

# Prairie South Schools

## Grading Practices Document

This is a living document; please ensure you are using the most up-to-date version.  
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Effective Grading Practices Are	Definitions	Purpose of Grades
<p><b>Outcomes-Based</b>            Effective assessment reflects what a student knows, understands, and can do <b>in relation to the outcome</b>. Evidence of learning and professional judgement determines proficiency.</p> <p><b>Explicit, Accessible, and Transparent</b>            Effective assessment requires clear learning intentions and communicates success criteria so that learning is accessible for all students.</p> <p><b>Relational</b>            Effective assessment fosters hope, efficacy, and a culture of learning.</p> <p><b>Reflective and Responsive</b>            Effective assessment includes ongoing descriptive feedback to promote student reflections and inform next steps.</p> <p><b>Student-Centered</b>            Effective assessment empowers students through voice and choice.</p> <p><b>Student-Agency</b>            Effective assessment guides students in understanding and articulating their learning.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p><b>Mark/Score</b>            The number or letter placed on any single student assessment to indicate the quality of achievement demonstrated.</p> <p><b>Grade</b>            The number or letter reported at the end of a period of time as a summary statement of student learning.</p> <p><b>Assessment</b>            Is the act of gathering evidence of learning on an ongoing basis in order to understand individual students' learning and needs and inform future actions to support further learning.</p> <p><b>Assessment for learning</b>            Involves the collection of evidence about student progress to support and improve student learning by <b>informing instructional practices</b>.</p> <p><b>Assessment as learning</b>            Actively involves students reflecting on and monitoring learning.</p> <p><b>Assessment of learning</b>            Involves teachers' use of evidence of student learning to make judgements about student achievement.</p> <p><b>Evaluation</b>            Is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making judgements on the level of student learning, often at reporting times.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i>  <i>Supporting Student Assessment in Saskatchewan</i>  <i>(SK Ministry of Education, 2022)</i></p>	Purpose of Reporting
		<ul style="list-style-type: none"> <li>• To provide students with information that reports their progress in relation to provincial curricular outcomes.</li> <li>• To provide teachers with information regarding effectiveness of instruction and for instructional planning.</li> </ul> <ul style="list-style-type: none"> <li>• To communicate student achievement to students, parent(s)/guardian(s), school administrators, the board, post-secondary institutions, and employers.</li> <li>• To provide teachers, administrators, parent(s)/guardian(s), and students with information for student placement.</li> </ul> <p><b>Report Cards</b>            Used for reporting final grades at the end of a semester (high school) or school year (elementary).</p> <p><b>Progress Reports</b>            Used for reporting progress throughout the school year.</p>

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Big Ideas	Research	Recommended Practice
<p><b>Four Guiding Principles to Support Student Assessment</b></p> <p>To provide effective environments for continuous learning, four guiding principles of assessment promote individual student success in a fair and culturally inclusive and affirming manner.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p><b>Engaging and Empowering the Learner</b>            Assessment is a collaborative process that engages and empowers students to understand and be responsible for their learning.</p>	<p><b>Teachers can authentically involve students in assessment by:</b></p> <ul style="list-style-type: none"> <li>• activating prior knowledge and worldviews</li> <li>• setting appropriate and challenging expectations</li> <li>• using exemplars and student samples</li> <li>• actively engaging students in self-reflection, self-assessment, and peer assessment</li> </ul>
	<p><b>Supporting Responsive Instruction and Inspiring Learning</b>            Quality assessment results are gathered when students are provided <b>multiple and varied opportunities to demonstrate their learning</b>. Assessments are valid, reliable, and fair.</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• is a balanced approach that includes both formative and summative assessments</li> <li>• encourages students to <b>reach their full potential</b> by confirming what they learned/what they have yet to learn</li> <li>• provides information about student’s strengths and needs</li> </ul>
	<p><b>Using Culturally Inclusive and Affirming Assessment Practices</b>            Culturally inclusive and affirming practices reflect diversity, are appropriate, relevant, and responsive, all learners feel safe, accepted, and supported.</p>	<p><b>Culturally inclusive and affirming assessment is:</b></p> <ul style="list-style-type: none"> <li>• student-centred and considers diverse cultural perspectives and preferences</li> <li>• responsive and authentic</li> <li>• fair and equitable</li> </ul>
	<p><b>Clearly Informing Stakeholders</b>            Clearly communicating to stakeholders, including students, parent(s)/caregiver(s), in a frequent and timely fashion.</p>	<p><b>Clearly informing stakeholders involves:</b></p> <ul style="list-style-type: none"> <li>• discussing the use of a variety of classroom-based assessment methods and results related to outcomes</li> <li>• communicating assessment results</li> <li>• supporting students to successfully achieve outcomes.</li> </ul>

Big Ideas	Research	Recommended Practice
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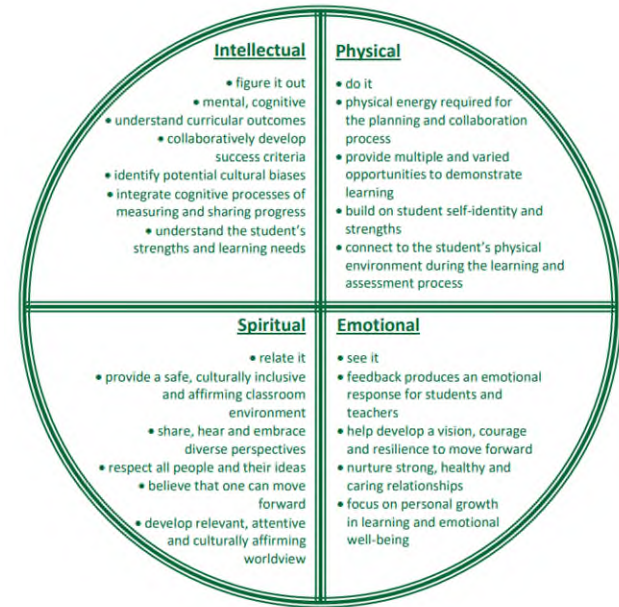
**Four Dimensions Which Support Student Assessment**

Belief systems and worldviews of First Nations and Métis peoples are based on recognizing and respecting the delicate balance of interdependence within oneself and with all living things in the environment, both tangible and intangible.

*Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)*

Within this balance are the intellectual (mental), physical, emotional, spiritual dimensions... as well as teachings that have been passed down through generations. These dimensions create a balance and well-being in one's personal life, as represented by the four quadrants of the circle. In assessment, they can represent a balanced assessment approach that illustrates the progressive growth of all students as well as the interconnectedness and cyclical journey of lifelong learning.

*Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)*



*Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)*

**Intellectual**  
Teachers understand and internalize curricular outcomes to support and collaborate to develop success criteria. Identifying potential cultural biases. Having the end in mind and working for a balanced assessment approach while integrating the cognitive processes of measuring and sharing progress. Students understand strengths and needs.

**Physical**  
Teachers and students co-construct success criteria and choose assessment strategies that build on self-identity and strengths. Provide **multiple and varied opportunities to demonstrate learning**. Land-based context connects students to the physical environment during the learning and assessment process.

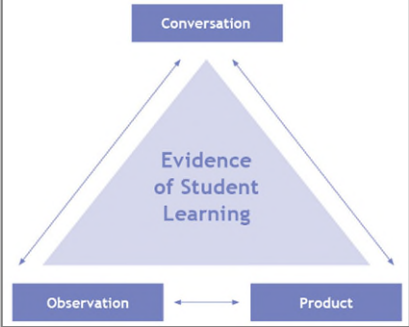
**Emotional**  
Providing and receiving quality feedback. Encouraging and developing a growth mindset in a culturally safe and ethical learning space helps develop vision, courage, and resilience. Collaborative process is supported by nurturing strong, healthy and caring relationships. Focuses on personal growth in learning and emotional well-being.

**Spiritual**  
Establishing a culturally inclusive and affirming classroom environment with a safe space to share, hear and embrace diverse perspectives. The Interconnectedness and respect of all people and their ideas. Responding to feedback with a growth mindset while co-constructing knowledge to develop worldview that is relevant, attentive, and culturally affirming.

Big Ideas	Research	Recommended Practice
<p><b>Four Essential Questions for Effective Assessment</b></p> <p>Provide a practical framework to inspire and support, and to collaboratively engage in the assessment and evaluation process. The choice of the word “where” aims to recognize the importance of place for the individual and their relationship to the land.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Teachers can use the essential questions as a structure to help them plan and determine instructional approaches within a collaborative <b>cyclical assessment process</b>.</p> <p>Can be used by teachers and students together to support class community growth and to emphasize an evolving understanding of educational success.</p>	<ol style="list-style-type: none"> <li>1. <b>Where am I now?</b> (Determining understanding and leveraging diverse worldviews and strengths to address needs).</li> <li>2. <b>Where am I going?</b> (Planning, setting goals, and collaboratively establishing success criteria).</li> <li>3. <b>How am I doing?</b> (Gathering evidence of learning as well as providing, collecting, and reflecting on feedback).</li> <li>4. <b>Where to next?</b> (Responding to feedback by adjusting goals towards next steps in learning).</li> </ol>
<p><b>A Balanced Assessment Approach</b></p> <p>A balanced assessment approach incorporates formative and summative assessments that provide meaningful and interpretable information for the student, teacher and parent(s)/caregiver(s). <a href="#">The four essential questions</a> provide a stabilizing framework towards a balanced assessment approach.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Effective assessment for individual students and the class community <b>connects assessment to learning</b>. A balanced assessment approach can accomplish this by having formative and summative assessments interact with each other to support growth. Formative assessment provides information to teachers about student understanding and allows them to <b>adjust their teaching in order to have a positive impact on learning</b>.</p> <p>Reliability within a culturally inclusive and affirming assessment approach can undertake a <b>holistic view of students’ demonstration of learning</b> by including <b>multiple and varied assessment methods</b>. This can support teachers and students to assess a student’s overall achievement more reliably while being sensitive and inclusive to their diverse cultural backgrounds and learning needs. In other words, using <b>triangulation (conversations, observations, and products)</b> to assess student achievement can support reliability in a culturally inclusive and affirming assessment approach.</p> <p>Understanding when to attend to each source of information is important. Formative assessment results also support teachers as they adjust instruction to meet their students’ immediate learning needs. Further, formative assessment can inspire students to take ownership of their own learning and can inform parent(s)/caregiver(s) of their child’s learning progress. <b>Summative</b> assessment interacts with formative assessment by <b>confirming that learning has taken place</b> and that learning goals have been achieved. For example, summative assessments can use the same reporting scales and the same questions as the formative assessments, making it easier to compare analyses. Timely summative results can provide opportunities for teachers to share individual and class community results with future teachers to use as part of their planning process, as well as to reflect on their own professional growth regarding assessment practices.</p>	

