

# **Capilano Elementary Assessment Policy**

## **Part 1: Assessment Philosophy**

### **Capilano School's Mission:**

The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens.

### **Capilano School's Vision:**

We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.

Assessment is integrally linked to instruction and learning. Beginning with the end in mind (Backward Design -Wiggins & McTighe, 2005), teachers determine what to teach and how to teach it by identifying first what students need to know, understand, and do, and establishing how and what to assess to determine to what extent students have met the identified learning goals. Assessment is used to inform teachers, students, and parents of progress toward the determined learning goals (Formative assessments: Assessment FOR and AS learning) as well as to evaluate achievement (Summative Assessment: Assessment OF learning) (Earl, 2003). Deliberate alignment of formative and summative assessment can generate a cohesive, focused pathway of teaching and learning along a continuum of increased understanding (Vygotsky's *Zone of Proximal Development*) toward specified learning goals.

The Capilano staff believes that assessment:

- Is a collaborative process, involving teachers, student, and parents
- Informs future instruction (responsive planning) by revealing students' current understandings and misunderstandings, identifying students' strengths and needs as learners in relation to identified learning goals/criteria, thereby defining "next steps" in teaching and learning
- Provides purposeful, relevant feedback to the learner
- Is authentic, on-going, and inclusive to empower life-long learning; Instills and promotes student responsibility for learning
- Provides information to teachers with respect to the diversity of learners within their classes so that instruction can be planned to meet students' individual learning needs (Differentiated Instruction)
- Is manageable, effective, and efficient, for students, teachers, and parents

This assessment policy is written to formalize and align our assessment practices and will be reviewed and revised as needed twice annually, once at the beginning of the school year and again mid-year. The policy is written to reflect current practice and will evolve as our experience with assessment within the IB Primary Years Programme grows.

## **Part 2: Purpose of assessment**

### **What do we Assess?**

Assess depth of understanding of what has been taught, modeled, and practiced in terms of the IB Essential Elements as they apply to units of inquiry. Understanding our learners and providing feedback is foundational to help teachers and students reach expectations.

Assessment in our PYP program is accomplished by emphasizing connections between subject specific knowledge and transdisciplinary skills, key concepts, central ideas, and themes. Assessment shows us what the student knows, understands, does and feels at every step of the learning process.

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

#### **Student's understanding of:**

- The IB Essential Elements (knowledge, concepts, skills, attitudes, action)
- The central idea in a unit of inquiry
- The transdisciplinary theme as it relates to the central idea in a unit of inquiry
- Prescribed Learning Outcomes for subject areas as mandated by the British Columbia Ministry of Education
- Attributes of the learner profile

### **We assess these components through:**

- Student's daily work/assignments and discussions (Formative Assessment)
- Summative assessment tasks (Summative Assessment)

### **The purposes of assessment for:**

#### **i. Teachers :**

- To inform instruction
- To identify learner needs and progress
- To report on student progress and achievement
- To provide feedback to students and parents in relation to specific criteria

#### **ii. Students:**

- To understand themselves as learners
- To set goals
- To identify what needs to be done to progress as learners

## **Part 2: Purpose of assessment con't**

### **iii. Parents:**

- To understand their child's progress and achievements
- To understand the areas in which their child is needing improvement
- To gain information on how to support their child's learning

### **iv. Administrators:**

- To track progress and growth within a community of learners
- To identify learner needs and to set long term curriculum goals

## **Part 3: Principles of assessment - Characteristics of Effective Assessment**

Assessment informs and drives instruction and learning. It is an ongoing process that identifies what students understand, know, can do, and where they are in the learning process. It helps students and teachers set goals for learning and growth.

- Where am I going?
- Where am I now?
- How can I close the gap?

### **Formative Pre-Assessment (Diagnostic – assessment FOR learning):**

Teachers will assess students' prior knowledge and experience before embarking on new learning.

### **Formative Assessment (On-going - assessment FOR and AS learning)**

Formative assessment is ongoing and interwoven into the daily teaching. It assesses student's knowledge and strengths and assists teachers in planning for the next stage of learning.

### **Summative Assessment (assessment OF learning)**

Summative assessment takes place at the end of the learning unit or process. It provides students with opportunities to demonstrate what has been learned. It allows students, teachers and parents to evaluate what has been learned over the course of time. Criteria for evaluating summative assignments are known to the students prior commencement of summative tasks/projects.

