



Regina Public Schools  
Evaluation Procedures for High Schools

Assessment and evaluation are integral components of the teaching-learning cycle. Effectively planned assessment and evaluation promotes learning, builds confidence and develops students' understanding of themselves as learners and also improves and guides future instruction and learning. (Renewed Curricula: Understanding Outcomes, 2010, SK Ministry of Education)

The assessment of student progress in relation to outcomes outlined in programs of study is important for the following reasons:

- Teachers will use this information to inform instruction, intervention plans and to craft learning activities that are appropriate for all students.
- Allows for reporting student progress clearly to students and parents.
- Aids in decision making regarding student placement.
- Program effectiveness can be evaluated and programs revised to improve student learning.

### **Outcome Based Assessment**

All grade 9 teachers will report student progress using the outcomes of each curriculum. By the 2019-20 school year, all outcome based curriculums grade 10 – 12 will be reported as such.

### **Expectations for teacher reporting**

Effective summative assessment strategies are aligned with curricular outcomes, emphasize the most recent and consistent evidence of learning, are respectful of student diversity, and are used to make decisions about students based on a variety of evidence.

- Course outline and mark breakdown must be in the gradebook.
- Assessment is updated every two weeks or every 10 hours of course study.

Teachers will use the following codes:

-  - Missing Assignment
-  - Score is exempt from final grade
-  - Late
-  - Collected

The student has not handed in the assignment, is expected to hand it in, and it will be graded once it is received by the teacher.
A '0' (zero) may or may not be present. This symbol means that the student is exempt from the assignment and the task does not count against the final mark. The student is not expected to complete the assignment.
The assignment was collected, but it was handed in later than the due date.
An assignment was collected by the teacher. If a mark of '0' (zero) is present; the teacher has not marked the assignment yet, but will. If there is a mark, it is the recorded mark after being graded by the teacher.

## **Minimum number of assessments per reporting period**

Assessment is ongoing. Authentic formative and summative assessment enhance the learning environment. A minimum of four assessments per reporting period as determined by the teacher will be reported as feedback to each student. Formative and summative assessment must be represented in every reporting. There will be three formal reporting dates over the course of a semester.

## **Responsibilities**

A clear understanding and communication of the role of all stakeholders in a school is necessary. When all stakeholders work together from a common understanding the result is an effective educational environment.

### **Role of the School**

- Introduce the concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations.
- Teach students accepted conventions for referencing the ideas of others in written work.
- Explain expectations of students in relation to assignments, including how assignments will be evaluated, due dates and implications of submitting work after the due date.
- Ensure that tasks evaluated are reflective of curricular outcomes.
- Adapt assignments to suit learning environment, instruction, assessment, and resources.
- Help students meet their due dates for each course.
- Communicate, in a timely fashion, with the student(s) and parent(s)/guardian(s) to discuss issues related to incomplete work
- Provide marks to students and families on the three established reporting dates.
- Assess, return, and review assignments. This includes submitting marks and indicating the status of assignments as per codes.
- Provide students with an opportunity to complete assignments or alternative assignments, for full credit.
- Offer credit completion to qualifying students.
- Ensure the final week of each semester is free from cumulative assessment.
- No final exam will exceed 20% of the overall mark.
- Schools will develop a plan to ensure that students understand appropriate referencing and avoid common pitfalls every semester.

### **Role of the Parent/Guardian**

- Discuss examples of acceptable and unacceptable academic behavior with their children.
- Support their children to complete assignments by ensuring that school work is a priority, making time and space for school work, discussing due dates and expectations for assignments, and encouraging their child to develop a plan for completing work on time.

- Model respect for school policy and teacher guidelines regarding assignments notice and praise positive behaviours, such as finishing work on time and taking responsibility for one's own work, and offer helpful and constructive feedback to their children to assist them in developing personal responsibility for their school work.
- Encourage their students to assume responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments.

### **Role of the Student**

- Assume responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments
- Take personal responsibility to be aware of the short and long-term consequences of submitting late assignments
- Document their sources of information properly by using footnotes or other references, and place a bibliography or list of references at the end of the assignment to indicate the sources used
- Take advantage of the scheduled opportunities to complete missed work, such as demonstrating learning outside of class time in the presence of the subject teacher or in homework rooms
- Be aware and respect due dates and access gradebook to review their marks

### **Communicating Student Achievement**

A schedule of reporting periods, parent/teacher/student conferences, and final examinations will be established and communicated to teachers, students and parents at the beginning of the academic year. Subject teachers and advisory teachers communicate student progress, grades, and achievement to parents through PowerSchool as well as via email, telephone calls, and conferences. Formal parent/teacher/student conferences will occur once per semester, and are planned with direction from the administration and facilitated by advisory teachers. Subject teachers may also schedule such conferences when appropriate.

