



LABRADOR SCHOOL DISTRICT

“Assessment for Learning”

Assessment and Evaluation Policy

September 2008

Guidelines, Practices and Policy: K - 12 Labrador School Board

INTRODUCTION

A variety of data sources should be used to obtain a comprehensive profile of a learner's achievement in relation to learning outcomes.

The procedures selected for evaluation shall consider the nature of the learner, the intended learning outcomes, and the conditions under which learning will occur. Evaluation practices are designed to give learners an opportunity to demonstrate their knowledge. These procedures must be valid and reliable, and must also demonstrate both process and product outcomes.

GUIDELINES

- 5.1 Evaluation will directly address specific learning outcomes, both process and product.
- 5.2 Teachers are expected to comply with the specific assessment methods and strategies as articulated in the provincially authorized curriculum documents and any district generated supplements to these.
- 5.3 Teachers will be expected to use a variety of sources of data to determine learner progress. (As outlined in subject curriculum guides and this document)
- 5.4 Teachers will be expected to assess frequently including quantitative and qualitative assessment (see Appendix A).
- 5.5 Teachers will be responsible for maintaining accurate records of each learner's performance and progress for each course for which they are responsible.
- 5.6 Instructions for evaluative purposes will be given to learners in vocabulary that they can understand and will be reflective of the vocabulary used in instructional contexts.
- 5.7 Formal examinations will be scheduled so loss of instructional time is minimized according to the Provincial Department of Education In-School Examination Protocol (May, 2005) as per **Appendix B**. The protocol states that:

5.7.1 At the Intermediate level, the **formal** examination period will occur at the end of the school year. The earliest that this examination period can begin is the Tuesday of the second last week of school. **Non-formal** examinations will occur at midterm.

- **Formal** examinations are defined as those exams which are structured in a manner that results in shutdown days for students.
- **Non-formal** (mid-term) examinations are defined as those types of examinations which may be cumulative in nature but do not require shutdown days for students.

For smaller schools, the start time might be Wednesday or Thursday, depending on local circumstances. The details of such schedules will be established in consultation with the Assistant Director of Education - Programs, or designate.

5.7.2 At the Senior High level the formal mid-year examination period should be limited to a maximum of six (6) consecutive days. The examination period will begin on a Friday. If less than six days are used, all examinations will be administered in the same week.

Six days will be permitted only in larger schools where it is logistically difficult to schedule exams within a five day period. The details of such schedules will be established in consultation with the Assistant Director of Education - Programs, or designate.

5.7.3 The earliest that schools may begin school-based final examinations for senior high school students is Monday of the second last week of school.

For smaller schools, the start time might be Wednesday or Thursday, depending on local circumstances. The details of such schedules will be established in consultation with the Assistant Director of Education - Programs, or designate.

5.8 Prior to the Parent/Teacher Meet and Greet (Curriculum Orientation Meeting) at the beginning of each school year, teachers shall submit an evaluation plan with their course/subject outline to administration/department head. (Refer to Appendix C)

5.9 Results on all assessments must be reported to students within a reasonable period of time(refer to 5.16).

5.10 Analysis of external data generated by the Department of Education will also be used to improve student performance and program delivery.

PRACTICES

- 5.11 Evaluation of specific outcomes shall include the following practices:
- 5.11.1 Tables of specification (District tables under construction), including those provided by the Department of Education for various subjects/courses shall be used to construct unit tests, mid-year and final examinations. (Refer to Appendix E)
 - 5.11.2 Test items shall directly link with outcomes.
 - 5.11.3 Values that are assigned to specific evaluation data shall correlate with the instructional time spent on specific outcomes as articulated in Provincial and District authorized curriculum documents and guidelines.
 - 5.11.4 Evaluative practices need to match the nature of the outcomes being evaluated (e.g. Performance outcomes should be evaluated by performance tasks.).
- 5.12 Records of student progress and achievement shall reflect the general evaluation plan.
- 5.13 Students will be required to write no more than **two** examinations or unit tests per day.
- **In-class formal testing and assignments shall cease to be administered one week prior to scheduled examinations (midterms and finals).**
 - **Unit or cumulative tests shall not be administered within 5 school days following Christmas or spring break.**
- 5.13.1 Any students who may request an adaptation/accommodation or who may wish to be exempt from examinations administered by the Department of Education will have to apply for the same following the procedures outlined in the **Participation Policy** of the Department of Education.
- 5.13.2 Teachers will make applications to the appropriate program specialists for exemptions relating to the administration of common district assessments (4 -9).
- 5.13.3 **Planned absence from midterm and final exams shall be dealt with in the following manner:**
- **Public Examinations - as determined by public exam regulations**
 - **School-Based Examinations - consultation with the school's administration and where deemed reasonable, an exam will be written; where not practical additional value will be placed on the final.**

