



Christ the Teacher Catholic Schools

Instruction, Assessment, and Student Support Handbook For Teachers

A guide to instructional supports and student assessment and
reporting using an outcomes-based tool

revised June, 2023

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Instruction –Guiding Documents for Promising Practices

Saskatchewan Reads (La Saskatchewan Lit)

Saskatchewan Reads is a companion document to the English Language Arts Grades 1, 2, and 3 curricula. La Saskatchewan Lit is a companion document to the Programmes d'études interdisciplinaire 1 et 2 et Français en immersion 3. These documents were created based on most-promising practices in literary instruction, specifically in reading, focusing on instructional approaches, assessment and intervention.

Access to the Websites:

Saskatchewan READS: A companion document to the Saskatchewan English Language Arts Curriculum – Grades 1, 2, and 3 (This site takes you to the Online Education Blackboard. You will need to login to the blackboard site).

<https://lasaskatchewanlit.wordpress.com/>

Saskatchewan Reads for Administrators | Leadership for a Saskatchewan Reads School

SaskMath

This initiative originates with the Provincial Leadership Team (Saskatchewan) and is part of the Math Outcome. It is intended to support teachers and leaders of mathematics in Saskatchewan by providing a framework of understanding around high quality instruction and assessment practices in Math.

This resource follows the [Essentials of Math Instruction](#) as the foundation with each component contributing to the cohesive whole. It represents the implementation of the [Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework](#) document as it applies to mathematics with Indigenous Connections highlighted throughout each section in addition to one area dedicated to Indigenous Ways of Knowing in math. It is envisioned that through this important component, all students will benefit.

SaskMath can be accessed at <https://saskmath.ca/>

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

The Inspiring Success education framework guides the development of First Nations and Métis education plans at the provincial, school division and school levels, and to ensure that Indigenous perspectives and ways of knowing continue to shape the learning experience for all students.

Treaty Education is mandatory in Saskatchewan schools, Grades Kindergarten to 12.

Teachers can access treaty curriculum and resources on the [curriculum web page](#) and by registering as a teacher on the [Office of the Treaty Commissioner](#) website.

The CTTCS Indigenous Education Protocol Support Handbook supports teachers in implementing culture, spirituality, and ways of knowing into the classroom. This document also supports teachers in connecting with knowledge keepers and Elders.

Instruction –Guiding Documents Within CTTCS

Saskatchewan Reads in CTT

Saskatchewan Reads in CTT is a companion document to the English Language Arts and French Language Arts grade 6-9 curricula. It was created based on sound research, specifically in reading, focusing on instructional approaches, assessment, and intervention. It showcases the diversity of promising practices that have proven successful in school divisions and First Nations communities within Saskatchewan including Christ the Teacher.

This *Saskatchewan Reads CTT* document is located on the division server at

[W:\Curriculum Resources\Saskatchewan Reads in CTT](#)

CTTCS Literacy Pathway

The [CTTCS Literacy Pathway](#) is a guiding document to support Prekindergarten to grade 2 teachers of Christ the Teacher Catholic School Division in providing a consistent approach to both pre-literacy and literacy instruction, assessment, and intervention at the Prekindergarten to Grade 2 level. For access to each individual grade pathway, please click the below link:

[Literacy Pathway Overviews \(Pre-K to Grade 2\)](#)

Le chemin de la littératie en immersion (une ébauche)

The *Le chemin de la littératie en immersion* (une ébauche) is a guiding document to support Grade One to Six French Immersion teachers of Christ the Teacher Catholic School Division in providing a consistent approach to both pre-literacy and literacy instruction, assessment, and intervention. This document remains evergreen, and immersion teachers will be informed of any changes or updates. For access to this document and related resources, please click the link below:

[Le chemin de la littératie en immersion \(une ébauche\)](#)

Instructional Learning Consultants

ILC Services MENU

Instruction and Learning Consultants (ILCs) provide instructional support to meet the needs of learners and to grow your teaching practice. Choose from the options below, or combine them to create your own special blend of services!

Planning Support

Routines? Curricula? Lesson/
Unit/ Year plans? Learning Im-
provement Plans?

Differentiation?

We can collaborate with you on
outcomes-based planning.

Data Review

Let's meet to look at student da-
ta together. We can figure out
what it means for students and
what to do next.

Reviewing Student Work

Looking at student work is a
great way to figure out
strengths, places to grow, and
what to do next. Regardless of
the content area, we can help!

Resource Recommendations

Want to try out a new resource
but you're not sure where to
start? Let us know. We can
work with you on implementa-
tion, or we can recommend re-
sources that you might love!

