

F.G. Miller Jr./Sr. High School Assessment Philosophy & Policies

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Assessment Philosophy

Main Goals

- align F.G. Miller School assessment practices with district & provincial regulations
- ensure school-wide accuracy, fairness, & consistency in assessment
- ensure assessment is meaningful and supports student learning
- ensure grades accurately reflect the curriculum standards and learning outcomes

In achieving these goals we will ensure:

- assessments are based on standards from the Program of Studies.
- it is clear to students whether an assessment is formative or summative prior to the assessment.
- student work is compared to pre-set standards and not to other student work.
- assignments provide clear descriptions of achievement expectations.
- the use of quality rubrics are used in the assessment of projects, essays and labs.
- formative assessment is used during the learning process in order to modify teaching and learning activities to improve student understanding.
- practice is done to help students on their path to understanding and mastery and that practice will not be used for grade determination.
- corrective instruction is used in parallel with formative assessment to advance student learning.
- our assessments assess how well the student has mastered curriculum standards.
- group work will be evaluated individually rather assigning one grade to the group.
- the following factors are not used in the determination of grades: student behavior such as attitude, attendance, adherence to rules, participation, effort, cheating, plagiarism and lateness. These will be reported to parents separate of the student's grade.

Definitions

Formative assessments result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. These assessments are used to aid learning and inform teaching practice and are not for grading purposes.

Summative assessments are designed to collect information about learning to make judgments about student performance at the end of a period of instruction to be shared with those outside the classroom. In other words, these are assessment used to assign students a course grade. Summative assessments should occur after adequate practice and formative assessment.

Restricted Zero Policy

Final Exams

Final exams will be written on the day they are scheduled with exceptions, through request to the Principal, for significant medical issues or the death of a close family member during the time of examination.

Unit Exams

Unit exams will be written on the day they are scheduled. In the case of an absence, the student and teacher will arrange another time to write the exam. All unit exams will be written unless excused by the teacher.

Quizzes

Quizzes will be written on the day they are scheduled. In the case of an absence, it will be the teacher's discretion to:

- arrange for the student to write the quiz
- omit the quiz from the student's assessments (record an absent excused)
- record the missed quiz mark as that of the final unit evaluation

Essays/Projects/Labs

Essays/Projects/Labs will be completed by the appropriate date. The teacher will be obligated to contact the student's parent/guardian if the student fails to meet the due date deadline. The parent will then be expected to ensure the student completes the assessment as soon as possible.

Assignments

Assignments will be completed by the appropriate date. Students who do not have assignments done on, or by, the due date will receive an incomplete. However, the assignment must still be completed with the aid of the teacher and parent(s)/guardian(s). A zero will only be awarded if all attempts fail to produce the assignment by the final report date.

Ungraded Homework Checks

Homework will be completed in a timely fashion. Students who do not have assignments done at the time of the homework check will receive an incomplete. However, the homework must still be completed with the aid of the teacher and parent(s)/guardian(s), and will be recorded as complete when it is submitted to the teacher. A zero will only be awarded if all attempts fail to produce the assignment by the final report date.

Redo Policy

Sometimes a student may feel that the mark that he/she received on a summative assessment does not fairly reflect their actual level of understanding on a particular learning objective, or set of objectives. In such a case, the student may request a redo assessment under the following guidelines:

1. It is up to the teacher to decide whether a redo will be granted for the particular assessment.
2. The student must meet with the teacher and make it clear that he/she is requesting a reassessment. This should be done within 24 hours of receiving the graded assessment.
3. The assessment must be signed by the parent/guardian.
4. In writing, or verbally if the teacher so chooses, the student must identify which learning objectives from the first assessment they demonstrated an acceptable level of understanding and which objectives they demonstrated a limited understanding.
5. The student must show sufficient evidence that they have relearned the objectives where understanding was previously limited. For example, the student can show the teacher they have redone questions that demonstrated mastery of the material.
6. The student must request a meeting at a convenient time for the teacher to review all requirements have been met.

This process should be completed within 2 weeks of the return of the original assessment.

Students may be granted up to two redos per course.

Academic Honesty Policy

F.G. Miller Jr./Sr. High School students are expected to conduct themselves with academic honesty as they pursue their studies and complete assessments.

Plagiarism is:

- submitting the words, ideas, images or data of another as your own in any academic writing or project
- paraphrasing without providing proper documentation

Cheating is:

- use or possession of unauthorized material during an exam
- substantial editorial or compositional assistance
- submission of another student's work
- copying from someone else's exam or passing answers to another student by any method
- willfully helping another student cheat

The following will occur if a student is proven to have conducted him or herself with academic dishonesty.

- the teacher will notify the parent of the incident and explain how they will proceed with the invalid assessment (a mark of 0 is only an option for a final exam)
- the teacher will notify the principal of the incident
- student may be required to complete another assignment/exam demonstrating his/her achievement of curriculum outcomes for grading purposes
- a meeting with administration and the school councilor through which the student must prove he/she understands the seriousness and impact of academic dishonesty

Diploma Examinations

Students who interfere with the security of examinations, falsify examination results, disrupt other students, or commit any other act that may enable them to inaccurately represent their achievement may:

- be evicted from the examination room
- have their diploma examination invalidated
- be barred from writing any other Alberta Education diploma exam for a period not exceeding one year
- have their official transcripts withheld for a period not exceeding one year or have their official transcripts annotated (which means permanent notes show up on transcript)