

Assessment and Reporting in CBE

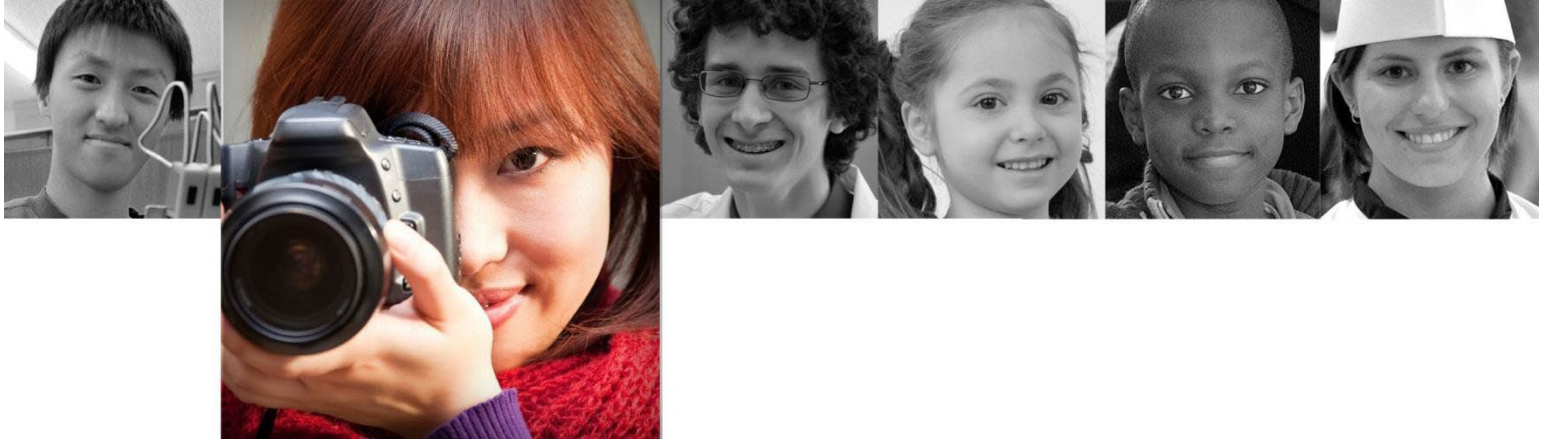


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Superintendents |

Dr. Michael Nelson, School Improvement

Dr. Jennifer Turner, School Improvement

Summary of Key Changes | 2026-27 School Year

The document has been updated to enhance clarity in relation to:

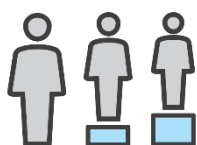
- [Factors that Distort Equitable and Accurate Assessment](#) (p. 7).
- [Learning Goals](#) (p. 9).

Guiding Principles | Assessment and Reporting

The primary purpose of assessment is to improve student learning.

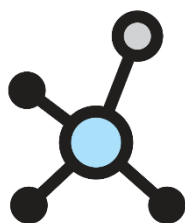
In The Calgary Board of Education (CBE), assessment is an integral part of the teaching and learning process. Assessment includes a continuous cycle of instruction, gathering and interpreting evidence from a variety of sources and responsively adjusting teaching practice. Assessment practices aim to improve student engagement in learning and to elicit evidence that accurately represents what each student knows, understands and can do in relation to the intended learning goals.

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



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

Tasks and assessments are designed to be culturally inclusive, accessible to all learners, and respectful of the worth and dignity of each student. They consider the backgrounds and prior experiences of students and do not disadvantage learners based on any aspect of their individual or collective identity. A variety of assessment types are utilized in order to mitigate the impact of distorting factors and to ensure fairness and accuracy in the assessment information gathered. By clearly articulating assessment procedures and processes, students and families are able to better understand what, why and how learning is being assessed.



Assessment makes explicit connections to the intended learning goals.

Teachers and students clarify their understanding of the intended learning goals by exploring exemplars and collaboratively establishing success criteria and learning targets. Feedback is directly connected to success criteria which align with the Curriculum / Programs of Study, Individualized Program Plan, student-specific learning goals for students receiving modified programming and/or CBE EAL Benchmarks indicators. To ensure that assessments measure the intended learning outcomes, the type of assessment aligns with their description and intent.



Assessment is ongoing and embedded throughout cycles of learning.