Big Ideas	Research	Recommended Practice
<p><b>Culturally Inclusive and Affirming Assessment Practices</b></p> <p>Are assessment practices that help all learners feel safe, accepted, and supported in their learning environment.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Culturally inclusive and affirming assessment is <b>student-centred</b> and takes into consideration perspectives, preferences, language, and background. Responsive and authentic, it assists teachers in making informed decisions about how to assess using fair and equitable assessment practices for all students.</p> <p>Using a variety of culturally inclusive and affirming assessment practices can enhance a student's <b>sense of belonging</b> because their own learning, experiences and worldviews are deemed as important and valid.</p> <p>Within a culturally inclusive and affirming assessment process, the four essential questions (Where am I now? Where am I going? How am I doing? Where to next?) provide opportunities to students, teachers and parent(s)/caregiver(s) and their community to <b>share their knowledge, experiences, and perspectives</b>. This can place curricular outcomes in an inclusive and meaningful context and promote mutual understanding and respect among all participants. In a holistic perspective, being mindful of the four dimensions that support student assessment (<b>intellectual/mental, physical, emotional, and spiritual</b>) when engaging in the assessment process provides an opportunity to appreciate and affirm the experiences and perspectives of diverse cultures.</p> <p><b>Identifying bias.</b> Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner are considered biases. A bias in a particular assessment can harm a student or enhance the affirmation of another student's culture. It is useful to be mindful of one's own assumptions or biases; consider, <i>who benefits most from this assessment?</i></p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>A few examples of culturally inclusive and affirming assessment practices:</p> <ul style="list-style-type: none"> <li>• <b>Engage students in the assessment process at all stages:</b> determining prior knowledge and worldviews, co-constructing criteria, self-assessing, providing choice in how to demonstrate understanding and adjusting goals to move learning forward.</li> <li>• Allow <b>hands-on materials and manipulatives</b> to be used to demonstrate learning <b>at all grade levels.</b></li> <li>• Place as much value on <b>oral explanations</b> (and the selected alternate forms of assessment) for demonstrations of understandings as on written products.</li> <li>• Use <b>various assessment strategies</b> that encourage students to express what they have learned such as exit slips, reflective journal entries, portfolios, experiential problem-based reports, and clearly written open-ended test questions.</li> <li>• Many more examples can be found in the <i>Supporting Student Assessment in Saskatchewan Document</i> (pages 110 and 111).</li> </ul> <p><b>Biases</b> can take the form of favouring or disadvantaging a particular person or group. Consider:</p> <ol style="list-style-type: none"> <li>1. <b>Invisibility/Omission</b> – Are cultural groups rarely seen or not seen at all? If so, where?</li> <li>2. <b>Stereotyping</b> – Are cultural groups simplified or generalized? If so, where?</li> <li>3. <b>Imbalance</b> – Are there one-sided interpretation of issues or situations? If so, where?</li> <li>4. <b>Unreality</b> – Are there falsehoods or avoidance of in-depth analyses of situations in life? If so, where?</li> <li>5. <b>Fragmentation/Isolation</b> – Does treatment of cultural groups appear as separate or as an add-on? If so, where?</li> <li>6. <b>Linguistic Bias</b> – Does word choice affect some cultural groups? Is the language patronizing to or ignoring any cultural groups?</li> </ol> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p> <p>Treaty education is one facet of Culturally Inclusive and Affirming Assessment practices. When meaningfully and thoughtfully incorporated into subject areas, Treaty Education moves beyond an idea and becomes actualized as a belief that benefits all learners.</p> <ul style="list-style-type: none"> <li>• <a href="#">Treaty Education Outcomes and Indicators</a>, SK Ministry of Education (2013)</li> <li>• Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework, <a href="#">English</a>, <a href="#">French</a>, SK Ministry of Education (2018).</li> <li>• IERF – Indigenous Education Responsibility Framework <a href="#">English</a>, <a href="#">French</a>, Sask School Boards (2022).</li> <li>• <a href="#">PSS IERF Rubrics</a>.</li> </ul>

Big Ideas	Research	Recommended Practice
<p><b>Outcomes-Based Practices</b></p> <p>Is the process by which teachers systematically and purposefully plan for learning by focusing on the outcomes. By utilizing Understanding by Design (UbD), a planning framework, teachers will identify outcomes and big ideas, identify evidence of learning, and create units, lessons, and activities.</p> <p><i>Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010)</i></p>	<p>Saskatchewan outcomes require that students develop a combination of factual, conceptual, procedural, and metacognitive knowledge.</p> <p><a href="#">Bloom's</a> [taxonomy] recognizes the different types of knowledge (the knowledge dimension: factual knowledge, conceptual knowledge, procedural knowledge, metacognitive knowledge) and the processes that students use as they learn (the cognitive process dimension: remember, understand, apply, analyze, evaluate, create).</p> <p><i>Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010)</i></p> <p>Why use outcomes-based practices?</p> <ul style="list-style-type: none"> <li>• To improve student achievement</li> <li>• To increase student engagement</li> <li>• To develop assessment capable learners who: <ul style="list-style-type: none"> <li>• Are aware of current level of understanding</li> <li>• Understand their learning path (outcomes and achievement expectations are shared with students)</li> <li>• Can select tools and resources to guide their learning</li> <li>• Seek feedback and recognize errors as opportunities</li> <li>• Monitor their own progress and adjust as needed</li> <li>• Recognize what they're learning and can teach others</li> </ul> </li> </ul> <p><i>(Frey et al., 2018)</i> <i>(Hattie, 2017)</i></p>	<p><b>Identify Desired Results</b></p> <ul style="list-style-type: none"> <li>• What do we want students to be able to do with their learning in the long run?</li> <li>• What should students come to understand in order for them to transfer their learning?</li> <li>• What essential questions will students explore?</li> <li>• What knowledge and skills will students need to acquire?</li> </ul> <p><b>Determine Acceptable Evidence</b></p> <ul style="list-style-type: none"> <li>• What performances and products will reveal evidence of student understanding and the ability to transfer?</li> <li>• What additional assessment evidence will be used to assess other learning outcomes?</li> </ul> <p><b>Plan Learning Experiences and Instruction</b></p> <ul style="list-style-type: none"> <li>• What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?</li> <li>• How will the learning plan help students acquire, make meaning, and transfer?</li> <li>• How will the unit be sequenced and differentiated to optimize achievement for all learners?</li> </ul> <p><i>(McTighe &amp; Willis, 2019)</i></p>

Big Ideas	Research	Recommended Practice
<p><b>Outcomes-Based Evaluation</b></p> <p>Evaluating students based on what they <b>know, understand, and can do in relation to each individual outcome (verb)</b> by utilizing a variety of assessment techniques (<b>triangulation</b> – conversations, observations, products) to create a complete picture of student understanding and mastery.</p> <p><a href="#">A Balanced Assessment Approach</a></p> 	<p>In Saskatchewan... the work of prioritizing what is essential for students to know, understand, and be able to do has been achieved through developing concise and cohesive curricula with a core set of high-level, grade-specific outcomes and indicators. <b>Each outcome listed in Saskatchewan curricula has, therefore, already been identified as a priority outcome for that grade.</b></p> <p style="text-align: right;"><i>Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010).</i></p> <p>When evidence is collected from three different sources – <b>triangulation (observations, conversations, and products)</b> over time, trends and patterns become apparent, and the reliability and validity of our classroom assessment is increased.</p> <p style="text-align: right;"><i>(Davies et al., 2008)</i></p> <p>Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes, and understandings that should be assessed.</p> <p style="text-align: right;"><i>Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010)</i></p> <p>Students, particularly after age 8-9, have reasonably accurate understandings of their levels of achievement.</p> <p style="text-align: right;"><i>(Hattie, 2023)</i></p>	<p><b>All outcomes are required.</b> Saskatchewan Curriculum Outcomes outline what students are expected to know, understand, and be able to do at the end of the grade (“end of year outcomes”). <b>Collecting evidence from all three sources (Conversation, Observation, Product) allows for triangulation of the evidence that will provide greater confidence in the accuracy of our judgement of student achievement.</b></p> <p style="text-align: right;"><i>(O’Connor, 2022)</i></p> <p><b>Indicators</b> are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. The set of indicators provided in the curriculum for an outcome:</p> <ul style="list-style-type: none"> <li>• provides the intent (depth and breadth) of the outcome</li> <li>• tells the story, or creates a picture, of the outcome</li> <li>• defines the level and types of knowledge intended by the outcome</li> <li>• <b>is not a checklist or prioritized list of instructional activities or prescribed assessment items.</b></li> </ul> <p>When teachers are planning for instruction, they must be aware of the set of indicators to understand fully the breadth and depth of the outcome. Based on this understanding of the outcome, <b>teachers may develop their own indicators that are responsive to their students’ interests, lives, and prior learning.</b> These teacher-developed indicators must maintain the intent of the outcome.</p> <p style="text-align: right;"><i>Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010)</i></p> <p>Teachers will communicate success criteria (or co-create it) prior to the learning experience. By understanding the outcomes and the expectations for success, teachers and students will know where the learners are in relation to the outcome and how they can be supported to meet it.</p> <p style="text-align: right;"><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p> <p><b>Student behaviours are reported separately from grades.</b> See <a href="#">Include Only Achievement.</a></p>



