



ASSESSMENT POLICY



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Clearpoint Elementary Mission Statement

Clearpoint is a bilingual community school where the partnership and respect of its members are valued. Parents, community members and staff work together to provide the best possible learning environment for every student. The result is that Clearpoint is a school where there is a sense of family and pride in belonging.

Our mission is to:

- foster the discovery and development of the unique identity and positive self-concept of each child.
- promote students' academic achievements in a safe environment and to help each child reach his/ her potential in all areas of development: social, moral, physical, intellectual, cultural and emotional.
- provide each child with the tools necessary to be a life-long learner in a changing world.



International Baccalaureate 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.

Introduction to Assessment

Assessment is essential to verifying the efficiency and effectiveness of our educational program. Through our assessment policy, we address the requirements of the Primary Years Programme as described in the International Baccalaureate literature in conjunction with respecting the Quebec Ministry of Education, Leisure and Sports guidelines.

Assessment occurs through the use of standardized report cards that are issued three times a year. The following document has been prepared to inform and guide Clearpoint's professional staff members to ensure the implementation of our assessment policies.

Purpose of Assessment (Connection with PYP Assessment)

The purpose of assessment at Clearpoint Elementary is to improve student learning, to provide regular reports to parents on student learning and to make sure that teaching and learning follows and respects the IB Primary Years Programme goals and objectives.

At the heart of this policy is the goal to guide our students to develop the five essential elements that encourage life-long learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

Our Assessment Policy at Clearpoint Elementary meets both the requirements of the IB Primary Years Programme (PYP) and the Quebec Education Program (QEP). This policy, a living document, will continue to evolve as a reflection of our ever-expanding expertise as an International World School in a province where inquiry takes place in two languages.

“Evaluation is the process whereby a judgment is made on a student’s learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and administrative decisions. “

Quebec Ministry of Education, Evaluation of Learning
The PYP Program Model Overview:



School Philosophy

At Clearpoint Elementary our focus is on the development of the whole child evolving within the International Baccalaureate program in combination with the MELS (Ministry of Education) requirements. We value a strong relationship with the administrator, staff members and the parent community who together are invested in this cherished venture.

We strive to educate responsible citizens of the world through an inquiry-based international program. All students are encouraged to cultivate an adherence to high academic standards through an enriched curriculum in language arts, mathematics, science and technology, history, geography, music, fine arts and physical education. Within this child-centered approach, the learner is always an active participant, intrinsically involved in every stage of the knowledge building process. Ultimately, our goal is to prepare our students to become life-long learners and global citizens. They evolve as internationally-minded students *“with attributes and descriptors which define the type of learner the IB hopes to develop through its programme.*

IB Learner Profile

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

School Success Plan (2010-2015)

The MELS has mandated that all schools develop a School Success Plan. Within this context, there are particular goals that are relevant to evaluation and assessments. These goals are also aligned with the Strategic Plan of the Lester B. School Board.

Specifically there are strategies, indicators and targets in each of the 4 following strategic directions:

- Maximizing students success in a culture of learning
- Fostering and supporting a commitment of growth for all
- Enhanced school collaboration and community partnerships
- Promoting wellness in a safe and caring environment

Progress towards a wide range of goals within these strategic directions is measured by certain means of evaluation.

- School Board and or Ministry exams
- Running Records,
- Diagnostic tests
- Student Individual Education Plan
- Use of rubrics/ varied evaluation practices
- Annual evaluation of IB Learner Profile Attributes

Perspective on assessment

Clearpoint Elementary has to deliver the MELS (Ministry of Education, Sports and Leisure) Curriculum, which is divided into general competencies, broad areas of learning and subject areas. For each of these elements, a set of competencies and clear evaluation criteria are described in the MELS Curriculum. According to this document, evaluation is the process whereby judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted for the purpose of making pedagogical and administrative decisions (Ministry of Education Policy on Evaluation).

Clearpoint Elementary also offers the Primary Years Programme (PYP) **issued** from the International Baccalaureate (IB). *Assessment is integral to all the teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students*

through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process (Making the PYP Happen, December 2009).

