



Outcome Based Grading and Reporting Position Paper

Title: Late Work

Definition:

Summative work that has been handed in late; students who have completed work late or otherwise incomplete and have failed to hand work in by a specified deadline.

Beliefs:

Students should be assessed on academic outcomes of the Program of Studies. Academic and learning skills should be evaluated and reported separately; therefore, students' summative work that is submitted late should not have a punitive mark due to its lateness. Formative work that is late or incomplete should be addressed at the classroom level, again separating academic outcomes and learning skills. Patterns of lateness and/or incomplete work should be documented and plans for intervention must occur for student success.

Research Summary:

Current research shows that "penalties distort achievement and motivation...and are generally ineffective"¹ and "as Reeves (2007) notes, there is 'nearly a century of evidence that grading as a punishment does not work.'"² "The principle that should be applied to late work is to separate achievement from behavior and communicate both to those who have a right to know about the student."³

"Supportive approaches [to late work] do not distort achievement or motivation and more closely mirror practices in the world beyond the school."⁴

"The appropriate consequence for failing to complete an assignment is completing the assignment. That is, students lose privileges, free time, and unstructured class or study hall time, and they are required to complete the assignment. The price of freedom is proficiency, and the students are motivated not by threats of failure but by the opportunity for greater freedom and discretion when work is completed accurately and on time."⁵

BTPS Guidelines:

Responsibilities:

- Teacher:**
1. Set clear and reasonable timeline with some student input.
 2. Ensure that the expectations for the task/assignment are clearly established and understood
 3. Support the students who will predictably struggle with the task without intervention.

¹ O'Conner, K. 2007. A Repair Kit for Grading – 15 Fixes for Broken Grades. Educational Testing Service. OR

² O'Conner, K. 2009. How to Grade for Learning K-12, 3rd ed.. Corwin.CA

³ O'Conner, K. 2007. A Repair Kit for Grading – 15 Fixes for Broken Grades. Educational Testing Service. OR

⁴ O'Conner, K. 2007. A Repair Kit for Grading – 15 Fixes for Broken Grades. Educational Testing Service. OR

⁵ Reeves, D.B., 2006, The Learning Leader: How to focus school improvement for better results. Alexandria, VA:ASCD. P. 122

4. Find out why students' work is late and assist them.
5. Assess the students' learning based solely on the outcomes in the program of studies, separate from learning skills

- Student:**
1. Communicate with the teacher in advance of the due date to extend deadline
 2. Choose situations carefully as this extension may be limited to a fixed number of uses.
 3. Complete the assignment/task

Schools: Schools will implement procedures that adhere to the district beliefs for the assessment of late student work. Schools will provide a support and framework to ensure student success and that assigned tasks will be completed.

Procedures:

Teachers should use behavioral consequences rather than academic penalties when a student submits late work. Possible consequences could include:

- a. parent contact
- b. makeup responsibility within a supervised setting;
- c. comments on the report card that reflect chronic assignment lateness;
- d. notation in the mark book for each assignment that is late;
- e. "grades" on the Learning Skills section of the report card;

The Question and Feedback forms will be used to gather evidence of stakeholder support/concerns related to this title. All papers together will be used to inform the Board in their policy and procedures decisions related to Outcome Based Grading and Reporting.

Questions and Answers:

Q: What do I do when a student hands in work late for every assignment?

A: Use natural behavioural consequences to address students' chronic lateness. Possible ideas are calling home to let the parents know, document the frequency of the problem to see if there is a pattern, have the student make up the work in a supervised setting etc.. It is not acceptable to deduct grades or marks due to the late work. It is very important to provide support for students who have difficulties meeting deadlines.

Q: We are trying to prepare these kids for the "real world," and out in the real world you can't hand anything in late. How can we expect students to be prepared if we are letting them make excuses all the time?

A: Having absolute deadlines and penalties for everything does not prepare students for the world beyond school. In the "real world" timelines are frequently negotiated or adjusted to circumstances. Students are better prepared for the "real world" if there is a variety of timelines offered, and when communication is present between the student and the person responsible in order to design a new mutually agreed timeline. This is responsible adult behavior.

Q: Will all summative assessments that are late require a supervised makeup opportunity?

A: If it is in the program of studies, it must be assessed, but the teacher may use their professional judgment and assess the outcomes in a different manner.

Q: Can the teacher still deduct marks when an assignment is late?

A: Studies have shown that penalties distort achievement and reduce motivation. Penalties or grades should not be deducted for work that has been handed in late. Instead proper support should be provided to those students who demonstrate difficulty achieving the outcomes.

Q: Can a teacher give bonus marks/ provide exemptions for work submitted early?

A: No, students are to be evaluated on the outcomes in the program of studies, not on behaviour.

Q: If I assign a task in October, do I have to accept the work in December, because that is not fair to the other students who hand work in on time?

A: Fair is not always equal. Students need to have supports in place for work to be handed in late. In this case, between October and December, there should have been intervention before the task became meaningless. The student should have input regarding the timelines, which will give the student ownership of the task. The lateness should be acknowledged, and appropriate consequence should be given.