

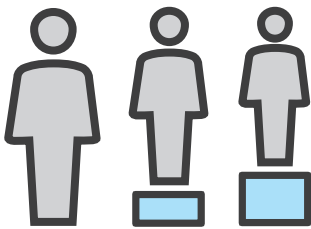
Guiding Principles | Assessment and Reporting

In The Calgary Board of Education, assessment is an integral part of the teaching and learning process. Personalized learning occurs through flexible, responsive relationships between the teacher, the student and the content within the instructional core.

Assessment includes a continuous cycle of instruction, gathering evidence from a variety of sources, interpreting that evidence and making adjustments to teaching practice. Teachers support students in an active pursuit of learning, developing self-understanding and participating in decision-making.

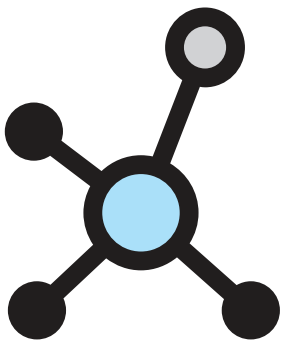
In all parts of the process, the primary purpose of assessment is to improve student learning.

Five guiding principles are central to all CBE assessment and reporting policies and practices.



Assessment practices are fair, transparent, and equitable for all students

- Teachers design tasks and assessments that are culturally inclusive, accessible to all learners, and respectful of the worth and dignity of each student.
- Assessment procedures and processes are clearly articulated so students and families understand what, why, and how their learning is assessed.
- Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered.



Assessment makes explicit connections to the intended learning goals.

- Teachers ensure that formative and summative assessments measure the intended learning outcomes and that the type of assessment they are using matches the nature of the learning outcomes.
- Teachers and students work with learning targets, success criteria, and exemplars to understand what success looks like.
- Teachers elicit evidence of student understanding, provide actionable feedback in a purposeful and timely manner and evaluate learning connected to outcomes from Programs of Study, IPP targets and/or ESL Benchmarks indicators.



Assessment is ongoing and embedded throughout cycles of learning

- Teachers use diagnostic, formative, and summative assessments within each learning cycle, emphasizing formative assessment strategies that move learning forward.
- Teachers provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation in learning.
- Teachers record assessment information throughout the reporting period and exercise their professional judgement in determining grades and/or writing report card comments at report card time.



Students are actively involved in the assessment process

- Teachers support students in setting appropriate learning goals and provide explicit instruction and coaching in self-and peer-assessment processes and strategies.
- Teachers involve students in determining how their learning will be assessed based on their strengths and learning profiles and support them in tracking their learning and progress over time.
- Gradebooks are organized by learning areas, outcomes, and/or report card stems rather than assessment type to support conversations between students, families and teachers that focus on growth and progress towards learning outcomes.



Assessment information shared with students and families is clear and meaningful

- Teachers support students and families in understanding the relationship between the intended learning outcomes, classroom assessment, and the information provided in report cards and IPPs.
- Teachers understand that assessment can evoke an emotional response, and they work to ensure the response is positive, productive, and supportive of student motivation and learning.
- Teachers communicate all forms of assessment and reporting information using language that is clear, succinct, student-specific, strengths-based, growth-oriented and easily understood by the intended audience.

learning | **as unique** | as every student



**Calgary Board
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