

Update

Ministry

Education and Childcare

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Diploma Exam Lead, English Language Arts 30-2

Current Class

Job Focus

Operations/Program

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

System Excellence/Diploma Programs/Humanities

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Senior Manager (Zone 1)

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

The Diploma Programs branch is responsible for the design, development, administration, scoring, and marking of all Grade 12 Mathematics, Science and Humanities diploma examinations. All diploma exams reflect the curriculum and the questions meet rigorous statistical standards for reliability and validity. The branch involves classroom teachers in the development process and they participate in marking students' written responses in language arts, mathematics and social studies. As well, the branch provides support to classroom teachers and administrators on report interpretation.

The Diploma Exam Lead, English Language Arts (ELA) 30-2, is accountable for the design, development, scoring and reporting processes for the ELA 30-2 diploma exams. They require subject matter expertise to ensure the validity of the ELA 30-2 diploma exams and to ensure they reflect the appropriate standards and processes. The ELA 30-2 diploma exam is administered five times each school year and contains both a Part A: Written Response and Part B: Reading. In order to develop fair, valid, and reliable diploma exams, this position oversees the development of 10 machine-scored field tests each school year and the development of up to 3 new Part A: Written Response and 2 new Part B: Reading forms each year. This positions will play an integral part in transitioning the ELA 30-2 diploma exam from paper to digital exams and will assist in facilitating shifts in marking processes of responses scored exclusively on the digital assessment platform.

The Diploma Exam Lead, ELA 30-2 works with psychometricians in the Analytics Unit to coordinate the communication of results of ELA 30-2 diploma exams, to conduct research on written response trends, to develop reports, and to provide information on how summative assessment questions are developed to teachers, school authority administrators, curriculum developers, and field services staff. The Diploma Exam Lead, ELA 30-2 may supervise an interchange participant (contractor) and leads teams of teachers who are selected for marking sessions, item development, and diploma exam validation working groups. The Diploma Exam Lead, ELA 30-2 also works closely with the Diploma Exam Lead, ELA 30-1 as a cooperating team lead in internally reviewing their respective subject's diploma exams and supporting each other's work as required. Additionally, the Diploma Exam Lead, ELA 30-2 works with other humanities exam leads in reviewing field tests and developing marking practices.

The position must be well connected with and a leader to the ELA 30-2 education community to stay informed of current classroom practices, transfer assessment knowledge, and stay apprised of current research in large-scale assessment and scoring, including on-line administration of these assessments.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

- 1. Produce high-quality, valid and reliable diploma exams to ensure fairness to students by:**
 - Developing and confirming assessment standards and blueprints that reflect the curriculum (program of studies) for the diploma exam course, through collaboration with curriculum colleagues and in consultation with clients, stakeholders, and partners;
 - Collaborating with psychometricians to ensure that psychometric principles and guidelines have been applied to questions on field tests and diploma exams and to ensure that all development and marking processes meet psychometric principles and guidelines and ensure fairness to students;
 - Chairing technical advisory committee meetings to validate diploma exams prior to administration;
 - Collaborating with members of the Document Production Unit to ensure that all field tests, diploma exams and support documents, such as Information Bulletins, Guides for Students, and Examples of the Standards for Students' Writing meet standards of quality for document format and language;
 - Collaborating with the Rights and Permissions Coordinator to ensure that all copyrighted material is credited and used appropriately;
 - Collaborating with the Special Cases Unit to ensure that documents are provided for conversion to special formats as needed;
 - May mentor and supervise an ELA 30-2 interchange participant in all aspects of the design and development of ELA 30-2 assessments;
 - Developing and producing up to 10 high-quality field tests per school year to ensure that enough

questions are available to build the required number of diploma exams each school year; and

- Developing and producing up to 3 new Part A: Written Response and 2 new Part B: Reading forms for administration each year.

2. Oversee the ELA 30-2 marking sessions for each diploma exam administration period by:

- Selecting and assigning marking roles from the list of nominated teachers;
- Chairing Standards Confirming sessions in January and June;
- Preparing marker training materials for all marking sessions;
- Ensuring consistent standards are maintained and marking expectations are clearly communicated;
- Assisting as necessary the Exam Administration branch in the investigation and processing of Part A: Written Response exam irregularities and other issues stemming from marking sessions;
- Reviewing invoices for markers to ensure accuracy and completion; and
- Tracking all costs and verifying sub bills from school authorities.

