

Escola Canadense de Brasília

Assessment Policy

THE MISSION of the **Escola Canadense de Brasília**

We transform young students into global citizens with the skills and knowledge to succeed in their lives and exercise leadership in their communities through world-renowned educational projects of excellence.

The Escola Canadense de Brasília is one of the biggest and best bilingual schools in Brazil and has an engaged, dedicated, experienced, knowledgeable and creative faculty, which are necessary to provide extraordinary learning.

Our methodology encourages active learning, considers the individual and group rhythm of students, respects the BNCC, favors a culture of collaborative learning, empathy and respect for differences, and aims to develop global values and the full academic potential of each student to Brazil and the world.

School Motto:

We Love, We Care, We Share

Assessment Policy

The predominant theoretical teaching-learning perspective in the institution is the socio-interactionist one, in which social relations promote the exchange of knowledge and the development of new learning. Through the dimension of caring and educating the entire physical organization and pedagogical routine, they promote this interaction, through learning stations where activities are always carried out in small groups.

The principles of Escola Canadense de Brasilia are:

- equal conditions for access and permanence in the School;
- valuing the student's natural experiences and experiences;
- construction by the student of significant knowledge and actions;
- guarantee of educational and academic quality standards;
- valorization of social coexistence; and
- valuing the construction of bilingual Portuguese-English knowledge.

Philosophy

Assessment promotes maximum student success. We recognize that all students can learn but they do not start at the same place, learn at the same rate or all reach the same level of achievement. It is through the assessment process that we are able to plan (instruction) for student success. Assessment is a collaborative process that involves students, peers and teachers.

Assessment informs instruction for the teacher and to communicate information about achievement and progress to parents and students. Therefore all assessments must be planned and purposeful.

Assessment Purposes

There are three main purposes of assessment:

1. Assesment "FOR" learning
2. Assessment "AS" learning

3. Assessment “OF” learning

Each of these purposes requires a different role for teachers, different planning, and different quality issues.

As assessment serves different purposes at different times, assessment must be balanced. This includes oral, performance and written tasks in order to improve learning for every student. As effective assessment informs the teacher to adjust instruction in order to maximize learning.

The assessment data that a teacher gathers on his/her students provides students about what they can do differently in order to improve their performance. As stated previously, it provides the information necessary to inform and change instruction as well as data to support the formal reporting process that occurs 3 times a year.

Assessment For learning involves learners receiving a considerable amount of descriptive feedback during their learning. Descriptive feedback gives information that enables the learner to adjust what he/she is doing in order to improve. It is also used to collect information that will inform the teacher’s next teaching steps and the student’s next learning steps.

Assessment “AS” Learning is where students are actively engaged in creating their own understanding of their learning. Also they have knowledge about strategies that will support their learning growth and success.

When students are involved in their own self-assessment, they become aware of their own quality of work. In order for students to become successful in the ability to monitor the quality of their work, they need strategies as they must be able to articulate their learning and understanding.

Assessment “OF” Learning or Summative Assessment is designed to determine student achievement at a given point in time. Data gathered is primarily the basis for report card evaluation.

It is but a snapshot and not the entire video of student learning. Assessment used in the grading process is a summary of learning via a report card that must be completed with care and professional judgment based on the data collected throughout the term. Report card grades are made up of the data from assessment “OF” learning. The data collected for reporting must be honest, fair, accurate, sufficient and defensible.

Record Keeping of Student Data

“High quality record-keeping is critical for ensuring quality in classroom assessment. The records that teachers keep are the evidence that support the decisions that are made about students’ learning. The

records should include detailed and descriptive information about the nature of the expected learning as well as evidence of students' learning and should be collected from a range of assessments." Rethinking Classroom Assessment with Purpose in Mind." Manitoba Department of Education 2006

The evidence of learning should come as no surprise to the student or parents but rather a confirmation of achievement that the student has demonstrated over time. There should be no "surprises" for the student or the parent.

Each teacher is required to maintain an assessment binder (digital or hard copy) that houses all the data necessary for each student that reflects academic growth and progress as well as social/emotional and behavioral data. The binder will contain the information that will accurately reflect how the student has learned the outcomes identified within the theme of study.

Teacher record keeping must contain the tool/strategy used in the theme and how each student performed. It should show a balanced assessment practice of "write, say, do." Clarifying quality standards of work and growth.

