



Assessment and Reporting

Glossary of Commonly Used Terms

Alberta Programs of Study

Definition:

The Alberta Programs of Study are the required expectations for the core and optional learning components for elementary, junior and senior high schools. Content is focused on what students are expected to know and be able to do. - Alberta Education 2013 retrieved from:

<http://education.alberta.ca/teachers/program/ict/programs.aspx>

For more information about what is expected at each grade level in the Province of Alberta:

<http://www.learnalberta.ca/content/mychildsllearning/>

Classroom Example:

Teachers use the content, knowledge, skills and attitudes described in the Programs of Study to plan instruction, assignments and assessment.

A grade 5 class creating monologues based on significant Canadian figures would include (at least) the following expectations from Grade 5 Social Studies:

5.3: Canada: Shaping an Identity

General Outcome: Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific Outcomes:

- 5.3.2 - assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:
- 5.3.3 - assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:

Outcome

Definition:

An outcome is the intended learning. In Alberta, the Programs of Study describe what students are expected to know and be able to do. Teachers use outcomes to guide their daily planning. The CBE uses outcomes on the K-9 report card.

Classroom Example:

Students in a grade two Physical Education class are given a number of different objects (tennis balls, balloons, rubber chickens, Frisbees, bean-bags, scarfs, etc.) and implements (their hands, elbows, knees, tennis rackets, Lacrosse sticks, Ringette sticks etc.). They are asked to pass the objects to a partner experimenting with ways to receive, retain and send an object:

- Try throwing the rubber chicken to your partner with your elbows
- Try using a tennis racket to pass the balloon to your partner
- How many times can you bounce the tennis ball to your partner? etc.

This task includes a number of outcomes from the Physical Education Program of Studies such as:

General Outcome A: Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Specific Outcome A2-5: Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.

Formative Assessment

Definition:

Formative assessment is information a student or teacher uses to make decisions about next steps about learning.

Classroom Example:

A teacher reads with several students in a small group. He notices that as one student reads, she drops the ending of long words. The teacher makes note of this, and over the next few days provides specific activities to support the student in reading to the ending of long words.

Summative Assessment

Definition:

Summative assessment is a comparison at a particular moment in time between an individual student's achievement and the outcomes of the Alberta Education Programs of Study.

Classroom Example:

Grade 7 Science students have been studying Unit D: Structures and Forces. Students are given the summative assessment below:

Using the materials provided, build a structure that is capable of holding each of the given loads.

Along with your structure, provide the scientific reasoning for each of the decisions you made in designing your structure. Demonstrate your understanding of the concepts you have studied. Be specific.

Guiding Questions:

- Why did you make the construction decisions that you did?
- What scientific concepts support your decision-making?
- What data/evidence can you provide?



Progress

Definition:

Progress is the growth in learning an individual student makes from where they started.

Classroom Example:

A teacher identifies a student is struggling with the concept of multiplication. After three weeks of activities targeting multiplication, small group direct teaching and the use of concrete materials, the student is able to demonstrate understanding of multiplication.

Achievement

Definition:

Achievement is the extent to which an individual student has met the expectations (what they know and can do) of the Alberta Programs of Study.

Classroom Example:

At the end of a reporting period, a teacher examines multiple pieces of summative assessment to determine the extent to which a student knows and can demonstrate the grade level expectations. A teacher assigns an achievement indicator showing the level of achievement the student attained.

Achievement Indicator

Definition:

The achievement indicator signifies the extent to which a student has demonstrated what they know and can do for each report card outcome. On the Kindergarten to Grade 9 report card, students receive achievement indicators 1 (Not Meeting) to 4 (Excellent) against each report card outcome in a course.

For more information:

<http://www.cbe.ab.ca/Parents/assessment-and-reporting/faqs.asp>

Classroom Example:

In a grade 8 Dance class a student presents individually choreographed performances. The student demonstrates an awareness of physical movement and aspects of dance as an art in creating his original choreographed dance. His movement expresses the meaning of ideas, themes and concepts and he is able to articulate how his movement choices clarify the expression of his ideas. He incorporates music, costuming, props and lighting to support his performance and is observed reviewing and revising his performance throughout the creative process to enhance the final choreography.

This is one of multiple summative assessments used to evaluate his achievement as “4”, excellent achievement of grade-level expectations against the CBE report card outcomes:

- Develops and refines the skills and techniques of a variety of dance styles
- Applies dance concepts through composition.

Reporting Period (K-9)

Definition:

A reporting period is the time between a student's first day of school, and the first report card, and the time between the first report card, and the second report card.

