

Academic Regulations

Student Expectations

Landmark Collegiate students are expected to attend class regularly and punctually and to make the most of educational opportunities through active classroom participation. They are expected to be prepared for class by completing all required work and bringing all necessary materials.

Assessment

The primary role of assessment is to enhance teaching and improve student learning. In today's classroom, this is achieved through a variety of means. Not only do teachers assess students through the work that they produce, but they also assess a student's understanding of the concepts through their conversations with the student and through their observations of the student in classroom activities.

Landmark Collegiate's assessment practices follow the policies and principles of Manitoba Education's *Provincial Assessment Policy for Kindergarten to Grade Twelve* as well as Hanover School Division's *Grade Five to Twelve Grading Procedures*.

Student assessment is based on several fundamental principles. First, effective assessment evaluates a wide variety of types of student work, is carried out on a day-to-day basis, and utilizes a variety of assessment strategies. Second, effective assessment gives students feedback about their progress in a timely manner, allowing students to be aware of their progress at all times. Third, effective assessment informs teachers about student learning, letting teachers know which students have learned targeted outcomes and which students need further learning opportunities. Fourth, students should be aware of the criteria used in assessment before doing the work. Course syllabi and assignment descriptions should specify assessment strategies to be used. These principles support the student's responsibility for learning.

Late Assignments - Learning occurs most effectively when students complete their work at the required time. This allows them to take advantage of the teacher's feedback and apply it to later work. Teachers will use a variety of strategies to support and motivate students to ensure regular progress on their assignments. If a student's work is late or missing, a teacher may apply a number of strategies as outlined in the HSD grading policy and Manitoba Education's Provincial Assessment Policy, including deducting a reasonable amount of marks.

Academic Honesty - Students must understand that the work that they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. As well, any student who allows another student to copy from them or allows their work to be submitted by another student is in violation of academic honesty. A range of consequences can be applied to a student who has been academically dishonest including a deduction of marks.

Final Summative Assessment

All students in grades 7-12 will have final assessments or exams in all subjects. In subjects where there is a provincial or divisional exam or assessment in place, no further final assessment is required. In core subject areas, a final assessment may be written, but the emphasis will be on processes and skills rather than on recall of content. In elective courses, the final assessment will be appropriate to the subject at hand and could be oral or by project or by demonstration.

Reporting Periods

Grades 7-8: There will be three reporting periods that will be similar to the elementary reporting times: the end of November, mid March and the end of June. Parent-teacher interviews for grade 7-8 students will take place after the November and March reporting times. Dates, times and school contact information are included on each report card and on our website.

Grade 9-12: There will be two report cards for each semester. Report cards are issued in November, February, April and June. Parent-teacher interviews for these students will take place after each mid-semester report in November and April.