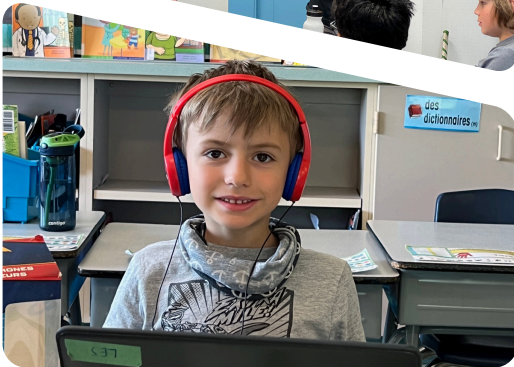


PARENT/CAREGIVER

GUIDE TO ASSESSMENT & REPORTING

KINDERGARTEN - GRADE 9



In Northwest School Division, we support every student in becoming a lifelong learner, curious about their world, observant, collaborative, and able to both reflect on their strengths and set goals for improvement. This belief, at the heart of our mission statement “*Laying the Foundation for Success... One Student at a Time*,” is fundamental to everything we do. **Assessment** and **Reporting** are fundamental to making this goal a reality.

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

What is assessment?

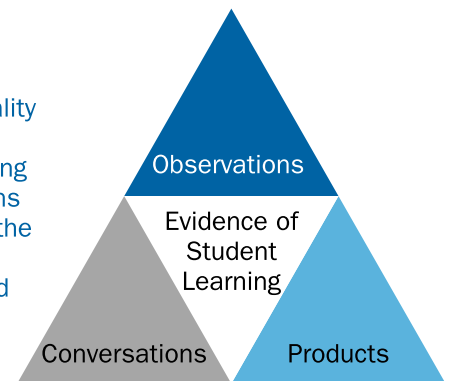
Assessment is the act of gathering evidence of learning in an ongoing basis in order to understand and inform future actions to support further learning—*Supporting Student Assessment in Saskatchewan*, pg 8.

There are three key functions of assessment.

- Assessment **for learning**: monitoring students’ learning and providing feedback
- Assessment **as learning**: helping students understand their current learning and set goals
- Assessment **of learning**: determine the final mark that best fits the student’s achievement

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.



Resources

[Saskatchewan School Curriculum](#)

[Inspiring Success: First Nations and Métis Prek-12 Education Policy Framework](#)

[Supporting Student Assessment in SK](#)

[Edsby](#)



Assessment for Learning (Monitoring)



Assessment for Learning, or Formative Assessment, is the active monitoring of student learning during the learning process. Assessment for Learning can be formal—like a diagnostic screening tool or quiz—or informal, like a quick one-on-one conversation.

Assessment for Learning helps students and teachers:

- identify what is and what is not in the learning process
- understand misunderstands and other barriers
- clarify next steps
- know what skills they need to practice
- make timely adjustments to the learning process

Assessment as Learning (Reflecting)



Assessment as Learning, often known as reflection or self-assessment, is the process where students analyze their own learning critically, identify strengths and next steps, and develop realistic plans to improve.

In the short term, Assessment as Learning helps students to:

- understand what they need to do to improve in a particular course or curriculum outcome
- set goals to improve their achievement
- in the long term, Assessment as Learning helps students to:
- develop a growth mindset
- develop the habits of a lifelong learner

Assessment of Learning (Marking)



Assessment of Learning, or Evaluation, is the process of determining a final mark. By carefully considering diverse evidence, including observations, conversations, and products, teachers make a professional judgment about a student's achievement in each outcome and assign the mark that best describes their achievement.

Assessment of Learning helps both students and their parents/guardians by providing:

- a measure of accountability
- a target for goal setting
- an opportunity for final feedback.



Four Guiding Principles of Effective Assessment:

- Engage and empower the learner
- Support responsive instruction and inspire learning
- Be culturally inclusive and affirming
- Clearly inform students and parents/caregivers

Four Guiding Questions for Assessment

Where am I now? Where are we now?	Where am I going? Where are we going?
How am I doing? How are we doing?	Where to next?

In the 2025-2026 school year, K-9 students will receive **two** report cards, one at the end of January and one at the **end of the year**. Report cards will be accessible in Edsby and supplemented by ongoing communication throughout the school year, both through Edsby and other communication tools.

NWSD Achievement Scale for K-9

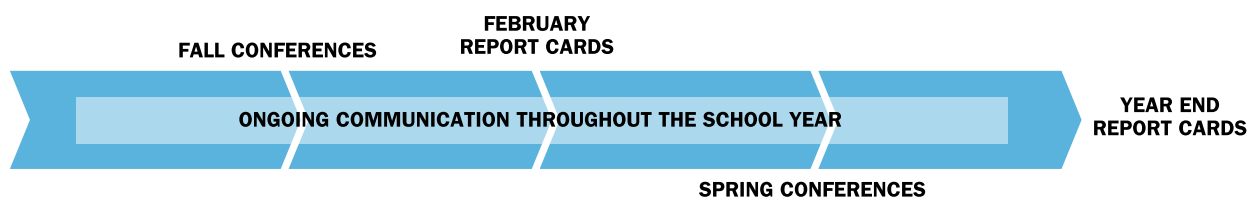
In Grades K-9, report cards will have an achievement level for each focus area of the Saskatchewan Curriculum. The mark your child receives will be the level that, in your child’s teacher’s judgment, best describes their achievement.