Assessment is woven throughout daily learning experiences and supports teachers in designing appropriate learning tasks and making responsive teaching adjustments. Assessment is ongoing throughout the school year, offering students multiple and varied opportunities to develop and demonstrate understanding. Assessment enables students to show growth and achievement in different contexts over a period of time.



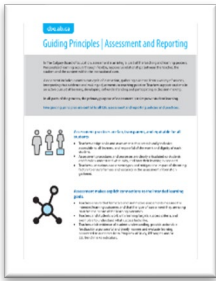
Students are actively involved in the assessment process.

Where appropriate, teachers and students share responsibility for making assessment decisions and determining next steps in learning. Teachers support students in setting appropriate learning goals and provide explicit instruction and ongoing coaching in self- and peer-assessment, allowing students to better engage with and regulate their learning.



Assessment information shared with students and families is clear and meaningful.

Assessment practices clearly communicate the relationship between student achievement and targeted learning goals, with an emphasis on how well the student has demonstrated specific knowledge, skills and/or processes. As assessment can evoke an emotional response, teachers work to ensure the response is positive, productive and supportive of student engagement and learning. Assessment-rich communication is clear, succinct, student-specific, strengths-based, growth-oriented and easily understood by the intended audience.



[Guiding Principles | Companion Resource](#)



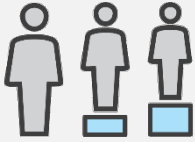
[Assessment and Reporting in CBE: Practices & Procedures](#)



[Report Card Comments | Companion Resource](#)

Notes

- 1 | The [Guiding Principles | Companion Resource](#) as well as the [Guiding Principles Poster](#) provide a visual representation and overview of the five Guiding Principles of Assessment and Reporting.
- 2 | [Assessment and Reporting in CBE: Practices & Procedures](#) serves as a comprehensive companion to *Assessment and Reporting in CBE* that outlines best practices related to the Guiding Principles of Assessment and Reporting.
- 3 | The [Report Card Comments | Companion Resource](#) provides detailed guidelines and expectations for writing report card comments.
- 4 | A [Teacher Self-Assessment Tool](#) has been designed to support teachers and school leaders in identifying successes, challenges and areas for growth in relation to the Guiding Principles of Assessment and Reporting and to support conversation about best-practice.



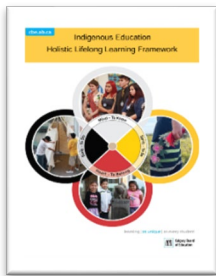
Fair, Transparent & Equitable

Assessment practices are fair, transparent and equitable when

- 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.

Culturally Expansive and Inclusive Assessment

Culturally expansive and inclusive assessment practices foster an equitable and supportive learning environment. These practices ensure that all students, regardless of their background and identity, feel seen, valued and understood. By incorporating diverse perspectives, worldviews and inclusive language, as well as recognizing Indigenous ways of being, belonging, doing and knowing, educators can create assessments that are more reflective of students' lived experiences and identities (Steele, Gower, & Bogachenko, 2024; Western and Northern Canadian Protocol, 2006). This not only enhances student engagement and motivation but also ensures all learners have an equal opportunity to demonstrate their knowledge and skills. Ultimately, these practices contribute to a more fair and equitable evaluation of student achievement (Hammond, 2015).



[Indigenous Education
Holistic Lifelong Learning
Framework](#)



[Student Well-Being
Framework](#)

Accommodations

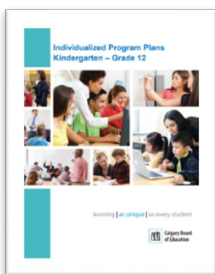
Accommodations, sometimes referred to as instructional supports, enhance student engagement and success across all disciplines and instructional settings. Every learner, with or without an identified special education code, has the right to access accommodations that remove barriers to learning tasks and assessment (Alberta Education, 2006).

Accommodations are:

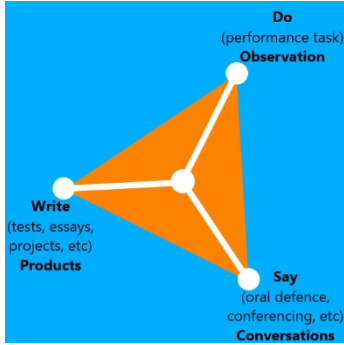
- personalized for each student, based on their strengths and needs; and
- selected and monitored by teachers, students and families in terms of effectiveness.

