**Our Mission**

M.D. Bennie Public School is a diverse and inclusive community that works together to develop a nurturing, compassionate and accepting

environment for all.

Through rigorous and differentiated learning experiences, our students are inspired to develop a natural curiosity and

a lifelong love of learning.

We prepare our globally minded students to be creators

and innovators who share their voice and take

action to make positive contributions

to their ever-changing world.

**Assessment Policy**

Our assessment policy guides our assessment, evaluation and reporting practices at Margaret D. Bennie. It is a living document that is evolves based on our current tacit knowledge of teaching and learning as well as our understanding of our school’s diverse community of learners. Our school policy espouses our Ontario Ministry of Education’s assessment, evaluation and reporting policy document, *Growing Success.* Our mission, as specified above, guides our assessment practices.

As stated in IB’s *Learning and Teaching* document, “the purpose of assessment is to inform learning and teaching” (2018, p. 66). Assessment improves student learning by identifying what students know, understand and can do at specific moments in time, thus guiding instructional moves and in turn enhancing student agency. “Assessment is a means for teachers to personalize learning and for students to self-adjust based on emerging data and feedback from teachers and peers” (2018, p.81). Through differentiated instructional and assessment practices, our students are supported at their zone of proximal development in order to help them learn to their full potential. At MD Bennie, we believe that differentiation means “doing whatever it takes to ensure that our students can learn well” (Wormeli, 2018, p.5). We endeavour to develop agency, confidence and optimism in the assessment opportunities we design for all our students(Schimmer, 2016).

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This policy expresses our commitment to fair, accurate and transparent assessment, evaluation and reporting practices. It demonstrates our dedication to the Assessment Framework that leads our assessment processes, strategies and purposes. The IB’s Primary Year’s Programme’s essential elements are woven throughout our policy. IB’s *Four Dimensions of Assessment (2018, pp. 74-75)* act as a guidepost for reflection on our pedagogy specifically related to the amount of time we and our students are engaged in the four dimensions: monitoring, documenting, measuring and reporting on learning.

(Learning and Teaching, 2018, p.74)

**Part A: Monitoring and Documenting**

Monitoring and documenting start our assessment, learning and teaching cycle. As stated in IB’s Learning and Teaching document, “Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria” (2018, p. 74) while documenting refers to the “compilation of the evidence of learning” (2018, p.74).

1. **Assessment Framework - Inside and Outside Our Units of Inquiry**

The Assessment Framework is comprised of the three processes and five strategies (Growing Success, 2010, p. 32) which encompass monitoring and documenting. This framework is embedded in our units of inquiry and thus planners are developed, implemented and reflected upon through the lens of this framework.

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| Three Processes |
| * Establishing where the learners are going in their learning |
| * Establishing where they are in their learning |
| * Establishing what needs to be done to get them where they are going |

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| Five Strategies |
| 1.Identifying and clarifying learning goals and success criteria |
| 2. Engineering effective classroom discussion and other learning tasks that elicit information about student learning |
| 3. Providing feedback that helps students move forward |
| 4. Through targeted instruction and guidance, engaging student as learning resources for one another |
| 5. Through targeted instruction and guidance, helping students understand what it means to “own” their own learning and empowering them to do so. |

Inherent in the assessment framework are the three purposes of assessment: assessment for learning, assessment as learning and assessment of learning that are used at different points along the learning journey (Growing Success, 2010 & Teaching and Learning 2018). “Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there” (Growing Success, 2010, p. 31). This involves a combination of diagnostic and formation assessment. “Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (2010, p. 31). This involves self and peer assessment opportunities, goal setting and enacting steps for improvement. “Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (2010, p. 31). This involves summative assessments.

A variety of assessment tools and methods are used by teachers to gather information about student learning. Gathering a triangulation of data (observations, conversations and student products) create a truer picture of where a learner is at a particular moment in time in order to determine our students’:

* zone of proximal development for assessment for learning, feedback and instruction and
* zone of actual development for assessment of learning and evaluation.

