Prairie South Schools

Grading Practices Document

This is a living document; please ensure you are using the most up-to-date version.

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Effective Grading Practices Are	Definitions	

Big Ideas	Research	Recommended Practice

Big Ideas	Research	Recommended Practice
Four Dimensions Which Support Student Assessment Belief systems and worldviews of First Nations and Métis peoples are based on recognizing and respecting the delicate balance of interdependence within oneself and with all living things in the environment, both tangible and intangible.		

Big Ideas	Research	Recommended Practice
Outcomes-Based Practices Is the process by which teachers systematically and purposefully plan for learning by focusing on the outcomes. By utilizing Understanding by Design (UbD), a planning framework, teachers will identify outcomes and big ideas, identify evidence of learning, and create units, lessons, and activities. *Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010)*	Saskatchewan outcomes require that students develop a combination of factual, conceptual, procedural, and metacognitive knowledge. Bloom's [taxonomy] recognizes the different types of knowledge (the knowledge dimension: factual knowledge, conceptual knowledge, procedural knowledge, metacognitive knowledge) and the processes that students use as they learn (the cognitive process dimension: remember, understand, apply, analyze, evaluate, create). *Renewed Curricula, Understanding Outcomes (SK Ministry of Education, 2010)* Why use outcomes-based practices? To improve student achievement To increase student engagement To develop assessment capable learners who: Are aware of current level of understanding x	

Big Ideas	Research	

Big Ideas	Research	Recommended Practice
Outcomes-Based Reporting Organize and report evidence by student learning outcomes; don't organize information in gradebook by assessment methods [quizzes, tests, assignments, for example] or simply summarize into a single grade (high school). *(O'Connor, 2022)*	Grades are broken when evidence of learning from multiple outcomes are blended into a single grade (within gradebook) and the communication fails to show how successful students have been in mastering **individual outcomes**. [High School: Setting up an outcomes-based gradebook allows for communication on **individual outcome achievement**, before a single final grade is reported as an overall percentage.] Grades are inaccurate when they are not directly based on outcomes and do not give information about achievement of outcomes. Base grades on provincial learning outcomes. Report grades for outcomes to create a more complete profile of individual student strengths and weaknesses. This requires curriculum, instruction, assessment, evaluation, grading and reporting all to be organized and aligned around the student learning outcomes. *(O'Connor, 2022)*	**High School:** The SK Ministry of Education requires a final percentage grade to be submitted. **This final percentage is achieved by reporting on all outcomes individually within the MSS gradebook.** Do not organize information in gradebook by assessment methods [quizzes, tests, assignments, for example] or simply summarize into a single grade. Helper Sheet: Creating Categories and Assignments – High School (Percentages) MSS Other Scale Terms **Elementary:** To report on outcomes in the MSS gradebook, attach a "standard" (outcome) to each "assignment". Enter a grade (BE, AP, ME, EX) for each individual "standard" (outcome) that you have attached. Learning is developmental and requires repeated opportunities for progression. Teachers will use re40 (ea)3.10n a5.90 (e)1

Big Ideas	Research	Recommended Practice

Big Ideas	Research	Recommended Practice
Formative Assessment **Assessment *for* Learning** Is teacher-driven for student, teacher, and parent/caregiver use. **Assessment *as* Learning** Is student-driven with teacher guidance for personal use.		

Big Ideas	Research	Recommended Practice
Include Only Achievement While behaviour can impact		

Big Ideas	Research	Recommended Practice
Late Work Work that has been completed after a predetermined deadline.	There are problems with the practice of reducing marks	

Big Ideas	Research	Recommended Practice
Zero **Traditional gradebook (percentages).** No evidence of learning demonstrated. **INT** – Intervention (temporarily averages a grade of zero into the overall percentage). **INC** – Incomplete (averages a 'final' zero into the overall percentage, only after intervention attempts have been unsuccessful).	Failing to submit something at all- similar to late work- is a behavioural misstep that deserves action [intervention]. Giving a zero misses the mark in terms of ultimately producing the desirable outcome (learning). *(Dimich et al.,2022)* Intervention needs to be timely and systematic. The process should be directive rather than invitational, so that all students get the help they need, consistently and without interruption until they are successful. Intervention should be implemented systematically, so that every student who faces the same problem is guaranteed the same response. *(Buffun et al, 2009)*	**No zero's (INC) without interventions. A minimum of two interventions is recommended.** Students are expected to submit assignments. **Actions will be taken**

Big Ideas	Research	Recommended Practice
EAL (English as an Additional Language)		
CFR (Common Framework of Reference)	The Common Framework of Reference (CFR) scale contains six Global Levels, ranging from the beginner level (A1) to the highest level of language proficiency (C2). For the purposes of English as an Additional Language in Saskatchewan schools, the focus for learners is on the first three levels of the CFR scale, known as A1, A2 and B1. These selected levels are further sub-divided into A1.1, A1.2, A2.1, A2.2, B1.1, and B1.2 to provide more detail for skill development and evidence of language progress in the classroom.	CFR levels are determined by a team (Classroom Teachers, SSTs, etc.) **at reporting periods**, using the Condensed CFR Form on clevr. The CFR level that is reported is the student's working level. **The lowest of the four components (Listening, Speaking, Reading, Writing) is the student's overall CFR level**. Students who are beyond B1.2 in all four components are considered "Independent" and are no longer "on" the CFR. All grades 1-12 EAL students (between A1.1-B1.2) must have a CFR level in clevr. AAs then input the CFR level into MSS in Sept and June of each school year. Ideas for Making Adaptations for English as an Additional Language Learners, page 28 of The Adaptive Dimension for Saskatchewan K-12 Student, SK Ministry of Education (2023).
English Language		

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Big Ideas	Research	Recommended Practice

EAL (English as an Additional Language)

Big Ideas	

Big Ideas	Research	

Big Ideas	Research	Recommended Practice

Programming

Program	Description	Supporting Documents
Reduced (grades 4-9)	Students in grades 4-9 who are not able to meet Regular curricular outcomes,	

References