

Living Sky School Division No. 202

Administrative Procedure (AP) Manual



Procedure Name: Student Assessment			
Procedure Type:	School Operations	Implementation Date:	NOV 10, 2010
Procedure Number:	4.06	Last Approval Date:	DEC 20, 2023
Procedure Owner:	Superintendent of Learning	Last Reviewed:	DEC 12, 2023
Legal Reference(s):	<i>The Education Act – Sections 175, 231</i>		

Background

Assessment and evaluation are continuous actions that are integral to the teaching and learning process. These actions involve students, parents/caregivers and teachers and are used to communicate consistent, accurate and meaningful information to all stakeholders. Overall, the main goal of assessment is to support and enhance student learning while empowering the student to become a responsible lifelong learner. (*Supporting Student Assessment in Saskatchewan, 2023*)

Scope

Students, teachers, administrators, parents, and guardians are all partners in utilizing a variety of assessment processes to enhance student learning and the achievement of curricular outcomes.

Definitions

Formative Assessment – occurs during instruction and is intended to help students improve their learning; this is when the teacher is the “coach,” and the student gets to practice.

Summative Assessment – occurs at the end of the significant period of learning summarizing student achievement relative to set criteria; this is when the teacher is the “judge” and the student can demonstrate their knowledge, skills, and understanding in a number of different ways.

Assessment for Learning (Teacher as Coach) occurs during the learning process and provides feedback to both students and teachers for the purpose of identifying learning needs and making decisions about the next steps in instruction.

Assessment as Learning (Students Owning their Learning) occurs when students reflect upon their work and develop sufficient insights into their own learning to improve it by setting goals and planning next steps.

Assessment of Learning (Teacher as Judge) occurs when teachers use evidence of student learning to make professional judgements of student achievement based upon clear criteria shared in advance.

Academic Integrity occurs when students share evidence of their learning in an honest, respectful and responsible manner. Actions such as cheating, plagiarism, having others complete assigned tasks, or purchasing others’ work and submitting it as their own indicate a lack of academic integrity.

Academic Responsibility occurs when students assume responsibility for their own learning including attending regularly and doing one’s best to complete and submit assigned learning tasks in a timely manner.



Plagiarism is the unacknowledged use of someone else's words, ideas, or creations as one's own whether deliberate or accidental. This can include the use of AI technologies the sole means of completing a task meant to demonstrate student learning.

Credit Recovery is an opportunity for students, when unsuccessful at meeting minimum grade threshold requirements for credit in a level 10, 20, or 30 course, to earn a credit without repeating an entire course.

Roles & Responsibilities

Superintendents shall

- Support professional learning opportunities relative to assessment
- Ensure assessment/data systems are accessible to record, report and monitor student achievement
- Utilize division assessment tools to support board priorities
- Collaborate with professionals in discussions of student progress and achievement
- Adjudicate appeals

Principals shall

- Support and supervise teachers' implementation of balanced assessment practices reflected in the Ministry's document, [Student Assessment in Saskatchewan](#) and the Living Sky Assessment Handbook
- Ensure that assessment practices are culturally affirming, inclusive, fair, valid, and reliable
- Monitor and support consistency in assessment and reporting practices
- Ensure that parents/guardians are informed of student progress including information regarding students experiencing academic difficulty
- Implement division assessments to support board priorities
- Support students engaged in a Credit Recovery or Course Challenge process

Teachers shall

- Support student learning using a variety of assessment practices (for learning, as learning)
- Share learning criteria in advance, providing exemplars as often as possible
- Use a variety of quality assessments to assess student progress relative to curriculum outcomes
- Report student achievement on learning outcomes at defined points in the year by reviewing a student's most recent evidence with consideration given to the most consistent evidence
- Accurately record evidence of student progress and achievement in a timely fashion
- Collect and share evidence of student learning behaviours separate from academic achievement
- Utilize the Ministry's document, [Student Assessment in Saskatchewan](#), and the Living Sky Assessment Handbook to design their assessment plans