The use of accommodations does **not** negatively impact the evaluation of student achievement. When a particular accommodation impacts accurate assessment of the intended outcome(s), teachers attempt to measure student performance in the absence of the accommodation in a safe and comfortable environment (Alberta Education, 2007). For example, when evaluating reading fluency, the student attempts the assessment without a reader; when assessing comprehension, the student has access to a reader.

Note | [Individualized Program Plans Kindergarten – Grade 12](#) and [Individualized Program Plans Companion Guide](#) provide more information related to accommodations.



[Individualized Program
Plans K – 12](#)
▪ [Companion Guide](#)



Solution Tree, 2022. Reproduced with permission.

Figure 1: Triangulation of a body of evidence using observations, conversations and products.

Triangulating Evidence of Learning

Triangulation supports teachers in more accurately knowing learners. Assessment is triangulated in terms of both mode (observations, conversations and products) and frequency to increase the accuracy of inferences about student learning (Baidoo-Anu et al., 2023; Cooper, 2022).

- **Triangulating Mode**
 - Considers the learning needs of individual students and adjusts the intended mode, when necessary, to ensure that students have the opportunity to successfully demonstrate their understanding (Cooper, 2022).
 - Aligns the nature of the intended learning goals with the method of assessment (Brookhart & Guskey, 2019).
- Note |** Figure 1 illustrates the three assessment modes used by teachers to gather assessment information.
- **Triangulating Frequency**
 - Ensures enough evidence has been gathered to make an accurate determination of student achievement.
 - Indicates that the amount of assessment information per student can vary as students may have different background knowledge and learn at different paces (O'Connor, 2022).

Factors that Distort Equitable and Accurate Assessment

Equitable assessment is essential for accurately measuring students' achievement of learning goals (Assessment Reform Group, 2002). However, several factors can distort the assessment process, impacting the validity, reliability and clarity of grades (O'Connor, 2012). Recognizing and addressing these factors ensures that assessment practices promote fairness for all students and make the assessment process more transparent (Joint Advisory Committee, 1993). By mitigating distortion, we ensure that the collected body of evidence is a more accurate reflection of student achievement.

The following factors distort assessment of achievement in relation to learning goals and are not considered when determining grades:

- diagnostic assessment (O'Connor, 2022).
- learning activities such as practice, homework, peer-feedback and self-assessment as their purpose is to move learning forward (O'Connor, 2022).
- factors unrelated to achievement of the intended learning goal (e.g., late mark deductions, zeros for missing work, bonus marks, bell curves, scaling) should not influence grades (Schimmer, 2016).
- language proficiency.
- group grades.
- non-curricular behaviors which are unrelated to learning goals (e.g., neatness, compliance, attendance) (O'Connor, 2022).



[Assessing Student Learning
Insite](#)

To promote accurate assessment of achievement in relation to learning goals teachers consider:

- calibrating with colleagues to improve coherent and consistent interpretation of learning goals and student evidence (City et al., 2009).
- the impact of student well-being on assessment, as student mental and physical health both play a critical role in the collection of accurate assessment evidence.
- gathering assessment evidence directly from students within the school setting whenever possible.
- assessing individual ability to demonstrate intended learning goals during group work.
- providing enough time for students to complete assessments, which ensures understanding is being assessed as opposed to speed of completion.
- including a variety of perspectives to mitigate bias as students do better when they see themselves reflected in content and learning resources (Steele, Gower, & Bogachenko, 2024).
- clarifying when and how generative AI tools may be used in learning tasks and assessments to ensure that the resulting evidence accurately reflects individual student learning.

Note | Teachers are responsible for assessing student work and determining student achievement. Teachers do not upload student work to AI except when using CBE's system AI / plagiarism detection software for high schools (after informing students). Please refer to the [AI for Learning Insite](#) page.



Intended Learning Goals

Assessment practices make explicit connections to the intended learning goals when

- 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 Curriculum, Programs of Study, IPP targets and/or EAL Benchmarks indicators.

Learning Goals are outcomes from Curriculum / Programs of Study, Individual Program Plan (IPP) targets, student specific learning goals for students receiving modified programming and/or indicators from CBE EAL Benchmarks.

