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Reflect to Look Ahead | Leading Fair, Transparent and Equitable Assessment Practice for Student Learning and Achievement

CASS Fall Conference

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Link to the Working Document

learning | as unique | as every student

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Professional Practice Standards

CASS College of Alberta School Superintendents



2 Modelling Commitment to Professional Learning

4 Leading Learning

4 Leading a Learning Community

6 Providing Instructional Leadership

As a result of today's session, participants will:

- Reflect on their school authority's assessment context and opportunities for growth.
- Explore how guiding principles support clarity and coherence in assessment practice.
- Consider how multiple sources of evidence, including interest holder voice, inform leadership decisions.
- Identify a next leadership move to strengthen fair, transparent, and equitable assessment practices.

How do we create the conditions for fair, transparent, and equitable assessment practices across a school authority?









A Reflection Roadmap for System Education Leaders

1 | CONTEXT

2 | LEADING ASSESSMENT PRACTICE

3 | REFLECT TO LOOK AHEAD

CBE's work is one story of practice, not an implementation roadmap.

Please use the reflections and conversations from today to consider the next right assessment move in your own school authority.



A disclaimer...











1 | Context Informs Process

Assessment growth depends on the readiness, needs, structures, and histories of each school authority.

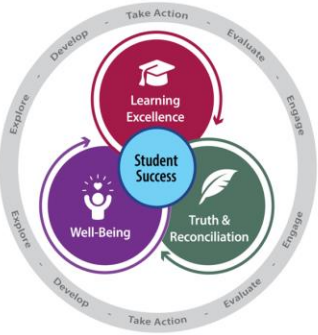
Before determining next steps, system education leaders need to understand what is already true in their context.

What is uneven, unclear, or asking for leadership attention?



Learning Excellence

Strong student achievement for lifelong learning and success





Key Outcomes

- Students achieve excellence in literacy and mathematics
- Students demonstrate improved learning outcomes through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success



CBE Vision of Assessment





Learning Excellence

Strong student achievement for lifelong learning and success

Key Action

Students demonstrate improved learning outcomes through fair and equitable assessment practices

- Align and consistently apply the K-12 five guiding principles of assessment and reporting within a system-wide, student-centred approach that recognizes a range of background, experience and needs; is evidence informed; and responds to local student needs.



CBE Guiding Principles of Assessment

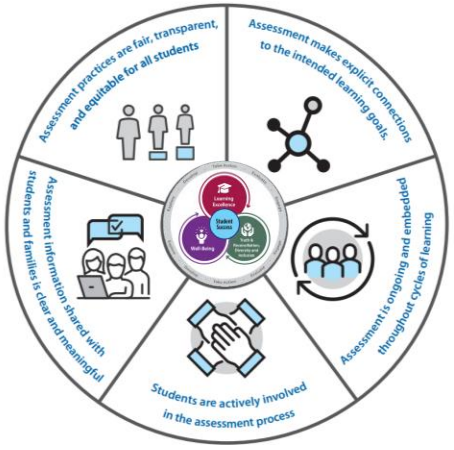
Assessment practices are fair, transparent and equitable for all students.

Assessment makes explicit connections to the intended learning goals.

Assessment is ongoing and embedded throughout cycles of learning.

Students are actively involved in the assessment process.

Assessment information shared with students and families is clear and meaningful.



Link to the Guiding Principles






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Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
▪ Provincial Achievement Tests ▪ Diploma Examinations ▪ High School Completion Rate (3 year, 5 year) ▪ AEAMs Survey: Education Quality ▪ AEAMs Survey: Student Learning Engagement ▪ AEAMs Survey: Parental Involvement	▪ Early Years Literacy & Numeracy Assessments ▪ Access to a Continuum of Supports and Services ▪ Professional Learning, Supervision and Evaluation ▪ First Nations, Metis and Inuit Student Success	▪ Assessment of Foundational Reading Skills (AFRS) ▪ Alberta K-12 ESL Proficiency Benchmarks ▪ Report Card results ▪ CBE Student Survey ▪ Professional learning data regarding impact on professional growth ▪ Dual credit courses, off-campus, apprenticeship opportunities, and exploratory programming data



