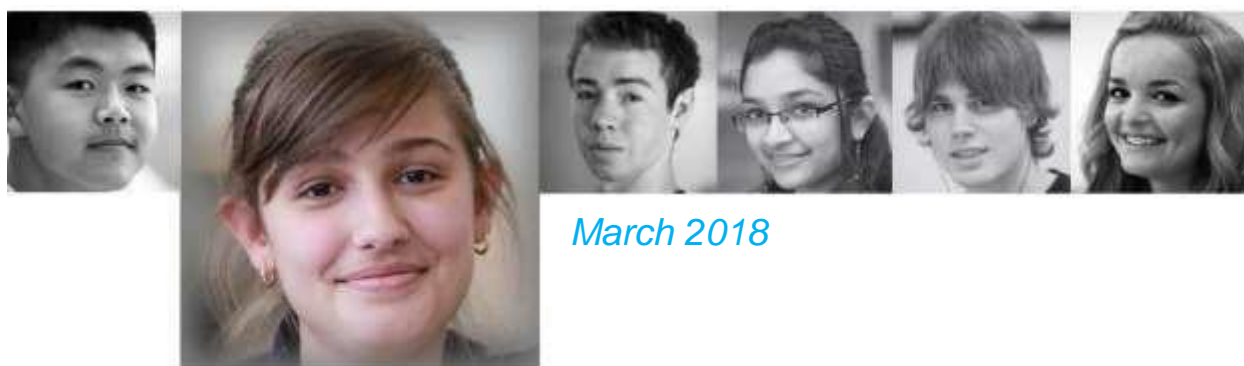


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Assessment Policy

International Baccalaureate® Programmes



learning | **as unique** | as every student



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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 Programme⁶ 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.^{7,8} 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)

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/>

⁷ <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf>

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

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>

¹² <http://www.ibo.org/programmes/career-related-programme/assessment-and-exams1/>

Assessment practices in relation to International Baccalaureate requirements

Note | Alberta Education Programs of Studies are available at: <https://education.alberta.ca/programs-of-study/programs-of-study/>

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)*¹³ 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:¹⁴

- 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

¹³ See Appendix A

¹⁴ <http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.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

Note | Student work may be screened electronically to identify plagiarism from all internet sources and other student work previously submitted.

¹⁵ <http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>

¹⁶ <https://www.cbe.ab.ca/GovernancePolicies/AR3066.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 IB¹⁷. 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

¹⁷ <http://www.ibo.org/programmes/career-related-programme/assessment-and-exams1/>



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.”¹⁸*

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.”¹⁹

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

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)²⁰ 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.

¹⁸ <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>

¹⁹ <http://www.ibo.org/about-the-ib/mission/>

²⁰ See Appendix A

CBE Vision for Assessment and IBO Programmes Assessment Alignment

CBE Vision for Assessment & Reporting Guiding Principles (April 2016)	IBO Requirements for the Diploma
<p>Intentional connections to Programs of Study and CBE Results 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.</p>	<p>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.</p>
<p>Parent's Guide Assessment and Reporting²¹ CBE website / Assessment and Reporting / Grading & Reporting²²</p>	<p>The school communicates its assessment philosophy, policy, and procedures to the</p>
<p>A process rather than an event 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.</p>	<p>The school uses a range of strategies and tools to assess student learning.</p>
<p>Individual student strengths and areas for growth Assessment reflects the progress an individual student has made toward learning outcomes and/or individual program plan goals.</p>	<p>The school provides students with feedback to inform and improve their learning.</p>
<p>Determining Achievement Accuracy teachers and students develop reliable and consistent record keeping systems to capture evidence of student achievement.</p>	<p>The school has systems for <i>recording</i> student progress aligned with the assessment philosophy of the</p>
<p>Clear and meaningful communication 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.</p>	<p>The school has systems for <i>reporting</i> student progress aligned with the assessment philosophy of the programme(s).</p>
<p>Professional collaboration and analysis of student work 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.</p>	<p>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.</p>
<p>A sense of purpose 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.</p> <p>Student agency 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.</p>	<p>The school provides opportunities for students to participate in, and reflect on, the assessment of their work.</p>
	<p>The school has systems in place to ensure that all students can demonstrate consolidation of their learning through completion of the Diploma Programme</p>