Big Ideas	Research	Recommended Practice
<p><b>Outcomes-Based Reporting</b></p> <p>Organize and report evidence by student learning outcomes; don't organize information in gradebook by assessment methods [quizzes, tests, assignments, for example] or simply summarize into a single grade (high school).</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Grades are broken when evidence of learning from multiple outcomes are blended into a single grade (within gradebook) and the communication fails to show how successful students have been in mastering <b>individual outcomes</b>.</p> <p>[High School: Setting up an outcomes-based gradebook allows for communication on <b>individual outcome achievement</b>, before a single final grade is reported as an overall percentage.]</p> <p>Grades are inaccurate when they are not directly based on outcomes and do not give information about achievement of outcomes.</p> <p>Base grades on provincial learning outcomes. Report grades for outcomes to create a more complete profile of individual student strengths and weaknesses. This requires curriculum, instruction, assessment, evaluation, grading and reporting all to be organized and aligned around the student learning outcomes.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p><b>High School:</b> The SK Ministry of Education requires a final percentage grade to be submitted. <b>This final percentage is achieved by reporting on all outcomes individually within the MSS gradebook.</b> Do not organize information in gradebook by assessment methods [quizzes, tests, assignments, for example] or simply summarize into a single grade.</p> <p><a href="#">Helper Sheet: Creating Categories and Assignments – High School</a> (Percentages)</p> <p><a href="#">MSS Other Scale Terms</a></p> <p><b>Elementary:</b> To report on outcomes in the MSS gradebook, attach a “standard” (outcome) to each “assignment”. Enter a grade (<a href="#">BE</a>, <a href="#">AP</a>, <a href="#">ME</a>, <a href="#">EX</a>) for each individual “standard” (outcome) that you have attached.</p> <p>Learning is developmental and requires repeated opportunities for progression. Teachers will use their professional judgement to replace earlier grades when evidence indicates that further learning has taken place at a later time, for a particular outcome. <b>Therefore, most recent evidence can completely replace out of date evidence when it is reasonable to do so.</b> For example, how well students write at the end of the grading period is more important than how well they write at the beginning. MSS will report on a trend.</p> <p><a href="#">Helper Sheet: Creating a Category and Assignments – Elementary</a> (Standards)</p> <p><a href="#">MSS Standards-Based Grade Scale (4PT AUE)</a></p> <p><b>Do not report a score for outcomes that have not yet been sufficiently evaluated.</b></p>

## My Assessment Toolkit, SK Ministry of Education (2023)

Is a companion document to the Supporting Student Assessment in Saskatchewan (2022) resource. The purpose of My Assessment Toolkit is to provide teachers with an array of assessment strategies to consider when planning multiple and varied opportunities for students to demonstrate their learning. A collection of 100 effective assessment strategies is available in the Excel document “My Assessment Toolkit”. Each assessment strategy is briefly described and is characterized by type and medium of assessment, complexity, aspect of triangulation and connections to the guiding principles of Supporting Student Assessment in Saskatchewan.

### Menu of Assessment Strategies and Tools

TRIANGULATION	ASSESSMENT STRATEGIES	ASSESSMENT TOOLS
	<ul style="list-style-type: none"> <li>to show understanding of curricular outcomes</li> </ul>	<ul style="list-style-type: none"> <li>used to record information gathered</li> </ul>
<p>It is not the tool itself that is formative or summative—rather the <b>function it serves</b> that determines if a tool is formative or summative. Is it to assess student proficiency to improve learning &amp;/or for practice (formative) OR to evaluate achievement of CURRICULUM OUTCOME (summative)?</p>		
<p><b>Conversations</b> (What students say)</p>	<ul style="list-style-type: none"> <li>Agree/disagree and why</li> <li>Choral reading</li> <li>Class discussions</li> <li>Conference</li> <li>Continuum lines/corners' discussions</li> <li>Conversations</li> <li>Debate</li> <li>Interview</li> <li>Make a comment</li> <li>Music</li> <li>Oral defense</li> <li>Oral Exam</li> <li>Oral Presentation</li> <li>Oral Q &amp; A</li> <li>Peer Feedback</li> <li>Play/drama</li> <li>Podcast</li> <li>Post Conferencing</li> <li>Radio show</li> <li>Read aloud</li> <li>Seminar</li> <li>Small group talk</li> <li>Story/event retelling</li> <li>Think-Pair-Share</li> <li>Think aloud</li> </ul>	<ul style="list-style-type: none"> <li><b>Anecdotal Record</b> – ongoing written observations about students' performance or work samples, collected over time</li> <li><b>Checklist</b> – a list of specific skills to be demonstrated during a performance task or attributes required in a product</li> <li><b>Rating scale</b> – a scale that assigns a numerical value to one or more assessment criteria</li> <li><b>Rubric</b> – a set of criteria and performance indicators arranged according to expected levels of performance - Holistic or Analytic</li> </ul>
<p><b>Observations</b> (What students do to demonstrate skills)</p>	<ul style="list-style-type: none"> <li>Assessment stations</li> <li>Debate</li> <li>Demonstrations</li> <li>Exhibits</li> <li>Experiments</li> <li>Games</li> <li>Inquiry Project</li> <li>Investigation</li> <li>Lab</li> <li>Learning centers</li> <li>Measurement</li> <li>Media Project</li> <li>Model Building</li> <li>Observing play with peers, social skills</li> <li>Performance</li> <li>Picture Sorting</li> <li>Presentation</li> <li>Recital</li> <li>Re-enactment</li> <li>Role playing</li> <li>Seminars</li> <li>Simulation</li> <li>Steps in a Sports Move</li> <li>Think-Pair-Share</li> <li>Total Physical Response</li> </ul>	
<p><b>Products</b> (What students create)</p>	<ul style="list-style-type: none"> <li>Annotation</li> <li>Compositions</li> <li>Concept map</li> <li>Demo</li> <li>Draft work</li> <li>Drawing of a Concept</li> <li>Entrance/Exit Slips</li> <li>Exhibits</li> <li>Experiment</li> <li>Film Exhibits</li> <li>Google Doc</li> <li>Graphic/Visual Organizer</li> <li>Investigation/Inquiry</li> <li>Journal or Log</li> <li>Models</li> <li>Photographs</li> <li>Portfolio</li> <li>Poster</li> <li>Pre/Post test</li> <li>Presentations</li> <li>Project</li> <li>Quiz/Test/Exam</li> <li>Research Report</li> <li>Seminars</li> <li>Student Response Devices (white boards, thumbs up/down)</li> <li>Summary, write ups</li> <li>Timelines</li> <li>Written submissions]</li> <li>YouTube Video, Tik Tok</li> </ul>	

Big Ideas	Research	Recommended Practice
<p><b>Quality Assessments</b></p> <p>The primary purpose of assessment is to inform teaching and improve learning. Assessment is an ongoing process instead of a single event at the conclusion of an instructional segment.</p> <p>Assessment results provide more than just data for grading students; assessment provides feedback as the fuel for improving teaching and learning.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Accurate Assessment:</p> <ul style="list-style-type: none"> <li>• <b>Why are we assessing?</b> The purpose of each assessment must be clear.</li> <li>• <b>What are we assessing?</b> Learning targets must be clear to teachers and students and are the focus of instruction.</li> <li>• <b>How will we assess it?</b> Assessment methods must match learning targets and <a href="#">consider bias</a>.</li> <li>• <b>How will we use the results?</b> Formative assessment results should guide next instructional steps. Students should receive and act on feedback and be engaged in self-assessment and goal setting.</li> <li>• <b>How will we communicate the results?</b> Students should be engaged in the assessment process. Summative information is combined and summarized appropriately and reflects current level of achievement.</li> </ul> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Create quality assessments with clear criteria that align with the outcome (validity). Apply outcome criteria consistently to every assessment (reliability).</p> <p>Sound design has five primary considerations:</p> <ul style="list-style-type: none"> <li>• The right method (depends on the nature of the learning goals)</li> <li>• Quality and clarity of assessment prompts (well written, clear and unambiguous)</li> <li>• Tasks and scoring tools (align with the outcomes)</li> <li>• Appropriate sampling (gather enough evidence to make accurate judgements of achievement)</li> <li>• The control of bias</li> </ul> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>
<p><b>Adapting Assessments</b></p> <p>The Adaptive Dimension regards teachers as professionals who have the authority and the responsibility to make adaptations to the learning environment, instruction, <b>assessment</b>, and resources to meet the needs of all students.</p> <p style="text-align: right;"><i>The Adaptive Dimension for Saskatchewan K-12 Students (SK Ministry of Education, 2023)</i></p>	<p>The adaptive dimension advocates for:</p> <ul style="list-style-type: none"> <li>• Fair and equitable assessments giving all students opportunities to make connections and demonstrate the extent of their knowledge, skills, and abilities in a variety of ways</li> <li>• Maintaining the integrity of the outcome</li> <li>• Changes to format (oral/written), the length of time allowed, or the place of assessment (private space/classroom), when necessary</li> <li>• The inclusion of a variety of evidence, active participation and student self-assessment</li> <li>• Opportunities for students to be successful by adapting assessments to match student's strengths and needs</li> </ul> <p style="text-align: right;"><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Adapting assessment practices includes offering students <b>multiple and varied opportunities</b> to demonstrate the extent of their knowledge, skills and abilities in relation to the outcome.</p> <p>Assessments should connect to, and <b>not comprise the integrity of the outcome</b>. Outcomes are not to be adapted.</p> <p style="text-align: right;"><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>