Assessment Methodology

Our assessment methodology aims to determine how we identify what the students know and have learned, how we will collect and analyse data, and how we will communicate about assessment.

This methodology is a collection of best practices, new research and the creative ideas of our teaching staff. Many of the specific tools and strategies we use are described in the PYP Assessment handbook:

Assessing: *How we discover what the students know and have learned*

Assessment includes:

- Formative and summative assessments
- Involves collecting evidence of students' work thinking and understanding
- Documenting the learning process of groups and individuals (planner reflections)
- Engaging students in reflecting on their learning (metacognition ~ self-assessment)
- Students assessing work produced by themselves and by their peers
- Using and developing clear rubrics
- Showcasing and highlighting student work
- Observing and acknowledging students taking action
- Writing common exams prepared by the teacher, school board, and provincial ministry of education department

Recording: *How we collect and analyze the data*

Teachers at Clearpoint use a variety of strategies and approaches to gather information about student learning.

Assessment strategies and tools

Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Making the PYP happen: A curriculum framework for international primary education, p. 48

Standardized assessments are used as part of the school assessment policy to gain as much information as possible about the student, the PYP program and the Quebec education program.

Reporting: *How we communicate about assessment*

Reporting to parents, students, and teachers occurs through:

- **Curriculum Night** takes place during the first weeks of school. Parents meet the teachers and receive a comprehensive curriculum overview and evaluation breakdown. They also explain the classroom procedures and routines while linking to the POI (Programme of Inquiry).
- **Interim report** is sent home in early October to update the parents on whether child(ren)'s progress.
- **Formal report card** is given out 3 times during the year (November, March, and June). Refer to Appendix 2
- **Parent teacher interviews** take place in December after the report cards are sent home. Results and samples of work are shared as well as achievements and areas for future consideration.

- **Student portfolio session/Student-led conference** is an important part of the school's reporting procedures and takes place in the spring. It provides a record of student effort and achievement in all areas of the curriculum. It is a three-way communication tool between students, parents and teachers.

Essential Agreements on Assessment

Parent communication

All teachers are expected to communicate the PYP and the Units within the Programme of Inquiry to the parents through:

- Parent Information Night at the beginning of the year
- Class Newsletters
- The School website
- Inviting parents to view the learning of their children formally (Open houses, mini-'exhibition', Student Led Conferences (SLC) or celebration of learning events) or informally (when parents visit classes or student learning is sent home to share)
- Student portfolios
- Student-led Conferences
- Grade 6 Exhibition
- The PYP coordinator will provide information about the PYP using a range of communication strategies, e.g. Open House, Curriculum Night, parent information meetings etc.

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.
- Assessment informs and directs future learning.
- At the school level, we address and assess all five of the essential elements (knowledge, concepts, skills, attitudes and action) and the learner profile.
- Teachers are familiar with and follow the assessment policy of the school.

Student-led conferences

- Students are involved in choosing what is shared with parents.
- Students report to parents all five of the essential elements (knowledge, skills, concepts, attitudes and action).
- Notices reminding parents of SLC are distributed/delivered at least 2 weeks prior to the date selected.
- SLC date is included in the calendar each year.

Portfolios

- PYP Coordinator to write a cover letter for portfolios (purpose etc.)
- Each student will share their learning portfolio at the student led-conference on Portfolio night.
- Portfolios include one work sample from each unit
- Each term the following work samples are included in the portfolio
- Work samples from the specialists are included in the portfolio when what is being taught is in line with Unit of inquiry (as planned)
- Portfolios should include a range of assessment strategies and tools and can include pre and post assessment tasks and formative and summative assessments.
- Assessment samples could include peer and self-assessments where appropriate.
- Students should be involved in the selection and development of some of the work samples and assessment samples.
- All work samples need to be teacher acknowledged in some way and should be dated
- Celebration portfolio will contain 6 samples from each grade based on the Units of Inquiry covered each year. The selections must be made at the end of each unit by the students.

