

# MCIS Assessment & Evaluation Policy

## Grade 1 - 9

### Grading Policy

1. Grading procedures shall be related directly to Alberta Education learning outcomes.
2. Performance standards will be identified and described in both student and teacher language using a limited number of levels of proficiency. Criterion-referenced outcomes shall be used to distribute grades and marks.
3. Individual achievement of stated learning outcomes/targets shall be the only basis for academic grades.
4. Effort, participation, attitude, and other behaviours shall not be included in academic grades but shall be reported separately unless they are specifically stated in the learning outcome.
5. Late submission of assessment evidence shall be handled as follows:
  - a. Teachers may set due dates and deadlines for all marked assessment evidence that will be part of a student's grade.
  - b. There shall be no academic penalties for late submission of assessment evidence.
  - c. Late submission of assessment evidence may lead to parent contact and will be noted for inclusion in the report card in the Student Behaviours section.
  - d. Late submission of assessment evidence may lead to an invitation or the requirement to attend a support session during the school day, before school, at lunchtime, or after school hours.
6. Absences shall be handled as follows:
  - a. Students shall not be penalized through academic grades for absences.
  - b. Absent students shall be given makeup opportunities for all missed summative assessments (marked assessment evidence that will be part of academic grades) without penalty, provided they have an ADEK approved authorized absence.
7. Extra credit and bonus points/questions will not be used.
8. Academic dishonesty will be dealt with:

- a. As set out in the **MWIS Managing Student Behaviour Policy**
  - b. In the first instance of academic dishonesty, students will be required to resubmit any assessment identified as academically dishonest, certifying that it is completed honestly
9. No group scores will be included in grades unless collaboration is specifically stated in the learning outcome being addressed.
10. Teachers shall provide descriptive feedback orally and in writing on formative assessment, primarily without scores.
11. Formal assessments used in the formative assessment process shall not be included directly in grades.
12. Teachers shall provide students with a written overview of the assessment in clear, easily understandable language, indicating how each summative assessment throughout the unit will be evaluated before each such assessment is administered.
13. Marks/scores from summative assessments shall be used primarily to determine academic grades.
14. Where repetitive measures are made of the same or similar knowledge, skills, or behaviours, the more recent mark or marks shall replace the previous marks for grade determination.
15. Second chance (or more) assessment opportunities shall be made available to students; students shall receive the highest mark, not an average mark, for any such multiple opportunities.
16. Grading is an exercise in professional judgment in which the educator seeks to ensure that the grade each student receives is an accurate representation of his or her performance and is based on tangible evidence and data.
17. Consideration shall be given to the use of statistical measures other than the mean for grade determination. For example, the median, mode, highest, or more recent grade.
18. Teachers shall use quality assessment instruments. Each assessment must meet standards of quality. It must arise from a clearly articulated set of achievement expectations, serve an instructionally relevant purpose, rely on a proper method, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment. All assessments must be reviewed and adjusted as needed to meet these standards.
19. Teachers shall properly and formally record evidence of student achievement on an ongoing basis.

20. Teachers shall discuss the assessment with students, in an age-appropriate manner, at the beginning of instruction. Where feasible, students shall be involved with decisions about methods of assessment and scoring scales.
21. Teachers shall provide to students and parents a written overview of assessment, including grading, in clear, easily understandable language during the first week of classes in each course or grade.
22. Teachers shall inform students about grading criteria and methods used for determining grades.
  - a. At the beginning of the lesson or unit, the teacher explains the grading criteria to the students
    - i. The criteria are specific and related to the learning outcome/target
    - ii. When possible, students are provided with a copy of the criteria
  - b. The teacher must explain the assessment method that will be used to determine the student's grade (essay question, open response, performance, etc)
23. Teachers will provide students with opportunities for self-assessment, reflection, and goal setting and will transition from Parent/Teacher Conferences to Student-Led Conferences.
24. Teachers use predetermined and consistent grading procedures in the same courses and across grade levels.
  - a. Teachers of the same course and/or grade level meet at least monthly and compare assessment and student results on a regular basis.
    - i. They have a common understanding of what mastery of their course standards looks like based on the learning outcomes.
    - ii. They share exemplars, anchors, assessments, and scoring tools as appropriate to increase their understanding of what quality student assessment evidence should reflect.