Big Ideas	Research	Recommended Practice
<p><b>Formative Assessment</b></p> <p><b>Assessment for Learning</b> Is teacher-driven for student, teacher, and parent/caregiver use.</p> <p><b>Assessment as Learning</b> Is student-driven with teacher guidance for personal use.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Formative assessment focuses on <b>the processes and products of learning</b>. Assessment is continuous and is meant to inform the student, the parent(s)/caregiver(s), and the teacher of the student's progress toward achieving curricular outcomes. Such assessments provide information upon which instructional decisions and adaptations can be made.</p> <p>The nature of teacher and peer feedback has a significant influence on the ability of students to take control of their own learning and to improve on the quality of their work.</p> <p>Effective feedback supports student learning by involving both teacher and students in:</p> <ul style="list-style-type: none"> <li>• Clarifying the criteria</li> <li>• Identifying where individual students are in relation to achieving the criteria</li> <li>• Providing useful information on how to close the gap</li> </ul> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Will <b>occur throughout the teaching and learning process</b>, using a variety of tools (conversation, observation, product).</p> <p>Teachers will provide <b>differentiated instruction and feedback</b> to enhance student learning and to inform parent(s)/caregiver(s).</p> <p>Engage students in reflecting on learning, future learning, and thought processes (metacognition).</p> <p>Teachers will share what students have done well and what they need to do to improve, in relation to the outcome:</p> <ul style="list-style-type: none"> <li>• Focus on the quality of student work in relation to the success criteria</li> <li>• Indicate specific suggestions for improvement</li> <li>• Timely</li> <li>• Descriptive and fosters student thinking</li> <li>• Focus on limited areas to not overwhelm learners</li> <li>• Allow time for improvement to occur</li> </ul> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>
<p><b>Summative Assessment</b></p> <p><b>Assessment of Learning</b> Provides opportunity to report evidence of achievement related to curricular outcomes.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Summative Assessment (Evaluation) <b>measures the products of learning</b>. The main purposes are to determine knowledge, skills, abilities, and attitudes that have developed over a given period of time; to summarize student progress; and to report this progress to students, parent(s)/caregiver(s), and teachers.</p> <p>This type of evaluation occurs most often at the end of a series of learning activities, experiences, and inquiries, at the end of a unit of instruction, and at term or year-end when students are ready to demonstrate achievement of curriculum outcomes.</p> <p><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p>	<p>Use a <b>variety</b> (conversations, observations, products) of summative assessment strategies.</p> <p>If a student demonstrates understanding/achievement of the outcome during the formative assessment process, the assessment can be reported on (summative assessment).</p>

Big Ideas	Research	Recommended Practice
<p><b>Response to Intervention (RTI)</b></p> <p>Focuses on developing and implementing procedures and practices to support all learners. This is supported by three tiers of responsive instruction, interventions and supports at the classroom and school level, through targeted and/or group approaches and, when needed, at an intensive individual level.</p> <p><i>(Actualizing a Needs-Based Model)</i></p>	<p>The more we support a context to reduce barriers, the less individual resources a person will need to be successful.</p> <p style="text-align: right;"><i>Shelley Moore (2021)</i></p> <p><b>“The less universal supports we use, the more individual needs there are.”</b></p> <p style="text-align: right;"><i>Shelley Moore (2023)</i></p> <p>In alignment with the SK Ministry of Education, PSS utilizes a needs-based model of identifying and providing supports for students.</p> <p>“The needs-based model focuses on developing and implementing procedures and practices to support all learners. This is supported by three tiers of responsive instruction, interventions and supports at the classroom and school level, through targeted and/or group approaches and, when needed, at an intensive individual level.</p> <p>While we recognize that universal classroom practices meet the needs of most students, some students require short-term, targeted supports to be successful. In addition, a small number of students require an inclusion and intervention plan (IIP) that is specific to their learning needs.”</p> <p style="text-align: right;"><i>Actualizing a Needs-Based Model, (SK Ministry of Education, 2023)</i></p>	<p><b>All schools will have a systematic approach to intervention.</b></p> <p>Three Levels of Support:</p> <p><b>Tier 1: Classroom-Based</b></p> <ul style="list-style-type: none"> <li>All students receive quality differentiated classroom instruction by the classroom teacher, that includes <a href="#">adaptations</a>.</li> <li>Classroom Teacher monitors student progress and implements short-term interventions, adjusting when necessary.</li> <li>Most students are successful with this level of support.</li> <li>If adequate progress (as determined by the team) is not being made, move to Tier 2.</li> </ul> <p><b>Tier 2: Targeted/Group</b></p> <ul style="list-style-type: none"> <li><b>Continue to provide Tier 1 support.</b></li> <li>Assessment and planning may lead to revision and continuation of classroom interventions or identify need for additional supports.</li> <li>Includes monitoring supports and documentation.</li> <li>May involve individual and small group instruction within the classroom and/or pull out. Instruction provided outside of the classroom (pull-out) is done for a specific purpose, for a pre-determined amount of time.</li> <li>If adequate progress (as determined by the team) is not being made, move to Tier 3.</li> </ul> <p><b>Tier 3: Intensive Individual</b></p> <ul style="list-style-type: none"> <li><b>Continue to provide Tier 1 and 2 support.</b></li> <li>Assessment, planning, and intervention are provided by a <b>collaborative team</b> which includes Learning Department members and may include support from outside agencies.</li> <li>Continue communication and systematic planning for transition to less intensive supports as the student progresses.</li> <li>Progress is monitored and documented.</li> <li>Additional individual instruction within the classroom and/or pull out. Instruction provided outside of the classroom (pull-out) is individualized and targeted to the student’s needs, for a pre-determined amount of time.</li> </ul> <p style="text-align: right;"><i>Identification, Intervention, and Assessment, Supporting Inclusion Manua (SIM) (Prairie South School Division)</i></p> <p><a href="#">Roles and Responsibilities Chart (SIM)</a></p>

Big Ideas	Research	Recommended Practice
<p><b>Include Only Achievement</b></p> <p>While behaviour can impact student achievement, reporting behaviour with achievement is not a representation of what a student knows, understands, and is able to do in relation to curricular outcomes.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>The primary purpose of grades is to communicate achievement. Grades are broken when they include a mix of achievement and non-academic elements. The fix is to report variables such as behaviours separately from achievement, thereby ensuring that the grades reflect student achievement, in relation to curricular outcomes, as accurately as possible.</p> <p>Including behavioural factors as a percentage of grades is unacceptable as it results in a misrepresentation of achievement.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p><b>Student behaviours are reported separately from grades.</b> For example, do not give marks for changing out in Phys ed, attendance, punctuality, lates, simply <i>completing</i> homework, etc.</p> <p><b>Elementary:</b> Communicate with students and parent(s)/caregiver(s) on an ongoing basis. Use FASA to report on Factors Affecting Student Achievement.</p> <p><a href="#">FASA Rubrics</a></p> <p><b>High School:</b> Communicate with students and parent(s)/caregiver(s) on an ongoing basis. Use the comment section of the Progress Report to report student behaviours.</p> <p>Further Information:  <a href="#">Attendance</a>  <a href="#">Late Work</a>  <a href="#">Incomplete Work</a>  <a href="#">Zero</a>  <a href="#">Redo</a>  <a href="#">Homework</a>  <a href="#">Bonus Marks</a>  <a href="#">Academic Integrity</a></p>
<p><b>Attendance</b></p> <p>Students are required to attend school in accordance with The Education Act, 1995, and individual school division administrative procedures. When students are absent from school, the school provides support, determines underlying reasons for non-attendance, and implements appropriate intervention strategies.</p>	<p><b>All marks and grades should be determined by proficiency, not by seat time.</b> Most students need to attend class to be successful. Incorporating a collaborative and balanced approach that includes culturally inclusive and affirming practices can effectively attend to well-being (intellectual/mental, physical, emotional and spiritual) as well as inspire learning.</p> <p style="text-align: right;"><i>Supporting Student Assessment in Saskatchewan (SK Ministry of Education, 2022)</i></p> <p>Absences should not directly affect students' grades. Grades are broken if there is a direct impact because a behavioural variable is being allowed to distort achievement. The fix is to deal with attendance separately from achievement by simply reporting days present (or days absent).</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p><b>Report absences separately from grades.</b></p> <p>Investigate reasons for non-attendance with a focus on intervention and prevention.</p> <p>Marks will not be reduced based on a student's attendance as it is not an accurate reflection of student learning and achievement. <b>Individualized actions will be taken within the context of your school's Response to Intervention Plan.</b></p> <p>Teachers and schools must keep an accurate attendance record to inform interventions for poor attendance behaviours and interventions for missed assignments/assessments. In instances where attendance has been identified as a problem for a particular student, each school will attempt to improve the student's attendance by following the procedures outlined in <a href="#">AP 330 Student Attendance</a>.</p> <p>Students who are absent, regardless of the reason, are responsible for learning class material and completing assessments.</p> <p>Use <a href="#">INT and INC</a> in MSS to indicate where a student is at in the intervention process (see <a href="#">Zero</a>).</p>

Big Ideas	Research	Recommended Practice
<p><b>Late Work</b></p> <p>Work that has been completed after a predetermined deadline.</p>	<p>There are problems with the practice of reducing marks on work submitted late. They distort the grades; they motivate the opposite behaviour to what was intended; they do not prepare students for the world beyond school where timelines can be communicated and negotiated.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p> <p>If it is an important piece of assessment evidence, it is better that the student submits it late than not at all, <b>within reason</b>. Having absolute deadlines (and penalties) for anything, 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.</p> <p>We prepare students better for that world when we offer a variety of deadlines in school; learning that is part of an instructional sequence may need to be done tonight or tomorrow, but timelines for long term assignments should be framed more flexibly.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Students are expected to submit assignments on time. <b>Actions related to late assignments will be taken within the context of your school’s Response to Intervention Plan</b> to reduce or eliminate the problem of late work.</p> <p><b>Marks will not be reduced from assignments for being submitted late.</b></p> <p><b>Standards-based gradebook:</b> <a href="#">(BE, AP, ME, EX)</a> IE may be used when a student has not handed in the work and is unable to provide evidence of learning. See <a href="#">Using IE, NA, and IG in Standards-based Gradebook</a> Helper Sheet.</p> <p><b>Traditional gradebook:</b> see <a href="#">Zero</a>.</p> <p>Comments may be added to the assignment in MSS to document the steps in place to achieve the outcome. Report late assignment behaviour separately from achievement related to curricular outcomes on Progress Reports/Report Cards (in term comments, FASA).</p> <p><a href="#">Academic Integrity and Student Responsibility PSS AP 366</a>.</p>
<p><b>Incomplete Work</b></p> <p>Work that is only partially complete/shows partial evidence of understanding in relation to the outcome.</p>	<p>Assigning a value to something that doesn’t exist is neither valid nor reliable [i.e., giving a zero and averaging it with the overall academic score].</p> <p style="text-align: right;"><i>(Dimich et al., 2022)</i></p> <p>If the records kept by the teacher show little or no evidence of learning in relation to the outcomes of the course, then the student grade must reflect what is not known.</p> <p style="text-align: right;"><i>(Herbst &amp; Davies, 2016)</i></p>	<p>Students are expected to complete assignments that show evidence of learning in relation to the Saskatchewan Curricular Outcomes. <b>Actions related to incomplete work will be taken within the context of your school’s Response to Intervention Plan.</b> Use professional judgement with the intention of collecting more evidence to demonstrate learning through intervention opportunities, extension of deadlines, and/or alternative forms of assessment.</p> <p>If the student completes the work, it can be graded without reductions. If the work is submitted partially complete, the student will be encouraged and supported to complete it in full. If the work remains incomplete, partial credit can be given for what understanding has been demonstrated.</p> <p><b>Standards-based gradebook:</b> <a href="#">(BE, AP, ME, EX)</a> IE may be used when a student has not handed in the work and is unable to provide evidence of learning. See <a href="#">Using IE, NA, and IG in Standards-based Gradebook</a> Helper Sheet.</p> <p><b>Traditional gradebook:</b> see <a href="#">Zero</a>.</p> <p>Comments may be added to the assignment in MSS to document the steps in place to achieve the outcome.</p>

