

SECPSD Assessment Practices

ASSESSMENT OF STUDENT LEARNING:

The general philosophy underlining our policy is that we expect our students to be successful. We accept responsibility for the provision of individualized programs and expectations, (where necessary) so that a positive experience is possible for each student.

Evaluation happens in two ways is “on-going” throughout the year. Effective assessment is comprised of a combination of formative and summative assessments.

| Formative Assessment | Summative Assessment |
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| <ul style="list-style-type: none">• Informs what the student already knows or needs to know for that subject and that grade (pre-assessment).• Teachers use this formative assessment information to adjust instruction so students have better success in learning the material.• Students use this formative assessment to reflect on areas they want to improve on or what they need to know and do in order to achieve the outcome. | <ul style="list-style-type: none">• Designed to provide information to students, parents, school, division, and post-secondary institutions and employers.• Presented in the form of a report card or a final mark for an outcome.• Summarizes student achievement at the time of reporting. |

OUTCOME-BASED REPORTING

Outcomes describe what students will know or be able to do in a particular subject by the end of the course or grade level. The teacher’s goal is to make sure every grade assigned is *consistent, accurate, meaningful, and supports learning*.

CONSISTENT- Students will know what the expected targets, or outcomes, are for their subject area.

ACCURATE- Learning behaviours such as work habits and social skills are reported separately from achievement. The separation of these skills allow for the

focus on student's achievement towards the outcomes. Learning behaviours remain a separate discussion from outcome achievement.

MEANINGFUL- Students are involved in assessment. Conversations and observations are counted for student achievement evidence. Reporting by outcome allows parents, teachers and students the ability to pinpoint areas that need improvement.

SUPPORTS LEARNING- Learning is a process in which learners increase knowledge, understanding and skills over time. Only the most recent evidence of the student's learning is used to calculate grades.

STUDENT ACHIEVE:

Macoun School believes that a transparent, open education is best. This includes assessment and evaluation. All teachers update the Student Achieve database weekly with classroom tasks that are evaluated and contribute to your child's overall grade on their report card.

Student Achieve is available to check by parents and guardians at any time. This allows you to see how your child is doing at school. Of course personal communication is most effective and always encouraged but Student Achieve allows you to get a 'snapshot' of your child's learning and progress. You may have a log-in already if you have older children in high-school (all Southeast Cornerstone Schools have this program for the same purpose) or please don't hesitate to contact the school for your log-in information.

REPORT CARDS AND STUDENT-LED CONFERENCES:

We have three reporting periods in a school year ending in November, April and June. At your child's scheduled time, the student, parent, and teacher will meet to talk about the learning that has taken place during the term. The conference will take about 15 minutes. At each reporting period, a summary of daily attendance will also be sent home.

EVALUATION & ASSESSMENT SCALE:

Southeast Cornerstone School Division uses outcome-based assessment that utilizes the MABEI scale. Please note below the scale to which our teachers assess the Saskatchewan curriculum.

| MABEI Grading Scale | | | |
|--|---|---|---|
| Mastered | Attained | Beginning | Experiencing Difficulty |
| Has demonstrated all of the knowledge, understanding, and skills as instructed, and identified in the outcome at this point in the school year. | Has demonstrated most of the knowledge, understanding, and skills as instructed, and identified in the outcome, with or without limited assistance at this point in the school year. | Has demonstrated some of the knowledge, understanding, and skills as instructed, and identified in the outcome, with or without assistance at this point in the school year. | Consistently has not demonstrated knowledge, understanding, and/or skills as identified in the outcome, even with assistance. Working below grade level. |