

SECTION 6: OPERATIONS

Policy 6.18.02 Missed and Late Assessment Tasks and/or Assignments

Supporting Policies

[6.18 Assessment, Evaluation and Reporting Policy](#)

[6.18.01 Reporting Below Level 1 and Insufficient Evidence](#)

[6.18.03 Academic Honesty Policy](#)

[6.18.04 Homework Policy](#)

Supporting Procedures

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

Approved by Board Resolution #025-2011 02 08

Approved by Board Resolution #051-2017 05 09

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The primary purpose of assessment and evaluation is to improve student learning. It is recognized that regular learning opportunities give students the opportunity to develop their proficiency in the curriculum expectations.

It is the responsibility of all students to provide evidence of their achievement of the overall expectations within the time frame specified by the teacher. Students must understand that there will be consequences for not completing assessment tasks for evaluation or for submitting assessments late.

Grades 1 to 6:

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Grades 7 to 12:

School Administrators will:

- establish a process to support students in completing assessment tasks (where, when, who);

- communicate ADSB Missed and Late Assignment policy and expectations to students, parents and staff regarding work completion;
- implement measures to avoid overlap and overload of summative assessment due dates (e.g. central calendar, administrative scheduling).

Teachers will:

- work with students to help them develop the necessary learning skills and work habits to ensure successful completion of assigned tasks;
- plan for major assessments to be completed in stages, so that students are less likely to be overloaded near the due date;
- require students to complete assessment tasks by following an established plan (e.g. lunchtime, in-school detention, after school, homework room);
- communicate due dates for summative assessment tasks well in advance;
- maintain ongoing communication with students and/or parents about due dates;
- communicate with parents when students are not meeting due dates;
- ensure that summative assessments are completed under the direct supervision of the teacher whenever possible to support learning skills evaluation;
- on due dates, track individual student completion of assessment tasks;
- inform students and families of the consequences of submitting a late assignment in advance of penalizing;
- take into consideration legitimate circumstances for missed deadlines give students the opportunity to explain circumstances before being penalized for submitting a late assignment;
- refer students to school supports for habitually missed assessment tasks (e.g. Student Success team, school counselor, Aboriginal counselor, Special Education Resource Teacher, administration).

Students will:

- demonstrate understanding of curriculum expectations to the best of their abilities;
- manage time to complete tasks;
- ensure understanding of assessment criteria;
- communicate with the teacher when they know of circumstances which may affect their ability to complete an assessment task on time;
- follow teacher direction to complete missed or late assessment tasks (e.g. lunchtime, in-school detention, after school).

Consequences for Grades 7-12 may include:

- for Gr. 1-12, following the process established at the school to complete the assessment task (e.g. lunchtime, in-school detention, after school);
 - Late and incomplete assessments (including homework) will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.
- for Gr. 7 -12, deducting marks up to 10% for late assessments;
 - Teachers must ensure that mark deductions on individual assessments do not result in a level reduction on the report card if the reduction misrepresents the student's actual level of achievement.
- for Gr. 7 – 12, assigning a placeholder to an assessment task that is not submitted within a reasonable time frame that is clearly articulated by the teacher.



- If a student has not adequately demonstrated the knowledge and skills related to an overall curriculum expectation, it will be reflected in the student's final evaluation.
- If the expectation has been demonstrated elsewhere, the placeholder shall be replaced by a No Record (NR) and will not be used in the calculation of the final mark.
- A 0% is only to be used when an overall curriculum expectation has not been demonstrated by the student in any assessment task throughout the course. Teachers will weigh all evidence of student achievement and will use their professional judgement to determine their report card grades. All placeholders and 0% entries shall be reviewed at the end of each term/semester.