Big Ideas	Research	Recommended Practice
<p><b>Zero</b></p> <p><b>Traditional gradebook (percentages).</b></p> <p>No evidence of learning demonstrated.</p> <p><b>INT</b> – Intervention (temporarily averages a grade of zero into the overall percentage).</p> <p><b>INC</b> – Incomplete (averages a ‘final’ zero into the overall percentage, only after intervention attempts have been unsuccessful).</p>	<p>Failing to submit something at all- similar to late work- is a behavioural misstep that deserves action [intervention]. Giving a zero misses the mark in terms of ultimately producing the desirable outcome (learning).</p> <p style="text-align: right;"><i>(Dimich et al.,2022)</i></p> <p>Intervention needs to be timely and systematic. The process should be directive rather than invitational, so that all students get the help they need, consistently and without interruption until they are successful. Intervention should be implemented systematically, so that every student who faces the same problem is guaranteed the same response.</p> <p style="text-align: right;"><i>(Buffun et al, 2009)</i></p>	<p><b>No zero’s (INC) without interventions. A minimum of two interventions is recommended.</b></p> <p>Students are expected to submit assignments. <b>Actions will be taken within the context of your school’s Response to Intervention Plan.</b> Students who do not attend regularly will be given interventions including reasonable extended deadlines with support. Students may not choose to “take a zero” without intervention attempts. <b>Opportunities for interventions must be given.</b> For example, additional time, contact home, support period, etc.</p> <p>Use the following codes to indicate where a student is at in the intervention process:</p> <p><b>INT</b> = ‘Intervention’ temporarily averages a grade of zero into the gradebook to reflect an accurate overall percentage. This code can be entered into the gradebook immediately following a missed assignment/assessment and indicates that the student is receiving interventions and support to complete the work. Comments may be added to the assignment in MSS to document the steps in place to achieve the outcome.</p> <p><b>INC</b> = ‘Incomplete’ averages a ‘final’ zero, after all intervention attempts have been unsuccessful, (including reasonable extended deadlines with support), and no evidence of learning exists (formative or summative; conversation, observation, product). Comments may be added to the assignment in MSS to document the process.</p>
<p><b>Redo</b></p> <p>When a student resubmits an assignment or retakes an assessment to demonstrate a new level of understanding.</p>	<p>“When students know or understand more than they once did, the reassessment opportunity allows teachers to measure (and report) students’ current level of proficiency; without reassessing, the reported grade is no longer accurate.”</p> <p style="text-align: right;"><i>(Schimmer, 2016)</i></p> <p>“The key to ensuring that reassessment is a productive part of the learning process is to make sure (or at least strongly suspect) <b>that the student has achieved a new level of proficiency</b> before extending the reassessment opportunity.”</p> <p style="text-align: right;"><i>(Schimmer, 2016)</i></p>	<p>Students may have an opportunity to redo assignments or evaluations, or parts of evaluations. <b>Actions will be taken within the context of your school’s Response to Intervention Plan.</b> Redo’s will be considered when:</p> <ul style="list-style-type: none"> <li>• Students have not demonstrated an understanding of the outcome,</li> <li>• An intervention has been provided,</li> <li>• The student has demonstrated new level of understanding.</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Student is engaged in the process</li> <li>• What pieces of the assessment need to be redone</li> <li>• If the redo is a summative evaluation, you may change the format or items in the assessment</li> </ul> <p>Determining the grade when a redo is completed:</p> <ul style="list-style-type: none"> <li>• Using professional judgement, determine which assessment demonstrated the student’s highest level of understanding</li> <li>• Do not average the assessments (original and redo)</li> </ul>



Big Ideas	Research	Recommended Practice
<p><b>Homework</b></p> <p>Work that is assigned beyond the school day hours.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Work incomplete during class time,</li> <li>• Extra practice</li> </ul>	<p>Practice is valuable only to those students who can have some degree of success on their own without teacher support. It is of little or no value to students who don't need to practice, and it can actually be damaging to students who don't understand because they may embed misunderstandings that will be difficult to correct.</p> <p style="text-align: right;"><i>(O'Connor, 2022, p.188)</i></p> <p>“Homework can have a counterproductive effect when teachers assign a lot of it, don't or barely monitor the work, allow students to practice incorrect methods or procedures, and undermine a student's motivation to keep learning with the nature of the assignment.”</p> <p>“While many teachers cite the development of time-management skills and responsibility as justification for regular homework assignments, presently there is no evidence that regular homework routines develop the time-management skills of students.”</p> <p style="text-align: right;"><i>(Schimmer, 2016, p. 79)</i></p> <p>“Kohn (2007) forcefully asserts that homework is a burden to parents, stressful to children, creates family conflict, reduces the amount of time children have for other activities, and reduces children's interest in learning.”</p> <p style="text-align: right;"><i>(Schimmer, 2016, p. 79)</i></p>	<p>Marks will <b>not</b> be given for simply <i>completing</i> homework as it is not an accurate reflection of student learning and achievement. <b>Actions will be taken within the context of your school's Response to Intervention Plan.</b></p> <p>If using homework, <b>give descriptive feedback</b> to improve student learning, and inform instruction.</p> <p><b>Report homework behaviour separately from achievement</b> related to curricular outcomes on Progress Reports/Report Cards (in term comments, FASA).</p> <p>Use the following six questions to determine if homework is an essential part of student learning:</p> <ol style="list-style-type: none"> <li>1. <b>Is it learning centered?</b> At minimum, the work we ask students to complete at home should cover the essential learning. Homework should never be busy work.</li> <li>2. <b>Is it necessary?</b> We should ask ourselves if it is necessary for students to take time out of their home lives to complete an assignment.</li> <li>3. <b>Is it reasonable?</b> Can we reasonably expect the student to complete the assignment within the time available, and is it a reasonable amount of work given the age of the students?</li> <li>4. <b>Is it high quality?</b> Does the task match the understanding or skills required by the outcome?</li> <li>5. <b>Are the students ready?</b> Students need to be ready to work independently in order for homework to be a productive experience; otherwise, frustration and discouragement will result. This leads to the need to differentiate homework depending on the typical clusters of readiness within the classroom.</li> <li>6. <b>Were the students involved?</b> Homework is typically more productive when students have input on the purpose of the homework, what it entails, and how much is necessary to complete.</li> </ol> <p style="text-align: right;"><i>(Schimmer, 2016)</i></p>
<p><b>Bonus Marks</b></p> <p>Points awarded for things that are not related to curricular outcomes.</p>	<p>The basic problem with weaving bonus marks into a grade when they reflect something other than the expected learning is that they distort the record of achievement.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Assessment and grades are representative of a students' understanding of the outcome. Therefore, <b>bonus marks are not to be given for any subject at any grade level.</b></p>

Big Ideas	Research	Recommended Practice
<p><b>Extra Credit</b> (vs Additional Evidence)</p> <p><b>Extra Credit:</b> Doing more of the same, quantity vs. quality.</p> <p><b>Additional Evidence:</b> Providing additional opportunities for students to demonstrate higher levels of achievement in relation to the outcome. (Not just more of the same).</p>	<p>Extra credit stems from the belief that school is about doing the “work,” accumulating points, and that <i>quantity</i> is better – rather than about achieving higher levels of learning.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Instead, if students want to receive a higher grade, teachers should require them to provide additional evidence that <b>demonstrates a higher level of achievement, in relation to the outcome</b> (to a maximum of EX or 100%). See <a href="#">MSS Standards-Based Grade Scale</a>.</p> <p>Additional evidence must reveal new or deeper learning and should be considered along with the previous evidence to determine the student’s level of achievement.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>
<p><b>Group Scores</b></p> <p>Assigning the same grade to all group members regardless of individual levels of understanding.</p>	<p>Cooperative learning is essentially a learning activity, not an assessment tool. The use of group scores does not accurately reflect the achievement of each student and therefore is unfair for some members of the group.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p><b>Group scores will not be used in grading.</b></p> <p>Students will be evaluated individually based on evidence of their understanding of the outcome criteria.</p>
<p><b>Split Grade Expectations</b></p>	<p>Each required area has unique knowledge, skills, and values that are essential for all students at the elementary, middle, and secondary levels. Therefore, the Required Areas of Study are included throughout the school program from the elementary to secondary levels.</p> <p style="text-align: right;"><i>Registrar’s Handbook (SK Ministry of Education, 2023)</i></p>	<p>Based on SK Ministry of Education expectations, Prairie South aims to teach all courses in sequence.</p> <p>Students are to be assessed at their grade level on grade appropriate outcomes.</p>
<p><b>Academic Integrity</b></p> <p>Evidence of one’s own learning through demonstration of responsibility, honesty, trust, and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.</p> <p style="text-align: right;"><i>AP 366 Academic Integrity and Student Responsibility (Prairie South Schools)</i></p>	<p>As with most behavioural concerns, there are two main issues: how to prevent it and what to do about it when it happens...the better we educate and communicate, the less academic dishonesty that will occur.</p> <p>The first steps in prevention:</p> <ul style="list-style-type: none"> <li>• Explaining what academic integrity is and why it is essential, and describing what academic dishonesty is</li> </ul> <p>Procedures to deal with Academic Dishonesty:</p> <ul style="list-style-type: none"> <li>• Effective procedures recognize that the appropriate academic consequence is to have students redo the assessment with honesty and integrity, and</li> <li>• Never use mark reductions, especially zeroes... if the response to cheating is a lowered score or grade, this renders the student’s record of achievement inaccurate.</li> </ul> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p><b>Never use mark reductions for academic dishonesty.</b></p> <p>When academic dishonesty is suspected, the teacher will consult with the school administrator and together use professional judgment to determine an appropriate course of action. See <a href="#">Zero</a> and <a href="#">Redo</a>.</p> <p>Actions related to academic dishonesty should proactively deter students. These may include:</p> <ul style="list-style-type: none"> <li>• Creating an open environment for discussion in the classroom and responding to students’ questions about academic integrity</li> <li>• Teaching students how to conduct research, properly cite sources, use quotations in their work and develop paraphrasing skills</li> <li>• Requiring the student to complete the assigned work with academic integrity.</li> </ul> <p><a href="#">AP 366 Academic Integrity and Student Responsibility</a></p>

