**ENG Name: Date:**

**PRESTON ENGLISH DEPARTMENT - Conditions of Success**

The following parameters are in place to help Preston English students succeed within the parameters of the WRDSB’s *Assessment, Evaluation and reporting Handbook*, 2013, inspired by *Growing Success.*

|  |  |
| --- | --- |
| **Consultation and Formative Work** | 1. Students who support themselves with solid formative work and adherence to deadlines **will** be substantially more successful in this course, as they will automatically open up opportunities for feedback and revision; students who choose to fall into the trap of the misleading benefits of “no lates” or “no zeroes” will face consequences that are far more substantial and that will have a far greater impact on grades and learning than if no lates or zeroes existed. 2. In-class evidence of student work is mandatory; the onus is on the student to demonstrate that he/she has done all work required. 3. Individual consultation is imperative to student success. While the teacher may seek consultation with students during class, ultimately, it is the student’s job to create the occasions for consultations. 4. Students must be ready to consult when given the opportunity to do so. |
| **Completion of all Essential Skills**  **Plagiarism** | 1. All essential skills according to the English Curriculum must be demonstrated. Consistent lack of demonstration of essential skills within timelines may adversely influence the student’s overall successful completion of the credit. 2. The consequence of not doing the work is doing the work. 3. Plagiarism indicates a missed essential skill, as the student has not done his/her work. Plagiarism also occurs when research and help from online/books have not been properly documented. Plagiarized assignments must be rewritten. Plagiarism will be reported to the VP, who will take appropriate action. 4. If plagiarism is suspected, it is the student’s job to produce in-class work and rough work that proves he/she has done his/her own work and has not plagiarized. Rough work must always accompany final assignments. |
| **On-Time Submission** | 1. Students who submit work on time will receive feedback on their work. 2. Those who submit late will receive feedback in the form of rubric comments. |
| **Extensions and Due Dates** | 1. If a student wants assistance, see teacher **before** the due date. 2. If a student needs an extension, he/she must demonstrate progress and approach the teacher at least 48 hours (ie. two classes) before the due date about this extension. 3. Work is to be completed by set due dates. |
| **Missed Work**  **Cut-Off Conditions** | 1. If a student is not prepared to submit work by the due date, he/she will work in 138 for that period. What is completed that period will be submitted as the demonstration of learning. 2. If students do not submit after this time in 138, he/she will submit formative work, which will take the place of the summative. As it will demonstrate a portion of the expectations, it will thus receive a lower grade. 3. While teachers may have their own policies with regard to accepting late work according to their own professional judgment and in consideration of unique circumstances, work submitted outside of the above parameters will go through the following considerations:    1. The teacher will read the submission and determine whether or not the demonstration would warrant a passing grade. If so, the student will earn a grade of 50%, which indicates that a skill has been demonstrated. The teacher may choose to enter a grade of No Mark, depending on the situation.    2. If, after reading the submitted work, the teacher determines that the demonstration would **not** earn a passing grade, a grade of 1%-49% will be applied to the assignment. |
| **Oral Presentations** | 1. If students are legitimately absent during a scheduled presentation date, they will present the day of return. 2. Group presentations will continue as scheduled even if one group member is absent. This means student absences will let down other group members. NOTE: make work available to all group members at all times. 3. If a student misses a group presentation, he/she must demonstrate work done, and must satisfy his/her portion of the oral presentation at an arranged time in front of an audience. 4. Presentations fall under the Oral Communication strand of the English curriculum and they must be done in front of an audience. Not presenting is not an option. 5. Presentations happen within the scheduled time constraints of classes; the teacher alone is not an audience. |
| **Tests**  **Missed Tests** | 1. During tests, formative work (homework, class notes) may (or may not, at the teacher’s discretion) be used. 2. If a student misses a test, he/she must arrange with the teacher to write the test on his/her first day back. |
| **Test Rewrites and**  **Resubmission of Work** | 1. Please note that test rewrites are completely at the discretion of the teacher; he/she may consider, for example, cheat notes, formative work, etc., in determining whether or not the student will earn the opportunity for a rewrite. That said, it is in the student’s best interest to support him/herself with class work and formative work from the onset. 2. In the case of assignment resubmissions / upgrades, a redo will only be accepted from students who    1. sought assistance on the original attempt    2. submitted the original attempt on time    3. consulted with the teacher about revisions and new approaches to the assignment based on feedback    4. submitted the redo precisely when required |