







***Teacher Information***

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***Course Overview***

Language Abinitio French is an additional language-learning course designed for students with no or little previous learning of French. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material that extends from everyday oral exchanges to literary texts, related to the culture(s) concerned.

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| --- | --- |
| Areas of Study | Themes |
| * Language
* Written and spoken texts
* Themes
 | * Identities
* Experience
* Human ingenuity
* Social organization
* Sharing of the planet
 |

Three areas of study—language, texts and themes—provide the basis of the two-year language B course. These three fundamental areas are interconnected and should be studied concurrently.

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding.

Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance. At the end of this course, students should be able to respond and interact appropriately in a defined range of everyday situations.

***Learning Outcomes***

The aims of the course are to:

1. develop students’ intercultural understanding;
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
4. develop students’ awareness of the role of language in relation to other areas of knowledge;
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar;
6. provide students with a basis for further study, work and leisure through the use of an additional language;
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.
8. To enable students to:
* communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding (Papers 1 & 2, IA);
* use language appropriate to a range of interpersonal and/or cultural contexts (Papers 1&2, IA);
* understand and use language to express and respond to a range of ideas with accuracy and fluency (Papers 1&2, IA);
* organize ideas on a range of topics, in a clear, coherent and convincing manner (Papers 1&2, IA);
* understand, analyse and respond to a range of written and spoken texts (Paper 1&2, IA)

***Unit Overviews***

*Unit 1 – Identité :* Je me présente

**Approximate Length**: 6 weeks

###### Over the course of this unit, students will learn:

* Greetings
* How to introduce oneself (name, age, language, nationality)
* How to speak about their family and friends
* Adjectives and adjectival agreement
* Masculine and feminine
* Definite and indefinite article
* Numbers from 0 to 31
* How to tell the date (months/ days of the week)
* Verbs être and avoir in the present tense
* Regular –er verbs in the present tense
* Possessive adjectives
* Plural

*Unit 2 – Identité :* parler de soi et des autres

**Approximate Length**: 6 weeks

###### Over the course of this unit, students will learn:

**Vocabulaire :**

* la description physique /mentale
* les animaux de compagnie
* les couleurs
* les gouts

**Grammaire:**

* les adjectifs possessifs
* l’accord des adjectifs
* la place des adjectifs
* la négation : ne …pas (introduction)
* les verbes réguliers –ir
* les verbes de gouts: aimer/ détester

*Unit 3 –* Ingénuosité humaine : une mode créative

**Approximate Length**: 1 weeks

Over the course of this unit, students will learn:

**Topics** : Individu et société: expression de ces goûts vestimentaire/ les vêtements

expression d’opinion

**Vocabulaire** :

* l’interrogation
* les adjectifs (M/F - Sg/Pl)
* Adjectif interrogatif: quel/quelle/quels/quelles

**Grammaire:**

* Place des adjectives
* La négation (continued)
* Les verbes irréguliers en –IR plus mettre
* Aimer - adorer - préférer - détester –
* Je pense que / à mon avis

*Unit 4 –* Identités / Ingéniosité humaine – Mon intérieur , ma maison

**Approximate Length**: 1 week

Over the course of this unit, students will learn:

**Topic** : the house

**Vocabulaire :**

* type d’habitat
* la maison
* les meubles dans une maison
* le jardin
* l’environnement d’une maison
* donner son opinion et l’expliquer les Nombres 32-69

**Grammaire:**

* Adjectives possessives
* Il y a / il n’y a pas
* Connecteurs: d’abord, ensuite, après (avant), finalement / et, mais, ou (R)/ avec-sans

*Unit 5 –* Organisation sociale et identités – la vie quotidienne

**Approximate Length**: 4 weeks

###### Over the course of this unit, students will learn:

**Topics**: Chores- time- routine

* Vocabulaire des tâches ménagères
* L’heure
* La routine
* Les jours/ mois révisions
* Nombre de 32 a 69

**Grammaire:**

* Verbes aller/ faire/ prendre
* Négation ne ..jamais
* Questions
* Futur proche : aller + infinitif
* Les verbes pronominaux
* Expressions temporelles de fréquence: d’habitude, normalement , généralement, le matin, le midi, l’après-midi, le soir
* Connecteurs : parce que / pour

*Unit 6 –* Experience : les loisirs

**Approximate Length**: 3 weeks

Over the course of the next unit, students will learn:

