

Late and Missed Assignments Grades 7 to 12

“In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.” (*Growing Success*, p. 44)

1. Setting Collaborative Timeframes

Teachers of Grades 7 to 12 will collaborate with students to establish timeframes for the submission expectations (for reporting purposes) and clearly communicate those timeframes to students and, where appropriate, to parents/guardians.

2. Late Assignments

2.1 If a student does not complete an assessment of learning within the timeframe, the teacher will record a blank in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an individual basis.

2.2 In many cases, it will be appropriate to set a new deadline without penalty. A number of strategies may also be used to help prevent and/or address late assignments. These include, but are not limited to, the strategies outlined below (list adapted from *Growing Success*, p. 43).

- ask the student to clarify the reason for not completing the assignment;
- help students develop better time-management skills;
- collaborate with other staff to prepare a part or full-year calendar of major assignment dates for every class;
- plan for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintain ongoing communication with students and/or parents about timelines and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, refer the student to the Student Success team or teacher;
- take into consideration legitimate reasons for missed timelines;
- set up a student contract;
- use counselling or peer tutoring to try to deal positively with problems;
- hold teacher-student conferences;
- review the need for extra support for English language learners;
- review whether students require special education services;
- require the student to work with a school team to complete the assignment;
- for First Nation, Métis and Inuit students, involve educational liaison and members of the extended family;

- understand and take into account the cultures, histories, and contexts of First Nation, Métis and Inuit students and parents, and their previous experiences with the school system;
- provide alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so; and
- deduct marks for late assignments.

2.3 Before a student can be penalized for submitting a late assignment:

- the student must be given the opportunity explain the circumstances resulting in the late submission; and
- students and parents must have been informed of the consequences in advance.

2.4 Wherein the teacher's professional judgment it is appropriate to do so, the decision to change a deadline and/or deduct marks will be based on:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents; and
- the individual circumstances of the student.

2.5 To ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement, the penalty for late submission of work should not exceed either one full level or ten percent of the grade for the assignment.

3. Incomplete Assignments/Evaluation Tasks

- 3.1 The teacher will inform the parents/guardians and the school administration of the student's failure to submit assignments.
- 3.2 Up to Grade 10, if the student does not complete the assignment, the grade of blank can result in the code "I" on a student's report card including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark (*Growing Success*, p. 42).
- 3.3 "I" may not be used in Grades 11 and 12 (*Growing Success*, p. 41). In Grades 11 and 12, if the student does not complete the assignment, the grade of blank can change to 0 in the mark record. The decision to change the grade from blank to 0 will be based on the individual circumstances of the student.
- 3.4 Schools are encouraged to offer opportunities for students to complete work beyond the timelines to accommodate for changes in circumstances that may have hindered a student's chances for success.

4. Impact of Mark Penalty or Mark of Zero on Final Grades

- 4.1 Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of zero must not result in a final mark that misrepresents the student's actual achievement.
- 4.2 The teacher must consider each student's level of performance on the overall expectations addressed in the course.
- 4.3 Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Teachers are encouraged to provide opportunities for students to complete alternate assignments or tests/exams where, in the teacher's professional judgment, it is reasonable to do so. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.
- 4.4 In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.
- 4.5 If a teacher determines significant gaps in the achievement of overall expectations (as a result of missed assignments), a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures to identify students whose credits are in jeopardy.