Focused Classroom Visit

You pick the teaching goal, and
we come to gather non-evaluative
data for you. Then, we reflect
together. What were the success-
es? What else did you notice?
What might be next?

Modelled Lessons

Want to see something in ac-
tion? Let's schedule a modelled
lesson. An ILC will teach a les-
son in your classroom, and you
will get to watch it live (followed
by a reflective conversation).

Coteaching

Planning for and teaching a
lesson together can be so much
fun, and we can learn so much
from each other. Let's set up a
cotaught lesson!

Visit a Colleague

Sometimes our colleagues are
our best teachers. Want to see
your colleague teach, in your
school or maybe another school?
Let's set up a date and time.

Professional Development

Great teachers are continually
working to grow their practice.
Want to learn more about a top-
ic? In one-on-one, small group,
or other scenarios we can support
your next steps.

Reach out to

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Assessment –Guiding Documents for Promising Practices

Supporting Student Assessment in Saskatchewan Model

Assessment and Evaluation in Christ the Teacher Catholic Schools is guided by the Saskatchewan *Supporting Student Assessment in Saskatchewan Model*. This model embraces the Saskatchewan Ministry of Education's [*Student First*](#) approach in which students' strengths, needs and interests are central to effective classroom-based assessment experiences.

Supporting Student Assessment in Saskatchewan is informed by the Ministry of Education's publications, including [*K-12 curricula*](#), [*Actualizing a Needs-based Model*](#), [*The Adaptive Dimension*](#), and [*Inclusive Education*](#). Culturally inclusive and affirming classroom-based assessment attitudes and beliefs represented in the assessment resource are also responsive to the intent of [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#), which places Indigenous knowledge, cultures and languages within the structures, policies and curricula to ensure an equitable and inclusive system that benefits all learners.

(Supporting Student Assessment in Saskatchewan: Executive Summary, 2022)

Also, refer to assessment sections as SaskReads and SaskMath.

Overview of Assessment Practices and Philosophy

What is Assessment and Evaluation?

Assessment should be a *learning* tool. The word “assessment” comes from the Greek “assidere”, which means “to sit beside”. Formative assessments, especially specific, timely, non-graded feedback is one of the most effective forms of assessment and does more to promote student learning than graded work.

Formative Assessment (Assessment for learning)

Formative assessment is the process of gathering information about student learning to set goals and inform instruction. It is a loop of practice, self-assessment, feedback, goal-setting, and instruction. Teachers use the information to design instruction, and students use it to set goals.

Formative assessment includes diagnostic assessment. Before beginning instruction, find out what your students already know around an outcome. What is their prior knowledge? For example, you can use a task, observations, conversations, or a series of activities.

Track formative assessments for each outcome. Track only those formative assessments that are critical in demonstrating the learning process. You don't have to track every

formative assessment. Remember as well that tracking doesn't mean "grading" or "correcting" or "marking." It means:

- recording a time when you provided feedback, either oral or written, to a student;
- noting the date of a conversation with a student or of an observation you recorded;
- recording a student's level on a diagnostic assessment;
- recording a student's level on a practice, as a benchmark;
- recording the number of correct answers on a quiz.

Only if they provide evidence of the student having attained the outcome would you use formative assessment results to determine either the outcome assessment or the strand assessment.

Formative Assessment (Assessment as Learning)

Assessment as Learning involves students monitoring and gathering information about their own learning. This can be done using self and/or peer assessments to help understand how they are progressing in their learning and how they can plan for improvement.

Summative Assessment (Assessment of Learning)

Summative assessment is **making a judgment about student learning based on sufficient triangulated evidence**. At this point, you will determine the level of student achievement for a particular outcome. In a **developmental** process, the teacher uses the collection of student evidence around an outcome to make a judgment about where the student stands. The teacher can also add a **formal summative assessment**, such as a benchmark task, a unit exam, or a presentation, to the process.

Remember that your professional judgment plays a key role in this process. As Herbst and Davies point out, "Teachers' professional judgement is more reliable and valid than external tests when they [teachers] have been involved in examining student work, co-constructing criteria, scoring the work, and checking for inter-rater reliability" (Assessment Reform Group, 2007).