**Topics**: Loisir et travail : divertissement, média et sports (+ routines

**Language**:

* les activités de loisirs
* la télévision
* la musique
* le sport

**Grammaire:**

* les pronoms relatifs qui et que
* depuis (R)
* Verbes + préposition (jouer à/jouer de/faire de)
* les verbes pronominaux au passé composé
* C’était + adj (R)
* L’interrogation (R)
* Les connecteurs logiques (R): et, mais, pour, par contre, parce que, alors, donc
* Les expressions de temps (R): ce soir, ce matin, hier soir, hier matin,...
* Les prépositions de lieu ®: en bas, en haut, à droite, à gauche, en haut

*Unit 7 –* Partager la planète : Mon Paradis sur terre

**Approximate Length**: 4 weeks

###### Over the course of this unit, students will learn:

**Topics**: Loisirs et travail: vacances / Environnements ruraux et urbains: Géographie physique, météo, voisinage

**Vocabulaire :**

* les pays et les régions
* les cartes
* le paysage
* le climat
* les prévisions météo
* les Fêtes et les coutumes
* les récits de voyage

**Grammaire:**

* le pronom où
* le comparatif des adjectifs
* les verbes impersonnels
* les adverbes en –ment
* le passé composé (être) (R)

*Unit 8 –* Identité : Bien manger

**Approximate Length**: 4 weeks

Over the course of this unit, students will learn:

**Topics:** Individu et société:  Achats, aliments / Speak about cuisine in the French pseaking world and in your own country . Be able to explain about the concepts of eating a good and healthy food and eating fast food.

**Vocabulaire :**

* les repas
* les courses
* les commerces et le marché
* au restaurant
* les recettes de cuisines
* les traditions culinaires
* les nombres de 70 à 1000

**Grammaire:**

* l’article partitif + pas/jamais de
* le passé composé avec avoir
* le passé composé et la négation
* les participes passés irréguliers
* la préposition à + article défini
* il faut…je voudrais...
* les quantificateurs
* Expression temporelles: d’habitude, normalement , généralement, le matin, le midi, l’après-midi, le soir
* Connecteur: parce que / pour

*Unit 9 –* Ingéniosité humaine : la ville et les transports

**Approximate Length**: 4 weeks

Over the course of this unit, students will learn:

**Topics**: Environnement ruraux et urbains: ville et services, voisinage / Loisir et travail: transports.

**Vocabulaire :**

* la ville (magasins et administration )
* les services
* les directions
* les transports en commun

**Grammaire:**

* les prépositions de lieu
* On peut, On veut ..
* Les prépositions moyen de transport
* les participes passés irrégulier (R)
* Impératif ( directions )
* adverbes d’intensité assez/très/vraiment/trop
* Expression de l’opinion

*Unit 10 –* Experience : les Vacances

**Approximate Length**: 2 weeks

Over the course of this unit, students will learn:

**Topic:**Loisirs et travail: vacances, transport, divertissement / Environnements urbains et ruraux: géographie physique, météo

**Vocabulaire :**

* les vacances
* L’hébergement
* Les transports
* les pays + les continents
* Les activités

**Grammaire:**

* Les prépositions
* le comparatif et le superlative
* le futur simple
* verbes irréguliers

*Unit 11 –* Identité et experience : traditions et festivités

**Approximate Length**: 2 weeks

Over the course of this unit, students will learn:

**Topics:**loisirs et travail: divertissements/ Individu et société: aliments et boissons / Environnements urbains et ruraux: voisinage

**Vocabulaire :**

* les Fêtes Nationales
* Les Fêtes de Famille
* Les Sorties et les invitations
* Les recettes de cuisine
* Les plats Typiques

**Grammaire:**

* les pronoms disjoints
* le présent continu
* devoir et vouloir pst
* devoir, vouloir, pouvoir au conditionnel

*Unit 12 –* Organisation sociale : Education et travail

**Approximate Length**: 3 weeks

Over the course of this unit, students will learn:

**Topics:**Individu et société: enseignement / Loisirs et travail: Monde du travail

**Vocabulaire :**

* La vie scolaire/les matières
* la journée/ l’année scolaires/ le règlement
* les locaux et  les équipements
* les activités périscolaires
* les nombres ordinaux

**Grammaire:**

* les pronoms relatifs: ce qui / ce que
* le conditionnel
* Pouvoir (pst)
* l’interrogation

*Unit 13 –* Partage de la planète : Problèmes mondiaux et environnement

**Approximate Length**: 3 weeks

Over the course of this unit, students will learn:

**Topics:**Individu et société: enseignement / Loisirs et travail: Monde du travail

**Vocabulaire/ thèmes :**

* L’écologie, le recyclage
* Les différentes formes de pollution
* les énergies renouvelables
* les ressources naturelles
* l’engagement en faveur de l’environnement

**Grammaire:**

* la négation ( rappel)
* les connecteurs logiques pour exprimer la cause et la conséquence
* les phrases avec si ( rappel)
* exprimer une cause et son effet

*Unit 14 –* Partage de la planète : Problèmes mondiaux; la pauvreté ( causes et conséquences)

**Approximate Length**: 3 weeks

Over the course of this unit, students will learn:

**Topics:** La pauvreté infantile/ l’aide au développement/ la guerre/ les ONG/ L’Onu et son travail/ initiatives des jeunes en faveur de la paix et la tolérance.

