



# *Regina Christian School* **PARENT INFORMATION ON GR 4-8 ASSESSMENT**

In Saskatchewan, all K-8 curriculum is based on outcomes and indicators. Outcomes clearly describe what your child is expected to know, understand, and be able to do in each subject. The move to outcome based learning, and away from numerous and vague objectives that were often hard to quantify, aligns with current educational research. New studies have shown that students have increased educational success when they have clear learning goals and targets.

In outcome based reporting, student progress will be reported following the RCS developed rubric based on the Saskatchewan Ministry of Education's 4 Point Rubric:

<b>ASSESSMENT OF ACHIEVEMENT</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>BEGINNING (BE)</b>	<b>APPROACHING (AP)</b>	<b>MEETING (ME)</b>	<b>EXEMPLARY (EX)</b>
<p>Evidence indicates initial understanding, demonstration, or application of the outcome.</p> <p>Learner is unable to complete task independently and may need substantial teacher or educational assistant support or help to demonstrate understanding.</p>	<p>Evidence indicates progression towards understanding, demonstration, or application of the outcome. Learner can do parts of an assignment independently, but teacher and EA support is required to complete assignments. Work contains frequent errors.</p> <p>Learner is just beginning to understand the topic or use the skill. There is some evidence of grade level learning.</p>	<p>Evidence indicates understanding, demonstration or application of the outcome. Learner can complete grade level work independently.</p> <p>Learner demonstrates a good understanding of the topic or ability to utilize the skill. There is evidence that the learning outcome has been met.</p>	<p>Evidence indicates in-depth understanding, demonstration, or application of the outcome. Learner is able to work independently. There is evidence that the learner is engaged in higher level analysis and problem solving.</p> <p>The learner may apply knowledge to new situations or from different perspectives.</p>

In addition to the 4 point scale, the following codes may also be used.

<b>INSUFFICIENT EVIDENCE (IE)</b>	<b>NOT APPLICABLE (NA)</b>	<b>INDIVIDUALIZED GOALS (IG)</b>
The student has not yet demonstrated sufficient evidence for reporting purposes.	This topic, unit, or outcome was not taught or assessed this term.	The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with the parents/guardians prior to this report.

The **goals of outcome based reporting** are to:

- Provide parents with a realistic and accurate description of their child's learning and progress;
- Confirm the student's achievement relative to provincial expectations as determined by the curriculum's outcomes and indicators;
- Suggest strategies for parents and students with respect to the next steps in the learning process.

## TYPES OF ASSESSMENT: FORMATIVE AND SUMMATIVE

On Edsby, you will notice that some assessments are noted as **FORMATIVE**, while others are noted as **SUMMATIVE**.

**Formative assessment** supports learning, helping teachers determine ongoing student needs in order to achieve proficiency of learning. The goals of formative assessment are to monitor student learning to provide ongoing feedback, and to help students determine their strengths and areas for further development.

**Summative assessment** is used to evaluate student learning against the outcome and indicators to determine whether the student has met the curriculum objective.

**Not everything a student does will be evaluated and marked.** Students will complete frequent formative assessments which provide practice and help students develop foundational learning skills. Formative assessments allow students multiple opportunities to demonstrate their knowledge and skill development, and frequent teacher feedback helps students and parents know how and where students can improve. Because formative assessments are used for practice and growth, these marks are not included in the final assessment for a course. Summative assessments do count towards the final assessment.

## HOW ARE RUBRICS USED TO MEASURE OUTCOMES?

The purpose of the rubric is to communicate a learning level. The rubric tells whether the student has understood, met, or mastered the skill according to the rubric descriptions. Each point of the rubric encompasses a wide breadth of competency. In grades four to eight there is a relationship between percentage and the level on the rubric, beginning (BE) is 0 to 50%, approaching (AP) is 51 to 69%, meeting (ME) is 70 to 84%, and exemplary (EX) is 85% to 100%.



## HOW CAN PARENTS SUPPORT THEIR CHILD'S LEARNING?

It is important for parents to understand that an assessment provides a snapshot of a student's progress at a specific point in time. All learning is cyclical, and students will continue to improve and grow with frequent practice. All students learn at different rates and in different ways. Being interested in what your child learned at school, and initiating conversations about learning, can help motivate students. **BE CURIOUS!**

**IF YOU HAVE ANY QUESTIONS ABOUT YOUR CHILD'S LEARNING PROGRESS OR ASSESSMENTS, PLEASE CONTACT YOUR CHILD'S HOMEROOM TEACHER.**