We document our students learning using a variety of tools (anecdotal records, checklists, rubrics, annotated bulletin boards) in both paper and electronic methods (i.e., Edsby, Microsoft Forms). Our students document and reflect on their learning using a variety of strategies such as learning logs, exit tickets, self and peer assessments and portfolios.

1. **Supporting All Our Learners**

Through differentiated teaching, learning and assessment practices, we are supporting all of our learners to help them grow to their full potential. We know that “all students can succeed and each student has his or her own unique patterns of learning” (Learning for All, 2013, p. 7). We take an asset stance to uncover each student’s strengths and areas for growth. Differentiating based on content, process, product and environment help us to best meet our learners where they currently are in their learning (2013, p. 12). There are a range of additional resources and supports that we offer our students. Some of our students are English Language Learners (ELL) and some of our students have special education needs that both require program accommodations and/or modifications that are described in their Individual Education Plan (IEP). A few of our students require an alternative program. There is a process to make these designations. Please refer to our language policy for the English as a Second Language process and to our inclusion policy for our special education process.

1. **Portfolios**

At the end of each unit of inquiry students have opportunity to reflect upon their learning and understanding of the central idea. Moreover, their reflections show their growth as whole child as their entries comment on their demonstration of the IB Learner Profile attributes, approaches to learning along with preferences for learning engagements.

Students choose samples of work that they feel best represent their reflections.

Our second language of instruction is French. In order to show each student’s growth of their second language learning, students will choose pieces of evidence for their portfolio twice a year. The selection dates will align with our February and June reporting periods. Students’ reflections will include their strengths, areas for growth and next steps for language learning.

These portfolio reflections contribute to each student’s assessment body of evidence that support the assessment, teaching and learning cycle. MD Bennie’s portfolios will be housed in Edsby, the electronic networking cloud-based system that our Board uses, post pandemic due to classroom technology shortages.

1. **Learner Profile Attributes**

The Learner Profile attributes are integral to who we are at MD Bennie. Our dedication to them is evidenced by our interactive displays in each classroom, common areas and hallways. Every student has had their voice in the co-construction of the criteria for each attribute. Goal setting is inherent in the reflection of their current demonstration the attributes.

**Part B: Measuring Learning**

As stated in IB’s Learning and Teaching document, “Measuring of learning aims to capture what a student has learned at a particular point in time” (2018, p. 75).

**1. Evaluation, Evidence of Student Achievement and Determining a Grade for Reporting**

Evaluation is based on the evidence gathered during assessments of learning, most often, at the end of our units of inquiry. We know that using multiple sources of evidence increases the reliability and validity of the evaluation of student learning (Growing Success, 2010, p. 39) and thus we triangulate data from conversations, observations and student products.

The Ontario Ministry of Education has created an achievement chart that is part of our curriculum documents that has the performance standards for every subject area. It enables teachers to make consistent judgements about the quality of student learning based on clear standards and the body of evidence collected over time (Growing Success, 2010, p. 16). The categories of the achievement chart are: ‘knowledge and understanding,’ thinking’, ‘communication’ and ‘application’. While the Kindergarten program is comprised of four frames of learning: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating (Growing Success: The Kindergarten Addendum, 2016, p. 10).

All curriculum expectations are accounted for in our instruction and assessment, but evaluation focuses on our students’ achievements of the overall expectations (Growing Success, 2010, p. 38 and Growing Success: The Kindergarten Addendum, 2016, p.10). Using our professional judgement and the interpretation of the triangulation of evidence, we determine the students most consistent level of achievement while giving special consideration to the more recent evidence (Growing Success, 2010, p. 39).

