



SASKATOON PUBLIC SCHOOLS

Parent/Caregiver Guide to Assessment, Evaluation & Reporting

KINDERGARTEN – GRADE 8



At Saskatoon Public Schools every student is
Known • Valued • Believed In



In Saskatoon Public Schools (SPS) we are committed to creating learning experiences that inspire all students to reach their potential. Ensuring the success of all students is a shared responsibility and partnership between the student, teacher and parent/caregiver. Schools can help to foster the home and school relationship by ensuring that student learning and achievement is clearly communicated to students and families.

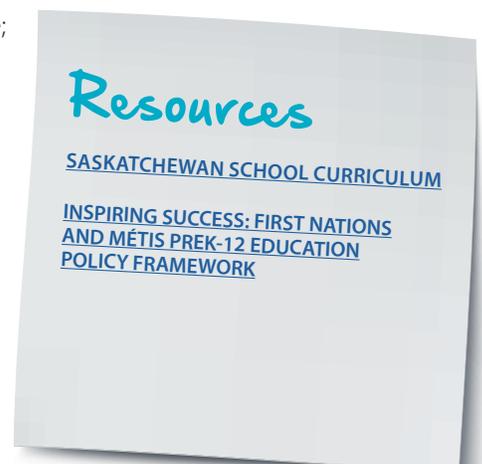
This guide provides families with important information about how student learning is assessed, reported and communicated.

There are four guiding assessment principles that promote effective assessment practices:

1. Engage and empower the learner
2. Support responsive instruction and inspire learning
3. Be culturally inclusive and affirming
4. Clearly inform students and parents/caregivers

SPS teachers use assessment and evaluation practices that:

- Are fair, transparent, equitable and culturally inclusive;
- Support all learners;
- Are carefully planned;
- Are clearly explained to students and parents/caregivers throughout the year;
- Are ongoing, varied, and provide multiple opportunities for students to demonstrate their learning;
- Include feedback that is clear, meaningful and timely; and,
- Encourage and develop student self-assessment.



Assessment :

The act of gathering information on an ongoing basis in order to understand individual students' learning and needs, and inform future actions to support further learning.

Evaluation:

The process of determining the quality of student learning based on established criteria and assigning a value. Evaluation is based on assessments of learning that show evidence of student achievement at strategic times throughout the year, often at the end of a period of learning.

Reporting:

The process of communicating students' achievement of the curriculum expectations and the demonstration of learning skills and work habits at the end of term. The report card represents a summary of each student's achievement and provides comments that identify areas of strength as well as guidance to help students improve their learning.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the expectations of a particular subject. Assessment is not only used to judge student work, it is used to help students learn. Good assessment takes into account learning styles, strengths and needs and reflects a student's achievement against a set of criteria (not against other students) and takes place over time.

In the past, most of the attention was paid to marks/grades on student work. Today, teachers focus more on the ongoing feedback that is provided to students so that they clearly understand what they need to do to improve their work. An indicator or grade is assigned at report card time and is a summary of demonstrated learning.

Assessment has three roles:

- **For learning:** providing students with feedback about their work.
- **As learning:** helping students to set learning goals and monitor their own progress.
- **Of learning:** evaluation and reporting of progress in the form of grades or marks.

ASSESSMENT FOR LEARNING...

Assessment "for" learning refers to the use of assessment data by students and their teachers to decide where the students are in their learning, where they need to go next and how to get there. The information gathered is used by teachers to provide feedback and adjust their instruction, and by students to focus their learning.

Why is this important?

The information gathered during this type of assessment is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills. This type of assessment incorporates dialogue between teacher and student. When students are more involved in the classroom assessment they become more aware of their strengths and areas needing improvement. They can then focus their efforts on closing the gap between where they are and where they need to be.

ASSESSMENT AS LEARNING...

Assessment "as" learning refers to the process where students reflect on their learning. Teachers use self-assessment, peer feedback, reflection and journal entries to guide students to think about what works best for them.

Why is this important?

The goal is to help students become independent, self-directed learners, who are able to set personal goals, monitor their own progress, determine next steps and reflect on their learning. When they consider their learning skills and work habits, not just their achievement related to the curriculum expectations, they become independent learners.

ASSESSMENT OF LEARNING...