PYP Exhibition

In grade six, students participate in a culminating project called an exhibition. Students will demonstrate their engagement with the five essential elements of the Programme: knowledge, concepts, skills, attitudes and action. The exhibition unit takes place under any transdisciplinary theme. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them identifying, investigating and offering solutions to real-life issues or problems. There will be on-going assessment of each individual student's contribution to and understanding of the exhibition as well as a summative assessment and reflection on the event itself (Making the PYP Happen, 2009).

Appendix 1: Standards and Procedures of Evaluation 2012-2013

Subject, Competencies & Weightings				Types of Evaluations
English Language Arts				Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations
Uses language to communicate and to learn 33%				
Reads & listens to spoken, written and media texts 33%				
Produces written and media texts 34%				
<ul style="list-style-type: none"> All 3 competencies will be evaluated and reported on at the end of every term Gr. 4 & Gr. 6 will write a LBPSB or MELS-compulsory exam during term 3 worth 20% of the final mark 				
French				Types of Evaluations
Communicates in French 33%				Projects, Reports, Presentations, Tests, Participation, In-class and home assignments, Learning and Evaluation Situations
Understands oral and written texts in French 34%				
Produces oral and written texts in French 33%				
<ul style="list-style-type: none"> All 3 competencies will be evaluated and reported on at the end of every term Gr. 4 & Gr. 6 will write a LBPSB compulsory exam during term 2 or 3 worth 20% of the final mark 				
Math	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Solves a situational problem	20%	30%	30%	Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations
Uses mathematical reasoning	80%	70%	70%	
<ul style="list-style-type: none"> Both competencies will be evaluated and reported on at the end of every term Gr. 2, 3, 4, 5, 6 will write a LBPSB or MELS-compulsory exam during term 2 or 3 worth 20% of the final mark 				
Physical Education & Health				Types of Evaluations
Ability to perform movement skills and interact with others in different physical settings and ability to adopt a healthy and active lifestyle 100%				Participation, Performances, Movements, Tests
<ul style="list-style-type: none"> Knowledge of different physical activities and strategies evaluated throughout the year Only n overall Subject Mark will appear on each report card 				
Ethics and Religious Culture				Types of Evaluations
Reflects on ethical questions/Dialogue 50%				Participation, Tests, Projects, Oral Presentations
Demonstrates understanding of religion/Dialogue 50%				
<ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card 				
Visual Arts				Types of Evaluations
To produce individual and media works 70%				Participation, Projects, Presentations
To appreciate works of art 30%				
<ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card 				
Music				Types of Evaluations
To invent and interpret musical pieces 70%				Participation, Performances, Presentations
To appreciate musical works 30%				

Geo., Hist. & Citizenship	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Ability to understand different societies and their territories from a geographical and historical perspective, interpret changes that occur within a society and its territories, compare certain aspects of societies to appreciate their diversity.	NA	100%	100%	Tests, Quizzes, In-class and home assignments, Projects
<ul style="list-style-type: none"> • <i>The students' knowledge about each society will also be evaluated throughout the year</i> • <i>Only an overall Subject Mark will appear on each report card. No mark in cycle 1</i> 				
Science & Technology	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Ability to explain or solve scientific or technical problems, use scientific and technical tools, objects and procedures, communicate in the language used in science and technology.	NA	100%	100%	Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities
<ul style="list-style-type: none"> • <i>Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year</i> • <i>Only an overall Subject Mark will appear on each report card. No mark in cycle 1</i> 				

- *Only an overall Subject Mark will appear on each report card*

Students with Special Needs

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

You will receive the following official communications	
Interim Report	On Oct. 4th, you will receive the interim report card including comments on your child's learning and behavior.
Term 1 Report Card	The Term 1 Report Card will be issued on November 15 th and will count for 20% of the final mark for the year.
Term 2 Report Card	The Term 2 Report Card will be issued on March 14 th and will count for 20% of the final mark for the year.
Term 3 Report Card	The Term 3 Report Card will be issued on June 21 st and will count for 60% of the final mark for the year.
Student Portfolios	Parent Interviews and/or Student Portfolio Conferences will be held the evening of November 21 st (3 to 9 pm) and the day of November 22 nd (8 am to noon).

