



**2015 Southpointe Academy Assessment Policy
K-5 Primary Years Programme**

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Mission, Vision and Values

Our Mission: We involve, instruct, and inspire our students to learn, lead, and succeed.

Our mission is to develop outstanding citizens who are intellectually engaged, intrinsically motivated, and globally aware. Our balanced approach produces confident, well-rounded students, who are creative, independent thinkers and communicators.

Our Vision: The Southpointe community inspires learning for life.

Our school community aspires to impart a love of learning. We nurture and develop students' passion for learning, preparing them for a successful future.

Our Values: Our shared values reflect our goal to be people of character and substance.

- **Kindness:** We act with compassion and grace. We are empathetic. We help others.
- **Integrity:** We are honest. We have the courage to make the right choices. We take responsibility for our actions and their outcomes.
- **Perseverance:** We have the courage to overcome challenges. We stand committed in the pursuit of our goals.
- **Respect:** We honour the thoughts, experiences and perspectives of others. We treat others the way we expect to be treated.
- **Responsibility:** We are reliable and keep our word, seeing our commitments to completion. We seek to make a difference locally and globally.
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Introduction

At Southpointe Academy we provide opportunities for students to be successful in developing and demonstrating their knowledge and skills. Assessment should reflect students' learning through the five essential elements; the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action.

Essential Agreements

We believe:

- Assessment should be authentic, relevant, ongoing, varied and engaging; differentiating allows for excellence within our programme

- Assessment is the process of gathering and analysing student work throughout their learning
- Assessment is a tool that drives instruction which is strengthened by timely feedback and is crucial to development
- Assessment used in conjunction with all other information about a student will support and increase achievement
- Assessment is a collaborative process between teachers and students and shared with parents.

Types of Assessment

We assess **for** student learning, **as** a learning tool, and **of** learning.

Formative Assessment: Ongoing, daily evaluations that consistently inform and guide our practice.

Summative Assessment: A culminating assessment allows students to show their acquisition of knowledge, development of skills, conceptual connections and prompts action.

Reflection: Students are encouraged and guided to utilize metacognition throughout the learning process. The purpose is to create engagement in, enthusiasm for and resilience throughout the learning cycle.

Common Assessment Practices: There will be common assessment practices throughout the year in all subject areas including formative and summative assessment tasks for all units of inquiry. Common assessment tools will be decided collaboratively by grade level teams.

- Anecdotal records, observations, discussions
- Checklists, rubrics, exemplars, continuums
- Open-ended tasks (performance, narrative records, educational technology based, mindmaps, KWL charts, visible thinking routines)
- Process-focused assessment
- Selected response (quizzes and tests)
- Self- and Peer- assessment
- Learning journals

Documentation

Portfolio Collection: A portfolio is a method to collect and celebrate a student's journey through the learning process. A holistic selection of student work from all transdisciplinary areas will be represented and attributes of the learner profile will be reflected upon.

Exhibition: In Grade 5, the final year of the PYP at Southpointe Academy, the students will engage in the Exhibition. The learning experience is relevant, challenging, and based on

significant ideas. It is a collaborative, transdisciplinary and intrinsically motivating learning experience. The students will demonstrate their mastery of the five essential elements of the program (Knowledge, Concepts, Skills, Attitudes, Action).

Standardized Assessment

Star Reading (Standardized Test for the Assessment of Reading)

STAR Reading, STAR Early Literacy are standardized, computer-adaptive assessments created by Renaissance Learning, Inc., for use in K-12 education. The STAR assessment is given at the beginning of the year and then again each term at the teachers discretion.

Foundation Skills Assessment: The Foundation Skills Assessment is an annual province-wide assessment of British Columbia's students' academic skills and provides a snapshot of how well BC students are learning foundation skills in Reading Comprehension, Writing, and Numeracy. This assessment of academic skills is not counted toward student grades. The assessment is administered annually to Grade 4 and 7 students, in the month of February.

Report Cards: Students will receive three progress and two interim reports throughout the year documenting their achievement.

Conferences- School Year 2015-2016:

- Parent Teacher Conference- October
- 3 way Conference- February
- Student- Led conference - June