

<b>Assessment and Evaluation: Late and Missed Assignments</b>	
<b>Adopted:</b> June 21, 2011	<b>Last Reviewed/Revised:</b> January 6, 2025
<b>Next Scheduled Review:</b> 2027-2028	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-46 Assessment and Evaluation</a> <a href="#">VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism</a> <a href="#">VI-29 Supervised Alternative Learning</a> <a href="#">VI-43 Home Instruction</a> <a href="#">II-05 Reporting Student Achievement To Parents Guardians</a> <a href="#">II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students</a> <a href="#">VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students</a> <a href="#">II-45 Equity and Inclusive Education</a>	

## Purpose

To develop in students the ability to use constructive self-reflection and other cognitive processes to evaluate themselves and their world using the Gospel message as a benchmark.

## Application and Scope

This procedure applies to all Halton Catholic District School Board (HCDSB) learning environments.

## References

[Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Learning For All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

## Definitions

**HCDSB Learning Environments** include all schools and Alternative Specialized Programs [e.g. International Baccalaureate (IB) and Advanced Placement (AP)], adult education, continuing education (con-ed), alternative education, home instruction, e-learning, Supervised Alternative Learning (SAL), Prior Learning Assessment and Recognition (PLAR) For Day School Students. Courses offered

through other school boards, or Independent Learning Centre (ILC), may be subject to alternate policies and procedures.

## Principles

HCDSB is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

HCDSB is committed to enabling every student to reach their potential and succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

HCDSB believes that assessment and evaluation consistent with the Catholic philosophy of education will help students to recognize and develop their God-given talents and to apply them to noble pursuits.

## Requirements

### Roles and Responsibilities

HCDSB expects that every school will implement strategies to ensure students submit evidence of their learning within appropriate and well-communicated timelines. Ultimately, it is a shared responsibility among parents/guardians, students and staff to ensure students provide evidence of their learning.

- Submitting assignments in a timely manner in accordance with teacher expectations also helps students to fulfill the Ontario Catholic Graduate Expectations by demonstrating that they are:
  - self-directed, responsible, lifelong learners
  - collaborative contributors
  - responsible citizens
- Timelines for submission of assignments are established to encourage students to manage their time effectively and take responsibility for completion of assigned work. Deadlines are also used to allow teachers to effectively deliver curriculum and manage the assessment of the assignments. The ability to meet deadlines is highly valued as both an employability skill and a general life skill. Therefore, teaching students to respect timelines is extremely important.
- Teachers must not lose sight of the primary purpose of assessment, which is to improve student learning and to indicate the level of achievement it demonstrates, not to reward or punish unrelated behaviours. A student who hands in work late does demonstrate poor

learning skills; however, the late submission by itself is not related to the student's demonstration of learning based on the curriculum expectations.

- The teacher's goal is to modify the unsatisfactory behaviour of late assignment submission which may involve a variety of strategies and considerations. If a mark penalty is imposed as one of these strategies, it should not alter the mark to the extent that it distorts the level of achievement that the work actually demonstrates.
- When a grade must be determined for reporting purposes, teachers decide if sufficient evidence has been submitted to make a professional judgement and determine a grade. In a secondary school, a pattern of incomplete work jeopardizes the granting of a credit if the teacher decides a student has not demonstrated mastery of critical course expectations as they are outlined to students/parents at the beginning of the course.
- Teachers must judge student achievement based on evidence provided by the students. Circumstances in students' lives may arise that interfere with their ability to complete some tasks. Late or missed assignments can be due to faulty judgement of completion times when students are involved in a large volume of work. Teachers should recognize these situations and always make considerations that are in the best interest of the student.

### Responsibilities

- Schools have the responsibility to:
  - ensure that assessment and evaluation support growth and learning with the belief that each and every student can achieve and be successful given the appropriate time and support;
  - implement practices aligned with the Ontario Catholic Graduate Expectations and our mission and vision as a Catholic school board;
  - implement practices aligned with the Fundamental Principles enumerated in the Ministry of Education's *Growing Success* policy;
  - ensure that reported grades accurately reflect student achievement of the overall curriculum expectations of the subject or course;
  - ensure that mark deduction will not result in a report card letter grade or percentage mark that misrepresents the student's actual achievement of the curriculum overall expectations;
  - promote academic honesty;
  - ensure that students are responsible for providing evidence of their learning within established timelines;
  - ensure there are appropriate consequences for not completing work, and submitting work late;
  - ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number,

- frequency and severity of policy violations; and the individual circumstances of all students;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
  - ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of all students;
  - ensure that students with special education needs are provided with accommodated, modified or alternate program as outlined in the Individual Education Plan;
  - ensure that English language learners (ELL) students are provided with accommodated, modified or alternate program, as required;
  - ensure that students with medical conditions are provided with accommodated, modified or alternate program, as required.

**Students have the responsibility to:**

- provide evidence of their learning within the established timelines.

