

LCI Assessment Guidelines

We have been focused on assessment as a school for our staff learning for the last year and a half. In the last few months we've taken specific steps to even further focus our efforts on articulating some beliefs on assessment that have resulted in a draft document on an "Assessment at LCI" document.

OBJECTIVES of the Guidelines

- Guidelines will speak for LCI teachers, staff, administrators, parents and students – they speak to our beliefs.
- Rather than deciding on a specific case, the guidelines will speak to that case with emotions removed allowing for clear conclusions to prevail.
- Frees teachers to deal with in-class curriculum and not get mired in "what I do" compared to "what the other teacher does." It speaks for the entire school
- Will summarize accumulated wisdom of the teachers in the school as it passes through time
- It will become a "workshop in print" for new teachers, new staff, and new administrators at the LCI

Instruction should:

- be based on the appropriate Program of Studies as outlined by Alberta Education.
- focus on a broad range of outcomes, reflecting multiple dimensions of skill development.
- encourage students to set and revise learning goals.
- consider cultural background, language proficiency, and prior experiences, in order to give all students equitable opportunities to demonstrate their achievement of the expected learning outcomes.
- provide opportunities for students to use accommodations and/or assistive technology as appropriate.
- within the same course, be based on common expectations of student achievement of the learning outcomes. Teachers will strive to work cooperatively to ensure this occurs.

Assessment should:

- value formative assessment as an important component of student learning, and those measures should not be factored into a student's achievement grade. Careful consideration must be given to assignments that are completed outside of the classroom.
- separate behaviours such as participation, attitude and attendance from academic achievement if they are not curriculum based.
- ensure that grades are based on an individual's performance rather than group achievement grades if not implied within applicable curriculum.
- allow no single assessment measure to be considered as the main source of evidence when making professional judgement about student achievement toward the expected learning outcomes.
- within the same course, be based on common assessment measures of student achievement of learning outcomes. Teachers will strive to work cooperatively to ensure this occurs.

Communication about student learning should:

- clearly communicate the essential elements of the successful completion of the learning task to the students/parents. LCI teachers use Home Logic* as a key method of communication assessment information.
- use formal and informal methods of communication that are timely and meaningful for the student and parents.
- encourage the student to set and revise learning goals.
- make reference to any accommodations used when communicating student learning.
- help teachers, students and parents plan collaboratively for student success.

Teachers and administrators will:

- be assessment literate and follow guiding principles about assessment outlined by board policy and procedures.
- use a variety of strategies and tools for assessment in order to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to the expected learning outcomes.