

**Norgate Xwemélch'stn Community Elementary
International Baccalaureate School
Assessment Policy
Primary Years Programme**

Policy Development Date: October 2022
Review dates listed below

Philosophy:

Authentic and ongoing assessment of student learning informs instruction and allows students to become agents of their own learning. Clarity of instructional goals is achieved by engaging in backward design processes (Wiggins & McTighe, 2005). Formative assessments provide students feedback on progress throughout a learning cycle and enable teachers to adjust instruction to facilitate student learning. Moreover, by actively involving students in self-reflection and peer-assessment they become increasingly metacognitive and confident and build a sense of self and collective efficacy. And, by providing clear success criteria for summative assessments, we help students endeavour to meet and even extend beyond these criteria.

We believe that effective assessment is:

- *authentic* – assessment tools and practices provide accurate reflection of student progress
- *holistic* – encompasses knowledge and skill development
- *informative* – clearly articulates for students and families what students know and can do
- *inclusive* – assessment should be varied and diversified to meet the variety of student needs in the school
- *interactive* – help students develop agency by involving them in self-assessment and enabling them to act on teacher feedback, and helping families be involved in the assessment process

This policy reflects [British Columbia's Framework for Classroom Assessment](#) as well as the [North Vancouver School District's Communicating Student Learning K-12: Guidelines for Assessment, Evaluation & Reporting](#).

Purpose of Assessment:

Assessment serves to inform students, families, and teachers regarding students' depth of understanding in relation to the IB Essential Elements (knowledge, concepts, approaches to learning, action). Assessment in the PYP emphasizes connections between subject-specific knowledge, approaches to learning, key concepts, central ideas, and transdisciplinary themes. It reveals what students know, understand, and can do, throughout the learning process.

Applicable IBO Standards:

- **Culture (0301-05)** – The School implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.
- **Culture (0301-06)**: The school implements, communicates, and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy.
- **Lifelong Learners (0402-01)** – Students actively develop thinking, research, communication, social and self-management skills.
- **Lifelong Learners (0402-02)** – Students demonstrate and reflect on their continual development of the IB learner profile attributes.
- **Lifelong Learners (0402-06)** – Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.

- **Approaches to Teaching (0403-01)** – Teachers use inquiry, action and reflection to develop natural curiosity in students.
- **Approaches to Assessment (0404-01)** – Students and teachers use feedback to improve learning, teaching, and assessment.
- **Approaches to Assessment (0404-02)** – The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.
- **Approaches to Assessment (0404-03)** – The school administers consistently, fairly, inclusively and transparently.
- **Approaches to Assessment (0404-04)** – Students take opportunities to consolidate their learning through assessment.

Student's Roles and Responsibilities:

Engage in assessment tasks and/or performances to:

- Connect with prior knowledge and experience when entering into inquiry process
- Identify and build on strengths, as well as identify areas for growth (develop growth mindset)
- Understand their learning styles/preferences to be able to access strategies to facilitate learning
- Demonstrate and share new learning
- Articulate and provide evidence to support their stances
- Respond to teacher feedback
- Develop self-efficacy and self-regulation by becoming active and effective assessors of their work
- Set realistic and attainable learning goals

School's Roles and Responsibilities:

Review assessment data to:

- Work with teachers to ensure meaningful and effective assessment practices are implemented
- Determine effective resource allocation to support student learning and professional development
- Identify student and teacher needs to set school goals for learning

Teachers' Roles and Responsibilities:

Use diagnostic assessment to:

- Determine what students already know, understand, and can do to identify appropriate entry points for each child
- Set instructional goals and expectations for student learning

Use formative assessment to:

- Use students' prior knowledge and experience to construct and guide the inquiry process
- Identify where students are in a progression of learning – the extent and accuracy of their knowledge and skill development
- Analyze students' learning needs and identify ways to improve
- Adapt instruction for diverse learners
- 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)
- Actively engage students in self and peer assessment
- Help students 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

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 (transfer)

Families' Roles and Responsibilities:

- Support their child's positive attitude towards learning
- Help their child learn at home and in the community
- Review with their child assessment feedback provided by teachers
- Collaborate with school personnel to identify their child's strengths and growth areas, advocate for their child, and work in partnership to support learning

Procedures and Practices:

Within the framework of the IB Primary Years Programme, teachers, students, and families assess students' understanding and/or development of:

- The IB Essential Elements (knowledge, concepts, skills, action)
- The central idea of a unit of inquiry
- The transdisciplinary theme as it relates to the central idea of a unit of inquiry
- Learning standards and curricular competencies for subject areas as mandated by the British Columbia Ministry of Education and Child Care through the IB PYP Approaches to Learning
- Attributes of the Learner Profile

The above-listed components are assessed through students' daily assignments, participation in class discussions, performance tasks, project work, and portfolios. Responsibility for carrying out diagnostic, formative and summative assessments is shared between teachers, students, and administrators.

Assessment

Examples of assessments and their uses can be found in the table below:

Type	Classroom Examples (Activities/Strategies)		How recorded	How used	How reported
Formative (Diagnostic & Ongoing)	<ul style="list-style-type: none"> Class observations One minute essay Fact storming Mind map/web Concept map KWLH (know/wonder/learn/how) Word grid – guess/explanation and actual SOS summary Class discussions: think-pair-share, inside/outside, stand on the line, cut the line/value line, popcorn, 4 corners, Socratic discussion Graffiti Placemat Synectics (visual picture – create a connection) 	<ul style="list-style-type: none"> Think-Puzzle-Explore See-Think-Wonder Chalk Talk Peel the Fruit Ticket out the door Frayer Diagram Quizzes/tests Anticipation guide What's in/what's out Snowball Human graph Scavenger hunt Concept inductive model Finish a statement Carousel Quick write or draw Learning logs and journals Self-reflections Conferences 	Anecdotal records, checklist, rubrics, portfolios	<p>To establish students' prior knowledge/abilities and set learning targets.</p> <p>To monitor progress towards lesson and unit goals.</p> <p>To inform instruction.</p>	<p>Shared between teachers and students to move learning forward.</p> <p>Helpful during informal conferences with parents.</p> <p>Can be shared at Student-Led conferences</p>
Summative	Transfer tasks, performance (GRASPS) tasks, or any of the above-listed examples.		NVSD PYP Rubric, checklist, performance standards, scored anecdotal records	<p>Compared to established criteria to arrive at a level.</p> <p>Trend data can be used for school planning.</p>	Shared with students through class activities and parents with formal reports, overall trends reported to administrators.

