

Sir John Thompson Assessment Policy

At Sir John Thompson, we are committed to fostering an equitable learning environment that acknowledges and supports the diverse cultural backgrounds and adversities our students face. We recognize that each student may encounter unique challenges that can impact their ability to complete classwork. In line with this commitment, we have developed an assessment policy that emphasizes communication, support, and flexibility to ensure every student has an opportunity to succeed.

We believe in Assessment For, As, & Of learning, where feedback is the cornerstone for student growth. We commit to providing ongoing, authentic, and timely assessments that are purposeful and meaningful. Our approach encompasses multiple formats, is subject-specific, both formative and summative, guiding learning and graded against outcome, not peers. We actively involve students in the assessment process, fostering a collaborative and empowering educational experience.

Assessment practices will:

([ECSD's Administrative Procedure 360](#))

- Recognize the student as integral to the process;
- Focus on student learning through ongoing descriptive feedback with dialogue in reference to the outcomes;
- Be based on learner outcomes from the Alberta Education Programs of Study with reference to mastery, foundational knowledge, and skills as per the Ministerial Order on Student Learning #28/2020;
- Ensure open and timely communication of assessment with students and parents;
- Include a variety of assessment strategies and provide opportunity for self and peer assessment and for developing metacognitive strategies;
- Incorporate multiple sources of evidence over time;
- Be aligned with Division core values and affirm the student's dignity and respect; and
- Reflect responsibilities outlined by Alberta Education Teaching Quality Standard.

Late Assignments Protocol

Step 1 - Multiple Attempts at Communication

In the event that a student fails to submit their classwork within the designated learning cycle (e.g. unit, module), our teachers will make multiple attempts to establish effective communication. These efforts may include, but are not limited to:

- Face to face conversation with the student
- An email or phone call to families or an in-person meeting.
- The Learning Coach will attempt to connect with students to provide support in assignment completion.

Step 2 - Creation of Supportive Plans

During the communication period, a collaborative plan will be created between the teacher, student, and their family. This plan aims to provide necessary support and resources to help the student complete their classwork successfully within **two weeks** past the end of the learning cycle (e.g., unit, module). It will take into account the student's individual circumstances and any challenges they may be facing. Teacher will also utilize the missing, incomplete flags in PowerSchool and note the assignment as NHI (not handed in) regarding the incomplete work.

Step 3 - Natural Learning Cycle Completion

If the student still fails to submit their work even with accommodations made for individual circumstances as outlined in step 2, the teacher will replace the NHI code with a grade of 0, which will be applied to the reporting standard/learning outcome(s). No changes will be made after this **two week cycle**.

Exemptions from Assignments

We understand that exceptional circumstances can arise, such as the death of a loved one or critical illness, which may significantly impact a student's ability to complete their classwork. In such cases, our teachers will approach these situations with compassion and empathy. We will consider exceptional circumstances on an individual basis, allowing flexibility and providing appropriate accommodations as needed.



We believe that open lines of communication, collaborative planning, and understanding exceptional circumstances are vital components of our commitment to student success. Together, we can create a supportive community that encourages growth, resilience, and achievement for every student.

Cheating/Plagiarism

Cheating and plagiarism is not tolerated. If a student is found cheating or plagiarizes, the teacher will provide an alternative assignment/test to the student. In addition, the student's final grade on the assignment/test will be reduced by 20%. The teacher will communicate the cheating/plagiarism to both the student and the School Administration as well.

Artificial Intelligence

If a student is suspected of using artificial intelligence to complete an assignment, the student's work will not be included in the final grade of that subject area. An alternative assignment will be completed in class to reflect the student's understanding of the outcome(s).

Insufficient Evidence of Overall Work

As the school year progresses and little to no work has been completed by a student, the teacher may apply the **IEA (Insufficient Evidence to Assess)** code to the reporting standard/learning outcome. This IEA code replaces a formal grade, as there is insufficient evidence to formally evaluate the student's understanding of the subject. The Principal will be informed if the IEA code is applied for a student, and the teacher will also contact the parent prior to utilizing this code on PowerSchool.

Definitions

The following definitions are consistent with those used by Alberta Education, endorsed by the Alberta Assessment Consortium, and informed by current research:

Achievement – a student's demonstration of knowledge, skills, and competencies relative to the Alberta Programs of Study learner outcomes.

Assessment – the process of collecting information on student achievement and performance.

Assessment for learning – the process involving ongoing, frequent, and purposeful exchange of information between students and teachers about student progress toward clearly specified learning goals, for the purpose of improving learning and informing instruction.

Assessment as learning – engaging students in a process of setting criteria, using self assessment against established criteria, and goal setting, through the design and modeling of metacognitive strategies.

Assessment of learning – assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction; may be in the form of a mark, descriptor, or level of achievement.

Evaluation – making informed professional judgment and decisions about student understanding and the quality of a student’s work over a period of time.

Grade – multiple sources of data compiled into a summative statement of student achievement and progress relative to the learner outcomes, reported as a level of achievement or a percentage.

Learner outcomes – the provincially mandated knowledge, skills, and process from the Alberta Programs of Study, which students are expected to demonstrate.

Level of achievement – A measure of students’ success in meeting learning outcomes (abbreviation: LoA).

Metacognitive strategies – processes designed to help students understand the way they learn, to think about their thinking and recognize and apply next steps that enhance their learning.

Score – The number or level of achievement reported to represent learning on a single assessment task (i.e. mark).

PowerSchool Flags

Symbol	Explanation
	The student has completed the assessment and the teacher has collected it.

	Indicates that the assessment has been turned in and is not complete
	Indicates that the student has not turned in an assessment
	Indicates that an assessment was not completed due to the student being absent
	Indicates that an assessment is late
	Indicates that an assessment is exempt (i.e. the student is not expected to complete this assessment)
	Indicates that there is a comment for this student on this assessment