ASSESSMENT POLICY

Mission, Vision, and Values

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.

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.

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.

Philosophy of Assessment

At Southpointe, we believe assessment is an integral part of the teaching and learning process, where student engagement and reflection are central elements. Assessment and evaluation strategies must be varied in nature, offer opportunities for differentiated experiences, and allow students to demonstrate the full range of their learning. Having students actively engage in assessing their own progress helps to develop their critical thinking and self-evaluation skills, as well as their school performance. It also provides teachers with information which can be used to evaluate instruction and curriculum. Assessment practices at Southpointe are based on the following beliefs about learning that reflect the school's values and the IB philosophy:

Learner-centred

- Assessment is a reflection of a holistic, inquiry-based learning environment, connected across the curriculum, and grounded in real life experience
- Assessment is developmentally appropriate
- Assessment is used to ascertain what learners know, understand, and can do
- Assessment practices recognize that learning is a lifelong process
- Assessment recognizes that learners learn in different ways and that educators recognize the value of most recent, most consistent results

Community

- Assessment engenders ongoing collaborative reflection between students, teachers, and parents, enabling each to become a partner in the learning process
- Assessment practices encourage emotional, creative, and intellectual risk-taking and innovation
- Assessment practices use a global context to develop authentic and relevant tasks that deepen intercultural understanding, respect, and the students' sense of identity
- Assessment practices take into account the diverse language and cultural backgrounds of all learners to enable them to communicate their understanding effectively

Diversity

- By recognizing each person's unique potential, assessment practices are designed to promote individual excellence
- Assessment practices show respect for cultural, linguistic, and intellectual diversity of the school community

Caring

- Assessment practices reflect that we are empathetic, compassionate, and nurturing
- Assessment practices support environmental sustainability

Purpose and Definition

Purpose:

The main purpose of assessment is to promote student learning and to inform programming and instructional practices. Assessment is designed to add value that is personal and meaningful to the learning process, and is an integral component of planning, teaching, and learning.

Definitions:

Assessment is the process of collecting, analyzing, reporting and reflecting on student learning data as a way of informing teaching and learning.

Diagnostic assessment is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular, for differentiated program delivery. It provides teachers and students with information about the students' conceptual understanding, skills, and gives them a basis from which to plan and refine their teaching.

Formative assessment is the process of gathering information during the learning process in order to address learning issues and/or modify instruction. It involves constructive, timely and specific feedback to students aimed to improve teaching and learning.

Summative Assessment evaluates a student's work against a benchmark or criteria at the end of a unit of instruction, or teaching and learning process. It gives students the opportunity to demonstrate what has been learned, and is the tool used to evaluate the extent to which the student has acquired, applied and synthesized knowledge and skills.

Common Assessments refer to situations where there are two or more sections of the same course are being taught concurrently (i.e. two sections of Science 7). The mark breakdown and major assignments will be the same for both classes. When applicable, the teachers will moderate a sample of the assignments to ensure consistency between teachers.

Reflection is the process of utilizing metacognition (the skill of learning to learn) throughout the learning process. The purpose of reflection is to create engagement in, and enthusiasm for the learning cycle, and to build introspection and self-awareness.

Evaluation is the process of determining the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained. It is the act of critiquing student performance on an assessment task.

Reporting is a means of communicating student progress and achievement in relation to subject specific criteria and approaches to learning skills.

Uses of Assessment

In order to assess a wide range of learning outcomes and expectations, it is necessary to use a range of assessment strategies. Assessment should be diagnostic (pre-assessment), formative, summative, authentic, purposeful, engaging, and measurable allowing the student to become part of the assessment process.

Assessment *for learning* (diagnostic and formative) is generally conducted when a student is still learning new material and is designed to inform instruction for individual students or for a whole class. It gives timely, descriptive feedback and coaching for improvement. It is used to assess where a student is in the learning process, diagnose any problems, give the student help to learn the material, concept, or skill, and aid in providing interventions, or extending learning.

Assessment *as learning* (formative) is reflective, and designed to help students develop their capacity to be independent learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their own thinking and learning.

Assessment *of learning* (summative) occurs after a student has had instruction and practice, and it is reasonable to evaluate the understanding of the skills, knowledge and concepts. This assessment gives evaluative feedback and provides information in determining a student's achievement in relation to a set of criteria or performance levels.

