Assessment Policy
International Baccalaureate® Programmes

March 2018
Advisory Committee and Authors (2018-19):

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<tr>
<th>School</th>
<th>CBE Area</th>
<th>Principal</th>
<th>IB Coordinator</th>
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<tr>
<td>Sir Winston Churchill High School</td>
<td>1</td>
<td>Arvin Rajan</td>
<td>Brent Johnson</td>
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<tr>
<td>John G. Diefenbaker High School</td>
<td>2</td>
<td>Mike Bester</td>
<td>Cheryl Sceviour</td>
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<td>Lester B. Pearson High School</td>
<td>4</td>
<td>Ken Chee</td>
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<tr>
<td>Henry Wise Wood High School</td>
<td>6</td>
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<td>7</td>
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</tbody>
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Calgary Board of Education Specialists

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<tr>
<th>Department</th>
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<tbody>
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</tr>
</tbody>
</table>

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Contents

Introduction .................................................................................................................................2
Philosophy of assessment ...........................................................................................................3
Assessment practices in relation to International Baccalaureate requirements .......................4
Formative Assessment ...............................................................................................................4
Summative Assessment ............................................................................................................5
Links between outcomes, assessment policies and procedures ................................................6
International Baccalaureate® – Diploma Programme ...............................................................6
International Baccalaureate® – Career Programme (CP) ..........................................................6
Alberta Education and IB outcomes ......................................................................................6
CBE Vision for Assessment and IB Assessment Requirements ..............................................7
CBE Vision for Assessment and IBO Programmes Assessment Alignment ..............................8
Communication of programme policies and procedures .........................................................9
CBE language policy ................................................................................................................9
Registration for IB in the CBE .................................................................................................9
CBE requires ongoing communication of assessment ............................................................9
Review of the CBE Assessment Policy for IB ........................................................................10
Appendix A: CBE Guiding Principles | Determining Achievement .........................................11
Glossary ..................................................................................................................................12
References ...............................................................................................................................13

Tables

Table 1 - Alignment of Alberta Education Competencies and the IB Learner Profile ....................7
Table 2 - CBE Vision for Assessment and IBO Diploma Programme Assessment Requirements ......8
Introduction

The Calgary Board of Education (CBE) has a long-standing relationship with International Baccalaureate® (IB) in order to provide IB programmes for students who choose academic enrichment in their high school career. The IB programmes provide a comprehensive, balanced and challenging curriculum with a strong emphasis in the ideals of international understanding and responsible citizenship.

The International Baccalaureate® Diploma Programme in the Calgary Board of Education (CBE):

- Sir Winston Churchill High School (Area 1)\(^1\)
- John G. Diefenbaker High School (Area 2)\(^2\)
- Lester B. Pearson High School (Area 4)\(^3\)
- Henry Wise Wood High School (Area 6)\(^4\)
- Western Canada High School (Area 7)\(^5\)

The International Baccalaureate® Career-related Programme\(^6\) in the Calgary Board of Education (CBE)

- Lester B. Pearson High School (Area 4) – open to all CBE students

International Baccalaureate® specialty programmes:

- Lester B. Pearson High School (Area 4) – Alberta Ed. French Immersion
- Western Canada High School (Area 7) – IB French Immersion Certification

The International Baccalaureate® programmes provide defined guidelines and policies for which an IB school or cluster of schools is responsible.\(^7\) One aspect of accountability is the development of an assessment policy that is consistent with IB expectations.

This assessment document demonstrates the alignment of the philosophy, policy and procedures of the provincial government (Alberta Education), the jurisdiction (CBE) and the assessment principles of International Baccalaureate® while honoring each school's unique circumstance.

In order to address the accountability requirement of the International Baccalaureate® programme, including the five year review, IB schools in the CBE have collaboratively outlined an assessment policy that aligns with the strategic priority given to assessment as an instructional activity, a leadership focus, and a topic of professional learning throughout the CBE.

All students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit.

