



**SCHOOL OF CHOICE**

## **Assessment Policy**

### **PURPOSE FOR ASSESSMENT**

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what the students know, understand, can do, and feel at different stages in the learning process (Assessment in the Primary Years Program, p.2).

The main purpose of assessment and evaluation at Lakecrest is to support and encourage student learning, provide feedback to families, and drive instructional practices. We believe that assessment informs instruction. Assessment helps identify what students know and what they will learn next. At Lakecrest, we recognize that each student has individual strengths and learning needs and that there are multiple pathways to success.

At Lakecrest, we assess to:

- Gather and interpret data
- Inform and improve instructional practices
- Evaluate instructional practices which reflect student inquiry
- Provide feedback for student learning
- Determine how to differentiate instruction

At Lakecrest, we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts

- the mastery of skills
- the development of attitudes and the attributes of the learner profile
- the decisions to take action

Lakecrest recognizes the importance of assessing the process of inquiry, as well as, the products of inquiry where possible. The main aim of assessment at Lakecrest is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

We believe that students bring to any learning situation their prior knowledge and engage with the curriculum through learning experiences and assessment. By immersing the students within a transdisciplinary curriculum, students are able to construct meaning, to make connections, and reflect upon their new knowledge.

Our students come from diverse backgrounds, and therefore bring different levels of prior understanding and progress at different paces. To ensure the curriculum is accessible to all students, we value the practice of differentiation which embraces multiple learning styles.

## **RIGHTS AND RESPONSIBILITIES**

### **STUDENTS**

#### **Rights**

- To receive timely and meaningful feedback on their learning.
- To know the assessment criteria in advance.
- To express their learning through a variety of formats, styles, and intelligences.
- To participate in self-assessment and peer-assessment activities.
- To reflect on their learning and set personal goals.
- To be assessed in a way that recognizes their individual learning styles, pace, and needs.

#### **Responsibilities**

- To actively participate in all assessment activities including self and peer assessments.
- To complete assignments, tests, and projects on time and with academic honesty.
- To reflect on feedback and use it to improve learning.

- To inform teachers of valid reasons for any missed assessments or assignments.
- To contribute to the development of assessment tools, such as rubrics, when appropriate.

## **TEACHERS**

### **Rights**

- To access and use a variety of assessment tools and strategies to inform instruction.
- To receive support in designing effective assessments.
- To communicate with families about student progress and areas for improvement.
- To receive professional development on effective assessment practices.
- To expect students and families to respect timelines and school policies on assessment.

### **Responsibilities**

- To use assessment to inform instruction, differentiate learning, and support student growth.
- To communicate clear assessment criteria to students and parents.
- To provide timely, constructive feedback to students.
- To collect and record assessment data using varied tools (e.g., checklists, rubrics, portfolios).
- To report student progress through formal and informal methods (e.g., report cards, conferences, emails).
- To involve students in self-assessment, goal-setting, and reflection.
- To document and report missed or late assessments and implement appropriate intervention plans.
- To contribute to school-wide assessment practices, including participation in policy review.

## **PARENTS/GUARDIANS**

### **Rights**

- To be informed about their child's progress.
- To communicate with teachers about assessment-related concerns.
- To celebrate and support their child's learning and development at home.

- To receive invitations to formal and informal learning celebrations and conferences.

#### Responsibilities

- To attend curriculum nights, Student-Led Conferences, and other school events.
- To review and discuss assessment feedback with their child.
- To support their child in meeting deadlines for assignments and assessments.
- To inform the school of unavoidable absences affecting assessments and provide documentation as needed.
- To make an attempt to avoid planning vacations or trips during exam or major assessment periods.
- To communicate respectfully with teachers regarding learning concerns and progress.

### **PRINCIPLES OF ASSESSMENT**

At Lakecrest, all assessments aim to benefit students, teachers and parents. We apply the following criteria for effective assessments to both formative and summative assessment (Assessment in the Primary Years Program: Learning and Teaching, 2024).

#### **Effective assessments allow students to:**

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand, in advance, the criteria for producing a quality product or performance
- Participate in reflection, self-and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyse their learning and understand what needs to be improved

#### **Effective assessments allow teachers to:**

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn

- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities; including different cultural contexts
- Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores)

**Effective assessments allow parents to:**

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning

**The assessment component in the school's curriculum can itself be subdivided into three closely related areas:**

1. Assessing – how we discover what the students know and have learned
2. Recording – how we choose to collect and analyse data
3. Reporting – how we choose to communicate information

**TYPES OF ASSESSMENT**

*Pre-assessment:* allows teachers to gather prior knowledge, find what the students already know and can do and is used to guide instruction.

- “What I know” and KWL charts
- Written pre-test
- Entrance ticket
- Daily review questions
- Class discussions and anecdotal evidence
- Self- and Peer- assessment
- Learning journals
- Reading inventories-running records

*Summative assessment:* occurs at the end of a learning cycle in order to give students the opportunity to demonstrate what they have learned. It can assess several elements simultaneously: it measures understanding of the central idea, and prompts students towards action.