Using Data to Inform Changing Assessment Practices

- Analysis of assessment data revealed gaps in student achievement, equity issues, and inconsistencies across schools
- We needed more equitable and reliable measurement of student learning within schools
- Direction taken helps ensure that every student is assessed fairly and according to consistent, clearly defined standards according to the outcomes of the programs of study or curriculum
- Data helped determine readiness levels across schools

Reflect | Context Readiness Scan

Individual reflection

- What assessment problem are you trying to solve?
- Is this problem understood in the same way by system education leaders, principals, teachers, students, and families?
- What might you need to understand before moving to solution?

What is already living? What is uneven or unclear? What requires leadership attention?

Table talk

- Share one strength and one tension
- What might need to be understood before the next step is chosen?

What am I learning from colleagues, and what might this mean for my own leadership?









2 | Leading Assessment Practice
CBE Story of Practice
Listening, Responding, Learning

WHAT WE HEARD

Different needs and experiences

→

HOW WE RESPONDED

Role-specific learning and supports

→

WHAT WE LEARNED

Evidence to inform further decisions

What did we need to understand, and what was our responsibility in responding?



CBE Story of Practice: Outcomes-Based Assessment as One Expression of the Guiding Principles

Outcomes-Based Assessment is a **student-centered** approach that prioritizes **growth and mastery** by assessing understanding through clear criteria (outcomes). It supports **fair, transparent, and equitable** assessments of Alberta Education's **Program of Studies**, providing students and parents with **actionable** insights to support **learning excellence**.





Unlike traditional grading, Outcomes Based Assessment centres on what students know and how well they demonstrate their understanding of the learning outcomes from the curriculum.









CBE Story of Practice

How does OBA support Fair, Transparent and Equitable assessment practices?

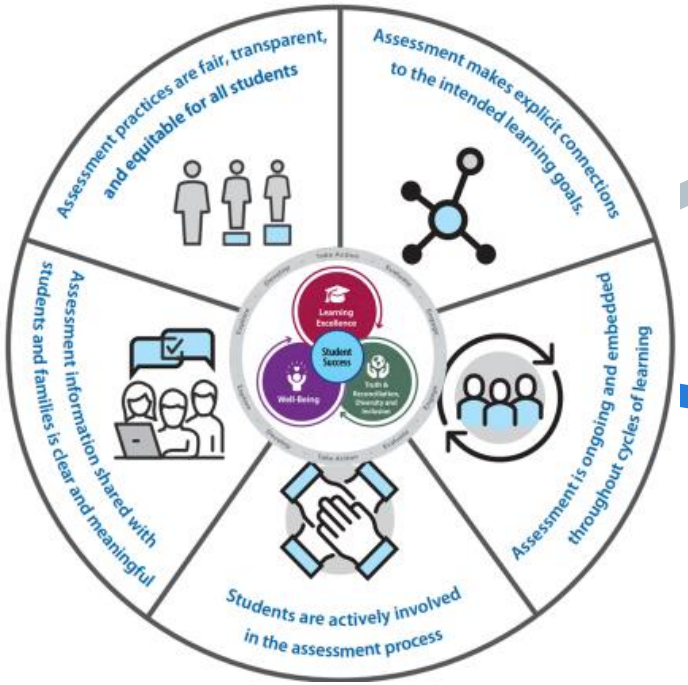
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Outcomes-Based Assessment
Two Professional Learning Stories of Practice

Students

System Education Leaders



Teacher Classroom Practices

School Instructional Leadership

Families

School Authority






Area for Growth … School Instructional Leadership

What would support **your ability to lead** this work in your department?

Managing Change

Implementation Strategies

What tools / resources / sessions would support **you** in this work?

