

# Honour Roll

## Essential Question:

**What does Prairie Spirit believe about an Honour Roll?**

### Big Idea #4\*

#### Practices that Support Learning

##### 9. Honor roll

- Recognition of student achievement should not be based solely on marks
- Reasons to learn do not come from extrinsic motivators

*\*Prairie Spirit School Division  
Quality Assessment Practices  
[website](#)*

### PSSD Recommended Practice: “earning to learning”

**Key Message** – the shift from percentages to levels of learning will provide a pathway to intrinsic motivation and continuous improvement.

Prairie Spirit School Division no longer supports a marks-only based honor roll in Grades 1 - 9.

In our current reporting process, student success is compared to a standard rather than being compared to a classmate or to another student in another school in the Province. A student’s performance is compared to a set of expectations that clearly defines when a student has mastered what was expected. These expectations are detailed by the Ministry of Education in provincial curriculum documents.

In most of our elementary schools and several of our middle and high schools, an honor roll does not exist. In those schools, student excellence is recognized in a variety of ways. The competitive spirit of learning is not to do better than a classmate, but rather to work together to meet challenging standards and perhaps move beyond what was thought possible.

*(John Kuzbik, Director of Education, Prairie Spirit School Division)*

### Research

“Percentage grades give the community (students, parents, and community members) the wrong message of what school’s all about, that it’s about the accumulation of points, when we should be doing everything to make clear that school is about learning.”  
*(Ken O’Connor, 2014)*

“Recognizing excellence in academic performance is a vital aspect of any learning community... this recognition should be based on clear models of excellence developed from targets that represent our highest aspirations and goals for students. Educators more concerned with developing talent than with selecting talent should take pride in helping the largest number of students possible meet these rigorous criteria and high standards of excellence. Students will too.”  
*(Thomas Guskey, 2014)*

“Completed work is not a reflection of mastery of a topic.”  
*(Tom Schimmer, 2012)*

### Effective Teacher and Student Practices

- A “marks only” recognition of student achievement serves to rank and sort students. The shift in purpose for educators has moved from a ranking and sorting model to one where our desire is that all students be recognized as learners and that all students exceed their own expectations.
- Use developmentally appropriate ways to affirm student growth in a variety of areas: creativity, collaboration, compassion, critical thinking, flexibility, resilience, ethics, initiative, citizenship... evidence of these types of areas could become the criteria for awards within the school.
- Celebrate goal achievement – students set goals and then gather evidence of learning towards that goal. Have students create their own awards.
- Success or growth in an area should be celebrated on an ongoing basis – could be done through announcements, newsletter, website, assemblies, class meetings, visits to the principal’s office, etc.

### Contact your Assessment Learning Team

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