

OUTCOME-BASED ASSESSMENT

Grade 9 - 12 Canadian Rockies Public Schools



Shared Vision of Learning

In 2024, teachers and learning leaders in the Canadian Rockies Public Schools (CRPS) created a [Shared Vision of Learning](#) to guide educational practice in our school division. In part it states:

We believe that exemplary teachers consistently design and assess to ensure that all learners develop, create and find joy in learning. As responsive designers and assessors of learning, we:

- collaborate to use evidence of learning gathered through products, performances, observations and conversations to respond to learner needs and inform instructional decisions.
- are responsive in our approach to facilitate the development of learners who improve from specific and timely feedback and experiences that build confidence.
- design differentiated tasks that provide opportunities to practice such competencies as critical and creative thinking, problem solving and innovation.
- foster deep understanding, through multiple perspectives and experience, communicating ideas, questions and understandings in order to transfer learning.

Implementing a New Assessment Approach

CRPS high school teachers are adopting a new, more accurate, bias-resistant, and motivational method for assessing and reporting Gr. 9 student learning this school year, moving away from traditional methods that focus on single, overall grades. This change aligns with evidence-based research, the Shared Vision of Learning, and CRPS' existing practices in Kindergarten to Gr. 8. Despite this shift, overall percentage grades reflecting student achievement will still be reported. This new method will only apply to grade 9 this year.

Focus on Learning Outcomes

Outcomes-based assessment centers on evaluating students based on how well they meet specific learning outcomes outlined in [Alberta Education's Programs of Study](#), which detail what students should know and be able to do. Unlike traditional grading, this method focuses on demonstrated knowledge and skills rather than factors like behavior, attendance, or participation, which are reported separately. This approach allows teachers to provide clear feedback, helping students understand the criteria for success and areas where they need to improve. Students become more engaged and motivated when they know which outcomes they have mastered and which require more effort.

Teachers assess student achievement by comparing their work to the learning outcomes. Evidence of learning includes classroom products (essays, projects, tests), performance tasks (presentations, labs, drills), and observations. Some of this evidence is used to give students feedback and does not count toward final grades (Formative Assessment), while other assessments contribute to the final grade (Summative Assessment).

Introducing the Canadian Rockies Public Schools High School Proficiency Scale

Traditional grading systems rely on points or percentages, which can vary significantly between teachers, leading to inconsistent and potentially biased results. To address this, CRPS teachers have developed a more reliable assessment tool: the Canadian Rockies Public Schools High School Proficiency Scale. This scale uses eight levels, from "Not Yet" to "Exemplary+," providing a clearer picture of student achievement across multiple learning outcomes.

Exemplary	+	Achievement is outstanding . The student demonstrates an in-depth, sophisticated understanding of the outcome and an ability to apply the material in a variety of contexts.	100%
			95%
Proficient	+	Achievement is proficient . The student demonstrates a well-developed and complete understanding of the material.	85%
			75%
Progressing	+	Achievement is adequate . The student demonstrates a basic and/or inconsistent understanding of the material.	65%
			55%
Not Yet	+	Achievement is not yet at an acceptable level. The student demonstrates an inadequate understanding of the material.	40%
			20%
Unable to evaluate at this time		The student has not yet provided evidence to determine the extent to which they have progressed in meeting the learning outcomes presented to date.	

Consistent and Reliable Assessment

Assessing the same project using fewer levels on the proficiency scale for a number of different learning outcomes gives students a deeper understanding of the outcomes they have mastered. The student will also know more clearly what outcomes they need to improve upon. Also by using fewer levels of assessment, different teachers can more reliably assess the same project on these multiple learning outcomes.

Determining Final Grades

Throughout the learning period, students receive proficiency scale marks for summative assessments. At the end of the period, teachers evaluate the three most recent pieces of assessment evidence for each outcome, assigning a proficiency scale level to each. Final grades are determined using these proficiency levels and the weightings of each outcome, and are then converted to a percentage grade on the report card.

For example, if a student consistently performs at a "Proficient" level (75%) across all outcomes, their final grade would be 75%. If another student shows varied proficiency across different outcomes, their final grade would reflect these differences, providing a more accurate representation of their learning.

Outcome (Outcome Weighting of Final Grade)	Outcome 1 (30%)	Outcome 2 (15%)	Outcome 3 (15%)	Outcome 4 (20%)	Outcome 5 (20%)	Final Percentage Grade
Student Sam	Proficient (75%)	Proficient (75%)	Proficient (75%)	Proficient (75%)	Proficient (75%)	75%
Student Alex	Proficient (75%)	Proficient ⁺ (85%)	Exemplary (95%)	Progressing ⁺ (65%)	Proficient ⁺ (85%)	80%