Big Ideas	Research	Recommended Practice
<b>Prekindergarten and Kindergarten</b>		
<p><b>Evidence of Student Learning in PreK</b></p> <p>Early learning programs are holistic, responsive, and developmentally appropriate. They focus on the healthy development of the whole child – social, emotional, physical, intellectual and spiritual.</p>	<p>The process of learning from children and acting upon what is observed is a form of informal assessment that most educators use daily in their practice.</p> <p>Many educators have developed ways of recording the information they gather in their observations. The information becomes part of the children’s learning process as the educator uses it to encourage more exploration of the children’s ideas and interests. The information lays a foundation for understanding what children are learning and what might be added to the environment to support further investigation.</p> <p style="text-align: right;"><i>Play and Exploration: Early Learning Program Guide (SK Ministry of Education, 2008)</i></p>	<p>Taking time to notice what children are saying, planning and doing requires some organized way of observing and recording learning processes and information. Many educators have developed a system that helps them to take note of what is happening around them. The information invites the adult to reflect on what is observed and how to plan next steps in the children’s learning processes.</p> <p>Common ways to gather information include:</p> <ul style="list-style-type: none"> <li>• anecdotal records or vignettes</li> <li>• checklists</li> <li>• learning stories</li> <li>• videotape recordings</li> <li>• photographs</li> <li>• portfolios</li> <li>• documentation posters, panels and books</li> </ul> <p>PreK Teachers can share evidence of learning through:</p> <ul style="list-style-type: none"> <li>• PreK Family Events</li> <li>• Student Led Conferences</li> <li>• Seesaw</li> </ul> <p style="text-align: right;"><i>Play and Exploration: Early Learning Program Guide (SK Ministry of Education, 2008)</i></p>
<p><b>Student Led Conferences (SLCs) - Prekindergarten</b></p>	<p>When students become self-assessors who are reflective learners, they can then communicate with parents or significant adults about their strengths, areas for improvement, and next steps in their learning. This means that schools/districts need to set up their communication system to include student-involved or student-led conferences from [Pre] Kindergarten through high school. This type of conference has been found to have significant impact on students taking responsibility for their own learning and to result in better parent attendance at conferences.</p> <p style="text-align: right;"><i>(O’Connor, 2022)</i></p>	<p><b>November (Term 1)</b></p> <ul style="list-style-type: none"> <li>• 30-minute time slots in the classroom are blocked off for 3-5 families at one time.</li> <li>• Students show what they know and can do through center activities.</li> </ul> <p><b>March (Term 2)</b></p> <ul style="list-style-type: none"> <li>• 30-minute time slots in the classroom are blocked off for 3-5 families at one time.</li> <li>• Students show what they know and can do through center activities.</li> </ul>

Big Ideas	Research	Recommended Practice
<b>Prekindergarten and Kindergarten</b>		
<p><b>Evidence of Student Learning in Kindergarten</b></p>	<p>The teaching and learning process involves assessing and evaluating children’s achievement in relation to the outcomes of the provincial curriculum. The assessment of children should encompass the whole child and involve evidence gathered over time.</p> <p>Effective educators continuously assess the degree to which children are achieving the curricular outcomes. <b>Evidence is gathered through observing, documenting, and interpreting to reveal what children have learned from experiences both inside and outside the classroom.</b> This evidence of children’s learning is analyzed, and conclusions are drawn about what the child knows, understands, and is able to do, as well as the breadth and depth of a child’s understanding.</p> <p style="text-align: right;"><i>Kindergarten Curriculum (SK Ministry of Education, 2010)</i></p>	<p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• Is teacher-driven for student, teacher, and parent/caregiver use</li> <li>• Occurs throughout the teaching and learning process, using a variety of tools</li> <li>• Engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parent(s)/caregiver(s) in support of learning</li> </ul> <p><b>Assessment as Learning</b></p> <ul style="list-style-type: none"> <li>• Is student-driven with teacher guidance for personal use</li> <li>• Occurs throughout the learning process</li> <li>• Engages students in reflecting on learning, future learning, and thought processes (metacognition)</li> </ul> <p><b>Assessment of Learning</b> Provides opportunity to report evidence of achievement related to curricular outcomes.</p> <p>Occurs at the end of a learning cycle, using a variety of assessment tools:</p> <ul style="list-style-type: none"> <li>• <b>Portfolios</b></li> <li>• Performance Tasks</li> <li>• Anecdotal notes</li> <li>• Checklists</li> <li>• Rubrics</li> </ul>
<p><b>Student Led Conferences (SLCs) – Kindergarten</b></p>	<p>When students become self-assessors who are reflective learners, they can then communicate with parents or significant adults about their strengths, areas for improvement, and next steps in their learning. This means that schools/districts need to set up their communication system to include student-involved or student-led conferences from Kindergarten through high school. This type of conference has been found to have significant impact on students taking responsibility for their own learning and to result in better parent attendance at conferences.</p> <p style="text-align: right;"><i>(O’Connor, 2022)</i></p>	<p><b>November (Term 1)</b></p> <ul style="list-style-type: none"> <li>• <b>EYE results (including comments), are shared with parent(s)/guardian(s) in person, and are the basis of this SLC</b></li> <li>• Recommended practice is to include a student-led portion that runs in conjunction with the sharing of the EYE results. For example, 30-minute time slots are blocked off for 3-5 families at a time. The student and their family engage in learning invitations related to the EYE domains independently while the teacher pulls each set of parent(s)/guardian(s) for a private 5–10-minute conversation about the EYE results.</li> </ul> <p><b>March (Term 2)</b></p> <ul style="list-style-type: none"> <li>• Kindergarten Progress Report is the basis for discussion</li> <li>• 30-minute time slots in the classroom are blocked off for 3-5 families at one time.</li> <li>• Students show what they know and can do through center activities</li> <li>• Students share samples of their work (portfolio)</li> </ul>

Big Ideas	Research	Recommended Practice
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**Prekindergarten and Kindergarten**

<p><b>Early Years Evaluation – Teacher Assessment (EYE-TA)</b></p> <p>Used to determine each child’s progress in five key areas, closely linked with early learning and emerging literacy skills.</p> <p><i>The Learning Bar © (Contracted by the SK Ministry of Education)</i></p>	<p>Research has linked the importance of the successful development of early skills to improve school achievement. We can identify children in kindergarten who would most benefit from additional supports to be ready for formal academic learning. The EYE-TA will help us to better understand who these children are.</p> <p><i>(The Learning Bar).</i></p> <p>The EYE-TA enables teachers to determine each child’s progress and provide meaningful instruction to meet their needs. The EYE-TA assess five areas of Early Learning, closely associated with children’s success at school.</p> <p>Five Domains:</p> <ul style="list-style-type: none"> <li>• Awareness of Self and Environment</li> <li>• Social Skills and Approaches to Learning</li> <li>• Cognitive Skills</li> <li>• Language and Communication</li> <li>• Physical Development (Fine and Gross Motor)</li> </ul>	<p><b>Kindergarten Teachers complete the EYE for every student each fall (Term 1).</b> The EYE (The Learning Bar) is “open” from mid-October to the end of November.</p> <p>Each April/May, The Learning Bar indicates which students need to be reassessed. An algorithm determines which students scored in the yellow or red. This information is used to inform instruction and intervention and for transitioning students to Grade 1.</p> <p>Kindergarten teachers will provide parent(s)/guardian(s) with the “Child Report” that includes general comments written by the teacher, at the November SLC. <b>It is important that this is shared in person. In April/May, EYE results for students who required reassessment will be shared with parents.</b></p> <p>The “Child Report” is printed and placed in the student’s Cumulative Folder for a period of three years. “Any student results that assess readiness for formal learning should be removed from the Cumulative Record at the end of Grade 3”.</p> <p><i>Student Cumulative Record Guidelines (SK Ministry of Education, 2022)</i></p>
<p><b>Kindergarten Progress Report</b></p>	<p>Purpose of reporting student progress in Kindergarten:</p> <p>Grades reflect how students are developing, in a specific point in time, towards the provincial outcomes. The progress report provides information about the strengths and challenges of learners and is meant to help educators and parents focus on ways to support learning at school and at home.</p>	<p>The EYE-TA “Child Report” is used for the first reporting period in November (Term 1). <b>The Kindergarten Progress Report is used in March (Term 2) and June (Term 3).</b></p> <p>Complete the Kindergarten Progress Report in Word and save it as a PDF. Share the <b>PDF</b> with the school AA. The school AA will <a href="#">upload the PDF to the Documents Tab in MSS</a>. The Kindergarten Progress Report can be printed.</p> <p><b>Teachers report on FASA</b> (Factors Affecting Student Achievement) which includes “Respectful Learner”, “Responsible Learner”, and “Engaged Learner”, <b>ELA Outcomes, and Math Outcomes.</b></p> <p><b>Teachers will include a comment for FASA, ELA, and Math.</b></p>

