



**CYPRESS PARK**  
PRIMARY SCHOOL

## Assessment Philosophy Cypress Park

### **Cypress Park Mission Statement:**

*Cypress Park Primary School strives to develop caring, creative, principled students who apply their skills and knowledge and recognize different perspectives with an open-mind. It is the school's mission to nurture confident and inquiring individuals who are citizens of the world.*

### **IB Mission Statement:**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

### **Philosophy and Vision**

At Cypress Park we believe that assessment is critical and purposeful in evaluating the understanding and the development of student knowledge over time. When used effectively, both students and teachers are involved in identifying what students understand, know, can do, and where the individual is in the learning process. All stakeholders involved in the learning process must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which the assessment is made. These can be reflected through pre-assessment, formative, and summative assessments making assessment ongoing, authentic, varied, and purposeful. This ongoing process can be changed and modified to provide engaging teaching that helps students and teachers reach their highest potential.

Cypress Park has adopted the West Vancouver School District's model of assessment. As a school we believe that assessment is:

- Timely and ongoing
- Clear and intentional
- Inclusive
- Communicates student learning
- A shared responsibility

**Below is the model followed by the school:**

In West Vancouver Schools, assessment tells the story of the learning journey: where we are, where we want to go, and informs how we get there.

## THE 5 GUIDING PRINCIPLES OF ASSESSMENT

### Formative Assessment

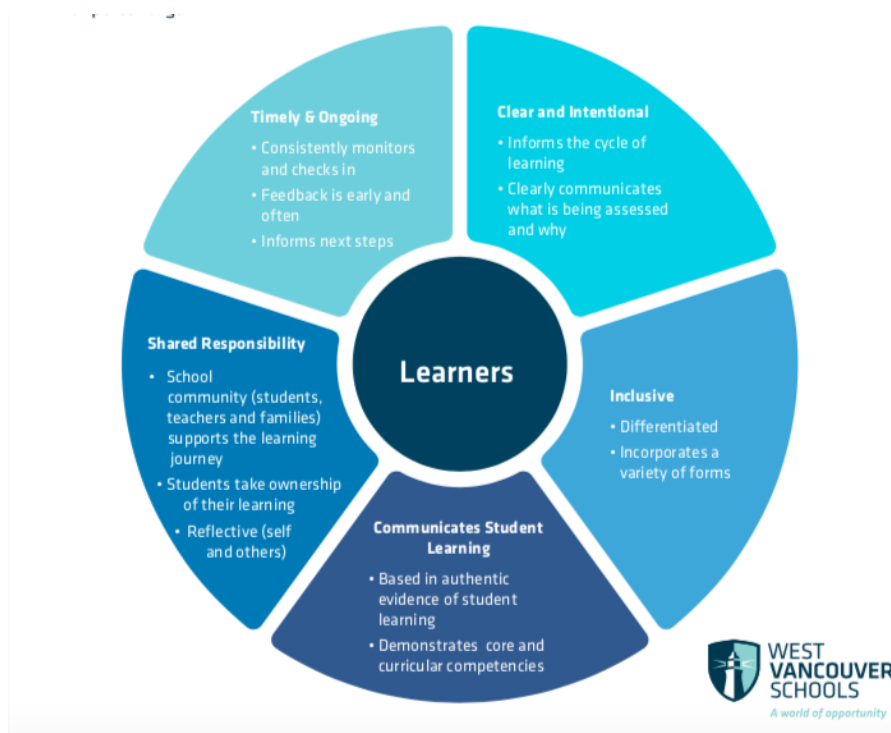
guides next steps for teaching and learning:

- Monitors student learning to support growth
- Feedback that communicates strengths and challenges
- Provides opportunities for students to explore and take risks with their learning
- Focus is on informing teaching and learning
- Not represented by a proficiency, letter grade or percentage

### Summative Assessment

demonstrates learning at a given time:

- Informs what a student has learned and can demonstrate at a given time
- Evaluates progress
- Focus is on understanding, competency and content relative to an outcome or standard
- Is represented by a proficiency, letter grade or percentage



### **Building a Shared Assessment Culture:**

Assessment at Cypress Park builds a shared culture by: (From Principles to Practice)