### Part 3: Principles of assessment (con't)

#### Characteristics of Effective Assessment:

Assessment informs and drives instruction and learning. It is an ongoing process that identifies what students understand, know, can do, and where they are in the learning process. It helps students and teachers set goals for learning and growth. Effective assessment provides meaningful feedback based on specified criteria. Powerful feedback is timely, and descriptive in nature.

Characteristics of Effective Assessment	Students	Teachers	Parents
<b>All Assessment</b> serves to:			
• Build confidence in students' own work and self	*	*	*
• Become active and effective assessors of their own work	*		
• Build on strengths	*	*	
• Demonstrate and share their learning, understanding and perspectives	*		
<b>Formative Pre-assessment (diagnostic)</b> before embarking on new learning and serves to:			
• Determine specific learning expectations and outcomes		*	
• Set teaching goals for reaching expectations (planning for instruction and learning)		*	
• Use prior knowledge and experience to construct and guide the inquiry process	*	*	
<b>Formative Assessment</b> as an ongoing, dynamic process interwoven into and throughout instruction and learning which serves to:			
• Assess student knowledge and strengths (understand student learning)		*	
• Adapt instruction for diverse learners		*	
• Use prior knowledge and experience to construct and guide the inquiry process	*	*	
• Actively engage participants in the trajectory of learning/planning	*		*
• Analyze needs and identify ways to improve	*	*	*
• Know and understand (access) the criteria for producing a quality product or performance	*	*	*
• Access a variety of learning styles, strategies and abilities to express their understanding	*	*	
• Provide and respond to feedback ; Provide support and encouragement	*	*	*
• Provide evidence of progress along a continuum toward specific learning goals	*	*	*
<b>Summative Assessment</b> as an evaluative mechanism that occurs at the end of a teaching/learning cycle and serves to:			
• Know the endpoint in the learning	*	*	*
• Measure progress and achievement in relation to specific criteria	*	*	
• Demonstrate learning, understandings, perspectives and attitudes	*		

## Part 4: Assessment Practice

<u>Type of Assessment</u>	<u>Classroom Examples – Activities/Strategies</u>	<u>How recorded</u>	<u>How analyzed</u>	<u>How reported</u>	<u>Who is responsible</u>
Formative Pre-Assessment	RAD, other formative activities listed below Portfolios	scored, rubrics, checklists, anecdotal records	Used to establish where the students are and set unit targets	Shared between teachers (possibly administrators)	teachers. administrators
Formative On-going	Class observations, One Minute Essay, Mind Map / Web, 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) – thumbs up/down, 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 shape instruction	Shared between teachers and students in order to further learning (not graded). Can help inform informal parent conferences.	teachers, students
Summative	Performance tasks, self assessment, teacher made tests, FSA, Portfolios	Standard rubric, checklists, performance standards, scored 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

Suggested conversation starters for parents/guardians: Ways to initiate conversations with your child about their school day that reinforces the type of reflection that we are working with in the IB programme.

*How did you share your thinking today?*

*How did you communicate your ideas today?*

*What did you do to assess your learning today?*

*What questions did you ask today?*

*What did you do to reflect on your learning today?*

## **Part 5: Mandatory Assessment Requirements**

### **Provincial Guidelines for Assessment**

Teachers set specific criteria based on learning outcomes and expected levels of performance to evaluate students' 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 they establish, to make judgments about student performance in relation to prescribed learning outcomes for each subject or course and grade.

### **Provincial Requirements for Reporting**

In British Columbia, the parents of a school-age public school student are entitled to be informed regularly of the student's progress in school. There must be three written reports and at least two informal reports during the school year, with one of the written reports at the end of June. The two informal reports to parents required every school year may include telephone calls, student-led conferences, parent-teacher conferences, notes from teachers and communication via the planners.

The three written reports must include:

- Evaluation of all students against prescribed learning outcomes set out in the curriculum for each subject area or course
  - Primary grade reports (Grade K-3) must include a performance scale as well as written comments
  - Reports in Grades 4 – 7 are to include letter grades and written comments
- “reporting comments” means comments describing
    - (a) what the student is able to do,
    - (b) the areas in which the student requires further attention or development, and
    - (c) ways of supporting the student in his or her learning;
  - “student progress report” includes documents approved by the board accompanying a student progress report.

