

HIGH SCHOOL FINAL EXAMS

Background

Assessment of student learning and the reporting of grades needs to be consistent within and among schools in the Good Spirit School Division (GSSD). How grades are determined is critical to ensuring equitable opportunities for all students as they transition out of Kindergarten to Grade 12 education. In order to achieve equity throughout the Good Spirit School Division, we expect that teachers would use a balanced approach to assessment in their courses. *“A balanced assessment system takes advantage of assessment **for** learning (formative) and assessment **of** learning. When both are present in the system, assessment becomes more than just an index of school success. It also serves as the cause of that success” (Stiggins, 2004, p.25).* Final assessments are only one part of a balanced assessment system and should not be the main source of summative assessment.

High school students in GSSD may be required to complete comprehensive semester-end and year- end final exams in selected courses of study. Comprehensive final exams are an opportunity at the end of the course for students to demonstrate achievement of the course outcomes and very important as preparation for post-secondary studies. Students may also be required to complete a final assessment, which may be product or process based in other subject areas, depending on the evaluation plan of the teacher. The following procedures are in place to ensure consistency among schools:

Procedures

1. High schools must submit the dates for their semester-end comprehensive final exam period (falling within the allotted window) for both semesters. Exam schedules for Semester 1 must be submitted to the school Superintendent no later than September 30 while Semester 2 schedules must be submitted no later than March 1. Final exams should not be scheduled on June 21 in recognition of National Indigenous Peoples Day.
2. Comprehensive Final Assessments: Courses and Weights
 - 2.1 Final exams are only to be written in Grades 10 through 12. Under no circumstances should final exams be administered in grades earlier than Grade 10.
 - 2.2 Final Exams should be written in the following subjects for each grade:
 - 2.2.1 Grade 10 - ELA, Math, Science and Social Studies/History course;
 - 2.2.2 Grade 11 - ELA, Math, Science and one Social Science course; and
 - 2.2.3 Grade 12 - ELA, Math, Science and Social Studies/History course.
 - 2.3 The weighting of final exams in all courses will not exceed:
 - 2.3.1 Grade 10 - 15%;

2.3.2 Grade 11 - 20%; and

2.3.3 Grade 12 - 25%.

2.3.3.1 Adaptations to weighting may be made in consultation with the school administration, Student Support or the classroom teacher.

- 2.4 Outcome based report cards should be utilized for students in Grade 1 through Grade 9.
 - 2.5 Accommodations for students writing exams will be made in advance through consultation of Student Support and the classroom teacher. Alternative assessment options should be made available where this is appropriate.
 - 2.6 Ministry of Education Provincial Examinations (Departmental exams) will be weighted as per the *Ministry of Education Registrar's Handbook for School Administrators*.
 - 2.7 Final exams shall include constructed response questions and may also include other question types appropriate to the intended learning outcomes.
 - 2.8 For all renewed curricula, teacher gradebooks should be set up using student outcomes.
 - 2.9 In consultation with the school administrator, a final assessment may be used to assess only those outcomes where a student has not yet demonstrated proficiency through the semester.
3. Teachers in high school shall provide written descriptions of their evaluation techniques to the school administrator and should make these available to the students and their parent(s)/guardian(s) at the beginning of the school year/semester within the course syllabus.
 4. Schools must schedule final assessments for secondary students within the final exam window set out on the GSSD school day calendar.
 5. Student attendance is to be recorded during the comprehensive final assessment periods.
 6. In the case of inclement weather, students who arrive at school to complete a comprehensive final assessment should be permitted to complete that assessment whenever possible.
 7. Assessment in Kindergarten through Grade 9 will take place during regular instructional days.
 8. In the case of student suspension, wherever possible, students are to write final assessments during the scheduled time period. An alternate location may be assigned for the assessment and should be arranged in consultation with the Superintendent of Education.

9. Where it is determined by the school administrator that a student has missed a final exam for an unacceptable reason, the student may be required to write an alternate assessment constructed by the classroom teacher or may be required to write a Ministry Departmental Exam.

Legal Reference: Government of Saskatchewan - Registrar's Handbook for School Administrators;
Classroom Assessment for Student Learning: Doing it Right -- Using it Well;
Sections 85, 87, 109, 175, 231, the Education Act, 1995