

# Cache La Poudre Elementary

## Assessment Policy

### Mission Statement

The mission of Cache La Poudre Elementary is to challenge all learners to inquire, know, and care about the world.

### Introduction

Our focus of assessment is grounded in the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take action. The process is a collaborative partnership between students and teachers. Clarity on what is being assessed leads to achievement, growth, and opportunity for reflection. Our assessment process involves knowing where our students come from and what prior knowledge they bring, capturing what students have learned, and relaying that information to all parties (students, parents, other related staff).

### Why do we assess?

- Teachers and students know students' achievement levels and monitor continuous growth leading to clarity on what is taught
- Gauge students' ability, reflect on next steps, and set future goals
- Assist students through the five essential elements (concepts, knowledge, skills, attitudes, and action)
- Celebrate growth
- Model lifelong learning (growth mindset)
- Teacher reflection on instruction

## What are we assessing?

- Understanding of concepts and transdisciplinary themes
- Acquisition of knowledge
- Mastery of skills
- Development of attitudes
- Decision to take action
- Demonstration of the attributes of the PYP learner profile
- Student progress and performance in the following subject areas: language, mathematics, social studies, science, the arts, personal, social, and physical education

## When do we assess?

At Cache la Poudre Elementary, learning is viewed as a continuous journey, where students and teachers collaborate to identify students' needs and use assessment data to plan the next stage of their learning. We identify what students know, understand, can do, and value at different stages in the teaching and learning process. There are two main categories of assessment:

- Formative assessment is entwined with daily learning and assists teachers and students in finding out what children already know, understand, and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process and is clearly aligned with goals and practice of inquiry-based learning. It promotes self assessment as well as student ownership of learning and encourages responsibility.
- Summative assessment takes place at the end of a learning unit or process. It is a chance for students, teachers, and parents to evaluate progress and demonstrate what has been learned over the course of time and addresses a variety of learning styles. It is a formal ending point to a taught unit or of a process but not necessarily the end of

student learning in the areas being assessed. Ideally student reflection should be a part of the summative assessment process.

### Characteristics of Effective Assessment

- Based on a body of evidence
- Purposefully planned with specific goals in mind
- Is aligned with standards
- Part of a cycle of learning and reflecting
- Informs next steps for instruction and individual goal-setting
- Provides feedback to students, teachers, administrators, and parents
- Involves collaboration between stakeholders
- Shows evidence of both growth and achievement
- Is student-centered
- Includes reflective self and peer assessment
- Is varied, inclusive, and differentiated when possible
- Encourages action and authentic application of learning
- Provides opportunities for creative approaches to or expression of learning
- Is ongoing and constant
- Monitors progress at regular intervals

### Who is Involved

Students, families, and educators work collaboratively to implement effective assessments that support all learners and inform stakeholders about student achievement and growth.

### How do teachers record progress?

At CLPE teachers implement a variety of measurement tools to determine and record progress including a variety of rubrics based on specific subject matter, checklists, learning progressions, research based curriculum tools,

formal and informal observations and formative and summative assessments.

How is growth reported to parents and students?

- IB Report Card including PYP Units of Inquiry and Transdisciplinary Skills (three times per year)
- Parent-teacher conferences
- Student-led conferences (spring of each year)
- Annual meetings for Individual Education Plans and Advanced Learning Plans
- School to home communication with families through emails, phone calls, and notes home as appropriate and necessary
- Student portfolios
- IB Inquiry and Excellence Fair
- Exhibition