## **Academic Dishonesty**

MWIS students' primary responsibilities are to learn and achieve to the best of their abilities. In order to meet the needs of each student and assess progress, teachers expect that assignments and assessment evidence represent a true picture of that student's own performance. Administrators, faculty, students, and parents are all important contributors to upholding academic integrity in our school community. These practices will provide a consistent framework to guide the learning process for staff and students.

## Plagiarism

“Plagiarism” comes from the Greek root word “kidnapping” and is the theft of someone else’s ideas, words, or other without clearly acknowledging the creator and using that material as one’s own. Plagiarism includes an exact copying or rewording of another’s work, paraphrasing, partial quotation, or summarization of another’s work without properly acknowledging the creator of the original work. Plagiarism includes copying any of the following without limitation: tests, homework, research, speeches, presentations, programs, class assignments, lab reports, graphs, charts, essays, compositions, term papers, or any other assessment evidence.

Plagiarism is a form of intellectual and academic dishonesty that can be done intentionally or unintentionally. Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own. Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices.

Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit; **both are a behaviour concern.**

## Cheating

Cheating is the deliberate or attempted use of unauthorized materials, information, technology, and study aids, as well as giving or receiving improper assistance. The student is responsible for consulting the teacher regarding whether group work/support from others is permissible on assignments, projects, tests, or other academic exercises.

Representing or attempting to represent oneself as another or attempting to have oneself represented by another in an academic endeavour constitutes cheating. Forging signatures and/or falsifying or altering grade-related documents, programs, or other information is considered cheating.

## Collusion

Collusion occurs when students knowingly allow their work to be copied and handed in for assessment as someone else’s and will result in the same punishment as for those students submitting the copied work. Collusion also happens when more than one student contributes to a piece of work that is submitted as the work of an individual. Individual assessment work should be entirely the work of the student submitting that work. Working together with other students on a piece of work that will be submitted for individual

assessment is not permitted and can result in an accusation of academic misconduct for all the students involved.

**School staff responsibilities are to do the following:**

1. Use the Academic Integrity Practices to set classroom expectations.
2. Lead a discussion within the first week of each course identifying expectations with regard to academic honesty and include this information in the course outline.
3. Continue to educate students and offer guidance regarding acceptable and unacceptable behaviour in areas that shall include but are not limited to test-taking, researching, writing, and using text and internet resources.
4. Promote circumstances in the classroom that reinforce academic honour and promote self-expression.
5. Enforce the Academic Integrity Practices in a fair and consistent manner.
6. Use and continually revise forms of assessment that require active and creative thought and that promote learning opportunities for students.
7. Evaluate the effectiveness of efforts and make necessary changes to promote academic integrity.

**Consequences of Academic Dishonesty**

**First Incident**

1. The classroom/subject teacher will notify the student and contact the parent.
2. The classroom/subject teacher will notify the Homeroom Teacher, Coordinator, Social Worker, and Administrator.
3. The classroom/subject teacher, Coordinator/Social Worker will arrange a meeting with the student and the student's parents and notify the Administration of the outcome of the meeting.
4. The Coordinator will record the incident in the school data system and issue a Warning Letter to be signed by the student and parents.
5. The School Behaviour Team will review the student's eligibility for academic awards and student privileges.
6. The student will honestly complete the assignment/assessment OR an alternate assignment/assessment, as assigned by the classroom/subject teacher at a time arranged by the classroom/subject teacher.
7. The student will be issued a behaviour consequence as outlined in the **MWIS Management of Student Behaviour Policy**.

**Second Incident**

1. Steps 1 through 7 from the first incident will be followed.
2. The student will be issued a behaviour consequence as outlined in the **MWIS Management of Student Behaviour Policy**.
3. The student will not be eligible for school-based scholarships.
4. The offenses will be reported to the Student Services Coordinator & Athletic Director and eligibility for both will be reviewed by the School Behaviour Team.
5. Administration will notify the student and parent in an official Warning Letter that any further infraction in any class will result in loss of graduation/end of year privileges.

### **Third Incident**

1. Steps 1 through 4 from the second incident will be followed.
2. The student will be issued a behaviour consequence as outlined in the **MWIS Management of Student Behaviour Policy**.
3. The school will seek failure of the course, school transfer, expulsion or similar corrective action.

## **Types of Assessments**

Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the the instructional program at Maplewood International School.