1. **Compare the evidence you have gathered to the indicators describing performance** related to the outcomes on the division subject rubrics.
2. **Use the most recent data related to an outcome.** Use the mode (the value that occurs most often) or the median (the middle value in a series of values) to determine an outcome assessment.
3. If a student has not achieved level 3 at the end of a unit of study, determine the areas of difficulty in conversation with the student. Target those areas for more practice. When the student is ready, provide an opportunity for the student to demonstrate

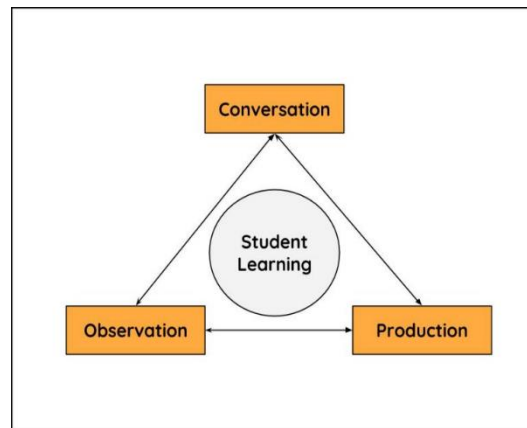
level 3 performance. **The student has all year (or all semester) to demonstrate proficiency in an outcome.**

4. Remember that an exam is only one piece of evidence of student achievement.

Gathering Evidence

1. **Gather evidence** of student achievement with respect to the curricular outcomes. Provide opportunities for students to provide evidence of Level 4 achievement as well.
2. **Assess the outcome, not the task.** Tasks provide evidence of student learning with respect to one outcome, or, sometimes, several outcomes. As a result, we might record evidence from that task in several places in our record book. Susan Brookhart (2013) reminds us, "Rubrics should not confuse the learning outcome to be assessed with the task used to assess it. The biggest mistake teachers make . . . is that they focus on the task, the product, and not the learning outcome or proficiency the task is supposed to get students to demonstrate."
3. **It is no longer necessary to label a task or an exam with one grade, or level.** You will no longer need to give one grade or mark for the entire exam. The student's score on each outcome is transferred to the appropriate outcome in your record book.
4. **Clarify the criteria for attaining the outcome.** As Susan Brookhart (2013) points out, clear learning goals help students learn better (Seidel, Rimmele, & Prenzel, 2005). When students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Moss, Brookhart, & Long, 2011). To do this:
 - a. Use the CTTCS rubrics. The performance at each level is described there.
 - b. When appropriate, co-construct criteria with students. For example, you might like to develop specific criteria for writing a historical narrative (Grade 8 ELA) and use it in tandem with the existing writing rubric. To develop criteria with students,
 - ✓ Target recurring competencies.
 - ✓ Use models or exemplars if possible.
 - ✓ Focus on Levels 3 and 4, Proficiency and Excellence.
 - ✓ Harmonize the criteria with the CTTCS rubric.
 - ✓ Add criteria you see as key, along with student points.
 - ✓ Reference: Davies, Herbst and Reynolds (2008). *Leading the Way to Making Classroom Assessment Work*. Courtenay, B.C.: Connections Publishing, pp. 77 – 88.

5. **Triangulate the evidence.** Use documented conversations and observations as well as products to determine student achievement.



6. **Devise a system for tracking the evidence of student learning that works for you and your students.** This system might consist of a few different tools, some of which might be: your record book organized by outcome; an electronic or hard-copy file of student products; a collection of anecdotal records; taped conversations with students; photographs of student work with concrete materials (e.g. lab experiment result, art work, tangrams, 3-D constructions); video recordings of drama productions, oral presentations, or simulations.
7. **Be clear on the purpose of any tasks you give students.** Is the purpose practice? Or are the tasks summative assessments? Or, in the case of large-scale projects, are they summative assessments which have many prior formative stages involving analysis, feedback, and opportunities to modify and improve the work. Communicate this purpose clearly to students.
8. **Is homework included in grading?** Homework is intended for students to “practice” the skills required to meet an outcome so it should not be included in the final grade. Homework is most effective when it is used as formative assessment and to adjust instruction. Homework assignments should be designed to be completed independently and should be connected to learning outcomes.
9. **The philosophy of Outcomes Based Assessment** promotes assessing student performance, understanding, and achievement of the outcome. Work habits, late assignments, missing assignments, etc are reported as part of Factors Affecting Student Achievement.

Assessment –Guiding Documents and Procedures Within CTTCS

CTTCS Academic Rubrics

Teachers in Christ the Teacher Catholic Schools have developed rubrics for the outcomes in all subject areas, Gr 1 - 9.

These rubrics are available on the Division Shared Documents drive:

W:\Curriculum Resources\Assessment Rubrics

The documents are password protected. You may copy and paste, but you cannot edit or cut.

Academic Achievement Scale K-9 (The achievement scale is constructed around the evidence of learning the student has provided).

Exemplary	4	Evidence indicates in-depth understanding, demonstrating or application of the outcome
Meeting	3	Evidence indicates (understanding, demonstration or application of the outcome)
Approaching	2	Evidence indicates progression towards understanding, demonstration or application of the outcome
Beginning	1	Evidence indicates initial understanding, demonstration or application of the outcome
Insufficient Evidence	IE	The student has not yet demonstrated enough evidence for reporting purpose
Not Applicable	N A	This topic, unit or outcome was not taught or assessed this term
Individualized Goals	I G	The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parents/guardian prior to this report.