Learning Intentions are short-term steps within the teaching and learning activities that support achievement of the learning goals.

Success Criteria, e.g., rubrics, describe how the teacher and students will know if the student has been successful.

Learning Goals

Assessment is designed to elicit evidence of the intended learning described in outcomes from Curriculum / Programs of Study, IPP targets, student specific learning goals, and/or EAL Benchmark indicators. By matching the assessment approach to the nature of the learning goal, teachers gather evidence that accurately reflects students' current level of proficiency and informs next steps for learning.

Learning Intentions & Success Criteria

Teachers clarify and share learning intentions and success criteria with students and spend time ensuring their understanding (Fisher et al., 2016; William & Leahy, 2015).

- Learning Intentions support students in understanding the learning goal and what is meant to be learned when
 - shared and unpacked with students.
 - what students are expected to know or be able to do is made clear.
 - communicated in meaningful and student-friendly language.
 - referenced in tasks and activities throughout the learning cycle (Hattie et al., 2016).
- Success Criteria further texture student understanding of the learning goal and what success looks like when
 - co-constructed with students during class time.
 - various levels of success are described.
 - held up against exemplars that vary in quality.
 - referenced in tasks and activities throughout the learning cycle (Hattie et al., 2017; William & Leahy, 2015).

Proficiency-Based Assessment

Not Meeting (1)	Basic (2)	Good (3)	Excellent (4)
Students are unable to demonstrate understanding of the learning outcome.	Students demonstrate a basic understanding of the learning outcome.	Students demonstrate a good understanding of the learning outcome.	Students demonstrate an excellent understanding of the learning outcome.

K-9 Proficiency Scale

Beginning	Developing	Proficient	Exemplary
Students are unable to demonstrate understanding of the learning outcome.	Students demonstrate a basic understanding of the learning outcome.	Students demonstrate a good understanding of the learning outcome.	Students demonstrate an excellent understanding of the learning outcome.

High School Proficiency Scale

Proficiency-Based Assessment assesses students on their depth of understanding of the learning outcomes, shifting the focus from earning points to understanding and applying knowledge (Schimmer, 2016). This benefits both students and teachers by providing a clearer picture of student’s knowledge and skills (Schimmer, 2016). Assessing with proficiency fosters collaboration, as students and teachers work together to identify areas for improvement and set goals. A key part of this process is identifying and referencing success criteria in relation to the learning outcome and ensuring they reflect the levels of proficiency. Ongoing feedback and opportunities to improve performance, in relation to the success criteria, encourages a growth mindset in students and promotes continuous learning and development (Cooper, 2011).

Teacher Feedback

The primary purpose of feedback is to move learning forward, rather than to evaluate achievement (William & Leahy, 2015). Effective feedback is

- provided in various forms and at multiple times throughout the learning cycle to support different learning contexts and needs.
- actionable as it directly connects to the learning goal(s) by
 - identifying area(s) of strength and area(s) for growth, and
 - linking success criteria to next step(s) in learning.

Teachers consider the timing and amount of feedback provided, along with the potential emotional response of the learner. As actionable feedback is critical to learning, teachers provide class time for students to reflect on, engage with and act upon feedback that they receive (Brookhart & Guskey, 2019).

Adapted and Modified Programming

Alberta Education and Childcare defines three types of programming: regular, adapted and modified (Alberta Education, 2004). Blended programming may include elements of regular, adapted and/or modified programming throughout the day. Instructional planning and task design are intentional for each type of programming and occur in advance of reporting (Alberta Education, 2004).

- Regular programming:
 - Student is working within the Alberta Curriculum / Programs of Study learning outcomes for their enrolled grade level
 - Grades are reported
 - Accommodations and interventions are made for individual learning needs and additional resources are provided as appropriate
- Adapted programming:
 - Student may be working within the Alberta Curriculum / Programs of Study for their enrolled grade level and/or may be working towards outcomes from any grade level above or below their enrolled grade
 - Grades are reported

Note | The “ADP” report card indicator does not represent Alberta Education and Childcare’s definition of Adapted Programming.

