



ASSESSMENT POLICY

Introduction:

Assessment is an integral part of teaching and learning. It shapes our understanding of learners and their needs and our own instructional practices. Most importantly, assessment drives instruction. Assessment in education should advance learning, not merely audit absorption of facts.

Assessment Philosophy:

Assessment should:

- assess what the student can do and how they can do it
- assess application of knowledge and skills and not just recall
- involve student participation and reflection
- allow students to analyze their own learning in order to become a lifelong and independent learner
- inform teacher, Principal/Head of School, student and parent of the teaching-learning process
- reflect an agreed and consistent set of objectives and standards
- be varied and ongoing
- be differentiated and equitable
- be clearly understood by all
- be used for accountability purpose

Purpose of assessment:

- assessing *for* learning: the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there
- assessment *as* learning: focuses on the explicit fostering of students' capacity over time to be their own best assessors
- assessment *of* learning: the assessment that results in statements or symbols/marks about how well students are learning

Through Effective Assessment:

Student can:

- guide the inquiry process based on their prior knowledge
- demonstrate and share their learning and understanding
- understand their strengths and learning needs
- evaluate their own learning in order to become an independent learner

Teachers can:

- define student's needs to plan and direct instruction
- adapt for multiple intelligences and diverse learning styles
- get continual specific and descriptive feedback for formal and informal communication
- collect both qualitative and quantitative data
- prepare for future inquiries and student learning

Parents can:

- understand student learning
- support student learning



Assessment Strategies and Agreements

Pre-assessment strategies need to be such that they assess the students' prior knowledge and give the teacher an appropriate entry point into the unit. Special attention needs to be paid so that the teacher does not provide any information after reading a book or experience after watching a video about the Unit of Inquiry. Ideally, it should be a provocation.

Examples of Pre-Assessments: KWL (Know, Want/Wonder, Learned) Charts, KWHL (Know, Want/Wonder, How, Learned) Charts, Graffiti Wall, Webs, Concept Maps, Carousel Brainstorming, Four Corners Inquiry, OWL (Observe, Wonder, Learn)

The assessment strategies that are based on agreed upon expectations for student learning will be carried out as individual, pair and group work as deemed suitable for the task. The purpose for this is to enable the student to become an independent learner as well as a collaborative learner.

Working on the principles of balanced “backward design” teacher plan assessment tasks bearing in mind the whole child and the entire learning spectrum (knowledge, understanding, skills, behaviour, strengths, weaknesses and growth).

The following questions will influence the selection of the assessment methods:

1. What do the students already know about the Unit, generally speaking?
2. What do we want students to understand and be able to do?
3. Why are we assessing?
4. How will the assessment information be used?
5. For whom are the assessment results intended?

Authentic Assessment strategies can be the following:

- Provocation
- Observation
- Essays
- Interviews
- Performance Tasks
- Exhibitions and Demonstrations
- Portfolios
- Journals
- Teacher-created Tests
- Constructed Responses

Evaluation tools will be determined largely by the assessment approach. For performance-based assessments, the following evaluation tools can be used:

- Rubrics
- Scoring guides
- Rating Scales
- Checklists
- Comments-Oral and Written
- Anecdotal Notes
- Observations

Students participate in and reflect on the assessment of their work through:

- Peer and self-assessment
- Self-reflections



- Student Led Conferences
- Portfolio creation and reflection of portfolio work
- Conferences with teachers
- Learner Profile booklets
- Unit of Inquiry reflections

Depending on the assessment outcomes, purposes, audience and tools, evaluation will involve others beside the teacher. Student self and peer assessment practices create a sense of ownership and involvement among the students leading to improvement in the quality of their learning and work. Teachers will also involve colleagues in the evaluation of student products and performances.

Formative and summative assessments are to be completed within the school day and not at home. With the exception of research, other exceptions must be approved by the IB Coordinator or Principal/Head of School.

Portfolios

Purpose- To identify student growth and provide a continuum for students to track their learning process and define their growth as a learner. It provides evidence to parents, teachers and students on student progress for individual reflection,

Contents- Includes the following sections:

- Introduction: The student will design an introductory piece to introduce themselves at the beginning of each year.
- Showcase Work: This section is for the student to “present” the work that they are most proud of (1 piece per year).
- Units of Inquiry: Students choose one piece of work from each Unit of Inquiry which they are most proud of, or represent their learning during the Unit of Inquiry.
- Language Arts: Includes any work from Language Arts- reading, writing, oral language etc. (2 pieces per year).
- Math: Includes Math problem solving work (2 pieces per year).
- Other: Students will choose work done in other subjects (e.g. Music, French, Art, PSPE, ICT) or any memory created during the year that they would like to document such as an event, or activity they participated in (1-5 pieces).
- Parental Response/feedback form

Format:

The portfolios will be in a three-ring binder and kept with the class teacher. It will be passed along each year to the next teacher. The portfolio ultimately belongs to the student that they take with them when they leave King Heights Academy or the PYP Program.

