



Assessment Policy

Michelangelo International Elementary School

(M I E S)

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Michelangelo International Elementary School

Purpose

The purpose of this document is for teachers' understanding of the assessment process in our school, to understand that the school assessment philosophy applies to the whole school and is directly linked to our mission statement which is:

Michelangelo International Elementary School Mission Statement

Michelangelo School endeavours to successfully integrate students into present and future day life by providing the tools required to play a constructive role in society while developing positive values. The focus is not simply on the acquisition of knowledge, but on fostering in young people the desire to create a better and more peaceful world through respect and understanding of the many cultures of this world. The school provides students with the essentials of lifelong learning by creating environments that arouse intellectual curiosity.

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.



The IB Learner Profile

The aim of all IB programmes 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.

As IB learners, we strive to be:

Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Introduction to Assessment

As required by the MELS and the EMSB we, Michelangelo International Elementary School teachers, are legally bound to follow and administer the Quebec Education Program (QEP) and to submit the gathered data on student results to education stakeholders. This gathering and reporting thus empowers us to verify the progression of learning. It also helps to identify areas of concern that require further attention in this ongoing cycle.

“The standards and procedures for evaluation are used to specify how the evaluation of learning is carried out in a school. It should be recalled that, according to the guide, “Renewing the Local Framework for the Evaluation of Learning” (part II, component 2), the evaluation process has five stages: planning, information gathering and interpretation, judgment, decision and communication of results.” (Taken from MELS/EMSB-Evaluation Standards and Procedures including revisions for the new provincial report card (2011-2012))

The results of the various assessments are used as a tool for teacher planning, reflection and collaboration amongst teachers, students and parents alike. This process promotes growth and development in and outside of the classroom.

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 one progress report and standardized report cards that are issued three times a year.

The Purpose of Assessment

Through the IB PYP Program of Inquiry, Michelangelo Elementary School teachers provide the opportunity for students to construct meaning through different learning situations.

The goal of an assessment policy is to ensure that our students develop the five essential elements: knowledge, concepts, skills, attitudes and action.

The aim of effective assessment allows:

- Students to be active in their learning through demonstrating and then reflecting an understanding of their learning.
- Teachers to guide students’ learning and communicate progress to parents.
- Parents to see evidence of their child’s learning.
- Administrator to communicate the school’s progress to the school board.

The purpose of the assessment policy is to allow students to develop the essential elements:

- Knowledge
- Concepts
- Skills
- Attitudes
- Action

What Do We Assess?

Through the QEP, the teachers at Michelangelo International Elementary School provide the opportunity for students to construct meaning through different learning situations.

- QEP Cross curricular competencies
- QEP Competencies
- QEP Subject areas
- Prior knowledge, general knowledge
- Learning experiences – both formative and summative
- Connections made by students and ability to transfer knowledge
- Metacognition
- Social skills both in and out of the classroom
- Effort
- Motivation
- Student’s use of tools, strategies, and resources taught in class

Through the acquisition of these essential elements, our students will develop life-long learning skills.

Our assessment policy meets both the IB Primary Years Programme and the Quebec Education Program requirements. It is reflected upon and reviewed every year.

Why Do We Assess? When Does Assessment Take Place?

Assessment takes place on a daily basis. A variety of assessments show that children learn in different ways, at different rates and at different times. Assessment is considered an important element that determines teacher decision-making and guides student learning.

We assess:

- Throughout (continuous assessment) - Before, during and after learning concepts and skills
- Before teaching the next concept to plan and see what the students already know
- During the learning to adapt and differentiate the learning
- End of a unit of inquiry to see what students have learned (attitudes, attributes of the learner profile, ATL skills, concepts)

Philosophy (Why)	Actions (What)	Examples (How)
Why do we assess the way we do at Michelangelo International Elementary School?	What assessment actions do we take because of our philosophy?	How does assessment look like at our school specifically?
If we are asked why we assess, the answer would be “to guide instruction”. We believe the ultimate purpose of assessment is to use data to guide our planning and instruction so that we can support and enhance student learning, rather than to simply generate a grade.	Because assessment guides our planning and instruction, we make sure it is frequent, on-going, varied and continuous. We assess for a purpose.	<ul style="list-style-type: none"> ● Observations during free play, during structured activities, during student interactions ● Discussions (whole class, small groups that include both the teacher and student led questions) ● Checklists ● Oral assessments ● Peer assessments (constructive criticism, sharing knowledge/teaching each other) ● Self-assessments (sharing prior knowledge, life experiences) ● Reflections

