

# St. Boniface Catholic Elementary School

## IB World & Fine Arts Focus



## School Assessment Policy



## Perspective on Assessment

### **Philosophy:**

Assessment is a tool that guides instruction which is integral to all teaching and learning.

Teachers, students and parents will assess, record and report learning through:

- \*Units of Inquiry
- \*PYP Exhibition
- \*Learner Profile
- \*Student Portfolios
- \*Conferencing
- \*Alberta and District Assessments

## Units of Inquiry

### **Purpose:**

Each unit of inquiry will include both formative and summative assessment and will be planned and stated in the 6 units of inquiry taught per grade per year. St. Boniface Catholic Elementary School teachers will ensure that all the essential elements are assessed: knowledge, concepts, skills, attitudes and action. The purpose and means of assessment should be clearly explained to the students.

### **Formative Assessment – assessment for learning:**

Is connected to instruction and learning to provide instant and frequent feedback on the learning process. Formative assessment is interwoven within each unit of inquiry. Pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. The tools and strategies of this form of assessment includes but are not limited to:

#### **Tools:**

- \*Anecdotal notes
- \*Checklists
- \*Open-ended tasks
- \*Performance tasks

#### **Strategies:**

- \*Observations
- \*Performance
- \*Process-focused tasks
- \*Selected response (quizzes & tests)

**Summative Assessment – assessment of learning:**

Allows the learner to show what they have learned at the culmination of the teaching or learning process. It is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through the unit of inquiry. This strategy allows the teacher to measure the understanding of the central idea and inquiry points, but also can inform and improve student learning and teacher instruction. Summative assessments may include one or any of the following:

\*Evaluation methods to measure proficiency may be through performance based assessments, student initiated action or through selected response items.

\*Those involved in evaluating student responses, products or performances may include any one or combination of the following: teacher(s), student(s), parents/community, members, expert judges.

\*Feedback methods may be one or any combination of the following: numerical score, developmental proficiency scale, narrative report, checklist, verbal report/conference.

**Student generated reflections** will take place at the end of the unit. They may be any of the following:

\*A general reflection of the unit of inquiry, including knowledge and understanding gained about the central idea and possible future investigations

\*A response to a piece of work from the unit of inquiry

**Teacher assessment/reflection** of each unit will occur no later than 2 weeks after a unit of inquiry is taught. As a grade level team, teachers will complete box 6, 7, 8, and 9 in their planners.

## Exhibition

### **Purpose:**

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes, and action. As the culminating experience, it is required that the exhibition reflects all the major features of the programme. Therefore, it must include regular and planned assessment. This assessment should take two forms:

- \*Ongoing assessment of each individual student's contribution to and understanding of the exhibition
- \*A summative assessment and reflection on the event itself

## Learner Profile

### **Purpose:**

While at St. Boniface Catholic Elementary School, all participants in the learning process are expected to model the attributes of the Learner Profile. The assessment policy will be for students to self-reflect and set goals on their development of the attributes.

### **Tools/strategies:**

- \*Kindergarten through grade 6 will focus on one attribute a month and share their understanding with the school community
- \*All units of inquiry will have focus attributes that will be revisited during the duration of the unit of inquiry
- \* Reflections of the Learner Profile will be housed in the student's portfolio
- \*6<sup>th</sup> grade students will reflect on their growth/journey through demonstration in the exhibition

### **Agreements:**

Students parents, teachers and school administration are expected to model the Learner Profile while at St. Boniface Catholic Elementary School. Students are held accountable to show evidence of modelling and understanding the characteristics of all profile attributes through behavior and writing reflections.

## Student Portfolios

### Purpose:

The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Programme of Inquiry in all subject areas. The portfolio allows all those involved in the learning process to see a true picture of the child. It may serve to help the teacher reflect, assess and teach. The five goals guiding teacher and student work with portfolios are:

- \*To celebrate learning throughout the PYP, showing development of the whole child, both within and outside of the Programme of Inquiry
- \*To help students become reflective about themselves as learners
- \*To extend student learning in all disciplines/subject areas
- \*To inform instruction and influence instructional practices
- \*To help support the school's assessment policy

### Contents of St. Boniface Student Portfolios

Portfolio content at each grade level will include the following: The 5 Essential Elements (knowledge, skills, concepts, attitude and action)

- \*One student-generated reflection for each unit from the school's programme of inquiry **OR**
- \*The student's response to a piece of work from the unit of inquiry
  - \*PYP Learner Profile Reflections
  - \*Evidence of Development & Reflection of:
    - \*Literacy (reader's response/reflection/assessment)
    - \*Numeracy
    - \*Writing (assessed writing sample)
    - \*Assessed student work from Fine Arts, French as a Second Language & PSPE
  - \*Student initiated action (when/if it happens)

### Portfolio Management

- \*2" binders separated by tabs into grade levels
- \*Follows child from K – 6, passed from teacher to teacher before new school year and is given to the child at the end of 6<sup>th</sup> grade
- \*Students should understand the purpose of portfolios and be able to explain why specific items are in their portfolios
- \*Portfolios should be easily accessible to students
- \*Portfolios are intended to be student-managed, with teacher guidance

## Conferences

### **Philosophy:**

The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/guardian, and the learner and teacher.

Two scheduled conferences will be offered per school year. Special accommodations may be needed to suit individual family needs

### **Types of Conferences:**

#### **Teacher/Student Conferences: On-going**

##### **Purpose:**

- \*Student feedback is critical for differentiation and individual growth
- \*On-going informal conferencing can guide instruction
- \*To help students with self-reflection by modeling and through discussion

#### **Student Led Conferences:**

##### **Purpose:**

- \*For students to share and report to parents(s)/guardian(s), student growth from the beginning of the year September – November to the middle of the year November – March
- \*To have students reflect on their growth and take ownership for their own learning
- \*To set goals with the student and parent(s)/guardian(s) to ensure the student's continued success

#### **Parent/Teacher Conference:**

##### **Purpose:**

- \*Parent/teacher conference is an opportunity to establish a relationship with a parent(s)/guardian(s)
- \*Provides an opportunity for the teacher to gather background information, to answer parents' questions, to address their concerns and to help define their role in the learning process
- \*Set specific goals for the year

## Alberta and District Assessments

As with all assessment at St. Boniface Catholic Elementary School, formative assessment will be on-going to inform instruction and student progress. The chart below lists summative district measures in all Edmonton Catholic Schools.

District Assessment	Students
EYE – TA Early Years Evaluation – Teaching Assessment	Kindergarten October May
SLA Assessments Student Learner Assessment	Grade 3 September
CCAT's Canadian Cognitive Abilities Test	Grade 6 October
District/School Report Cards	Grades 1 – 6 November
CTBS Canadian test of Basic Skills	Grade 6 January
CCAT's Canadian Cognitive Abilities Test	Grade 3 March
District/School Report Cards	Grades 1 – 6 March
PATs Provincial Achievement Tests	Grade 6 May – June LA Part A & Part B Math Social Studies Science
District/School Report Cards	Grades 1 – 6 June