Assessment Practises

Through the academic grades, it is important that teachers use a wide variety of assessment tools or strategies that will support teaching and learning. Strategies are used to:

- A) provide feedback to students
- B) help teachers make instructional decisions about student learning and growth
- C) to gather data for reporting purposes and to provide feedback to parents

Common Assessment Tools and Practises

Checklists	Observational notes	Running Records
Rubrics	Conversations	Continuums
Exemplars	Interviews	Performance Tasks
Written Tasks	Growth Portfolio	Finished Portfolio
Tests	Projects	Demonstrations/Plays
Diagnostic Assessment	Homework Assignment	Self Reflection (student)

Constructive Feedback	Peer Assessment	
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Regardless of the tool/strategy that is selected, the type of tool that a teacher uses directly corresponds to the task. In planning the Central Idea, teachers must look at the type of assessments that will be used in the theme. If, for example, it is a performance task, then using a checklist would be an appropriate tool. It is important that a teacher uses a variety of assessment strategies throughout the theme to identify student learning in order to accurately assess that students have “learned ” what is identified in the outcomes of the theme.

Any assessment tool or strategy that is chosen, a teacher must be certain about what they plan to assess and what the learning goal or target that the teacher is working towards for each student.

It is also paramount that students and peers reflect upon their learning. To be able to share (orally or in written form) their areas of strength and their areas for growth and development and how they will therefore improve and grow as a student academically, socially and emotionally.

Planning

It is paramount that whatever the assessment approach, planning is paramount. Planning is a collaborative event. As teachers work together to plan the theme’ reflecting upon the central idea and key concepts, the assessment strategies that will be incorporated will be reflective of an accurate tool to assess the outcomes in regards to the student’s understanding of the Central Idea.

Teachers need to be aware of goals and targets as they plan the central idea and the lines of inquiry. How will these be assessed? How will you know that each student has learned the essential outcomes? What is the evidence that will be collected? Have I built in opportunities for my students to reflect upon their learning and the goals that they have created for themselves?

Use of Data (Evidence) Collected

The primary use of collecting assessment data is to benefit all students to improve their learning. Through constructive feedback to the student by the teacher based upon the data collected, each student can also reflect on their learning. Together plans can be created to support student progress. Each student will be knowledgeable about their areas of strength and areas for growth and development and are able to clearly share this information with others as needed.

Also data collected supports the teacher in differentiating instruction. The data provides a clear picture for the teacher of each student and will better inform the teacher when planning instruction for the class.

Another use of the data is to keep parents informed regarding their child's learning and how the parents can be supportive at home. Most parents are very supportive and want their children to succeed. Having the data to help their child's learning is a wonderful partnership.

Formal Reporting of Student Assessment

At Escola Canadense de Brasilia, formal reporting or report cards occur 3 times a year including Parent/Teacher conferences. At these reporting periods, teachers create a report card that captures the student's achievements over the reporting period or term. The report card is created on an appropriate sample of student work that has been graded for the reporting period as described in the paragraph above.

Report Card

The report card at Escola Canadense de Brasilia is reflective of student learning over 3 specific period of learning within the academic year as mandated by the state.

- First term report card is issued mid May. School begins in February.
- Second term report card is issued at the beginning of September.
- Final report card is issued at the end of the first week of December.

All students from Year 1 to Year 10 must receive a grade of 7.0/10 or 70% to pass within each subject. Through the summative assessment process, students are given many forms of differentiation and support in order for them to reach the 70% level.

Parent Conferences

At the conference with parents,(report cards are sent prior to conferences) teachers must be able to stand behind the grades that were awarded to the student based upon well recorded evidence and work samples. Teachers must be able to provide evidence that supports the grades that were awarded on the report card. The reporting of behavior and academic achievement are reported separately. It is important for teachers to distinguish between these two types of reporting and the data that is collected. Again data must be collected from various sources to accurately describe the behavior of the student. Again,the mark given or descriptions written by the teacher should never result in a surprise to parent(s) or students.

Parent Communication

Communicating to parents is the best way to create a climate of trust that promotes learning. Communicating with parents can be viewed as Assessment For Learning.

When communicating with parents it is important to keep the communication process manageable. Any time that you contact parents ensure that you have a specific purpose in mind. Ongoing communication with parents also ensures that there will be “no surprises” for parents at report card time.

1. Keep a schedule for when you wish to contact parents.
2. Prioritize your students according to student needs and begin with the most pressing problem.
3. Work through your class list throughout a week or two. Give yourself time to organize.
4. Set a goal to contact each parent at the beginning of the school year.
5. Keep a regular newsletter from the grade level team.
6. Have evidence of learning or assessment samples ready, if necessary, to support your comments.
7. Based upon assessment data, share the student’s strengths and areas for growth and development.
8. If appropriate, together make a plan for the student’s academic growth.
9. Have evidence (work samples) ready to support your comments.
10. Maintain notes and dates of your conversation to support students' growth.

References:

1. Rethinking Classroom Assessment with Purpose in Mind, Manitoba Department of Education 2006
2. Talk About Assessment: Strategies and Tools to Improve Learning Damian Cooper , 2006
3. The Perfect Assessment System Rick Stiggins 2017