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		<ul style="list-style-type: none">● Benchmarks● Rubrics● Tests/quizzes on related concepts● Self-correct work orally and written● Portfolios● Feedback● Exemplars● Anecdotal notes during various moments of the day, when noticing improvements and accomplishments or struggles● KWL chart● Post-its with specific questions● Surveys● Ask open-ended questions● Making links with personal experiences● Summative assessments● Exit tickets by group or as an individual● Teacher/student conferences
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<p>We believe that the teaching/learning cycle starts with assessment, rather than teaching, we want to know what the students already know and what they can do so that we can start and guide that teaching. (This is the student’s Zone of Proximal Development).</p>	<p>We assess frequently to find out what the student already knows and can do so that we can discover what the next best teaching/learning steps would be.</p>	<ul style="list-style-type: none"> ● Pre-assessments before all units of inquiry (prior knowledge) ● Anecdotal records to individualize instruction
<p>The Zone of Proximal Development is different for every child in all areas of learning. Each student is a complex individual with a wide range of existing abilities, skills and knowledge.</p>	<p>Because the Zone of Proximal Development is different for every child in all areas, we assess in many different areas and in many different ways.</p>	<p>We make sure to use a wide range of relevant and authentic performance data, formal and informal, standardized and non-standardized testing.</p> <ul style="list-style-type: none"> ● Benchmark ● GB+ ● Math Diagnostic tool
<p>We believe that teachers are professionals with the ability to make valid assessments and that parents are also there to make assessment contributions which should be sought.</p>	<p>Collaboration is done with teachers to design, discuss and reflect on student learning on a weekly basis. These assessments are used as a tool for teacher planning, reflection and collaboration amongst teachers, students and parents alike. This process promotes growth and development in and outside of the classroom.</p>	<p>At the beginning of each unit of inquiry, we make certain to inform parents of the unit of inquiry, we ask for parent support and involvement during the unit and ask for feedback as to actions and attributes of the learner profile demonstrated throughout the unit at home. Parents are free to comment on their child’s progress on the report card.</p>
<p>Our teachers provide the opportunity for students to construct meaning through different learning situations.</p>	<p>Students are active in their learning through self-reflection and feedback from their teachers. Students develop independent self-reflective strategies on improving skills and content and learn to</p>	<ul style="list-style-type: none"> ● Teacher-Student Conferencing ● PYP Exhibition ● Peer Feedback ● Self-Reflection ● Students are asked to reflect on experiences and make valid contributions to their

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	<p>manage their time. Teachers guide students' learning and communicate progress to parents. Parents see evidence of their child's learning.</p>	<p>portfolio, at the end of a unit of inquiry.</p> <ul style="list-style-type: none"> ● Teachers encourage students to express their ideas, discoveries and concerns with them.
<p>The purpose of reporting is to inform and involve students, parents, teachers and administrators.</p>	<p>There is open communication between parents and teachers.</p>	<p>Methods of communication vary throughout the year.</p> <ul style="list-style-type: none"> ● Progress Report (October) ● Parent/teacher meetings ● Phone calls ● Comments via student agenda ● Portfolios ● Report cards ● Email ● Microsoft TEAMS

Educational Project 2017-2022

The Ministry of Education has required that all schools develop an Educational Project. Within this plan are goals which pertain to evaluation and assessments:

- Improve Mastery of the French Language in Reading and Writing
- Improve Mastery of the English Language in Reading and Writing
- Healthier and Safer School Environment

The following are ways in which we measure the above goals:

- Ministry exams
- Diagnostic tests
- Varied evaluation strategies and tools
- Benchmark assessments and the Daily 5
- Student Individual Education Plan
- Assemblies to recognize students who display attributes of the Learner Profile
- Annual evaluation of the development of the attributes of the Learner Profile