Table 2 - CBE Vision for Assessment and IBO Diploma Programme Assessment Requirements

²¹ <https://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Documents/Parents-Guide-Assessment-and-Reporting.pdf>

²² <https://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/Grading-and-Reporting.aspx>

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 Interest](#)²⁴ 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 1) - <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>
- Henry Wise Wood High School (Area 6) <https://www.henrywisewood.com/ib.html>
- Western Canada High School (Area 7) <http://schools.cbe.ab.ca/b816/pages/ib/ib.html>

²³ <https://www.cbe.ab.ca/GovernancePolicies/AR6090.pdf>

²⁴ <https://cbe.ab.ca/FormsManuals/International-Baccalaureate-Registration-Information-and-Expression-of-Interest.pdf>

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.



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

²⁵ Boudett. K., City. E., Murnane. R., (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge: Harvard Education Press

Appendix A: CBE Guiding Principles | Determining Achievement

CBE Guiding Principles | Determining Achievement

The personalization of learning requires knowing each student through the thoughtful gathering and consideration of evidence of student learning. A varied body of assessment evidence provides information about the learner's strengths and areas for growth against well-understood learning outcomes from Programs of Study and/or Individual Program Plans.

Teachers may assess individual assignments, projects, performance tasks, observations, conversations, culminating activities, quizzes and tests as part of a body of assessment evidence. A variety of assessment methods are used, as appropriate to specific learning tasks. The ongoing assessment of learning may support teachers, students and families to understand how a student is progressing in learning and consider next steps. Teachers use professional judgment to evaluate a body of assessment evidence. This requires understanding the learner, deep disciplinary knowledge and professional collaboration. Determining achievement requires:

<p>Accuracy</p> <ul style="list-style-type: none"> learning outcomes from the Programs of Study and/or Individual Program Plans are explicit and consistent reference points sources of evidence (observations, performances, tests, conversations, reflections, products, etc.) are aligned with the nature of the learning outcome(s) teachers and students recognize that learning involves exploration, practice, performance, review, refinement, adjustments, etc. a reliable and credible amount of evidence is gathered to determine the extent to which a student has achieved learning outcomes teachers make careful decisions about what constitutes an appropriate body of evidence, understanding that not all assessment information should be included in determining achievement determining achievement is free from distortion (distorting factors include but are not limited to: awarding bonus marks, scaling, distributing marks on a bell curve, deducting marks for late submission, marking for neatness, compliance, attendance, behaviour) factors such as behaviour, effort, attendance, compliance, neatness, group contributions, participation, initiative, etc., are reported separately from academic achievement (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004) teachers and students develop reliable and consistent record keeping systems to capture evidence of student achievement grades are not simply calculated using a mathematical algorithm, such as an averaging of weighted scores professional judgment is used in relation to a body of assessment evidence to accurately determine a level of achievement inferences can be upheld by the evidence collected 	<p>Fairness</p> <ul style="list-style-type: none"> practices for determining achievement are developed to honour and respect the worth and dignity of each student every learner has the right to access personal strategies and supports (time, technology, tools, space, equipment, scribes, readers, alternative formats, etc.) that remove barriers to Programs of Study, learning tasks and assessment without consequence to grades the purposes, criteria and expectations for determining achievement are clearly articulated for students and families each student is provided timely and accurate feedback as well as an explanation as to how and if their work will be evaluated determination of achievement seeks out an appropriate representation of the individual student's understanding recourse strategies are in place for students and families
<p>Consistency and Recency</p> <ul style="list-style-type: none"> multiple opportunities are provided for students to practice, improve based on feedback, demonstrate their learning, and reflect on their growth the most consistent evidence of a student's learning is used to determine achievement special consideration is given to the most recent demonstrations of understanding 	<p>Rethinking Late Penalties and Zeros</p> <p>When assignments are not submitted on time or at all, there are a number of appropriate responses. These include:</p> <ul style="list-style-type: none"> considering an entire body of assessment evidence to determine student achievement for the report card (this may include partially complete assignments, personalized assignments and/or other opportunities to demonstrate understanding, etc.) helping students improve their time management, organizational or problem solving skills working with families and students on a plan to complete assignments creating supervised and structured opportunities for students to complete their work creating flexible approaches for task completion with students to submit major assignments in stages to avoid all-or-nothing completion and to create more manageable pieces of work



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.

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