(Alberta Education, 2011)

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1 http://schools.cbe.ab.ca/b857/departments/IB/IB_info.html
2 http://schools.cbe.ab.ca/b860/
3 http://schools.cbe.ab.ca/b865/
4 https://www.henrywisewood.com/ib.html
5 http://schools.cbe.ab.ca/b816/pages/ib/ib.html
6 http://www.ibo.org/programmes/career-related-programme/
8 http://www.ibo.org/contentassets/4217cb074d5f4a77947207a4a0993c8f/cp-guide-to-authorization-dp-en.pdf
Philosophy of assessment

The Calgary Board of Education’s goal is that “each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”9 To meet this goal, assessment in the CBE is based on:

- a sense of purpose
- student agency
- professional collaboration and analysis of student work
- quality learning tasks
- intentional connections to Programs of Study and CBE results
- thoughtful questioning
- a process rather than an event
- flexible methodology
- inclusive practices
- actionable feedback
- individual student strengths and areas of growth
- clear and meaningful communication

(Calgary Board of Education, 2016)10

The International Baccalaureate philosophy states that assessment:

“Covers all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the students’ teacher.”

(International Baccalaureate Organization, 2004)11

While the Career-related Programme website states:

“International Baccalaureate® (IB) Career-related Programme (CP) students are assessed both internally by the school and externally by the IB. Diploma Programme (DP) courses within the CP are assessed in accordance with rigorous international standards.”

(International Baccalaureate Organization, 2018)12

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9 https://www.cbe.ab.ca/about-us/about-the-cbe/Pages/default.aspx
10 See Appendix A
11 http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf
Assessment practices in relation to International Baccalaureate requirements

Students enrolled in IB are required to demonstrate that they meet both
- Alberta Programs of Study outcomes and
- IB curriculum requirements

Students receive two separate transcripts – one from Alberta Education and one from the International Baccalaureate.

At the beginning of each course, students are provided with a course outline that includes a mark breakdown. Students are continually advised about assessment expectations, standards and practices for both Alberta Education and IB curriculum.

Calgary Board of Education teachers are required to communicate information about student learning that is:
- student specific
- strength-based and growth oriented
- clear, unambiguous and timely

Formative Assessment

Assessment for learning is provided on an ongoing basis at every school as a part of the interaction between the student, teacher and curriculum to check learning and decide what needs to be practiced or mastered further.

In The CBE Vision for Assessment and Reporting: Guiding Principles (2016) formative assessment (assessment for learning) is “part of the continuous interaction between the student and the teacher.” Student-centered and ongoing formative assessment:
- references learning outcomes and clear criteria
- engages students in their own learning
- enables and encourages teacher reflection
- invites families to support student learning

Formative assessment in the CBE aligns with IBO approaches to formative assessment. Some of these approaches may include:
- students collective participation in the assessment process
- students collaboratively examining work using their own and IB rubrics
- students reflecting on personal and peer work
- teachers providing flexible opportunities for ongoing feedback
- students having multiple opportunities to demonstrate mastery
- formative assessment that is ongoing but does not always have to be through an IB rubric

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13 See Appendix A
14 [http://www.ibo.org/contentassets/1cdef850e366447e99b5a862aab622883/tpmassessmentprinciplespractice2004en.pdf](http://www.ibo.org/contentassets/1cdef850e366447e99b5a862aab622883/tpmassessmentprinciplespractice2004en.pdf)
Summative Assessment

Summative assessment, assessment of learning, is a comparison at a particular moment in time between individual student achievement and established provincial expectations, IB curriculum requirements and individual program plans.

Alberta Education offers a High School Diploma based on a minimum number of credits, required courses and Diploma exams for core courses. Final course marks represent a blend of 70% school-awarded mark (assessed by teachers) and 30% mark from the standardized diploma examination (assessed by Alberta Education). The International Baccalaureate and Alberta Education diploma examinations are both criterion-referenced.