Collaborating with other Admin

Implementation Exemplars



Impact on … School Leaders as Change Managers





Impact on … School Leaders as Change Managers

How does OBA support each student to thrive in life, work and continued learning?

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School Development Plans Data | Leading OBA Through Data, Structures, and Practices

97%

of High Schools in CBE prioritize Assessment in their School Development Plans

89%

of High Schools reference Outcomes-Based Assessment specifically

78%

of High Schools explicitly name OBA as a Professional Learning focus

67%

mention System Professional Learning

22%

mention job-embedded Professional Learning



Area for Growth … Teacher Classroom Practices

Teachers identified:

- Task and assessment design
- Cross-school collaboration
- Professional Learning Communities
- Time and resources for collaboration

"I think conversations with teachers in other high schools will really help. Really looking forward to sharing ideas and perspectives."



Impact on … Teacher Calibration



- Increased understanding
- Increased accuracy
- Increased consistency
- Increased equity



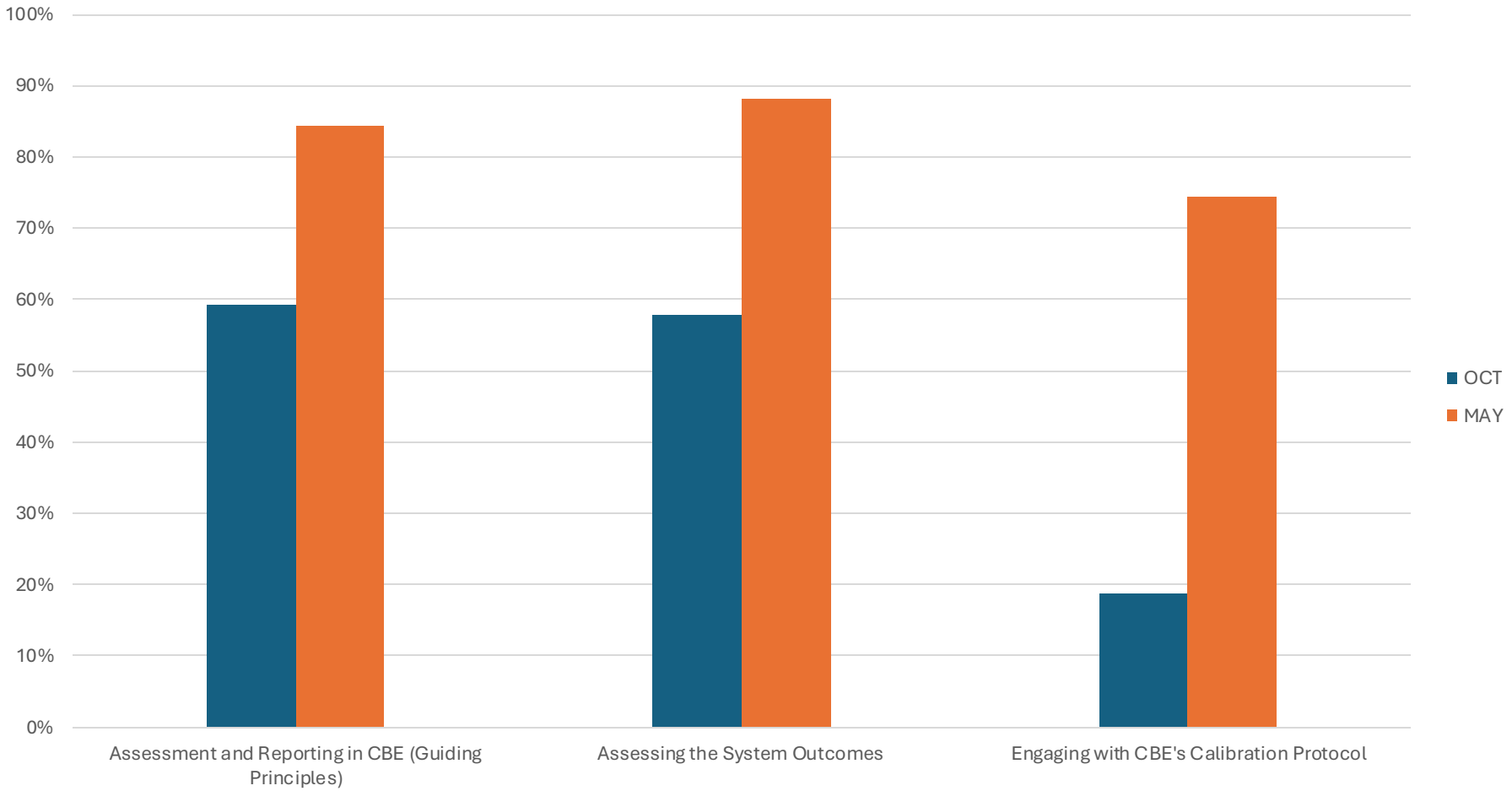
Impact on … Calibration

How has calibration and collaboration among teachers improved assessment practices?

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Impact on … Calibration









Outcomes-Based Assessment in CBE is:

- **Raising expectations** for academic achievement for **all students** aligned to the **curriculum**,
- **Increasing accountability** of students for demonstrating what they **know and can do** according to the outcomes and how they **challenge themselves** to improve,
- **Removing the guess work** for students on **how to improve**, and