- Projects/tasks
- Presentations

- Formal written tests
- Demonstrations
- Exhibition (Grade 6)

*Formative assessment:* is interwoven into the daily learning process in order to guide and plan the next stage of learning. It aims to promote learning by giving regular and frequent feedback.

Some examples of how teachers check for understanding include:

- Oral responses
- Journals
- Exit tickets
- Quizzes
- Observations
- Interviews
- Group work and collaboration
- Self, peer, and group reflections

Provincial and International Assessments:

- Provincial Mathematics and Reading Assessments (PRMA)- Provincial Dept. of Ed. Newfoundland and Labrador
- PCAP- Provincial Dept. of Ed. Newfoundland and Labrador

## **RECORDING AND DATA COLLECTION**

At Lakecrest, teachers use a range of methods and approaches to gather information about student learning. They record this information using a variety of strategies and tools.

- anecdotal notes
- observation checklists
- conversations
- portfolios
- question and answer
- running records
- checklists, rating scales and rubrics.

Teachers use a range of methods to document the evidence of student learning and understanding. This may include video, audio, photographs and graphic representations.

As well, there are written records of standard conversations, comments, explanations and annotated pieces of students' work that form part of a student portfolio.

## **Reporting**

Reporting assessment at Lakecrest includes communicating what students know, understand and can do. Reporting to parents, students and teachers occurs through:

- Conferences (Parent-Teacher) (Student-Parent-Teacher) (Student-Led)
- The portfolio
- Report cards
- The Exhibition (Grade 6)
- Informal phone calls, emails and meetings

## **Portfolio**

The portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum. Each K-6 student shares their Portfolio at the Student-Led Conference.

## **Report Cards**

Report cards are provided three times a year and will make reference to transdisciplinary units of inquiry, English and Mathematical units as well as a general comment of the action of the learner. These summaries are to include references to the IB Learner Profile, the Transdisciplinary skills and the essential elements of the PYP.

## **Student Led Conferences**

Student Led Conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between the child and their parent(s) or caregiver(s).

The focus of the Student Led Conference is on student's progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their own learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

## **Grade 6 Exhibition**

Students in the final year of the Primary Years Programme carry out an extended, collaborative inquiry approach – the PYP Exhibition. Exhibition is the final project that

occurs at the end of the PYP and is intended to showcase the students' knowledge, skills, understanding of key concepts, attitudes and learner profile attributes acquired throughout their years in the PYP. The Exhibition is a year-long inquiry that is student-led and student-explored.

## **Examinations**

Student exams occur in December and June of each academic year for the Grade 7, 8 and 9 students, with review incorporated into the classes leading up to the examination period. Lakecrest acknowledges the importance of developing the skill of test and exam-taking, both as preparation for high school as well as university.

Exams are used as a tool for reflection and growth, with teachers reviewing exams with students after being graded. Exams are also available for parents to view at the school by request, but copies are not regularly sent home with students.

## **Differentiation**

It is important to ensure that each individual is supported to make the most effective use of the range of learning opportunities provided. There should be a variety of teaching and learning experiences and resources that match the goals and methods of the learner, and are relevant to their skills and knowledge. Assessment tasks are required to be challenging to provide opportunities for all students to demonstrate their knowledge and tasks that match their learning style.

It is important that our approaches to teaching and learning reflect these opportunities to differentiate. Lakecrest has implemented this IB pedagogical framework to further support both the approaches to teaching and the approaches to learning.

## **Assessment Policy Review**

The Head of School and Assistant Heads of School in collaboration with the PYP Coordinators, will consider areas for review and clarification.

## **ESSENTIAL AGREEMENT ON ASSESSMENT**

### **Parent communication**

All teachers are expected to communicate the IB philosophy and the Programme of Inquiry to the parents through:

- Curriculum Night at the beginning of the year
- PYP information evening



- Class Newsletters and/or emails
- The School website
- Teacher website
- Formal invitations (Open houses, Exhibition, Student-Led Conferences, or other celebration of learning events)
- Informal invitations (classroom and school-wide initiatives)
- Report Cards
- Student learning samples sent home for reflection
- Student portfolios (PYP Digital Portfolio)
- Student-Led Conferences
- Assemblies

## **Assessment**

Assessment Objectives are planned at the start of the unit and demonstrate clear links between the assessment tasks and all components of the planner, i.e. central idea and lines of inquiry, key concepts, teacher and student questions, learning activities.