Recording and Reporting

In the CBE, the purpose of determining achievement: is to evaluate individual student achievement in relation to the expectations of the Alberta Programs of Study. In K-9, achievement is reported through the use of the 1-4 achievement indicators. Grades 10-12 achievement is reported through the use of a percentage grade. In addition to Alberta Programs Study, there are also Locally Developed and Approved Courses that are used by IB schools to address IB curriculum content.

Likewise, in IB, “The Diploma Programme also places an emphasis on criterion-related (as opposed to norm-referenced assessment. This method assesses students’ work in relation to identified levels of attainment, rather than in relation to the work of other students.”15

Grading and Marking

For the IB grade, each student within each discipline must work on an IB Internal Assessment assignment that will be graded by the teacher according to IB criteria. This assessment is submitted to IB on behalf of the student and constitutes a percentage of that student’s final grade within that course. Students also write a series of external assessments within each subject in either May of grade 11 or May of grade 12. These external assessments are developed by and submitted to IB for grading. A combination of student achievement on the examinations and the Internal Assessment provides a final grade for the student in that IB course. The Career Programme Reflective Project is assessed internally and moderated by IB.

Unlike the percentage grade used in Alberta Education Diploma Exam results, IB assessment is based on the grading scale from 1–7 with 1 being lowest and 7 being highest. The range of marks translating into a 1-7 grade will vary from year to year depending upon the achievement of the global community.

Homework

Regulations for homework are guided in the Calgary Board of Education by Administrative Regulation 306616 which recommends 1 ½ to 2 hours of homework per evening for grades 10 to 12. Students in the International Baccalaureate program are expected to develop a balanced lifestyle through home study to reinforce learning. Homework in IB courses is:

- a daily expectation
- an opportunity for both skill practice, creation of knowledge and development of authentic work e.g. creative writing, designing experiments
- assessed in a variety of ways

Alignment of assessment data to inform teaching and learning

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15 http://www.ibo.org/contentassets/1cd9850e366447e99b5a862aab622883/dpprinciplespractice2004en.pdf
Teachers and IB coordinators at each school use assessment data in a continuous cycle of instruction, assessment and adjustment, analyzing assessment data with students and colleagues to:

- inform instructional decisions and inform student approaches to learning
- articulate varied avenues for multiple representation of learning against well understood standards

Links between outcomes, assessment policies and procedures

International Baccalaureate® – Diploma Programme

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses providing students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification
- an opportunity to grow in personal characteristics of the IB Learner Profile

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these Programme goals, for example:

- organizing and presenting information
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods

International Baccalaureate® – Career Programme (CP)

International Baccalaureate® (IB) Career Programme (CP) students are assessed both internally by the school and externally by the IB. Methods of assessment includes;

- Exams at the end of each DP course
- Diploma Programme (DP) courses within the CP are assessed in accordance with rigorous international standards
- Performance within courses and modules
- Every CP student must complete the four elements of the CP core; the reflective project, service learning, personal and professional skills, and language development
- The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest
- The school is responsible for confirming with the IB that students have completed the requirements for service learning, personal and professional skills and language development

Alberta Education and IB outcomes

Alberta Education Ministerial Order

The jurisdiction of the CBE is required to comply with the Ministerial Order on Student Learning (2013) which states that all students are given opportunities to achieve the following outcomes:

“WHEREAS the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society.”

This aligns with the IB Mission Statement:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