Assessment "of" learning, often referred to as summative assessment, is used by teachers after a period of learning, and at the end of a term to determine what students have learned. Teachers use multiple assessment tools such as written tests, projects, portfolios, oral presentations and conferences. Students are expected to turn in assigned work to meet deadlines established by teachers.

Why is this important?

Students value collaboration when they receive a mark that is based on their individual level of performance within a group. Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

Assessment for learning develops through a collaborative relationship between teacher and student.

Determining Student Achievement

In order to determine students' grades or marks, teachers use their professional judgment and consider factors such as consistency, recent improvement and quality of evidence. Teachers and students work together to gather evidence of their learning over time from observations, conversations and student work. Teachers then look at the most recent and most consistent level of achievement or performance as measured against the curriculum outcomes to determine where students are in their learning. Report card comments that accompany students' grades identify specific student strengths, may include classroom examples/evidence, and offer specific next steps for improvement.

Communicating Student Learning

Clear and effective communication between home and school is essential in supporting student learning. Ongoing communication between parents/caregivers, their child and their teacher builds an understanding of student achievement over the course of the year and can include both informal and formal components. Parent communication includes Edsby, newsletters, phone calls, emails, formal report cards and student-parent/caregiver-teacher conferences.

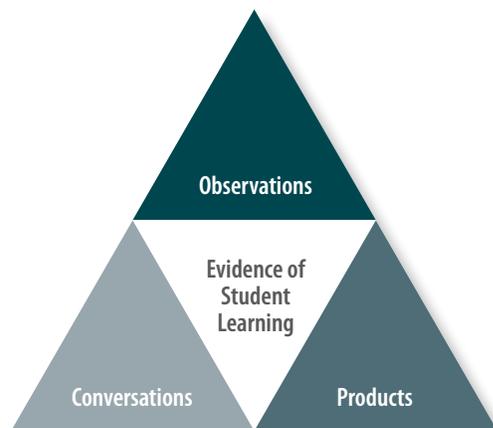
Informal communication occurs on an ongoing basis and serves to build shared understanding of what students know and can do in day-to-day learning experiences. This might include:

- samples of student work;
- newsletters;
- emails;
- phone calls; and,
- the Edsby learning story and list of assignments and achievements.

Formal communication occurs at predetermined times throughout the school year. This includes:

- report cards;
- student-parent-teacher conferences; and,

Saskatoon Public Schools uses a digital communication platform called Edsby. This platform allows parents and caregivers to follow their child's progress at school, receive school updates, and much more. Edsby provides families with a comprehensive picture of their student's achievement of curricular outcomes and their school experience throughout the year. In addition to regular communication, families receive two formal elementary report cards for their children in late January/early February and at the end of June. Additionally, schools host two sets of student-parent-teacher conferences in the fall and in the spring. This schedule of ongoing communication in Edsby, along with scheduled student-parent-teacher conferences and formal report cards will help families to better understand their student's learning journey.



Parents/Caregivers, talk to your children about their learning. Ask them questions like: "What did you learn today?"

Conferences
(fall)

Report Cards
(end of term 1)

Conferences
(spring)

Report Cards
(end of term 2)

Ongoing Formative Assessment (communication through My Work and Learning Story)

Report Cards and Student Progress

In Saskatoon Public Schools, students in kindergarten to Grade 8 receive a common report card twice a year. The purpose of a report card is to assess a student's personal performance based on the curricular outcomes. Report cards do not compare a child's achievement to the achievement of other students in the class or grade. All assessment and evaluation of student achievement is based on the outcomes in the provincial curriculum and the reporting of student achievement is based on the achievement of those outcomes. Report cards provide clear communication on student's learning skills/work habits and curricular achievement. On report cards, teachers provide comments identifying areas of strength and areas for further development. Where applicable report cards also include information on special programming such as English as an additional language and or resource room interventions. Report cards are part of a comprehensive communication plan which also includes student conferences and ongoing communication between home and school (Edsby).



The outcomes describe what your child is expected to know and be able to do according to the Saskatchewan curriculum.

Students with an indicator of "meeting" have achieved the curricular expectations for that subject area.