In easy to remember form,

- 4 Application to situations that were not taught in class.
- 3 Proficiency in **complex** concepts; mastery of **complex** processes that are **explicitly taught***
- 2 Understands **simpler** concepts and performs **simpler** processes
- 1 Understands **parts** of simpler concepts and performs parts of simpler processes, often **with help**.

* At Level 3, the student has met the outcomes set out in the curriculum. The student shows proficiency of **what has been taught in class explicitly**.

The achievement scale for all outcomes and the Factors Affecting Achievement are whole numbers. As teachers and students collect bodies of evidence for each outcome, achievement should be reported only as a whole number reflective of the criteria.

CTTCS Factors Affecting Student Learning (FASA) Rubrics

Rubrics have also been developed for the **Factors Affecting Student Achievement (grades 1-9)**. These are the work habits and dispositions that can affect a student's learning. These work habits and dispositions are reported separately, and do not directly impact a student's assessment on the subject outcomes.

Factors Affecting Student Achievement Scale

Consistently	C	Consistently demonstrates the characteristics
Usually	U	Usually demonstrates the characteristics
Sometimes	S	Sometimes demonstrates the characteristics
Rarely	R	Rarely demonstrates the characteristics
Insufficient Evidence	IE	Insufficient Evidence
Not Applicable	NA	Not Applicable

These rubrics are found on the W drive with the academic rubrics.

Math Assessment in CTTCS

Assessment in mathematics is triangulated; products, observations and conversations are included in summative evaluation. Math assessment, specially in upper middle years and high school, tends to emphasize product. **Assessing products alone (written assessments, assignments, homework, quizzes and exams) does not tell the full story of student understanding.** In outcomes-based grading, **we are assessing understanding, not tasks.** Many outcomes in math indicate that students must “demonstrate an understanding”, and sometimes both “concretely” (with objects and manipulatives), and “pictorially” (with models and diagrams), as well as “symbolically” (written numbers and symbols). Watching students demonstrate with objects, and hearing their explanations and conversations/justifications informs teacher decision making when formulating a grade.

The CTTCS rubrics are the tool used to assess math achievement. These rubrics also guide instruction, in that they outline the learning goal and describe proficiency. Allowing

students to see and understand the rubric ahead of the learning cycle focusses learning and makes assessment criteria transparent.

CTTCS also has some observation guides in math. These documents are intended to highlight indicators within each outcome that lend themselves to assessment through conversation and observation.

The Saskatchewan Common Math Assessments (SCMA) are a useful tool, as they clarify the learning target and help calibrate the province in understanding grade-level proficiency. **THE SCMA's should only be part of the data included and measured against the CTTCS rubrics as they do not necessarily align with the CTTCS rubrics and should not be used in isolation when determining a grade.**

The SCMA pre-assessment does not need to be used and in some cases is contraindicated as the document will assess concepts that the students have not yet been taught. This can contribute to math anxiety. Instead, the pre-assessments can be used in small chunks for entrance slips, discussion, instruction, and assignments.

The SCMA summative post-assessments do not need to be administered as a full group "test", especially to younger grades. The assessment items on the SCMA's can be used as assignments, shortened into quizzes or entrance slips, used for discussion or helping students to determine how they can demonstrate understanding. They are a useful tool in helping determine student understanding and are best used as a part of a holistic assessment plan. The rubrics on the back of the SCMA's do not necessarily align with the CTTCS rubrics, so it is important that they are not used to determine a grade. They may be used all or in part as summative assessments, and teachers may also create their own summative assessments or contribute their own items.

The CTTCS rubrics are used to collate information gained through products (such as SCMA's used whole or in part), teacher-made assessments, quizzes, assignments, and projects, as well as observations of students doing math and conversations that involve explaining reasoning, summarizing, and showing evidence of understanding.

The screeners are not a reporting tool, but are used to gain an overview of student and class understanding. The screeners given at each grade level assess core concepts from two years prior to grade level. Screener data is used by the teacher to inform instruction, intervention, and grouping. This data is collected by CTTCS to guide math programming and support.

Writing Assessments in CTTCs

Writing instruction is an important part of every effective English Language Arts or Français en immersion program. Teachers are to implement evidence-based writing practices in their routines. Please see [Implementing Evidence-Based Writing Practices](#) or [Mettre en place des pratiques d'écriture basées sur des preuves](#) for criteria and a self-assessment tool for teachers.

