

## Statement of Policy

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Within Greater Saskatoon Catholic Schools, assessment is central to the teaching and learning process. As such, assessment must involve students, parents/guardians and teachers as active participants. The primary purpose of assessment is to support and enhance student learning. Assessment is also used to communicate consistent, accurate and meaningful information to all stakeholders.

## Rationale

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Greater Saskatoon Catholic Schools values the role of assessment in teaching and learning. Accordingly, Greater Saskatoon Catholic Schools encourages excellence through assessment *for* learning, assessment *as* learning and assessment *of* learning opportunities.

## Authority

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- The Education Act (1995), Section 175, 231
- Ministry of Education Curriculum for Saskatchewan
- Ministry of Education Guidelines for Student Academic Responsibility and Integrity 2011

## Definitions

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**Assessment for Learning** involves the use of information about student progress to support and improve student learning, and to inform instructional practices.

**Assessment as Learning** actively involves student reflection on learning and the monitoring of her/his own progress as it relates to student outcomes.

**Assessment of Learning** involves teachers' use of evidence of student learning to make professional judgments about student achievement.

**Academic Integrity** is evidence of one's learning through a demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers and assignments and submitting them as one's own work indicate a lack of academic integrity.

**Academic Responsibility** is assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; and doing one's best on exams and assignments.

## Guiding Principles

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At Greater Saskatoon Catholic Schools, we utilize a balance of assessment for, as, and of learning practices.

Assessment for learning strategies

- occur during the learning process;
- drive and inform classroom instruction;
- allow the teacher to demonstrate, model and coach success;
- help students to monitor their learning over time;

- support student goal setting and planning;
- assist in the diagnosis of student needs and identifying interventions.

#### Assessment as learning strategies

- increase students' level of engagement in their learning;
- provide students the opportunity to reflect on and monitor their learning;
- engage students as active participants in the assessment process.

#### Assessment of learning strategies

- provide for the collection of evidence of student achievement at strategic times throughout the grade/course, often at the end of any period of learning;
- enable the monitoring and reporting of individual student achievement and provides information to the students, parents, teachers and schools;
- respond to the need for accountability at all levels: classroom, school, division, provincial and national.

#### At Greater Saskatoon Catholic Schools, we utilize fair assessment practices.

- Assessment is designed to be valid, reliable and culturally responsive.
- Assessment has clear and appropriate targets as defined by curriculum outcomes.
- The learning outcomes for which the students are being assessed are clearly communicated.
- Assessment practices enable the opportunity to build relationship and focus on honouring and responding to cultural diversities.
- Assessment strategies accommodate individual learning needs, including strengths as well as areas requiring improvement.

#### At Greater Saskatoon Catholic Schools, we believe that assessment is a key professional skill.

- Assessing student achievement is a responsive, human process that requires teachers to exercise their professional judgment. This includes planning for instruction and assessment, observing for learning, interpreting evidence, and providing constructive feedback.
- Assessment is a critical part of teachers' reflection and the ongoing refinement of their practice.

#### At Greater Saskatoon Catholic Schools, we believe that assessment is central to effective learning and teaching.

- Provincial curricular outcomes are central to the assessment process.
- Assessment provides opportunities for both students and teachers to obtain and use information about progress towards learning goals.

#### At Greater Saskatoon Catholic Schools, we communicate assessment practices and results to all stakeholders.

- Assessment plans and methods are communicated to students and/or parents/guardians as appropriate.
- Student progress is communicated as part of a *system* of reporting that includes progress reports, student-parent-teacher conferences, portfolios (required in elementary) and may include other methods such as informal conferences,

personal communication methods, descriptive feedback to students, samples/collections and/or demonstrations of student work.

- Division progress reports are used by all teachers. There will be a minimum of three progress reports provided for elementary students each year and a minimum of two progress reports for kindergarten. High school students will be provided a minimum of two progress reports each semester or reporting period.
- Student-parent-teacher conferences will be scheduled at least twice a year.
- A copy of each year-end elementary progress report shall be included in the student's cumulative folder.

## **Responsibilities**

### The Responsibility of the Teacher

The teacher will

- align assessment with the outcomes identified in the curriculum;
- incorporate a variety of assessment for, as and of learning strategies to ensure accurate and consistent evidence of individual student achievement and growth;
- ensure that assessment communications separate academic achievement from learning behaviours.
- regularly gather information about student learning and use this information to adjust instruction and provide descriptive feedback to students;
- help students to develop skills for peer and self-assessment;
- ensure that assessment and reporting methods are supportive of student learning, responsive to the needs of the learner, age-appropriate, aligned with the instructional approaches;
- clearly communicate, when appropriate, expectations and procedures for assignment due dates and possible exceptions and alternative arrangements for submission of work;
- teach students in an age-appropriate way how to avoid plagiarism.

### The Responsibility of the Principal

The principal will

- support teachers' implementation of assessment for, as and of learning strategies;
- monitor and support consistency in assessment and reporting practices;
- provide opportunities for professional learning for teachers in the area of assessment;
- ensure that parents/guardians are informed of student progress including information regarding students experiencing academic difficulty;
- ensure parents/guardians are invited to be actively involved in their child's learning;
- implement division assessment to support board goals and priorities.

### The Responsibility of the Student

The student will

- be actively involved in the assessment process;
- reflect on and monitor their own progress in relation to the curriculum outcomes, with the support of their teachers;
- take responsibility for their own learning;

- accept academic responsibility in achievement of their personal best while pursuing their learning with academic integrity.

#### The Responsibility of the School Division

The School Division will

- recognize that professional development and opportunities for collaborative work are necessary supports in creating effective assessment practices;
- ensure that accountability structures are in place to monitor student achievement data and program quality;
- ensure that students have the opportunity to meet provincial outcomes;
- establish reporting period timelines for schools;
- utilize division assessment to support board goals and priorities.

#### The Responsibility of the Parent/Guardians

Parents/guardians are encouraged to be actively involved in the assessment process by

- being aware of the curricular outcomes their child is learning;
- communicating with their child's teacher when there is a concern;
- supporting their child in developing academic responsibility;
- encouraging their child to achieve to their potential;

#### References

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- Greater Saskatoon Catholic Schools Student Learning Model
- Greater Saskatoon Catholic Schools Quality Core Instruction - Assessment
- Greater Saskatoon Catholic Schools Student Assessment Handbook

#### Date Approved

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June 28, 1982

#### Amended

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December 2020