**Vocabulaire : to**ut vocabulaire en relation avec les thèmes précédents.

**Grammaire:**

* les adverbes d’affirmation et de doute
* L’impératif ( rappel)
* Les connecteurs logiques ( présentation/ conclusion)
* Les verbes pronominaux au passe compose ( rappel)
* La voix passive ( rappel)
* Le participe passé employé comme adjective
* **l**es verbes en –ir ( rappel)

Unit 15 –Ingéniosité humaine : les jeunes et la technologie

**Approximate Length**: 2 weeks

Over the course of this unit, students will learn:

**Topics:**avant et après internet , l’informatique á l’école- les réseaux sociaux - ; les relations virtuelles – les jeux interactifs.

**Vocabulaire :** Tout vocabulaire en lien avec les thèmes précédents

**Grammaire:**

* les styles directs et indirects
* les phrases avec si ( rappel)
* exprimer la durée ; depuis, pendant
* le double infinitif ; se faire +infinitive
* l’accord du participe passe ( rappel)

*Unit 16 –* Identité: Etre en bonne santé ( le bien-être )

**Approximate Length**: 2 weeks

Over the course of this unit, students will learn:

**Topics :**Individu et société : santé physique, aliments et boissons / Loisirs et travail: Monde du travail

**Vocabulaire :**

* le corps/ la santé/ les maladies
* les métiers de la santé
* la forme physique
* le régime alimentaire
* chez le médecin
* les accident

**Grammaire:**

* l’imparfait
* les expressions avec avoir
* Le passé récent
* la négation (R)
* IMP/PC

*Unit 17 –* Organisation sociale : les relations avec la famille et les amis

**Approximate Length**: 2 weeks

Over the course of this unit, students will learn:

**Topics :**relations avec les amis, la famille et les voisins, la fête des voisins

**Vocabulaire :** la famille etc

**Grammaire:**

* les adjectifs irréguliers
* Les adjectifs possessifs
* La position des adjectifs
* Les prépositions ( rappel)

***Assessment***

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge, skills and the critical thinking required to successfully complete summative assessments. All summative assessments will be graded on the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based the best-fit approach to assessment.

Each unit will include formative and summative assessment of each of the exam types (Writing, Listening, Reading and Speaking).

***Paper 1***

**Assessment Description**: Paper 1: **Productive skills**

* Writing (30 marks)
* Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

**Duration**: 1 hour

***Paper 2***

**Assessment Description**: Paper 2: **Receptive skills**

* separate sections for listening and reading (65 marks)
* Listening comprehension (45 minutes) (25 marks)
* Reading comprehension (1 hour) (40 marks)
* Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

**Duration**: 1 hour 45 minutes

***Internal Assessment: Individual oral***

**Assessment Description**: Internal assessment (IA)or Individual oral .

* This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual oral assessment**

* It consists of a short presentation of a 1 to 2 minutes followed by a conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

**Duration**: 7-10 minutes for the oral , preceded by 15 minutes preparation.

***IB Component Breakdown***

Ab Initio classes are **only SL** (standard level)

* Paper one: **Weight**: 25%
* Paper two: **Weight**: 50%
* Internal assessment (IOA): **Weight**: 25%

***Course Grade Descriptors***

While we will look carefully at the grades students have achieved on the various assessments, ultimately, quarterly grades as well as predicted grades will be based on the following grade descriptors.

**Grade 7**

Receptive skills: students respond clearly and effectively to all simple and most complex information and ideas.

Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.

Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Conceptual understanding: The choice of text type is appropriate to the context, purpose and audience. The register and tone are

appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

**Grade 6**

Receptive skills: students respond clearly to all simple and most complex information and ideas.

Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of

the message; students almost always sustain participation and make independent contributions. The message is almost always clear.

Productive skills: students develop ideas well using a logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Conceptual understanding: The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

**Grade 5**

Receptive skills: students generally respond clearly to simple and some complex information and ideas.

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.

Productive skills: students develop some ideas using a logical structure; they often use a range of simple and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Conceptual understanding: The choice of text type is generally appropriate to the context, purpose and audience.

The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.

The response incorporates some conventions of the chosen text type.

**Grade 4**

Receptive skills: students respond clearly to most simple information and ideas.

Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Conceptual understanding: The choice of text type is generally appropriate to the context, purpose and audience.