- Accommodations and interventions are made for individual learning needs and additional resources are provided as appropriate
- Modified programming:
 - Student is not working within the Alberta Curriculum / Programs of Study learning outcomes for their enrolled grade level. Learning goals are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs.
 - Comment only reporting
 - Assessment is connected to individualized programming, based on Learning Areas (e.g., life skills, foundational skills and academic readiness skills) and/or Discipline
 - Accommodations and interventions are made for individual learning needs and additional resources are provided as appropriate

Knowledge and Employability

Knowledge and Employability (K&E) courses exist within Alberta Education and Childcare's regular programming and are designed to meet the unique needs of students who benefit from practical and applied learning experiences. These courses have their own Programs of Study with specific learning outcomes that are designed to develop the skills and knowledge necessary for student success in both further education and employment (Alberta Education, 2019). Assessment in K&E courses is aligned with the nature and intent of the outcomes and takes into consideration the student learning profile to ensure the most accurate reflection of achievement within the course.

Note | Each student enrolled in one or more K&E courses must have a K&E Learning Plan that outlines personalized educational and career goals along with strategies to achieve them.



Responsive Learning Cycles

Assessment practices are responsive within the learning cycle when

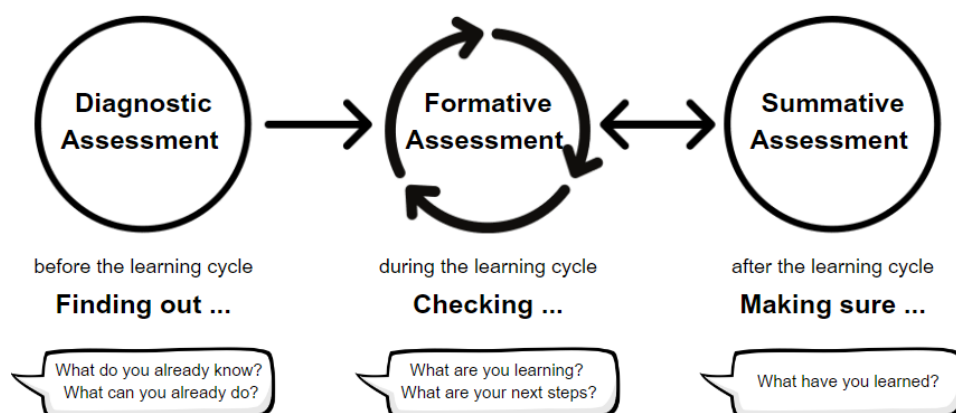
- teachers use diagnostic, formative, and summative assessments within each learning cycle, emphasizing formative assessment strategies that move learning forward.
- teachers provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation in 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.

Assessment that Moves Learning Forward

Teachers engage in iterative and interconnected cycles of instruction and assessment which support students in achieving learning goals (O'Connor, 2022). As designers of learning, teachers create tasks and assessments that allow students to develop their understanding of the intended learning goals, while eliciting evidence of what students know, understand and can do (Alberta Education, 2022; Western and Northern Canadian Protocol, 2006). Next steps in teaching and learning are informed by robust and meaningful assessment data that is systematically gathered and analyzed, individually and in collaboration with learners, colleagues and school leaders (City et al., 2009; Timperley et al., 2020). Although all forms of assessment contribute to building an understanding of student growth and achievement, how assessment information is used determines whether it is diagnostic, formative or summative (William & Thompson, 2008). Figure 2 illustrates how these three types of assessment are used throughout a single learning cycle.

- Diagnostic assessment is used at the beginning of each learning cycle to determine what students already know, understand and can do in relation to the learning goals.
- Formative assessment is used throughout each learning cycle to inform instruction and provide guidance to students about how to improve.
- Summative assessment is used at or near the end of each learning cycle to verify that students have achieved the learning goals.

Figure 2. Assessment types throughout a learning cycle.



Diagnostic Assessment

Teachers engage in diagnostic assessment at the beginning of each learning cycle and use the information they gather to better know learners. This assessment data may be collected from individual students, small groups and/or the whole class. The results of these assessments are **not** used in the determination of report card grades or to make recommendations for course enrolment (Alberta Education, 2022).

A broad range of diagnostic assessments can be used to provide teachers with valuable information which

- informs planning and instruction;
- identifies learner interests, learning preferences, current level of understanding and/or readiness to learn new skills;
- supports differentiation and scaffolding of learning for students; and
- identifies students that may require further supports, targeted interventions and/or more specific diagnostic information gathering (Alberta Education, 2007; Alberta Education, 2022).

