

## Supplemental Learning Assessment Quick Reference Guide

The following reference guide is designed to support you in making professional decisions regarding supplemental learning assessment for the remainder of the 2019-2020 school year.

### K-Grade 6

- Teachers will use their professional discretion to determine the appropriate assessment practices, should students/families choose to participate in supplemental learning.
- The final progress report for those who choose to participate in supplemental learning will reflect outcomes assessed during this period of time and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.
- The final progress report for those who choose not to participate in supplemental learning will reflect assessment completed to March 13, 2020, and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020 – **Response Planning Team (RPT)**

#### Note

- Assessment during this time will look differently than when working face-to-face with students. As teachers become more familiar with working virtually, they may find that some of their usual assessments can be adapted to the learning at home format.
- Provincial writing, reading, and math assessments will not be collected this year.
- Teachers should use various methods of check-ins with students to conference and provide feedback on work that is submitted. This may be by phone, email, See Saw, etc.
- We recommend that teachers give ample time for practice and skill acquisition.
- **For families that have indicated they wish to continue supplemental learning with assessment, we recommend teachers consider using a portfolio (digital or paper). Teachers could then decide if they wish students to self-select what is included in their portfolio or they may have a list of things they would like students to include.**
- **Not all outcomes can be addressed during this time, teachers are not expected to enter a mark for all outcomes.** Teachers will use their **professional judgement** to determine what should be focused on and what they would need to see demonstrated in order to see the outcomes achieved.
- **In addition to commenting on student learning and growth, June report card comments should identify the supplemental learning option the student was pursuing during the period of at home learning.**

### Grade 7-9

- Teachers will use their professional discretion to determine the appropriate assessment practices, should students/families choose to participate in supplemental learning.
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### Grade 10-12

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- The final progress report for those who choose not to participate in supplemental learning will reflect assessment completed to March 13, 2020, and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020. – **Response Planning Team (RPT)**

### Commonly Asked Questions

1. How much of a course must be completed for a student to receive a credit?
  - a. A minimum final mark record of 50 per cent or greater is to be applied to the outcomes evaluated to date in the subject areas as of March 13, 2020. Students will be afforded the opportunity to improve the mark record through options provided within the capacity of the school division and local school if they choose.
  - b. A mark of 50 per cent will not be applied where a student has not completed any outcomes or where the teacher has not evaluated any outcomes as of March 13, 2020. Students will have the opportunity to engage in supplementary learning opportunities to obtain a mark record.
2. A student who currently has 55 per cent in a course handed in work prior to March 13, 2020, but the teacher had not yet marked the work. What grade would that student receive?
  - a. In this case, the student's grade would start with the grade on March 13, 2020 (i.e., 55 per cent), but once the other work has been marked the student's grade may improve. The grade will not go down. Final grades will be submitted by June 30, 2020.
3. If you have a student with a 75 per cent in a course on March 13, 2020, and they opt to continue with the course, but at the end of the supplemental learning they have a 65 per cent, what would the final grade be?
  - a. The final grade would be 75 per cent. Students will not be penalized for committing to continued learning after the March 13, 2020 date.
4. Can a student opt in or out at any time through to the end of June? If a student opts-in and increases their mark, are they then able to opt-out before the end of the year and take this new mark as of May 15, for example? Can students/ families choose to be okay with their mark as it stands right now (either 50% or where it presently sits above that) and then come back in a month and say they would like to improve it? Can they go back and forth?
  - a. Because of the uncertainty of the current situation and local contexts, students may have the opportunity to opt in and out of classes in which they are currently enrolled at any point, within reason, as determined by the local school.

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5. Not all outcomes can be addressed during this time. How will teachers prioritize which outcomes will be addressed? As our teachers prepare to offer supplementary learning opportunities for students who choose to pursue them, can teachers determine which of their supplementary learning assessments are mandatory in order for students to upgrade their marks? For example, can a teacher mandate that students taking Science 10 complete two units of study and not just one unit to achieve an upgraded mark?
  - a. **Teachers will use their professional judgement to determine what should be focused on and what they would need to see demonstrated in order to see the outcomes achieved.**
  - b. School divisions, in consultation with principals and teachers, will determine the appropriate amount of supplemental learning based on the context of their schools, families and students.
6. Are students to redo previous assignments as their supplemental learning or can new assignments be marked?
  - a. Students who choose to participate in supplemental learning will be given the opportunity to demonstrate their learning. **This might mean that they are given a chance to demonstrate improved learning with previously taught content/skills or a chance to demonstrate learning with new content/skills. New assignments can be marked if a student is wanting to participate in supplemental learning.**
  - b. For students who choose to engage in supplemental learning opportunities, teachers will provide formative assessment and other feedback.
  - c. The processes for evaluation, in order for students to increase their marks from March 13, 2020, will continue to be determined by the teacher.
  - d. Flexible assessment and evaluation practices will be utilized.
7. Do students currently engaged in apprenticeship have an opportunity to complete their term? Can there be an allowance for a break and return at a later date?
  - a. As with other secondary credits, the ministry will accept an apprenticeship credit based on work completed to date. Apprenticeship credits are not granted a numeric grade but rather a pass/fail standing. For those students who pursue apprenticeship as a career pathway, the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) will grant the full 100 hours of trade time for each apprenticeship credit on the ministry transcript. Students will receive the same credit from the SATCC even though they may have completed fewer than 100 hours due to classes ending as a result of the COVID-19 situation.
8. How can we prepare students for post-secondary courses if we haven't completed the pre-requisite content?
  - a. Students may choose to engage in supplemental learning.
  - b. The Ministry of Education will work with post-secondary institutions to ensure that these extraordinary circumstances do not prevent students from being eligible for admission to post-secondary studies for the upcoming school year.
  - c. Schools and teachers should clearly **articulate the dangers of not finishing pre-requisite** content for students who are planning to pursue post-secondary studies.
9. Will students who were in a credit recovery process (from semester 1) be granted 50% (or higher) as of March 13? Should the credit recovery regular process for mark submission be used so these students get the credit they were 'recovering' as of March 13?
  - a. If a student was registered in the class last semester and was participating in a credit recovery process as of March 13, 2020, the student would be eligible to receive 50% and would also have the opportunity to engage in supplemental learning.
10. What will be the expectations for recovery learning when students return to school?
  - a. Teachers will use their professional judgement to determine student needs and will incorporate differentiated learning opportunities to support students in acquiring prerequisite knowledge and skills that are required.

