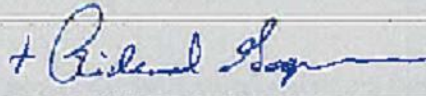


# St. Joseph the Worker School

## STUDENT ASSESSMENT, RETENTION/PROMOTION AND ACADEMIC HONESTY POLICY



<b>POLICY</b>	<b>Student Assessment, Retention/Promotion and Academic Honesty</b>	
Cross Ref.	<ul style="list-style-type: none"><li>- Manitoba Provincial Assessment Policy – K to Grade 12 ( 2015)</li><li>- Manitoba Appropriate Education Programing Regulations</li><li>- Manitoba Provincial Report Card Policy and Guidelines (2016)</li></ul>	
Date Approved by Board of Consultors		April 27, 2017
APPROVED AS DIRECTIVE		
		
Archbishop Richard Gagnon Archdiocese of Winnipeg		Archbishop Albert LeGatt Archdiocese of Saint Boniface

Adopted by St. Joseph the Worker School Board on June 22, 2017, v.1

### RATIONALE:

The primary purpose of assessment is to improve student learning.

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

This policy must also be firmly rooted in our values, especially our shared sense of diligence, honesty, and fairness.

### POLICY:

**Assessment of Learning:** The focus 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 performance tasks, demonstrations, projects, and/or essays as well as tests or exams and/or assignments. To ensure equity for all students, individual needs must be taken into account. 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 assignments designed to be graded, from 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 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 an 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, with respect to those curriculum outcomes, under consideration 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.

The teacher's professional judgment must be applied in differentiating assessment tasks to meet individual student needs.

Principals have a critical role to play in ensuring that there is a common understanding among all teaching 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 school policies.

### **Academic Responsibility:**

#### **Principles -**

Assessment practice and policy 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 educational practice and policy reflect this. 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.

#### **Policy -**

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

1. Establish and clearly communicate expectations regarding assignments and other tasks and assessments.

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

2. Set and communicate reasonable timelines for assignments and support students in meeting these timelines. 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 must use their professional judgment to establish reasonable but firm expectations regarding timelines. They must also support students who do not take responsibility for their work 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:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of testing and major assignments.
  - Share assignment timelines and reminders through many means, including classroom web pages, e-mail, 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 have an adapted program of studies or those who communicate with the teacher about challenging circumstances 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.
3. Establish, communicate, 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 those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers may apply the following strategies based on their professional judgment and in accordance with school policies:
- 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, at lunch, or after school within a supervised setting.
  - Provide appropriate support to address students' needs in the form of counseling, resource, EAL, clinical supports, or tutoring to address issues and barriers that may be preventing the student from completing assigned work.
  - Provide alternative assessment tasks that accommodate diverse learning needs.
  - Deduct marks for late or missing assignments as per school policy.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact on subsequent learning, motivation, and the overall final grade. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

### **Academic Honesty:**

#### **Principles -**

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.

Aspects of academic dishonesty include: cheating (eg., copying others' work, using cheat notes), lying (eg., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and plagiarizing (submitting or representing someone else's work as one's own).

#### **Policy -**

Teachers and principals have the following responsibilities:

- Communicate, teach and reinforce expectations of academic honesty with students.

- Teach and provide examples to reinforce academic honesty.
- Respond appropriately to academic dishonesty. School policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.

After consulting with school administration teachers may 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. Whatever the consequence, students must complete the work in an honest way.

### **Academic Promotion/Retention:**

#### **Principles -**

Students should be promoted or retained in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs. Decisions around promotion or retention of students may have far reaching implications for student success in school.

#### **Policy -**

In Kindergarten to Grade 6, promotion/retention decisions rest with the Principal, who consults with teachers, parents, and other specialists as appropriate. The decision is based on the evidence of the student's progress and growth, and considers the grade level placement that would support and extend the student's learning. Whether the decision is to retain or to promote a struggling student, the school must address that student's learning needs. For example, simply having a student retained in a grade to repeat all the work done the previous year will not necessarily address the student's learning needs and result in success. In a similar manner, simply promoting a struggling student, without adequate supports, will not lead to success.

**\*In this document, the term *parents* refers to both parents and guardians and is used with the recognition that, in some cases, only one parent may be involved in a child's education.**