- **Where exceptional circumstances warrant, the final mark will be based on the year's work.**

5.14 Procedures for maintaining accurate records of student progress may include:

- anecdotal records
- teacher's log books
- teacher's grade books
- checklists, rating scales, performance charts, rubrics
- records of interviews with students
- records of peer and self evaluations
- portfolios
- video or audio tapes
- progress notes on modified / alternate courses

5.15 Classes will be given at least three (3) school days notice in advance of any unit or cumulative test.

5.15.1 Classes will be given a minimum of five (5) school days to complete major projects.

5.16 Assignments, projects and unit tests shall be returned to students in a reasonable time frame. The following time frames shall be communicated to students and parents.

5.16.1 Results for assignments and projects shall be returned to students no later than three weeks from the date of their administration.

5.16.2 Results for unit tests shall be returned no later than one week from date of their administration.

5.16.3 In extenuating circumstances extensions to the time-lines given in 5.16.1 and 5.16.2 may be granted by the principal.

5.17 When students fail to comply with expectations, ongoing intervention will be required (see Appendix D) . To simply give zero (0) percent or decrease the value of the assessment is not acceptable without appropriate documented interventions. Schools are responsible for developing guidelines for appropriate interventions .

INTERMEDIATE LEVEL

5.18 The Labrador School District, and the Department of Education, recognize the importance of some comprehensive assessments. At the same time, the number of examinations and the organization of the examination period must be balanced with the age and needs of the learner and the maximizing of instructional time. The administration of mid-year and final examinations at the Intermediate level will be administered following the

Department of Education In-School Examination Protocol (May, 2005). See Appendix B.

- 5.18.1 **At the Intermediate level**, the only **formal** examination period which may occur will be at the end of the school year. The earliest that this examination period can begin is the Tuesday of the second last week of school. For smaller schools, the commencement of exams might be on Wednesday or Thursday. The details of such schedules will be established in consultation with the Assistant Director of Education - Programs, or designate.
- 5.18.2 For those subjects being assessed, mid-year examinations will be viewed as non-formal.
- 5.18.3 Mid-year examinations will be cumulative to that point in the year in which they are administered.
- 5.18.4 Final examinations will be comprehensive in nature and test the whole course.
- 5.18.5 **Mid-year and final examinations will be administered as follows:**

Grade	Examinations in the Following Areas
7	Required -English, Mathematics, Science, Optional - Social Studies (Maximum of 4 Exams)
8	Required -English, Mathematics, Science, _Optional - Social Studies (Maximum of 4 Exams)
9	Required -English, Mathematics, Science, _and Social Studies (Maximum of 4 Exams)

5.19 There will be no exemptions for mid-year and final examinations because of marks accumulated.

5.20 The value of summative evaluations will be distributed as follows.

Grade Level	Formal Examinations	Tests/ Quizzes/Ass ignments	Other Assessments
Intermediate courses with mid- year and formal examinations. (Grade 7)	30% Mid-year 10% Final Examinations 20%	20 - 40%	30-50 %
Intermediate courses with mid- year and formal examinations. Grades 8/9	35% Mid-year @ 15% Final Examinations @ 20%	20 - 40%	25 -45%
Intermediate courses with no mid-year or final examinations		50 % Maximum	50% Minimum

★ All reported grades will be numerical.

This distribution allows schools/teachers the opportunity, if they wish, to place greater emphasis on assessments (projects, portfolios, etc.) and to place less emphasis on tests, quizzes and assignments according to the nature of the course and appropriate evaluation for the course.

Please see **Appendix A** for a suggested (but not all inclusive) list of assessment tools and techniques relating to the category **other sources of data**.