## Appendix A



April 2020

### **Important Considerations when Determining Student Assessment and Marking/Grading Policies and Guidelines during the Covid-19 Pandemic**

**(for the Balance of the 2019-2020 Academic Year)**

The Canadian Assessment for Learning Network (CAfLN) is a non-profit organization that supports K to 12 and post-secondary educators. Our mission is to help implement and sustain sound assessment and grading practices that promote student learning in schools across Canada. As part of our mission to maximize learning through advocacy, relationships, and research, we would like to address the current exceptional circumstances facing our schools, and the equally exceptional measures that will be required to address student needs in an equitable way.

Ministries of education and school boards are facing tremendous challenges as the world navigates a pandemic, not only to address immediate needs of educators, students, and families, but to prepare for the future challenges presented by interrupted and/ or drastically altered educational processes.

Assessment serves multiple purposes within any learning context: first, it elicits evidence of students' current skills and understanding in relation to specific learning goals; it then communicates students' strengths and needs to teachers and students to provide them with the information required to respond to those needs in specific and meaningful ways; and it allows teachers to verify the degree to which students have achieved the desired skills and understanding over time so that this information may be shared with stakeholders. In other words, assessment identifies students' needs, celebrates their strengths, documents learning as it progresses, and verifies and communicates levels of proficiency at the end of an instructional cycle. These roles are essential, regardless of whether learning occurs in classrooms or remotely.

In responding to the Covid-19 pandemic and a shifting educational landscape, CAfLN believes that the primary responsibilities must be to maintain equitable learning opportunities for all students and to communicate clearly with all stakeholders. Given the diversity of educational responses to the pandemic, it is important to be mindful of the foundational, research-based attributes of effective assessment, grading, and reporting. Ministries of Education across the country are currently developing guidelines and policies to address the challenge of determining end-of- year/end-of-course marks/grades in the event that students may be out of school for a considerable time and/or may not return to school before the end of June. While these directives are essential to guide teachers' practices in the immediate crisis, it is imperative that marking/grading and reporting decisions be made within the context of rich instruction, targeted and specific feedback, and opportunities for learners to continue to practice and grow for the remainder of the academic year. Without this context, it may be tempting to fall back on

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simplistic and expeditious numerical mark/grade determination and lose the power of assessment as a foundation for learning.

When it is time to summarize assessment evidence and report results, we know that teachers want to communicate clear and accurate statements about student achievement, not only to reflect each learner's current levels of skill and understanding, but to support future decision-making at the next grade level or in post-secondary settings. In order to support ministries of education and school boards as they draft guidelines and policies to address marking/grading and reporting "end-of-year/course achievement", we would like to offer the following considerations:

### Elementary and Middle Schools

**No marks/grades, narrative reports only.** This will serve to communicate important information to students, families and next year's teachers while maintaining a focus on learning.

### High Schools

Given the exceptional circumstances facing high school teachers and students, a temporary solution is necessary in the area of grading and reporting. Guskey (2020) suggests:

The most efficient and equitable approach in secondary schools is for teachers to use existing information about each student to determine a mark/grade of Incomplete, Pass and Pass with Distinction based on evidence of achievement at the time classes were suspended.

All students who had provided insufficient evidence of achievement (therefore incomplete) at the time classes were suspended may be provided with the opportunity to provide sufficient evidence<sup>1</sup>. If they don't provide the necessary evidence the final mark/grade for this year is Incomplete.

Students may be allowed to opt for pass/fail or the opportunity to earn "Pass with Distinction." This might involve teachers having a conference with these students to determine the necessary additional evidence and the success criteria, and following up to determine whether students have provided evidence of sufficient quality<sup>2</sup>.

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<sup>1</sup> All evidence submitted should contain a statement like this signed by the student;

**"Academic Integrity"** means **honesty** and **responsibility** in scholarship. My signature below shows my commitment to and obligation that all of my academic work is from my own efforts unaided except where specified. \_\_\_\_\_ (initial here)" (Source: Crofton House School, Vancouver)

<sup>2</sup> We recognize when we provide the opportunity for "Pass with Distinction" it places equity of access and equity of learning in jeopardy. Some students will opt into deep and rich learning and some will opt out. Even worse, some won't have the option because access (technology, time, resources, supports, self-determination, confidence) will prevent it. Therefore, it is essential that when schools reopen all students have the opportunity to provide sufficient evidence to receive a Pass with Distinction.