Selection/Reflection process:

The contents of the portfolio are to be decided by the students with the guidance of the teacher. The work should reflect the growth of the student as an inquirer/learner. The work selected must include a reflection by the student as to why they chose the piece of work for their portfolio. The reflection should be attached to the piece of work. The reflection can be written by the student or scribed by the teacher if need be. This will serve the purpose of reference for the student in the future and others at any point of time.

Time:

The student portfolio will be created when the student joins King Heights Academy and follows the student year after year, gathering various work samples over time. If a new student brings a portfolio from another school that aligns with the King Heights Academy portfolio, the student will continue using the portfolio they have and add to it the expected content for their time at King Heights Academy.



Process of Assessment for Exhibition:

The school ensures that all Grade 6 students can demonstrate a consolidation of their learning through the completion of the PYP Exhibition. As stated in our inclusion policy King Heights Academy is committed to providing the IB Primary Years Program to every student in our school regardless of their learning needs; therefore systems such as our Individual Education Plans and Students Success Plans have been put into place and are followed during Exhibition as required. Assessment rubrics are created by the student with the guidance of the homeroom teacher. The homeroom teacher will use this rubric to assess each group. In addition, each student will self-assess themselves and hand in their rubric to the homeroom teacher to include in the final mark. Judges attending the Exhibition will use a separate rubric for the purposes of feedback only.

Reporting

At the end of October teachers prepare an Ontario Ministry of Education Progress Report for all students. The progress report does not include grades. It serves as a document that facilitates communication among parents, teachers, and students and encourages students to set goals, assists parents in supporting learning at home, and helps teachers establish plans for teaching.

At the end of first term (January) and second term (June) teachers prepare the Ontario Ministry of Education Report Cards for all students. The final page of the report card will include examples of how the student demonstrated each of the learner profiles throughout the year (one example per profile). These examples may come from the teacher's anecdotal notes, Unit of Inquiry reports or IBism Stars given throughout the year. This final page can be filled in by both the homeroom and specialty teachers.

All reports will be written and modified by the classroom teacher, reviewed by the Principal/Head of School and signed by the Principal. The reported grades and comments summarizing the students' evaluation for the whole term. If a student has an IEP it is to be included with each Report Card.

Besides the formal reporting, the school maintains effective channels of communications with the parents about students' learning. These are:

- Written comments on the assignments
- Student's agenda
- Phone calls
- Informal sessions with parents while dropping off and/or picking up the children.

Conferences

Parent-teacher Conference:

After the first term Progress Report Card parents and teachers will have an opportunity to reflect on the student's learning and plan strategies for improving their learning. It is advisable that the student attends this conference. The parents need to sign up with the classroom teacher for the conference, which normally lasts 15-20 minutes per parent. Parents can also schedule to meet with their child's teacher to discuss their progress at any other point in the school year.

Student-led Conference:

Within the month of April there will be a student-led conference. This is an opportunity for the student to lead their own conference with their parent and/or teacher to discuss their own learning and progress. The students plan their own presentation with teacher modelling.



Student/teacher Conferences:

These are ongoing conferences beginning in August before the start of the school year and held throughout the school year, informally almost on a daily basis, as a part of everyday best teaching practice. The teacher gives useful feedback to the student about their learning and the student gets a better understanding of their learning. Parents are invited to attend.

Collection/ Recording

Homeroom teachers will keep samples of all the assessments. This is to include rubrics, tests, summative and formative assessments etc.

*Rubrics must be co-created and clearly stated for each assessment within a Unit of Inquiry. Rubrics contain a *minimum of three* criteria with two of the criteria being: Knowledge and Understanding and Application of Skills. Other criteria will be determined by the task such as: Art-Creativity, application of ICT skills, expression or organization of ideas, use of conventions, French etc.

Documents should be kept in an agreed upon spot in the classroom and submitted to the IB coordinator at the end of each school year.

Process for Analyzing Assessment Data:

Parents and Students:

- Reading and writing a written reflection on the completed UOI.
- Parent-Teacher meeting (students can attend).

Teachers:

- Based on pre-assessment and formative assessments teachers are to use that information to modify or re-evaluate their inquiry or lesson plans. Examples may be differentiating lessons to learn the same outcome, changes in assessment task or direction of the inquiry.
- Based on assessment data if a student is not meeting learning outcomes teachers meet collaboratively to address that situation and plan for student success.
- If there is immediate concern based on an assessment/test/quiz please speak to the PYP Coordinator and/or Principal/Head of School as needed for immediate action as one or both are always available. Do not wait for weekly meeting.
- If there is on-going concern, please refer to the Inclusion Policy for policy and procedures.
- Before planning a unit, teachers should analyze previous planners for reflections and feedback on similar units.
- At the start of the school year teachers should look over previous report cards for new students they will be teaching, including IEPs and SSPs.
- Refer to the “Next Step” comments in Progress report for Term 1 report cards and comments in Term 1 for Term 2 report cards.

Accessibility

The students’ portfolio will be available to any student, teacher or other school visitor or parent. However, all other assessments are considered confidential and will only be shared with the student who was being assessed, the student’s parents, staff members that work with the student and administration.

Review:

As a staff we will review our assessment policy annually.

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