5.21 A student receiving a failing grade after passing the final exam, will receive a final grade of 50%.

5.21.1 There will be no final marks for courses in the range of 46% - 49%.

5.22 When Grade 9 End of Level Assessments (CRTs) are administered by the Department of Education the individual assessments in these subjects will be worth 20 % of a student's final grade.

5.22.1 The End of Level Assessments will act as the year-end examination for those subjects being assessed. Schools will not administer supplementary examinations or components in the subjects being assessed.

5.22.2 5% of the Intermediate ELA final mark will be based on the comparative

essay under the category Test/Quizzes and Assignments.

- 5.23 Schools shall analyse results of external data (provincial assessment indicators), assess student needs and create an action plan in consultation with the Programs Division.
- 5.24 All provincial assessments indicators completed by the school should be reported to students, parents and the school council in a timely manner.
- 5.25 Pathways 2, 3 and 4 students will be evaluated in accordance with their ISSP/accommodations protocol.**

SENIOR HIGH LEVEL

- 5.26 **At the Senior High Level** schools will ensure that:
- 5.26.1 Mid-year and final examinations will be cumulative to that point in the year in which they are administered
- 5.26.2 Mid-year and final examinations will be developed using a table of specifications.
- 5.26.3 Mid-year and final examinations will be administered in those courses which lead to a Department of Education Final Examination.
- 5.26.4 The expectation is that all general courses in Math, Science, English and Social Studies will have a midterm. Exemptions must fit into the identified exceptions under 5.26.4 (1) (2)**
- 1. The individual ISSP indicates that formative assessment would not be in the student's best interest.**
 - 2. A request for exemption is made to the appropriate program specialist based upon class/student needs and/or alternate evaluation plan, utilizing the application form in Appendix F.**
- 5.26.4.1 The following courses which could be interpreted as leading to public examinations are not to be evaluated using midterm and final exams:**
- **English 1200**
 - **Writing 2203**
 - **Canadian Economy 2203**
 - **Canadian Law 2104/2204**
 - **General Science 2200**
 - **Canadian Issue 1209**

- **Alternate Courses**
- **Economie Canadienne 2244**
- **Droit Canadienne 2134**

5.26.5 In accordance with the Department of Education In-School Examination Protocol as noted in Section 5.7:

At the Senior High level the formal mid-year examination period should be limited to a maximum of six (6) consecutive days. The examination period will begin on a Friday. If fewer than six days are used, all examinations will be administered in the same week.

Six days will only be permitted in larger schools where it is logistically difficult to schedule exams within a five day period. The details of such schedules will be established in consultation with the Assistant Director of Education - Programs, or designate.

The earliest that Senior High schools may begin school-based final examinations for senior high school students is Monday of the second last week of school.

For smaller schools, the start time might be Tuesday or Wednesday, depending on local circumstances. The details of such schedules will be established in consultation with the Assistant Director of Education - Programs, or designate.

5.26.6 Final examinations will be comprehensive in nature and test the whole course because of marks accumulated.

5.26.7 There will be no exemptions for mid-year and final examinations, because of marks accumulated.

5.26.8 Courses requiring overwhelming amounts of reading/writing should be scheduled at the beginning of the exam period (where circumstances warrant).

5.27 Supplementary examinations (school-based) will be provided in all courses having final examinations where the student meets the following criteria:

- minimum mark of 35 %

5.27.1 Supplementary examinations and answer keys must:

- **be submitted by teachers prior to the end of the academic year**
In the case of district assessments, supplementary exams will be provided by the appropriate program specialists.

5.27.2 A school's policy on supplementary exams shall be communicated in a timely manner and contain information regarding:

1. minimum grade requirement (35%)
2. registration process
3. time and place
 - supplementaries must be completed by the end of the first week of school.
4. value (see chart below)
5. Summer School
 - Students writing summer school examinations are not eligible to write supplementaries.

5.28 Supplementary exams for publics will be administered as per Department of Education regulations.

5.29 The value of summative evaluations will be distributed as follows.

Grade Level	Formal Examinations (Mid -Year and Final Examinations)	Tests /Quizzes/Assignments	Other Data Sources
Levels 1 and 2 courses leading to a public exam (i.e., mid-year and final examinations in these courses) and levels 1, 2, & 3 non public courses.	50 % Mid-year 20% Final Examinations 30%	20 - 35 %	15 -30%
Levels 1 - 3 courses which <u>do not</u> lead to a public exam in Level 3 (i.e., no mid-year or final examinations in these courses).		20 -40%	60 - 80 %
Level 3 Public Examination Courses	65% Mid-year Examination 15% Public Examination 50%	20-30 %	5 - 15 %
Supplementary Examinations	Publics - 100 % Non-Publics -100% The marks achieved in the supplementary exam will be the mark submitted.		

