

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

Dimensions of Sound Classroom Assessment Practice

A study of the [Teaching Quality Standard](#), the [Principles for Fair Student Assessment Practices for Education in Canada](#), and the [AAC Key Visual](#) leads to a description of the professional skill set educators demonstrate within an effective classroom assessment program. These qualities are briefly described below.

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: A teacher who is an effective assessor

- derives the learning destination through careful study of the student learning outcomes and cross-curricular competencies.
- develops a collective understanding of grade level standards through ongoing conversations with colleagues, the use of exemplars, and collaborative scoring of student work.
- helps students come to an understanding of the learning destination using age-appropriate language. The teacher involves students in helping to describe characteristics of quality work in relation to the learning destination and within the context of the assessment experience.

Dimension #2: A teacher who is an effective assessor

- intentionally selects appropriate instructional strategies, teaching/learning resources, and assessment methods that are consistent with the learner outcomes. The teacher understands that the relationship between instruction and assessment, particularly formative assessment, is inseparable.
- selects appropriate methods for gathering evidence of student learning that are consistent with the learning outcomes. For example, careful study of the student learning outcomes and cross-curricular competencies reveals that innovative assessment methods such as performance assessment, observations of students engaged in learning, conversations with students about their learning, and student self-reflection may be the most appropriate assessment methods for many outcomes.
- is a critical consumer of assessment materials. Assessment tasks and tools such as rubrics, rating scales, and checklists are adapted as necessary and developed when required in order to achieve coherence with student learning outcomes and cross-curricular competencies in order to meet the learning needs of the students.

Dimension #3: A teacher who is an effective assessor

- considers the strengths, needs, and cultural backgrounds of diverse learners when designing assessment experiences. Students are provided with respectful tasks and appropriate levels of support in order to assist them in attaining the student learning outcomes and cross-curricular competencies. Opportunities for choice are embedded within the assessment process.

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: A teacher who is an effective assessor

- understands the importance of engaging students in the assessment process. Engagement in this sense goes beyond mere interest. Rather, it implies a level of commitment to the work in which students are involved. The teacher understands that there are numerous ways to help students meet the intent of the learning outcomes and cross-curricular competencies, and seeks opportunities to involve students in making decisions as to how they demonstrate their learning.

Dimension #5: A teacher who is an effective assessor

- intentionally plans multiple opportunities for students to give and receive formative feedback prior to summative assessment experiences.

Dimension #6: A teacher who is an effective assessor

- encourages students to reflect deeply on their learning and provides time for students to integrate feedback into work in progress.

Dimension #7: A teacher who is an effective assessor

- is able to interpret evidence of learning to determine next steps for students. This includes the results of classroom assessment, both formative and summative, as well as the results of provincial assessments.

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

Dimension #8: A teacher who is an effective assessor

- is able to arrive at a sound judgment regarding the most consistent level of student performance. Where evidence of student performance is inconsistent or missing, further assessment is undertaken. Most recent evidence is considered to be more credible than earlier evidence.

Dimension #9: A teacher who is an effective assessor

- combines evidence from a variety of sources in a meaningful way, and recognizes that the arithmetic mean is not always the most accurate measure of student performance.

Dimension #10: A teacher who is an effective assessor

- reports 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 learning.

These qualities are consistent with the goal of inspiring all students “to achieve success and fulfillment as **engaged thinkers** and **ethical citizens** with an **entrepreneurial spirit.**” They reflect the Values, Guiding Principles, Policy Shifts, and Future Curriculum Directions as outlined in the *Curriculum Development Prototyping Guide* (2013).