3. Collaborate with staff in and from other sectors and branches of the ministry on:

- Collaborating with the Diploma Exam Lead, ELA 30-1 as a cooperating exam lead;
- Collaborating with other subject areas and assessment areas in the sector;
- Transitioning the ELA 30-2 diploma exams to a digital format;
- Evolving provincial assessment programs within the context of Alberta developing future curriculum (programs of study) in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Curriculum (2024)*.

4. Actively work with school authorities and teachers by:

- Recruiting and training teachers for marking sessions and the application of consistent scoring criteria and standards;
- Recruiting and training teachers (as required) in the development and selection of appropriate readings/prompts and the construction of field-test questions that reflect appropriate assessment standards and design;
- Building teacher capacity in assessing the curriculum (programs of study) by releasing diploma exam questions and providing support documents that explain the assessment standards and illustrate the standards of student writing;
- Ensuring data generated from diploma exams is accurate as it is used during annual departmental results reviews and in Alberta Education and Childcare's Annual Report;
- Providing advice (as required) to teachers, school administrators, and school authority leaders regarding interpretations of diploma exam results so that they can be used for school, school authority, and program planning.

Problem Solving

Typical problems solved:

Reporting to the Senior Manager, Humanities, the Diploma Exam Lead, ELA 30-2 is responsible and accountable for the day-to-day operations of developing, implementing and scoring the ELA 30-2 diploma exam.

The Diploma Exam Lead, ELA 30-2 requires extensive knowledge of:

- The recognized current theories, principles, and processes for developing, scoring, and reporting the results of large-scale assessment instruments, including extensive knowledge of question development principles, rubric and written response scoring, the impact of transitioning from paper to digital exams, and the ability to apply that knowledge to the test development process;
- Item analyses and the ability to interpret the information from item analyses to select questions that meet blueprint specifications for inclusion on tests;
- Current theories of performance-based assessment, including current research and developments in assessment;
- Current practices of instruction and assessment of student writing;
- Department goals and policies that relate to large-scale student assessment;
- Structures and policies of school authorities with respect to teachers' participation in such tasks as test development and validation;

- The administrative structures and contact persons for school authorities and teacher organizations;
- Information technology capabilities, including emerging applications and technologies for building and administering online assessments and for file management, budget management, and question banking.

Leadership or Business Know-How

- Strong decision-making skills and accountability resulting in the creative and innovative development of high quality tests for Alberta students as well as students in Alberta Accredited International Schools.
- Strong coordination and leadership skills to carry out work in a complex divisional organization and to chair advisory, development and validation committees.
- The Diploma Exam Lead, ELA 30-2 must exercise leadership when working with teachers and stakeholders.
- Knowledge of Alberta Education and Childcare's business planning cycle and process is required.

Human Relations Skills

- Collaboration and communication skills with teachers and stakeholders to establish valid and reliable assessment standards. This requires close liaison with other professional and support staff in the Provincial Assessment Sector.
- Strong communication skills in daily collaborations with desktop publishers, editors, translators, and artists concerning test and document design, translation, and format, as well as psychometricians, systems analysts, and special (alternative) formats personnel.
- Collaboration and communication skills that contribute to a positive and respectful organizational culture.

Types of guidance available for problem solving:

The Diploma Exam Lead, ELA 30-2 works within a broad framework of policies to manage the test development process. The terms of reference include:

- *The Education Act and the Guide to Education, K-12*
- *Access to Information Act (ATIA) and Protection of Privacy Act (POPA)*
- *The Diploma Exam General Information Bulletin*
- *Ministerial Order on Student Learning*

The Diploma Exam Lead, ELA 30-2 collaborates with a team of diploma exam leads, assessment specialists, interchange participants and psychometricians to ensure the tests are fair, valid and reliable.

Direct or indirect impacts of decisions:

The Diploma Exam Lead, ELA 30-2 provides a significant contribution to the maintenance of high educational standards that ensure fairness to students and to the communication of these standards to stakeholders within the Education system. This is done through the design and development of tests that reflect the expectations of the curriculum, through accurate and meaningful reporting of the results of the tests, and through consultation with other branches of Alberta Education and Childcare and with stakeholders.

