

Curriculum & Instruction 8500	Administrative Application	
	Last Reviewed /Approved on:	August 27, 2024
	References:	The Education Act, 1995, Sec. 175(2)(l), 231(2)(g) Ministry of Education: Supporting Student Assessment in Saskatchewan 2022 Policy 12 – Role of the Director
	Status:	Operational

Preamble

The primary purpose of reporting is to inform students and their parents/guardians of the learner's progress regarding the learning outcomes in the Saskatchewan curriculum and locally developed options of the school division. The reporting process facilitates meaningful communication between the home and school with the purpose of enhancing student learning. Four essential questions for effective assessment (Where am I now? Where am I going? How am I doing? Where to next?) encompass the intellectual (mental), physical, emotional and spiritual dimensions to further engage teachers and students in the assessment and evaluation process within the learning journey.

The reporting process should be continuous to include diagnostic, formative, and summative assessments. The progress report is only one piece of a comprehensive reporting process with respect to student progress in terms of achievement and growth. In addition to the progress report, teachers and schools communicate with parents/guardians about student progress in a variety of ways on an ongoing basis throughout the school year. All reporting shall be consistent with *the Education Act*, Regina Catholic School Division (RCSD) Board policy, and this administrative application.

Definitions

Classroom- Based Assessment Model

Four guiding principles are at the core of the grades 1-12 classroom-based assessment model. Dynamically interacting, these guiding principles are independent of each other, yet interdependent and provide effective assessment practices that:

1. Engage and Empower the Learner

Assessment is a collaborative process that engages and empowers students to understand and be responsible for their learning. Teachers are also accountable within this shared responsibility for their students' learning. Teachers can authentically involve students in assessment by:

- a. activating prior knowledge and worldviews to set learning goals with the students;

- b. setting appropriate and challenging expectations that encourage students to take responsibility for and ownership of their learning;
 - c. using exemplars and student samples to inform students and engage them in the assessment process; and,
 - d. actively engaging students in self-reflection, self-assessment and peer assessment.
- 2. **Support Responsive Instruction and Inspire Learning**

Quality assessment results are gathered when students are provided multiple and varied opportunities to demonstrate their learning and when the assessment design attends to validity, reliability and fairness. Assessment:

 - a. is a balanced approach that includes both formative and summative assessment results to support teachers and students in determining next steps in the learning process;
 - b. encourages students to reach their full potential by confirming what they have learned and identifying what they have yet to learn; and,
 - c. provides information about student strengths and areas of need.
- 3. **Use Culturally Inclusive and Affirming Assessment Practices**

Cultural responsiveness is intentional and focused on choosing and delivering culturally inclusive and affirming assessment practices, reflecting the diversity in our school division. Assessments are appropriate, relevant and responsive when they help all learners feel safe, accepted and supported in their assessment and learning journey. Culturally inclusive and affirming assessment is:

 - a. student-centred and considers diverse cultural perspectives and preferences related to language, religion, race, ethnic background, family status, gender, sexual orientation, socioeconomic status, physical and mental abilities.
 - b. responsive and authentic, assisting teachers in making informed decisions about how to assess using fair and equitable assessment practices.
- 4. **Clearly Informing Stakeholders**

Clearly communicating to stakeholders, including students, parents/guardians, in a frequent and timely fashion is an integral part of the assessment process. Clearly informing stakeholders involves:

 - a. discussing the use of a variety of classroom-based assessment methods and results related to curriculum outcomes with students and the adults directly supporting them;
 - b. communicating assessment results derived from the classroom and beyond to inform appropriate stakeholders about overall findings and next steps; and,

- c. collaborating in supporting students to successfully achieve learning outcomes.

Progress Report

1. Progress reports serve as a communication tool supported by additional evidence of learning such as work samples, goal setting information, and learning portfolios that guide the discussion regarding a student's current and future learning.

Report Card

1. Provides a formal snapshot of a student's learning and progress towards learning outcomes at a specific point in time. Report cards are issued two times yearly.

Application

1. Progress Monitoring & Reports Cards

- a. Teachers are expected to implement the four guiding principles of the classroom-based assessment model.
- b. Teachers are encouraged to informally communicate student progress to students and/or parents/guardians on an on-going basis to provide updates/indication of student progress. This includes communication by way of the gradebook parent portal, e-mails, blogs, digital portfolios, agenda books, or phone calls.
- c. Progress reports may be printed anytime throughout the year. Evidence of learning in each curricular area should be entered each month, proportional to curricular minutes (e.g., more evidence in ELA than in Health). Evidence of learning may be posted in the grade book or in a learning portfolio.
- d. Report Cards shall be provided a minimum of two (2) times in a school year or one (1) time each semester at the high school level. These serve as an official record of learning that is filed in the student's cumulative record.
- e. Each school shall maintain an assessment, reporting, and conferencing plan that includes:
 - i. A schedule for reporting student progress and the scheduling of student-involved conferences with parents/guardians that best meets the needs of the school community.
 - ii. Informing parents/guardians as to the educational expectations related to student achievement and other aspects of student development.
- f. Information about K – 8 student work-study habits, personal growth, and social growth shall be reported separately from the academic grade and included within *Living Our Faith and Life Skills*.

- g. Student involved conferences are encouraged as important opportunities to share information about the learner's progress and engage the student in the process regarding his/her learning.

2. Student Involved Conferences

- a. Student involved conference meetings are considered instructional time in the RCSD calendar. As such, student attendance at conferences is an expectation. Administrators and teachers are to advocate for the inclusion of students and plan accordingly for student involvement in the process.
- b. Each school must set a schedule for the student involved conferences that allow sufficient time for all students and families, while also providing a schedule that will enable the majority of parents/guardians to attend the conferences. This is done by consultation with the CSCC and the area superintendent.
- c. The matter of time of day and structure of student involved conferences should be reviewed periodically so that the arrangements are in keeping with the needs of the students and the expectations of the parents/guardians.
- d. Two (2) days committed to student involved conferences are allocated within the school year calendar annually.
- e. Principals are reminded to provide sufficient notice of early dismissal to parents/guardians, transportation companies, and the respective superintendent.
- f. In primary classrooms, a "Celebration of Learning" format to review student learning and progress may also be utilized so students can demonstrate their learning skills to parents/guardians.
- g. Additional parent meetings may be scheduled with parents or guardians on days other than those set out in the school year calendar. Such meetings may be initiated by the teacher, the students, or the parents or guardians and may be held outside of the regular school day. They shall be scheduled at a mutually agreed upon time.
- h. Schools must collect data concerning who attends student involved conferences. The data shall be compiled and submitted to the superintendent responsible for student involved conferences.