Riffenburgh Elementary
Assessment Policy

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Riffenburgh's Mission

Riffenburgh is a caring community of inquisitive and reflective lifelong learners making connections across disciplines to become global citizens who respect differences among people.

Our Vision

Together, students, teachers, parents, and caregivers create a culture of acceptance and empowerment by recognizing the strength in the collection of people we are honored to call our community.

Foundational Agreements:

- Every member of our community is a learner
- All learners should feel safe to make mistakes and reflect on their experiences
- All learners should identify their learning journey as one of lifelong growth
- All learners should engage in exploration and personal goal setting
- All learners should be taught and exercise advocacy for their own learning
- All learners are recognized as diverse in their process and are offered various opportunities to pursue flexible and individualized discoveries
- All learners value connections with others through accepting relationships and open communication
- All learners have personal and cultural identities, both unique and shared backgrounds and language profiles
- All learners should experience assessment as equitable opportunities to reflect on growth and their personal learning journeys
- All learners should feel accepted and valued
- All learners should celebrate challenge and growth in their individualized learning journey
- Language drives learning
- Learning happens over time
- All learners value responsible choices, respect of self and others, fairness, and trustworthiness as principled members of our learning community

Assessment Philosophy

As a community of inquisitive and reflective lifelong learners, Riffenburgh Elementary, uses assessment as a tool to determine learning and growth. Assessment takes a variety of forms and provides evidence to inform learning and teaching. We believe that effective assessment strategies and intentional analysis of data allow students, educators, parents, and caregivers to reflect on and celebrate growth within individualized learning journeys. The routine use of various forms of feedback and feedforward is essential for learners to acquire knowledge, understand concepts, master skills, develop the attributes of the learner profile, and use approaches to learning to take action.

Assessment Policy: Rights and Responsibilities

Riffenburgh is determined to reflect inclusivity through our school culture, by fostering social and emotional as well as physical wellness. We emphasize, teach, refer to and celebrate the characteristics and attributes outlined in the learner profile. We recognize diversity of perspective as both an asset and a necessity for internationally-minded learners.

The following outline our action toward developing assessment capable learners at Riffenburgh Elementary:

Leadership commits to:

- Prioritize practices promoting stakeholder well-being and belonging
- Promote a school culture and climate that celebrates diversity and diverse perspectives
- Helping all learners identify strength and growth areas
- Curates systems of open and positive communication for all stakeholders
- Allocates staffing and financial supports to address learner needs, and aspirations
- Provides consistent and meaningful time for collaboration to promote learning and growth, both professionally and personally (including professional development opportunities and facilitation)
- Ensures that federal, state, and local laws and guidelines related to meeting the needs of diverse learners
- Ensures that school policies related to addressing the needs of diverse learners are shared with and regularly reviewed and updated by the school community (Inclusion Policy, Language Policy, Access/Admissions Policy, Assessment Policy, Academic Integrity Policy)

- Allocates time for educators to create common assessments, analyze data, and creating expected learning outcomes and strategies of implementation through Professional Learning Communities
- Allocates common collaborative time for creating engaging learning and assessments for essential learning (Reflection Days, Data Talks Days, Daily Common Planning Time)
- Offers guidance and coaching in differentiated and authentic learning
- Upholds commitments to District and State-mandated assessment requirements
- Encourages best practices for developing assessment capable learners

Teachers/Staff commits to:

- Foster a climate of communication and acceptance within the learning environment and the school community
- Communicate regularly with families and caretakers about classroom engagements, operational happenings, and open-reflections on learning
- Routinely provide opportunities for learners to share, question, connect, pursue inquiry, and act to apply learning, through the IB Approaches to Learning
- Use approaches to teaching that are inquiry based, conceptually driven, contextualized, collaborative, differentiated, and informed by assessment
- Collaborate with teaching cohorts as grade levels, school teams, and district communities to address diverse learners and address strengths, needs and barrier removal (evidenced in PLC structures, Kid Talk Protocols, Shared Collaboration Time, Allocated Reflection Days and Data Talks, Transdisciplinary Units of Inquiry)
- Address home language needs with consideration of resources provided by both the school and district
- Develop trust and acceptance through actively referring to and teaching the attributes of the IB Learner Profile
- Offer opportunities for learners to design and pursue engagements related to their interests and inquiries
- Recognize individual learner strengths and growth areas to provide equitable learning engagements
- Offer engagements with a variety of access points
- Recognize and empower students' understanding of their background, language profile, and cultural and personal identity
- Encourage open communication of varied perspectives
- Invite and encourage families and caretakers to share about their culture, beliefs, and traditions that impact the child's education
- Actively teach and pursue student voice, choice, and ownership of their learning
- Work to remove barriers to learning by understanding the learner and offering equitable practices such as, but not limited to, scaffolding and varied assessments
- Teach students to advocate for themselves and their learning by providing a climate of trust and shared construction of learning

