



## SEVEN PRINCIPLES OF ASSESSMENT

### Principle 1: Moves Learning Forward

- Increases student achievement – moves learning forward
- Guides instructional practice
- Communicates about student achievement

### Principle 2: Intentional Connection to Curriculum

- Begins with the end in mind
- Measures performance against learning outcomes
- Clarifies and shares learning outcomes and success criteria

### Principle 3: Ongoing Process with Actionable Feedback

- Moves learning forward through timely, descriptive and specific feedback -“Feedback loop”
- Determines student readiness through formative assessment
  - Finds out what students know
  - Self-assessment, goal setting conferences
- Incorporates active student involvement in the assessment process
  - Set students as owners of their learning through:
    - Self-assessment and peer assessment
    - Goal setting
- Uses exemplars to identify next steps in learning
- Provide students with second chances to demonstrate learning

### Principle 4: Purposeful Assessment Design

- Provides clear descriptions of achievement expectations
- Compares student performance to curricular outcomes
- Provides students with multiple ways to demonstrate their learning

### Principle 5: High Quality Evidence of Student Achievement

- Delivers meaningful, accurate information about student achievement
- Uses evidence from a variety of assessment approaches (including professional judgement)
  - Triangulation of data – products, conversations and observations are used to determine student performance

### Principle 6: Clear and Accurate Reporting of Data

- Avoids using effort, behaviours, late or incomplete work, attendance or ‘bonus’ points as evidence of student achievement
- Emphasizes recent achievement
- Relies on central tendency and professional judgment rather than averages
- Uses individual achievement as evidence of learning - avoids using group scores
- Avoids punishing academic dishonesty with reduced grades – when necessary, seeks direction from school administration
- Recognizes that including zeros in determining student achievement is not a recommended practice. The teacher will work with the student to ensure that work is completed. When necessary, seek direction from school administration.
- Use summative assessments to report student achievement.

### Principle 7: Meaningful Communication about Student Achievement

- Remains ongoing through the learning process
- Provides students and parents with clear and accurate information

**Glossary:**

**Assessment for Learning (Formative Assessment):** assessment that results in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes

**Assessment of Learning (Summative Assessment):** assessment designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared outside of the classroom

**Learner Outcomes:** what we expect students to learn; directly related to the Alberta Program of Studies

References:

- Alberta Consortium (2015), Assessment Glossary
- O'Connor, K. (2012). Fifteen Fixes for Broken Grades: A Repair Kit. Toronto: Pearson Canada.
- William, D. (2011). Embedded Formative Assessment. Bloomington: Solution Tree.