

The Ministry of Education is committed to the success and well-being of all Saskatchewan people. By putting the needs of each and every student first, we will ensure that our province has a highly skilled and highly educated population that will contribute to the success of our province.

Regina Catholic School Division is dedicated to working with the community and the local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

STUDENT LEARNING & OUTCOMES-BASED REPORTING

In the past century, everything from modern medicine to personal computing has evolved and improved. Some of these changes are reflected in the changes made to curriculum areas, instructional strategies and classroom and school environments.

Beginning in approximately 2010, the Saskatchewan Ministry of Education directed that the learning expected of students be defined at each grade level by learning outcomes. The change moved curricula away from numerous and vague objectives towards specific outcomes in terms of what a student needs to know, to understand and be able to demonstrate. This aligns with current educational research, which indicates that students have increased success when they have clear learning targets.

The goal is to have each student achieve the required level of performance by **Fully Meeting** the outcome. This is the expectation for all of our students. There has been a complete shift away from using norm referenced testing, which compared students with one another. However, mere norms can be misleading because you are making a comparison between students, as compared to the performance level expected. The shift has moved to criterion-referenced assessment where a student's performance is compared to a standard level of achievement in relation to the learning target.

Grading systems should reward eventual progress toward mastery learning, through a process that emphasizes a student's current performance, and providing feedback as to how a student can get better. It also makes sense to allow students to learn at their own pace by fostering favorable conditions for learning. Students are being graded on specific skills instead of an entire subject area. For example, there are many different skills that comprise a mark in Language Arts mark, other than reading and writing. Teachers also assess speaking, listening, viewing and representing. By previewing your child's portfolio of work, you can see where your child is doing well and where there are areas for growth.

In the previous reporting system, marks were calculated by averaging numbers based on a student's overall math performance. This may have included marks for homework, behavior and effort. This information can be misleading when a system of numbers are averaged, based on varied assessments and factors that are lumped together into a combined score. As well, students who struggle with achieving the concept at the beginning of the instruction are penalized as opposed to focusing on eventual progress and learning overtime. In some cases, it may take several attempts to achieve mastery and that is quite normal, similar to practicing skills for a driver's test, a game or music recital.

Viewing:

[The Surprising Truth about What Motivates Us](#)

- Daniel Pink

[Motivation and Self-Esteem](#)

– Dr. Damian Cooper

[The Power of Believing that you can improve](#)

– Dr. Carol Dweck

[Achievement versus Learning](#)

– Alfie Kohn

[Motivating Young Adolescents](#)

– Rick Wormeli

[Ministry of Education Curriculum Web-page Educational Leadership](#)

- Dr. Thomas Guskey

In outcomes based reporting, the outcomes are consistently grouped into separate strands related to one area of the curriculum across all grade levels, excluding the assessment of behavior and effort. When we are expecting students to achieve “mastery” the expectations are actually higher, because of the additional feedback, practice and additional effort that is required to make an improvement. For example, when a student is writing the final draft of a story they will use feedback provided to them in their previous draft based on the suggestions of their teacher or peer editor.

“Empowerment for students is a shift away from being less about doing school and more ...about doing learning.”

~ A.J. Juliani

We also recognize, that if schools only teach students the curriculum, we have failed them (Couros, 2016)). It is imperative that we develop our students not only as learners, but as good people who will become contributing members of society. Students need to see the relevance between their learning and the real world. This is developed by inviting students to be curious, ask questions and challenge ideas so they can be both the problem finders and problem solvers.

In another book by Alan November, “Who Owns Learning” he identifies the need for students to own their own learning. Students need to see their learning not as working toward a grade, rather as a contribution to their entire self. For example, once the grade is recorded, a huge amount of the student’s work is thrown away. This is where the integration of technology is now able to help students document their learning overtime and become a part of the ongoing learning culture. (e.g. Student Learning Portfolios). Parents can also assist by helping to celebrate your child’s learning and not just the achievement.

In Catholic Education, education is about learning for all students. Our goal is to work towards continuous improvement and recognize the unique God given gifts, talent and strengths each student has been given.

Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.

1 Peter 4