- Consistently utilize the four dimensions of assessment; monitoring; documenting, measuring and reporting on learning
- Co-construct, with learners and cohorts, ample opportunities for to demonstrate levels of understanding (SOLO Taxonomy)
- Practice authentic, clear and specific, and varied forms of assessment
- Organize, aggregate and disaggregate data to derive information to support evidence based decision making
- Teach and provide constructive, teacher to student, student to teacher and peer to peer formative feedback and feedforward
- Teach students to advocate for themselves and their learning by providing a climate of trust and shared construction of learning

Students commits to:

- Explore, pursue and put into practice the attributes of the IB Learner Profile
- Commit to advocating for needs for their learning, well-being, and belonging as well as for peers
- Reflect on and pursue personal inquiry and action
- Practice courageous pursuit of growth, goal setting and personal and collective achievement
- Work to engage in learning from a variety of access points
- Honor personal and cultural identity through intentional and varied forms of communitcation
- Work to create climates of trust and support among peers and teachers
- Engage in open-minded thinking by both considering various perspectives and reacting with empathy
- Routinely reflect on progress, challenges, and action steps to exercise agency
- Act with integrity during all academic exchanges and sharing

- Utilize the IB approaches to learning to move understanding to from surface level to deeper level success criteria (SOLO Taxonomy)
- Reflect on and pursue learning through clear understanding of success criteria
- Monitor and reflect on progress throughout learning experiences
- Set personal goals and success learning criteria

- Actively assess understanding and utilization of the skills offered within the approaches to learning
- Accept that mistakes are an expected part of the learning process
- Work to create climates of trust and support among peers and teachers

Families and Caretakers commit to:

We believe that families and caretakers are active partners in our students' learning. We welcome and encourage this relationship through the following actions.

- Celebrate learning through reflecting on growth in all aspects of academic, behavioral, social, and emotional pursuits
- Recognize the value in learning from mistakes and celebrate the pursuit of courageous learning
- Openly support and connect the attributes of the IB Learner Profile at home and share celebrations of action related to these
- Feel comfortable to share background, culture, and beliefs to allow for all stakeholders to support learners
- Communicate with administration and staff concerning questions, comments, celebrations, and concerns related to their child that are solution centered
- Actively participate in communication, meetings, and conferences regarding their student (s)

- Assist students in setting goals inside and outside of the school learning environment

Types of Assessment Practices

Riffenburgh Elementary values the importance of reflection through assessment as essential to learning. Reflection is prevalent in all aspects of our learning experiences. We provide students with multiple and varied opportunities to demonstrate knowledge and understanding. Learners demonstrate skills acquisition in various ways regardless of background, need, culture, learning strengths, or language profile. Accommodations to our assessments are varied and occur daily in the collaboratively and intentionally designed engagements within our learning environments.

We believe that effective assessment allows students, teachers, and parents to be inquisitive, reflective, and confident participants as agents of their own learning.

As creators and co-creators of learning engagements and the assessments embedded within, we ask:

- What should we know and understand?
- How will we know we have understood?
- What action can we take to further our depth of understanding?

All learners, teachers, and students are actively engaged in the collection and analysis of information regarding progress, development, and performance. All learners employ processes of collaboration, communication, and reflection when determining the next steps.

Ongoing assessments may include but are not limited to:

- Formative and summative assessments
- Observations (informal and formal)
- Self-assessment (reflections, summarizing, audio recording, written work, portfolios, journals, stream feeds, student led-conferences)
- Performance tasks
- Collection of evidence of student's growth (SeeSaw portfolio, running records, DIBELS data, IB report cards, learning journals, learning stories, school to home/home to school communication)
- Routine opportunity for reflection
- Engaging in learning community in dialogue (conferences, student displays, professional learning communities)
- Individualized student outcome expectations
- Projects (technology applications, presentations of learning and action, analysis of action)

Standardized Assessments

Riffenburgh Elementary, administers standards-based assessments following requirements of the State of Colorado and Poudre School District. These assessments are administered at various times throughout the school year. The data collected helps to complete a profile of student progress toward proficiency of mandated state standards. The results of these assessments are shared with all stakeholders. Teachers analyze the entire body of evidence provided by all assessment data to help design learning experiences for and with students.

Please refer to [Poudre School District Standard Assessments](#) for specific dates and times of administration.

School Readiness, Early Gifted and Talented Screening, English Language Development

- Access/WIDA

  English Proficiency

- GOLD - Pre-K, Kindergarten

Cognitive Abilities Test (CogAT)

- Grade 2

Basic Literacy

- READ Act Benchmark (K-5)

Acadience

- Grades K-3, (4-5 for students on READ Plans)

Academic Progress

- NWEA Measures of Academic Progress (MAP) Reading and Math - Grades 2-10

Colorado Measures of Academic Success (CMAS)

- ELA/Math (Grade 3-8)
- Science (Grade 5, 8, 11)
- Social Studies (Grade 5, 8, 11)

Assessment Accommodations

Accommodations for assessments in classrooms, as well as for state-mandated tests are regularly implemented by teachers and assessment proctors. Our school follows the district and state guidelines regarding Individualized Education Plans, Section 504 plans, MTSS Plans, and assessment accommodations and strategies. All assessment accommodations are based on individual needs.

