(1) **Introduction**

The board of trustees recognizes that assessment promotes student, parent, teacher and system learning. Its role and purpose can be divided into assessment **FOR** learning, assessment **OF** learning, and reporting.

(a) **Assessment FOR learning:** “Assessment FOR learning is the process of seeking and interpreting evidence **FOR** use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” (Assessment Reform Group 2000)

- Assessment FOR Learning communicates growth and progress to students and teachers.
- Assessment FOR Learning helps students monitor their learning over time.
- In Assessment FOR Learning the teacher’s role is to demonstrate, model and coach success. The student is in charge of his/her learning.
- Assessment FOR Learning is a tool to support student goal setting and planning.
- Assessment FOR Learning assists in the diagnosis of student needs and identifying interventions.
- Assessment FOR Learning drives and informs classroom instruction.
- Assessment FOR Learning occurs **during** the learning process.

(b) **Assessment OF Learning:** “Assessment OF Learning is summarized information collected about learning in order to share that information with others.” (Alberta Assessment Consortium)

- Assessment OF Learning allows opportunities for communication and public reporting to parents, trustees, the school system and the provincial government.
- Assessment OF Learning enables learning partners to monitor achievement status.
- Assessment OF Learning responds to the need for accountability.
- Assessment OF Learning supports learning decisions by providing feedback to the system, schools, teachers and students.
• Assessment OF Learning is a tool to support the system, schools and students goal setting and planning.
• Assessment OF Learning takes place after the learning process.

(c) **Reporting:** The process of summarizing and clearly communicating to students, parents and other learning partners the data collected through assessment and evaluation that may include goal setting and next steps.

(2) **Principles**

Assessment in schools is to be undertaken in accordance with the following principles:

(a) **Assessment supports and reflects curricular outcomes.**
• Assessment reflects classroom instruction and is guided by clear performance targets and criteria, which are consistent with provincial and divisional outcomes and standards.

(b) **Assessment engages students.**
• Students are active participants in assessment and evaluation.
• Students engaged in self-assessment become more reflective and are able to set goals for improvement.
• Students learn to take responsibility for their work and become life-long learners.
• Assessment motivates and encourages student excellence and accountability.

(c) **Assessment focuses on “what” and “how” students learn.**
• Assessment considers the research on how the brain learns and the cognitive style(s) of the student.
• Assessment connects to all dimensions of student learning.
(d) Assessment recognizes all educational achievement.
- Assessment recognizes achievement of the whole child: social, emotional, physical, and intellectual.
- Assessment reflects achievement in all areas of learning and educational activity.

(e) Assessment is part of effective learning and teaching.
- Assessment is an integrated part of the learning process.
- The cycle of teaching, learning, and assessment is only complete when information is fed forward into the planning for and the management of learning.
- Assessment provides opportunities for both students and teachers to obtain and use information about progress towards learning goals.
- Assessment is relevant to, appropriate for and compatible with the purpose and context of the learning.

(f) Assessment involves students, parents and teachers working collaboratively.
- Assessment actively involves students monitoring their growth, in communicating their learning, in developing and using criteria and/or rubrics and in the record keeping process (e.g. portfolios, goal setting, assisting in writing rubrics or criteria for grading report cards, student-led or involved conferences, etc.).
- Assessment includes students, teachers and parents actively working together as partners.

(g) Assessment is an ongoing, systematic process.
- Assessment is a natural process that regularly occurs through all instructional activities.
- Assessment includes both assessment “FOR” learning and assessment “OF” learning.
- Assessment includes information that is both productive and descriptive.
• Assessment addresses individual, classroom, school and divisional needs.
• Assessment includes feedback that is time appropriate, allowing for adjustments and improvements.

(h) **Assessment is balanced and multi-faceted.**
• Assessment is differentiated and therefore includes and addresses a variety of methods, purposes and audiences.
• Assessment gathers information from several contexts and may include divisional and provincial assessments of learning.
• Assessment reflects the complexity of learning to include process, knowledge, product and content.

(i) **Assessment respects the dignity and reflects the developmental needs of the learning.**
• Assessment addresses the developmental characteristics of the student and considers a variety of learning styles and intelligences.
• Assessment considers the social, cultural, and linguistic context of the students.
• Assessment identifies what students know, are able to do and are learning to do.
• Assessment celebrates student progress and growth.

(j) **Assessment is equitable and fair.**
• Assessment provides students with sufficient opportunity to demonstrate knowledge, skills, attitudes or behaviors.
• Assessment is designed and developed in ways that control sources of bias and distortion.
• Assessment accurately represents student performance.
• Assessment has clear and appropriate targets.
(k) Assessment is a key professional skill.

- Assessment literate teachers require knowledge and skills to assess for learning. This includes planning for instruction and assessment, observing for learning, interpreting evidence and providing constructive feedback.

- Assessment is a critical part of teachers’ reflection and ongoing refinement of practice.

- Assessment practice needs to reflect current research in learning and assessment, and therefore requires support through ongoing professional development.