There are four levels of achievement that correspond to letter grades in Grades 1 through 6:

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| Level | Criteria | Grade Range |
| 1-, 1, 1+ | Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course | D-, D, D+ |
| 2-, 2, 2+ | Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success. | C-, C, C+ |
| 3-, 3, 3+ | Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses. | B-, B, B+ |
| 4-, 4, 4+ | Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course. | A-, A, A+ |

(Growing Success, 2010, p. 18 and p. 40)

On rare occasions, a student’s level of achievement falls below level one. In these instances, they receive an ‘R’ rating. This rating signals “that additional learning is required before the student begins to achieve success in meeting the subject/grade expectations…(it) indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning” (2010, p. 41). It is important to note that parents are consulted in these situations. Refer to our Inclusion Policy for more information about this process.

When determining a grade for reporting for students with an ELL or IEP designation, their level of achievement reflects their growth in the areas described on their respective plan or continuum.

In Kindergarten, evaluation is “the summarizing of evidence of a child’s learning in relation to the overall expectations at a given point in time, in order to specify a child’s key learning, growth in learning and next steps in learning” (Growing Success: The Kindergarten Addendum, 2016, p.11).

Additionally, in Grades 1 through to 6, we evaluate how well our students are achieving the learning skills and work habits. “The development of learning skills and work habits is an integral part of a student’s learning” (Growing Success, 2010, p. 10). We strongly endeavour that our evaluation of learning skills is kept separate from our evaluation of the subject areas. The six learning skills are: responsibility, organization, independent work, collaboration, initiative and self -regulation. We use the descriptors of ‘excellent’, ‘good’, ‘satisfactory’ and ‘needs improvement’ to describe our students’ development of the learning skills (Growing Success, 2010, p. 55).

**Part C: Reporting on Learning and Connecting with Our Families**

Reporting on learning informs the learning community and reflects the question “How well are we doing?” (Learning and Teaching, 2018, p. 76).We believe that the more we can contribute to our families understanding about what their children will learn, how they will learn it and how their learning will be assessed and evaluated, the more productive the lines of communication will be between home and school. Regular communication helps to give our parents the tools and strategies to best support their children’s learning.

**1. Formal**

a. Reporting to our Families

We formally report on student progress once a year and on student achievement twice a year. Two formal interview opportunities are offered twice a year that accompany the progress report and the first term provincial report card. Our reporting and interview schedule is as follows:

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| Timeline | Kindergarten | Grades 1 - 6 |
| Mid November | Communication of Learning: Initial Observations and Interview | Progress Report and Interview |
| Early February | Communication of Learning and Interview | Report card and Interview |
| End of June | Communication of Learning | Report card |

In Grades 1 through 6, comments accompany the grades on the report card. These comments are developed using the Comment Framework (MISA, 2011, p. 2)

1. *Focus on what students have learned: Write* key learningwith qualifiers and descriptors.
2. *Describe significant strengths: Share* specific examplesthat demonstrate the learning.
3. *Identify next steps for improvement: Communicate* next steps to students and parents

While in Kindergarten, the Communication of Learning includes anecdotal comments about a student’s strengths and growth in relation to the overall expectation within each of the four frames of the Kindergarten program (Growing Success: The Kindergarten Addendum, 2016, p.13).

When reporting for students with an ELL or IEP the designation, the ELL or IEP box are indicated on the report card and the comments reflect the student’s growth in those areas described on their respective plan or continuum.

It is important to note that the essential elements of the PYP are permeated throughout our report cards. We endeavour to make reference to the performance of the attributes of the learner profile, the approaches to learning, the transdisciplinary theme and central idea when creating our subject and learning skills comments. Please reference our *Reporting on IB’s Essential Elements* document.

b. Parent Engagement

We invite our families to a meet the teacher evening where we can share with them the curriculum, teaching and assessment and strategies that we use to support their children’s learning. In addition, parents are invited to our monthly celebrations of learning assemblies.

**2. Informal**

We strive to communicate in informal ways regularly through a variety of strategies such as conversations (e.g., conferences, phone), notes (e.g., Edbsy, agendas) and documentation and evidence of learning (e.g.,Edsby class feed, assignments, learning stories).