Big Ideas	Research	Recommended Practice
<b>EAL (English as an Additional Language)</b>		
<b>CFR (Common Framework of Reference)</b>	<p>The Common Framework of Reference (CFR) scale contains six Global Levels, ranging from the beginner level (A1) to the highest level of language proficiency (C2). For the purposes of English as an Additional Language in Saskatchewan schools, the focus for learners is on the first three levels of the CFR scale, known as A1, A2 and B1.</p> <p>These selected levels are further sub-divided into A1.1, A1.2, A2.1, A2.2, B1.1, and B1.2 to provide more detail for skill development and evidence of language progress in the classroom.</p>	<p>CFR levels are determined by a team (Classroom Teachers, SSTs, etc.) <b>at reporting periods</b>, using the Condensed CFR Form on clevr. The CFR level that is reported is the student's working level.</p> <p><b>The lowest of the four components (Listening, Speaking, Reading, Writing) is the student's overall CFR level.</b> Students who are beyond B1.2 in all four components are considered "Independent" and are no longer "on" the CFR.</p> <p>All grades 1-12 EAL students (between A1.1-B1.2) must have a CFR level in clevr. AAs then input the CFR level into MSS in Sept and June of each school year.</p> <p><a href="#">Ideas for Making Adaptations for English as an Additional Language Learners</a>, page 28 of The Adaptive Dimension for Saskatchewan K-12 Student, SK Ministry of Education (2023).</p>
<b>English Language Progress Report</b>	<p>The English Language Progress Report (<i>formerly EAL Report Card Insert</i>) communicates the progression of language growth along a continuum to students and parent(s)/guardian(s).</p>	<p><b>All EAL students with an overall CFR level of A1.1 to B1.2 will have an English Language Progress Report (<i>formerly EAL Report Card Insert</i>).</b></p> <p>All four language components are evaluated and reported separately. <b>All EAL students will receive a comment about their English Language Progression</b> either through the English Language Progress Report (<i>formerly EAL Report Card Insert</i>) or the ELA comment on the MSS Progress Report/Report Card (or both). Method of communication with parent(s)/guardian(s) regarding comments, will be determined by the school.</p> <p>Classroom Teachers/SSTs will complete the Condensed CFR Form on clevr, which populates the English Language Progress Report (also on clevr). Classroom Teachers/SSTs will share a copy of the English Language Progress Report with students and parent(s)/guardian(s) (digital and/or printed) and place a copy in the cumulative folder.</p> <p><b>Align the English Language Progress Report with your school's reporting periods.</b></p>

Big Ideas	Research	Recommended Practice
<b>EAL (English as an Additional Language)</b>		
<p><b>Auditing (Secondary)</b></p> <p>Taking a grade 10, 11, or 12 class <i>not</i> for credit, in preparation for taking that same class <i>for</i> credit, when ready (CFR level dependent).</p>	<ul style="list-style-type: none"> <li>• Each student’s programming is <b>based on their individual strengths and needs</b>. Exceptions to programming can be made on an individual basis, as decided by the team. Adaptations, differentiation, and interventions can be applied in all courses.</li> <li>• Auditing and other programming is <b>communicated to students and parent(s)/guardian(s) ahead of time</b>.</li> <li>• The school will create a separate class/sub-class for EAL students who are auditing so marks are not submitted to the SK Ministry of Education. Once a student has completed the outcomes/course, marks can be submitted.</li> <li>• Clear communication, expectations, and goals are laid out in advance, including the message that it <b>may take longer</b> than three years to earn 24 credits and graduate high school.</li> <li>• Students can <b>remain in high school until they “age-out”</b>.</li> <li>• EAL students, regardless of CFR level, <b>may audit core courses</b> and <b>obtain credits in some electives</b> (such as Wellness 10, Foods, etc.).</li> <li>• EAL students, while still on the CFR <b>may also earn core credits</b> (such as Math or Science), as long as they are <b>meeting the outcomes</b> (with the exception of English and Social Studies).</li> <li>• EAL students who are considered <b>“Independent”</b> (no longer tracked on the CFR) <b>can earn all Regular credits</b>, including English and Social Studies and will <b>no longer audit</b> courses.</li> <li>• EAL students <b>can audit a course more than once</b> and can <b>earn a credit over more than one semester</b> where appropriate. Classroom Teachers will <a href="#">outcome track</a> for these students.</li> <li>• EAL students are <b>not typically candidates for Modified (or other)</b> programming. See <a href="#">Modified Programming Guidelines</a>.</li> <li>• The four <a href="#">EAL Elective Courses</a> are recommended for students while developing English language skills.</li> <li>• Regular team meetings and transition meetings are recommended.</li> </ul>	
<p><b>Auditing (Elementary)</b></p> <p>EAL students who are on the CFR in an elementary subject that are not yet able to reach <i>at least</i> BE (Beginning).</p>	<ul style="list-style-type: none"> <li>• Each student’s programming is <b>based on their individual strengths and needs</b>. EAL students are not typically candidates for Reduced programming. Exceptions to programming can be made on an individual basis, as decided by the team.</li> <li>• Expectations and goals while auditing is communicated to the student and parent(s)/guardians(s). Clarify that students are <b>building English language skills</b> in order to meet outcomes in the future.</li> <li>• <b>If an EAL student is unable to reach at least BE in an elementary course, a score cannot be entered.</b> It is okay, in this case, if an outcome score is left blank on the Progress Report.</li> <li>• <b>If the student can obtain a score of at least BE (or AP, ME, or EX), in relation to the outcome, the score can be entered into MSS.</b></li> <li>• Comments will be entered into the Condensed CFR Form on clevr which populates the English Language Progress Report (also on clevr) and/or the comment section for the subjects they are auditing, in MSS.</li> <li>• Regular Team meetings and transition meetings are recommended.</li> </ul>	

MSS MySchoolSask/MonÉcoleSask	
<b>MSS Standards-Based Grade Scale (4PT AUE)</b>  The 4-point scale that is used to report in the Elementary standards-based gradebook in MSS.	<b>BE – Beginning:</b> Evidence indicates initial understanding, demonstration, or application of the outcome.
	<b>AP – Approaching:</b> Evidence indicates progression towards understanding, demonstration, or application of the outcome.
	<b>ME – Meeting:</b> Evidence indicates understanding, demonstration, or application of the outcome. <ul style="list-style-type: none"> <li>Achieved the success criteria. Evaluating students based on what they know, understand, and can do in relation to the outcome (verb).</li> </ul>
	<b>EX – Exemplary:</b> Evidence indicates in-depth understanding, demonstration, or application of the outcome.
<b>MSS Other Scale Terms</b>	<b>IE – Insufficient Evidence</b> <ul style="list-style-type: none"> <li>The student has not yet demonstrated enough evidence for reporting purposes. This can only be entered in post-columns term.</li> </ul> <b>NA – Not Applicable</b> <ul style="list-style-type: none"> <li>This topic, unit, or outcome was not taught or assessed this term.</li> </ul> <b>IG – Individualized Goal</b> <ul style="list-style-type: none"> <li>The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parent(s)/guardian(s) prior to this report. (Can be used as part of the Reduced Outcome Process, for EAL students, or for students in a Functional Integrated program).</li> </ul> <b>EXC – Exempt from Calculations</b> <ul style="list-style-type: none"> <li>You must set this up to exempt the assignment from calculations.</li> </ul> <b>INT – Intervention (High School)</b> <ul style="list-style-type: none"> <li>Intervention – <i>temporarily</i> averages a grade of <a href="#">zero</a> into the overall percentage.</li> </ul> <b>INC – Incomplete (High School)</b> <ul style="list-style-type: none"> <li>Averages a <i>final</i> <a href="#">zero</a> into the overall percentage, <i>only</i> after intervention attempts have been unsuccessful.</li> </ul>
<b>MSS Factors That Affect Student Achievement (FASA)</b>  Elementary (Standards-based gradebook)	Terms and Descriptors/Definitions: <ul style="list-style-type: none"> <li><b>Lifelong Learner</b> - The student is curious, observant and reflective as they imagine explore and construct knowledge.</li> <li><b>Sense of Self</b> - The student possesses a positive sense of who they are and appreciates the diverse beliefs, languages, and practices of others.</li> <li><b>Engaged Citizen</b> - The student demonstrates confidence, courage and commitment in their contribution to the community.</li> <li><b>Work Habits</b> - The student organizes materials and their time so that they are effective, independent and dependable learners.</li> </ul> Scale for Reporting FASA <ul style="list-style-type: none"> <li><b>1/R:</b> Rarely demonstrates the characteristics</li> <li><b>2/S:</b> Sometimes demonstrates the characteristics</li> <li><b>3/U:</b> Usually demonstrates the characteristics</li> <li><b>4/C:</b> Consistently demonstrates the characteristics</li> <li><b>IE:</b> Insufficients Evidence</li> <li><b>NA:</b> Not Applicable</li> </ul>



Big Ideas	Research	Recommended Practice
<p><b>Report Card Comments (Progress Report)</b></p> <p><b>Report Cards</b> Used for reporting final grades at the end of a semester (high school) or school year (elementary).</p> <p><b>Progress Reports</b> Used for reporting progress throughout the school year.</p>	<p>Ongoing communication between teachers and families is important in ensuring student success. The comments should not be the first-time parent(s)/guardian(s) are notified of concerns.</p> <p>Research says that guidelines for including teacher comments on the Report Card:</p> <ol style="list-style-type: none"> <li>1. Focus on the goals, not the learner,</li> <li>2. Provide detailed comments,</li> <li>3. Offer small, manageable suggestions for improvement,</li> <li>4. Relate comments to specific learning goals or standards,</li> <li>5. Avoid comparisons with other students.</li> </ol> <p style="text-align: right;"><i>(Guskey et al., 2010)</i></p>	<p>Elementary:</p> <p><b>Academic</b> Individualized comments are <b>required for all students in ELA and Math</b>. Individualized Comments are also required for <b>students on Reduced Programming and <a href="#">EAL students who are auditing</a></b>. Other comments are optional.</p> <p><a href="#">Reduced Outcomes</a> (IG) – all outcomes that have been reduced (in any subject) are to be commented on individually, providing a description of what the student is working on, how they are doing, and what the next steps are.</p> <p><b>Do: Name, Strength, Need, and plan for meeting the need(s).</b> For students who have significant challenges in ELA and Math, choose an area of strength in an alternative subject, and provide an additional comment with that strength.</p> <p><b>Do Not:</b> list what was taught, include comments about attendance, behaviour, homework, attitude (use <a href="#">FASA</a> for this purpose), use teacher jargon, or compare students.</p> <p><b>FASA</b> When commenting on behaviour, avoid the use of absolute words such as: unable, can't, won't, always, and never.</p> <p>High School:</p> <p><b>Academic</b> <b>Comments are required for all students taking an <a href="#">Alternative course</a>, for students in the <a href="#">Functional Integrated Program</a>, and <a href="#">EAL students who are auditing a course</a></b>. Other comments are optional.</p> <p><b>Do: Name, Strength, Need, and plan for meeting the need(s).</b> Comments may include information about factors affecting student achievement (i.e., attendance, behaviour, incomplete assignments, etc.).</p>
<p><b>IIP Progress Report</b></p>		<p><b>Align IIP Progress Reports with your school's reporting periods.</b></p> <ul style="list-style-type: none"> <li>• Grade 1-12's – minimum three times per year (by Nov 30, March 15, and June 15)</li> <li>• PreK/K's – minimum twice per year (by March 15, and June 15)</li> </ul> <p>Current Performance:</p> <ul style="list-style-type: none"> <li>• <b>Do: Name, Strength, Current level of performance/progress on goals (data-based)</b></li> </ul>

