

## Dimensions of Sound Classroom Assessment Practice in Support of Enhanced Classroom Assessment Capacity

### Dimensions of Sound Classroom Assessment Practice

The following ten Dimensions of Sound Classroom Assessment Practice, offered by AAC, are consistent with the Alberta Teaching Quality Standard. They describe the professional skill set educators will demonstrate within an effective classroom assessment program.

#### PLANNING WITH THE END IN MIND

**A teacher who is an effective assessor plans with the end in mind.** Student learning outcomes and cross-curricular competencies are intentionally integrated into the teaching/learning/assessment process.

#### Dimension #1: Clarifying the Learning Destination

**Effective assessment practice is evident when teachers...**

- *derive the learning destination through careful study of the student learner outcomes.*
- *develop a collective understanding of grade level standards through ongoing conversations with colleagues, the use of exemplars, and collaborative scoring of student work.*
- *use age-appropriate language to help students come to an understanding of the learning destination.*

#### Dimension #2: Planning for Assessment and Instruction

**Effective assessment practice is evident when teachers...**

- *select methods for gathering evidence of student learning that are consistent with the learning outcome. The outcomes also guide the selection of appropriate instructional strategies and teaching/learning resources.*

#### Dimension #3: Considering the Needs of the Learners

**Effective assessment practice is evident when teachers...**

- *consider the strengths and learning needs of diverse learners when designing assessment experiences.*

## FORMATIVE ASSESSMENT

A teacher who is an effective assessor understands the purpose for assessment and balances formative and summative assessment experiences. Formative assessment is characterized by an abundance of specific, descriptive, just-in-time feedback that allows the teacher to personalize the learning experience.

### Dimension #4: Engaging Students in the Assessment Process

Effective assessment practice is evident when teachers...

- *engage students in the assessment process.*

### Dimension #5: The Critical Role of Practice and Feedback

Effective assessment practice is evident when teachers...

- *intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.*

### Dimension #6: Time to Reflect

Effective assessment practice is evident when teachers...

- *encourage students to reflect deeply on their learning and provide time for students to integrate feedback into work in progress.*

### Dimension #7: Formative Assessment to Inform Instructional Practice

Effective assessment practice is evident when teachers...

- *are able to interpret evidence of learning to determine next steps for students.*

## SUMMATIVE ASSESSMENT

A teacher who is an effective assessor is able to use sound professional judgment when interpreting results of summative assessment.

### Dimension #8: An Accurate Picture of Student Performance

Effective assessment practice is evident when teachers...

- *determine summative grades of student performance relative to curricular outcomes, without distorting the grades with extraneous factors.*

### Dimension #9: Combining Evidence in a Meaningful Way

Effective assessment practice is evident when teachers...

- *arrive at a sound judgment of student performance by combining evidence from a variety of sources in a meaningful way.*

### Dimension #10: Communicating Student Learning

Effective assessment practice is evident when teachers...

- *report the results of student learning to students, parents and others who have a right to know in a manner that is informative, accurate, fair, and designed to support student learning.*