



CYPRESS PARK
PRIMARY SCHOOL



**Cypress Park Primary School
IB World School**

District 45 (West Vancouver)

**Assessment Philosophy and Policy
2010**

Updated by staff on January 15, 2014

Assessment Philosophy

At Cypress Park, assessment is an integral part of daily practice, both for students and teachers. We believe that assessment should be authentic and purposeful. It is a meaningful, honest and collaborative process between teacher, student and parent. Simple, clear and ongoing communication with parents about assessment enables them to be active participants in their child's learning.

We believe that by inviting students into the learning process they will become more responsible and accountable for their growth and development. Reflecting on their own learning and that of their peers enables the growth of principled thinkers. Furthermore, generating criteria with students helps to demystify the learning process, encourages accountability and builds confidence in our young learners. Students at Cypress Park are empowered to reach their true potential and play an integral role in shaping the outcome of their own learning.

School Wide Assessment Essential Agreements

We agree that:

- Assessment informs instruction
- Both classroom teachers and specialists maintain clear, accurate and up-to-date records of assessment
- Students are assessed in a variety of ways on an ongoing basis
- Students are aware of assessment guidelines and criteria before beginning an activity or task
- Students are part of the assessment process by co-creating criteria with the teacher when appropriate
- Student self-reflection and assessment are built into areas of study
- Meaningful feedback to students is ongoing and supportive

Assessment Tools

Cypress Park is committed to using a variety of assessment practices to address student learning. The following may be used:

- Checklists
- Rubrics
- BC Performance Standards (school-wide cold writes, social responsibility rubrics connected to school goal)
- Anecdotal records
- Exemplars
- Continuums
- Reflection/Learning Logs
- Photographs/videos
- Project work
- Quizzes
- Self- assessment
- Peer-assessment
- Running records (PM Benchmarks)
- District standardized evaluations
- Presentations

District Assessment Tools:

- DART (District Assessment of Reading Teaching) gr 2/3
- Kindergarten, Gr. 1 and Gr. 2 District Literacy Screener
- Special Education Assessments
- RAD (reading assessment) for Gr. 3 students
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Types of IB Assessments

Pre-assessment:

- Before beginning a unit of inquiry, teachers assess prior knowledge to guide instruction

**examples of strategies used: KWL, RAN Strategy, QFT, mind maps*

and webs, quick writes, discussions, work samples

Formative Assessment:

- Is ongoing and provides valuable information *for learning* to both the teacher and student, and often to the parent
- Helps plan the next stage in learning
- Enables and encourages students to take responsibility for their own learning through continuous and meaningful teacher feedback
- Allows teachers to differentiate to personalize learning

Summative Assessment:

- Takes place at the end of each Unit of Inquiry and showcases student learning and achievement
- Includes student input
- Requires students to apply their understanding to a new situation or task
- Allows students to demonstrate their understanding in a variety of ways

PYP Exhibition

- Inquiry falls under one transdisciplinary theme
- Topics, generated by students, relate to the central idea
- Students craft lines of inquiry with teacher guidance
- Undertaken by the grade 3 students
- Real-world issues or problems are explored at the local and/or global level
- Incorporate the Arts into the process (*music, dance, drama, fine arts*)
- Collaborative process facilitated by classroom teacher and mentors
- Whole school plays a role in preparing students for exhibition
- Presented to the school community

School Wide Reporting Essential Agreement

We agree to:

- Report in accordance with School District #45 Policy (3 formal and 2 informal reports)
- Report in an authentic and fair manner
- Include the language of the IB Learner Profile and/or IB Attitudes in opening comments on student report cards
- Students complete a self-assessment using the Learner Profile which will be included in each report card
- Provide information about the Units of Inquiry in our overviews

Individual IB Portfolios

Purpose:

- *To show student learning over time, including pieces of work along with an element of reflection or personal assessment related to a specific piece of work/activity*
- *To show evidence of student engagement and understanding in the trans-disciplinary units of inquiry*

We agree that:

- In consultation with teacher, students choose up to 3 work samples per unit of inquiry
- Work will be collected in a binder, organized into transdisciplinary themes
- Additional work samples or pictures may be added from specialty areas such as French, Music, or P.E.
- Portfolios are easily and independently accessible for students
- A student may only access his or her own portfolio
- Portfolios will be a part of the student-led conferences
- Portfolios follow the child through the grades and remain at school for the duration of the student's enrollment at Cypress Park and West Bay
- The grade 3's will use their portfolios as an accumulated reflection tool when considering the topic of their choice for their Exhibition

Student Led Conferences

- Take place in the spring reporting period just before report cards are sent home (usually early March)

- Are an opportunity for students to share and celebrate their growth as a learner
- Together, teacher and student select work to be shared with parents.
- Prior to the conferences, the teacher helps students to prepare by communicating the expectations, and instructing them on how to conduct their conferences through role playing. Students have opportunities to practice these skills with a peer before the event
- Students are responsible for explaining their progress and demonstrating their learning through hands on activities such as reading, math games, P.E. dance, or handwriting samples, for example.
- Students will share the collected pieces of work documented chronologically in their IB portfolios
- The teacher is responsible for time keeping, ensuring that students are on track and that all areas are covered

Celebration of Learning

- Occur throughout the school year in all grades depending on the unit of inquiry
- The school community, including parents and children in other grades, is invited to share and celebrate student learning in an informal manner (Examples include Science Fair, Poet's Corner, Meet the Author etc.)
- Help students grow in their abilities as IB *communicators* and *risk-takers*
- Upon completion, students *reflect* on their growth in some format (discussions, written responses, letter logs)

Assessment of PYP Learner Profile Traits

Cypress Park conducts regular whole school meetings to actively teach the character traits expressed in the Learner Profile. Students in Kindergarten through Grade Three gather to enjoy quality literature and engage in multi-age activities and role plays that focus on the studied trait, each lasting about six weeks. This trait is highlighted on the IB Learner bulletin board in the foyer and students “caught” demonstrating this attitude are recognized with a happy note.

All staff uses the language of the IB learner profile and model appropriate words and actions that embody the studied trait. It is infused throughout daily conversations and curriculum. Parents are kept informed through daily announcements and bi-monthly class emails so that they can support the learning of these important qualities at home.

As well, students have opportunities to write reflections on how they have shown the particular attributes, to discuss how characters in stories embody certain attributes or to reflect on the profile traits displayed by their peers.

Enclosed in each report card is a student self-assessment sheet that reflects their understanding and growth with the IB learner profile traits, the IB attitudes and the approaches to learning studied over the course of a given term.