- Ensuring that classroom assessment most **accurately reflects the key outcomes** of the curriculum which will set students up for **success** in the workplace or in post-secondary programs.









Leading Assessment Practice

Clarity, Evidence, and Voice

CLARITY

What do people need to know or be able to do?

EVIDENCE

What would we look or listen for?

VOICE

What could we ask about their experience?

Table Conversation | Clarity, Evidence, and Voice

Choose ONE interest-holder group for deeper discussion



Teachers / Coaches

- What does strong assessment practice require of teachers?
- What would we see or hear in classroom practice or in teacher collaboration?
- What would help us understand teachers' successes, tensions, and support needs?



School Leaders

- What is the principal's role in leading assessment practice?
- What might suggest leaders are developing capacity and supporting change?
- What would help us understand their readiness and leadership challenges?



Students / Families

- What should students and families understand and experience?
- What might demonstrate clarity, fairness, involvement, and meaningful communication?
- Whose experiences are missing, and what would we ask to better understand them?

Reflection: What is my responsibility in creating the conditions for success? What must I provide, influence or advocate for?



Our Next Right Phase | Deepening the Work

What does our evidence tell us needs attention next?

Moving beyond implementation to strengthen assessment practice, instructional leadership, and ongoing system learning.



Engage School Leaders

Create opportunities for principals to reflect on implementation, share their experiences, and help inform what comes next.



Deepen Assessment Practice

Continue moving beyond technical implementation toward meaningful assessment practices that improve student learning.



