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## Assignment and Test Deadline Policy

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King's Christian Collegiate strives to ensure deep Christian learning for every student. When learners are engaged intellectually and emotionally with the curriculum, the learning is internalized to the heart and mind. This policy is designed to respect the teacher and the learner in the learning process and to ensure that each course is completed to a satisfactory level of competence and evaluated with integrity.

For the purpose of this document, a distinction must be made between work completed for Assessment or for Evaluation. Please refer to the chart below:

Topic	Assessment	Evaluation
Definition	On-going, formative assignments	Summative work to end lessons and units
Examples	Daily homework, weekly assignments, quizzes	Projects, presentations, tests, exams
Purpose for Student	-To understand personal learning -To prepare for tests and projects -To plan for success	-To demonstrate learning
Purpose for Teacher	-To understand how the student learns -To engage and monitor learning -To predict marks and how a student will perform -To help student plan for success	-To measure student work accurately and fairly -To assign grades
Descriptions	-can be done individually or in groups -occurs throughout a lesson or unit	-individual work completed by student -supervised environment -occurs at conclusion of lessons, units, and courses
Frequency	-as many as 20-30 assessment opportunities throughout a given course	-7-10 significant opportunities interspersed in a given course

It is first the student's responsibility for timely assignment submission and to prepare well for tests and class presentations. Teachers utilize best practices based on learning research to assist students who are chronically late in submitting course assignments. Out of respect for the student, teachers may permit late assignments without penalty due to acceptable mitigating circumstances.

It is expected that communication between teachers and students and between teachers and parents will be respectful. Our common goal is that each student be given the opportunity to demonstrate their learning according to accepted practices and procedures.

1. Teachers will communicate regularly, using mygradebook, a student's marks. The school will provide a Final Report at the end of the semester. Learning Dialogues are scheduled each semester after six weeks of classes.
2. Students may re-submit summative projects in consultation with the teacher and when exceptional circumstances warrant it. For tests, students are to prepare well in advance. Students may not complete extra work for higher marks.
3. To earn a credit, students are expected to complete all assignments and tests that are used for evaluation.

4. When a student does not complete an assignment for evaluation, despite intervention strategies, a mark of "0" will be given.
5. Students and parents are encouraged to contact teachers regarding a student's learning. Where necessary, a "Plan for Success" may be designed to help the student learn or to demonstrate that learning more effectively.
6. We recognize that it is unethical for students or parents to expect specific marks for assignments or for a course as a whole. Pressure on teachers, especially in grade 12, to adjust marks for preferred university acceptance or scholarship considerations is unacceptable and unprofessional.