- Assessment strategies and tools are varied and can include pre and post assessment tasks and formative and summative assessments.
- Assessments include peer and self-assessment where appropriate.
- Students are involved in the development of some of the assessment activities and tools (e.g. rubrics). Students are informed of the assessment criteria if they are not involved in the development of the assessment activities.
- Assessment informs and directs future learning (formative).
- At the school level, we are working towards addressing all five of the essential elements (knowledge, concepts, approaches to learning, attitudes and action) and the learner profile.
- Teachers are familiar with the assessment policy of the school.

## **Student-Led Conferences**

A Student-Led Conference is a conference with parents led by the student. The role of the classroom teacher is a facilitator in the conference process. Students lead parents through a discussion of their work and established academic and social goals.

- Students are involved in choosing what is shared with parents.
- Students address knowledge, skills, concepts, attitudes and action.
- Teachers welcome parents and guardians and review the process.
- Student-Led Conferences take place in March, a week after the March reports are sent home.

- Student-Led Conference dates are published in the school newsletter and calendar.

## **Portfolios**

Portfolios are collections of children's work that are designed to celebrate student learning through the PYP, showing the development of the whole child, successes, growth, higher order thinking, creativity and reflection, both within and outside of the Program of Inquiry in all subject areas. Portfolios are used by students to communicate this development with parents at Student-Led Conferences and with teachers and peers throughout the year.

- Each student shares their learning portfolio at the Student-Led Conferences
- Portfolios provide information about the content of the unit of inquiry and include the summative assessment for the unit.
- Work samples from the specialist teachers are included in the portfolio.
- Portfolios may include a range of assessment strategies and tools and can include pre and post assessment tasks and formative and summative assessments.
- Assessment samples may include peer and self-assessments where appropriate.
- Students are involved in the selection and development of some of the work samples and assessment samples.
- There is evidence of a student's reflection on learning and of goal setting.
- All work samples are teacher acknowledged in some way and should be dated.
- Writing samples (demand and process) are maintained in the binder after each grade level is completed.

## **Assessment for Grades 7-9**

Students are expected to complete projects and write tests and examinations throughout the school year. For major tests during the school year, teachers will give at least one week's notice of the test date and time. Students are required to write mid-term and final examinations in Language Arts, Math, Science, Social Studies and French. Exam dates will be set at the beginning of each school year, but generally occur in December and again mid-June. If a midterm or final exam is not written or completed for any of the following unavoidable circumstances such as:

- a. personal illness
- b. family illness
- c. death in the family

A parent/guardian must contact the subject teacher explaining the reason for the absence, and provide a medical note if applicable. The JH Assistant Head of School in consultation with the subject teacher, will then recommend whether:

- a. the student's marks be made up of 100% of the term mark
- b. the student writes a supplementary exam.

Parents and guardians are strongly encouraged to plan trips and holidays during scheduled school holidays. However, when students are absent for assignments, tests and exams, the subject teacher must be notified and at the teacher's discretion, the student will complete the assessment(s) either before or after the absence.

#### **A. Late or Missed Assignments -**

If an assignment is not passed in on the due date:

- The student must inform the teacher of the reason.
- The teacher will notify the parent/guardian and request an explanation.
- If the reason is valid (e.g., illness, medical appointment, school activity, family emergency), a new deadline will be set, and documentation may be required.
- If the reason is invalid (e.g., forgetting, refusal, non-urgent appointments), a late penalty applies: 5% per day for up to five days. After five days, a grade of zero will be assigned.

Recurring late/missed assignments will result in referral to Ms. Caines for an intervention plan.

#### **B. Missed Assessments -**

If a student is absent for an assessment (test or quiz):

- Students are expected to complete assessments on the scheduled date.

If an assessment is missed:

- The student must inform the teacher of the reason.
- The teacher will notify the parent/guardian and request an explanation.
- If the reason is valid (same criteria as assignments), a make-up assessment will be scheduled.
- If the reason is invalid, a **20% deduction** will be applied.

Recurring missed assessments will result in referral to Ms. Caines for an intervention plan.

## C. Academic Dishonesty

i. If a student is found guilty of academic dishonesty (cheating) during an assessment (test or quiz):

1. Teacher will inform the student
2. Teacher will inform the administration first and then the parents
3. Upon discussion with the teacher, the assessment may be re-administered, but will be marked at 80% rather than 100%
4. If the assessment is not re-administered, then 0% will be recorded for the given assessment

ii. If a student is found guilty of plagiarism (copying another's work without giving them credit), the following steps will be initiated:

1. Teacher will inform the student
2. Teacher will inform the administration first and then the parents
3. Teacher will use 0% as a placeholder.
4. Student will be allowed to complete work again in a reasonable and agreed-upon time. Upon discussion with the teacher, the assessment may be re-administered, but will be marked at 80% rather than 100%
5. If a student is found guilty of plagiarism a second time, the student will receive a mark of 0% for that assessment.

## REVIEW PROCESS

The assessment policy will be reviewed annually as part of the cycle of policy reviews, curriculum review cycle and the whole school improvement plan. The handbook will be updated as needed. The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

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