



SASKATOON PUBLIC SCHOOLS

# Parent/Caregiver Guide to Assessment, Evaluation & Reporting

GRADES 9–12



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



In Saskatoon Public Schools we are committed to creating learning experiences that inspire all students to reach their potential. Assessment and evaluation within our classrooms are developed within our schools to provide opportunities for all students to demonstrate what they have learned.

Parents/caregivers play an important role in their child's education. When parents/caregivers, students and school staff work together, students are successful.

The Parent/Caregiver Guide to Assessment, Evaluation and Reporting provides information regarding assessment, evaluation and reporting as well as answers some of the questions you may have regarding your child's education. The guide also provides processes in which to engage in conversation with your child about their progress as well as with their teachers.

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

1. Engage and empower the learner
2. Support responsive instruction and inspire learning
3. Are 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.



## Resources

**SASKATCHEWAN SCHOOL CURRICULUM**  
<https://curriculum.gov.sk.ca/>

**INSPIRING SUCCESS: FIRST NATIONS  
AND MÉTIS PREK-12 EDUCATION  
POLICY FRAMEWORK**  
[https://pubsaskdev.blob.core.windows.net/pubsask-prod/107115/107115-Inspiring\\_Success\\_Policy\\_Framework.pdf](https://pubsaskdev.blob.core.windows.net/pubsask-prod/107115/107115-Inspiring_Success_Policy_Framework.pdf)

**EDSBY PARENT PAGE**  
[www.saskatoonpublicschools.ca/edsby](http://www.saskatoonpublicschools.ca/edsby)

## 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 on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the program/course, often at the end of a period of learning.

## Reporting:

The process of communicating students' achievement of the curricular expectations at the end of a term. The report card represents a summary of a teacher's professional judgement about student achievement and provides comments that identify areas of strength as well as guidance to help students improve their learning.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

**Assessment for learning**, sometimes referred to as formative assessment, is used during learning to inform student progress and to support improved learning outcomes and to inform instructional practices. Assessment for learning:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents/caregivers in support of learning.

**Assessment as learning** actively involves student reflection on learning and monitoring their own progress and:

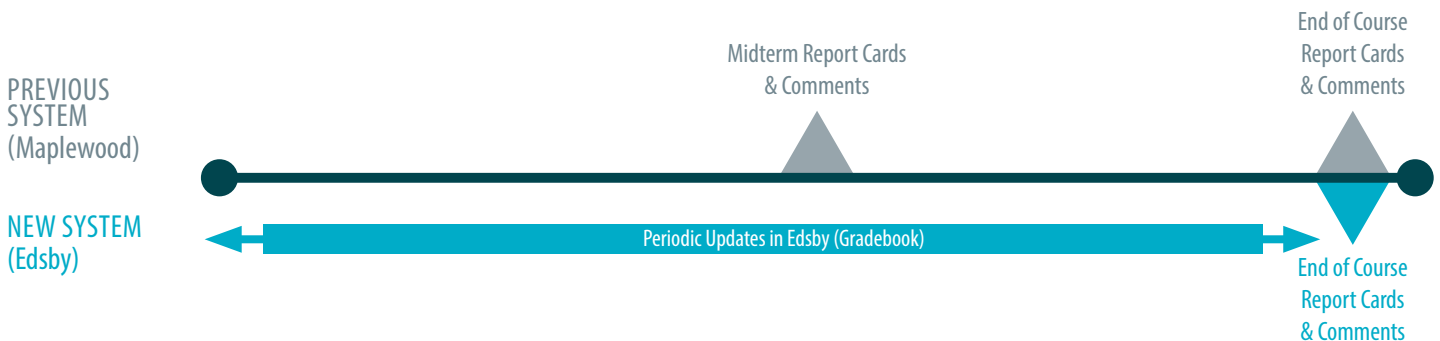
- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

**Assessment of learning**, sometimes referred to as summative assessment, involves teachers' use of evidence of student learning to make judgements about student achievement and:

- occurs at the end of a learning cycle, using a variety of tools
- provides opportunity to report evidence of achievement related to curricular outcomes
- provides the foundation for discussions on placement or promotion.

More than a decade of education research has informed the benefits of both assessment for and as learning in teacher practice. It is acknowledged that assessment of learning is necessary to provide reliable information about what has been learned, teachers devote instructional time to assessment for and as learning. As parents/caregivers, you can help foster the partnership between teachers and students by encouraging the completion of formative work, acting on the effective feedback provided, and reflecting on student strengths and goals for improvement.

Saskatoon Public Schools is introducing a new digital communication platform called Edsby. This new platform will allow parents and caregivers to follow their child's progress at school, receive school updates, and much more. It will provide families with a comprehensive picture of their student's achievement of curricular outcomes and their school experience throughout the year. With the introduction of Edsby, our school division is amending Collegiate reporting periods. We believe that clear consistent communication along with periodic progress 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.



