

# Prairie South Schools

## Grading Practices Document

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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 |  |
|---------------------------------|-------------|--|
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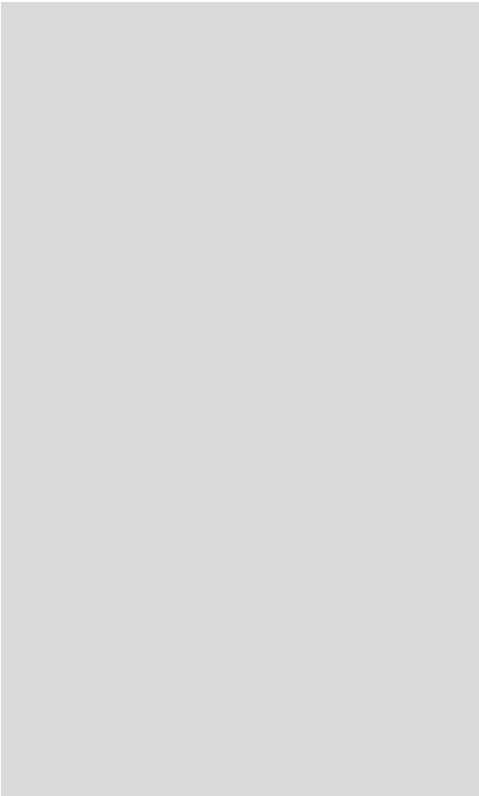
# Prairie South Schools

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| Big Ideas | Research | Recommended Practice |
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| Big Ideas | Research | Recommended Practice |
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**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 |
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| Big Ideas | Research | Recommended Practice |
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**Outcomes-Based**

| Big Ideas | Research | Recommended Practice |
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**Outcomes-Based Evaluation**

Evaluating students based on what they **know, understand, and can do in relation to each individual outcome (verb)** by utilizing a variety of assessment techniques (**triangulation** –

|  |                             |
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|  | <b>Recommended Practice</b> |
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**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 |
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**Response to Intervention (RTI)**

Focuses on developing and implementing procedures and practices to support all learners.

| Big Ideas | Research | Recommended Practice |
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| Big Ideas                                                                                   | Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Recommended Practice |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <p><b>Late Work</b></p> <p>Work that has been completed after a predetermined deadline.</p> | <p>There are problems with the practice of reducing marks on work submitted late. They distort the grades; they motivate the opposite behaviour to what was intended; they do not prepare students for the world beyond school where timelines can be communicated and negotiated.</p> <p style="text-align: right;"><i>(O'Connor, 2022)</i></p> <p>If it is an important piece of assessment evidence, it is better that the student submits it late than not at all, <b>within reason</b>. Having absolute deadlines (and penalties) for anything, does not prepare students for the real world beyond school. In the “real world”, timelines are frequently negotiated or adjusted to circumstances; deadlines range from fixed to considerably flexible.</p> |                      |

| Big Ideas                                                                                                                                                                                                                                                                                                                                                              | Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Recommended Practice                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Zero</b></p> <p><b>Traditional gradebook (percentages).</b></p> <p>No evidence of learning demonstrated.</p> <p><b>INT</b> – Intervention (temporarily averages a grade of zero into the overall percentage).</p> <p><b>INC</b> – Incomplete (averages a ‘final’ zero into the overall percentage, only after intervention attempts have been unsuccessful).</p> | <p>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).</p> <p><i>(Dimich et al.,2022)</i></p> <p>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.</p> <p><i>(Buffun et al, 2009)</i></p> | <p><b>No zero’s (INC) without interventions. A minimum of two interventions is recommended.</b></p> <p>Students are expected to submit assignments. <b>Actions will be taken</b></p> |





