



The Red River Valley School Division Board of Trustees believes grading and reporting must provide information about student learning to students and parents in plain language so they can readily understand and use it.

The primary purpose of assessment and evaluation is to improve student learning. The Board expects that teachers will adopt grading practices that are meaningful, consistent, accurate and supportive of learning.

1. All schools will have a minimum number of reporting periods per year as per the standard set by the Department of Education.
2. The assessment of learning is the responsibility of the student's teacher(s). Based on the best evidence available, teachers will use their professional judgement to determine the student's grades.
3. Evidence of learning will be collected from 3 general sources of assessment; observations, products and conversations. Varied methods will be used to gather accurate evidence about student learning in each of the three general sources when giving a grade.
4. Schools will establish and clearly communicate to students and parents/legal guardians their expectations with respect to submitting assignments, grading practices, and academic dishonesty.
5. Schools will establish and clearly communicate a process for resolving conflicts related to a student's progress, achievement, and retention/promotion.
6. Promotion decisions rest with the principal.

1. All schools will have a minimum number of reporting periods per year as per the standard set by the Department of Education.

- 1.1 Report cards will include the principal's signature.
- 1.2 Elementary report cards will report on attendance. High School report cards will include attendance and/or unexcused absences.

2. The assessment of learning is the responsibility of the student's teacher(s). Based on the best evidence available, teachers will use their professional judgement to determine the student's grades.

- 2.1 Principals will ensure that all teachers have a common understanding about the process for determining the final grade. Principals are expected to exercise their leadership and work collaboratively with teachers to ensure the use of common and equitable grading practices that follow provincial and divisional guidelines.

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- 2.2 Attitude, behavior, punctuality, effort, attendance and work habits will be reported separately. Student's behaviours will not be reported as part of the student's overall grade in a given subject.
 - 2.3 The act of collaborating and learning with others is important; however, grades will be based on individual achievement and not group achievement.
 - 2.4 Teachers will consider that some evidence carries greater weight than other evidence. Some tasks are richer and reveal more about students' skill and knowledge than others.
 - 2.5 Teachers are encouraged to use median (middle value) or mode (most frequently occurring number) instead of mean (average value), to determine the most accurate reflection of student achievement.
 - 2.6 Teachers may assign a failing mark or a grade of "IN" (incomplete) if a student does not submit the necessary evidence of learning to be granted a credit in a course. If an "IN" is assigned, a plan will be put in place at the school level to assist the student to submit the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.
- 3. Evidence of learning will be collected from 3 general sources of assessment; observations, products, and conversations. Varied methods will be used to gather accurate evidence about student learning in each of the three general sources when giving a grade. (IKA – Assessment)**
- 3.1 Evidence of learning will be linked to curricular goals and outcomes as determined by the Department of Education.
- 4. Schools will establish and clearly communicate to students and parents their expectations with respect to submitting assignments, grading practices and academic honesty.**
- 4.1 The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As they move through the grades, students will develop and consolidate their learning skills and will be expected to fulfill age appropriate responsibilities and commitments within the learning environment. Students know that they are expected to take responsibility for and manage their own behavior.
 - 4.2 Through various means such as the student handbook, school newsletters, course outline, website and class wikis, schools will communicate to students and parents/legal guardians the following (as appropriate):
 - General grading practices;
 - The importance of submitting assignments;
 - Consequences for late or missing assignments and

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- Consequences for academic dishonesty.
- 4.3 Teachers will set reasonable timelines for assignments (preferably in collaboration with students) and clearly communicate these timelines for assignments. Timelines set should provide adequate time for students to complete the work while being mindful of their other demands and of student strengths and challenges. Teachers will support students in meeting these timelines.

Students will complete and submit class work, homework, and assignments according to the agreed upon timelines.

Teachers will use their professional judgement to establish reasonable but firm expectations regarding timelines using a variety of strategies such as:

- Soliciting and considering student input and collaborating with other staff to coordinate the timing of major assignments.
 - Sharing assignment timelines and reminding through a variety of means such as class web page, e-mail, course outline.
 - Anticipating which students may require additional supports to complete assigned tasks and monitoring those students closely.
 - Choosing, when appropriate, to extend time for completing assignments especially for students who communicate with the teacher in advance of the due date.
 - Contacting parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.
 - Provide additional supports for EAL students.
- 4.4 Teachers will establish, communicate, and apply consequences for not completing assignments or submitting assignments late. If after establishing and clearly communicating timelines for assignments, and using a variety of strategies, including those listed in 4.2, student's work is still late or missing, teachers may apply the following strategies based on their professional judgement:
- Communicate and confer with the student and/or parent(s)/legal guardian(s) about the reasons for not completing the assignment and consider the legitimacy of reasons.
 - Develop an agreement with the student to complete the work.
 - Require the student to complete missing work during school time, lunch time, or after school within a supervised setting.
 - Provide appropriate support to students in the form of counseling to address issues and barriers that may be preventing the student from completing assigned work.
 - Provide additional supports for EAL students.

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- Deduct marks for late or missing assignments. Teachers will ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
- 4.5 High schools will establish their rules and regulations regarding absences, exemptions and percentage exams or standards test for final mark.
- 4.6 Throughout a child's schooling, teachers will strive to help students develop a sense of ownership and commitment to their learning. Teachers will ensure that students understand the importance of academic honesty. Teachers will apply strategies to deal with academic dishonesty such as,
- Contacting parents/legal guardians
 - Documenting the incident in the student's file.
 - Reporting this behaviour on the report card.
 - Enforcing loss of privileges for the student at the school.
 - Enforcing other disciplinary measures such as detention.
 - Have the student redo the work honestly.
 - Deduct marks for academic dishonesty.

Teachers will consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation.

5. Schools will clearly communicate a process for resolving conflicts related to a student's progress, achievement, and retention/promotion.

- 5.1 A student (or parent) who disagrees with an assessment of the student's work, may, within five school days, appeal the result according to the following procedure:
- a. The student, parent or legal guardian must verbally request a re-evaluation from the subject teacher.
 - b. The teacher will re-evaluate and communicate the results. It is understood that the mark may be raised, lowered or remain the same.
- 5.2 A student, parent or legal guardian who disagrees with a final grade may, within five days of the grade being issued, request a re-calculation of the grade according to the following procedure:
- a. The student, parent or legal guardian must submit a request for mark re-calculation in writing to the principal of the school.
 - b. The principal will conduct a mark re-calculation. The mark allocated, as a result of this re-calculation, will be considered the final mark for that course, whether the mark is raised, lowered or remains the same.

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NOTE: In order to properly review a final grade, the teacher shall make course outlines available to the principal with assessment items, weighting and a record of grades as requested.

6. Promotion decisions rest with the principal.

- 6.1 In kindergarten to grade 8, promotion decisions rest with the principal who consults with teachers, parents, and other specialists as appropriate. See policy IKE – Student Placement.
- 6.2 In grades 9 to 12, the final decision on whether or not to grant credits rests with the principal, who consults with the teachers, parents, and other specialists as appropriate. Granting of credits and diplomas must be based on clear evidence of achievement of learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.

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