Formative Assessment

The majority of classroom assessment is formative. The goal of formative assessment is to monitor student growth and inform instruction that moves learning forward (William, 2017). It is embedded throughout the learning cycle to tailor teaching strategies and offer students targeted feedback for improvement (William & Leahy, 2015). In most cases, formative assessment is not used when determining report card grades.

Effective formative assessment is

- collected to inform instructional decisions and next steps in learning.
- carefully designed to identify and measure progress towards the intended learning goals.
- triangulated in both mode (observation, conversation and product) and frequency to best elicit evidence of student learning.
- collected from a variety of audiences (e.g., one-on-one, small group, whole group) and through a variety of methods (e.g., discussions, exit slips, in-the-moment all-student response systems).
- considerate of student needs, including scaffolding and accommodations when appropriate (Assessment Reform Group, 2002; Schimmer, 2016).

Summative Assessment

Summative assessment occurs at or near the end of each learning cycle, after multiple opportunities for formative feedback have been provided and teachers are reasonably confident that both learning has taken place and that students are ready to have their learning evaluated. These assessments measure achievement of and progress towards the intended learning goals (Cooper, 2011; Guskey, 2015).



High-Quality Summative Assessment

- [K-9](#)
- [10-12](#)
- [Modified Programming](#)

Summative assessment information informs grade determination as well as report card comments. By designing High Quality Summative Assessments (i.e., [K-9](#), [10-12](#), [Modified Programming](#)), teachers ensure report card information is as accurate and fair as possible (O'Connor, 2022).

Effective summative assessments are thoughtfully designed to align with learning goals, elicit authentic evidence of student thinking and minimize opportunities for AI-generated responses to substitute for student understanding. Summative assessment best practices include

- collaborating with colleagues to design common assessments that support coherence and calibration (Stiggins et al., 2012).
- mitigating emotional impact to ensure accurate representation of student achievement (Sackstein, 2021).
- flexibly adjusting assessment plans in response to student need, to ensure each student is given the opportunity to successfully demonstrate their understanding (e.g., accommodations based on student need, fewer and targeted questions, a conversation instead of a written product) (Ontario Ministry of Education, 2010).
- developing assessment plans that provide multiple opportunities to demonstrate learning, including continued support for students and reassessment opportunities (O'Connor, 2012).
- providing students with adequate in-class opportunities to view and reflect on summative assessments (e.g., allowing students to go over tests and ask questions during class time) to know themselves as learners and identify next steps.

Professional Judgement



[Assessing Student Learning](#) [Insite](#)

Teachers evaluate student learning in relation to the goals identified in the curriculum. Professional judgement is integral to the learning cycle by ensuring fair, equitable and personalized evaluation of student learning. It allows educators to make informed decisions about students' learning needs, strengths and areas for growth. A key component of professional judgement is calibration with colleagues to establish a common understanding of the learning goals and success criteria in reference to student samples. This enhances consistency, fairness and validity in assessment practices, ensuring all students are evaluated by the same standards (Cooper, 2011; Joint Advisory Committee, 1993).

*“When groups of teachers **collaborate** in the assessment of student products or performances to discuss **differing interpretations** of the performance standards (intended learning goals) ... the quality of their **professional judgement improves with experience** ... Professional judgement is decisions made by educators, in light of their experience, and with reference to shared public standards.”*

- Cooper, as cited in O'Connor, 2018, p.15

In the diagnostic phase, professional judgment is used to identify students' current levels of understanding, determine potential barriers to learning and inform instructional planning and next teaching steps. During formative assessments, it guides the adaptation of instructional strategies to move learning forward. For summative assessments, teachers consider the recency and/or consistency of assessment data when determining student achievement in relation to established learning goals (O'Connor, 2022; Schimmer, 2016).



Student Involvement

Assessment practices involve students within the assessment process when

- 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.

Student Agency

Student agency plays a pivotal role in the learning process, fostering an environment where students take ownership of their educational journey. It involves self-regulation, motivation and the ability to influence one's learning environment. By fostering these skills, students become more empowered and capable of setting goals, monitoring their progress and adjusting strategies as needed (William & Leahy, 2015).

Additionally, student agency promotes collaborative learning environments where students participate in setting group and individual learning goals and use established success criteria to provide feedback to their peers as well as themselves. This collaborative approach not only enhances student learning and motivation but also supports them in tracking their learning and progress over time (Veugen et al., 2024).