### **Primary (grades K – 3) Performance Scale Ratings:**

- “performance scale” means a performance scale, represented either as a graph or described in words, that shows progress in relation to the expected learning outcomes,  
For students in Kindergarten, as one of the following: (i) Exceeding Expectations, (ii) Meeting Expectations, or (iii) Approaching Expectations  
For students in grade 1 through 3, as one of the following: (i) Exceeding Expectations, (ii) Meeting Expectations, (iii) Approaching Expectations, or (iv) Not Yet Meeting Expectations

Source: *STUDENT PROGRESS REPORT ORDER*, BC Ministry of Education Governance and Legislation, Branch E-112, October 15, 2009

***For examples of how student progress is reported to parents, inclusive of our provincially mandated report cards, please refer to the file titled “Capilano Elementary Reports to Parents” attached in the Additional Documents Section.***

**Provincial Letter Grades Defined (Used for Grades 4-7):**

A	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.
B	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.
C+	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.
C	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
C-	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.
I	In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the learning outcomes. An "I" letter grade may only be assigned in accordance with section 3 of the Provincial Letter Grades Order. (see below)
F	Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade or if the "F" is assigned as a result of failing a provincially examinable course.

**Assignment of an "In Progress or Incomplete" letter grade:**

(1) An "I" (In Progress or Incomplete) may be assigned at any time during the school year and is not restricted to term and final reports.

(2) Where an "I" (In Progress or Incomplete) is assigned, the student and the parent of the student must be informed and have an opportunity to consult with the teacher on the plan of action specified in subsection (3).

(3) Where an "I" (In Progress or Incomplete) is assigned, teachers must be prepared to identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcomes.

(4) An "I" (In Progress or Incomplete) may be communicated in a variety of ways including a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

(5) Where an "I" (In Progress or Incomplete) is assigned, the "I" letter grade must be converted to another letter grade (a) when letter grades are recorded on the permanent student record card, (b) before submission to the ministry for inclusion on that student's transcript of grades, and (c) before a student's records are transferred to another school unless there is agreement between the principals of the two schools to defer the conversion of the "I" letter grade.

Source: *PROVINCIAL LETTER GRADES ORDER*, BC Ministry of Education, Governance and Legislation Branch E-82 October 15, 2009

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m192-94.pdf>

- Standardized testing in British Columbia occurs at the Grade 4 and 7 levels with the Foundation Skills Assessment (FSA).  
( Source: BC ministerial order on reporting: <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf> )

### **BC Performance Standards**

The BC Performance Standards are criteria rubrics designed to assist teachers in the process of assessment. The standards focus exclusively on performance assessment. In performance assessment students are asked to apply the skills and concepts they have learned to complete complex, realistic tasks. This type of assessment supports a criterion-referenced approach to evaluation and enables teachers, students, and parents to compare student performance to provincial standards. The BC Performance Standards are intended as a resource to support ongoing instruction and assessment.

Teachers can use these standards to:

- monitor, evaluate, and report on individual student performance
- identify students who may benefit from intervention
- develop a profile of a class or group of students to support instructional decision-making
- prompt discussions with parents, students, and other teachers about student performance
- inform professional development activities
- collaboratively set goals for individuals, classes, or schools
- develop evidence for school growth plans
- provide models for designing performance tasks

### **BC Performance Standards**

#### **Four Levels of Student Performance**

The BC Performance Standards describe and illustrate the following four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of reading, writing, numeracy, social responsibility and information and communications technology.

NOT YET WITHIN EXPECTATIONS:	MINIMALLY MEETS EXPECTATIONS:	FULLY MEETS EXPECTATIONS:	EXCEEDS EXPECTATIONS:
-the work does not meet grade-level expectations -there is little evidence of progress toward the relevant prescribed learning outcomes -the situation needs intervention	-the work may be inconsistent, but meets grade-level expectations at a minimal level -there is evidence of progress toward relevant prescribed learning outcomes -the student needs support in some areas	-the work meets grade-level expectations -there is evidence that relevant prescribed learning outcomes have been accomplished	-the work exceeds grade-level expectations in significant ways -the student may benefit from extra challenge

Source: [http://www.bced.gov.bc.ca/perf\\_stands/using.htm](http://www.bced.gov.bc.ca/perf_stands/using.htm)



### **North Vancouver District Assessment and Reporting**

Standardized testing in North Vancouver occurs at Kindergarten – the Test of Phonological Awareness (TOPA) and the K Numeracy test, and at the Grade 6 level with the Grade 6 Numeracy Assessment.

