



## **Lighthouse Late Assessment Policy**

**REVIEWED: August 28, 2025**

**AMENDED:**

**APPROVED:**

### **Background**

Lighthouse International Secondary School believes in ensuring ongoing, meaningful, consistent and accurate assessment for all students. Assessments are designed to improve student learning, guide effective instruction, provide information for reporting and to make informed decisions about student programming.

### **Definitions**

- **Assessment:** process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning
- **Formative Assessment (assessment for learning):** assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (also called diagnostic and formative assessment; refers to information not used for grading purposes)
- **Summative Assessment (assessment of learning):** assessment experiences designed to collect information about learning to make judgements about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment; refers to performance data compiled as a grade)

*Definitions are consistent with those used by Alberta Education and endorsed by the Alberta Assessment*

*Consortium. (<https://aac.ab.ca/hot-topics/communicating-and-reporting/definitions/>)*



### **Responsibilities of Teachers**

Provide student assessment and evaluation practices that:

- Accurately reflect the learner outcomes within the programs of study
- Generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- Provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
- Provide accurate, constructive and timely feedback on student learning
- Support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

*Reflect competencies within Alberta Education's Teaching Quality Standard*

<https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>

### **Responsibilities of Principals and Supervisors**

- Ensure that student instruction addresses learning outcomes outlined in programs of study.
- Ensure that student assessment and evaluation practices are fair, appropriate and evidence-informed.

*Reflect competencies within Alberta Education's Leadership Quality Standard*

[https://www.alberta.ca/system/files/custom\\_downloaded\\_images/ed-leadership-quality-standard-english-print-ready.pdf](https://www.alberta.ca/system/files/custom_downloaded_images/ed-leadership-quality-standard-english-print-ready.pdf)



## Procedures

1. Assessment of a student shall encompass a number of important characteristics. It shall be fair, consistent, and recognize the worth and dignity of the individual.
2. Measures used to assess and evaluate student achievement shall be based on the outcomes defined in the: Alberta Education (AbEd) Curriculum and Programs of Studies for grade 6 to 12 [Link](#)
  - Cambridge Curriculum - in some selected courses
3. A variety of methods determined by the teacher, and in line with the direction of each subject department, shall be used to assess student achievement and growth. Assessment grading must align with the Alberta curricular as well as the Cambridge curricular (where applicable) standards
4. A course outline shall be prepared by teachers that is in line with the direction of each subject and approved by school leadership. Where applicable, assessment strategies must include the weighting used in arriving to grade. The course outline and assessment strategies (e.g. rubric) shall be made available to students and parents/guardians.
5. Assessments inform teaching practice, so it is critical that students complete and submit assignments on the assigned dates. Submission of all assignments is an expectation of all students at Lighthouse International Secondary School. Failure to do so on an ongoing basis will result in teacher and/or administrative intervention. A mark of zero will be given for non-completion. Unless there are other accommodations stated in an individual support plan.
6. Student achievement will be reported using the following guidelines: The marking scale for grades 6-12 is percentage based. Students will be awarded a numerical mark, between 0-100, for each subject. Fifty percent (50%) is considered a passing grade in all subjects.
7. Teachers are responsible to maintain a record of formative and summative assessments. Reporting of summative assessments will be done through Lighthouse markbook's. It is expected that teachers will ensure the Markbook is updated on a regular basis for students as well as parent/guardian access. E.g. a grade for a summative assessment should be uploaded to the appropriate Markbook within one week after all assessments have been submitted.
8. Grading for the purposes of report cards requires teachers to use their professional judgment to summarize a term and/or a year's worth of learning. Grades or descriptors



are used to represent the extent to which the student has demonstrated achievement of learning outcomes and are in line with the curricular standards.

9. Subjects will determine the appropriate number of assessments within each term. A minimum of 3 summative assessment points per reporting period for all subjects.
10. Subjects will develop and implement a yearly plan where identified summative assessments are internally moderated (where possible), to ensure consistency in the application of grading criteria/achievement levels.
11. Report cards are issued at the end of each of the four reporting periods throughout the school year. Report card reporting dates will be announced by the School Administrator(s) prior to the beginning of each school year. Prior to each report card release, each teacher is expected to communicate with the parents of those students who are achieving below the acceptable standard.

**NOTE:** “Acceptable Standard” is Generally 50%. In Grade 6, 7, 8, & 9, 50% will be considered a passing grade. In grade 9 a minimum mark of 65% is used to determine eligibility for higher level academic grade 10 courses.

13. Parent Teacher Conferences (PTCs)(PTI’s) are scheduled throughout the year to discuss student progress.
14. Grade 12 Alberta Education only, but for future reference:

**Alberta Diploma Examinations:** Students in Grade 12 will write Alberta Diploma examinations at the end of core academic courses. These exams are mandatory and must be written on the date and time set out by Alberta Education. These exams count for 20% of a student’s final course mark and thus are extremely important. Missing a diploma exam will result in a mark of 0% on the exam and may result in an overall failing grade in that individual course.

**References:**

- Alberta Education Teaching Quality Standard (TQS)
- Alberta Education Leadership Quality Standard (LQS)
- Alberta Education Program of Studies



- Cambridge  
Curriculum <https://www.cambridgeinternational.org/about-us/our-standards/assessment-standards>
- Alberta Assessments Consortium

This policy will be reviewed annually by the Leadership Team to ensure continued alignment with Alberta and Assessment Policy Framework and best practices in assessment and reporting.