The main clients of the Provincial Assessment Sector are students. Students depend on high quality, valid, and reliable diploma exams in contributing to the success of their educational experience. Teachers interpret diploma exam results to help develop and maintain assessment standards in their classrooms. Jurisdictions use diploma exam results to help set improvement targets. Post-secondary institutions and the public use their understanding of the diploma exams to monitor the standards being set for Alberta students. The quality of diploma exams may be responsible, in part, for the high standards that Alberta students achieve on national and international tests.

During times of program change and implementation, originality must be exercised so that assessment questions reflect and interpret the blueprint in such a way as to assist instructors in their understanding of the expectations of the new tests.

Key Relationships

Major stakeholders and purpose of interactions:

Internal:

- Diploma Exam Leads in Diploma Programs Branch; Assessment Specialists in Early Years Assessments and Provincial Achievement Tests and French Assessment and Canadian Adult Education Credential branches; Curriculum Consultants in High School Sector; First Nations, Métis, and Inuit Curriculum; and Field Services are frequently contacted to consult and seek feedback on tests and related support documents.
- System Excellence personnel (psychometricians, document production and online assessment staff, system analysts, and exam administration personnel at the marking centre) require regular interaction to carry out primary business functions.

External:

- Teachers - frequent contact required including ad hoc and regularly scheduled activities to carry out primary business functions. During marking sessions, the Diploma Exam Lead, ELA 30-2 has direct contact with and oversees the training and work of teachers in a variety of roles.
- Content-area experts - for consultation.
- Representatives of academic institutions - for consultation.
- Parents and students - occasional to provide assistance and information.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Education		

If other, specify:

Permanent Alberta Teaching Certificate

Job-specific experience, technical competencies, certification and/or training:

The successful candidate must have a valid permanent Alberta Teaching Certificate and be a subject matter expert in English language arts in order to ensure that the ELA 30-2 diploma exams are a fair, valid, and reliable assessment of student knowledge. The successful candidate must have teaching and leadership experience at the school, jurisdictional, and/or provincial level. Preference will be given to candidates who have leadership experience or experience with provincial assessment development, marking and scoring.

This position requires knowledge of issues, trends, and research in large-scale assessment specifically related to ELA 30-2. The position also requires sound project management skills, organizational skills, the ability to work independently and collaboratively in a team environment, and a high level of comfort working in an evolving digital environment.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Build Collaborative Environments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collaborates across functional areas and proactively addresses conflict: <ul style="list-style-type: none"> • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates communication and 	This position requires strong consultation and communication to build and maintain a collaborative and cooperative environment with internal staff, teachers involved with working groups and marking sessions, and key

		<p>collaboration</p> <ul style="list-style-type: none"> • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment 	stakeholders.
Agility	○ ○ ● ○ ○	<p>Identifies and manages required change and the associated risks:</p> <ul style="list-style-type: none"> • Identifies alternative approaches and supports others to do the same • Proactively explains impact of changes • Anticipates and mitigates emotions of others • Anticipates obstacles and stays focused on goals • Makes decisions and takes action in uncertain situations and creates a backup plan 	<p>This position must recognize the changing landscape of education, anticipate changing priorities, and embrace the challenges presented by working with teachers from across the province. This position must also pro-actively incorporate change into processes as the sector transitions to digital exams.</p>
Drive for Results	○ ○ ● ○ ○	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction 	<p>This position understands the expectations of the ELA 30-2 curriculum, takes initiative, maximizes resources, engages others, and looks for opportunities during challenging times.</p>
Develop Networks	○ ○ ● ○ ○	<p>Leverages relationships to build input and perspective:</p> <ul style="list-style-type: none"> • Looks broadly to engage stakeholders • Open to perspectives towards long-term goals • Actively seeks input into change initiatives • Maintains stakeholder relationships 	<p>This position must develop networks, establish credibility and build trust with teachers and stakeholders to ensure the development and scoring of the ELA 30-2 diploma exams are fair, valid, and reliable.</p>

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

_____ Date yyyy-mm-dd _____

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature

ADM Name

Date yyyy-mm-dd

ADM Signature