



January 2017

## ***Bon View School Primary Years Programme Assessment Policy***

### **What is assessment?**

#### **PYP Definition**

Assessment is the gathering and analysis of information about student performance. It identifies what students **know (knowledge)**, **understand (concepts)**, **can do (skills)** and **feel (attitudes/action)** at various stages in the learning process.

It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

(Primary Years Program Assessment Handbook, January 2000. © International Baccalaureate Organization)

### **Bon View's philosophy of assessment**

Assessment is a continuous process that allows teachers, parents, and students to identify areas of strength and areas that need improvement, as well as the effectiveness of the program. At Bon View Elementary we believe that through assessment we can strengthen teaching and guide the learning process for our students.

**Assessment is a team effort!**

### **Assessing: How do we discover what students have learned?**

Purpose for assessment

- To understand our learners
- To set our goals and plan for future student growth
- To track progress and growth
- To guide student through the five essential elements of learning contained in the PYP (Knowledge, Concepts, Skills, Attitudes, Action)
- To celebrate what students do
- To evaluate the effectiveness of the teaching/learning program

### **What is assessed?**

- Acquisition of knowledge
- Understanding of concepts
- Mastering of skills
- Development of attitudes
- Decision to take action
- Demonstration of the attributes of the PYP student profile
- Student progress and performance in the following subject areas: Mathematics, ELA, Eld., Social Studies, Science Physical Education, the Arts

### **When do assessments take place?**

- Formative assessments are interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.
- Summative Assessment happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have learned. The PYP promotes the use of a range and balance of school-based assessment and feedback techniques, including student/teacher/parent conferences, writing samples, structured observations, and performance tasks assessed by teachers and by the students themselves. (Foundational assessments, profiles, end of planner assessments)
- Evaluation is the process of making a judgment about student progress or the effectiveness of a programme based on sufficient assessment information.

### **Effective Assessment Practices**

A range of assessment formats are used to represent a balanced observation of each child and what they know, understand and can do in relation to the content being assessed.

Allows students to:

- Identify individual strengths
- See the progress they have made
- Identify goals for reaching expectations
- Understand what needs to be improved
- Share their learning and understanding with others
- Receive feedback on their learning
- Provides a motivating force that encourages the personal pursuit of excellence
- Express their points of view and understanding

Allows teachers to:

- Inform every stage of the teaching and learning process
- Create instructional plans to guide inquiry
- Define expectations and outcomes for student and teacher lead inquiry
- Collect both quantitative and qualitative data
- Acquire data that can be used to inform students, teachers, grade levels, school, and community
- Support and develop collaborative reflective teaching practices on student performance and progress
- Observe if students can apply their understanding to related contents

Allows parents to:

- Provide a window into learning and what is happening in school
- Observe and track student progress and development
- Provide opportunities to support outside of school
- Celebrate student learning
- Understand the goals teachers have for each student

### **What tools are used to collect data?**

#### **Classroom observations:**

- Anecdotal notes
- Activities that provide feedback to inform students and staff
- Formative assessments
- Student reflection
- Teacher reflection

#### **Formative assessments**

- To provide information to be used as feedback
- To modify teaching and learning
- To recognize achievements and learning opportunities

#### **Ontario-Montclair School District Assessments**

- CELDT (English Learner)
- OMSD Foundational and Fluency
- Constructive Response
- Math benchmark
- RI (Reading Inventory)
- CAASP(California Assessment of Student Performance and Progress)
- NGSS (Next Generation Science Standards) 5<sup>th</sup> grade will test pilot
- 5<sup>th</sup> Grade Physical Education Assessment

#### **Site Performance Assessments**

- Summative assessments
- Writing/ELA performance task
- Class projects
- 6<sup>th</sup> grade exhibition – students must show the five elements of the curriculum through a transdisciplinary unit of inquiry that includes ongoing assessment of each individual student's contribution to and understanding of exhibition and a summative assessment and reflection on the event itself

#### **Portfolios**

- A collection of student learning, chosen and organized throughout the academic year using grade level essential agreements.
- Portfolios are stored in the classroom/given to next teacher at the beginning of the following school year. Collected work is kept until 6<sup>th</sup> grade.
- Displayed for parents during student led conferences

#### **Reporting: How we choose to communicate information about assessment**

- Data is reported to students, parents, and staff on a timely basis
- Staff and students receive daily/weekly/monthly feedback on assessments
- Foundational assessments, Reading Inventory, Math benchmark reviewed by grade level and administration
- Teachers informs parents through classroom communication
- Parent/teacher/student led conferences
- Report cards
- Learner Profile Progress Report
- Learner Profile reflections