

Assessment and Reporting



It is important for families to know how their child(ren) are doing in school. In the Calgary Board of Education, learning and assessment are connected. Students use assessment feedback to improve their learning. Teachers use instruction and assessment to gather information about student progress. Teachers *and* students need to know what students know, how they know it, how they show it, and what they need to learn next.

Assessment

Formative Assessment

Students receive feedback to know how they are doing and how they might improve. Through this ongoing feedback, students and teachers can check learning to decide what to do in order to reach learning goals.

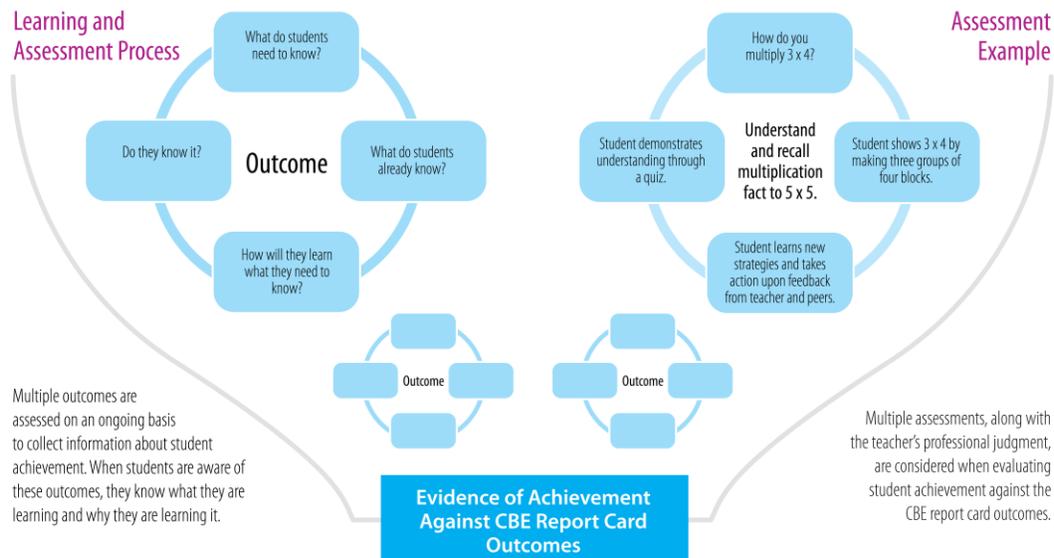
Summative Assessment

Summative assessment is a comparison at a particular moment in time between individual student achievement and the outcomes of the Alberta Education Programs of Study. Multiple summative assessments, along with teacher professional judgment, are considered with evaluating student achievement against the CBE report card outcomes.



What is the link between formative and summative assessment?

Student progress and achievement are made visible through formative and summative assessment. Formative assessment provides ongoing actionable feedback for students to respond and adjust in order to achieve learning goals. Summative assessments inform a grade and/or evaluation at particular points in time, such as at the end of a unit of learning.



Reporting

Report cards are used to formally communicate student achievement of the Alberta Education Programs of Study learning outcomes to students, families, the CBE and the province. Report cards require teachers to summarize a term or semester of learning. Students in Kindergarten to Grade 9 receive two formal report cards a year.

Students in Grades 10 to 12 receive two formal report cards per *course*.

Ongoing Communication of student progress *and achievement* for all students occurs in a variety of ways throughout the school year.

Reporting in K - 9

What are Outcomes?

The outcomes describe what your child is expected to know and be able to do according to the Alberta Education Programs of Study. When learning begins with an outcome or goal, students know what they are learning and why they are learning it. Teachers can design learning tasks and provide specific feedback to help students improve.

Instead of receiving one overall grade for a course, students receive indicators showing their achievement of the report card outcomes in a course. This provides students and families with more information about students' strengths and areas of growth.

What are the achievement indicators?

On the Kindergarten to Grade 9 report card, students receive achievement indicators from 1 (Not Meeting) to 4 (Excellent) on each outcome in a course. These indicators summarize student achievement of the learner outcomes of the Alberta Education Programs of Study.

Families are always encouraged to contact their school with questions about student learning. The best sources of information about progress and achievement are your child, your child's teachers and the school administration team.

Questions you might ask your child about how they are doing in school:

- What are you looking forward to in school tomorrow?
- What was the most difficult thing you did in school today? What was the easiest for you? What did you enjoy?
- How do you think you have improved over the last week/month/etc.?
- What would you like to improve on? How do you plan to improve?

Questions to ask your child's teacher or administrators to find out how they are doing in school:

- How is my child doing in class?
- What do you see as my child's strengths?
- Where can my child improve?
- What can we do at home to support my child's learning?



Learn more | Visit cbe.ab.ca and find Assessment and Reporting under our "Programs" tab. Select "Curriculum" and then "Assessment and Reporting".

