

Maple Creek Composite School

“Who We Are”



Assessment Handbook Grade 6 - 12

(Last updated September 2025)

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Introduction

The staff at Maple Creek Composite School (MCCS) believes that the purpose of assessment is to gather information about student progress in order to improve teaching and learning. This assessment will help inform teachers, students and parents about what learning needs to come next. All assessment is done in the service of student learning. Reporting provides students and parents with an accurate evaluation of student performance in relation to the goals and objectives of the Saskatchewan Curriculum.

Responsibilities and Expectations of Staff, Students and Parents/Guardians Relating to Assessment

The Staff at MCCS School will:

- provide a high level of professional instruction.
- provide opportunities for all students to grow academically, socially, emotionally and physically.
- communicate clearly defined criteria for all courses and how marks are determined as the year progresses.
- provide an overview of the assessment plan for each course to students and parents at the start of the year.
- provide appropriate opportunities for students to demonstrate learning, using a variety of formative and summative assessments.
- maintain thorough and accurate records detailing student achievement and challenges.
- use a variety of assessment tools to reach a summative grade.
- assessments will be graded according to established criteria and all attempts will be made to hand back assignments within two weeks.
- communicate school/student information, progress and achievement using one or more of the following:
 - course outlines
 - student agendas
 - E-mail
 - Approved social media apps or sites
 - phone contact
 - interim/term progress reports
 - parent/student/teacher conferences
- provide an appropriate instructional level for all students and indicate the grade level of achievement at the end of the year.
- evaluate the effectiveness of instructional programs based on assessment data.

Students Will:

- attend school regularly and punctually.

- come to class with the necessary materials prepared to work and learn with an attitude that fosters success and achievement.
- follow school and division policies and regulations regarding behavior and conduct.
- complete work and assignments on time.
- demonstrate pride in completed work by ensuring that all assignments are of high quality.
- demonstrate their highest levels of achievement and learning.
- exhibit respect for themselves and others, and demonstrate self-discipline.
- actively *seek* to acquire the skills, knowledge, and attitudes of the Saskatchewan Curriculum.
- put forth their best effort at all times.
- *ask for help when appropriate* and attend scheduled help sessions as needed/required.
- actively participate in self-reflection, goal-setting and other formative assessment activities.

Parents/Guardians are Encouraged to:

- ensure their child gets to school daily and on time.
- provide the time and place for daily homework.
- show support for Maple Creek Composite School and Chinook School Division policies and regulations.
- communicate with staff regarding their child's progress. (See Communication Guidelines in the Student Handbook)
- attend conferences and/or parent workshops that focus on student learning and achievement.

Assessment Practices at Maple Creek Composite School

The **purpose of assessment** is to gather information about student progress in order to improve teaching and learning. **Information** related to assessment is communicated in a clear manner to students, parents and teachers. **Assessment** provides students, parents and teachers with an accurate **picture** of student performance in relation to the goals and objectives of the Saskatchewan Curriculum. Assessment supports and reflects curriculum goals and objectives and takes into account the student's learning needs.

Based on meaningful and clear **assessment practices**, students are:

- engaged and empowered in their learning process.
- actively participating in the assessment of their work. Assessment tasks provide them with information that they can use for self-reflection and self-evaluation. This assists students in taking responsibility for their work and in becoming life-long learners. For students to progress, they must take ownership for their learning.
- provided with incentives to learn.

Standards Based Grading

Teachers at Maple Creek Composite School will use a variety of strategies to assess students. Two primary methods of assessment are formative assessment (Assessment **for** Learning) activities, and summative assessment (Assessment **of** Learning) activities.

Formative Assessment

Formative Assessment refers to those learning activities that result in information about student progress **during** the learning process.

- Formative assessment MAY include practice exams, pretests, pop quizzes, projects, homework assignments, or in-class activities. These may be used to triangulate evidence of learning.
- While this information is included on our achievement update, formative assessment does not contribute to the mark in the course. It provides feedback for improvement of learning.
- Provides evidence and a resulting statement of student success in terms of curriculum outcomes and indicators.

Summative Assessment

Summative Assessment refers to those learning activities that collect information about student progress at the end of a period of instruction for grading purposes.

- Summative assessment MAY include performance tasks, quizzes, exams, projects, labs, selected assignments, observations, conversations, midterm exams and final exams.
- Individual achievement of stated learning outcomes through summative assessments is the only basis for grading.

Reporting Learning Activities

Reporting provides students and parents with an accurate **evaluation** of student performance in relation to the goals and objectives of the Saskatchewan Program of Studies.