All teachers will gather analytic evidence using the criteria outlined in our writing rubrics and respond with appropriate instruction. **Teachers in Grades 4, 7, and 9 – both English and French – will consider each student's growth over time and submit *holistic* data for each student in June.** Gathering holistic or “overall” data as a division or province is not intended to provide targeted feedback to individual students. Instead, it is meant to identify overall patterns of strength and need across the division in order to support planning and goal-setting for professional development and supports in writing instruction at all levels.

A *holistic* year-end score will be submitted in each of the following areas based on the collection of students' work and analytic assessment scores:

Grade __	Writing Process Holistic Score CTTCs		Voice CTTCs	Writing Correlation of CTTCs Criteria with Provincial Holistic Rubric					Provincial Score
Student	Pre-writing/ Planning	Revision	Voice	Ideas	Organization	Word Choice	Sentence Fluency	Conventions	Based on Provincial Holistic Rubric criteria
SAMPLE	1	3	2	4	4	4	2	1	4

Considerations for ELA/FLA 9

In a term-based or semester system or when there are multiple teachers (ie. One for 9A and one for 9B; FLA9 in Term One and then in Term Two), decide on a system for gathering and tracking each of the above criteria on your collection of each student's writing artifacts. Keep this data on CC9.3a/b (pre-writing/planning, revision), CC9.8a/b, CC9.9a/b, or 9PÉ.2 to consider with most current data from the June term/semester.

Grade __	Writing Process Holistic Score CTTCs		Voice CTTCs	Correlation of CTTCs Criteria with Provincial Holistic Rubric				
The division rubrics for Outcomes CC9.8, 9.9 and 9PÉ.2 are broken down into these sections. →	Pre-writing/ Planning	Revision	Voice	Ideas	Organization	Word Choice	Sentence Fluency	Conventions

Teachers will then examine both the previous collection of concrete and/or numeric data as well as current concrete evidence of student learning for each outcome, focusing on the most recent evidence. The mode (the value that occurs most often) would then determine an overall holistic score to be submitted.

Reporting in CTTCS

Term/Semester Reporting Using the Student Progress Report

Wait until a few weeks before the student progress report is to be issued to determine a strand assessment for a student. Examine the evidence of student learning for each outcome in the strand. Focus on the most recent data. Use the median (the middle value in a series of values) or the mode (the value that occurs most often) to determine a strand assessment.

Student progress in each outcome as well as the Factors Affecting Student Achievement is reported each term or semester. In the first two terms, or first report of a semester, it may happen that no outcomes have been targeted in a strand. In this case, the space beside that strand would be left blank for that reporting period, indicating that no outcomes have been the focus of study as of yet.

The final report represents the students' standing in that subject specific strand for the entire year or the course for the semester. Students have all year or semester to demonstrate that they have attained the outcome.

The Key Role of Comments

A numerical level alone cannot provide an accurate picture of student achievement. Teacher comments play a key role in expressing a clear, meaningful, and personalized reflection of the student as a learner. Christ the Teacher RCSSD Progress Reports allow teachers to provide comments on both the student's academic achievement and work habits (Factors Affecting Student Achievement). For that reason, the expectation is that teachers will include comments for each student and subject area. Subject area comments may include a general snapshot of what the class has been learning but will also indicate student specific comments regarding performance.

Effective teacher comments are positive, specific, and related to student performance. In that way, they support student learning and give effective feedback for improvement.

EAL Students

English as Additional Language learners are assessed by the SSST using the Common Framework of Reference.

Students who are A1.1 may not be able to be assessed or they may. They may be A1.1 in November and still in June on MSS (as the levels may only be updated once during the year). These students are assessable, but the question becomes when do we start to gather data/information on them so we can plan our instruction/response appropriately. ***This will be different for each student based on personal circumstance and the trauma they***

may have experienced based on the reason for their relocation to Canada. Questions to consider are:

- How long have they been in Canada?
- Can they speak or understand English (if they are new to Canada)?
- Are they EAL but speak/understand English (in some capacity)?
- How are teachers supporting the learning of English in the classroom? How are they making the curriculum accessible to these new language learners?

If some students do not have CFR levels, it may mean that the parents have indicated that the child speaks English at home. Even if a child's data is omitted from reporting (*), it means they are assessable. Even students with ** may be assessable.

It would be the expectation that after several months of being in the classroom, we would be able to collect some data to help support instruction. Conversations about whether a student can or cannot be assessed should be determined in consultation with the Coordinator of Student Achievement and Supports

Assessment for Data Collection in CTTCS

Some aspects of student assessment are collected by CTTCS to guide planning for division supports, and/or to submit provincially.