The use of formative and summative assessment tools is to determine the effectiveness of the teaching and learning process, and is essential to allow teachers and students to identify their strengths and areas for improvement, and the effectiveness of the programme. Students need to know the purpose, means and criteria of assessment tasks prior to the assessment so they understand what is being asked of them.

Shifts in Provincial Assessments

Shifting From......	.....To
Knowing	Doing and Understanding
Content coverage (emphasis on knowing)	Competencies (emphasis on doing)
Content as specific facts to be memorized	Rich content as context/vehicle for deeper understanding
Focus on individual learning outcomes (pieces)	Focus on Understanding (big ideas, competencies, concepts)
Predominantly multiple choice	Variety of formats
N/A	Incorporating Collaboration
N/A	Incorporating Choice
N/A	Self-reflection element (thinking and communication)
Score reporting in categories	Descriptive reporting and proficiency levels

Standardization of Student Work

Where two or more teachers are teaching the same subject and grade level, they will meet to plan units

collaboratively, and ensure that the trajectory and pacing of each unit is similar. Students in such classes will receive the same summative assessments, although the formative assessments may differ to accommodate different teaching and learning styles. In addition, common assessments will be collaboratively designed by teachers and administered to students in a similar way. These assessments will be identical for all students in a given subject and level and serve the purpose of ensuring alignment of teaching. Summative assessments will be calibrated by teachers to ensure common interpretation of the criteria being assessed.

Standardization of Assessments

Standardization of assessments throughout the school year promotes consistency and builds common understandings about student achievement with respect to taught objectives and BC expected learning outcomes. Internal standardization procedures are developed collaboratively by grade or department, and assessment task design and review should be a regular, systematic collaborative departmental process. The process should be both horizontal (within a grade level) and vertical (within a discipline grades 6 to 12). The process includes:
- Collaborative development of unit tasks
- Collaborative development of criteria task templates
- Regular reflection of assessment task design

External Assessments

All students in Grades 4 and 7 participate in the Foundation Skills Assessment (FSA). This series of tests is given by the Ministry of Education to measure a student's basic skills ability in the areas of language, reading, and mathematics. These tests are marked collaboratively by Southpointe teachers and the Ministry of Education. The school receives results from the Ministry of Education and shares the reports with parents. This documentation shows individual competency and proficiency levels in language, reading, and mathematics. The school uses the test results to evaluate our school programme.

The STAR assessment is given at the beginning of the year and then again each term at the teachers discretion to students in Grade 2-5 to assess student reading levels. The Fountas & Pinnell benchmark assessment system is also used to monitor student progression in reading.

Students in Grade 10 are required to write external numeracy and literacy examinations from the Ministry of Education. Grade 11/12 students write the English 12 exam in June, depending on their course schedule.

Students in AP Courses will write AP Exams annually in May.

Assessment Practices in the Primary Years Programme (PYP) (Gr. K-5)

The Junior School at Southpointe assesses performance and progress in all subject areas. Assessment addresses all the essential elements of the programme. The PYP provides the students with the opportunity for guided inquiry, and emphasizes the connections between subject knowledge and Approaches to Learning skills within the transdisciplinary themes and subject specific areas of the programme of inquiry. Southpointe also reports on the attributes of the IB learner profile through end-of-unit and E-portfolio reflections and Report Cards.

The PYP Exhibition is a required summative assessment in Grade 5. The Exhibition provides the

culminating experience of the learner's engagement with the PYP in the Junior School. It unites the students, teachers, and parents in a learning experience that captures the essence of the PYP.

PYP Assessment Strategies

Assessments are often used in conjunction with each other and include a range of approaches to provide a balanced view of the child. Assessments may include, but are not limited to those listed in the chart below.

Examples of Assessment Strategies		
Running Records	Learning Journals, Logs, Blogs	Learning Stories
Guided Reading	Peer Assessment	Self-directed response
Guided Comprehension	Self-Assessment	Venn diagrams
Writing & Math Continuums	Reflection	Exit Tickets
Words Their Way Assessments	Open-ended tasks (Visible Thinking routines, performance, mindmaps, KWL charts)	Discussions
Observations/Anecdotal Records		Performance tasks, open-ended tasks
Anecdotal Notes	Cooperative Learning Strategies	Self-assessment/reflection
Individual or Group Conferencing	Exemplars	Checklists
	Sketching to Learn	Observation/anecdotal notes
Rubrics (with student input)	Google tools	Self/ Peer Assessment
Checklists	Selected Response (Tests/Quizzes)	Learning Journals

Reporting Schedule - PYP

In the Junior School, we provide a variety of methods for reporting. Parents are encouraged to participate in the development of their child's learning through the following methods:

Curriculum Night: *September (K-Grade 5)*

Parents gain information about the school from teachers and students regarding the curriculum and classroom routines via this important event.

