



Fraser Valley School

A Community of Courageous Contributors



Assessment Policy

Vision Statement

A community of courageous contributors

Community – our learners share the responsibility of providing a safe environment that values diversity and different perspectives

Courageous - our learners are defined by the bravery of their words and deeds, which are based on integrity, empathy and respect

Contributors - our inquiring problem solvers share their knowledge and skills for the benefit of others

Mission Statement

Our Learners: Know and **care** for themselves, **know** and **care** about others, are **known** and **cared** for by others in a rich academic environment.

Assessment Philosophy

At Fraser Valley School (FVS), assessment is an ongoing process of gathering evidence for and of learning amongst the learning community (teachers, students and parents/guardians). The data will be used to give timely feedback that will feedforward to the learning community. Assessment should be authentic, inclusive, clear and specific. It should also be varied, developmental, collaborative, interactive and contribute to the communication within the learning community. Monitoring and documenting provides feedback on the learning process and the development of these essential elements: conceptual understandings, Approaches to Learning (ATL), learner profile, inquiry, and subject specific knowledge. Assessment reflects best practices of teachers that support life-long learning, promotes student achievement, and instills responsibility for learning that reflects both the IB philosophy and our mission statement contributing to a culture of assessment.

Essential Agreements for Assessment

- Assessment informs future instruction by revealing students' current learning, by identifying students' strengths and needs as learners, and by providing feedback that feeds forward to inform teaching and learning
- Teachers use a variety of assessment methods (formal and informal) and tools that address the varied needs of students
- Teachers are aware of how and when to use standardized assessments (e.g., Running Records/PM Benchmarks, Dibels, WTW Spelling Inventories, FSA, school wide writes) and this usage is standardized collaboratively for appropriate developmental levels



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- Teachers seek to actively involve students in the assessment process through class generated checklists/rubrics, self-reflection, and goal setting
- Teachers will provide models/exemplars of performance to ensure students understand the expectations for their assessments. Teachers ensure that students are aware of assessment guidelines and criteria before beginning an activity or task
- The verbal and written feedback from the classroom teachers, specialists, and students is ongoing, meaningful, and supportive to promote forward growth
- Students set their own next steps for learning, based on self-reflection and feedback, in order to strengthen skills, knowledge, and understanding
- Report cards include the language of the IB Learner Profile and of the Approaches to Learning (ATL) in conjunction with the BC curriculum Core Competencies using the templates provided

Assessment and Documentation Tools

FVS uses varied assessment tools and documentation methods which are differentiated according to the inquiry, the teacher or the student. For example:

- Rubrics
- Checklists
- Reflections of self and peers
- Reflections on group cooperation and teamwork (how students work in a team)
- Portfolios (choosing exemplary work and progression of work, with reflections)
- Project work (creating maps, posters, booklets, powerpoints, pamphlets, videos, podcasts, skits, performances, artwork, music, models, letters, essays, research papers, etc)
- Oral presentations as a group or individual
- Conferences (one on one conversations with teachers about the student's learning)
- Individual oral commentaries (to class or to teacher)
- Investigation workbooks/Learning Logs (documenting the process of inquiry)
- Multimedia presentations (using more than one way to demonstrate learning)
- Pencil and paper tests/quizzes
- BC Ministry Performance Standards
- Exemplars
- Anecdotal notes

Standardized Assessment Tools:

- PM Benchmarks
- Dibels (kindergarten)
- Words Their Way Spelling Inventory (Grades 1 to 5)
- School Wide Writing Exemplars
- Foundation Skills Assessment (Grade 4 and 7)



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Approaches to Assessment

Assessment is an ongoing process with many opportunities for students to demonstrate their learning in a variety of ways. Formative assessment can be formal or informal, and provides information to plan the next stage in the learning process. Teachers check for prior understanding to guide the instruction and to improve and inform learning. Summative assessments give the students opportunities to demonstrate their learning and consolidate their understanding. Assessment measures understanding of the main concepts being taught. The importance of differentiation and agency is emphasized in the creation and implementation of all assessment. Student learning is viewed holistically, emphasizing the process of learning, not merely the product.

Documenting

Teachers use a range of methods to document the evidence of student learning and understanding and it is shared with others to make learning visible and apparent. This could include: video, audio, photographs, graphic representations, written records of conversations, comments, explanations and hypotheses, and annotated pieces of students' work that could be included. Students develop their own portfolio documenting their learning process. The teaching staff is continually collecting relevant exemplars to guide assessment as a collaborative process.

Reporting

As per the British Columbia Ministry of Education Reporting Requirements, FVS reports on student progress five times per year in the form of three report cards and two conferences. Reporting on assessment at FVS describes the progress and achievement of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme. Reporting is presented in a way that is honest, comprehensive, and clear to the learning community.

Report Cards

FVS's report cards will continue to reflect the IB philosophy. The report cards will highlight the student's progress in relation to knowledge, conceptual learning, the depth and breadth of inquiry, and the Approaches to Learning (communication, social, self-management, thinking and research skills).

Student Portfolios

The Portfolio provides a record of student effort and achievement in all areas of school curriculum and school life as well as a dynamic means of three-way communication within the learning community. Portfolios will be digitally shared with families beginning in December of the first year of Toddle use and from September onwards in each subsequent year.



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Conferences

Each year, parents/guardians, teachers and students will have opportunities to discuss and share the learning achievements and progress in the classroom. There will be two formal conferences scheduled and one optional conference available:

Formal Conference: Involves parents/guardians/teachers and the purpose is to discuss concerns and progress of the students at the beginning of the year.

Optional Conference: Involves parent/guardian and may involve the student and occurs after the second reporting period. This conference can be requested by the parent/guardian or teacher.

Student-Led Conference: The final conference is student-led whereby the student guides the parents/guardians through their learning using their portfolio as a guide. The teacher's role in the student-led conference process is to guide and prepare the students. The emphasis is on the discussion between the child and their parent/guardian. These conferences will hold students accountable for their learning, and also encourage student/parent/guardian communication. Parents/Guardians continue to be an active participant in their child's learning and skills, and have an opportunity to help their child set positive goals. Our aim is to build skill development beginning in Kindergarten and progressing through the grade levels. This conference takes place in the final term.

Reviewing the Policy

The assessment policy will be reviewed every second year in the fall. Appropriate amendments will be made by the PYP Coordinator and the updated document will be distributed to staff (hard copy and electronic copy) and parents (via the school portal with notification in a newsletter). The review will be conducted by teaching staff and administrative staff.

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