



COLORADO INTERNATIONAL LANGUAGE ACADEMY

ASSESSMENT POLICY 2021-2022

UPDATED SEPTEMBER 17, 2020

Purpose of Assessment:

At Colorado International Language Academy, we acknowledge that assessment is integral to teaching and learning. Assessment at CILA serves two major purposes: measuring and tracking our students' growth in key academic areas, as well as providing our teaching staff with the necessary insight to tailor their instruction to the students' individual needs.

Assessment involves the gathering and analysis of information about student performance and is designed to inform instructional practice. It helps the school know what students know, understand, can do, and feel at different stages in the learning process. Teachers need to be mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment. They need to employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experiences.

The purpose of assessment is to validate and verify student learning, and to provide information on student learning to students, parents, teachers, administration, and community stakeholders. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stakeholders. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement. Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. The entire school community should also be concerned with evaluating the efficacy of the program.

Definition of Assessment:

"Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." (2006, Council of Chief State School Officers)

Assessment provides:

- **teachers** opportunities to uncover misunderstandings and discover enduring understandings; and
- **students** opportunities to choose learning activities, act on the learning that he/she is engaged in, and reflect on learning that has been completed.

Effective assessments allow teachers to:

- inform every stage of the teaching and learning process
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).

Elements and Types of Assessment:

Colorado International Academy's approach to assessment recognizes the importance of assessing the *process* of standards-based instruction as well as the *products* resulting from standards-based instruction. The main goal of assessment is to provide feedback on the learning in order to inform further learning.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

Assessing:

The assessment of the students' cognitive and affective development and academic learning is an essential component of the taught curriculum, and helps to inform teachers and parents of continued cognitive and affective development, academic learning and teaching strategies to be employed. In assessing students' work, knowledge and attitudes (behaviors) students are observed in a variety of situations and a wide range of assessment strategies are applied. At CILA, the classroom employs a range of formative and summative assessments, which demonstrate student achievements.

Formative assessment: *Formative assessments are used to monitor student learning and help to plan the next stage in learning or to modify the approach used for instructional delivery.* It is interwoven with the teaching strategies used and the resultant learning that takes place in a formative or forming manner. Formative assessment can help teachers and students find out what the students already know and can do and as a result adapt the strategies and outcomes for learning.

Formative assessment aims to promote learning by giving regular and frequent feedback to the student on their achievement throughout the learning process. The formative assessment process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Summative assessment: *Summative assessments aim to provide teachers and students a clear insight into students' understanding of the standards-based curriculum.* Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned to a set final point in time. Summative assessment can assess several elements of the learning target simultaneously. Summative assessment can inform future instruction and lead to improvement in student mastery of the learning targets and improve the teaching process. Summative assessment monitors the progress of the learner and measures student attainment of academic content standards. Summative assessments include DIBELS, NWEA MAP and CMAS.

Paper vs. Online Testing

Colorado International Language Academy will use a combination of paper-based and computer-based assessments. The Colorado Measure of Academic Success (CMAS) will be a paper-based assessment. All other assessments will utilize the online assessment format.

Assessment practices used in the classroom include:

- Engaging students in reflecting on their own learning journey
- Students assessing work produced by themselves and by others
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Maintaining records of assessment results

During the COVID-19 pandemic, CILA will assess students enrolled online learning on NWEA MAP through an online learning platform.

Planning for Assessments:

Teachers should develop ways to assess prior knowledge and skills. Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction. When planning for assessment, teachers should think like assessors rather than activity designers, clearly setting the criteria that distinguish students' understanding of the learning objective. The teacher must constantly look for evidence that

meets the criteria. Students should be involved, whenever possible, in the planning of any assessment tasks.

Reporting Strategies and Descriptors of Methods of Student Assessment:

Reporting on assessment at CILA includes communicating what students know, understand, and can do as it relates to the learning target to be achieved. Reporting, on the learning act, involves parents, students and teachers as partners and is intended to be honest, comprehensive and understandable communication to all parties.