This distribution allows schools/teachers the opportunity to place greater emphasis on “other
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data sources” (projects, portfolios, assignments, etc.) and to place less emphasis on tests and quizzes, according to the nature of the course and appropriate evaluation for the course.

For **other sources of data**, a suggested list of tools and techniques to collect the same is given in **Appendix A**.

5.29.1 A student receiving a failing grade after passing the final exam, will receive a final grade of 50%.

5.29.2 There will be no final marks for courses in the range of 46% - 49%. This does not apply to shared evaluation marks in public examination courses.

5.30 Schools shall analyse results of external data (provincial assessment indicators), assess student needs and create an action plan in consultation with the Programs Division.

5.31 All provincial assessments indicators completed by the school should be reported to students parents and the school council in a timely manner.

5.32 Each ISSP team will recommend evaluation procedures for students on Pathway 3 or 4 as well as adaptations/accommodations to the evaluation process as per Pathway 2.

5.33 District constructed common mid-year and final examinations will act as the mid-year or year-end examinations for the subject(s) in question.

APPENDIX A

INTRODUCTION

The nature of the learner and the Learning Outcomes provide a focus for teaching and learning. Data provided by comprehensive evaluation practices guide the teacher in the selection of appropriate instructional approaches. This provides an opportunity for the achievement of intended outcomes and also assists

- students to monitor and improve their learning
- parents/guardians to support student learning
- the school and school district to support the teaching-learning process

GUIDELINES

1.1 Comprehensive evaluation practices will consist of pre-instructional, formative, and summative activities:

1.1.1 Pre-instructional Evaluation is a diagnostic process.

It provides information about the learner's interests, aptitude, prior experience, and learning needs in relation to intended learning outcomes.

Such information should guide teaching and indicate adjustments necessary to interest, challenge and assist learners.

1.1.2 Formative Evaluation is conducted by teachers and learners throughout the process of instruction.

It provides information about the strengths and needs of learners and about how learning is progressing.

Such information should help teachers to design appropriate interventions to improve learning and provide feedback to learners and parents/guardians regarding progress.

1.1.3 Summative Evaluation is conducted at the end of a designated period of learning. It is used with data acquired through formative evaluation to determine instructional effectiveness and achievement of learning outcomes in relation to the cognitive, psychomotor, and affective domains.

PRACTICES

1.2 A suggested list of tools and techniques which may be used for pre-instructional, formative and/or summative evaluation depending on curriculum outcomes and learning contexts is as follows:

- pre-tests
- journal writing, learning log, or diaries
- Know - What - Learn (K-W-L) charts
- self-evaluation, student self-reports
- peer evaluation
- interviews
- class/small group discussions

- directed questions
- brainstorming
- homework
- portfolios
- work samples
- checklists
- observations
- testing (quizzes, unit tests, mid-year and year-end cumulative examinations/reviews)
- rubrics
- rating scales
- formal and informal observation
- performance based assessment
- projects
- conferencing
- audio/visual records
- presentations

- informal reading inventories(miscue analysis, reading records)
- Criterion-Reference Tests - Grade 9 End of Level Provincial Assessments in Mathematics, Science, Core French and English Language Arts
- Public Examinations
- others as suggested in Provincial Curriculum Documents

APPENDIX B

In-School Examination Protocol

Department of Education

May 2005

- At the **Primary & Elementary** levels, there will be no formal examination period (i.e., “shutdown days”) when regular classes are not in session.
- At the **Intermediate** level, the only formal examination period which may occur will be at the end of the school year. If school boards choose to allow schools to proceed with a year-end formal examination period, the earliest it may begin is the Tuesday of the second last week of school. (Note: For smaller schools, the start time might be Wednesday or Thursday depending on local circumstances. The details of such schedules will be established by the school administration in consultation with the Assistant Director of Education - Programs, or designate.
- At the **Senior High** level, if school boards choose to allow schools to have a formal mid-term examination period, this period will be limited to a maximum of six (6) consecutive school days. If all six days are used, the examination period must begin on Friday. If fewer than six days are used, all examinations will be administered in the same week. (Note: Most schools will be able to accommodate their exams within 5 days. For those requiring 6 days, discussions need to first occur with the Assistant Director of Education - Programs, or Designate).