Common accommodations include but are not limited to:

- extended time
- prior notice of tests and quizzes
- frequent check-in and reminders
- scribing
- small group environment
- 1:1 testing environment
- speech to text
- preferential seating
- written or visual instructions
- proctor read instructions and assessment items
- pre-arranged breaks
- use of hands-on tools
- integrated speech recognition technology
- variety of ways to demonstrate learning
- availability of assessment materials in Spanish
- alternate assessments for students with significant cognitive and language needs
- modifying the content and format of classroom assessments based on student needs

Legislation and Requirements

The following links detail local, state and federal legislation and requirements related to addressing the needs of diverse learners, including those identified as needing special services and support within and beyond the general classroom environment.

[Multi-Tiered Systems of Support (MTSS) Family, School and Community Partnering Implementation Overview for Colorado](#)	[Integrated services Parent Handbook](#)
[Riffenburgh Kid Talk Protocol](#)	[504 requirements](#)
[Riffenburgh MTSS Case Study Protocol](#)	[ELD District Resource](#)
[Riffenburgh MTSS Flowchart](#)	[Colorado READ Act Overview](#)

Resources

Riffenburgh provides relevant human, natural, built, and virtual resources to implement our Assessment Policy. Our school identifies and provides appropriate learning support.

[Poudre School District Resources](#)

[Colorado Department of Education](#)

In addition to all classroom teachers and specialists, a school counselor, a school psychologist, an English language Development Educator, Integrated Services Staff, an MTSS and Intervention Coordinator, Instructional Paraprofessionals, Gifted and Talented Educator, and Family Liasion Specialist are all available to assist with the diverse needs of our students.

Policy Purpose, Definition, Review, and Communication

The purpose of this document is to outline the assessment policy of Riffenburgh Elementary utilizing the guidelines in the *IB General Regulations: Primary Years Program*. This policy is constructed using input from Riffenburgh's Learning Community. It is a statement of purpose that outlines goals specific to assessment and its role in learning and teaching.

We define assessment as monitoring, documenting, measuring, and reporting on learning. Assessment focuses on conceptual understandings and how concepts are recalled, explained,

applied, and transferred through a range of learning experiences. Skills are monitored and documented for growth over time. Assessments are authentic, clear and specific, varied, and represent multiple data points to inform learning and teaching.

This document and its contents are reviewed yearly.   Input is collected from all stakeholders and presented to the IB Leadership Committee. Any proposed changes are articulated and agreed upon before revisions are made.

A formal review and revision of all policies will occur within the five-year IB program evaluation cycle or more frequently as needed. Collected input by all stakeholders, School Accountability Committee, Grade Level Teams, Specialists, Support Personnel, and Student Committee, will be used by Riffenburgh's IB Leadership Committee to update the policy.

All Riffenburgh policies can be accessed through Google Suite and are shared on the school website. School administrators and instructional staff are knowledgeable about the policies and can discuss the contents of the inclusion policy with parents.

Definitions of Terms

Access: The ability for students to participate in learning experiences.

Accommodation: The term used to describe an alteration of the environment, curriculum format, or equipment that allows an individual to gain access to content and/or complete learning tasks

Assessment: Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community

Climate: The perceptions of a social environment that are shared by the learning community

Co-Construct: The practice of working with students to develop a shared understanding of what success looks like

Differentiate: To differentiate means to tailor instruction to meet individual needs, and to allow for flexible movement into and out of differentiating methods.

Diversity: The concept of diversity embraces the wide range of human characteristics used to mark or identify individual and group identities. These characteristics include but are not limited to, ethnicity, race, national origin, age, personality, sexual orientation, gender, class, religion, ability, and linguistic preferences

Engagement: Refers to educational interactions during which students are asked to apply approaches to learning to illicit agentic learning, exercising voice, choice, and ownership.

Equity: As a function of fairness, equity implies ensuring that people have what they need to participate in school life and reach their full potential. Equitable treatment involves eliminating barriers that prevent the full participation of all individuals.

Feedback: Information given to the learner about the learner's performance relative to learning goals or outcomes.

Feedforward: Looks ahead to subsequent assessments and offers constructive guidance on how to do better.

Formative: Formative assessment is a planned, ongoing process used by all learners (students and teachers) to improve student understanding of learning outcomes and support students to become self-directed learners.

Inclusion: Taking every individual's experience and identity into account and creating conditions where all feel accepted, safe, empowered, supported, and affirmed.

Reflection: A process where learners describe their learning, how it changed, and how it might relate to future learning experiences

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