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<tr>
<th>Alberta Education Competencies</th>
<th>IB Learner Profile</th>
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<tr>
<td>know how to learn: gain knowledge of skills through experience, study and interaction with others</td>
<td>knowledgeable</td>
</tr>
<tr>
<td>think critically: conceptualize, apply, analyze, synthesize and evaluate to construct knowledge</td>
<td>thinkers</td>
</tr>
<tr>
<td>identify and solve complex problems</td>
<td>inquirers</td>
</tr>
<tr>
<td>manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically</td>
<td>knowledgeable</td>
</tr>
<tr>
<td>innovate: create, generate and apply new ideas or concepts</td>
<td>risk-takers</td>
</tr>
<tr>
<td>create opportunities through play, imagination, reflection, negotiation, and competition with an entrepreneurial spirit</td>
<td>risk-takers</td>
</tr>
<tr>
<td>apply multiple literacies: reading, writing, mathematics, technology, languages, media and personal finance</td>
<td>communicators</td>
</tr>
<tr>
<td>demonstrate good communication skills and the ability to work cooperatively with others</td>
<td>communicators</td>
</tr>
<tr>
<td>demonstrate global and cultural understanding, considering the economy and sustainable development</td>
<td>principled, open-minded, and caring</td>
</tr>
<tr>
<td>identify and apply career and life skills through personal growth and well-being</td>
<td>balanced and reflective</td>
</tr>
</tbody>
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Table 1 - Alignment of Alberta Education Competencies and the IB Learner Profile

CBE Vision for Assessment and IB Assessment Requirements

The CBE Vision for Assessment and Reporting (2016) outlines guiding principles that inform assessment policies and practices in Calgary Board of Education schools. The principles alignment of these principles and the IB assessment philosophy is summarized in Table 2, CBE Vision for Assessment and IBO Diploma Programme Assessment Alignment.

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18 [https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf](https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf)
20 See Appendix A
<table>
<thead>
<tr>
<th>CBE Vision for Assessment &amp; Reporting</th>
<th>IBO Requirements for the Diploma</th>
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<tbody>
<tr>
<td>Intentional connections to Programs of Study and CBE Results</td>
<td>Assessment at the school aligns with the requirements of the programme(s). Assessment of student learning is based on the objectives and assessment criteria specific to each subject.</td>
</tr>
<tr>
<td>Teachers design learning using the Alberta Programs of Study, including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5). This includes Locally Developed and Approved Courses for IB.</td>
<td></td>
</tr>
<tr>
<td>**Parent’s Guide</td>
<td>Assessment and Reporting**&lt;sup&gt;21&lt;/sup&gt;</td>
</tr>
<tr>
<td>CBE website / Assessment and Reporting / <strong>Grading &amp; Reporting</strong>&lt;sup&gt;22&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>A process rather than an event</td>
<td>The school uses a range of strategies and tools to assess student learning.</td>
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<tr>
<td>Assessment is woven throughout daily learning experiences, supports teachers in designing appropriate learning tasks and making responsive adjustments, is ongoing throughout the school year, offering students multiple and varied opportunities to develop and demonstrate understanding and enables students to show growth and achievement in different contexts over a period of time, ensuring the accuracy of assessment information.</td>
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<tr>
<td>Individual student strengths and areas for growth</td>
<td>The school provides students with feedback to inform and improve their learning.</td>
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<tr>
<td>Assessment reflects the progress an individual student has made toward learning outcomes and/or individual program plan goals.</td>
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<tr>
<td>Determining Achievement Accuracy</td>
<td>The school has systems for recording student progress aligned with the assessment philosophy of the</td>
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<tr>
<td>teachers and students develop reliable and consistent record keeping systems to capture evidence of student achievement.</td>
<td></td>
</tr>
<tr>
<td>Clear and meaningful communication</td>
<td>The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).</td>
</tr>
<tr>
<td>Assessment practices clearly communicate the relationship between student achievement and targeted learning outcomes, with an emphasis on how well, not when or by what means, the student has demonstrated specific knowledge, skills and/or processes. Networks of teachers, parents and students work together to support student learning. Assessment-rich communication is student-specific, strength-based, growth-oriented, clear, purposeful and timely.</td>
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<tr>
<td>Professional collaboration and analysis of student work</td>
<td>The school analyses assessment data to inform teaching and learning. Teacher collaboration is essential where more than one teacher is involved in teaching the course.</td>
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<tr>
<td>Professional Learning Communities share and analyze student work in ways that emphasize reflection, inquiry and a shared responsibility for student success. Professionals learn together as they critically examine and reflect on pedagogy and practice, supporting one another in assessment and instructional design.</td>
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<tr>
<td>A sense of purpose</td>
<td>The school provides opportunities for students to participate in, and reflect on, the assessment of their work.</td>
</tr>
<tr>
<td>Assessment serves student learning. The purpose of assessment is for teachers, students and families to have an accurate understanding of what a student knows and can do in relation to Programs of Study and/or appropriate Individual Program Plans in order to determine appropriate next steps in learning.</td>
<td></td>
</tr>
<tr>
<td>Student agency</td>
<td>The school has systems in place to ensure that all students can demonstrate consolidation of their learning through completion of the Diploma Programme</td>
</tr>
<tr>
<td>Teachers and students share responsibility for making assessment decisions and determining next steps in learning. Students have an active role in their learning when they reflect, engage in ongoing conversation, know themselves as learners and participate meaningfully in decision-making.</td>
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Table 2 - CBE Vision for Assessment and IBO Diplomma Programme Assessment Requirements