Report Card: How Results Are Determined

Term 1 20% of the Final Mark	Term 2 20% of the Final Mark	Term 3 60% of the Final Mark	Final Mark
<p>For Terms 1 and 2, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, etc.).</p> <p>In the case of English Language Arts, Mathematics and French, Second Language, a Subject Mark is calculated on the basis of the weightings assigned to the subject-specific competencies established by MELS (<i>see subject table on the first page</i>).</p> <p>MELS = Ministère de l'Éducation, du Loisir et du Sport</p>		<p>For the 3rd Term, the teacher enters a percentage mark that covers the student's learning as a whole for the year (knowledge and competencies).</p>	<p><i>The 3rd term includes a Final Mark.</i></p> <p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MELS exam results (if applicable).</i></p> <p><i>*The MELS exam counts for 20% of the Final Mark.</i></p> <p><i>*Only applies in Cycle 3 English Language Arts and Mathematics.</i></p> <p><i>*Weighting of LBPSB exams to be determined (up to 20%)</i></p>

Other Report Card Information:

Comments on Learning (by Subject)

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges and progress.

General Competencies

The report cards will also include comments on the following general competencies at the end of the first and third term:

- Cycle 1 Year 1 Organizes his/her work and Communicates Effectively**
- Cycle 1 Year 2 Year 1 competencies plus Works in a Team & Exercises Critical Judgment**

In Cycles 2 and 3 the 4 competencies are reported on in each term:

- Organizes his/her Work**
- Communicates Effectively**
- Works in a Team**
- Exercises Critical Judgment**

*** This evaluation policy is clearly inked with the [IB PYP Assessment Policy](#). Once we are accredited (FALL 2013) we will be able to draw direct parallels and the IB Logo will be applied on this policy.

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child's learning, please contact the school at your convenience. Sam Bruzzese, Principal

Appendix 2: Report Card Rubric



RATING SCALE DURING THE CYCLE (To be used ALL terms except for the June report card in Grades 2, 4 and 6)			END OF CYCLE COMPETENCY REPORT (To be used ONLY for the June report card in Grades 2, 4 and 6)		
<i>The student:</i>	<i>Rating:</i>	<i>Range:</i>	<i>The student:</i>	<i>Rating:</i>	<i>Range:</i>
Exceeds the requirements for the term	5+ 5	95-100 88-94	Advanced competency development	5+ 5	95-100 88-94
Clearly meets the requirements for the term	4+ 4	81-87 74-80	Thorough competency development	4+ 4	81-87 74-80
Meets the requirements for the term to a limited extent	3+ 3	67-73 60-66	Acceptable competency development	3+ 3	67-73 60-66
Does not meet the requirements for the term	2+ 2	51-59 42-50	Partial competency development	2+ 2	51-59 42-50
Is well below the requirements for the term	1+ 1	33-41 24-32	Minimal competency development	1+ 1	33-41 24-32

Please **sign** and **return** this envelope to your child's homeroom teacher with his/her **self-evaluation** sheet.

Interim Report (October) _____
Parent Signature

Term 1 / 4 (November) _____
Parent Signature

Term 2 / 5 (April) _____
Parent Signature

Term 3 / 6 (June)

Appendix 3: Links to Progression of Learning and Ministry documents

The Quebec Curriculum (QEP) is a constructivist child-centered curriculum. The goals and objectives of the QEP closely match those of the IB PYP program. Here's the links to the main curriculum documents and requirements of every school in Quebec:

- [The Quebec Education Program](http://bit.ly/Zn1qcz) (shortened URL → <http://bit.ly/Zn1qcz>)
- [Framework for the Evaluation of Learning](http://bit.ly/X7ubqH) (shortened URL → <http://bit.ly/X7ubqH>)
- [Progression of Learning in Elementary School](http://bit.ly/16cCQss) (shortened URL → <http://bit.ly/16cCQss>)
 - [English Language Arts](#)
 - [French Second Language](#)
 - [French Second Language Immersion](#)
 - [Mathematics](#)
 - [Science and Technology](#)
 - [Geography, History and Citizenship Education](#)
 - [Visual Arts](#)
 - [Dance](#)
 - [Music](#)
 - [Physical Education and Health](#)
 - [Ethics and Religious Culture](#)