CLASSROOM ASSESSMENT

Belief

Classroom assessment is a process for gathering information about student performance that is designed to monitor and improve student learning. Classroom assessment serves as a guide for learning and instruction. Collected information provides feedback that is useful to students and teachers alike.

Guidelines

1. Involving students in assessment promotes responsibility for their own learning and fosters lifelong learning.
2. The classroom assessment process requires teachers to:
   2.1. review the curriculum and standards documents and describe for themselves the learning that students are expected to accomplish;
   2.2. involve students to deepen their understanding; and
   2.3. make a judgement about what students have learned and need to learn.
3. Teachers shall use a balance of:
   3.1. formative assessment practices (assessment for learning) that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. This information is not used for grading purposes.
   3.2. summative assessment practices (assessment of learning) to collect information about student learning in order to make judgments about student performance and achievement at the end of a period of instruction. This information is shared with students, parents/guardians, and others who have a right to know.
4. Classroom assessment focuses on a broad range of outcomes while reflecting multiple dimensions of competency development.
5. To guide learning and instruction, lesson plans shall:
   5.1. clearly reveal to students what is expected of them;
   5.2. make assessment an ongoing process, rather than a set of isolated events;
   5.3. use measures appropriate to students’ development and cultural backgrounds;
   5.4. provide varied assessment practices to demonstrate learning; and
   5.5. regularly encourage students through their own assessments to be informed about, reflect upon and initiate activities that enhance their learning.
6. Teachers shall use assessment that improves learning by:
   6.1. clearly identifying both strengths and areas of difficulty; and
   6.2. linking new learning to what a student already knows and can do.

7. Principals shall ensure classroom assessment is designed to:
   7.1. lead learning and instruction;
   7.2. monitor and improve student performance; and
   7.3. guide teacher professional development.

References:
Alberta Education *Guide to Education*
Ministerial Order on Student Learning 2(4)
*School Act* 18(a)(d); 20(d)