North Vancouver School District has developed the following programs to assist teachers with assessment and reporting:

- Report Central* –a report card program that includes performance scales, written comments and letter grades
- IEP Central* -a program for writing Individual Educational Programs for special needs students or those who require additional educational support
- Rubric Central* -a system for designing and storing rubrics in all subject domains
- Student Tracking* -a program targeted to students who have complex learning profiles that carries forth student progress and successful learning strategies from past experiences
- ESL Screening -assessment for second language learners new to the District

### **Capilano School Assessment and Reporting**

Capilano teachers hold November parent-teacher/3-way conferences following the distribution of first term report cards. Student-led or 3-way conferences are held in March after the second report card has been sent home. Parent-teacher meetings/conferences are held as needed or requested.

### **Assessment Practices for Students with Special Educational Needs**

Assessment is an integral part of the planning process for students in our school community with special needs. The information gathered from a variety of assessments, help teachers and parents make educational decisions for a student. To identify each student's strengths and needs is an ongoing collaborative process in which the focus is to support student learning through the setting of specific goals, as well as identifying and implementing educational strategies to meet each student's unique learning needs.

#### **3 Tiers of Assessment:**

##### Screening:

- often group administered
- sometimes norm-referenced
- purpose is to identify students whose skills are below those of their peers

##### Diagnostic:

- can be norm-referenced or criterion-referenced
- skill or sub-skill specific
- in-depth investigation of skill deficit
- goal is to understand why the student is struggling

##### Progress monitoring:

- criterion-referenced or curriculum-based
- follows standards
- assesses a range of skill development
- evaluates the effectiveness of program intervention
- purpose is to monitor the progress of the development of the skill

**Individual Education Plan (IEP):**

The BC Ministry of Education requires all students with special needs have an Individual Education Plan (IEP). Students who require significant educational adaptations, but do not meet Ministry requirements for learning disabilities may require an IEP to help support their learning style and development. An IEP reflects the adaptations or modifications that are needed to meet a student's academic learning needs. The IEP is an ongoing, working document that will be adjusted as the student's learning changes and develops. The IEP describes the strengths, interests, needs and expected learning outcomes or objectives of the student. The IEP objectives are based on the curriculum at the appropriate grade level and include the teaching strategies, accommodations, services, and supports required to meet the student's learning needs.

**Adaptation:** Adaptations are made for a student when a student requires significant changes to instruction and assessment. This differentiated instruction is outlined in the student's IEP. The purpose of the adaptations is to allow the student to learn and demonstrate their learning through alternate methods. These adaptations may happen in class, groups, individually, and for both teaching and assessment purposes. Students are assessed against set criteria with the adaptation.

**Modification:** Modifications are made for a student when a student requires a substantially different curriculum with a high level of individual teaching. These students are typically assessed as having medical, language, and cognitive needs that significantly impact their ability to meet the Provincial Learning Outcomes. A modified program that is outlined in an IEP will have alternative teaching, learning and evaluation strategies. Modifications are made when functional life skills need to be taught for a meaningful life.

**Overview of English Second Language Support and Assessment (North Vancouver School District Policy)**

Students for whom English is not their first Language are monitored, assessed and receive English Language learning support by the English as a Second Language (ESL) specialist teacher in the school. Students are assessed for proficiency in three areas of Language skill: oral language, reading, and writing. It is typical for performance to vary in these areas. Assessment of these areas by an ESL specialist teacher is reported as an overall level of English Language Proficiency. There are 5 levels of English Language Proficiency:

- Level 1 – Emerging
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Proficient

Students that fall into these categories receive learning support from the ESL specialist teacher in small groups or in their classrooms. ESL specialist teachers write an assessment report each school term for all Level 1, 2 and some Level 3 students detailing how each child is progressing in each language area. Level 4 and 5 students are monitored indirectly and receive English language learning language support as needed (ex: adaptations to assignments and assessment tasks).

