

B-04 Balanced Assessment and Communication of Learning

ALBERTA EDUCATION POLICY

CEO Approval:	June 14, 2021
Last Review Date:	n/a
Next Review Date	September 1, 2026

PURPOSE

Instructional staff use balanced assessment to accurately reflect students' levels of proficiency towards learning outcomes and inform instructional design to promote continuous learning by instilling the self-belief that students can direct their own learning

DEFINITIONS

Balanced Assessment Framework – Calgary Academy's comprehensive learning assessment model which incorporates assessment approaches that are purposeful, understandable, accurate, informative and empowering.

Competency – an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning.

Formative Assessment – a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course, to adjust their teaching practice in the moment to address student need.

Learning Outcomes – the specific knowledge, skills, or abilities learners demonstrate after completing a learning activity or series of learning activities.

Learning Targets – the desired learning objectives and targeted outcomes that we seek to have students achieve.

Reliability Reviews – measures taken to examine the consistency of assessment approaches amongst teachers.

Student – student enrolled in Calgary Academy.

Success Criteria – measurable and clearly defined requirements that a learning activity must meet in order to be successful.

Summative Assessment – used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year.

GUIDELINES

1. Effective instructional processes and practices use assessment to inform, support and empower learning.
2. In applying the Balanced Assessment Framework to drive Student learning, instructional staff ensure coherence in their practice, accurately and effectively communicating Student learning and growth.
3. Instructional Staff have a clear purpose of achieving Learning Outcomes and developing cross-curricular Competencies.
4. Instructional staff will design for continuous Formative Assessment to maximize success on Summative Assessment of Learning Outcomes and Competencies.
5. Instructional staff choose types of assessment that correspond with the complexity of learning being measured.
6. By using Learning Targets in accessible language, instructional staff relate learning activities to students' overall progress.

7. When appropriate, instructional staff provide models or examples of proficiency according to the Success Criteria of a learning activity.
8. Instructional staff regularly engage in Reliability Reviews to ensure consistency across multiple evaluators.
9. Instructional staff identify student progress with factors contributing to school success that are independent of the Learning Outcomes.
10. Instructional staff ensure accuracy in reporting by separating students' behaviour from progress reporting of Learning Outcomes.
11. When communicating student learning, instructional staff use their professional expertise to accept either the most recent or most frequent evidence when determining a level of proficiency.
12. Instructional staff use the evidence gathered through assessment to inform instructional design.
13. Instructional staff engage in meaningful dialogue with students that provides timely feedback about where the students are at and where they are going next in their learning.
14. Instructional staff provide supported opportunities for students to improve or be further challenged in response to feedback.
15. Instructional staff gather evidence that informs decision-making at the classroom, program and organizational level.
16. Instructional staff gather a balanced body of evidence (conversation, observation, and product) to ensure a fair and contextualized assessment of student learning.
17. When appropriate, instructional staff involve students in the co-creation of success criteria or rubrics using exemplars.
18. Instructional staff support students to accurately reflect on their progress in relation to Learning Outcomes so that they may provide actionable feedback to themselves and others.

REFERENCES

Education Act, SA 2012, c E-0.3, as amended

Teaching Quality Standard – Alberta Education

Leadership Quality Standard – Alberta Education

Programs of Study – Alberta Education

CROSS REFERENCES

Board Policy – Belief Statements

Board Policy – Learning

B-01 Teaching and Learning Procedure

C-01 Professional Practice Procedure

C-08 Professional Code of Conduct Procedure

Calgary Academy Mission

Calgary Academy Pillars

REVIEW HISTORY

Amendment Date: n/a
Review Dates: n/a