Regular CTTCS Assessment Periods

For the current school year assessment calendar, follow this pathway:

DivisionShared (W:) > Curriculum Resources > Literacy Pathway - Chemin de la lecture > Assessment Calendars

Early Years - Kindergarten

EYE - PK & K

Speech Screeners

Phonological Awareness

Reading (Gr. 1-5, Gr. 6-8)

Phonological Awareness - Grade 1 Eng & FI

Phonics - Grade 1-2 (3+)

Phonics FI-Grade 1-2

F&P -Grade 1 -5, Grades 6-8 (9) – Assess until student has achieved Level Z; can continue to assess beyond Level Z with Locally Developed Benchmarks

GB+ - Grade 2-5, Grades 6-8 – Assess until student has achieved Level 30

Writing (Gr. 1-8)

Holistic data collection for Grades 4, 7, and 9 in June.

Math (K-8)

Math Screeners October

DivisionShared (W:) > Curriculum Resources > Mathematics

NEW and target students

September

These assessments may include:

Phonological Awareness

Phonics

F&P and GB+

Guidelines for Completing the Updated Reading Benchmark Tracking Sheets (English)

1. Teachers in Grades K-5 will complete a Reading Benchmark Tracking Sheet for each student in their class.
2. It is recommended that the Reading Benchmark Tracking Sheet be printed, double-sided, on white cardstock.
3. Student labels are to be affixed to front of the card. 1" x 4" labels (Avery 5161/8161) work best. Information on the STUDENT LABEL should include:
 - **Last name, First Name**
 - **Sask. Learning Number:**
 - **Date of Birth (DOB):**
 - **School:**

4. Phonological Awareness

Although Phonological Awareness is assessed in Kindergarten, teachers will continue to assess Phonological Awareness beyond Kindergarten, especially if a student has not mastered the skills.

- a) Using the colour (i.e., pencil crayon, marker) assigned to your grade level, only colour in the sections that the student has mastered (3/3) during the current school year.

5. CTT Phonics

The Phonics skills assessed on the CTT Phonics assessments are included on the continuum in the Reading Benchmark Tracking Sheet. Students will be assessed on Phonics Skills beyond Grade 2, until mastery is achieved.

- a) Using the colour (i.e., pencil crayon, marker) assigned to your grade level, only colour in the sections that the student has mastered during the current school year.

- b) Phonics Skills are listed on the back page of the Reading Benchmark Tracking Sheet.

6. Reading Assessment

There is a section for each of Grades 1-5. Complete the information for all assessment periods in the current school year only. In Grades 2-5, complete "September" data if the student is new to your school or if the student has been reassessed, in September. A sample Reading Benchmark Tracking Sheet is included with the guidelines.

- ❖ **Instructional Level:** Input the Instructional or Independent Level achieved. Circle Fiction (F) or Nonfiction (NF).
- ❖ **Comprehension:** Enter the score out of the total number, i.e., 3/6. The number of possible items for each Level can be found on the **FP GB GE** sheet on the F&P spreadsheet (or refer to the chart in this document.)
- ❖ **Vocabulary:** Enter the score out of the total number, i.e., 11/15. The number of possible items for each Level can be found on the **FP GB GE** sheet on the F&P spreadsheet (or refer to the chart in this document.)

Comprehension	
A-K	L-Z+
0	0
1	1
2	2
3	3
4	4
5	5
6	6
	7
	8
	9

Vocabulary		
A-C	D-G	H-Z+
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
	10	10
	11	11
	12	12
		13
		14
		15

- ❖ **Accuracy:** Enter the percentage.
 - ❖ **Self-Correction:** Enter the self-correction score as 1: __ (whole number)
 - ❖ **Fluency:** Circle the score for fluency that the student has achieved.
 - ❖ **Rate:** Enter the words per minute.
- 7 In June, include the most current data collection forms used during the current school year with the Reading Benchmark Tracking Sheet:
 - F&P Recording Form
 - CTT Phonics Summary
 - Phonological Awareness Screen
 - 8 **When a student leaves your school,** complete the Reading Benchmark Tracking Sheet with the data collected for the current school year and insert into the student's Cumulative Folder. It is not necessary to include the data collection forms (i.e., F&P reading record).

Student Support Services in CTTCS

Adaptive Dimension

Within the adaptive dimension curricular outcomes are not changed; adaptive variables are adjusted so that curricular outcomes can be achieved.

Student progress is reported on the regular student progress report indicating where they are currently at.

These students DO participate in benchmark assessments and are included in our Ministry Data.

Individualized Academic Plan (IAP)

Students are unable to achieve grade level outcomes but are still able to work towards curricular outcomes at a lower grade level.