**Summary of Assessment for Primary English Second Language Students (grades k – 3)**

No letter grades are given in primary grades. If a child's level of English proficiency makes them unable to meet grade level expectations for learning outcomes, a statement such as, "As an ESL learner Jin is working toward expectations in...." is used their report card along with the Ministry required performance scale rating.

**Summary of Letter Grade Assessment for Intermediate English Second Language Students (grade 4-7)**

North Vancouver School District has clear guidelines regarding letter grade assignment for English Second Language students. These guidelines are based on which one of the five English Language Proficiency Levels the student falls into. Level 1 and 2 students are not assessed a letter grade in the Language based subjects.

# Student's Unit of Inquiry Report

Intermediate

## Guide to Letter Grade Requirements in North Vancouver School District

Subject area	English Language Proficiency Level 1	English Language Proficiency Level 2	English Language Proficiency Level 3	English Language Proficiency Level 4	English Language Proficiency Level 5
Language arts	No Letter grade– Report written by ESL Specialist	No Letter grade– Report written by ESL Specialist	Yes – only if deemed fair by classroom and ESL specialist teachers	Yes	Yes
Mathematics	Yes – only if deemed fair by classroom and ESL specialist teachers	Yes – only if deemed fair by classroom and ESL specialist teachers	Yes	Yes	Yes
Social Studies	No	No	Yes – only if deemed fair by classroom and ESL specialist teachers	Yes	Yes
Science	No	No	Yes – only if deemed fair by classroom and ESL specialist teachers	Yes	Yes
Fine Arts	Yes	Yes	Yes	Yes	Yes
Physical Education	Yes	Yes	Yes	Yes	Yes
Health and Career	No	No	Yes	Yes	Yes
Core French	Yes **	Yes **	Yes	Yes	Yes

No student in North Vancouver School District receives a letter grade in the areas of Social Responsibility and Emotional and Social development.

\*\* Level 1 and 2 students may be exempt if a letter of objection and parent permission is received

# Student's Unit of Inquiry Report

Primary

<b>Student Name:</b>	<b>Date:</b>
<b>Student Name:</b>	<b>Date:</b>

Understanding of Central Ideas and Theme	Not Yet Meeting	Approaching	Meeting	Exceeding	Student Reflections/Comments
Learner Profile Attributes (only those focused on in this unit assessed)	Not Yet Meeting	Approaching	Meeting	Exceeding	
Transdisciplinary Skills (only those focused on in this unit assessed)	Not Yet Meeting	Approaching	Meeting	Exceeding	

**Not Yet Meeting:** the student's work/understandings do not yet meet grade-level expectations

**Approaching:** the student's work/understandings may be inconsistent, but meet grade-level expectations at a minimal level

**Meeting:** the student's work/understandings meet grade-level expectations

**Exceeding:** the student's work/understandings exceed grade-level expectations in significant ways

Understanding of Central Ideas and Theme	Approaching	Meeting	Exceeding	Student Reflections/Comments
Learner Profile Attributes (only those focused on in this unit assessed)	Approaching	Meeting	Exceeding	
Transdisciplinary Skills (only those focused on in this unit assessed)	Approaching	Meeting	Exceeding	
Approaching: the student’s work/understandings do not yet meet grade-level expectations Meeting: the student’s work/understandings meet grade-level expectations Exceeding: the student’s work/understandings exceed grade-level expectations in significant ways				

*For more examples of how student progress is reported to parents, inclusive of our provincially mandated report cards, please refer to the file titled “Capilano Elementary Reports to Parents” attached in the Additional Documents Section.*

Teachers use various means of having students reflect on the attributes of the learner profile and set goals for themselves. This is just one example.

## Learner Profile Reflection/Self-Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner Profile Attribute	Attribute Description	Self Assessment or Reflection
<b>Communicator</b>	I use my words to share my thinking. I listen to what others are saying.	
<b>Risk-taker</b>	I try new things and I'm not afraid to make mistakes.	
<b>Knowledgeable</b>	I am learning a lot about myself and the world around me.	
<b>Thinker</b>	I use my brain to think and ask questions.	
<b>Inquirer</b>	I am curious and I ask questions.	
<b>Balanced</b>	I am healthy and take good care of myself.	
<b>Reflective</b>	I think about my learning.	
<b>Principled</b>	I am a good friend and I do the right thing.	
<b>Open-minded</b>	I listen to others and consider others' ideas.	
<b>Caring</b>	I care about others.	