Celebrations of Learning: *(K-Grade 5)*

During the year, parents will be invited a minimum of two times to their child's class to observe either a learning process event or a performance. For example, a grade level assembly, end-of-unit presentation or learning event in one or more areas of the curriculum.

E-Portfolios: *All Year (K-Grade 5)*

The Student Portfolio contains evidence of student learning and growth over time and, as such, is an

important part of the PYP assessment process. The e-Portfolio is housed online, which allows parents to access it at any time. A typical e-Portfolio may contain: (a) Examples of student learning; (b) Information about the student's special achievement ; (c) any appropriate student reflection or self-evaluation; and (d) teacher feedback. The e-Portfolio will be used as part of the Student-led Conferences (see below)

Three-way Conference: *(parent/student/teacher) November & February (K-Grade 5)*

The conference will be split into two sections - one part will be student led, one part will be teacher lead.

Written Reports: *November, January & June (K-Grade 5)*

Parents receive an Interim report in November and formal written reports about their child's progress at the mid-year point, and again at the end of the school year. The written reports feature performance descriptors to indicate student progress - *Beginning, Developing, Practicing, Extending.*

Student-Led Conferences: *May (K-Grade 4)*

Students in Grades K-4 share their learning experiences in a 30-minute conference with their parents. Students are in charge of guiding parents through a set of activities in order that parents might get a glimpse of life inside their classroom. Student-led conferences are a component of the reporting process at Southpointe and they empower students as they share their learning, giving parents a broad glimpse of life at Southpointe.

The PYP Exhibition: *May (Grade 5)*

The Exhibition represents the culmination of the IB Primary Years Program. This extended, collaborative inquiry process, conducted under the guidance of teachers and mentors, involves students in synthesizing the essential elements of the PYP. The exhibition is a whole-school event, drawing on students as learners and global citizens, and celebrates the culmination of learning during elementary school and represents a true rite of passage from the PYP to MYP.

Assessment Practices in the Middle Years Programme (MYP)(Gr. 6-9)

Assessment in the MYP (Grade 6-9) is criterion-based using age-appropriate and task specific indicators. The criteria in each subject area, along with the rubrics, are prescribed by the IB and used without exception for all summative assessments. Teachers are required to assess each criterion (various strands) a minimum of two times by the first formal report at the end of January. By the end of the year in the June final report, all the various strands in each criterion should have been summatively assessed a minimum of two more times before arriving at an overall judgement of level. As mandated by the IB, criterion scores for each subject area will be converted to a scale from 1–7. Grade boundary descriptors for this scale are also issued by IB (see below). At Southpointe, MYP assessment practices ensure that:

- Learning expectations and assessment strategies are made clear to students
- Assessment is varied in nature, administered over a period of time, and differentiated for students to demonstrate the full range of learning
- Teachers plan assessment tasks collaboratively, and with the SSC when appropriate
- Assessment values the learning process, as well as the products students create
- The school uses a range of strategies and tools for diagnostic, formative, and summative assessment, which are reviewed regularly by teachers
- Reporting provides feedback on students' approaches to learning skills as well as their achievement across all subject areas

- Where appropriate, teachers involve students in the design of assessment tasks
- All MYP teachers engage in internal standardization of student work to ensure consistency in the application of the criteria
- Student evaluation is systematically recorded and students are provided with regular and prompt feedback to inform and improve their learning
- Assessment at the school provides students with regular opportunities for reflection on their own learning
- Adhere to both IB and Ministry of Education BC requirements.

In Year 4 (Grade 9), the MYP culminates in the Community Project. This project provides students with the opportunity to synthesize the skills learned throughout the MYP and provides them with the opportunity to create a truly unique and meaningful piece of work of their own choice.

MYP Assessment Strategies

Assessment tasks, strategies and tools are designed, developed and applied by teachers, working with students, in order to support and encourage student learning by providing feedback on the learning process.

