ÉCOLE PRIMAIRE
CARLYLE
ELEMENTARY SCHOOL
ÉCOLE DU MONDE • IB WORLD SCHOOL

Commission scolaire English-Montréal
English Montreal School Board

109 Carlyle Avenue, T.M.R., Québec, H3R 1S8 • T 514.738.1256 • F 514.738.0373 • www.emsb.qc.ca/carlyle

# Assessment Policy

## PHILOSOPHY OF ASSESSMENT

Assessment plays a vital role in driving instruction and providing students, parents, staff members and the community with feedback on progress toward educational goals. We strive to provide students with concepts and opportunities to develop the skills they need in order to be reflective and responsible members of a global society.

## PRINCIPLES OF ASSESSMENT

| | |
|---|---|
| **Assessment is….** | • Ongoing throughout the year |
| | • Standard and flexible |
| | • Differentiated and balanced between what students do, say and write to promote learning |
| | • Contributing to the promotion of life-long learning and student ownership of learning |
| | • Varied |
| **Students…** | • Need a clear understanding of the *REASON* for the assessment |
| | • Need to know *WHAT* is being assessed |
| | • Need to know *CRITERIA* for success |
| | • Need to know the *METHOD* by which the assessment will be made |
| | • Will be informed of this information before as well as throughout the assessment task |
| | • Perform at their best when they are given exemplars of the standards and objectives they are trying to achieve (shown at the beginning of each task) |
| | • Always play an active role in their assessment process |

## PURPOSE OF ASSESSMENT

Three main purposes of assessment:

| | Includes | Example |
|---|---|---|
| **Assessment *for* learning** | • Pre-assessment and formative assessment<br>• Information gathered helps direct teaching strategies<br>• Content, pacing and differentiation addresses the learning needs of the whole class as well as needs of individual learners<br>• Continual feedback, in reference to the achievement goals, assists learners in assessing their strengths, identifying areas that still need to be worked on and in taking action in order to reach their learning targets. | **Pre-assessment:**<br>• Drawing prior knowledge<br>• Discussion<br><br>**Formative assessment:**<br>• Tests/quizzes<br>• Oral presentations |
| **Assessment *of* learning** | • Involves authentic assessment tasks that clearly relate to the learning goals<br>• Summative assessments inform students, parents and the school of the evaluation process in order to communicate levels of achievement<br>• Based upon student needs, they should be given the opportunity to demonstrate their learning in a variety of ways | • Writing a reading response based on a book that relates to the current unit of inquiry<br>• Research projects<br>• Exhibition in Cycle 3, Year 2 |
| **Assessment *as* learning** | • Students monitor their own learning and improve their learning objectives based on feedback and reflection<br>• Students develop self-awareness and can self-regulate their learning<br>• Students should be given opportunities to be challenged regularly as they explore ways to improve and further their learning<br>• Focus on collaboration, reflection and self-evaluation | • Peer assessments and self-assessments of reading responses, projects, etc.<br>• Enrichment activities<br>• Students assess their own work through a rubric given<br>• Feedback is provided both formally and informally by self and peers |

## ASSESSMENT PRACTICES

### Planning for Assessment:

- Planning of assessments (formative and summative) takes into consideration multiple forms of assessment.

| | |
|---|---|
| **Teachers….** | • Utilize backward planning to effectively design and write units with the assessment and purpose in mind |
| | • Plan assessments collaboratively to ensure standardization across grade levels |

| | |
|---|---|
| **Forms of assessment include:** | • Project-based (including the use of technology/IT component (s)) |
| | • Observations |
| | • Open-ended tasks |
| | • Quizzes |
| | • Direct observation |
| | • Group work |
| | • Peer/self-evaluation |
| | • Quick write/journal entry |
| | • Responses |
| | • Pre-assessment/post-assessment |
| | • End-of-cycle exams |
| | • LES (Learning and Evaluation Situations) |
| | • ES (End-of-Cycle Evaluation Situations) |
| | • Use of rubrics/checklists |

### Analysis of Assessment:

- Grade level and/or cycle teams meet regularly to inform and shape future instruction and to determine the need for interventions and adaptations for learning styles and multiple intelligences.
- Assessment practices are regularly reviewed with the Standards and Practices of the International Baccalaureate Organization in mind, while meeting the Ministère de l'Éducation regulations.

| | |
|---|---|
| **Assessment strategies** | • Teachers may create and/or build rubrics with students' input to design assessment tasks |
| | • Assessment needs to involve the learner so that the student can take ownership of their learning |
| | • Teachers use both peer/self-assessments in the classroom |
| | • Self-assessment and peer-assessment are an integral part of the learning process |
| | • Pre-assessments are used by teachers for planning differentiated instruction and by the students to set goals and to create action plans |
| | • Assessments need to be adapted and/or modified to meet the needs of the students with special needs |
| | • Students can be given a choice of assessment tasks to complete to show their understanding of the central idea |
| | • Students share their learning and understanding |
| | • Students use their prior knowledge to build on and guide the inquiry process |

**Feedback and reporting on assessment:**

| | | |
|---|---|---|
| **Teachers…** | • Provide feedback to students and parents outside of the regular reporting periods | • Feedback is provided through agenda, notes, on Google Classroom, telephone or in-person meetings |
| **Students…** | • Are provided with regular and on-going feedback regarding their progress<br>• Are formally informed of academic progress on a quarterly basis through a first communication, three standardized report cards and parent-teacher conferences<br>• Evidence of learning and progress are showcased in student portfolios. This will include students' goals and reflections | |
| **Parents…** | • Are formally informed of academic progress on a quarterly basis through a first communication, three standardized report cards and parent-teacher conferences<br>• Parents of students with an IEP are formally informed | |