Peer-Feedback

Learning is a social endeavor. The process of engaging in peer-feedback promotes an active learning environment where students work collaboratively to productively communicate with one another. Peer-feedback provides students with opportunities to meaningfully engage with previously established success criteria, deepening their ability to apply these same criteria while analyzing their learning. This has been shown to substantially increase achievement, both for students giving and receiving feedback (Assessment Reform Group, 2002; William & Leahy, 2015).

Self-Assessment

Activating students as owners of their own learning supports self-regulation through pace and strategies. Self-assessment requires students to reflect on feedback from various sources (e.g., teacher, peer, self), which in turn develops metacognitive and goal-setting skills that support deeper engagement in the learning process (Andrade & Valtcheva, 2009; Western and Northern Canadian Protocol, 2006). By regularly reflecting on success criteria, students can identify areas of strength and areas for growth and are able to use this to determine next

steps and set goals (Kumar et al., 2024; Li et al., 2025). As students engage with tools like AI to support reflection or drafting, they should be encouraged to use them transparently and critically to enhance, not replace, their own thinking.

Role of the Teacher

The teacher's role in self-assessment and peer-feedback is crucial in building student capacity in relation to these practices as well as in establishing a learning environment where students are comfortable seeking out, receiving and responding productively to feedback (Schimmer, 2016).

The teacher involves students within the assessment process by

- setting clear expectations and norms which are updated as needed.
- establishing and building positive and supportive relationships with and among students.
- building effective communication and collaboration skills (e.g., trust and respect, conflict resolution).
- modeling and teaching feedback strategies (e.g., discussing examples of effective and ineffective feedback, using structured feedback protocols, providing sentence starters and assessing anonymous work).
- reviewing and verifying student self-assessment to support them in building a deeper and more accurate understanding of their learning journey (O'Connor, 2012; William & Leahy, 2015).

Student involvement within the assessment process enhances teaching and learning. By collecting this information and using it to purposely inform their instructional planning, teachers establish a responsive learning environment (Beatty, 2011).



Clear & Meaningful Communication

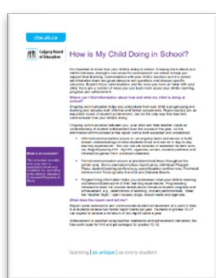
Assessment practices support clear and meaningful communication when

- 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 engagement and learning.
- teachers communicate all forms of assessment and reporting information using language that is clear, succinct, student-specific, strength-based, growth-oriented, and easily understood by the intended audience.

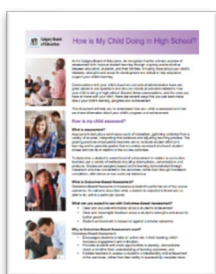
Ongoing Communication

The primary purpose of ongoing communication is to improve student learning through conversations between educators, students, their families and other professionals (Schleicher, 2012) so that students and their families can answer the question, “How am I / is my child doing in school?” (Manitoba Education, 2008; Ontario Ministry of Education, 2010).

Ongoing communication supports students and families in building an understanding of student achievement over the reporting period, so that the information in the report card is expected and easily understood. Individual student growth and achievement occurs through both informal communication and formal reporting.



[How Is My Child Doing in School?](#)



[How is My Child Doing in High School?](#)

Informal communication

Informal communication occurs on an ongoing basis and serves to build shared understandings of what students know, understand and can do in day-to-day learning experiences (Alberta Education, 2020). Informal communication

- builds relationships between teachers, students and families (Chatzinikola, 2022);
- uses methods of communication that are preferable and accessible to the family (Alberta Education, 2020; Hattie, 2009; Ontario Ministry of Education, 2014); and
- provides evidence of individual student growth and achievement through artifacts of learning (e.g., student work assessed against established criteria, student reflections, pertinent information from some diagnostic assessments / screeners) (Alberta Education, 2020; Brookhart, 2013).

Formal reporting

Formal reporting occurs at predetermined times throughout the school year in alignment with [K-12 Reporting Expectations and Timelines](#).

- Student Learning Conferences
 - provide time and space for families to have confidential one-on-one conversations with teachers specific to their child’s growth and achievement in relation to learning goals.

