plan by the team members.

The decision for promotion/retention will involve thorough dialogue between the parent/guardian, teacher and the principal. The final decision however, will be that of the principal. All documentation, including signed parental acknowledgement indicating any parental decision that was contrary to the recommendation of the school be placed in the student file. (see Appendix D)

To Whom It May Concern:

I/We _____ the parent(s) / guardian(s) of
Parent / Guardian

_____ acknowledge the recommendation that
Name of Student

the above-named student be retained in Grade ____ for the _____ school year.

However, contrary to the recommendation of the school, we are requesting that my/our child be advanced to the next grade. I/We recognize that additional in-school support may not be available and that my/our request may create increased learning difficulties for my/our child.

I/We agree to provide support at home to augment the efforts of the school.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

School Administrator's Signature

Date

cc Student File

cc Superintendent