Understanding Report Card Achievement Levels

On your child’s report card, you may notice a + or – symbol beside their achievement level (Exemplary, Meeting, Approaching, Beginning). These symbols give you more detail about how consistently your child is showing their learning within that level.

- + (Plus) → At the higher end of the level. Your child is close to the next level.
- Blank (no symbol) → Solidly within the level.
- – (Minus) → At the lower end of the level. Your child is beginning to show skills at this level but still needs more practice.

Achievement Level		Descriptor
Exemplary	EX+	<i>“Evidence indicates in-depth understanding, demonstration, or application of the outcome.”</i> The student provides evidence that fully meets curricular outcomes to their full depth and complexity.
	EX	
	EX-	
Meeting	ME+	<i>“Evidence indicates understanding, demonstration, or application of the outcome.”</i> This level means that the student has demonstrated all key skills and is progressing as expected.
	ME	
	ME-	
Approaching	AP+	<i>“Evidence indicates progression towards understanding, demonstration or application of the outcome.”</i> This level means that the student can remember and demonstrate most of what they’ve been taught, but some key skills were not demonstrated.
	AP	
	AP-	
Beginning	BE+	<i>“Evidence indicates initial understanding, demonstration, or application of the outcome.”</i> This level means that the student can remember and demonstrate some of what they’ve been taught, but many key skills were not demonstrated.
	BE	
Insufficient Evidence	IE	<i>“The student has not yet demonstrated enough evidence for reporting purpose.”</i> This level means that the student did not demonstrate understanding or application of key skills consistently or clearly enough for the teacher to assign a level.
Individualized Goals	IG	<i>“Outcomes that are adjusted in number and complexity as discussed with parents/guardian prior to this report.”</i> When students’ achievement is significantly above or below the expected level of achievement for their grade, the school may set—in collaboration with the family—individualized goals that better suit the student’s needs. When this code is used on a report card, a supplemental report, reflecting the student’s individualized goals, is also provided.



COMMUNICATING STUDENT LEARNING

Effective, open communication between home and school is vital for student success. Integral to our commitment to improved student learning is a commitment to communication with parents/caregivers that:

- is frequent and timely
- helps parents/guardians understand the curriculum their child is learning, how their child is doing with that curriculum, how their child is being assessed, and how their child is being supported
- shares assessment findings and next steps from both within and beyond the classroom
- invites collaboration to support students in successfully achieving learning outcomes

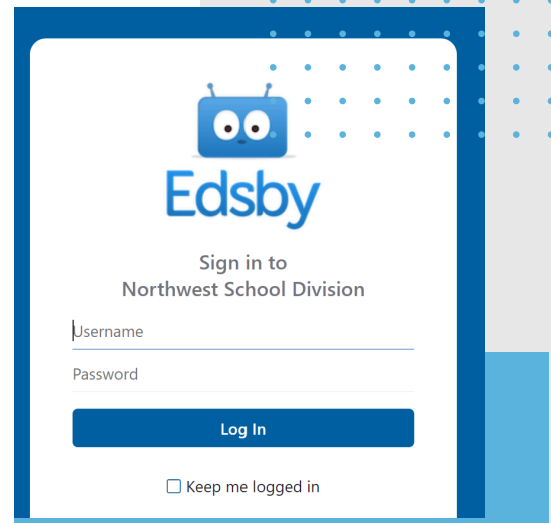
In addition to formal report cards, communication can include:

Through Edsby

- postings to **Edsby Learning Story**
- explanations of curriculum being learned
- information about how students will be assessed
- high-quality examples for students to aspire to
- ideas for how parents/caregivers can support their child at home
- personalized feedback (text, video, audio, or marks)
- interim achievement results

Beyond Edsby

- phone calls
- emails
- newsletters
- conferences



What is Edsby Learning Story?

Edsby Learning Story is a tool within the Edsby platform which some teachers may use to collect and share evidence about student learning in the form of a “feed.”



ASSESSMENT: A SHARED RESPONSIBILITY

Assessment is most effective when it is an active collaboration between school, student and home.

Parent/Caregiver Role

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

- Learning about their child’s school and class learning programs
- Helping their child develop strong learning skills and a positive attitude towards learning
- Helping their child understand and meet the success criteria of their learning program
- Working with their child’s teachers to identify their child’s areas of strength, interests, and learning needs

Student Role

With teacher support, students understand and work towards curriculum outcomes and success criteria by:

- Developing their learning skills and work habits
- Understanding what they are expected to do and what success looks like (success criteria)
- Demonstrating their learning to the best of their ability and in a variety of ways
- Reflecting on their learning, celebrating successes and setting goals
- Asking for help or support when they need it

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:

- Realizing and assessing students’ progress towards the outcomes of the Saskatchewan Curriculum
- Assessing student learning 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
- Clearly communicating learning and achievement to students and families

Parents/caregivers, talk to your children about their learning. Ask them questions like “What did you learn today?”