

3.A.10 A: Teacher Strategies to Support Assignment Completion

Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines, and support and motivate students who do not take responsibility for their work to ensure students make regular progress on assignments.

Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late.

Teachers should establish and clearly communicate expectations regarding assignments, set and communicate timelines for assignments, and support student learning using the strategies provided above.

Strategies to support timely completion of assignments may include the following:

- ☐ Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments;
- ☐ Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines;
- ☐ Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track;
- ☐ Anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely;
- ☐ Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work;
- ☐ Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date. An 'I' for 'Incomplete' can act as an excused mark until the work is completed, which would comply with the amount of time allotted to the student. If the student has shown no evidence of completing the assignment, then the 'I' will essentially become a qualified grade.

If student work is still late or missing, teachers will apply the following strategies based on their professional judgment:

- ☐ Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- ☐ Develop an agreement with the student to complete the work;
- ☐ Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy;
- ☐ Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work;
- ☐ Provide additional supports for students who are learning English or French as an additional language;
- ☐ Provide alternative assessment tasks that accommodate diverse learning needs.

If these strategies are unsuccessful in supporting students to complete their work, teachers may deduct marks for late or missing assignments. **Mark deduction should not take place until the strategies stated above have been exhausted and communication has been made with school administration regarding the process undertaken.** Teachers should ensure that mark deduction will not result in a mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.