Communication of programme policies and procedures
CBE language policy

The CBE has a consistent language policy used by the five schools that offer the IB programme. The CBE Languages Framework for IB is available on the IB webpage of the CBE website.

Registration for IB in the CBE

Registration of students in the CBE is bound by administrative regulation AR 6090 Student Registration and Admission23.

Grade 9 and 10 students interested in registering in the IB Diploma Programme or the IB Career Programme are:

- informed about the breadth and depth of the relevant IB Programme
- given the opportunity to reflect on themselves as learners and their strengths in relationship to the IB Learner Profile in a written Expression of Interest

Registration information and the Student Expression of Interest24 form are available on the IB page of the CBE website and IB school websites.

CBE requires ongoing communication of assessment

Schools are required to maintain ongoing and effective communication with students and families regarding student progress and achievement. Communication includes report cards, individual program plans, student learning conferences and other informal means of communication.

Report cards are shared with students and/or families a minimum of twice per course in grades 10-12

The CBE communicates to the community on the Understanding Assessment and Reporting page of the CBE website. In addition to a Parent’s Guide: Assessment and Reporting, this assessment policy for International Baccalaureate (2016) is found on the IB page of the CBE website.

Each school is responsible for communicating CBE assessment philosophy, policy and procedures.

- Sir Winston Churchill High School (Area I) - http://schools.cbe.ab.ca/b857/
- John G. Diefenbaker High School (Area 2) http://schools.cbe.ab.ca/b860/IB.htm
- Lester B. Pearson High School (Area 4) http://schools.cbe.ab.ca/b865/dept/ib/index.htm
- Western Canada High School (Area 7) http://schools.cbe.ab.ca/b816/pages/ib/ib.html

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Review of the CBE Assessment Policy for IB

The CBE focuses school and system planning on a problem solving approach to improved student learning, based on the model from Data Wise. (Boudett et.al., 2005). Data collection includes personalizing learning for each student by creating a student learning profile in collaboration with school assessment and strategies used by staff, teachers, parents and the student.

Data is also aggregated across each school and across all five schools in order to inform instructional planning for the next steps in offering the best IB programme possible.

Principals, IB coordinators, teachers and specialists collaborate to ensure this assessment policy is a living document and adjustments are made regularly.

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Appendix A: CBE Guiding Principles | Determining Achievement

A summary of learning assessment requires each student through the thoughtful gathering and consideration of evidence of student learning. A revised body of work of assessment is intended to support a student’s broad and deeper understanding of the nature and role of assessment. This document is intended to provide a framework for understanding assessment and its role in supporting student learning.

