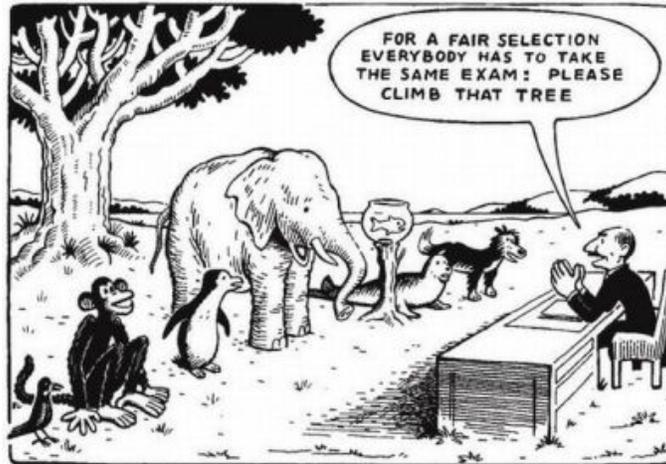


## 2016-17 LCHS Assessment Policy for Students and Parents



LCHS has a set of assessment rules for all teachers at the school. This document is meant to outline the basic elements of those rules.

### Course Design

- ❖ Students and Parents have access to a course outline/syllabus for every course at LCHS. This outlines the course content, outcomes, assessment, and methods for grade calculation.

### Assessment Design

- ❖ All assessments are based on and reported as outcomes outlined by Alberta Education in the programs of study.
- ❖ Pre-assessments may be used to inform the current level of learning, but are not included as part of the final grade.

### Assessment Evaluation

- ❖ Grades are based on each student's mastery of the outcomes as demonstrated on summative assessment tasks (See below for a distinction between formative and summative assessment).
- ❖ Students are evaluated/graded based entirely on predetermined standards and criteria (such as a rubric, checklist, grade level expectations). Evaluations are not based on how well a student does in comparison to other students in a particular class.
- ❖ Bonus marks are not given at LCHS.<sup>1</sup> Similarly, behaviour is not assessed as part of the grade unless it is outlined in the Alberta Education learning outcomes.
- ❖ Teachers may calculate the final grade using a mathematical calculation other than a straight averaging of marks.
- ❖ Students have the right to timely feedback on assessments that have been **handed in on time**. The format is at the teacher's discretion but is generally through rubrics, written

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<sup>1</sup> Bonus marks refer to a mark such as those given for perfect attendance or bringing in the most canned ham for a food drive.

comments, verbal feedback, one-on-one meetings, or a variety of other ways that highlight areas for the student's development.

### **Assessment Interventions**

- ❖ Work that is submitted late is subject to an incomplete during the following academic intervention process:
  - The student and teacher will meet to discuss the reasons for the missing assignment and the date of completion will be set as the next day OR a date that has been agreed upon during the student conference.
  - If the student misses the new deadline, parent(s) and student will be notified, such as through email, with a new date of completion and a flex location for the student to attend.
  - Failure to meet the deadline will result in a referral to the administration to review the academic infraction and steps for moving forward.
  - If the assignment is not completed during this process the incomplete placeholder will become a zero and factored into the final grade.
- ❖ Students have the right to demonstrate new learning throughout the course. Students will need to follow the requirements set out by the teacher and/or principal.
  - Students need to seek the reassessment within two days of receiving the marked assessment.
  - Evidence of the student's new learning needs to be demonstrated before the reassessment. The teacher will be available to assist with instruction and supports during this time.

### **Formative VS Summative Assessment**

Formative assessment includes daily tasks that allow students to build their understanding of an outcome. Formative tasks can include math problems, discussion, draft writing, preparing for a lab, notetaking, researching, reading, planning, and a variety of other exploration tasks. These tasks are meant to explore and form the knowledge in the student.

Summative tasks come at the end of the learning time and represent the sum of all the learning that took place. These tasks include projects, final draft essays, exams, curriculum reviews, lab writeups and a variety of tasks to check on the final achievement on an outcome or a set of outcomes.