

PARENT/CAREGIVER

GUIDE TO ASSESSMENT & REPORTING

GRADE 10 - 12



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?

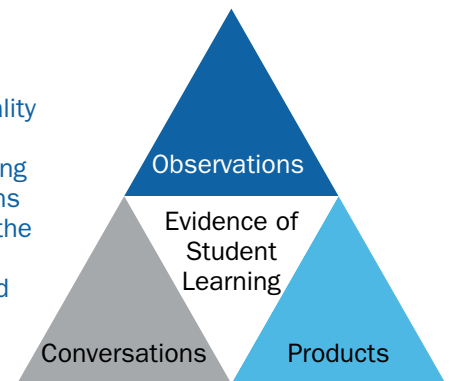
Assessment is the act of gathering evidence of learning in an ongoing basis in order to understand and inform future actions to support further learning—*Supporting Student Assessment in Saskatchewan, pg 8.*

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?

Beginning in the 2024-2025 school year, Grades 10-12 students will receive a report card in February at the completion of Semester 1 courses and at the end of the year when they have completed Semester 2 courses or any year-long courses. Report cards will be accessible in Edsby and supplemented by ongoing communication throughout the school year, both through Edsby and other communication tools.

ONGOING COMMUNICATION AND UPDATES IN EDSBY GRADEBOOK

END OF COURSE REPORT CARD & COMMENTS

NWSD Achievement Chart for Grades 10-12

In grades 10-12, the achievement scale signifies the extent to which a student has demonstrated achievement of Saskatchewan curriculum outcomes. The achievement scale may be used by teachers in class, in Edsby and on some progress updates. For 10-30 level courses, a percentage mark is required by the Ministry of Education and will be posted on Edsby and report cards.

Achievement Level	Descriptor	Rubric-Based Option	Percentage Mark Range	Credit Achieved
Exemplary	Evidence fully meets the curricular outcome to its full depth and complexity.	4+	90% - 100%	
		4		
		4-		
Meeting	Evidence demonstrates success with all but the most complex elements of an outcome.	3+	75% - 89%	
		3		
		3-		
Approaching	Evidence demonstrates some understanding of proficiency-level content but includes significant misunderstandings.	2+	60% - 74%	
		2		
		2-		
Beginning	Evidence demonstrates the simplest elements of the outcome.	1+	50% - 59%	
		1		
		1-		
Insufficient Evidence	Even with support, the provided evidence does not meet the level of basic knowledge required to demonstrate the outcome.	IE	<50%	
No Evidence	After multiple interventions and attempted parent communication, and following the school's approved missing evidence plan, no evidence was made available.	NE	0%	

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:

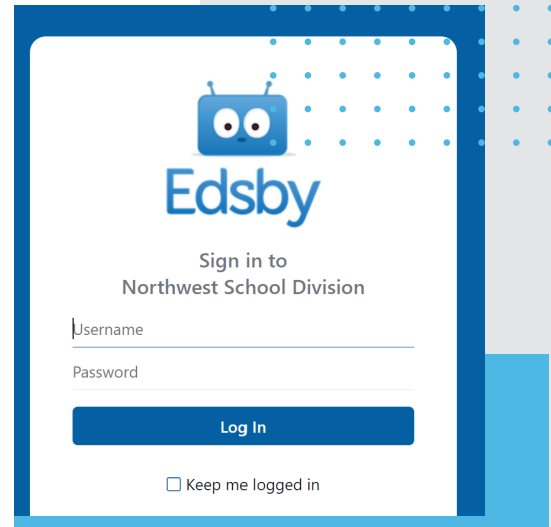
- is frequent and timely
- helps parents/caregivers understand the curriculum their child is learning, how their child is doing with that curriculum, how their child is being assessed, and how their child is being supported
- shares assessment findings and next steps from both within and beyond the classroom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

Edsby

Northwest School Division uses the 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. It provides families with a comprehensive picture of their student's achievement of curricular outcomes and their school experience throughout the year.

We believe that clear consistent communication with updates in Edsby will help families to better understand their student's learning journey.

Families will now receive formal **report cards only at the end of each course.**



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 student's learning by:

- Familiarizing themselves with course outlines, including information about curriculum and assessment;
- Monitoring progress through discussions with their student and checking in on Edsby;
- Supporting their student in choosing courses that are appropriate to the child's aptitude, interest and goals;
- Helping their students develop strong learning skills and a positive attitude towards learning;
- Working with teachers to identify student's strengths and interests.

Student Role

Students understand and work towards the curriculum expectations and achievement criteria by:

- Understanding the learning expectations and how they will be assessed (read and discuss outlines, assignments, rubrics, etc.)
- Engaging in the learning process - being punctual and attentive, and actively participating in course work
- Asking for help when they don't understand
- Working with peers to enhance learning
- Meeting deadlines
- Developing their learning skills
- Demonstrating learning through oral and written products and presentations
- Using feedback to set goals and work on 'next steps' for improvement
- Academic honesty

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:

- Collecting and assessing student evidence of learning in a transparent and equitable way
- Clearly communicating learning expectations and achievement to students and families
- Supporting all students, and recognizing their diverse needs
- Providing multiple opportunities for students to show their learning
- Providing a variety of meaningful tasks
- Providing descriptive feedback to guide student learning
- Helping students become successful learners

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