These students require an Individualized Academic Plan. This decision must be made by a school team that includes the classroom teacher, principal, Student Support Teacher, Coordinator and parent. This must be documented and signed by the team and placed in the cumulative folder. These students may participate in benchmark assessments where appropriate and may be excluded

Inclusion & Intervention Plan (IIP)

Some Students on IIP's may not be able to access regular curriculum and regular alternative goals. These students would have team meetings and documentation to indicate that they require alternative programming. Just because a student has an IIP does not mean they are on an alternative education program. These students may participate in benchmark assessments where appropriate and may be excluded from Ministry Data where there is data

Individualized Elementary Academic Plans (IAP)– Decision Process

In Saskatchewan, modified curricula are not written prior to grade 10. As a student with learning needs progresses through elementary education, the decision to have the student work on lower grade curricula, or individualized learning outcomes, is often discussed. In situations where a student is receiving intensive support (Tier 2 or Tier 3) services, and the target continues to be achievement of grade level outcomes by the end of the school year, the student is not on an individualized academic program. Intensive supports are to be offered in addition to the instruction of the core curricula (see [The Adaptive Dimension](#)). In situations where a student is unable to meet certain grade level outcomes due to developmental disability or limited cognitive ability, as indicated by standardized assessments, the student may be considered for an individualized academic plan. It is critical that the decision not be made lightly as changing outcome expectations for the student can have long-term academic and career impacts for the student. A student who receives a modified or alternate Grade 12 will be restricted from many post-secondary programs and career opportunities. When making the decision to recommend an individualized academic plan, please ensure the following:

- The type of targeted intervention that has been provided to assist in the specific area of learning need.
- The use of the Adaptive Dimension (differentiated instruction and /or assessment; targeted adaptations) to assist the student in meeting grade level outcomes.
- Formal and Informal assessments that indicate an intellectual or developmental disability that create a permanent barrier from achieving grade level outcomes.
- Recommendations of the in-school RTIs team, the division student support services team, the school administrator, parents/guardians, and the student (when appropriate).
- Consultation with the parent or guardian is required.
- Students are placed on an Individualized Academic Plan (IAP)

When an interdisciplinary team decision is made to place a student on an individualized academic plan the Coordinator of Student Achievement & Supports will identify the student on the data omissions folder on the X-Drive for the school. Parents must be included in the decision-making process in order to have input and be aware of the risks and benefits associated with the plan (specifically the implications of high school programming). This process is documented, signed, and then filed in the student's cumulative folder.

References:

- Saskatchewan Ministry of Education (2015). *Actualizing a Needs Based Model*. Retrieved from publications.gov.sk.ca
- Saskatchewan Ministry of Education (2015). *The Adaptive Dimension*. Retrieved from publications.gov.sk.ca
- Saskatchewan Ministry of Education (2015). *The Student Cumulative Record Guidelines*. Retrieved from publications.gov.sk.ca
- Saskatchewan Ministry of Education (2017). *Inclusive Education*. Retrieved from publications.gov.sk.ca

The Student Progress Report and Individualized Academic Plans

1. Students from Kindergarten through Grade 9, including students with individualized academic plans, should be issued a Student Progress Report.
2. Students from grade 4 through Grade 9 with individualized academic plans will receive a grade of “IG” (Individualized Goals) with a detailed progress comment written for that subject area. The student is not evaluated according to the level 1-4 academic scale, instead progress is reported using the “I Can” documents for ELA and Math.

Note: In rare instances, students with severe developmental disabilities will be unable to participate in academic programming even with individualized outcome expectations. These students will have life skills based programming documented in their Inclusion and Intervention Plan (IIP). These students will ONLY receive an IIP progress report and not a Student Progress Report from MySchoolSask. A portfolio of their learning should be shared at student led conferences.

3. Students who are receiving individualized academic programming should have their individualized academic plan developed in consultation with the parent, classroom teacher, Student Support Services Teacher, Principal, and Coordinator of Student Achievement & Supports. Documentation of the individualized academic plan (outcome expectations & intervention plan) must be saved in the classroom Student Services folder of the X-Drive. Individualized academic plans are to be developed based on standardized measures of achievement, cognitive ability, and diagnostic information.
4. You may have students in your class who arrive functioning below grade level. For example, you may have a Grade 5 student beginning the multiplication outcome (N5.2) at the equivalent Grade 3 outcome. The target outcome for June for that student has not changed; it is still the Grade 5 outcome (N5.2). With scaffolded instruction, the student will come to demonstrate proficiency in outcome N5.2. At that time, the student progress report will indicate Level 3. Until then, the student progress report will indicate Level 1 or Level 2, depending on the student’s development. The student’s program has not been individualized.

