

McGraw Mission: *Fostering Internationally-minded, life-long learners who all thrive in and positively shape our global community.*

McGraw Elementary Assessment Policy



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[Assessment Philosophy](#)

As an internationally-minded learning community, McGraw Elementary utilizes assessment practices which allow students to develop, reflect upon and demonstrate the attributes of the IB Learner Profile. In the process, we empower knowledgeable, inquiring, reflective thinkers and learners who all thrive in and positively shape our global community.

We believe that...

- assessment is integral to the mission of McGraw Elementary School.
- assessment is a continuous process which guides teaching and learning.
- assessment contributes to evaluating the effectiveness of the Primary Years Program at McGraw.
- students need to be actively involved in the assessment of and reflection on their own learning.
- students need to receive timely feedback to feed forward and apply to their learning.
- students need opportunities to set their own goals based on assessment of their learning.

The focus of assessment in an IB Primary Years Program school is to help students develop the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, and the decision to take action. Students, parents, staff and administration must have a clear understanding of what is being assessed, the criteria for success and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

Assessment information must be shared in a forthright manner with all stakeholders and used to evaluate student progress and/or the effectiveness of the program.

Assessment Practices

Teachers and students make use of assessments within and outside of PYP Units of Inquiry to analyze student development of unit knowledge, skills and understandings. These assessments:

- reflect input from students as well as staff
- focus on student understanding of the central idea
- are continuous throughout the inquiry
- allow teachers and students to monitor progress and the learning process
- launch the planning process
- provide opportunities for reflection on the process
- show evidence of students' understanding and thinking
- allow students to express different points of view and interpretations
- are developmentally appropriate

- highlight student strengths
- address a range of needs and learning styles
- provide opportunities for differentiation

Teachers use a range of methods to document student learning as a means of assessing student understanding.

Reporting...

The following related essential agreements and documents describe how and when evidence of student learning is reported to stakeholders at McGraw:

- [Reporting](#)
- [Student Portfolios](#)
- [Conferences at McGraw](#)
- [McGraw Assessment and Reporting Checklist](#)

Legislation and Requirements

Standards-based assessments issued by the State of Colorado and Poudre School District must be administered yearly to students at McGraw. These assessments help complete a profile of student progress toward proficiency of mandated state standards. The results of these assessments are shared with students and parents. Teachers analyze the body of evidence provided by assessment data to help design learning experiences for the student. The following are district and state assessment that we are required to administer to students:

- [CMAS](#) (Colorado Measure of Academic Success): 3rd - 5th Grade
- [CoGAT](#) (Cognitive Abilities Test): 2nd Grade and as requested for GT identification
- [NWEA MAP](#) (Measures of Academic Process): 2nd - 5th Grade
- [Acadience Reading](#): Kindergarten - 5th Grade
- [WIDA Access](#) (used to identify level of English Language development): K-5th Grade students identified as having limited or non-English proficiency

Rights and Responsibilities of Members of the School Community

Stakeholder groups in our learning community take the following actions to put our philosophy and beliefs about assessment into practice.

Leadership:

- Ensure that students have access to accommodations and modifications that meet their needs.
- Ensure that assessments are fairly and consistently administered.
- Communicate the purpose and timeline of standardized assessments.

Teachers/Staff:

- Give students feedback and feed-forward in a timely manner.
- Attend mandatory assessment training.
- Communicate assessment results with students and families.
- Actively proctor assessments in a fair and consistent manner.
- Use assessment results to drive instruction.

Students:

- Demonstrate academic integrity when participating in assessments and the assessment process.
- Reflect on and set goals for their learning based on assessment results.

Families and Guardians:

- Support student success in completing required district and state assessments.

Resources

Utilization and development of the following human, natural, built and virtual resources support implementation of McGraw's assessment policy and related essential agreements.

Our school provides laptops for all students to take required district and state assessments. We have a school assessment coordinator who manages scheduling and administration of required assessments. Staff training in and calibration of administration of school, district and state assessments takes place on at least an annual basis.

Assessment accommodations and modifications are provided for additional language learners and students who are identified with special learning needs. These are documented in the [McGraw inclusion policy](#).

Policy Review, Development and Communication

McGraw's assessment policy and its related essential agreements are living documents that will be revisited by our staff each fall. Formal review and revision of the policy and related essential agreements will take place at least once during each 5-year IB program evaluation cycle or more frequently as needed. As changes are made to any of McGraw's other IB policies (academic integrity, access, inclusion, and language) those changes will be articulated across policies and, where appropriate, reflected within the language policy and related essential agreements.

When changes to the assessment policy are proposed, the input of staff (including classroom teachers, specialist teachers and support staff), parents and community members (through our School Accountability Committee and Parent IB Ambassadors) and students (through our student leadership team and our IB Student Ambassadors) will be requested and considered during the revision process. Policy review and revision work will be led by the members of the McGraw IB Leadership Team.

Our staff can access the assessment policy and its related essential agreements through a shared Google Drive folder. The assessment policy and related essential agreements will be shared with families and our community via our school website and articles in the school newsletter which reference components of the policy. School administrators and instructional staff are knowledgeable about the assessment policy and related essential agreements and are able to discuss the contents of these with parents.

Definitions of Terms

Feedback: Information communicated to a student based on an evaluation of their learning.

Feed-Forward: Using feedback to support and plan for next steps in a student's learning.

Reporting: Sharing the results of student learning with stakeholders (the student, parents, families and staff).

References

The Primary Years Program: From Principles into Practice. International Baccalaureate Organization. Accessed August 9, 2022