Tools and Strategies (may include, but are not limited to):
- anecdotal records, observations
- checklists, rubrics, exemplars, continuums
- open-ended tasks (performance, narrative records, educational technology based, mind maps, KWL charts, visible thinking routines)
- process-focused assessment
- selected response (quizzes and tests)
- Self- and peer-assessment
- Learning journals

Feedback to Students and Return of Work
All assessments should be returned to students within a timely manner, with achievement levels and constructive comments and feedback.

Schedule of Assessments
Teachers post summative assessments to the Grade level assessment calendars. Students should have no more than one major summative assessment task per day and no more than three in one week. If three summative assessments are scheduled, they should not be held on three consecutive days. Major assessment tasks are those that require significant preparation time at home by students to perform well.

Role of the student
Students are expected to be present for all summative assessments. Students are expected to manage their time effectively and be well prepared to complete assessment tasks. Students must complete any outstanding summative assessment on their first day back from absence.

Role of the Teacher
All major summative assessment tasks must be scheduled in the grade level assessment calendar. Teachers will provide a minimum of one week's notice for major summative assessments.

MYP Subject Criteria

In Grades 6-9, students are assessed using the prescribed subject-group assessment criteria for each subject group in each year of the programme. Teachers make decisions about student achievement using their professional judgment, guided by mandated MYP criteria. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels on a scale of 0-8 in one or more criteria.

Grade 6 courses use Year 1 objectives and criteria, Grade 7 and 8 courses use Year 3 objectives and criteria, and Grade 9 courses use Year 5 objectives and criteria.

MYP Subject Criteria

Subject	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Determining Overall MYP Achievement Levels

Overall achievement levels for each of the assessment criterion will reflect the teacher's analysis of a student's summative performance at the end of the reporting period. Teachers will determine the final achievement level in each of the criteria using the evidence from a range of assessment tasks in order to make a professional and informed judgment. Teachers use the following principles to guide them in determining the appropriate overall achievement levels for a reporting period:

- Consistency – which is the most common level of achievement that the student demonstrated in this category/course over the course of the reporting period?
- Progression – has the student shown an improvement from the beginning to the end of the reporting period?
- Latest and Fullest – are there pieces of work that occurred closer to the end of the reporting period that best allow the student to show the teacher what they learned?

These judgments will reflect the teacher's professional opinion of the overall achievement level in each of the criterion at the end of each reporting period. Based on the collected evidence, teachers analyse the achievement levels of students over the course of the reporting period.

MYP assessment uses a "best-fit" approach in which teachers work together to establish common standards to evaluate each student's achievement level holistically. The principle of *most recent, most consistent* takes priority in determining an overall 1-8 achievement level for each criterion. Averaging criterion scores over a term or year is an inappropriate practice in the MYP.

MYP Grade Boundaries

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar

		classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Recording Evidence of Achievement in the MYP

Teachers record student evidence of achievement using ManageBac. All MYP summative assessment tasks are entered into the appropriate unit and achievement levels recorded on Managebac. Students can access achievement levels using Managebac. Teachers communicate feedback on formative and summative assessments using ManageBac, Google classroom, Google docs, and through comments on task sheets.

Late and Missing Assessments
Students are expected to submit work by the assigned deadlines. A teacher may exercise discretion in granting an exception under exceptional circumstances. A deadline for late or missing assessments should be set by the teacher with the student so the outstanding work is completed and submitted in no more than 5 school days of the original deadline. Students who consistently miss deadlines despite plans for interventions will be referred to the principal. Please note that missing deadlines will be reflected in the reporting of ATL skills.

Each student in Grades 6-9 will receive a Core ATL skills level based on a common rubric used by teachers that will provide feedback on Self-Management, Communication and Social skills.

Sharing	Using	Developing	Beginning
The student can show others how to use the skills and accurately assess how effectively the skills are used (self-regulation)	The student employs the skills confidently and effectively (demonstration)	The student copy others who use the skills and uses the skills with scaffolding and guidance (emulation)	The student is introduced to the skills, and can watch others performing it (observation)
The student consistently practices these skills, continuously challenge	The student practices these skills, challenges themselves in this area, reflects on their goals	The student usually practices these skills, sometimes challenges themselves in this area,	The student minimally practices these skills, rarely challenges themselves in this area,

themselves in this area, often reflects on their goals and progress, and is able to teach others how to perform these skills.	and progress, and is able to perform these skills independently.	sometimes reflects on their goals and progress, and is able to perform these skills with help from others.	performs limited reflection on their goals and progress, and is able to recognize when others are performing these skills, but is not yet able to independently perform these skills.
Expert/Experienced/Intentional	Practitioner/Capable	Learner/emerging	Novice/awareness

Reporting Schedule - MYP & Graduation Years (Gr. 6-12)

In Grades 6 through 9, students will receive reports that give cumulative levels of achievement for criteria and MYP grades for each course, and provide an anecdotal summary of the student's performance and growth in each subject to date.