The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.

The response incorporates some conventions of the chosen text type.

**Grade 3**

Receptive skills: students sometimes respond clearly to simple information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Conceptual understanding: The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.

**Grade 2**

Receptive skills: students rarely respond clearly to simple information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.

Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use simple grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Conceptual understanding: The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.

**Grade 1**

Receptive skills: students very rarely respond clearly to simple information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Conceptual understanding: the work barely reach the standards described by the descriptors above.

***Students Responsibilities***

***Academic Honesty***

**Protocol For In-School Malpractice**

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Diploma Programme Coordinator
3. The Diploma Programme Coordinator will discuss the incident with the teacher
4. The Diploma Programme Coordinator will interview the student involved
5. The Diploma Programme Coordinator will forward his or her assessment of the incident to the Secondary School Assistant Principal
6. The Secondary School Assistant Principal will assess the infraction and impose the corresponding consequence, if necessary.

**Malpractice on Assessments to be Submitted to the IB**

According to the Academic Honesty (2009) document, in cases of malpractice on assessments or exam that are intended for submission to the IB, the following protocol has been put in place.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed (or authenticated electronically) to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted for assessment.

After a candidate has signed and dated the coversheet (or authenticated electronically)to the effect that his or her work is authentic and constitutes the final version of that work, the candidate’s teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the coordinator help desk at IB Cardiff for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the coversheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

* delete the declaration and then sign the coversheet
* submit the work for assessment without his or her signature
* sign the declaration and then write comments on the work or coversheet that raise doubts about the work’s authenticity.
* In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate’s work is authentic.

If a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the coordinator help desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement).

**Malpractice in Testing Situations:**

Students may not:

* take unauthorized material into an examination room (see below)
* leave and/or access unauthorized material in a bathroom/restroom that may be visited during a test
* pass on information to another student about the content of an examination, this includes facilitating the exchange of information between other students in any way
* steal examination papers
* using an unauthorized calculator during an examination

Students must not have unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) in their possession during a testing situation.  “In their possession” may be taken to mean on the person of the student, in the student’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the test. It is very important to note that guilt will be confirmed by the school administration regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the test. The actual possession of unauthorized material constitutes malpractice; the school administration is not required to establish whether the student used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

***Late Assessment Policy***

Late Assessments:

Should a student not complete a summative assessment on time (this includes summative drafts) teachers will:

●       Speak with the student to find out why the assessment has not been submitted.

●       An email home will be sent to parents detailing the missed assessment and the student will be asked to stay in school until it is completed.

●       If the assessment is pending, once received, they log the infraction in the “reward and conduct” tab in iSAMS regarding the tardiness of the assessment.

o    Note: in the case of pending assessments, any arrangements with students will not exceed 24 hours.

●       If a student does not attend after school to work on the assessment, the teacher will confer with the student and, if necessary, refer the incident to the Grade Leader. The Grade Leader will discuss the situation with the student to see if support is required or consequences need to be imposed. The Grade Leader will subsequently record the incident in iSAMS. Further incidents of truancy will be escalated to the Secondary School Administration.

●       If there is a second incident of a late submission of an assessment, the teacher will report it in an email to the Grade Leader who may contact parents for a meeting where you may be included. The Grade Leader will record their actions in iSAMS.

●       Further incidents of late assessments will be reported to Grade Leaders who will forward the incident(s) to the Secondary School administration who, if warranted, will initiate an in-school suspension where students will complete the assessment until it is completed to standard. A record of the suspension will be recorded in iSAMS and prompt a communication with parents.

●       Any subsequent incidents of late assessments will necessitate a parent meeting with a member of the Secondary School Administration to determine the best way forward.

Tests Absenteeism

●       In cases where students are not in school on a test day, a communication from parents will be required.

●       The student will need to present their teacher with a doctor’s note upon their return to class if the test is to be administred with no consequence.

●       Should an authorized absence not be received, the student may not be permitted to write the test and an “NA” representing an “incomplete” will appear on the next quarterly report.

●       If this incident reoccurs, the issue will be escalated to the Head of Senior School and will receive a ‘O’.

●       Aside from school activities, all test absences will be recorded in iSAMS by the teacher with a note in the “record description” whether the test absence was authorized or not. The Grade Level Leader may follow-up with the student, if necessary.

***Teacher Assessment Commitments***

***All teachers will:***

●       Provide feedback on all formative assessments within one calendar week of receipt.

●       Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned.  If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.

●       Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).

●       Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.

●       Return summative assessments to students with feedback no later than three calendar weeks after the due date.

●       Update Managebac immediately upon completion of marking/feedback.

●       Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. Late assessment procedures are outlined below.

●       Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.