### **Capilano Elementary Student Portfolios: Essential Agreements**

The following essential agreements, with respect to student portfolios, have been developed collaboratively with input from all teaching staff. These agreements will be reviewed at the beginning of each school year at which time necessary revisions will be made to reflect the needs of the teachers, parents, administration and students relating to the effective use of student portfolios. Any revisions will require staff discussion and consensus.

#### **Student Portfolio Essential agreements:**

- Student work will be stored in a binder that will move with the student throughout their years at Capilano Elementary. Binders will be ordered by the school to ensure uniformity. It will be a requirement that any student new to the school will have to purchase one of the school-ordered binders. Parents will be charged for the cost of the binder.
- Portfolios will be housed on shelves in the students' current classrooms, where the students, their parents, their teachers, and administrators will have access to them. Ultimately the portfolio will "belong" to the student and when a student leaves the school (to attend another school or when they move on to secondary school) they will take their portfolio with them.
- When students come to school in September, they will return to their previous year's classroom where their portfolio will still be. They will then move to their new classroom, taking their portfolio with them. Kindergarten student will have the binder purchase added to their school supply requirements and will need to purchase the school-ordered binder.
- Criteria for determining/selecting what will to include in the portfolio:  
The portfolio will include:
  - A minimum of one piece per Unit of Inquiry
  - Summative assessment of Units of Inquiry (assessment of knowledge, skills, and understanding of the concepts and central idea)
  - Pieces of work included will demonstrate:
    - successes, struggles, and growth in learning (development over time)
    - learning that relates to the attributes of the IB Learner Profile
    - students' pride in relation to their learning (self-selection of pieces that are important to them)
    - samples of student action
    - a celebration of an active mind at work
    - student self-assessment and reflection on learning
- Students and teachers will both be responsible for selection of pieces to be included in the portfolio, based on the criteria listed above. In some situations, students will be required to self-select, and in others, selections will be made through student-teacher collaboration and discussion. A parent comment section will be included. There may be digital/electronic (e.g., memory stick) inclusion for pieces that do not fit into the binder (posters, music, models, digital expression). Memory sticks will be supplied by parents if such a need exists, and communication with parents regarding this need will be left up to the individual teacher.

- Portfolios will be useful in providing a picture of each student's progress over time both as individual and group learners as they will provide a "record" of student learning and their progress over time. Their use will enable students to reflect on their learning when conferencing with teachers, parents, peers, during which time they will identify their strengths and growth and areas for improvement. Similarly, the portfolio collection will provide evidence of student learning for teachers, assisting them in establishing teaching and learning plans (formative assessment) to meet the learning needs of the students. Portfolios will be used in many ways including the following:
  - Assessment (formative and summative) for planning instruction and reporting/report writing
  - Student-led conferences and parent-teacher interviews
  - Students self-assessment, reflection, and goal setting (ex: during learning, at the end of a unit of inquiry, at the end of a term or year, at the beginning of a new school year)

**Capilano Staff Essential Agreements on Assessment Policy:**

- The policy will be made available to all staff students and parents (on school website, in parent and staff handbook).
- The policy will be adhered to by all staff members and reflected in their practice.
- The policy will be reviewed, and revised as needed, twice annually (once at the beginning of the school year and again mid-year) in a collaborative manner in which all staff members will participate and contribute.
- The assessment policy will reflect best practice based on current research.

***For more examples of how student progress is reported to parents, inclusive of our provincially mandated report cards, please refer to the file titled "Capilano Elementary Reports to Parents" attached in the Additional Documents Section.***

**Works Cited:**

Earl, L. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. California: Thousand Oaks.

*PROVINCIAL LETTER GRADES ORDER*, BC Ministry of Education, Governance and Legislation Branch E-82 October 15, 2009. Retrieved March 15, 2010 from <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m192-94.pdf>

*STUDENT PROGRESS REPORT ORDER*, BC Ministry of Education Governance and Legislation, Branch E-112, October 15, 2009. Retrieved March 15, 2010 from <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf>

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Virginia: ASCD.