The earliest schools may begin school-based final examinations for senior high school students is Monday of the second last week of school. (Note: For smaller schools, the start time might be Wednesday or Thursday depending on local circumstances. The details of such schedules will be established by the school administration in consultation with the Assistant Director of Education - Programs, or designate

- **Public examinations** will start on Tuesday of the second last week of school.

APPENDIX C

Grade Two
Grade Three
Grade Four

Grade Seven
High School

APPENDIX D

The following interventions are examples of how teachers could respond to students failing to submit

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work or participate in course activities. A record of student interventions shall be maintained.

Types of Interventions:

- Speak to the student (student conference)
- Noted in student agenda book
- email or call parents
- K -12 planet
- form letter to parents
- scheduled meeting with guidance counsellor
- involve administration
- note absence on report card/ progress report

Interventions should be progressive in nature.

APPENDIX E

TABLE OF SPECIFICATIONS

for

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Midterms and Final exams
in
English 1202, English 2202, and English 3202

Section A: (Value 60 marks)

Unseen Sight Passages:

- This section should be divided into three parts, a **Visual**, a **Poem**, and a piece of **Prose** (either fiction or non-fiction). Each part is valued at 20%.
- The questions on each part should consist of a number of *multiple choice* (also referred to as selected responses) and a number of *constructed response* questions.

Section B: (Value 25 marks)

Comparative Essay:

- Students will be required to write a multi-paragraph essay comparing two of the prescribed longer works from the course reading list (novels, non-fiction texts, and/or plays).
- The nature of the comparison should be based upon:
 - literary elements
 - universal themes

Section C: (Value 15 marks)

Personal Response Writing:

This section should offer of a prompt. Students will be asked to compose an original piece of writing in response to the prompt. The writing could be a narrative, a letter, or an essay.

TABLE OF SPECIFICATIONS for
ENGLISH 1201, ENGLISH 2201, and ENGLISH 3201 midterms and finals

Section A: (value 60 marks)

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The Sight Passages:

- Consists of three texts: a visual, a prose piece, and a poem. The prose piece may include an excerpt from drama or a longer work and may be fiction or nonfiction. Students will be required to complete selected and constructed response questions. There will be a total of 20 selected response questions. There will be **5** constructed response questions worth 6 marks each.
- In Section A, students will be required to answer a question linking either: two of the Sight Passages. (The choice of passages to be compared will be prescribed on the exam.) or,
- one of the prescribed Sight Passages with their own personal experience(s). (10 marks)

Section B: (value 25 marks)

The Comparative Study:

- Students will be required to write one well-developed, multi-paragraph essay comparing either:
 - (i) aspects of one prescribed longer play to one of the prescribed texts from the English 3201 reading list provided on the exam, or
 - (ii) as aspects of two of the prescribed texts from the English 3201 reading list provided on the exam.

The choice will be prescribed on the exam (i.e., students will be instructed as to which; option is to be used on the exam)

Topics may address:

- literary elements
- universal themes

The following categories will be assessed:

- content, style (voice, sentence fluency, diction), mechanics, organization

Section C: (value 15 marks)

The Personal Response Writing:

- This section consists of a prompt. Students will be required to compose an original piece in the form of one of the following: a letter to the editor, an editorial, a narrative (monologue, short story or essay), or an essay (descriptive, narrative, expository).

The choice of original piece to be written will be prescribed on the exam.

The following categories will be assessed:

- organization/mechanics (sentence construction), style (voice, diction), content.

