

Board Development Topic: Assessment and Reporting

Date of Board Meeting:

January 25, 2024

Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

Quality Indicator(s):

QI 7.2 – Keeping the Board informed about Division operations, challenges, and celebrations.

QI 7.3 – Providing the Board with open, balanced, sufficient, concise information and clear recommendations for action items in agendas.

QI 7.6 – Providing support to the Board regarding advocacy and lobby efforts on behalf of the Division.

Presented by:

Kristen Myers, GSSD Curriculum Consultant

Lisa Wotherspoon, GSSD Superintendent of Learning

Information for the Board (10 fast facts):

1. GSSD is in the process of updating *AP 281 Assessment and Reporting* and it has recently been posted for feedback. It includes specific information around assessment and reporting practices for parents, staff, and students and is in alignment with the *Supporting Student Assessment in Saskatchewan* provincial document.
2. Student grades are based on provincial curriculum outcomes, which is referred to as “outcome-based assessment.” The outcome identifies what students must *know* or *be able to do* to be successful. Teachers collect evidence in the form of observations, conversations, and products to support their judgment on where students are at in their journey toward meeting the outcome.
3. Teachers engage in both “formative” and “summative” assessment, and the purpose of each of these is different: formative informs teaching while summative provides a measure.
4. Teachers employ a variety of assessment tools to give all students the chance to demonstrate their learning. Teachers also look for opportunities to provide students with choice in how they show their learning, and to involve students in self-assessment and reflection.
5. All students in a class may not be assessed the same way—this is called “differentiation.” Students with an *Inclusion and Intervention Plan (IIP)* or a *Record of Adaptations (ROA)* may require specific adaptations to demonstrate their learning most effectively.

6. Elementary students are graded using a provincially agreed-upon scale of 1-4, with 3 indicating a student is “meeting” the outcome. This scale does not function as an “out of” (e.g., “3 out of 4”) but rather as a spectrum to indicate where students are at in their learning. High school students are graded using a more traditional percentage system which still relates to the provincial learning outcomes.
7. Teachers report on academic achievement (related to provincial curriculum outcomes) and non-academic achievement separately. This means that factors like effort, behavior, and assignments being handed in late are not included as part of the grade. Teachers share this information with parents in other ways, such as through comments in Edsby or the FASA (Factors Affecting Student Achievement) section of the report card.
8. Parents have access to real time information about upcoming assignments and student progress through Edsby. All teachers from Grades 1-12 will be providing online gradebook updates as of March 2024. Parents can also view progress reports and report cards digitally. Print copies are made available for those who prefer that option.
9. GSSD has guidelines in place for high school final exams (see *AP 202 Final Exams and Assessments*). Cumulative final exams (encompassing all learning outcomes from the course) can only be administered in math, ELA, and science courses. Final exams and assessments cannot be weighted more than 10% (Grade 10), 15% (Grade 11), or 20% (Grade 12) of a student’s overall mark (with the exception of provincial departmental exams in Grade 12.)
10. GSSD also has processes in place to support high school students who may not be successful in their first attempt at a course (see *AP 359 Credit Recovery and Credit Extension*). Students earning a final mark between 40-47% will be granted additional time to complete the course, effectively “recovering” the learning they have already done instead of having to repeat these portions of the course. Students with extenuating circumstances may also be provided with an extension in order to finish their course.

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division