

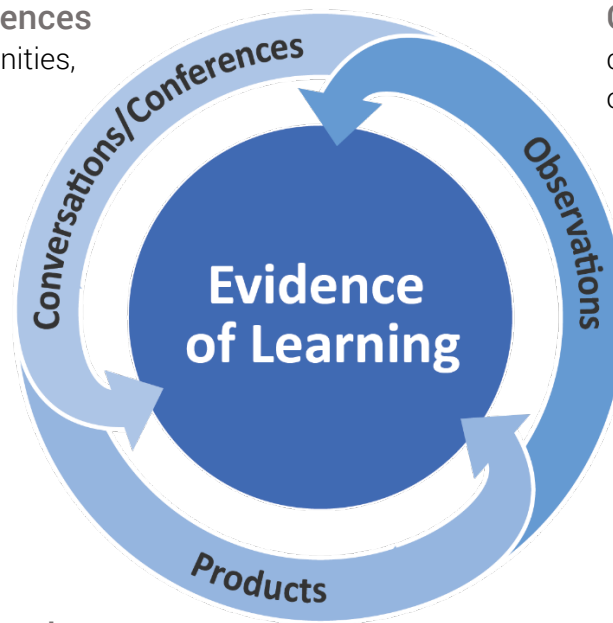
Teacher professional judgment is informed by professional knowledge of curriculum expectations and knowledge of their learners. The provincial curriculum documents guide teachers in what learners should be able to know, show, and do in relation to the outcomes which support learning through competencies, concepts, and selected skills. Additional curriculum resource materials provide learning context, evidence of learning, research-informed methods of instruction and assessment, and criteria for success.

Teachers use professional judgment in their ongoing decision-making, when planning instruction and assessment, when considering what success looks like for learners, when reviewing evidence of learning, and when making evaluative decisions. For these reasons, it is important that teachers acknowledge and overcome their own implicit biases that impact expectations, learner achievement, and further inequities. Providing voice and choice, and collecting evidence from a variety of sources will help ensure fair and equitable assessment practice. It is also important to note that the number and type of assessments can vary from student to student.

Conversations and Conferences

collected from multiple opportunities, including:

- learner questions, insights, or ideas
- conferring - individual, small group
- learners discussing what they know and can do
- interviews, debates, self-assessments



Observations

collected from multiple opportunities, including:

- independent practice
- group work
- demonstrations
- while problem-solving
- application of strategies

Products

and evidence of learning collected from multiple opportunities, including:

- work samples
- projects
- tests/quizzes
- assignments
- visual representations
- oral presentations or videos

When evaluating student progress and achievement toward meeting the grade-level expectations as outlined in the provincial curriculum documents, teachers need to use professional judgment. This may include reflecting on the following questions:

- Do I have sufficient evidence?
- Are my assessments aligned with the learning outcomes?
- Have I collected evidence from a variety of sources, (e.g., conversations/conferences, observations, products) to ensure students have the opportunity to demonstrate their learning in ways that are most appropriate for them?
- What does the evidence I have indicate about student achievement?
- Does the evidence show a consistent or a growing level of achievement?
- Within the body of evidence, are there outliers or evidence that is inconsistent with other evidence that has been gathered?
- Do I have other evidence that needs to be considered?
- Do I need to gather additional evidence in order to determine the grade?

If teachers are using gradebook to organize evidence of learning and support the determination of a grade, there are additional questions that should be considered:

- Is the calculated grade reflective of student achievement?
- Have I ensured that each category has a variety of assessments to adequately represent student learning. Are there categories with limited evidence creating "high stakes" assessments?
- Are there assessments that are worth a disproportionate number of points, also creating "high stakes" assessments?
- In addition to student evidence recorded in gradebook, are there other sources of evidence to be considered?