- Middle Years will have two regular reporting periods: January and June.
- Credit courses at 10, 20, 30 levels, will have four reporting periods: November, January, April, June.
- Interim reports for Grades 10-12 will be available in October or November and March or April.
- Student Learning Conferences will be held in November and April for all grades.
- Report Cards will indicate if adaptations are in place or if the student is on a IIP (personal program plan).
- All courses will be assessed in percentage grades.
- Final examinations will account for a maximum of 25% of the final grade.
- Behavior will be reported separately from assessment of course outcomes.
- Students with absences **may** write exams on the first day of returning to classes, unless their absence has been extensive. Arrangements to write as soon as possible will be made with the teacher or teachers involved.

Assignment and Examination Re-writes

- Students will not normally have the opportunity to re-write major tests or re-do major Assignments, as these summative assessments are a measure of student learning over a period of time. However, in the event that a student's performance on a summative assessment task is inconsistent with his/her performance in the unit of study, the teacher may allow the student to re-write the test or re-do the assignment.
- Teachers may provide opportunities for students who have missed an assignment or task or have performed below expectation to complete or re-do the task after they receive additional clarification and assistance.

- Students may be given the opportunity to write missed summative assessments when the absence is excused by a parent or administrator.

Work Not Submitted / Incomplete Work

The goals of assessment are to provide information to the student, his or her parents and the teacher about what learning is occurring. The information gathered can help indicate where there are difficulties and can provide data to assist in developing strategies or programs to improve learning. When a student does not submit enough material to provide such information, it becomes difficult to report to students or parents an accurate picture of achievement and progress. If a student does not submit formative materials (e.g. homework), the teacher cannot know if the child is building new knowledge and understanding. The teacher uses a variety of tools and strategies to gather information for formative assessment. However, students have a responsibility in the process and cannot delay the learning of the rest of their class by neglecting to keep up their own work deadlines.

Major assignments, science labs, tests, projects or performances comprise a significant component of the student's report card mark. Such *summative assessment* demonstrates if a student has achieved the outcomes of the program. When students fail to complete these major demonstrations of their understanding, teachers may not be able to provide a clear picture of a student's progress.

- As learning is a partnership, the teacher(s) will be responsible for assigning clear deadlines and expectations for an assignment.
- Students should organize their time appropriately for completion and submission of assignments.
- **Timely communication from students/parents regarding any extenuating circumstances will be considered if a deadline cannot be met. Illness, family crisis, or funerals would be examples of extenuating circumstances.**
- Vacations or athletic competitions require the student to make arrangements with teachers for assignment extensions or alternatives at least one week prior to the absence.
- Students initiating discussions with the teacher prior to due dates to make alternate arrangements when they foresee difficulty in completing an assignment on time is considered taking responsibility, and the said assignment may be assessed without penalty, depending on the reason. Reducing marks for late assignments may be applied when necessary
- If the work remains incomplete, the parent will be notified at this time students may be required to remain after school the following day to complete the task(s).
- A school based intervention process will occur for those students who have not demonstrated evidence of learning. Students not completing this process may have assignments recorded as a zero or may be withdrawn from class.

Plagiarism and Cheating on Summative Assessments

Plagiarism, copying the work of another individual and inferring that it is your own work, is an unacceptable practice. Cheating may include plagiarism, copying, stealing exams or assignments, or gaining access to answers for a test or assignment in a way that does not demonstrate the students' own understanding. The role of assessment is to discover what

learning has occurred and to assist teachers in their development of program plans. When students choose to use immoral or unethical behaviors in the completion of an assignment, the student is undermining the assessment process.

- Teachers will identify the classroom consequences for plagiarism or cheating in their curriculum information at the beginning of the year.
- Plagiarism offenses are cumulative. Plagiarism in one course counts as one offence, plagiarism in a different course counts as offence number two.
- Students who are found to be cheating or copying work from other students, authors, internet sources or other electronic sources/devices will be served with consequences for their actions.
- On the first offense, students will be given the opportunity to redo the assignment or an alternate assignment. A re-write of the test may be given prior to the end of the semester within a reasonable time frame or class content. The offense will be recorded and submitted to the office. Parents will be notified.
- On second and subsequent offenses a mark of zero may be recorded. The matter will be brought to the attention of administration. A decision will be reached after considering the details and circumstances of the event. The student and parent will be made aware of the decision.

Marks Appeal Process

Should an appeal be necessary, the following steps will be followed:

- The student can arrange to speak with the teacher at a time when the issue can be reviewed without interruption.
- If the student is not satisfied with the discussion, the student and parent(s) can arrange to speak with the teacher at a time that is convenient for all parties.
- If there is no resolution, the parent can appeal to the principal by outlining the concerns in writing. The principal will contact the parent and may arrange for a meeting to discuss the concern. The principal will review the situation, attempt to seek resolution and if necessary will make a decision regarding the dispute.