**Our Assessment Commitments**

These commitments will help our school continue to develop our assessment beliefs and practices. Through discussions with our colleagues, students and families we will reflect upon and refine our practices and beliefs. Our new understandings will shape our policy and thus this policy will be adjusted to reflect who we are.

**Bennie Bulldog staff** are committed to:

Monitoring and Documenting Learning:

* Using the assessment framework to guide our instruction and assessment opportunities
  + Share our learning goals
  + Co-construct our success criteria
  + Differentiate instruction and assessment practices
  + Provide students with descriptive feedback based on success criteria
  + Empower students to use their agency to impact their learning
  + Use feedback to feed forward
    - Students and teachers utilize this information to make adjustments
* Reflecting on our pedagogy through the Four Dimensions of Assessment
* Engaging in teacher moderation as time permits
* Learner Profile Attributes
* Co-constructing and posting the criteria for each attribute with our students yearly
* Sharing with our families and encouraging their use at home
* Infusing into all subject area learning
* Modeling the attributes throughout the day
* Providing time for students’ personal reflection and goal setting along with students’ peer reflection, including our School Attribute Wall monthly celebrations

Measuring Learning

* Collecting and interpreting a triangulation of data from three different sources: observations, conversations and student products
* Considering, participating in collaborative data analysis for learners to help inform and guide decisions about assessment, teaching and learning. Considering, inviting students to engage in this process with us (Learning and Teaching, 2018, p. 75)

Reporting on Learning and Connection with Our Families

* Using a variety of communication strategies to share the learning with our families
* Engaging in timely communication with parents regarding their child’s progress
* Reporting on the Learner Profile Attributes within our Learning Skills section
* Reporting on the Learner Profile Attributes within our Subject Area sections
* Reporting on the Transdisciplinary Theme within our Subject Area sections
* Considering student led conferences and/or three way conferences
* Considering celebrations of learning after each unit of inquiry

**Bennie Bulldog students** are committed to:

Monitoring and Documenting Learning:

* Completing Portfolio reflections and contributions:
  + Reflect once a unit of inquiry
  + Include a sample(s) of work
* Participating in reflection meetings following unit of inquiries
* Enacting their agency as they
  + Share their voice in the learning process
  + Communicate their strengths and learning challenges
  + Make choices to best demonstrate their learning
  + Become empowered to take action to improve their learning and the learning of others
* Learner Profile Attributes
* Reflecting regularly on their attribute strength and growth area, at least once after each unit of inquiry
* Goal setting twice a year (coinciding with our Term 1 and Term 2 reporting dates)
* In grades 3-6, co-selecting the attributes that are part of each unit of inquiry
* Discussing the attributes with their families

Measuring Learning

* Demonstrating Academic honesty
* Showing their personal best
* Participating in learning conversations to build personal assessment capabilities (Learning and Teaching, 2018, p. 75)

Reporting on Learning and Connecting with Our Families

* Engaging in conversations with their families about what they are learning at school
* Sharing their learning with their families on Edsby, agendas and portfolios
* Reflecting on the report card to deepen their understanding of their capabilities

**DRAFT of IDEAS- We will write together Tuesday Night**

**Bennie Bulldog** **families** are committed to:

Monitoring and Documenting Learning:

* Engaging students in conversations about school
* Supporting their children with any work they bring home to practice their learning
* Following their children’s learning on Edsby
* Contacting the school with any ideas to share or questions
* Learner Profile Attributes
* Discussing the attributes at home with their children
* Showcasing their child’s attribute recognition by contributing their home story

Measuring Learning

* Engaging students in conversations about school
* Supporting their children with any work they bring home to practice their learning
* Following their children’s learning on Edsby
* Contacting the school with any ideas to share or questions to ask

Reporting on Learning and Connecting with Our Families

* Discussing the report card with your children
* Engaging in school offered family learning celebrations and opportunities
* Contacting the school to share any ideas or questions

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