| Big Ideas | Research | Recommended Practice |
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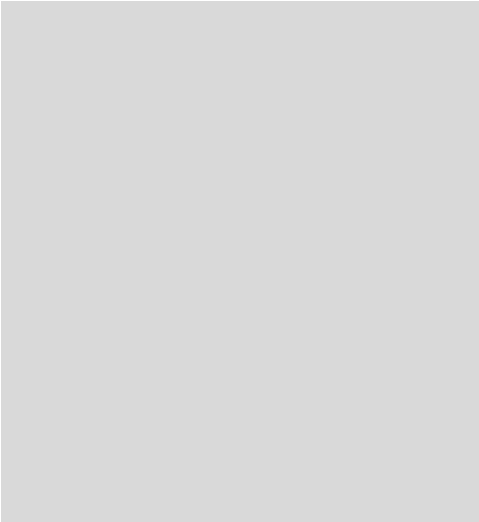




| Big Ideas | Research | Recommended Practice |
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| Big Ideas | Research | Recommended Practice |
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EAL (English as an Additional Language)



| Big Ideas | Research | Recommended Practice |
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| Big Ideas | Research | Recommended Practice |
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| Big Ideas                                                                                                                                                                              | Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Recommended Practice |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <p><b>Credit Recovery</b></p> <p>A student who only successfully met some outcomes of a course can improve their mark in the course by doing additional work to meet the outcomes.</p> | <p>Before Credit Recovery is implemented (10/20/30), consider preventative strategies such as experiential learning, alternate scheduling, reduced course load, homework help, and mentor support. These strategies should be part of an ongoing conversation with a student from the start of a course to allow supports to be provided in a timely manner before the successful completion of the course becomes in jeopardy.</p> <p>Credit Recovery must be completed within the same school year (30 days following the course end date) that the original course was taken. For courses that end in June, credit recovery must be completed within the first 30 days of the next school year. A 'Request for Credit Recovery Plan' must be completed. The mark will replace the existing mark on the SDS.</p> <p>Credit Recovery will be offered to students if their final mark is between 40-47% (48%-49%, see <a href="#">Mark Adjustments for Final Numerical Grades</a>)</p> |                      |

| Big Ideas                                   | Research                                                                                                                                                                                                                                                                      | Recommended Practice                                                                                                                                                                                              |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Programming</b>                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                   |
| Program                                     | Description                                                                                                                                                                                                                                                                   | Supporting Documents                                                                                                                                                                                              |
| Reduced (grades 4-9)                        | Students in grades 4-9 who are not able to meet Regular curricular outcomes, even after the adaptive dimension and interventions have been applied.                                                                                                                           | <a href="#">Reduced Outcome Process.</a>                                                                                                                                                                          |
| Modified Programming (11/21/31)             | Students in grades 10, 11, 12 (11, 21, 31 in MSS) who are not able to meet regular curricular outcomes, even after the adaptive dimension and interventions have been applied. CORE classes only (English, Math, Science, Social).                                            | <a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a> .60 ( ) 8.80 ( ) -4.10 (G) 1.20 (r) -4.20<br><a href="#">Locally Modified Courses Policies and Procedures</a>    |
| Alternative Programming (18/28/38)          | Students in grades 10, 11, 12 (18, 28, 38 in MSS) who are not able to meet regular or modified curricular outcomes, even after the adaptive dimension and interventions have been applied. Core classes (English, Math, Science, Social) and electives.                       | <a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a><br><a href="#">Guidelines and Procedures for Alternative Education Programs, Alternative Grade 10, 11 and 12</a> |
| Functional Integrated Programming           | Students who require a highly individualized program. Students in a Functional Integrated Program do not earn credits.                                                                                                                                                        | <a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a><br><a href="#">Guidelines and Procedures for Functional Integrated Programs – Grades 9, 10, 11 and 12</a>        |
| Adult 12 (Regular/Modified or, Alternative) | Under the Adult 12 Program, an adult may attain a Grade 12 standing by completing seven credits (see policy). A minimum of five credits must be at the 30 level. Prerequisite requirements are waived for adults. Must be 19 years old, or 18 and out of school for one year. | <a href="#">Secondary Level Programs, Supports, and Additional Course Options (Grades 10-12)</a><br>Saskatchewan Ministry of Education, <a href="#">Registrar's Handbook</a> (pages 39-41).                       |
| EAL Auditing (Secondary)                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                   |

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