DESCRIPTION OF COGNITIVE LEVELS

Process Skills

Activities

Level 1

Knowledge
*Recall or Location of
Information*

define, demonstrate, label, list, locate, match,
memorize, name, observe, recall, recognize, record,
remember, repeat, select, show, state, tell, underline

Comprehension
*Understanding-of
Information*

change, explain, infer, interpret, paraphrase,
predict, restate, retell, review, summarize,
transform

Level 2

Application
*Use of Facts and
Rules*

apply, classify, collect, complete, construct,
demonstrate, dramatize, group, illustrate, operate,
organize, practice, solve, use,

Analysis
*Separation of Whole
into Parts*

associate, combine, compare, contrast, debate,
diagram, dissect, divide, draw, experiment, fill in,
find patterns, inspect, outline, question, select,
separate, solve, test, take apart

Level 3

Synthesis
*Combination of Ideas
to Form a New Whole*

add to, alter, assemble, assume, classify, categorize,
compose, connect, construct, create, design, extend,
hypothesize, modify, plan, predict, rename,
reorganize, translate, write

Evaluation
*Development of
Opinions, Judgments,
or Decisions*

appraise, assess, choose, compare, contrast, critique,
estimate, evaluate, judge, justify, prioritize, rate,
revise, support with details or facts, value

EXAMINABLE TERMS

A

act
action

allegory
alliteration
allusion
analogy

antagonist
apostrophe
archetype
argumentative essay
assonance
aside
atmosphere
audience
autobiography

B

ballad
bias
biography

C

cacophony
caricature
character (characterization)
chorus
cliche
climax
closing by return
coherence (connectives, transitions,
organization [spatial,
logical, chronological],
repetition, parallel
structure, pronoun,
temporal reference points)
colon
comic relief
comparison
complex sentence
complication
composition (visual)
conflict
connotation
consonance
contrast
conventions
couplet

D

denotation
detail
dialect
dialogue

diction
dominant impression or image
dramatic monologue
ellipsis

E

ellipsis
emphasis (repetition, parallel structure)
emotional appeals
emphatic devices (repetition, font
[bold and italics],
short sentences,
punctuation)

epiphany

essay (importance and effectiveness of the
introduction, body and conclusion;
methods of development (compare
and contrast; classification and
division; examples and
illustration; process analysis;
cause and effect; definition))

eulogy

euphony

exposition

expository essay (writing)

extended metaphor

F

fiction

figurative language

flashback

foreshadowing

form

G

genre

H

hyperbole

I

iambic pentameter

imagery

irony

J

juxtaposition

L

lead
letter to the editor
literal meaning
lyrics

M

media (logo, mass media, target audience, headlines, angle, foreground, background, lighting, contrast, logical fallacies, propaganda, colour, form [poster, print, etc], message, text choice, bias)

memoir
metaphor
meter
monologue
mood
motif
motivation
myth

N

narrative (writing)
narrator
nonfiction

O

octave
ode
onomatopoeia
oxymoron

P

parable
paradox
parallelism
parody
persona
personification

persuasive essay

plot (exposition, rising action, climax, falling action, and resolution)

poetic forms (ballad, blank verse, elegy, epic, free verse, lyric poetry, narrative, Elizabethan Sonnet, Italian Sonnet, villanelle)

point of view

prologue

propaganda

props

protagonist

pun

punctuation (forms and uses (period, dash, semicolon, colon, hyphen, quotation marks, exclamation points, capitalization, italics))

purpose

Q

quatrain

R

refrain

rhetorical question

rhyme (scheme)

rhythm

S

sarcasm

satire

scene

sentence fragment

sentence types (simple, compound, complex, compound-complex)

sestet

setting

simile

soliloquy

speaker

stage direction

stanza

stereotype

style (colloquialism, informal, format, slang)
subplot
suspense
symbolism
syntax

T

theme
thesis (statement)
title (significance)
tone
topic sentence
tragic flaw
tragic hero
transitions

U

unity

V

visuals (composition, perspective,
scale, contrast, colour,
balance, message, focal
point, proportion)
voice

APPENDIX F

Application for Summative Assessment Exemption

Re: Non-Academic Level III Courses

From: _____ **Subject Teacher** **School** _____

To: _____ **Program Specialist**

Date: _____

As per 5.26.4 of the *Student Assessment and Evaluation Policy*, schools shall provide Mid-Term and Final Examinations in the areas of Mathematics, Science, English and Social Studies unless exemptions are specifically sought.

Requests are made to the appropriate Program Specialist two weeks prior to examination week.

Course for which exemption is sought: _____

Rational for exemption:

Decision of Program Specialist with rational:
