

BMC's Beliefs on Assessment

At BMC we believe the following about student learning, instruction and assessment:

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 use accommodations and/or assistive technology as appropriate
- within the same subject area, be based on predetermined levels of rigor for 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.
 - separate behaviours such as participation, attitude and attendance from academic achievement if that 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
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The following stakeholders' roles were defined by BMC staff:

At BMC, we believe that students should:

- be motivated, put in effort, be willing to practice, and see the value in their work; take on a teachable attitude
- have a responsibility to do their best in order to maximize learning
- see the target they are aiming for and know the expectations
- know the purpose of assessment (formative and summative assessments)
- be an integral part of the assessment process through peer and self-assessments
- reflect on their learning and assessments so they know what outcomes to target for extra support
- have choice and understanding in how they will be assessed
- set SMART goals, celebrate all success, big and small
- not be too focused on a number grade
- revise work based on feedback

At BMC, we believe that teachers should:

- believe all students are capable of learning at high levels
- model attitudes that they expect of students
- have a clear and defined purpose for each assessment
- know and meet curricular outcomes
- plan for formative and summative assessments
- have a place for when students do not meet the outcomes

- make formative assessments valuable for student growth, allow for them to inform instruction
- be flexible to student needs and continuously monitor student progress
- follow IPPs, accommodating and modifying assessments
- give useful feedback to students about their learning
- collaborate between each other for common practices
- blueprint summative assessments
- make students aware and understanding of assessment practices
- allow for choice in assessment; provide a variety of assessments
- communicate outcomes to students and their purpose

At BMC, we believe that parents should:

- know the importance of taking an active role in their child's education
 - encourage and support a positive attitude about assessment
 - work with teachers to help their child's learning, by asking questions and monitoring their child's work habits and their progress
 - communicate expectations to students and check in regularly
 - know what their child's curriculum is by reinforcing their learning at home
 - maintain effective communication with the school and have access to online mark books
 - have an understanding of formative and summative assessments
 - understand that a certain percentage grade isn't the only reflector of assessment
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When assessment is a focus:

(taken from the Assessment High School Redesign Pillar)

- a variety of assessments are used, including portfolios, demonstrations of learning, applied projects, and performance assessments
- assessment is a part of the learning process and is used to guide teachers in adjusting instruction, promoting learning, and assessing student mastery
- clear expectations about high standards foster a culture of continuous improvement
- students are given chances to replace earlier attempts and have opportunities to make up missed assignments
- fair, accurate and flexible grading practices are used, and teachers exercise their professional judgment when determining final course marks
- professional development assists teachers in understanding how to manage and use the data they gather