

Student Assessment & Evaluation

Instruction consists of the learning tasks, activities, and discussions a student experiences while in school that have been designed by a teacher. Assessment is a process of collecting and interpreting information about students' understanding and performance in response to instruction. This information can be gathered in a variety of ways. Research has identified assessment and instructional practices that are known to most significantly impact student success. These practices involve specific, descriptive, and constructive feedback between the student and the teacher.

Assessment and Evaluation

- guides the development of learning tasks;
- is shaped by the nature of the learning outcomes;
- engages learners in understanding and adjusting their approach to learning;
- leads to adjustments in instruction.

Due Dates & Deadlines

Students who demonstrate our core values of Courage, Commitment, and Integrity recognize that even though they may not be present at school on the day an assignment is due, the work must still be completed and turned in upon their return.

All assignments and tests are expected to be completed on the due date given by the classroom teacher. We recognize that there may be circumstances that arise that interfere with a student meeting a due date. In those situations, students will ask their teacher for an extension of up to two weeks. Once the two week date has passed, the student may still submit an assignment for feedback but may not receive a mark, depending on the circumstances.

- Due Date - refers to the day the assignment is due.
- Deadline - refers to the final date the assignment will be accepted - **two weeks** after the due date.

Tests

Should a student be absent for a test or exam, the following will apply:

1. For short assessments/quizzes, the student will attend the first available CONNECT period to complete the assessment.
2. For longer tests or exams, the student will write during an after school block, unless otherwise directed by their teacher.
3. After school writing blocks: **Tuesdays** and **Wednesdays**. These writing sessions will take place from 3:30pm - 5:00pm.

Students who are absent from class without cause (unexcused) and miss a test or exam will be offered the opportunity to write at the next available after school writing block. Should the student not attend that sitting, the grade-level administrator may meet with them to provide one additional opportunity.

Learning coaches will work with students requiring special accommodations for writing tests to ensure that accommodations are available.

Academic Integrity

Optimum learning takes place when students approach their work with intention and integrity. In order to prevent situations where cheating or plagiarizing may take place, students will learn how to properly document sources (e.g. bibliography, endnotes, quotations) and will be taught effective study skills. Parents and guardians should also take care that when helping their students with projects, assignments, etc., that they encourage their students to do their own work and resist the temptation to do it for the student. Part of learning is making mistakes – it is important to allow your children to make them too!

When ideas are taken from other sources without giving credit, this is known as plagiarism. Plagiarism is the unacknowledged use of somebody else's words or ideas. With recent developments in technology, it is becoming more commonplace for students to use A.I technology, which is considered to be plagiarism.

We expect our students to act with academic integrity, and to use their own knowledge to demonstrate authentic learning. We expect our students to be honest and ethical in their schoolwork and in how they deal with others. Our teachers support students' authentic and ethical learning through teaching when and how to cite resources.

When To Give Credit in Your Work

Students are expected to behave according to the Student Code of Conduct. Students who knowingly misrepresent the work of others as their own, or allow their work to be copied, act outside of the parameters of academic integrity.

Need to Give Credit

- When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, advertisement, or any other source.
- When you use information gained through interviewing another person.
- When you copy the exact words from somewhere.
- When you reprint any diagrams, illustrations, charts, and pictures.

Don't Need to Give Credit

- When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject.
- When you are using common knowledge, common sense observations, or shared information.
- When you are using generally accepted facts.
- When you are writing up your own experimental results.

Appropriate consequences (academic penalties, etc.) will apply to acts of plagiarism, cheating, collusion, or other acts through which a student unfairly misrepresents his/her effort or achievement.

A first offense will result in the student being required to redo the assignment to a deadline determined by the teacher. Further offenses may result in no marks given.

- **“Plagiarism”** occurs when a student knowingly represents any idea or work of another person in any academic assignment, test, or examination as their own. A common form of plagiarism involves copying and pasting from electronic source materials.
- **“Cheating”** occurs when a student obtains an unfair advantage over other students in the context of preparation or performance of any academic assignment, test, or examination.
- **“Collusion”** occurs when a student knowingly allows their work to be submitted by another student, or allows another student to copy their work.