	MYP	Gr. 10-12
1. Three Way Advisory Conference 1	Core ATL skills Goal/Target Setting Co-curriculars	
Grade 12 Anticipated Grades	N/A	Anticipated Achievement Level (percentage) *G12 only
2. November Progress Report	Achievement Level (AE, ME) Anticipated Achievement Level (percentage) *G12 only Core ATL Skills Proficiency Level (AE, ME)	
3. Three Way Subjects Conference 1	Student Learning Evidence Core ATL skills	
4. First Report	1-7 IB level based on all criteria assessed twice (various strands) Comments (Unit ATL Skills and IB Learner Profile) Core ATL Skills Proficiency Level	Achievement Level (1-8) Comments (growth and strategies) Core ATL Skills Proficiency Level
5. Three Way Subjects Conference 2	Student Learning Evidence Core ATL skills	

6. Three Way Advisory Conference 2	Core ATL skills Goal/Target Setting Extracurriculars	
8. Final Report	1-7 IB level based on all criteria assessed at least twice (all strands) Core ATL Skills Proficiency Level Comments (Unit ATL Skills and IB Learner Profile) Advisory Comments (Self Assessment on Core ATL skills Service/Community Project, Attendance/ Lates) Career Education (Meeting Expectations/Not Yet Meeting Expectations) Band (Performance Descriptors)	Achievement Level (1-8) ***achievement levels converted to percentages for Ministry purposes Core ATL Skills Proficiency Level Comments (growth and strategies) Advisory Comments (Self Assessment on Core ATL skills, Career Education) Attendance/ Lates

Assessment Practices in the Graduation Years (Gr. 10-12)

In Grades 10-12 students are assessed using the BC Ministry of Education prescribed learning objectives and curricular competencies for each subject group. Teachers make decisions about student achievement using their professional judgement, guided by mandated Ministry of Education curricular competencies.

Across a variety of assessment tasks and learning outcomes, teachers use descriptors to identify students' achievement levels on a performance scale of 1-7 in one or more curricular competencies. Teachers will use a "best line of fit" approach in which they work together to establish common standards for evaluating student achievement. It is not appropriate to use percentages to describe achievement, nor is it appropriate to weight curricular competencies to determine an overall achievement.

At the end of the year, the Ministry requires a conversion of performance levels into percents for submission. Teachers use their professional judgement to differentiate levels of performance at the higher bands for submission to the Ministry.

Descriptor	Proficiency Based Scale
Sophisticated; Exceptional; Extensive; Nuanced; Distinguished	7
Excellent; High-quality; Comprehensive; Insightful	6
Skilled; Very good; Applies; Successfully	5
Proficient; Reasonable; Good; Capable	4
Adequate; Developing; Satisfactory; Acceptable; Basic	3
Simplistic; Limited; Emerging; Inconsistent	2
Very limited; Minimal	1

Communication of the Assessment Policy

The Assessment Policy is available to all members of the Southpointe Community via the Parent Handbook. Professional development time is spent reviewing the policy throughout all three programmes (PYP, MYP, AP). In addition, the Assessment Policy and other policies are highlighted during our IB Information sessions for new parents and returning parents.

Related Policies
- Departmental Assessment Policies
- Academic Honesty Policy
- Inclusion Policy

Supporting Documents
BC's New Curriculum: Assessment and Reporting
Provincial Student Assessment Program
Reporting Student Progress (Grades K–9): Guidelines for School Districts
BC Ministry of Education Student Reporting
Southpointe MYP Grade to Letter Grade Equivalency Scale
MYP: From principles into practice

Policy Review Process

The Assessment Policy is reviewed and revised on an annual basis by a review group comprised of IB Coordinators and teachers from each programme. This meeting takes place in May of each school year so that the policy constantly reflects the most current state of practice in the school and the IB programme standards and practices. Any changes to the policy are presented to and vetted by staff through divisional meetings.
Reviewed: May 2019