
Global Campus Primary Years Programme (PK-6) Assessment Policy

Philosophy of Assessment

We believe both teachers and students play an integral role in every part of the assessment cycle and that assessment is an ongoing process which guides planning, teaching and learning and contributes to evaluating the effectiveness of the Primary Years Programme. It incorporates reflection, feedback, and goal setting by students and teachers. It also guides interventions and extensions. Assessment reveals individual student's areas in need of improvement as well as highlights individual student's strengths. Celebrations of student accomplishments and progress are part of the assessment process here at Global Campus.

Assessment Practices

***State Mandated Assessments**

Colorado Measures of Academic Success (CMAS)

The state of Colorado requires third through sixth grade students to take the CMAS examination every year. All third through sixth grade students are assessed in the areas of Reading, Writing and Math. In addition, fifth grade students are assessed in Science. All parents receive official score reports with their student's test data.

WIDA-ACCESS: The WIDA Screener/W-APT (WIDA-ACCESS Placement Test) Colorado's English language proficiency "screener" test is given to incoming students who may be designated as English language learners. It assists with placement decisions such as identification and placement of ELLs. Students categorized as non-English Proficient or limited English proficient must be given the WIDA-ACCESS test each January until they are identified, based on a body of evidence, as fluent English proficient. The results of this test are sent to parents at the end of each year. Teachers use the results to determine language proficiency levels and individualize instruction to meet the needs of their second language students.

TS GOLD: All Preschool students are given the TS GOLD assessment three times a year. Kindergarten students are given it once a year in October. It tests five areas (social emotional, physical, cognitive, mathematics, language and literacy).

***District Mandated Assessments**

Phonological Awareness Literacy Screening (PALs): The state of Colorado requires all Kindergarten through third grade students to be given one of three reading assessments. Our district has chosen to adopt the Phonological Awareness Literacy Screening (PALs) assessment. This assessment is given to Kindergarten through 3rd grade students in the fall, winter and spring. The assessment is given to track student progress in reading and guide instruction. New K-3rd grade students are assessed upon entrance to the district. Students who score below the grade level benchmark are placed on a READ plan and are given PALs Quick Checks every 3 weeks for progress monitoring.

Measure of Academic Progress (MAP): Mapleton Public School District requires that all students at Global in grades 1 through 6 take the Measure of Academic Progress (MAP) three times a year, in spring, winter, and fall. Kindergarten optionally takes it three times a year. The assessment measures growth in areas of reading, language usage, and math (kindergarten and first grade are assessed in reading and math only). The assessment is primarily used to guide instruction but is also used as a part of a body of evidence at the end of the year to measure each student's attainment of standards.

AIMS Web: Mapleton Public School District suggests students on an IEP or RTI plan to be monitored in the areas of need (reading, writing, spelling, and math). Progress is tracked with an individualized assessment plan. These assessments are given weekly, bi-monthly or monthly depending on students' progress towards grade level standards.

***School-Wide Assessments**

Pre-assessment: Allows teachers to gather information on student's prior knowledge, misconceptions and attitudes about the topic or concept. Pre-assessment data should be used to guide instruction.

Formative assessment (Assessment for learning): Formative assessments are used throughout the learning process to assess specific skills or concepts and to check for student understanding. Formative assessments provide teachers with data/information to aid in planning the next stage in the learning process. Types of formative assessments include: observations, anecdotal notes, exit tickets, classroom work, and projects.

Student self-assessment: Student self-assessment will be integrated into the teaching and learning process.

Summative assessment (Assessment of learning): Summative assessments show students' understanding, abilities, and feelings about a central idea/concept at the culmination of a unit. The assessment allows students to apply their knowledge and skills rather than a mere recall of facts. At the beginning of a unit, students are introduced to the central idea, learning expectations/standards and grading criteria that are the basis of the summative assessment.

Recording

Teachers use a variety of assessment tools to document student progress including rubrics, checklists, observations/anecdotal records, subject-specific criteria based on literacy and or math programs.

Rubrics/Checklists: All summative assessments have an accompanying rubric or checklist. Rubrics and checklists allow for differentiation, but also lay out specific criteria that must be met.

Alpine Achievement: A web-based portfolio that reports student assessment scores in the areas of reading, language, math, and English Language Proficiency for multiple years.

Infinite Campus: IC is an online gradebook where sixth grade teachers record grades. Parents and students have access to the IC grade book.

Reporting

Conferences: Conferences occur at least 2 times a year between parent and teacher, and/or student and parent (student led conferences). A collection of student work is used to guide conferences. Both the teacher and student will report learning and progress to the parent using the collected work samples.

Report Cards: Global Campus requires all K-6 students to use a standardized report card quarterly and Preschool tri-annually. The report card shows attainment of district and state standards in the areas of reading, writing, math, science, social studies, art, music, and physical education. Kindergarten through 5th grade are graded on a 4, 3, 2, 1 scale. Sixth grade uses a letter grade system A, B, C, F. At least one comment is required for all students each quarter in reading, writing, and math. Additional comments for areas of concern or those exceeding grade level expectations will be reported each quarter.

Academic Parent-Teacher Team Workshops:

APTT workshops occur two times a year at Global Primary Academy (PK-3) to communicate data to parents in a whole group/grade level setting. During the workshop parents create a SMART goal (a goal that is specific, measurable, attainable, realistic, and time-based) for their child and the teachers provide strategies, activities, and materials parents can use at home to support their child's goal. Students continue to work on the same goal until the next APTT Workshop.

Parent Engagement Nights:

Parent engagement nights occur two times a year at Global Intermediate Academy (4-6). During this night students demonstrate/or celebrate their learning.

IB Reporting:

IB Learner Profile Progress Report will be completed by student and teacher mid-year and end of year and reviewed by parent.

All grade level parents will be made aware of units of inquiry and expectations associated. Parents, teachers, and administration will maintain consistent communication throughout each student's learning experience at GPA and GIA. A bilingual IB newsletter will be distributed six times a year and posted on school website.

Celebrations

Teachers use a variety of ways that display what students have learned such as classroom and hallway displays of student work and all school assemblies where students demonstrate their learning of the learner profile. PYP teachers also use Class Dojo or Remind, online systems that allows teachers and parents to communicate about student work as well as behavior throughout the day.

Review of Assessment Policy

Agreed-upon assessment practices at Global will be reviewed annually by the staff and revised as our assessment practices continue to evolve.