- share evidence of individual student growth and achievement (e.g., student work assessed against established criteria, student reflections) with families.
- may take place in person at the school, via phone calls, or using an approved virtual video conferencing platform, as appropriate.
- Report Cards
 - reflect teacher professional judgement by considering recency and/or consistency when reflecting upon, analyzing and interpreting the body of evidence (O'Connor, 2022; Schimmer, 2016).
 - include grades and comments that are determined in reference to summative assessment evidence collected throughout the reporting period.

Note | Formative assessment evidence may provide additional insight in some cases, particularly where a student's performance is inconsistent, or summative assessment evidence is lacking (O'Connor, 2022).

Glossary

The definitions of the following terms are fundamental to the understanding of *Assessment and Reporting in CBE*.

Accommodations – Changes made to the learning environment, available equipment or how assignments and assessments are completed by a student that span all subject areas and instructional settings in which the student is engaged. Often referred to as instructional supports.

Achievement – The extent to which an individual student has met the expectations of the Curriculum / Programs of Study, Individual Program Plan (IPP) targets, student specific learning goals, and/or Alberta K-12 EAL Proficiency Benchmarks (EAL Benchmarks).

Assessment – The process of gathering and analyzing evidence of learning to inform instructional design and to determine the degree to which the student has demonstrated achievement of the intended learning goals.

Assessment Mode – The format selected by a teacher to have students demonstrate learning (conversations, observations and products).

Assessment Type – The categorization of an assessment (diagnostic, formative or summative), in relation to its timing in the learning cycle and its purpose in moving learning forward.

Bias – Elements that interfere with the ability of learners to show what they know.

Body of Evidence – A collection of recorded observations of, conversations about, and/or products of student learning that provide valid and reliable information about what a student knows, understands and can do.

Common Assessment – Uniform assessment tools developed and administered within a given timeframe by a group of teachers to determine if students are meeting the intended learning goals.

Consistency – Reliability and uniformity of what students know, understand and can do in relation to the learning goal(s).

Curriculum – The learning expectations for new Alberta Education and Childcare courses being implemented and piloted. Content is focused on what students are expected to know, understand and be able to do.

Diagnostic Assessment – Assessment that typically takes place at the beginning of a learning cycle to identify students' needs and abilities, and their readiness to acquire the knowledge and skills outlined by the intended learning goals.

Formative Assessment – Assessment that is gathered frequently and on an ongoing basis during instruction. It is used by teachers to plan for instruction and additional assessments, and to monitor student progress so teachers can provide timely and actionable feedback to students. It is also used by students to monitor their own progress and set learning goals.

Growth – The increase in learning that has occurred since the beginning of a learning cycle. Growth is measured in terms of the gains made by a student from a baseline assessment to the most recent assessment.

Intended Learning Goals – Outcomes from Curriculum / Programs of Study, Individual Program Plan (IPP) targets, student-specific learning goals for students receiving modified programming and/or indicators from the CBE EAL Benchmarks.

Learner – Refers to both a child in a Kindergarten program and a student in grades 1 through 12.

Learning Cycle – A period of time dedicated to building student understanding of one or more intended learning goals that includes rich tasks and activities as well as diagnostic, formative and summative assessment. The length of time for each learning cycle will vary depending on the complexity of the intended learning goals and student learning needs. Each reporting period will include several learning cycles.

Professional Judgement – Informed decisions made by teachers, in collaboration with colleagues, applying expertise, experience and knowledge, and with reference to intended learning goals and established success criteria.

Proficiency – The depth of understanding that a student demonstrates of learning outcomes in relation to identified success criteria.

Programs of Study – The learning expectations for both Alberta Education and Childcare courses and Locally Developed Courses. Content is focused on what students are expected to know, understand and can do.

Progress – A backwards measure from the desired end point, such as end-of-year outcomes. Just as we describe our progress on a journey in terms of how far we are from our destination, we measure progress in relation to agreed-upon standards.

Recency – Most recent and relevant demonstration of what students know, understand and can do in relation to the learning goal(s).

Reliability – Provides consistent and stable results over time.

Summative Assessment – Assessment that is gathered by teachers at the end of each learning cycle to verify to what extent students have achieved the intended learning goals. Summative assessment is used to make judgements about the quality of student learning as measured against established criteria to support the communication of information about achievement to students and families.

Validity – How accurately a method measures what it is intended to measure.

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