

## ASSESSMENT AND REPORTING

### Background

Effective and balanced assessment is an integral part of the teaching and learning process. Reporting on assessment is a crucial component in building relationships with parents/caregivers. The principles and procedures below are informed by *Supporting Student Assessment in Saskatchewan* (Saskatchewan Ministry of Education, 2022).

### Definitions

**Formative assessment** (assessment *for* and *as* learning) involves the collection of evidence about student progress, prior knowledge, and skills to determine the next steps in learning. This also involves students actively reflecting on and monitoring their own learning.

**Summative assessment** (assessment *of* learning) involves teachers using evidence to make a judgement on students' achievement of curricular outcomes.

### Guiding Principles

- 1. Engage and Empower the Learner**  
Assessment is a collaborative process that engages and empowers students to understand and be responsible for their learning. Teachers are also accountable within this shared responsibility for their students' learning.
- 2. Support Responsive Instruction and Inspire Learning**  
Quality assessment results are gathered when students are provided multiple and varied opportunities to demonstrate their learning and when the assessment design attends to validity, reliability and fairness.
- 3. Use Culturally Inclusive and Affirming Assessment Practices**  
Cultural responsiveness is intentional and focused on choosing and delivering culturally inclusive and affirming assessment practices, reflecting the diversity in our province. Assessments are appropriate, relevant and responsive when they help all learners feel safe, accepted and supported in their assessment and learning journey.
- 4. Clearly Inform Stakeholders**  
Clearly communicating to stakeholders, including students and parents/caregivers, in a frequent and timely fashion is an integral part of the assessment process.

## Procedures

1. The principal is responsible for:
  - 1.1. Reviewing teachers' course assessment plans and monitoring teachers' gradebooks to ensure they are in alignment with this administrative procedure.
  - 1.2. Ensuring that teachers have access to the learning resources, supports, and professional development opportunities necessary to meet the expectations of this administrative procedure.
  - 1.3. Communicating information regarding assessment and reporting to students, parents/caregivers, and other stakeholders.
  - 1.4. Collaborating with teachers to create school expectations for academic integrity, including guidelines for appropriate and responsible use of artificial intelligence tools in the classroom. These expectations must be shared with students and parents/caregivers.
  - 1.5. Ensuring that division and provincial assessments are completed and submitted as required.
2. Teachers are responsible for adhering to the following:
  - 2.1. All assessment and evaluation of student learning must be based on the outcomes of the provincial curriculum.
  - 2.2. Non-academic factors such as attendance and behaviour are to be assessed and reported on separately from academic achievement.
  - 2.3. Classroom teachers support the assessment of individualized goals for students who have an inclusion and intervention plan (IIP).
  - 2.4. Grades will be based on individual achievement and not on group achievement.
  - 2.5. Grades will be calculated based on summative assessments (*assessment of learning*) and not on formative assessments (*assessment for and as learning*). Formative assessments provide students with multiple opportunities to learn and improve through self-reflection and teacher and/or peer feedback.
  - 2.6. Course assessment plans must include a balance of formative and summative assessment opportunities and a variety of ways for students to demonstrate learning (e.g., inquiry projects, personal responses, observations, and conversation). These plans must be made available in writing to in-school administrators, students, and their parents/caregivers at the start of the year or semester.

- 2.7. Assessments should be culturally inclusive and affirming to ensure that all students are able to see themselves in the teaching and learning process. Assessments should be designed, to the greatest extent possible, in such a way that they consider and represent student diversity including ethnicity, language, gender and sexual orientation, background, experiences, learning styles, and other influences that may shape student identity.
- 2.8. Assessments must be adapted, where appropriate, to meet individual student needs. This might include changes to the format of the assessment (e.g., oral rather than written, use of assistive technology), the length of time allowed to complete the assessment, or the place of assessment.
- 2.9. Assessments must have a clear purpose and defined criteria of what students need to know, show, and do. These criteria can be co-constructed with students and must be communicated to students in advance of the related learning. Grades must be based on these criteria and not on students' achievement compared to other students.
- 2.10. In alignment with school expectations, students should be provided with age-appropriate opportunities to learn about academic integrity – including plagiarism and responsible use of artificial intelligence – to ensure that student work is an authentic representation of learning in relation to the outcome(s).
- 2.11. Students with missing or incomplete work must be provided with additional support and/or alternate arrangements to demonstrate what they know or can do in relation to the outcome. In this instance, a temporary mark of '0' can be entered in the gradebook along with the Incomplete Flag. High school students may only receive a final mark of zero after additional supports and/or alternate arrangements provided were unsuccessful.
- 2.12. Electronic gradebooks and records of student progress must be maintained and shared with parents/caregivers via the required platforms (e.g., Edsby, Clevr). Gradebooks are to be updated within ten school days of the expected completion date of a summative assessment.
- 2.13. In high school, no single summative assessment will be weighted more than the allowable final exam weighting in that grade (Grade 10 = 10%, Grade 11 = 15%, Grade 12 = 20%). See AP 202 *Final Exams and Assessments* for more information.
- 2.14. High school students receiving a final mark of less than 50% qualify for additional credit attainment support, such as credit recovery, credit extension, or course withdrawal. See AP 359 *Credit Recovery and Credit Extension* for more information.

Legal Reference: Adapted from *Supporting Student Assessment in Saskatchewan*, Saskatchewan Ministry of Education, 2022; *Inclusive Education*, Saskatchewan Ministry of Education, 2021; *The Adaptive Dimension for Saskatchewan K-12 Students*, Saskatchewan Ministry of Education, 2017; and *Renewed Curricula: Understanding Outcomes*, Saskatchewan Ministry of Education, 2010.

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