There are 2 types of assessments that teachers at MWIS use to gather information: Internal and External Assessments

### **Internal Assessments**

Assessment of our student's academic progress takes many forms depending on the subject, the teacher, the grade level, and the individual. However, internal assessments will normally be either **formative** or **summative**.

#### **A. Formative**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help teachers recognize where students are struggling and address problems immediately

- will not normally contribute to a students' termly report grade
- can take a wide variety of forms: quizzes, teacher observation, student work, copybooks, workbooks, questioning, discussion, exit slips, peer/self-assessment, whiteboards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.
- Can be skills-based

### B. Summative

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- take the form of a written test /exam or project with a clear rubric
- be taken under controlled conditions
- be graded by the teacher
- be linked to the curriculum objectives
- contribute to a students' termly report grade

### External Assessments

External Assessments against international benchmarks are used to compare the attainment of MWIS students to other students globally.

The following tables illustrate in detail both internal and external assessments at MWIS.

Internal Assessments	Purpose	Targeted Grades
Diagnostic Assessment	<ul style="list-style-type: none"> <li>● Typically given at the beginning of the course or the beginning of the unit/topic, is known as <b>diagnostic assessment</b>.</li> <li>● This assessment is used to collect data on what students <i>already know</i> about the topic.</li> <li>● Diagnostic assessments assess a learner's current knowledge base or current views on a topic/issue to be studied in the course.</li> <li>● The goal is to get a snapshot of where students currently stand - intellectually, emotionally or ideologically - allowing the instructor to make</li> </ul>	KG1 - Grade 12

	<p>sound instructional choices as to how to teach the new course content and what teaching approach to use.</p> <ul style="list-style-type: none"> <li>• Diagnostic assessment data is often used pre- and post-instruction, where students are given identical pre- and post-tests before and after the unit.</li> </ul>	
<p>Formative Assessment</p>	<ul style="list-style-type: none"> <li>• Formative assessment is sometimes called <b><i>assessment for learning</i></b> since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on.</li> <li>• Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting.</li> <li>• Exit cards, quizzes, mini-conferences and reflection journals are a few examples used often by teachers.</li> <li>• Especially in Primary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis.</li> <li>• Formative assessments reflect student growth and progress and are not included when reporting student grades.</li> </ul>	<p>KG1 - Grade 12</p>
<p>Summative Assessment</p>	<ul style="list-style-type: none"> <li>• Summative assessment is sometimes called <b><i>assessment of learning</i></b> or <b><i>evaluation</i></b>.</li> <li>• It should reflect the performance or achievement of students related to the outcomes and learning targets addressed during the unit of study.</li> <li>• Students are given multiple opportunities to show their understanding throughout a unit of study.</li> <li>• Though summative assessments may be used formatively if teachers see a need for reteaching, they are mainly used at the end of</li> </ul>	<p>KG1 - Grade 12</p>

	<p>units of study.</p> <ul style="list-style-type: none"> <li>• Quizzes, tests, projects, essays, performances and visual displays are just a few examples of summative assessments.</li> <li>• Summative assessment results are included when reporting student grades.</li> </ul>	
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External Assessments	Purpose	Targeted Grades
NWEA MAP Testing	<p><b>NWEA Measures of Academic Progress (MAP)</b> test measures what students know and informs what they're ready to learn next in Reading, Language, Mathematics, and Science.</p>	Grades 3 - 11
Student Learning Assessments (SLAs)	<p><b>Student Learning Assessments (SLAs)</b> are digital tests administered at the beginning of the school year in Grade 3. They assess outcomes related to literacy and numeracy in English Language Arts and Mathematics in Alberta's current Grade 2 provincial programs of study.</p> <p>SLAs contain 4 components:</p> <ol style="list-style-type: none"> <li>1. Literacy – Digital questions</li> <li>2. Literacy – Performance task</li> <li>3. Numeracy – Digital questions</li> <li>4. Numeracy – Performance task</li> </ol> <p>The purposes of the SLAs are to:</p> <ul style="list-style-type: none"> <li>• improve student learning</li> <li>• help parents and teachers identify student strengths and areas for growth</li> </ul>	Grade 3
Provincial Achievement Tests (PATs)	<p><b>Provincial Achievement Tests (PATs)</b> are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location.</p> <p>PATs help:</p> <ul style="list-style-type: none"> <li>• determine if students are learning what</li> </ul>	Grade 6 & Grade 9