Student Supports

Christ the teacher Catholic Schools follow the principles of a [needs-based approach](#) that focuses on the strengths, interests and needs of each student to foster their learning, success and independence. Christ the Teacher Catholic Schools provide academic support to students experiencing difficulty at both the elementary and high school levels. Student Support Services Teachers (SSSTs) provide resources, strategies, intervention and co-teaching to help students reach their potential.

Elementary Student Support Services

In elementary schools, SSSTs provide in-class, small group, and individualized support for students experiencing difficulty in literacy and mathematics. The SSSTs will collaborate with parents and school staff to ensure that the educational needs are met for students who require intensive supports. Depending on the complexity of the student's needs, supports may be provided at different levels. Teachers can meet the needs of most students using the [Adaptive Dimension](#). Adaptations can be made to the learning environment, instruction, resources and assessment to make learning meaningful and support student achievement. Some students may have additional needs that require small group support. A small number of students may also require intensive, individualized support to meet their needs.

High School Student Support Services

At the high school level, students have access to a variety of courses and programs. Within regular education programs, a student may take a combination of regular and [modified courses](#) to support their academic success. In addition to regular programs, Sacred Heart High School offers [Alternative Education programs](#) and [Functionally Integrated Programs](#). The SSST provides in-class and consultative support for students who are experiencing difficulty with academic achievement. The SSST assists with classroom adaptations and monitors academic progress for students who require intensive supports. For students who require a tutorial period or quiet workspace, the HELP room is available throughout the school day. The HELP room has an educational assistant available to assist students with their academic work as needed.

Alternative Education programs are intended for students with conceptual limitations that markedly limit functioning all or substantially all of the time and who are unable to achieve regular course outcomes, even with appropriate adaptations and supports. Functionally Integrated Programs are intended for students with significant intellectual and/or multiple disabilities who require highly individualized programming to meet their needs. Both of these programs are available at SHHS. The focus of the functionally integrated program is life skill development, work readiness skills, functional mathematics & literacy, and self care. Modified, alternative and functionally integrated programming is offered at Sacred Heart High School. These programs are highlighted in the charts below.

Enrolment in modified courses, Alternative Education and Functional Integrated Programs has an impact on a student's post-secondary opportunities.

Parents/guardians must be included in the decision making process and signed documentation of these decisions must be placed in the students' cumulative folder.

Division Student Services

To assist students in succeeding in their academics, Christ the Teacher Catholic Schools employs professional service providers for the purpose of consultation, assessment, and intervention planning for students who are experiencing difficulty. Referral for these services require a referral form signed by both parents and the school team. These referrals are available through consultation with your administrator and student support services teacher.

Our service providers include:

- Coordinator of Student Achievement & Supports
- Speech & Language Pathologist
- Registered Psychologist
- School Counsellors
- Occupational Therapist
- Physical Therapist

The Adaptive Dimension is designed to assist students to meet the outcomes of all approved curricula, courses, and programs. The Adaptive Dimension for Saskatchewan K-12 Students.	Regular Education Programs		Designed and approved as individual course options	Core Curriculum 10, 20, 30	100% of core provincial curriculum outcomes.	
			Successful completion of credit requirements provides a <u>Regular</u> Saskatchewan Grade 12 Transcript of Secondary Level Achievement	Locally Modified Advanced 10A, 20A, 30A	100% of core provincial curriculum outcomes PLUS school division developed advanced outcomes.	
				Locally Modified Basic Course 11, 21, 31	At least 50% of core provincial curriculum outcomes PLUS school division developed outcomes.	
				Locally Developed Courses of Study 10L, 20L, 30L	Contains original outcomes not found in provincially developed curricula and designed to meet local needs that are not met in existing provincial courses.	
	Additional Education Programs	Alternative Education Programs	Designed and approved as individual courses.	Alternative Education Courses 18, 28 and 38	A course would contain less than 50% of Core provincial curriculum outcomes and/or school division developed outcomes appropriate for student's strengths and needs. Credit requirements may be fulfilled by various combinations Alternative Education and Regular Education Program courses.	
		Functional Integrated Programs	Designed and approved as a complete program.	Inclusion and Intervention Plan (Functional Integrated Programs are not described as individual courses)	Areas of focus as referenced in <i>Inclusion and Intervention Guidelines, 2022</i> .	
			Transcript indicates the completion of an approved Functional Integrated Program.		Important consideration: students registered in this program may participate and engage in outcomes personalized to meet unique needs across various settings in the school.	
	Time Allocations and Credit Policy (1.1) section in the <i>Registrar's Handbook for School Administrators</i> .					

Students are supported through the following key principles of a needs-based approach: inclusionary philosophies, and beliefs; responsive instruction, interventions and supports; and interprofessional collaboration. *Actualizing a Needs-Based Model*.

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