Students shall

- Assume responsibility for learning, including attending regularly, and doing one's best to complete assigned learning tasks as directed by their teachers
- Reflect on and monitor one's own progress in relation to curriculum outcomes with the support of teachers
- Accept academic responsibility in achievement of their personal best while pursuing their learning with academic integrity



Parents/Guardians

- Encourage their child to achieve to their potential
- Support their student in developing academic responsibility
- Communicate with their student's teacher when there is a concern

Procedures

1. Teachers shall align with the Ministry's document *Supporting Student Assessment in Saskatchewan*.
2. Teacher grading practices shall align with the Living Sky School Division Assessment Handbook.
3. Where students with special needs are served according to a personal program plan or where curricula have been specifically adapted for an individual student, assessment standards shall be set in relation to the outcomes and time frames identified in the Personal Program Plan.
4. Schools shall host Student Learning Conferences, once in the fall and once in the spring each year. Students will be supported in taking a lead role in portraying and discussing their learning journey.
5. Teachers shall regularly communicate student progress to students and parents/guardians through conversations, assessment portal information, and/or informal progress reports. A minimum of 2 formal progress reports per year shall be provided.
6. Assessment information about individual students shall be accessible only to the student, parents/guardians, teachers, or other educational personnel who may require it to support student learning.
7. Appeal procedures regarding student assessment and evaluation, available to both the students and parents/guardians include the following:
 - a. If a student or parent/guardian believes an error has been made, they may appeal the grading to the teacher.
 - b. In cases where the student or parent/guardian is not satisfied with the outcome of an appeal to the teacher the grading may be appealed to the principal.
 - c. The principal shall report the results of the review to the appellant within one week of the receipt of the appeal. A record of the appeal and the principal's decision shall be forwarded to the Director or designate.
 - d. The student or parent/guardian may appeal in writing the principal's decision to the Director or designate. The Director or designate shall review the case and render a decision in writing within 10 days of receiving the appeal.
8. Credit recovery shall be available to students registered in the division who have:
 - a. Not written a Departmental exam in the course
 - b. Shown evidence of learning on a majority of course outcomes
 - c. Earned a minimum of 40% on a majority of course outcomes
 - d. Applied for Credit Recovery no later than 10 school days after the end of the course; and
 - e. Committed to completing the assessment tasks outlined in the Credit Completion Plan within 30 school days.



9. Students who wish to challenge a provincially developed high school course at the 10 or 20 level for credit without enrolling in the course (maximum of 2) shall:
 - a. Be enrolled in a school within the division
 - b. Formally request to challenge a course to the principal through the submission of the Intent to Challenge Course form
 - c. Submit evidence of readiness to challenge the course
 - d. Acknowledge that if approved to proceed, a minimum of 80% must be attained through the course challenge to be granted credit for the course; and
 - e. Acknowledge that if unsuccessful in the course challenge registration in the course will be required to receive credit (no course may be challenged more than once).
10. Students will be placed in age-appropriate grade levels in recognition that students learn at different rates. In exceptional cases, a principal may consult with a team of professionals along with parents/guardians and a superintendent to make the decision to adjust the grade placement of a student in Kindergarten through Grade 9.
11. Students in grades 10, 11, and 12 will earn grade standing relative to the Ministry of Education credit requirements.
12. Grade 10 to Grade 12 students who last attended school outside Saskatchewan must, prior to placement, have their previous schooling evaluated according to the process outlined in the Ministry's Credit Transfer Guide, 2023, found at <https://www.saskatchewan.ca/residents/education-and-learning/credits-degrees-and-transcripts/transferring-high-school-credits-from-out-of-province>

Appendices

[Supporting Student Assessment in Saskatchewan \(2022\)](#)

Living Sky School Division Assessment Handbook (*internal document*)

[Ministry of Education Guidelines Academic Integrity and Student Responsibility \(2011\)](#)

[Ministry of Education Credit Transfer Guide \(2023\)](#)

Credit Recovery Protocol

Course Challenge Protocol

Related

4.42 Student Conduct

4.34 Student Records

4.05 Student Placement and Retention