	<p>they are expected to learn</p> <ul style="list-style-type: none"> <li>● report to Albertans how well students have achieved provincial standards at given points in their schooling</li> <li>● assist schools, authorities and the province in monitoring and improving student learning</li> </ul> <p>The tests occur in January, May and June for English Language Arts, Mathematics, Science and Social Studies.</p>	
Diploma Examinations	<p>The Grade 12 Diploma Examinations Program has 3 main purposes:</p> <ul style="list-style-type: none"> <li>● to certify the level of individual student achievement in selected Grade 12 courses</li> <li>● to ensure that province-wide standards of achievement are maintained</li> <li>● to report individual and group results</li> </ul> <p>Diplomas Examinations are mandatory in English Language Arts and Social Studies in order to reach graduation requirements. Students who study Mathematics 30-1 &amp; 30-2, Chemistry 30, Physics 30, and Biology 30 will also be required to write a Diploma Examination in each subject.</p>	Grade 12
PISA	<p><b>Program for International Student Assessment (PISA)</b> is a school-level assessment, designated for grade 10 students. It is a two-hour, paper-based test, consisting of Mathematics, Science, and Reading questions. This exam only happens in specified years.</p>	Grade 10
TIMSS	<p><b>Trends in International Mathematics and Science Study 2019 (TIMSS)</b>-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades.</p>	Grade 4 & Grade 8

## MWIS Grading & Reporting Procedures

## Formative Assessment

- All early learning activities require descriptive feedback without scores
- Recorded in student data system as:
  - C - completed
  - NC - not completed
  - NI - needs improvement
  - L - late
- After at least 1 - 2 early learning activities have been completed and descriptive feedback has been provided:
  - students must have the opportunity to complete at least one formative assessment (quiz or similar) assessed using a rubric
  - this rubric must be the same or similar to the one that will be used on the proceeding summative assessment
  - this rubric score is recorded in the student data system but is not necessarily used in determining a final grade
- Rubrics
  - during the formative/learning phase, very specific learning outcomes or targets (deconstructed or clustered) are needed
  - does not require a detailed rubric for each formative activity
  - use general rubrics designed from the MWIS Proficiency Scale
- Peer & Self-Assessment
  - must be explicitly taught, facilitated, and used often
  - at least one opportunity for self-assessment for each learning outcome
  - an essential part of the formative assessment process

## Summative Assessment

- Summative assessment is the main basis for grading and reporting
- Each learning outcome should have a minimum of 3 summative assessment pieces in order to validate the judgement given to the level of proficiency for that learning outcome
- Recorded in student data system as:
  - 4 - Advanced
  - 3 - Proficient
  - 2 - Approaching
  - 1 - Not Yet

- INC - no assessment data
- After at least 1 - 2 early learning activities have been completed, descriptive feedback has been provided, and students have had the opportunity to complete at least one formative assessment (quiz or similar) assessed using a rubric a summative assessment will occur.
- Rubrics
  - during the summative/assessment phase detailed and robust rubrics/scoring guides will be used
  - rubric/scoring guide will be provided and explained to students before the assessment
  - use general rubrics designed from the MWIS Proficiency Scale

## Reassessment Policy

### Why reassess?

The purpose for allowing students to reassess is to expect mastery of the learning outcomes. At MWIS, learning is not optional. All students are expected to continue the learning process until they have reached mastery of each learning outcome. This best supports the student in finding success in the next grade level.

Teachers or students can initiate the reassessment process when a student has achieved a Level 3, 2, 1, or INC on any summative assessment piece. The same learning outcome might be assessed again on an upcoming summative assessment, in which case the teacher would inform the student and the parent that reassessment at this point in time is not necessary.

- Reassessment will be available to students earning a 3, 2, 1 or INC on a specific learning outcomes and who meet the criteria for reassessment established by the school
- Improved achievement will be replaced in the gradebook to show reassessment scores
- Reassessment records must be formally kept and recorded by the teacher outlining:
  - Learning outcome(s) that the student is being reassessed on
  - Reassessment requirement activities completed
  - Date of the reassessment
  - Improved score
- Reassessment is a privilege available to all students who are engaged in the formative learning process.

### What does Engagement “look” like?

- Learner regularly completes homework assignments on time
- Learner actively participates in classroom activities
- Learner asks questions and seeks clarification when necessary
- Learner attends lesson regularly

Reassessment needs to occur within the timeframe established by the teacher.

