



**GREATER  
SASKATOON  
CATHOLIC  
SCHOOLS**

# Parent/Caregiver Guide to Assessment and Reporting



## Purpose of Assessment

*We believe that each student is a child of God with unique spiritual, physical, emotional and intellectual needs and gifts. The primary purpose of student assessment in Greater Saskatoon Catholic Schools is to support and enhance student learning, and to communicate accurate and meaningful information to all individuals involved in the student's academic journey.*

**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 reflecting on and monitoring their own learning.

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

In Saskatchewan, four guiding principles are at the core of classroom-based assessment, providing effective assessment practices that:

- Engage and empower the learner;
- Support responsive instruction and inspire learning;
- Are culturally inclusive and affirming; and,
- Clearly inform all who are supporting the learner.

**Assessment is a way for teachers to find out what students know and can do.**

teacher feedback



conversations...

observations...



...quizzes, tests, and more!

**Assessment is not just about giving grades, but about helping students learn and improve.**

## Parent/Caregiver Engagement in Assessment

When you, as a parent or caregiver, are involved in your child's assessment, you are able to provide valuable information about your child's strengths and areas for improvement. This helps teachers and educational professionals to understand your child better and create plans that work best for them.

Having parents involved in student assessment makes sure that children get the right support and guidance they need to succeed.

Ultimately, student assessment is about helping students reach their God-given potential. It is an opportunity for students to demonstrate what they have learned and to set goals for their future learning. It is a way for teachers to support and challenge students, and to work with them to achieve their goals.

## Progress Reports/Report Cards

Progress reports/report cards are one form of communication of your child's learning. These documents provide a snapshot of student assessment at a point in time. Progress reports/report cards provide a summary of student performance in different subject areas based on curricular outcomes, as well as information about their learning behaviours and attendance. Progress reports/report cards only tell part of the story about your child's learning. Student progress is communicated as part of a system of reporting that includes progress reports, student-parent-teacher conferences, portfolios (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.

## Communication of Learning

**Kindergarten** - receive two formal progress reports each year (March and June).

**Grades 1 – 8** - receive three formal progress reports each year (November, March and June).

**Grades 9-12** - receive one formal report card per course at the end of the term.

Student-parent-teacher conferences will be scheduled twice a year.

Informal communication of learning will occur throughout the school year through Edsby, by phone or in person.

### Elementary Achievement Scale



#### **Exemplary**

Evidence indicates an in-depth understanding, demonstration or application of the outcomes.



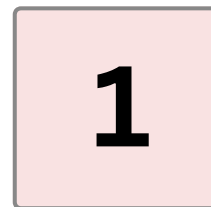
#### **Meeting**

Evidence indicates understanding, demonstration or application of the outcomes.



#### **Approaching**

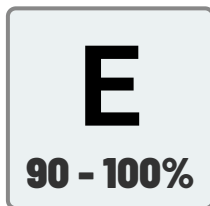
Evidence indicates progress toward understanding, demonstration or application of the outcomes.



#### **Beginning**

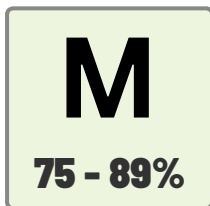
Evidence indicates initial understanding, demonstration or application of the outcomes.

### High School Achievement Scale



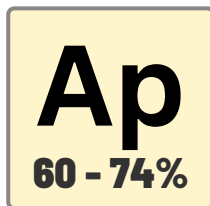
#### **Exemplary**

Evidence indicates an in-depth understanding, demonstration or application of the outcomes.



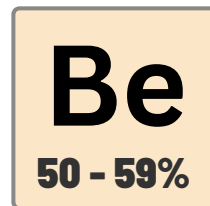
#### **Meeting**

Evidence indicates understanding, demonstration or application of the outcomes.



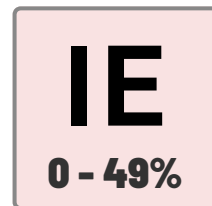
#### **Approaching**

Evidence indicates progress toward understanding, demonstration or application of the outcomes.



#### **Beginning**

Evidence indicates initial understanding, demonstration or application of the outcomes.



#### **Insufficient Evidence**

Evidence of understanding, demonstration or application of the outcomes has not yet been shown.

# Learning Behaviours

Learning behaviours have a significant impact on student achievement; that is, they affect how well students will learn. Therefore, within Greater Saskatoon Catholic Schools, learning behaviours are reported separately from student achievement, unless they are identified in the Saskatchewan curriculum as a specific learning outcome for the class.



## Elementary Learning Behaviours

**U - Usually S- Sometimes N - Not Yet Evident**

### Lifelong Learner

The student is curious, observant and reflective as they imagine, explore and construct knowledge.

- Asks questions and problem solves
- Sets goals and uses feedback for improvement
- Perseveres when challenged and seeks assistance when needed

### Sense of Self

The student possess a positive sense of who they are and appreciates the diverse beliefs, languages and practices of others.

- Demonstrates a positive and respectful attitude towards others
- Takes responsibility for and manages own behaviour
- Demonstrates a positive sense of identity

### Engaged Citizens

The student demonstrates confidence, courage and commitment in their contributions to the community.

- Engages in classroom activities
- Demonstrates collaboration
- Positively contributes to the classroom and school community.

### Work Habits

The student organizes materials and their time so that they are effective, independent and dependable learners.

- Demonstrates organizational skills
- Shows care and effort in daily work
- Completes tasks independently

## Suggestions for Parents/Caregivers

- Be aware of the curricular outcomes: By being aware of what your child is learning, you can help reinforce the learning at home and provide additional support as needed.
- Communicate with your child's teacher when there is a concern: If you have concerns about your child's progress, it is important for you to communicate with the teacher so that as a team you are able to plan for your child's success.
- Encourage your child to achieve their potential and celebrate their learning: Through your engagement in your child's education and encouraging them to do their best, you can help motivate your child to reach their full potential.
- Encourage your child to take an active role in their own learning and assessment process: By helping your child talk about his/her strengths and areas for growth they are able to set goals and celebrate their progress and achievements.

## High School Learning Behaviours

**U - Usually S- Sometimes N - Not Yet Evident**

### Engagement

- Is actively involved in the learning process
- Uses class time effectively

### Respect

- Respects the learning environment
- Respects the rights of self and others

### Responsibility

- Arrives prepared and ready to learn
- Completes and submits class work homework, and assignments according to agreed-upon timelines

### Communication (French Immersion)

- Participates in French language learning opportunities by communicating in French in academic and social situations