



Queen Mary Community Elementary International Baccalaureate School Assessment Policy Primary Years Programme

Policy developed October 2014 - review dates listed below

Philosophy:

We believe that assessment should be authentic, holistic, and enable students to take ownership of their learning. The assessment process is engaging and allows students to have a voice so that they may continuously reflect and establish learning goals for future success. When students reflect on their learning and provide feedback to their peers, they build confidence and self-efficacy skills.

Assessment informs instruction. It is a collaborative, ongoing process that involves all stakeholders in the school community. The school's policy reflects the Provincial and District guidelines. Furthermore, assessment practices are balanced and focus on all facets of the Primary Years Programme including the Learner Profile attributes.

Applicable IBO Standard:

The school implements, communicates, and regularly reviews an assessment policy to help create a culture of continuous learning and growth. (0301-05)

The school implements, communicates, and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

The school develops, regularly reviews, and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Students actively develop thinking, research, communication, social, and self-management skills. (0402-01)

Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

Students and teachers use feedback to improve learning, teaching, and assessment. (0404-01)

The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

The school administers assessment consistently, fairly, inclusively, and transparently. (0404-03)

Students take opportunities to consolidate their learning through assessment. (0404-04)

Student's Roles and Responsibilities:

All assessments serve to help students:

- Empower their learning
- Inform them of ongoing individual progress
- Enable them to set future learning goals
- Connect with prior knowledge
- Develop a growth mindset
- Develop self-efficacy



School's Roles and Responsibilities:

- Inform effective transparent allocation of resources to support student learning and teacher professional development
- Identify student and teacher needs through the IB continuum in order to set future goals

Teacher's Roles and Responsibilities:

Use diagnostic assessment to:

- Determine what students already know, understand, and can do to inform specific learning expectations and outcomes
- Set teaching goals to help students reach expectations (planning for instruction and learning)

Use formative assessment to:

- Identify student knowledge and strengths and misunderstandings/learning needs (understand student learning)
- Use students' prior knowledge and experience to construct and guide the inquiry process
- Adapt instruction for diverse learners
- Actively engage participants in the trajectory of learning/planning
- Analyze students' learning needs and identify ways to improve
- Help students know and understand (access) the criteria for producing a quality product or performance
- Help students identify their unique learning styles and abilities, and to access strategies to express their understanding
- Provide feedback, support and encouragement
- Provide evidence of progress along a continuum toward specific learning goals
- Give evidence for further learning supports that may be required (involvement of specialist teachers, further diagnostics, or referrals)

Use summative assessment to:

- Measure progress and achievement in relation to specific criteria
- Provide means for students to demonstrate learning, understandings, perspectives, and attitudes
- Determine if students can apply or use new learning in different contexts

Parents'/Guardians' Roles and Responsibilities:

- Be involved and support their child's learning
- Engage in communication progress in relation to learning goals
- Collaborate with school personnel regarding further development and ways to support learning at home

Procedures and Practices:

What is Assessed?

Within the framework of the IB Primary Years Programme we assess:

Student's understanding and/or development of:

- The IB elements, including knowledge, concepts, skills, action
- The Central Idea in a Unit of Inquiry
- The transdisciplinary theme as it relates to the central idea in a unit of inquiry
- Learning Standards and Core Competencies for subject areas as mandated by the British Columbia Ministry of Education and Child Care
- Attributes of the learner profile



Assessment in the PYP is accomplished by emphasizing connections between subject-specific knowledge and approaches to learning skills, key concepts, central ideas, and transdisciplinary themes. Effective assessment shows us what the student knows, understands, and can do throughout the learning process.

We assess these components through:

- Student’s daily work/assignments and discussions
- Summative assessment tasks
- Portfolios, quizzes, rubrics

a) Assessment practices

Type of Assessment	Classroom Examples – Activities/Strategies		How recorded	How analyzed	How reported	Who is responsible
Formative (Diagnostic & On-going)	Formative activities, such as those listed below: class observations, Visible Thinking routines, one minute write, mind maps, vocabulary awareness, thumbs up/down/sideways, brainstorming, KWLH – know/wonder/learn/how, word grid – guess/explanation and actual, whip around, class discussion - think-pair-share, inside/outside, cut the line/value line, popcorn, 4 corners, graffiti, placemat, synectics – visual picture – create a connection, ticket out the door	anticipation guide/what’s in/what’s out, snowball, human graph, stand on the line, statement by cards (coloured cards) – true/false, yes/no, scavenger hunt, concept inductive model, finish a statement, carousel brainstorming, gallery walk, quick write or draw, learning logs and journals, conferences (teacher/peer), fact storming, SOS summary, developmental continuum, portfolios	Anecdotal record, checklist, rubrics,	Used to monitor progress towards unit goals and inform instruction	Shared between teachers and students in order to further learning (not graded). Can help with informal parent conferences.	Teachers, students
Summative	Performance tasks, self-assessment, teacher made tests, Portfolios, or any of the above listed strategies		Standard rubric, checklists, performance standards, anecdotal records	Compared to established criteria in order to arrive at a grade. Long term trends can be used for school planning	Shared with students through class activities and parents with formal reports, overall trends reported to administrators	Teachers, students, administrators



Assessment of PYP Learner Profile Attributes:

Queen Mary Community Elementary students are recognized for their development of IB Learner Profile attributes in the classroom and school-wide. Students receive “Gotchas” as recognition for demonstrating one or more of the attributes. They are provided with opportunities to reflect on their personal growth of the Learner Profile attributes through various methods such as reflection, self-assessments, and student journals.

