



Lates

Essential Question:

“What does Prairie Spirit believe about Lates (late assignments)?”

Big Idea #1*

Practices that Promote Achievement

a. Lates

Lates should be reported in another manner other than reducing marks in order to provide support for the learner.

Teachers value the importance of students submitting work on time and it being complete.

**Prairie Spirit School Division
Quality Assessment Practices
[website](#)*

PSSD Recommended Practice: “earning to learning”

Key Message – We believe if an assignment is given it is an important piece of assessment data and students should be expected to complete it on time. Penalties that affect grades (such as assigning a zero) for incomplete assignment(s) do not provide students with an opportunity to demonstrate what they know, nor do they change behaviour.

PSSD teachers will put supports in place for students to complete and hand in work on time. Student refusal or inability to complete work (lack of evidence of learning) is a behavior problem that should be addressed through interventions and consequences.

Research

“Students need to see there are consequences for not handing in assignments. However, the natural consequence of not handing in assignments should be to hand them in.”
(Herbst & Davies, 2014)

“Having absolute deadlines (and penalties) for everything does not prepare students for the real world beyond school. In the ‘real world’, timelines are frequently negotiated or adjusted to circumstances; deadlines range from fixed to considerably flexible...

Students are not on 100% of the time. No one is... we are teaching adults in the making, not adults.”
(Wormeli, 2006)

“Twenty percent of people identify themselves as chronic procrastinators.”
(Marano, 2003)

“If my grades reflect behavioural penalties, then they do not relate directly to learning outcomes. Furthermore, applying lates and zeros does not inspire academic confidence.”
(Dueck, 2014)

Effective Teacher and Student Practices

Use incompletes and interventions rather than zeroes for late assignments. Consider setting a time span rather than a due date. For example, the assignment is due over a one week time span with the final due date being Friday. Another option might be to have students complete an incomplete assignment form on which the student identifies: the reason for missing the due date, interventions/supports they require, and proposes a revised completion date. In addition, teachers should connect with one another and avoid overloading students by assigning too many large projects/assignments that have similar deadlines.

Consider legitimate reasons for late assignments. Teachers should understand and take into account the culture, the histories, and the contexts of students and parents, and previous experiences with the school system.

Consider implementing intervention strategies such as:

- Homework labs
- Chunking or breaking down assignments that could be submitted in pieces
- Extra help from teacher/tutorial help
- Use of day planner/help with time management/communication system with parent
- Contract/assignment completion form
- Partnering up with a peer/study buddy/older student
- Counsellor visit
- For those who are habitually late, involve the student, parent/guardian, administration in actively seeking solutions

Contact your Assessment Learning Team

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