



Assessment Philosophy and Purpose

Assessment is integral to teaching and learning. It is a tool for learning and for gathering student performance and growth data. Learning is a continuous journey, so assessment is also a continuous process.

Successful assessments allow:

- **Students** to actively participate in their learning, demonstrate their understanding, and reflect on data and feedback.
- **Teachers** to know their students' needs and guide the instruction.
- **Families** to support their child's learning.
- **Administrators** to analyze data, support staff, further drive student learning, and communicate findings.

Successful assessments also:

- Align with Colorado Academic Standards and IB criteria.
- Are an integral part of the Aspen School District curricula' vertical alignment.
- Provide timely, reliable, and valid information.
- Utilize a transparent process.
- Drive instruction.
- Hold no bias regarding culture, gender, language, race, or disability.
- Include time for reflection for both the student and teacher.
- Are appropriate to the age of the students assessed.
- Comprise of a variety of formats to showcase different manners of understanding.
- Challenge students to think critically, apply what they have learned, synthesize the information, and demonstrate their skills and knowledge.
- When necessary, involve accommodations for a student who has been identified and is justified as needing support to show his/her/their understanding.
See ASD Inclusion Policy and ASD Language Policy.

Course Formative and Summative Assessments

The MYP has eight required subject areas: Arts, Design, Individuals and Societies, Language Acquisition, Language and Literature, Math, Physical & Health Education, and Science. 5th-10th grade students attend courses within these areas. The courses have Colorado [State Academic Standards](#) they must meet or exceed while also addressing MYP criteria. The course assessments measure a student's performance based on the standards and criteria. Teachers use formative assessments as an ongoing process to check for student understanding and guide instruction. Courses also include Summative Assessment(s) for students to demonstrate their application of knowledge in an end-of-unit or course task(s).

Teachers use and develop rigorous assessment tasks utilizing various assessment strategies to support students in achieving their highest potential. Teachers work in collaborative groups to select or create these tasks and strategies and determine how they will measure students' achievements holistically. Each subject

area must assess all of the MYP criteria each semester. Teachers assess summative work based on the MYP rubrics and state or national academic standards.

5th-8th Grade Standardized Assessments

Star Assessment: 2nd-12th grade students take this reading and math benchmark assessment at least three times a year, in the fall, winter, and spring. It is a short computer adaptive test, which means it adjusts to each answer the student provides. Star tests show whether a student has mastered specific knowledge of a core subject. This gives teachers timely data to monitor student growth and proficiency and determine the following teaching and learning steps.

IRLA (Independent Reading Level Assessment): 5th-8th grade students take this assessment at the beginning of the school year to determine their independent reading level and what reading skills they are ready for next. The independent reading level is updated throughout the year as the student shows evidence of skill mastery. This assessment is a part of the American Reading Curriculum (ARC).

CMAS (Colorado Measures of Academic Success): Students take this state standardized assessment in the spring of each year. 3rd through 10th-grade students take a CMAS Math and Reading assessment, and grades 3, 5, and 8 also take a science assessment. To obtain an accurate picture of the student and district needs, it is critical that students participate and strive to do their best on the CMAS assessment.

WIDA: This assessment measures K-12th grade English Language Learners' progress in English Language proficiency in listening, speaking, reading, and writing. The district utilizes the results following state guidelines to aid in determining English Language proficiency.

NNAT3: This assessment is given to all 5th-grade students as a universal screener for the Gifted and Talented (GT) program. It is part of a body of evidence used to determine GT eligibility.

MYP E-Assessments and the MYP Certificate: This is an optional opportunity for 10th-grade students in their final year of the MYP program to have the chance to earn the formal, Internationally recognized MYP Certificate if they meet the success criteria. The process of attempting to earn the certificate includes successful completion of the Personal Project, Service in Action, a portfolio, and six e-assessments.

MYP Culminating Projects

Community Project: All 8th-grade students participate in the culminating Community Project. The Community Project explores the responsibility to the community through service as action.

Personal Project: All 10th-grade students participate in the culminating Personal Project. The Personal Project is an opportunity for students to engage in a process to produce a creative product and demonstrate their learning.

Communication

Assessments provide students, staff, and parents with ongoing feedback about learning. Student progress is reported and communicated in various ways throughout the school year.

- Course gradebook in Toddle

- Progress Reports including:
 - End-of-semester academic report cards (2 times per year)
 - Mid-semester approaches to learning progress reports (2 times per year)
 - Star reading and math reports (3 times per year)
 - Outdoor Education report (1 time per year)
- Teacher oral or written feedback to students
- Conferences with teachers, students, and parents/guardians

Resources

- [IB Assessment Principles and Practices in a Digital Age](#)
- [MYP From Principles to Practices](#)
- [MYP Candidate School Support Material](#)
- [Toddle MYP Assessment Criteria Posters](#)
- [Toddle MYP Building Rubrics for Authentic Assessment](#)
- MYP ASD Subject & Course Briefs: Art, Design, Language & Literature, Language Acquisition, Individuals & Societies, Math, Physical & Health Education, Science
- AMS Grading 1-Pager

Assessment Review: The assessment policy will be reviewed annually by the MYP staff.

Initial Development of ASD MYP Assessment Policy: April 2022

AMS Teaching Staff: May 10, 2022

AMS SAC: Oct. 26, 2022

AHS MYP Staff: Jan. 26, 2023

AMS IB Update Family Newsletter: Feb. 6, 2023

Aspen School District has been authorized for the IB Middle Years Programme since 2023.