Staff members use the language of the IB Learner Profile to model appropriate words and actions that exemplify and explicitly teach and reinforce the attributes. The Learner Profile is infused throughout daily conversations, and in the Programme of Inquiry and single-subject units of inquiry. Parents are informed of progress through report card comments, student self-assessments, and during student conferences.

Individual IB Learner Portfolios

- Exemplify learning over time, including work samples that demonstrate the learning process
- Indicate evidence of student understanding of the transdisciplinary and single-subject units of inquiry

b) Evaluation

Provincial Guidelines for Assessment and Evaluation

Teachers set specific criteria based on the content and curricular competency learning standards of the British Columbia Ministry of Education and Child Care, and associated expected levels of performance, to evaluate student learning. These criteria form the basis for evaluating and reporting student progress. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria, to make judgments about student performance in relation to content and curricular competency learning standards for each subject/course and grade.

Annual communication about student learning, as per the provincial Reporting Order consists of two informal learning updates, two written learning updates, and a written summary of learning at the end of the year.

c) Reporting

Educators at Queen Mary Community Elementary are committed to using consistent assessment and reporting language for Kindergarten to Grade 7 students, as per Ministry of Education and Child Care requirements. Below are descriptions of the performance levels being implemented:

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.



Informal Learning Updates

- An opportunity for students, parents, and teachers to collectively reflect on student learning
- Increased emphasis on student reflection, goal setting, and metacognitive awareness.
- In preparation for the conference, students reflect in class and identify their personal learning goal(s) for the year.
- Collectively, students, parents, and teachers determine ways to best achieve these goals
- Students are responsible for explaining their progress and demonstrating their learning by sharing examples of their work and through hands-on activities.

Links to other policies

- Language
- Academic Integrity
- Inclusion

Essential Agreements:

Essential Agreements regarding reporting to and communicating with parents

We agree to:

- Report in accordance with School District #44 reporting policy and the Provincial Reporting Order
- Include language of the IB Learner Profile in the opening comments of student report card
- Include comments relating to the elements of the IB programme in the informal and written learning updates, and in the summary of learning report at the end of the year
- Provide an overview of each Unit of Inquiry for parents/guardians

Essential Agreements regarding Individual IB Portfolios

We agree to:

- In consultation with teacher, students will choose one (reapproved Oct 2022) sample of work per Unit of Inquiry in order to demonstrate growth in the elements of the programme over time
- Work will be archived digitally on Managebac
- Additional work samples or pictures may be added from specialty areas such as French and Fine Arts, or by English Language and Learning Support teachers
- Portfolios will be accessible to students and parents at anytime
- Portfolios will be a point of discussion during Informal Learning Updates
- Portfolios follow the student through the grades and remain at Queen Mary Community Elementary for the duration of the student's enrollment
- Grade 7 students will utilize the portfolio as a reflection tool when considering their Exhibition topic

References/Additional Resources/Supplemental Information:

BC Ministry of Education and Child Care:

K-12 Student Reporting Policy: Communicating Student Learning Guidelines (August 2023)

[K-12 Student Reporting Policy - Communicating Student Learning Guidelines \(gov.bc.ca\)](#)

K-12 Student Reporting Policy Information for Educators and School Leaders (multiple documents)

[K-12 Student Reporting Policy Information for Educators and School Leaders | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](#)



Redesigning Assessment: <https://curriculum.gov.bc.ca/redesigning-assessment>

British Columbia's **Provincial Curriculum:** <https://curriculum.gov.bc.ca/>

Celebration of Learning

- Occurs throughout the school year in all grades
- Purpose is for students to showcase their learning based on current Units Of Inquiry
- Intended to support the development of the IB Learner Profile attributes by encouraging students to reflect on their accomplishments and learning journey and to help students become effective communicators

Policy Review Procedures and Dates:

The policy will be reviewed at the beginning of each school year by the teaching staff, support staff, and representatives of the school community, including parents and students. It will be revised to reflect changes in pedagogy, beliefs, and the language needs of students. Opportunities to provide feedback and input will take place during scheduled IB in-service meetings. The IB coordinator and the IB Joint Steering Committee, which is comprised of members of the parent community, school administration, and members of the pedagogical team, will finalize changes to the policy. The policy will be posted on the school's website. Hard copies of the policy will be made available upon request.

Review Dates:

March 30th, 2016

October 24th, 2018

October 26th, 2022

October 25th, 2023