

(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.

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- 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.

Effective Date:	December 7, 2004	Policy	XXX
Amended Date:		Regulation	
Board Motion(s):	635/04	Exhibit	
Legal/Cross Reference:			