Reporting to parents, students, and teachers occurs through:

- Back to School Night and Parent Development Sessions
- Conferences (parent, teacher and student led)
- Quarterly Progress Reports
- Student Data
- Exhibition of Learning

Parent/Teacher Communication:

- All primary teachers are responsible for informing parents using the forms of communication identified below. The school will provide regular information using a range of communication strategies through school newsletters, and parent workshops.
- Class newsletters and emails sent to parents and students.
- Inviting parents to view the learning of their children (exhibits or celebration of learning events) or informally (when parents visit classes or student learning is sent home to share).

Back to School Night and Parent Development Evenings:

Parents gain information about the school from the Principal and classroom teachers regarding the curriculum, assessments and classroom expectations at the beginning of every year. Additional Parent Development sessions are offered throughout the year to address programs, policies and practices in teaching and learning within the school.

Conferences:

Parent-Teacher Conference: Parent-Teacher conferences are formal reporting sessions where the student may be present. The session aims to clarify learning expectations for the year and describes the current level of proficiency. This session is also used to express initial concerns or commendations regarding academics and behavior. CILA encourages students to take control of their own learning and lead their conferences with their teacher.

Student Led Conference: Student led Conferences are formal reporting sessions for parents that are led by the student during which time the student shares their progress. The teacher's role in this process is to guide and prepare the student for communicating their progress in meeting learning expectations. The emphasis, for the conference, is on the discussion that occurs between a child and his/her parent on the learning that has taken place. This conference serves as a “Celebration” of student learning throughout the year, and helps students assume responsibility and accountability for their learning.

Recording the Information:

CILA uses a range of methods and approaches to gather information about student learning. They record this information using a variety of methods and tools including:

Assessment Methods and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment Methods					
Performance Task Assessments	•	•		•	•
Observations and Guided Practice	•		•	•	•
Formative/Summative Assessments	•	•		•	•

Formative and Summative		Performance Task	Independent Practice
Selected Response	Constructed Response	Product/Performance	Guided/Independent Practice
Examples: <ul style="list-style-type: none"> • Daily Oral Language • Anecdotal notes • Multiple Choice • True/False • Matching • Fill in the blank • Spelling Test • Math Facts • Quiz • Daily Oral Language 	Examples: <ul style="list-style-type: none"> • Short answer • Non-linguistic Representations • Drawing/Writing Sample • Anecdotal Notes • Extended Essays • Research Paper • Sketch Book • Writing Sample • Oral Report • Personal Reflections 	Examples: <ul style="list-style-type: none"> • Real-World Problem-solving Tasks • Projects • Music/Drama Performance • Portfolio pieces • Complex Real-World Problem-solving Tasks • Presentations • Music Performance • Speech/Debate • ICT Design Projects • Art Portfolio • Wellness Plan 	Examples: <ul style="list-style-type: none"> • Child Observation Record • Conferring/conferencing • KG Daily Routine: Daily Message • Large Group Inquiry Time • Small Group Inquiry Time • Choose, Reflect, Act (PDR) • Oral Question-response • Homework • Classroom Work: Cooperative Group, Engaging Activities, Table Team Tasks , Academic Games

Teachers use a range of methods to document evidence of student learning and understanding. In addition to traditional assessment methods (constructed/selected response), teachers may use video, audio, photographic, artifacts, presentations, projects and graphic representations.

Teacher Comments:

Teacher comments are posted on the PowerSchool report cards. Within the academic content areas, teacher's comments include the student's progress related to acquisition of knowledge, concepts, and skills.

Kindergarten Readiness Assessment:

The HighScope COR Advantage Assessment is an instrument for assessing early childhood development in kindergarten that enables teachers to learn more about how children are developing and learning against a continuum of kindergarten readiness skills. It is a valid and reliable instrument, with strong content, structural and concurrent validity, and high internal consistency and inter-rater reliability.