Achievement

1. Assessment evidence. The teacher understands the learner, deepens his/her understanding of the learner, and uses this evidence to support the learner.
2. The learner is engaged in the assessment process. The learner is provided with opportunities to participate in the assessment process.
3. The learner is provided with feedback on his/her progress.
4. The learner is provided with opportunities to reflect on his/her learning.
5. The learner is provided with opportunities to self-assess.
6. The learner is provided with opportunities to set goals.
7. The learner is provided with opportunities to develop a plan for achieving his/her goals.
8. The learner is provided with opportunities to evaluate his/her progress.
9. The learner is provided with opportunities to receive feedback on his/her performance.
10. The learner is provided with opportunities to improve his/her performance.

Accuracy

1. The assessment is valid and reliable. The assessment is valid in that it measures what it is intended to measure. The assessment is reliable in that it produces consistent results.
2. The assessment is fair and equitable. The assessment is fair in that it is administered to all students in the same way.
3. The assessment is varied and comprehensive. The assessment includes a variety of assessment methods and is comprehensive in its coverage of all aspects of learning.
4. The assessment is valid and reliable. The assessment is valid in that it measures what it is intended to measure. The assessment is reliable in that it produces consistent results.
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Consistency and accuracy

1. The assessment is consistent. The assessment is consistent in that it is administered in the same way to all students.
2. The assessment is accurate. The assessment is accurate in that it measures what it is intended to measure.
3. The assessment is fair. The assessment is fair in that it is administered to all students in the same way.
4. The assessment is comprehensive. The assessment is comprehensive in that it covers all aspects of learning.
5. The assessment is valid. The assessment is valid in that it measures what it is intended to measure.
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9. The assessment is valid. The assessment is valid in that it measures what it is intended to measure.
10. The assessment is reliable. The assessment is reliable in that it produces consistent results.

Conclusions

1. The learner is provided with opportunities to reflect on his/her learning.
2. The learner is provided with opportunities to set goals.
3. The learner is provided with opportunities to develop a plan for achieving his/her goals.
4. The learner is provided with opportunities to evaluate his/her progress.
5. The learner is provided with opportunities to receive feedback on his/her performance.
6. The learner is provided with opportunities to improve his/her performance.

Conclusion

1. The assessment is valid and reliable. The assessment is valid in that it measures what it is intended to measure. The assessment is reliable in that it produces consistent results.
2. The assessment is fair and equitable. The assessment is fair in that it is administered to all students in the same way.
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Glossary

As learning is the active involvement of students in assessing evidence of their learning to assist them in understanding what they need to know and improve upon to successfully meet their goals and learning outcomes.

Assessment is the ongoing process of data gathering and analysis of student work that determines the degree to which the learner has achieved essential outcomes and informs decisions about and planning for instruction.

Criterion-referenced tests or tasks are those in which questions are written according to specific determined criteria. A student knows what the standards are for passing and competes with him or herself while completing the test.

Formative assessment (assessment for learning) is part of the continuous interaction between student and teacher. It informs teaching and learning in progress, and analyzes the interaction between the student and the content from the perspective of BOTH the content and the learner. The agency of this type of assessment sits jointly with the teacher and the student.

Inquiry is a dynamic process of coming to know and understand the world through rich, rigorous and relevant study into a worthy question, issue, problem or idea.

Norm-referenced tests or tasks are those in which educators interpret a students' performance in relation to the norm group and placing the student's score on a normal distribution curve or “bell curve.” Students compete against each other on this type of assessment

Outcomes-based reporting is when student learning is assessed and understood against learning outcomes.

Professional Learning Community is a group of educators and instructional leaders that come together on a regular basis to analyze student work, to seek and share learning, and act upon what has been learned.

Standard is something established by general consent as a model or an example.

Student agency involves student ownership and active participation in their own learning and assessment.

Summative assessment (assessment of learning) is a comparison of a particular moment in time between individual student achievements and established provincial learning outcomes. It analyzes the interaction between the student and the content and summarizes student achievement.
References


Calgary Board of Education Three-Year Education Plan 2015-2018

Calgary Board of Education Three-Year Education Plan 2017-2020 (Draft)


Calgary Board of Education. (2016). The CBE Vision for Assessment and Reporting Guiding Principles: Moving Forward