# Determining and Communicating 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 products. Teachers then look at the most recent and most reliable evidence 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, based on classroom examples/evidence, and offer specific next steps for improvement.

Clear and effective communication between home and school is essential in supporting student learning. Ongoing communication between you, the parents/caregivers, your 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.

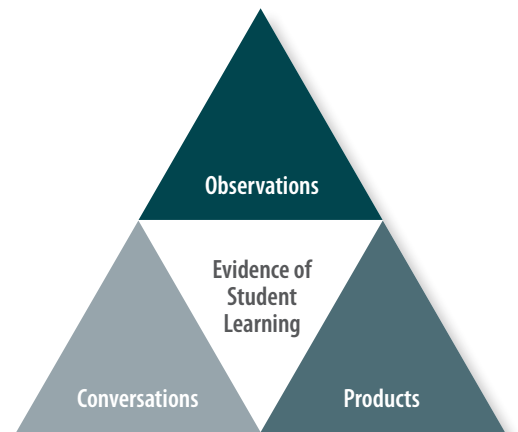
This might include:

- 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:

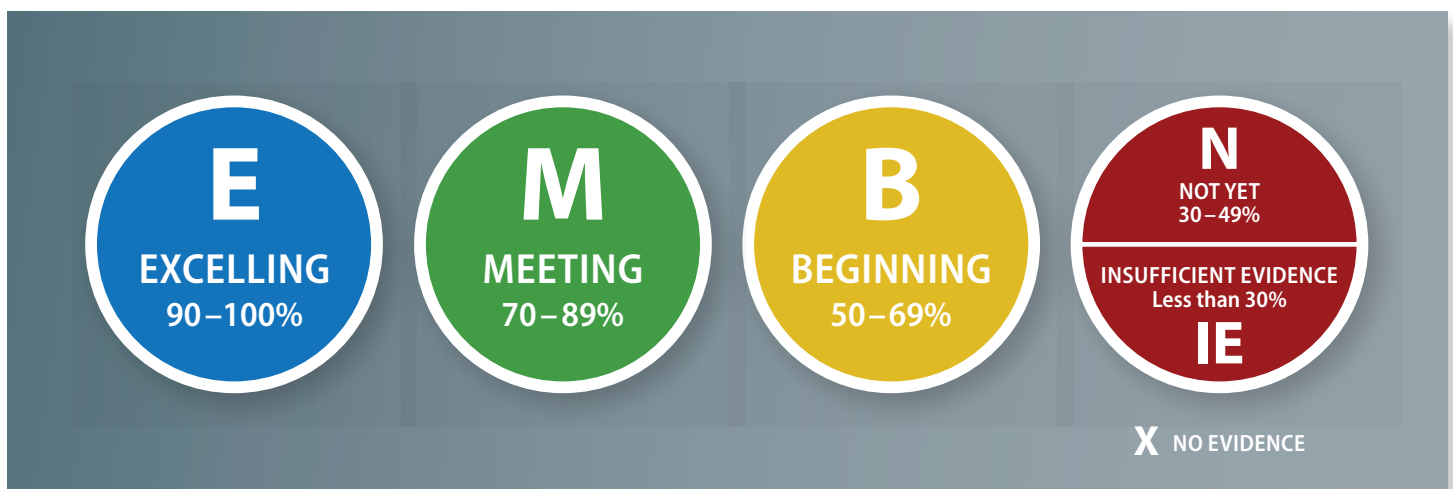
- report cards;
- individualized program plans — IIP — (if applicable); and,
- student-parent-teacher conferences.



Teachers encourage students knowing where they are at in their courses so the first person you should talk to is your student. If further followup is required, please contact their teacher.

## Saskatoon Public Schools Learning Scale

In Grades 9 to 12, the learning scale signifies the extent to which a student has demonstrated achievement of Saskatchewan curriculum outcomes. The learning scale may be used by teachers in class, in Edsby and on some progress updates. A percentage mark will be posted midway through a term and is required by the Ministry of Education for 10-30 level courses.





## ROLES AND RESPONSIBILITIES

### Parent/Caregiver Role

Parents/Caregivers can support their students learning by:

- familiarizing themselves with course outlines, including information about curriculum and assessment;
- supporting their student in choosing courses that are appropriate to the children's aptitude, interest and goals;
- helping their students develop strong learning skills and a positive attitude towards learning; and,
- 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 their learning through oral and written products and presentations;
- using feedback to set goals and work on "next steps" for improvement; and,
- 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; and,
- helping students become successful learners.

## SPECIAL THANKS

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