Big Ideas	Research	Recommended Practice
<p><b>Student Led Conferences (SLCs)</b></p> <p>A student-led conference is a meeting with a student and their parent(s)/guardian(s) and teachers during which the student shares their portfolio of work and discusses progress.</p>	<p>When students become self-assessors who are reflective learners, they can then communicate with parents or significant adults about their strengths, areas for improvement, and next steps in their learning. This means that schools/districts need to set up their communication system to include student-involved or student-led conferences from kindergarten through high school. This type of conference has been found to have significant impact on students taking responsibility for their own learning and to result in better parent attendance at conferences.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p>	<p>Student-led conferences are implemented at all grade levels, PreK-12.</p> <p>Preparation for a conference creates an authentic purpose for good organizational and communication skills. The student facilitates the meeting from start to finish. This structure builds students' sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets.</p> <p style="text-align: right;"><i>(Berger, Rugen, Woodfin, 2014)</i></p>
<p><b>Final Exams</b></p>	<p>Exams are <b>one</b> way for students to demonstrate understanding for a cumulative assessment. Other examples include projects, demonstrations, performance, interviews, etc.</p> <p>Use a proper assessment method for the context; that is, a method that will effectively and efficiently gather the needed evidence of student achievement.</p> <p style="text-align: right;"><i>(O'Connor, 2007)</i></p>	<p>Final exams are <b>not</b> required for all 10/20/30 courses, with the exception of departmentals.</p> <p><b>Recommends will not be given.</b></p> <p>Final exams or other culminating assessments will be worth <b>no more than</b> _____% of a student's final grade.</p>
<p><b>Provincial Exam</b> (Departmental Exam)</p>	<p>Students taking 30 level courses will write a provincial exam if their teacher is not accredited for subjects in which provincial examinations are prepared by the SK Ministry of Education.</p> <p>The mark blend of 60/40 is applied to all provincial examinations (60% school mark/40% provincial examination mark). In order to generate a final mark, students must write the provincial examination.</p> <p>You do not need to weigh your gradebook to account for the 60/40 split, it will happen automatically once sent to the SK Ministry of Education.</p> <p style="text-align: right;"><i>Registrar's Handbook (SK Ministry of Education, 2023)</i></p>	
<p><b>Supplemental Final Exam</b></p>	<p>Students may write a provincial examination to raise their marks in a Grade 12 course for which a provincial examination is prepared. Students may write any number of provincial examinations as supplementals but cannot write a provincial examination in the same session as receiving a final mark from an accredited teacher. Supplemental examinations will be written for 100% of the final mark.</p> <p style="text-align: right;"><i>Registrar's Handbook (SK Ministry of Education, 2023)</i></p>	
<p><b>Mark Adjustments for Final Numerical Grades</b></p>	<p>A final mark of 48% or 49% will be recorded as 50% and the student will be granted credit in that subject for secondary level standing.</p> <p style="text-align: right;"><i>Registrar's Handbook (SK Ministry of Education, 2023)</i></p> <p>Teachers will adjust a final grade of 48% or 49% to a 50% <b>before</b> final marks are posted in MSS. School administrators will ensure there are no final grades of 48% or 49% prior to them being uploaded to the SDS.</p>	

Big Ideas	Research	Recommended Practice
<p><b>Credit Recovery</b></p> <p>A student who only successfully met some outcomes of a course can improve their mark in the course by doing additional work to meet the outcomes.</p>	<p>Before Credit Recovery is implemented (10/20/30), consider preventative strategies such as experiential learning, alternate scheduling, reduced course load, homework help, and mentor support. These strategies should be part of an ongoing conversation with a student from the start of a course to allow supports to be provided in a timely manner before the successful completion of the course becomes in jeopardy.</p> <p>Credit Recovery must be completed within the same school year (30 days following the course end date) that the original course was taken. For courses that end in June, credit recovery must be completed within the first 30 days of the next school year. A 'Request for Credit Recovery Plan' must be completed. The mark will replace the existing mark on the SDS.</p> <p>Credit Recovery will be offered to students if their final mark is between 40-47% (48%-49%, see <a href="#">Mark Adjustments for Final Numerical Grades</a>). Teachers will use their discretion to provide credit recovery for students who receive a final grade of less than 40%. If a student writes a Departmental Exam and receives an overall mark between 40-47%, they are permitted to attempt Credit Recovery for the in-school portion of the course.</p> <p><a href="#">AP 280 Credit Completion</a>  <a href="#">SK Ministry of Education Credit Recovery Policy</a></p>	
<p><b>Credit Extension</b></p> <p>A student extends the course into the next semester.</p>	<p>Before Credit Extension is implemented, consider preventative strategies such as experiential learning, alternate scheduling, reduced course load, homework help, and mentor support. These strategies should be part of an ongoing conversation with a student from the start of a course to allow supports to be provided in a timely manner before the successful completion of the course becomes in jeopardy.</p> <p>Credit Extension is used when the student will need more than the additional 30 days offered through <a href="#">Credit Recovery</a>. When it is determined that Credit Extension will be used, the student will be withdrawn from the course <i>before</i> their mark is submitted in MSS/SDS and re-enrolled in the course next semester. Completed outcomes/assessments need to be printed and documented so they are accessible for the next teacher.</p> <p><a href="#">AP 280 Credit Completion</a></p>	
<p><b>Credit Enhancement</b></p> <p>A student repeats a portion of the course outcomes to achieve a higher mark in order to meet academic requirements for entrance into a post-secondary program.</p>	<p>Credit Enhancement requests must ensure the rigor of the course is intact and that evidence of outcome achievement is on record.</p> <p><a href="#">AP 280 Credit Completion</a></p>	
<p><b>Course Challenge</b></p> <p>A student obtains a credit by demonstrating an understanding of the learning outcomes through the course challenge process.</p>	<p>This policy recognizes that some students are able to demonstrate a high level of achievement of the learning outcomes of a particular course without spending the required hours enrolled in the course. To accommodate this, the SK Ministry of Education has developed a process for challenging courses for credit.</p> <p>Using the Course Challenge process, a maximum of two course challenge credits may be attained at the 10 or 20 level.</p> <p>For more information, see <a href="#">Course Challenge Process: Policy and Procedures</a>.</p>	

Big Ideas	Research	Recommended Practice
<b>Programming</b>		
Program	Description	Supporting Documents
Reduced (grades 4-9)	Students in grades 4-9 who are not able to meet Regular curricular outcomes, even after the adaptive dimension and interventions have been applied.	<a href="#">Reduced Outcome Process.</a>
Modified Programming (11/21/31)	Students in grades 10, 11, 12 (11, 21, 31 in MSS) who are not able to meet regular curricular outcomes, even after the adaptive dimension and interventions have been applied. CORE classes only (English, Math, Science, Social).	<a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a> <a href="#">Locally Modified Courses Policies and Procedures</a>
Alternative Programming (18/28/38)	Students in grades 10, 11, 12 (18, 28, 38 in MSS) who are not able to meet regular or modified curricular outcomes, even after the adaptive dimension and interventions have been applied. Core classes (English, Math, Science, Social) and electives.	<a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a> <a href="#">Guidelines and Procedures for Alternative Education Programs, Alternative Grade 10, 11 and 12</a>
Functional Integrated Programming	Students who require a highly individualized program. Students in a Functional Integrated Program do not earn credits.	<a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a> <a href="#">Guidelines and Procedures for Functional Integrated Programs – Grades 9, 10, 11 and 12</a>
Adult 12 (Regular/Modified or, Alternative)	Under the Adult 12 Program, an adult may attain a Grade 12 standing by completing seven credits (see policy). A minimum of five credits must be at the 30 level. Prerequisite requirements are waived for adults. Must be 19 years old, or 18 and out of school for one year.	<a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a> Saskatchewan Ministry of Education, <a href="#">Registrar's Handbook</a> (pages 39-41).
EAL Auditing (Secondary)	Taking a grade 10, 11, or 12 class <i>not</i> for credit, in preparation for taking that same class <i>for</i> credit, when ready (CFR level dependent).	<a href="#">EAL Auditing (Secondary)</a>
EAL Auditing (Elementary)	EAL students who are on the CFR in an elementary subject that are not yet able to reach at least BE (Beginning).	<a href="#">EAL Auditing (Elementary)</a>
Other Credit Options	<ul style="list-style-type: none"> <li>• <a href="#">Advanced Placement Credit</a></li> <li>• <a href="#">Apprenticeship</a></li> <li>• <a href="#">Dual Credit</a></li> <li>• Flex Programming (GAP, Golden Ticket)</li> <li>• <a href="#">Locally Developed Courses</a></li> <li>• Personalized Sports Training</li> <li>• <a href="#">Prior Learning Credit (Adult 12)</a></li> <li>• <a href="#">Sask DLC</a></li> <li>• <a href="#">Special Project Credit</a></li> <li>• <a href="#">Volunteerism 30 Credit</a></li> </ul>	<a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a> Saskatchewan Ministry of Education, <a href="#">Registrar's Handbook</a>
French Immersion Programming	<p>French Immersion is a second-language program for students in Kindergarten through Grade 12.</p> <p>In this program, French is used as the language of instruction for most courses, besides English Language Arts, for a large part of the school day. Students who take part in French Immersion will become proficient in English and functionally fluent in French.</p> <p>To meet the requirements for bilingual mention on the Transcript of Secondary Level Achievement, students are required to complete a minimum of 12 credits taken in French in addition to meeting the English program requirements with the exception of the English Language Arts area.</p>	Saskatchewan Ministry of Education, <a href="#">Registrar's Handbook</a> .

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