



WEST BAY SCHOOL

Assessment Philosophy

West Bay Mission Statement:

In an atmosphere of mutual respect, West Bay inspires, encourages and challenges students to become active, compassionate lifelong learners within their local and global communities.

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 West Bay 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 at 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.

West Bay 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

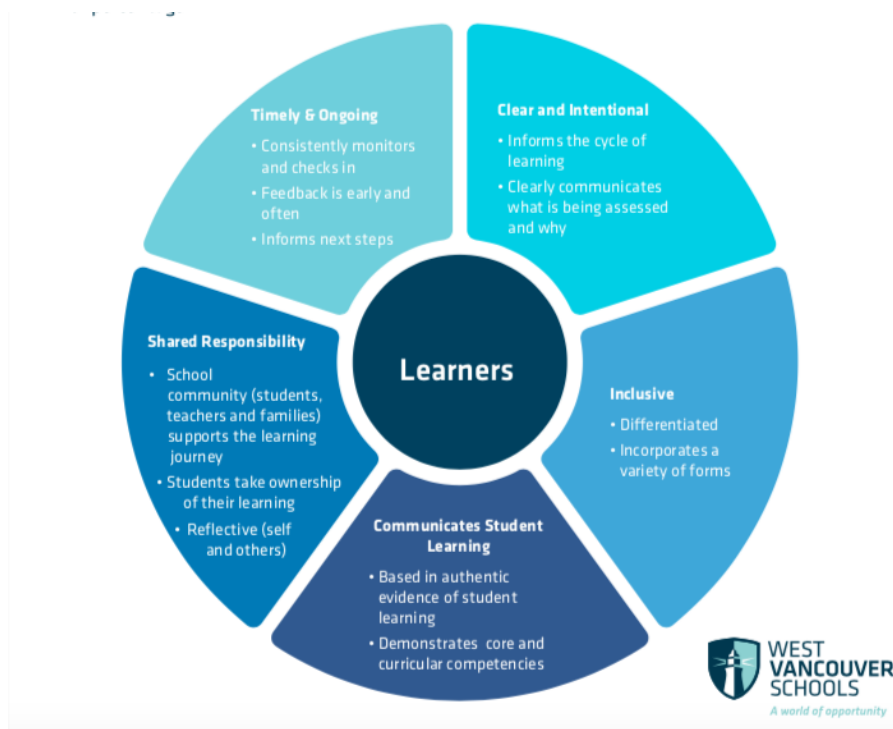
guides next steps for teaching and learning:

- 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 (From Principles to Practice)

Assessment at West Bay builds a shared culture by:

- 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 West Bay 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



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.

How to Assess				
	Monitoring	Documenting	Measuring	Reporting
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



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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	Tracking over time Tests/Quizzes Summatives	Communicating Student Learning documents Student/teacher conferences Student Led conferences PAC Meeting
What? (Tools)	Observation checklists Note Taking Freshgrade comments Brainstorms	Photographs Google classroom Freshgrade Scrapbook Rubrics Scaled	Literacy reviews Student learning satisfaction survey DIBELS/DAZE FSA (4/7) School Wide Write DART Gr.3 RAD Gr.3/5/6 K Screener KELP	Freshgrade

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)

Grade	Required Assessment
Kindergarten	Kindergarten Early Learning Progress (KELP) Checkpoint (Mid year)
Grade 1	Literacy Review DIBELS 1x a year
Grade 1 and 2	Literacy Review (DIBELS) 1x a year School Wide Write 2x a year
Grade 3	District Reading Assessment (RAD) 2x a year School Wide Write 2x a year
Grade 4	Foundation Skills Assessment (FSA) 1x a year (Provincial)



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	District Reading Assessment 1x a year School Wide Write 2x a year
Grade 5	District Reading Assessment (RAD) 2x a year School Wide Write 2x a year
Grade 6	District Reading Assessment (RAD) 2x a year School Wide Write 2x a year
Grade 7	Foundation Skills Assessment (FSA) 1x a year (Provincial) District Reading Assessment 1x a year School Wide Write 2x a year

Synergy of the policies: <https://padlet.com/mespenhain1/uovu9hzc4hpz>

When our assessments are trans-disciplinary in nature, varied and utilize all intelligence the school creates an inclusive environment. Supporting language helps us to include students from all areas and backgrounds. Well crafted assessments support students to demonstrate their understanding regardless of their language proficiency and learning style. Providing opportunities for students to continually showcase their learning is a priority. The Language Policy and Inclusion Policy support West Bay's work in this area. These policies also extend outside of the walls of the school to support parents and families beyond the classroom.

Policy Creation: 2019

Contributors

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