Reflect to Look Ahead

CASS Fall Conference | November 2026

Leading Fair, Transparent and Equitable Assessment Practice for Student Learning and Achievement

Purpose: Reflect on your school authority's assessment context, consider how system educational leaders create the conditions for strong assessment practice, and identify the next right phase of growth.



Link to the Guiding Principles

The CBE Five Guiding Principles of Assessment

	Assessment Guiding Principles
GP1	**Assessment practices are fair, transparent and equitable for all students.** *Policies and practices for assessment and reporting are clearly articulated and developed to honour and respect the worth and dignity of each student. Inclusive assessment considers the backgrounds and prior experiences of students and does not disadvantage learners based on any aspect of their individual or collective identity.*
GP2	**Assessment makes explicit connections to the intended learning goals.** *Teachers provide clear learning intentions and success criteria that are connected to Programs of Study / Curricula, IPPs, student-specific learning goals for students receiving modified programming, and/or EAL Benchmarks.*
GP3	**Assessment is ongoing and embedded throughout cycles of learning.** *Assessment is woven throughout daily learning experiences and supports teachers in designing appropriate learning tasks and making responsive teaching adjustments. Assessment is ongoing throughout the school year, offering students multiple and varied opportunities to develop and demonstrate understanding. Assessment enables students to show growth and achievement in different contexts over time.*
GP4	**Students are actively involved in the assessment process.** *Where appropriate, teachers and students share responsibility for making assessment decisions and determining next steps in learning. Students have an active role in their learning when they know themselves as learners, reflect and engage in ongoing conversations about their learning and develop self-assessment skills that allow them to determine goals and next steps.*
GP5	**Assessment information shared with students and families is clear and meaningful.** *Assessment practices clearly communicate the relationship between student achievement and targeted learning outcomes, with an emphasis on how well the student has demonstrated specific knowledge, skills and/or processes. Assessment-rich communication is student-specific, strength-based, growth oriented, clear, purposeful, timely and of practical value to the intended audience.*

1 | Context: Context Informs Process

Assessment growth depends on the readiness, needs, structures and histories of each system. Before determining next steps, system educational leaders need to understand what is already true in their context.

Reflect: Context Readiness Scan

Leadership Prompt
□ What assessment problem are you trying to solve? □ Is this problem understood in the same way by school authority 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: Context and leadership

Leadership Prompt
□ Share one assessment strength and one tension from your school authority. □ What might need to be understood before the next step is chosen?

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

2 | Leading Assessment Practice: Clarity, Evidence and Voice

Table Talk: Select one interest-holder group for deeper discussion. Consider what clarity, evidence, and voice might reveal about their experience of assessment practice. What conditions, structures and supports are you responsible for creating?

Interest-holder group	CLARITY What does this group need to know or be able to do?	EVIDENCE What might we look or listen for?	VOICE What could we ask to understand their experience?
Teachers / Coaches 			
School Leaders 			
Students / Families 			

Reflect: My system educational leadership lens

What is my responsibility in creating the conditions for success?	What might I need to provide, influence, or advocate for?

3 | Reflect to Look Ahead: Naming the Next Right Phase

Return to the guiding principles and your conversations. The goal is not to move faster, but to identify a thoughtful next leadership move grounded in context, clarity, evidence and lived experience.

Table Talk: Which assessment guiding principle is most asking for attention in your school authority right now?

Assessment Guiding Principles				
GP1 Assessment practices are fair, transparent, and equitable for all students.	**GP2** Assessment makes explicit connections to the intended learning goals.	**GP3** Assessment is ongoing and embedded throughout cycles of learning.	**GP4** Students are actively involved in the assessment process.	**GP5** Assessment information shared with students and families is clear and meaningful.
□ What do we need to protect? □ What requires further clarification? □ What might we shift as we move into our next phase of assessment growth? What might we intentionally not shift yet? □ What requires further research and learning? □ What would help us remain responsive without losing coherence?				

Reflect: My assessment leadership commitment. Select one or two prompts that will help you identify your next right leadership move in your school authority.

Leadership Prompt
□ 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