Teachers will record objective anecdotal notes during class. By carefully observing children and recording anecdotes, teachers collect the basic bits of information — the “data” — and compare them to the developmental continuum of skills using the Kindergarten Entry Record (KER). Data from the KER will be reported to the Charter School Institute (CSI) in October in compliance with the Colorado Department of Education Kindergarten Readiness reporting requirements.

Student Data:

Student specific information is found in the PowerSchool Student Information System, Alpine and student Cumulative Files and includes:

- Reading level (concepts of print, emergent through Fluent, running record data, etc.)
- End-of-year Singapore summative assessment
- CMAS scores 3rd-8th grade (These reports are added to the folder once the school receives the data from the state)
- Writing sample from Writer's Workshop assessments
- NWEA MAP: Grades K-8: Reading and Math. Grades 3-8: Language, Grades 5-8: Science – Individual Student Reports
- DIBELS: Grades K-3
- AVANT STAMP 4Se Language Assessment - Individual Student Reports
- ACCESS scores for all ELL students
- General comments on learning and behavior commendations and/or concerns

Criterion-Referenced Achievement Tests:

NorthWest Evaluation Association's (NWEA) Measurement of Academic Progress (MAP) assessments in Reading, Language, and Mathematics, are used as a part of the Grades K-8 assessment plan, in an effort to secure academic and achievement information about the student as a learner. MAP assessments are criterion-referenced assessments specifically used

to provide teachers, parents, students, and administrators with information to monitor academic progress, provide instructional interventions, and monitor academic progress.

Teacher Data Collection to inform teaching and learning

Grade	BOY (Beginning of the Year)	MOY (Middle of the Year)	EOY (End of Year)
KG	Concepts of Print Writing Prompts (CCSS Genres) Priority in Language and Math Target language Common Assessments Singapore Unit Assessments Kindergarten Readiness (KER) NWEA MAP: Math, Reading DIBELS	Running Record: (Early Emergent) Recognizing Sight Words in context Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Unit Assessments NWEA MAP: Math, Reading DIBELS	Running Record: (Early Emergent) Recognizing Sight Words in context Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Unit Assessments NWEA MAP: Math, Reading DIBELS
G1-2	Reading Sight Words Running Record/Comprehension Writing Prompts (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading DIBELS	Reading Sight Words Running Record/Comprehension Writing Prompts (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading DIBELS	Reading Sight Words Running Record/Comprehension Writing Prompts (CCSS Genres) Target language Common Assessments Singapore Unit Assessments NWEA MAP: Math, Reading DIBELS
G3-5	Reading Sight Words Running Record/ Comprehension Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading, Language Usage, Science DIBELS: Grade 3	Reading Sight Words Running Record/ Comprehension Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading, Language Usage, Science DIBELS: Grade 3	Reading Sight Words Running Record/Comprehension Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading, Language Usage, Science DIBELS: Grade 3 CMAS: ELA, Math & Science (Grade 5)
G6-8	Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading, Language Usage, Science	Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading, Language Usage, Science	Writing Prompt (CCSS Genres) Target language Common Assessments Singapore Assessments NWEA MAP: Math, Reading, Language Usage, Science CMAS: ELA, Math & Science (Grade 8)

Parent Refusal Policy:

In the state of Colorado, parents have the right to refuse school or state testing for their student/s. At CILA, students will not face negative consequences for opting out of any assessments. We believe it is the right of a parent to make these choices for their child. Additionally, no student will be encouraged to not participate in any assessment to change the overall school scores. If a parent or guardian ever feels either of these situations are happening, they are encouraged to contact the school principal. Parents can opt-out of a variety of testing but per Colorado state law, all students requiring READ ACT assessment or ACCESS test assessments must take these assessments. Parents or guardians may opt students out of the following assessments:

- CMAS- ELA, Math, Science and Social Studies

The Colorado Language Academy Testing Waiver Form will need to be filled out every academic year. Parents can find a hard copy of this form at the front desk or a digital copy on the cilaschool.org website. This assessment policy is also published on the website cilaschool.org. Parent refusals will be collected by the front desk staff and monitored by the School Assessment Coordinator.