### Criteria for Reassessment:

- Learner completes all applicable formative assessment learning activities
- Learner completes additional practice from a bank of activities provided by the teacher (if necessary)
- Learner completes **Appendix B: Reassessment Request** (if not requested by teacher)
- Learner creates/follows a plan for reassessment which may include additional formative activities and support sessions
- Learner conferences with the teacher to secure the plan and establish a timeframe for reassessment completion
- Learner uses the teacher’s feedback to make improvements on the original assessment
- Appropriate amount of time has passed to ensure learning has occurred (unless the summative assessment results were at odds with the formative assessment results for that learning outcome, in which case an immediate reassessment might be appropriate)
- Learner must complete the reassessment in the agreed-upon time, most often during Advisory Period or lunch

### Student Assessment & Evaluation Responsibilities

Students are expected to:

- complete all assigned coursework to the best of their ability
- use the feedback provided by their teachers to improve the quality of their work
- ask questions prior to submitting coursework to ensure that they submit their highest standard
- meet all deadlines set by the teacher
- attend all extra support sessions provided to them when necessary

It is unacceptable for a student at Maplewood International School to fail to hand in a piece of assessment evidence. Our job is to find ways to support students to make it possible for them to complete all parts of their learning activities.

If necessary, school administration and parents will be involved with assessment evidence completion problems that escalate out of control.

### **Teacher Responsibilities**

Teachers must ensure that professional judgments about student achievement and performance are based on:

- appropriate programming
- clearly stated curricular or Individualized Educational Plan (IEP) outcomes, criteria and standards
- the use of a variety of assessment strategies
- direct evidence of student work completed
- the student's most consistent level of achievement against a broad range of learner outcomes, with consideration given to the most relevant evidence.

Teachers must provide:

- opportunities for parents/guardians to be engaged as partners in their child's learning
- multiple opportunities and ways for students to demonstrate their learning
- timely and ongoing communication

### **Principal Responsibilities**

Principals must work with their teachers to comply with the following:

- evidence of student achievement has been collected by the teacher
- communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans
- a student has been given multiple opportunities and ways to demonstrate his/her learning
- follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete
- That opportunity for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided

- if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning
- teachers will engage in ongoing, timely communication with parents/guardians/students and the principal regarding missing or incomplete work

### **Parent Responsibilities:**

Parents must cooperate with the school to support their child/children in succeeding academically by:

- Following up on Google Classroom to support students in organizing their study time for summative assessments
- Periodically check our learner management system to track their child's progress
- Reach out to the subject teacher when they see that their child is struggling
- Support their child in completing all assigned coursework and attending all school days
- Meeting with the school when requested to discuss academic concerns
- Respond to teacher emails regarding the child's academic progress

### **DEFINITIONS**

**Achievement** - a student's demonstration of knowledge, skills and attitudes relative to grade-level learner outcomes in the Alberta programs of study or in Individualized Educational Plans (IEPs).

**Assessment** - the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the Alberta programs of study.

**Assessment evidence** - pieces of student work that teachers receive that act as evidence of learning, skills, knowledge, and understanding

**Evaluation** - the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.

**Formative Assessment** - assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as "assessment for learning" which refers to information not used for evaluation.

**Graded Curriculum** - the grade-specific Alberta programs of study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the IEP.

**Growth** - changes in student learning over time, measured against the relevant programs of study and/or IEP.

**Individualized Educational Plan (IEP)** - a concise plan of action designed to address students' special education needs, and is based on diagnostic information which provides the basis for intervention strategies.

**Performance** - how well a student demonstrates grade-level learner outcomes represented by a grade. Grades are represented by proficiency levels Advanced, Proficient, Approaching, Not Yet, and No Assessment Evidence.

**Programs of Study** - provincial documents that define the learning outcomes for all students working on the graded curriculum.

**Reliable** - the extent that assessment results are repeatable; giving similar results in similar situations over time.

**Summative Assessment** - the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as "assessment of learning" which refers to information used for evaluation.

