

Classroom Assessment Due Date and Extension Procedures

Supplement to Student Assessment Policy

Effective Date: September 2022

1. Purpose

To clearly communicate the procedures that must be followed under the *Student Assessment Policy* respecting due dates and extensions relating to student assessments.

These procedures should not be considered in isolation of the larger policy.

2. Definitions

assessment: the ongoing process of gathering evidence about student learning.

evaluation: the ongoing process of analyzing, reflecting upon, and summarizing assessment evidence to make professional judgements about student achievement.

fair assessment: all students are provided with equitable opportunities to demonstrate the extent of their learning. Fair assessment must consider access, equity, inclusion, and diversity.

feedback: information communicated to a student related to the defined criteria of what a student needs to know, what they need to show, and what they need to be able to do.

professional judgement: judgement that is informed by professional knowledge, research, experiences, classroom context, and evidence of student learning.

provincial report card: a formal communication tool used by teachers to summarize and communicate information about individual students' achievement related to specific subjects and courses, as well as the Program Planning Process.

reliable assessment: an accurate assessment used to measure student learning that yields the same, consistent results each time it is administered.

valid assessment: an assessment that accurately reflects the expected learning outcomes that it is intended to measure. Inferences, conclusions, and decisions that are made and based on its results are appropriate and meaningful.

3. Administrative Procedures

- 3.1 Teachers will work to ensure that the processes they put in place for setting due dates and negotiating extensions are consistent, equitable, and clearly communicated to all students.
- 3.2 Teachers will clearly communicate any process or procedure that students should follow when requesting an extension on an evaluation or assessment.
- 3.3 Teachers will ensure that the process for extensions is flexible enough to be responsive to the unique circumstances of the student.
- 3.4 Teachers should consider student input in both the process of setting due dates and requesting and negotiating extensions.
- 3.5 Teachers will work with students to build the skills needed to meet due dates and complete work on time. This work will be reflective of and appropriate for the age, grade level, and development of their students, and progressively build in more responsibility for students as they mature and advance.
- 3.6 Teachers will follow the process outlined in the *Process for Classroom Assessment Due Date and Extensions* flow chart below when assigning a mark to a late or missing assessment.
- 3.7 Teachers will ensure that the classroom assessment due date and extensions process is clearly communicated to students and parents through the teacher communication plan.
- 3.8 Teachers will provide a teacher communication plan to students and parents at the beginning of each school year or semester.

4. Authority/Reference

Province of Nova Scotia. 2021. *Student Assessment Policy*. Halifax, Nova Scotia: Province of Nova Scotia.

5. Monitoring

These procedures will be monitored and updated to align with the *Student Assessment Policy*.

Process for Classroom Assessment Due Dates and Extensions

Teachers review student progress and achievement on an ongoing basis throughout the term/semester. If teachers notice a pattern of late or missing assessments, they will communicate with the student and parent(s) to discuss concerns and identify supports that may be required. Teachers may decide that they need to seek the advice of the Teaching Support Team.

