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Late & Missed Assignments Policy

Late and Missed Assignments

Late, missed and/or incomplete assignments do impact the students' grade depending on the number of missed assignments, significance of the assignment, and whether the same expectations are re-assigned later. Each individual situation will require different decisions and teacher's professional judgment.

- In case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed, and the expectation cannot be met. At that point, generally at the end of the course, the mark for the missed evaluation becomes a 0.
- It is the responsibility of the student to clarify and explain to the teacher the reasons for late and missed demonstrations of achievement and undertake
- Actions prescribed by the teacher to provide alternative demonstrations of achievement.
- If a student has missed one or more evaluations, the teacher will review the student's progress and consider: whether the student has demonstrated achievement of the learning expectations on the missed evaluations through other evaluations deemed appropriate by the teacher; the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.
- If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's appropriate percentage.
- If, in the teacher's professional judgment, the student has not demonstrated achievement of

the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to determine the appropriate percentage to reflect the lack of demonstrable evidence of achievement.