- creating opportunities for teachers to plan, reflect and moderate assessment collaboratively
- providing school-wide professional development opportunities around integrating effective assessment
- reinforcing the role assessment plays in finding out what students know and can do, and in identifying the next steps for their learning

### **Development of Assessment Capable Teachers**

Development in this area is continuous and informed by both the district's policy and the IB philosophy on assessment:

At Cypress Park we have agreed to

- Be aware of, and understand, why and what to assess
- Be aware of, and understand, what constitutes quality through pre planning and co-constructing criteria with students
- Have a shared understanding of how to assess and what data is being collected, analysed and reported.
- Use a shared language for talking about assessment
- Create an assessment process that is collaborative and inclusive of all members

### **Developing Assessment Capable Students**

It is important to develop assessment capable students who are able to reflect on their learning and how to make improvements. The learning community is committed to build assessment capable students by:

- Students will work with teachers to develop learning goals
- Students will learn to self-assess and share their growth
- Students will identify evidence, samples of learning that demonstrate action towards their learning goals
- Students will learn how to reflect and plan next steps in their learning
- Students will use feedback and apply various strategies to adjust their learning in order to make improvements

### **HOW: Discovering what the students know and have learned:**

#### **Pre- assessment:**

A pre-assessment is done prior to starting a new unit, or concept. This helps teachers and students find out what the student already knows and can do.

**Formative assessment:**

Formative assessment is foundational with daily instruction and supports and guides the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It is shared amongst the connected staff and discussed and recorded in the PYP planner weekly. Teachers are responsible to prepare different formative assessments with the use of various assessment tools to keep a record of student progress. Teachers use a variety of strategies for monitoring, documenting and measuring student progress.

**Summative Assessment:**

Summative assessment is the culmination of the teaching and learning process and may take place at the end of a unit. It provides students with an opportunity to show what they have learned. It also shows how effectively students understand knowledge, key concepts, and skills, with the hopes that it will empower action.

<b>How to Assess</b>				
<b>Goal</b>	<b>Monitoring</b>	<b>Documenting</b>	<b>Measuring</b>	<b>Reporting</b>
WHY? The aim	To check the progress of learning against personal learning goals and success criteria	To compile the evidence of learning	To capture what a student has learned at a particular “point of time” and analyse the data to inform learning and teaching	To describe the progress and achievement of the students’ learning
How? Strategies	Conferences Comparing previous work Observations Photo Class discussions Student feedback Learning with peers Students set and assess their own goals	Photo evidence Checklists Quickscale Summative Celebration of Learning Anecdotal notes Targeted observations with notes	Tracking over time Tests/Quizzes Summatives Observations Photo Class discussions	Communicating Student Learning documents Student/teacher conferences Student Led conferences PAC Meeting
What? (Tools)	Learning goal folders Documenting evidence in teacher assessment binders	Photographs Google classroom Freshgrade Scrapbook Rubrics	Literacy reviews Student learning satisfaction survey DIBELS/DAZE -School Wide Write	Freshgrade

		Scaled	-RAD Gr.3 -K Screener KELP -Literacy/Numeracy Checkpoints	
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**British Columbia’s Ministry of Education Requirement (Provincial requirements) and West Vancouver School District Requirements**

*Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)*

*Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)*

<b>Grade</b>	<b>Required Assessment</b>
Kindergarten	Kindergarten Early Learning Progress (KELP) Test (Mid year) Core Competencies reflections 1x a year
Grade 1 and 2	Literacy Review Core Competencies reflections 1x a year
Grade 3	District Reading Assessment (RAD) 2x a year Core Competencies reflections 1x a year

**Synergy of the policies:**

When our assessments are trans-disciplinary in nature, varied and utilizes all intelligence the school will create an inclusive environment. Supporting language helps us to include students from all areas and backgrounds. As for assessment, focus on what is to be assessed and word the questions, ways to show your understanding based on the assessed piece vs how well the student can articulate in a second language. Furthermore, the language and inclusion policies represent the demographics of the school that we aspire to work in. This also extends outside of the walls of the school, our policies help to support the parents and families beyond the classroom.