Edsby offers ongoing communication about student progress. For more information about parent/caregiver access to Edsby go to our Edsby parent page:

saskatoonpublicschools.ca/edsby

Saskatoon Public Schools Learning Scale

In K-8, the learning scale signifies the extent to which a student has demonstrated achievement of Saskatchewan curriculum outcomes and learning goals. The learning scale is used throughout the learning process. It is referenced in class, in Edsby and on report cards.



EXCELLING

Indicates an insightful understanding of grade level outcomes. Students at this level apply and transfer skills and knowledge to new situations.



MEETING

Indicates a well-developed understanding of grade level outcomes. Students at this level are competent in their skills and knowledge identified in curricular outcomes.



BEGINNING

Indicates a partial understanding of grade level outcomes. Students at this level demonstrate inconsistent skills and/or knowledge identified in curricular outcomes.



NOT YET

Indicates a minimal understanding of grade level outcomes, even with support. Students at this level demonstrate very limited skills and/or knowledge identified in curricular outcomes.

Learning Skills and Work Habits

KINDERGARTEN–GRADE 8

Learning skills and work habits will be relevant to students long after graduation in helping them to transform into critical thinkers, and responsible productive global citizens.

There are seven Learning Skills and Work Habits included in Kindergarten–Grade 8 report cards.

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<ul style="list-style-type: none"> • fulfills responsibilities and promises within the learning environment • completes and hands in class work, homework, and assignments when due • takes responsibility for and manages own behavior • practices moral/ethical behaviour
Independent Work	<ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals • uses class time appropriately to complete tasks • follows instructions with minimal supervision
Perseverance	<ul style="list-style-type: none"> • persists and makes an effort when faced with challenges
Self-regulation	<ul style="list-style-type: none"> • sets individual goals and monitors progress toward achieving them • seeks clarification or assistance when needed • assesses and reflects critically on strengths, needs, and interests • uses self-control
Collaboration	<ul style="list-style-type: none"> • accepts many roles and fair share of work in a group • responds positively to ideas, opinions, and traditions of others • builds healthy relationships with classmates • works with others to resolve conflict and build agreement within groups • shares information, resources and expertise, and promotes critical thinking to solve problems and make decisions
Thinking Skills	<ul style="list-style-type: none"> • transfers knowledge and skills from one situation to another • thinks critically with an open mind, and can determine when each is required • is a self-directed learner • assesses and reflects as a learner • constructs knowledge
Initiative	<ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning • shows the capacity to take risks and be innovative • shows curiosity and interest in learning • shows a positive attitude when dealing with new tasks • recognizes and advocates for the rights of self and others • completes class work thoughtfully

Learning skills and work habits greatly contribute to success in school life. As students move through the grades, they further strengthen these skills and habits in various

The development of learning skills and work habits are reported using the following four letter grades:

A indicates that the student exhibits this habit **almost always**. **O** indicates that the student exhibits this habit **often**.

S indicates that the student exhibits this habit **sometimes**. **R** indicates that the student exhibits this habit **rarely**.



ROLES AND RESPONSIBILITIES

Parent/Caregiver Role

As valued partners in learning, parents/caregivers can support their children's learning by:

- familiarizing themselves with the class and school learning program;
- helping their children develop strong learning skills and a positive attitude towards learning;
- supporting the expectations of the learning program and assessment criteria; and,
- working with teachers to identify their children's strengths, interests and learning needs.

Student Role

With teacher support, students understand and work towards the curriculum expectations and achievement criteria by:

- developing their learning skills and work habits;
- engaging in the learning process by understanding the learning expectations and how they will be assessed;
- demonstrating their learning in a variety of ways;
- self-reflecting and setting learning goals; and,
- asking for help or support with learning as needed.

Teacher Role

Teachers ensure that assessment of student work is valid and reliable, and that it will lead to the improvement of learning for all students by:

- enacting the Saskatchewan curriculum, and Saskatoon Public School's commitments of relationships, equity and accountability;
- assessing student work in a transparent and equitable way;
- supporting all students, and recognizing their diverse needs;
- providing multiple opportunities for students to show their learning;
- providing a variety of relevant and meaningful learning tasks;
- providing descriptive feedback to guide student learning,
- helping students become successful learners who reach their potential; and,
- clearly communicating learning and achievement to students and families.

SPECIAL THANKS

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