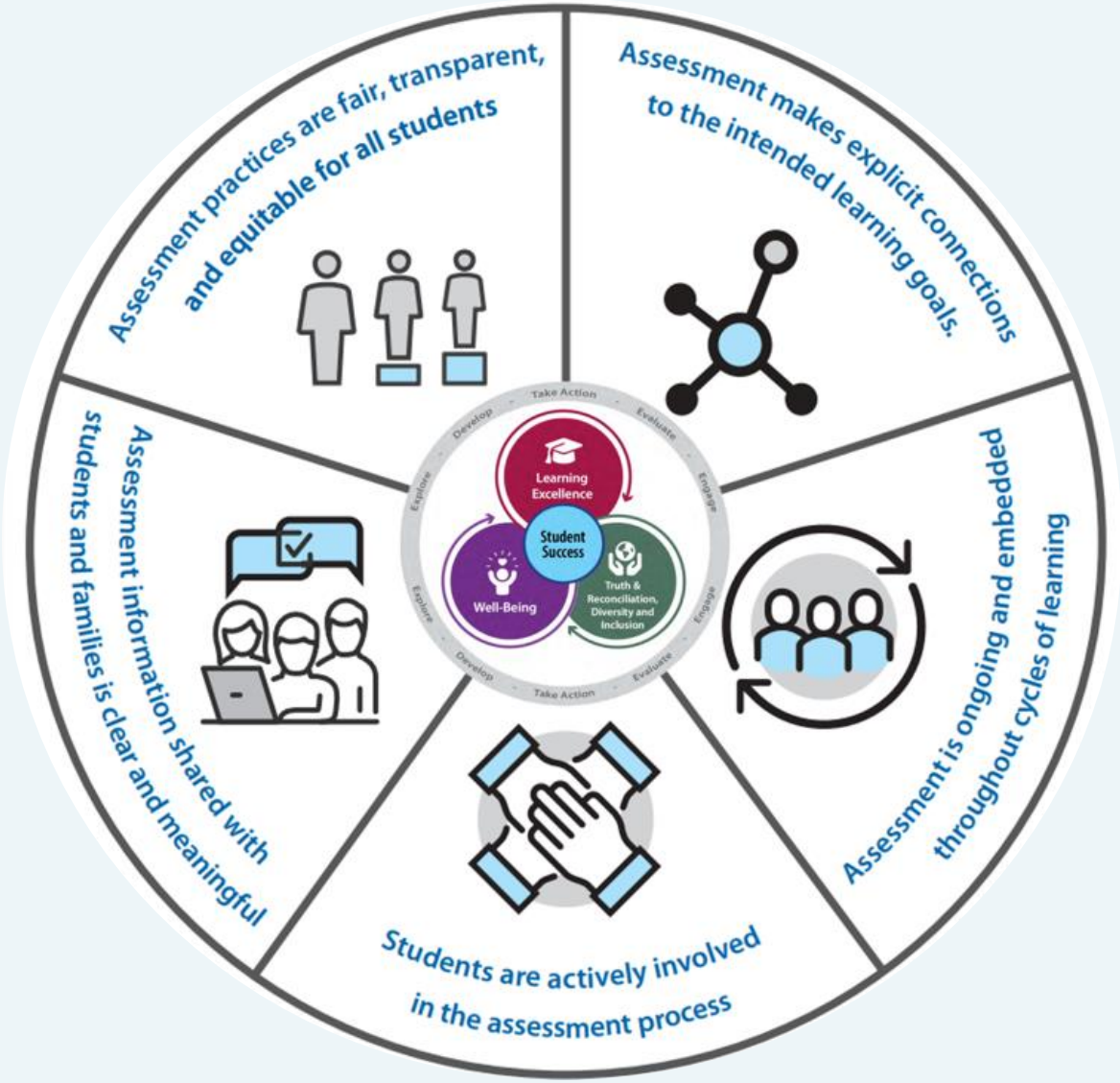
Listen, Learn, and Respond

Use experiences and evidence from schools, teachers, students and families to inform ongoing learning and improvement.

3 | Reflect to Look Ahead: The Next Right Phase

Which of the five guiding principles is most asking for attention in your school authority right now?

What should we protect, clarify, shift, or learn more about?



My Assessment Leadership Commitment

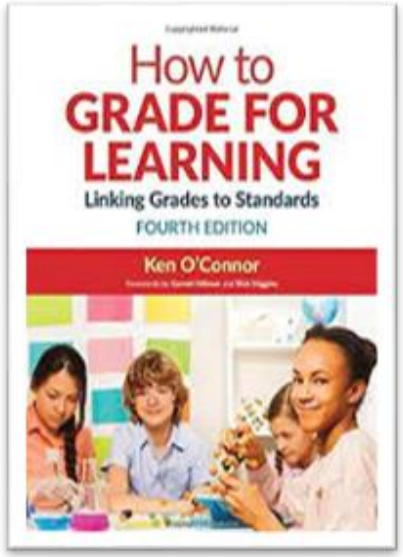
Choose one or two prompts from your working document:

