

Assessment, Grades and Report Cards

The goal of grades and report cards is to provide quality information about student learning to students and parents. High quality grades must meet four standards: they must be **meaningful, consistent, accurate, and supportive of learning**. By meeting these standards, grades provide a worthwhile source of information that students, teachers, and parents can use to make good decisions.

To be Meaningful ...

Grades should represent student achievement of the learning outcomes being taught. The basis for the grades must be derived from the curriculum learning outcomes. Students demonstrate evidence of their learning which is graded using a rubric or level score in addition to possible test scores.

To be Consistent ...

Grades also need to be consistent—that is, the same performance would result in the same grade from different teachers of the same subject or grade level. The meaning of grades (letters or numbers) should come from clear descriptions of the performance standards. With these descriptions, students know exactly what is expected and teachers can make more consistent judgements about student performance.

In a pure learning-outcomes-based system, there would be only two levels:

1. **M** - meeting grade level outcomes and
2. **NY** - not yet meeting grade level outcomes.

There are, however, good reasons to acknowledge and encourage excellence, and to distinguish between achievement that is close or not close to meeting the grade level outcomes. Seine River School Division has expanded the K-8 Report Card to four levels which also include:

3. **O** - outstanding achievement, and
4. **I** - insufficient evidence for accurate assessment.

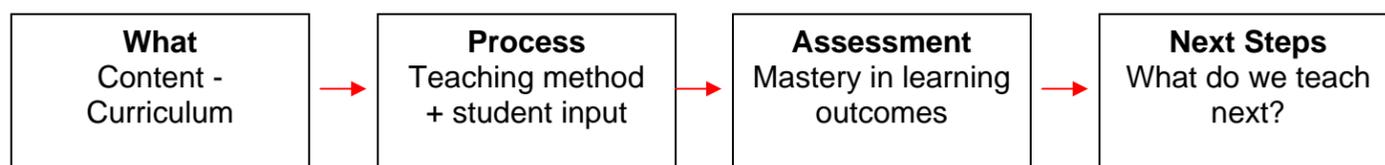
As a result of our changes to assessment, grades and report cards you and your child will be more aware of their learning progress.

To be Accurate ...

Accurate grades should reflect the achievement of learning outcomes only. Non-achievement factors such as effort, behaviour, attitude, and work habits should not affect the grade. Our new report cards will have two sections: one for achievement and one for student engagement and student as a learner which reflect non-academic factors.

To be Supportive of Learning ...

Grading is most supportive of learning when students are involved in the entire learning process. When students know what the goal and criteria for success are, they are more likely to see the purpose of assessment as learning and not as accumulating marks. They will know what they need to do to demonstrate their knowledge of the learning outcomes.



Sources: Manitoba Education Citizenship and Youth document *Communicating Student Learning* with editing by students of Collège Lorette Collegiate.