### **Late Assignments and Zeroes on Assignments**

Teachers need to indicate clear and concise dates and times that they expect assignments to be submitted. All assignment due dates will be displayed on PowerSchool when the assignment is assigned. All students are expected to submit assignments on time. While circumstances do exist that delay the submission of assignments, every effort must be made by students to communicate before any assignment is submitted late.

In the event a student submits an assignment late, teachers will indicate on gradebook that an assignment is not submitted on time using the late code (red triangle).

In cases where the teacher and the student disagree about the submission of late work or credit completion opportunities, the student may appeal to school administration. All high schools will provide assignment completion opportunities throughout the semester close to reporting period

times. All assignments are due five school days following the assignment completion opportunity. No late assignments can be handed in after the last day of classes other than those needed to attain a passing grade (see Credit Complete guidelines).

Zeros are placeholders used when reporting an accurate standing at a particular moment in the class; students are always given opportunities to complete assignments. Students who are below 50% at any point and are meeting the credit completion protocols may continue to hand in assignments until they have achieved a passing grade. Students should attend all mandatory assignment completion opportunities to be eligible for consideration. All decisions are subject to review by the administration team of the school.

### **Academic Integrity**

Students who genuinely engage in the learning process position themselves to achieve results that demonstrate successful attainment of outcomes. Students who engage in academic misconduct do themselves a disservice in terms of contributing to a quality learning experience.

Academic misconduct is the use of the ideas, words, structures, and/or any other type of work of another individual without proper citation or acknowledgement. Students participate in academic misconduct when they share work with another student or use their own work for more than one assignment. One of the most significant forms of academic misconduct is plagiarism.

(Academic Integrity and Student Responsibility Guidelines, Saskatchewan Ministry of Education, 2011)

### **Examples of plagiarism**

- Submitting an essay/assignment written by someone else; e.g. buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work, including homework, done by another student.
- Quoting or paraphrasing material without citing the source of that material, including but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form.
- Copying and pasting from the Internet or other electronic sites without citing the source.

### **Suspected plagiarism protocol**

If a teacher suspects that a student is guilty of plagiarism, the teacher will meet with the student. If the issue is unresolved, the following steps will be taken:

1. the teacher will make a written statement indicating the evidence on which the allegation is based
2. the student will make a written statement
3. the parent/guardian of the student will be informed
4. depending on the severity of the allegation, an interview with the teacher, student, parent and an administrator may take place to determine what action should be taken

## **Consequences of confirmed plagiarism**

Most cases of plagiarism will be dealt with the teacher and/or the principal on an individual basis. Plagiarism must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression.

1. be awarded a grade of zero for the assignment/test in question
2. be awarded no grade for the assignment/test in question
3. be required to complete a different assignment
4. lose attendance incentive

A file on the incident will be kept in the main office and communicated to the teachers and parents/guardians of the student concerned. Teachers are asked to submit all instances of plagiarism to the main office whether they result in administration involvement or not through email so that the students' activities can be recorded and logged for future reference.

Consequences for plagiarism will be determined through a discussion with the student and teacher. Students are still responsible to demonstrate the outcomes that are plagiarized. School administration will be involved in each case.

## **Credit Completion**

Credit Completion is designed to provide students with both an opportunity to complete credits and to acquire the requisite knowledge, skills and attitudes to be successful with further learning.

The following guiding principles are intended to provide a consistent framework for Credit Completion with all Grade 10 to 12 courses in Regina Public Schools. In order for Credit Completion to be recognized and accepted as a viable alternative learning experience, there must be adherence to all the following:

1. Credit Completion is part of the whole school culture and has equal status with other forms of course delivery.
2. Credit Completion is not a replacement for effecting and engaging instruction and intervention during the regular course of a semester, including support provided by other teachers (Learning Resource Teachers, etc.).
3. Credit Completion is one of several options available to a student.
4. Access to Credit Completion must be through the recommendation of the principal (or designate) and agreed to by the student.
5. The teacher of the initial program (Subject Teacher) must provide the teacher responsible for Credit Completion with relevant information to be considered when placing a student into Credit Completion.
6. A teacher may take on Credit Completion with a student after instructional days are completed. (For example, after the final evaluation day has passed, or even into Semester 2, if the class was in Semester 1.)
7. Programs, assignments, assessments, etc. completed by the student in Credit Completion must be pedagogically sound and adhere to the curriculum outcomes.

8. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achievement of course outcomes in a variety of ways.
9. The final mark assigned to a student's work in a course **MUST** be given by a classroom teacher. In the case of a course requiring accreditation, the teacher must be accredited in the course.
10. Schools will be responsible for the guidelines regarding student eligibility for Credit Completion, based upon the guidelines and direction provided in this document.
11. The final mark should reflect the achievement of the course expectations.