| Government |
|--------------------|
| of Saskatchewan |

Secondary Level Mark Corrections Student Data System

Form 8

| Learning ID (if known) | | | | | | | |
|------------------------|--|-----|--|--|--|--|--|
| 1 1 | | 1 1 | | | | | |
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Schools submitting secondary level marks information via XML or through the SDS website may make corrections electronically (up to 30 days after the course end date). After 30 days, submit corrections using this form. Schools submitting secondary level marks information in paper format should use this form to submit corrections.

| Student Information | on | | | | | | | |
|------------------------------------|----------------------------------|--------------|-----------------------|---------------------------------|--|--|--|--|
| Last Name | | | | | | | | |
| | | | | | | | | |
| First Name | | I | Middle Name | Birthdate (dd/mm/yyyy) | | | | |
| | | | | | | | | |
| School Information | | | | | | | | |
| School Division/Tribal Council Sch | | School | | Ministry Assigned Number | | | | |
| Course Informatio | n | | I | | | | | |
| Course Number | | | Course Name | | | | | |
| Teacher Certification Number | | | Teacher Name | | | | | |
| Final School Mark | % | | | | | | | |
| | Day Month | Year | | Day Month Year | | | | |
| Course Start Date | | | Course End Date | | | | | |
| | Correction to an Existing Mark | | sting Mark | Remove Existing Mark | | | | |
| This is a: | Correction to an Existing Course | | sting Course | Credit Recovery (school based) | | | | |
| (see following page for | New Mark Addition | | | Credit Recovery (summer school) | | | | |
| definitions) | Course Challenge | | | Other (explain below) | | | | |
| | | dit (teacher | info not required abo | ove) | | | | |
| Reason for the Cor | rrection: | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |

| | | | Day | | Month | | Year | | |
|-----------|-----------|---|-----|-------|-------|------|------|--|--|
| Teacher | Signature | | | | | | | | |
| | | Г | ay | Month | | Year | | | |
| Principal | Signature | | | | | | | | |
| | | | | | | | | | |

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