**1. Prevention of Late and Missed Assignments**

**School Administrators should understand that:**

- they have a responsibility to ensure that late procedures are written in the context of a general school procedure on Assessment and Evaluation which are compliant with Ministry of Education and HCDSB policies and procedures.

**Students should understand that:**

- all assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher;
- teachers have an obligation to evaluate work in a timely fashion. To do this, teachers need multiple sources of evidence upon which to base their judgments for evaluation. Choosing not to complete or submit work jeopardizes whether a teacher can make a valid and reliable judgment about the student's achievement;
- deadlines are established and some cannot be adjusted because of professional responsibilities and timelines, (i.e., the teacher needs to submit grades for reporting by a given date and cannot reasonably be expected to score a large amount of students' late work the night before). Therefore, lateness may result in no mark. In some cases, lateness may require students to demonstrate knowledge and skills within alternate settings;
- good time management is important to successful achievement;
- they have a responsibility to work in conjunction with their teacher regarding extenuating circumstances;
- assistance is available to them when they are not confident about concepts or skills;

- it is unacceptable to hand in work late unless the teacher has agreed to an alternative date;
- a record of lateness will be kept and reported as part of the Student's Learning Skills and this will become part of the student's permanent record.

**Teachers should understand that:**

- the due date of an Assessment/Evaluation activity is set at the discretion of the teacher in consultation, where appropriate, with the students. Teachers should ensure that the timeline is fair and allows for a process for students to demonstrate/improve their learning;
- they have an obligation to discuss fully with students, late and missed assignment procedures;
- clear guidelines must be provided to students to help them pace their work assignments appropriately;
- they must work with students to create a culture of responsibility and redemption, where students assume increased responsibility and management of their school assignments;
- the return of a student assessment and evaluation needs to be timely in order to provide the students with feedback to promote growth and learning;
- there may be consequences for a late or missed assignment; however, as per *Growing Success*, mark deductions will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

**Parents/Guardians should understand that:**

- open communication between parents/guardians, teachers and students is a key factor in developing a culture of responsibility for assessment and evaluation;
- the due date of an assessment or evaluation activity is set at the discretion of the teacher;
- it is unacceptable to hand in work late, unless, in consultation with the teacher, an alternate date has been set;
- clear guidelines are provided to students to help them pace their work assignments appropriately;
- where age appropriate, students must assume responsibility for communicating with the teacher in regard to timelines and submissions;
- student assessment and evaluation activities will be returned in a timely fashion in order to provide the student with feedback to promote growth and learning;
- there may be consequences for late or missed assignments; however, as per *Growing Success*, mark deductions will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement;
- assistance is available to students when they are not confident about concepts or skills;
- deadlines are established and some cannot be adjusted because of professional responsibilities and timelines because of professional responsibilities and timelines;

- a record of lateness will be kept and reported as part of the student's learning skills and that this will become part of the student's permanent record.

**Schools will:**

- communicate to students and parents/guardians through course outlines, agenda books, and links to board website, the possible responses and consequences for late and missed assignments and final evaluations.

**Teachers will:**

- establish and communicate due dates for the submission of assignments for evaluation, preferably in collaboration with students;
- collaborate to coordinate major evaluation dates to provide a reasonable work load for students;
- clearly communicate due dates to students;
- for grades 9 to 12 clearly communicate the requirements of the evaluations to students and the possible consequences for missing these evaluations;
- support student development of learning skills and work habits required to meet due dates to provide evidence of their learning;
- monitor, conference with and provide ongoing feedback to students on assignments for evaluation completed outside of class time;
- ensure that all tasks to be used for evaluation of learning (i.e., assignments, tests, exams, etc.) are completed, whenever possible, under the supervision of a teacher;
- appropriately implement a student's Individual Education Plan.

**2. Response to Late and Missed Assignments****a) In the event of late or missing work prior to the final 30% for grades 9 through 12:****Teachers will:**

- ask the student to clarify the reason for not completing the assignment;
- take into consideration extenuating circumstances for missed deadlines;
- help students to develop better time-management skills;
- collaborate with other staff to prepare a part-or full-year calendar of major assignment dates;
- 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;
- conference with the student to ensure the completion of late or missed assignments;
- review the need for extra support for English language learners;
- review whether students require special education services;

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- set up a student contract (oral or written) which includes an appropriate closure date for submission of the missing evidence of learning;
- ensure students and parents/guardians are kept informed of incomplete, late, and non-submitted assignments that are having a significant impact on a student's reported grade;
- work with students to help them remediate the learning skills and work habits required to meet due dates and provide evidence of their learning;
- provide alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- in the event of a lack of evidence of student achievement that is having a significant impact on a student's success, refer the student to the Student Success Team/teacher or School Resource Team to collaboratively problem solve and create a plan of action;
- be aware that deducting marks for late assignments should be addressed in the Learning Skills section of the provincial report card.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*