**Valid** - the extent to which an assessment accurately measures what it is intended to measure.



**Appendix A: MWIS Proficiency Scale**

Level	4	3	2	1
Label	Advanced	Proficient	Approaching	Not Yet
Descriptor (Student Language)	<p><b>Wow! My work stands out!</b></p> <p>I have reached the goal and can do this each and every time! I even went beyond what was expected and/or taught in class. My work shows a deep understanding. I can apply my learning to unfamiliar situations.</p>	<p><b>I've Got It!</b></p> <p>Mission accomplished! I have reached the goal and can do this most times. My work shows a good understanding. I can apply my learning to familiar situations.</p>	<p><b>I'm <u>Almost</u> There!</b></p> <p>I am close to reaching the goal, and might have occasionally, but I can't do it most of the time... yet! I am missing some understanding or am not able to apply my learning correctly every time. I need more time/practice/instruction.</p>	<p><b>Oops; Not Yet..</b></p> <p>I have not yet reached the goal and still have a ways to go. I am not demonstrating my learning correctly and I am not making progress toward meeting the goal. I need more time/practice/instruction and need to meet with my teacher as soon as possible.</p>
Descriptor (Teacher Language)	<p><b>Advanced Mastery of the Learning Outcome Beyond Expectations</b></p> <p>The learner:</p> <ul style="list-style-type: none"> <li>has consistently met and demonstrated advanced mastery of the entire learning outcome, surpassing the expectations and can transfer learning to unfamiliar and more complex content and thinking, including deeper conceptual understanding and application</li> </ul>	<p><b>Proficiently &amp; Consistently Meeting The Learning Outcome</b></p> <p>The learner:</p> <ul style="list-style-type: none"> <li>has consistently met and demonstrated a proficient understanding of the entire learning outcome and can transfer learning to familiar situations</li> </ul>	<p><b>Approaching The Learning Outcome But Not Consistently Meeting</b></p> <p>The learner:</p> <ul style="list-style-type: none"> <li>has not yet consistently met and has demonstrated only a limited or partial understanding of the learning outcome but has demonstrated that he/she is most likely on track to become proficient with the outcome by the end of the year/semester</li> </ul>	<p><b>Not Yet Meeting the Learning Outcome</b></p> <p>The learner:</p> <ul style="list-style-type: none"> <li>has not met and not demonstrated an adequate understanding of the learning outcome and has not yet demonstrated the ability to become proficient with the outcome by the end of the year/semester</li> </ul>



## Appendix B: MWIS Reassessment Request

### Why reassess?

The purpose for allowing students to reassess is to expect mastery of the learning outcomes. At MWIS, learning is not optional. All students are expected to continue the learning process until they have reached mastery of each learning outcome. This best supports the student in finding success in the next grade level.

Teachers or students can initiate the reassessment process when a student has achieved a Level 3, 2, 1, or INC on any summative assessment piece. The same learning outcome might be assessed again on an upcoming summative assessment, in which case the teacher would inform the student and the parent that reassessment at this point in time is not necessary.

Reassessment is a right of all students. However, to be granted the opportunity for reassessment, students must fulfill a set of specified expectations, as outlined below.

Students suspected of abusing the reassessment process and/or students who do not regularly engage in their learning will be referred to the School Behaviour Team for appropriate corrective action.

### MWIS Reassessment Request Form

Student Name:		Teacher Name:	
Grade:		Class:	
Summative Assessment Name:			
Original Summative Score:			
Date of Request:			
Learning Outcome(s) to Reassess:			

Reassessment Date:	
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**Meeting the Criteria for Reassessment**

✓	Requirement	Teacher Signature:
•	Completed the Reassessment Request (if not requested by teacher)	
•	Conferenced with the teacher to secure a plan and establish a timeframe for reassessment completion	
•	Completed all applicable formative assessment learning activities	
	Formative Assessment learning activities to be completed:	
•	Completed additional practice from a bank of activities provided by the teacher (if necessary)	
	Additional learning to be completed:	
•	Attended extra support session (if necessary)	
	Extra support session time:	
•	Used the teacher's feedback to make improvements on the original assessment	
•	Appropriate amount of time has passed to ensure learning has occurred (unless the summative assessment results were at odds with the formative assessment results for that learning outcome, in which case an immediate reassessment might be appropriate)	
•	Completed the reassessment in the agreed upon time, most often during Advisory Period or lunch	

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### Learner Reflection

Did you do your best on the original assessment? Explain.
What did you struggle with or not fully understand the first time, causing you to submit this retake form?
Do you require reteaching? If not, how do you know that you can prepare yourself alone?