



Norgate Xwemélch'stn Community Elementary

Assessment Policy

Primary Years Programme – Candidate School

Policy Date: October 2022
Updated 2024 to reflect provincial changes

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

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.

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)

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

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

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

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.

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:

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

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 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 November, 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.

Portfolios

In order to facilitate reporting and student reflection, the school will support students with the maintenance of a learning portfolio. Pending the release of a new Ministry of Education Reporting Order, the school is exploring tools that can be used as an online portfolio and will come to a consensus as a teaching staff as to how to move forward with this by the end of the 2023/24 school year.

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:

[Classroom Assessment & Reporting](#)

[Redesigning Assessment](#)

Applicable IBO Standards:

Std. B1.5B: The school has developed and implements an assessment policy that is consistent with IB expectations.

Std. C4.1: Assessment at the school aligns with the requirements of the programme.

Std. C4.1a: Assessment at the school is integral with planning, teaching and learning.

Std. C4.1b: Assessment addresses all the essential elements of the programme.

Std. C4.1c: The school provides evidence of student learning over time across the curriculum.

Std. C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

Std. C4.3: The school uses a range of strategies and tools to assess student learning.

Std. C4.4: The school provides students with feedback to inform and improve their learning.

Std. C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme.

Std. C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme. **Std. C4.6a:** Student learning and development related to all attributes of the IB learner profile are assessed and reported. **Std. C4.7:** The school analyses assessment data to inform teaching and learning.

Std. C4.7a: The school ensures that students' knowledge and understanding are assessed prior to new learning.

Std. C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Std. C4.9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition.

Policy Review Procedures and Dates:

The policy will be reviewed annually during a staff meeting. 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.