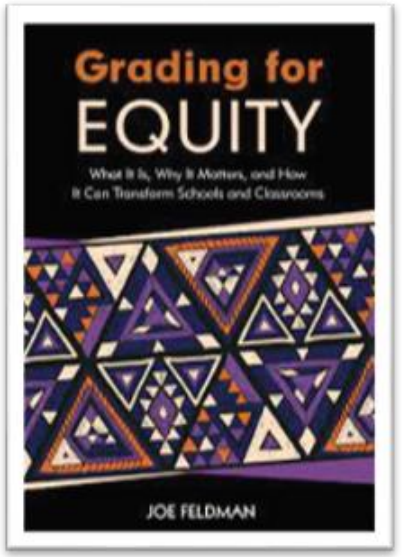
- ☐ **One leadership move** I am ready to make
- ☐ **One question** I need to explore
- ☐ **One voice** I need to hear more clearly
- ☐ **One source of evidence** I need to seek
- ☐ **One thing** I should not shift yet

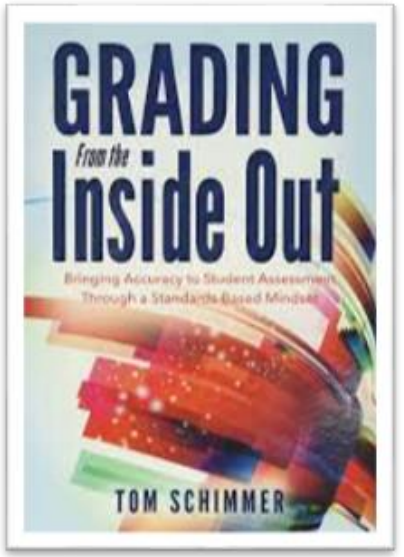


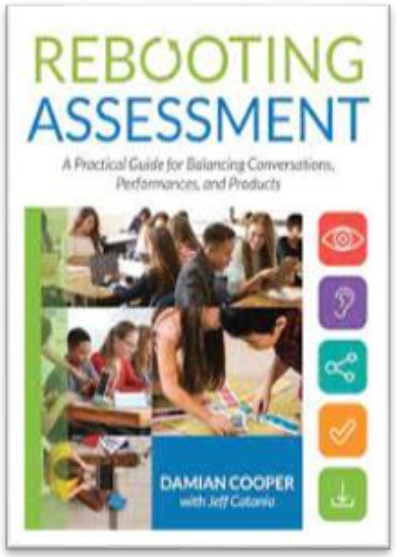


Key Resources

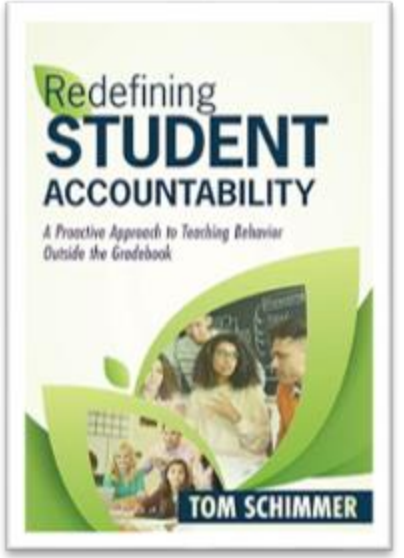




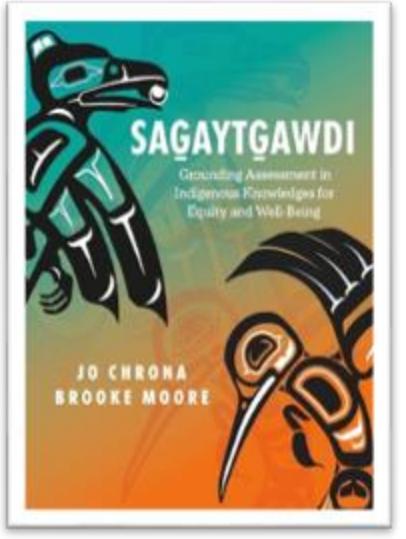












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Thank You | Continue the Conversation

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