River East Transcona School Division Assessment Protocol

River East Transcona School Division recognizes that assessment promotes student, parent, teacher and system learning. Through the use of validated assessment practices and procedures, teachers will enhance and promote learning, growth and development for all students in an inclusive educational environment.

Assessment for Learning (Formative) is the process of seeking and interpreting evidence for use by learners and their teachers. Formative assessment communicates growth and progress to students and teachers. It helps students monitor their learning over time and assists in the identification of student needs and interventions. This process informs classroom instruction and occurs constantly during the learning process.

Assessment of Learning (Summative) is the summarized information collected about learning. It allows opportunities for communication and reporting to the parent/guardian community. This process enables teachers to monitor student performance.

Assessment is outcome-based

- Students are assessed on their evidence of meeting the learning outcomes which are consistent with provincial and divisional targets and criteria.

Assessment is balanced, multi-faceted, equitable and fair

- Assessment is differentiated and includes a variety of methods to support students in reaching the learning outcomes.
- Assessment provides students with sufficient opportunity to demonstrate knowledge, skills, attitudes or behaviors.

Academic Responsibility
The River East Transcona School Division believes that students, in collaboration with parents/guardians and teachers are responsible for providing evidence of their learning within established reasonable timelines. These timelines should not extend beyond the close of instruction in a semester.

Teachers will establish and clearly communicate expectations and timelines regarding assessment tasks for students who have not completed work or who have submitted work late.

Teachers may support students with the following strategies:
- Conference with student
- Develop a work completion agreement with student
- Provide appropriate supports
- Require student to complete the missing work (or an alternate assessment task) within a supervised setting
- Provide differentiated or adapted assessment tasks to accommodate learning needs

If the student has not taken advantage of the above opportunities provided by the teacher, the teacher may deduct marks to a maximum of 5% deduction per assessment task.

Tasks not handed in by the end of a reporting period will be coded "NHI" (not handed in). This code scores as zero but may be replaced as students successfully arrange an alternate way of demonstrating their ability to meet the learning outcomes within a defined timeline.

Tasks handed in that show no evidence of meeting the learning outcomes will be coded as zero.

Academic Honesty

Students will understand that the tests/exams they complete and the assignments they submit as evidence of learning must be wholly their own work.

Plagiarism, copying, cheating, not citing sources, and lying are not acceptable. Teachers, Department Heads and School Administration will respond appropriately to incidents of academic dishonesty.

The following progressive steps may be considered in response to academic dishonesty:
- Conference with the student
- Contact parents
- Request student to redo the work or alternate assessment task honestly
- Enforce other disciplinary measures
- Deduct marks. Teachers in collaboration with Department Heads will determine which outcomes have been legitimately met but enter a grade of zero for those outcomes that have been compromised.
- Document the incident in the student's file

Whatever the response, students should be expected to complete the work in an honest way.

Communication of Assessment Protocol

- Teachers will provide course and grading outlines at the start of their programs in the opening course syllabus.