Assessment of PYP Learner Profile Attributes:

At Norgate Xwemélch'stn Community Elementary, students are recognized for their growth in the IB Learner Profile attributes across classrooms and throughout the school community. They engage in reflection, self-assessment, and journaling to monitor their development. Staff members consistently model and explicitly teach the attributes, weaving the language of the Learner Profile into daily interactions and the Programme of Inquiry. Parents are kept informed of student growth through report card comments, self-assessments, and student-led conferences.

Individual IB Learner Portfolios

In order to facilitate reporting and student reflection, the school will support students with the maintenance of a learning portfolio via ManageBac in order to:

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

Student Evaluation and Reporting Provincial Guidelines for Assessment and Evaluation:

As articulated in British Columbia's Guidelines for Assessment and Evaluation, teachers utilize criteria related to the provincially mandated learning standards and competencies to inform their evaluation of student learning. Using a multi-pronged approach to assessment, teachers use summative assessments to help them evaluate students' performance in relation to learning outcomes for each subject, course, or grade.

Reporting

At Norgate Xwemélch'stn, we value the opportunity to connect meaningfully with students and families, particularly when communicating how students are progressing as learners. To this end, and in alignment with reporting practices at other IB PYP schools in the school district, we use common performance standard levels and practices as outlined below.

Teachers use consistent assessment and reporting language for Kindergarten-Grade 7 students. This is in place of using BC Performance Standard language for primary-aged students, and letter grades for intermediate-aged students. Below are the performance levels and accompanying descriptors of student achievement:

NVSD PYP Rubric	Levels (adapted from Marzano)			
	Emerging	Developing	Proficient	Extending
Snapshot	<p>Student demonstrates limited competence with simple content with respect to the targeted learning goals.</p> <p>Student is beginning to apply some basic knowledge, understanding, and skills in situations that are the same as those modeled and practiced.</p>	<p>Student demonstrates partial competence with simple content with respect to the targeted learning goals.</p> <p>Student applies knowledge, understanding, and skills in situations similar to those previously modeled and practiced</p>	<p>Student independently demonstrates full competence with more complex content with respect to the targeted learning goals.</p> <p>Student applies knowledge, understanding, and skills to new situations not already modeled and practiced</p>	<p>Student independently demonstrates exceptional competence synthesizing sophisticated content with respect to the targeted learning goals.</p> <p>Student applies knowledge, understanding, and skills to new situations in a nuanced and reflective way</p>

Student-Family-Teacher Conferences

In September, we engage in family conferences where homeroom teachers meet with the child and their family to learn more about each other and help set some goals. Later in the year, we also engage in Student-Family-Teacher Conferences. These conferences allow students, parents/guardians, and teachers to collectively reflect on and evaluate student learning.

This is achieved through:

- Student self-reflection and goal setting related to their development of the Approaches to Learning and Learner Profile
- Sharing of examples of assignments, artifacts of learning, and assessment information

- Dialogue between students, teachers, and parents/guardians to collaboratively identify students' strengths, areas for growth, and goals for learning

Report Cards

Three written report cards are developed and provided to families; the first is published in December, the second is in March and the final one in June. These report cards serve to provide students and parents/guardians with clear insight with respect to how students are progressing towards specified learning goals. Report cards are personalized to each child to reflect their learning achievements and growth over a term of learning. For identified learners, report cards reflect their progress in relation to the goals and objectives outlined in their Inclusive Education Plan (IEP). Progress related to IEP goals is also reported on the IEP progress monitoring report.

Student-Led Conferences

In the Spring (March/April), students take the lead during conferences with their parents/guardians and teachers. For these conferences, they select specific pieces of work that exemplify their learning and share how these pieces reflect their development of the Approaches to Learning and Learner Profile over the school year.

Links to Other Policies – See School Webpage for:

- Academic Integrity Policy
- Inclusion Policy
- Language Policy

Essential Agreements:

At Norgate Xwemélch'stn Community Elementary School we value honesty, clarity, and transparency in our approach to assessment and evaluation. Therefore, we:

- see assessment as a key part of an ongoing process of learning
- strive to implement assessment practices that provide clear descriptive feedback
- foster student agency in the development of their thinking and skills

References/Additional Resources/Links to Further Information:

This assessment model aligns with practices supported in the [NVSD District Assessment Handbook](#).

Current BC Ministry of Education procedures and policies on assessment and reporting:

- [K-12 Student Reporting Policy Communicating Student Learning Guidelines](#)
- [Classroom Assessment & Reporting](#)
- [Redesigning Assessment](#)
- [British Columbia's Provincial Curriculum](#)

Policy Review Procedures and Dates:

The policy will be reviewed annually during scheduled IB in-service meetings. The purpose of the review will be to ensure the document is up to date, ensure all staff members are aware of the procedures at the school, and to provide an opportunity for sharing activities and approaches, reflection, and goal setting by the staff. The policy will be made available to all members of the Norgate Xwemélch'stn school community.

Review Date:

- June 2025