

## Assessment Policy

The Assessment policy and philosophy are an essential part of Corrales International School. It addresses the school program (PYP and MYP) requirements established in the International Baccalaureate documents. CIS utilizes assessment as a tool to promote growth and intellectual stimulation, provides information on student learning, improves, reflect, and contribute to the efficacy of our program, preparing students as lifelong learners. CIS assessment is an ongoing process of collecting information and evidence for learning. This evidence will give recognition and timely feedback to the students and academic community.

CIS assessment is not just about the students and teachers, but it's a collaborative effort that involves the entire CIS community. We recognize that assessment is a complex and often personal process. Therefore, we are constantly working, as a community, towards building an accurate and efficient assessment policy where criteria are clear, and assessment strategies and tools are varied. This collaborative approach ensures that we create an environment that promotes the growth of the mind and rich intellectual stimulation, preparing students as lifelong learners (CIS mission).

CIS informs the New Mexico Public Education Department, Albuquerque Public School, and the CIS academic community by utilizing standardized report cards (K-6 grade) and combining them with the IB Learning Profiles and Attitudes that an IB school should encourage. The Report Cards must be issued at least three times a year and accompanied by individualizing Parent-Teacher conferences as needed.

CIS utilizes Report Cards every 12 weeks and Progress reports every six weeks in conjunction with evaluations that reflect the viewpoint and objectives of the IB program. They are objective exams that match the COMMON CORE STATE STANDARDS (CCSS) and IB Scope & Sequence. CIS is an international-minded school providing its students with a worldwide perspective and a solid connection to the local communities. We offer many opportunities for our community involvement in the education of our students. Our educational methodology focuses on all-inclusive development, which will nurture each child's intellectual, emotional, and social needs. CIS PYP faculty is dedicated to maximizing students' academic success and is centered on good learning habits.

As an International Baccalaureate (IB) School, we are aligned with the IB Organization's vision and embody it in everything we do. The IB mission statement can be viewed at the CIS website: [corralesis.org](http://corralesis.org). This alignment with international standards ensures that our

students receive a world-class education that prepares them for the challenges of the future.

### **Objectives for Assessment**

The assessment aims to provide a supportive and positive mechanism that helps students improve their learning and teaching and contribute to their academic success. It also includes information on students' learning to the academic community (parents, teachers, administrators, and stakeholders).

Assessment is designed at the start of the transdisciplinary theme (s) as well as the interdisciplinary theme and demonstrates clear connections between the assessment tasks and all components of the unit planners. learning activities, and alignment with the Common Core State Standards.

### **Assessment for students addressed in our program:**

- All the five essential elements (knowledge, concepts, skills, attitudes, and action) and the learner

profile as well as portfolio, Exhibition, self-peer assessment

- Students, as an active part of the learning process, reflect and demonstrate their understanding of the process of the unit/subject
- Students' strengths and demonstrate master expertise
- Analyzing and understanding students' learning and what needs to be improved feedback.
- Involvement of students in developing some of the assessment activities and tools (rubrics).
- The students need to be responsible learners and perform at a higher level when challenged.

### **Assessment for teachers addresses:**

- The need for mindfulness of the assessment policy practiced in school and to understand and

develop appropriate assessment criteria.

and summative assessments to determine what students know and understand.

- Inclusion of peer and self-assessment where appropriate.
- Differentiation.
- Child's learning and development, while supporting the child's learning needs.

#### **Assessment of stakeholders' addresses:**

- Communication: IB nights and Governing Council open meetings to inform and discuss policy and other matters regarding assessment (IB and CCSS)
- Verification of teaching objectives against learning outcomes.
- The use of assessment as a measure to determine the effectiveness of curriculum delivery.
- Building a community of teachers and learners striving for excellence (parents participate in classroom inquiry, events, or volunteer, each classroom has a room parent).

#### **Assessing the IB at CIS**

CIS faculty provide feedback on the learning process and the development of the five essential elements to inform further learning. Teachers recognize the crucial of assessing the practice and results of the inquiry.

Students and teachers are actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-assessment skills.

For example, CIS works toward the international mindless through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to act

The assessment component in the school's curriculum can be divided into four closely related areas.

- Assessing: how do we discover what the students know and have learned
- Recording: how do we choose to collect and analyze data

- Reporting: how do we choose to communicate information
- Reflecting: how do we provide feedback to support student learning

**Assessing:** How do we assess learning in PYP

CIS students are observed in a variety of situations; strategies are implemented. At CIS, the classroom employs a range of prior, formative, and summative assessments, which demonstrate student achievements, for example, pre-assessment, formative, and summative, including the five elements of the PYP.

Pre-Assessment: at the beginning of each Transdisciplinary Theme (unit of Inquiry), teachers will assess children's prior knowledge and experience.

Formative Assessment: formative assessment occurs throughout the unit learning is in development. It is interconnected with daily learning and helps teachers and students to find out what the student already knows, understands, and can do to plan for further learning and growth. teachers design a minimum of three formative tasks. These tasks will have predesigned rubrics for the same. Formative assessment and teaching are directly linked to providing feedback to both students and teachers. These kinds of assessments might include oral or writing exercises or examinations.

Summative Assessment: summative assessment happens at the end of the teaching-learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in well-founded contexts and apply it in new ways. Summative assessments take a variety of formats that may include tests, examinations, essays, assessments of elements of PYP, action, etc.

**Recording: How do we choose to collect and analyze data?**

The teachers use a variety of methods and approaches to gather information about students' knowledge. They record this information using a variety of tools and strategies like Guided Language Acquisition Design protocol, videos (parents' permission,) photos, and Google Classroom; among other ways to collect information to analyze data.

**Assessment strategies** All students are observed often and regularly, this includes EAs and Special Ed. Department supporting recording evidence. Observations are part of the evidence, for example, individual and general class behavior, interactions with student-teacher, and student teamwork. The assessments are goal-directed with established criteria that provide authentic and significant feedback.

Performance assessments: role-play or character, presentation, demonstration, problem-solving, new **strategies after COVID-19** have been implemented such as record keeping created that decreases paper and missing details. Process-focused assessments: Checklists, inventories, and narrative descriptions (such as learning logs in both programs) are common methods of collecting observations. Assessment of process-driven assignments would focus on research effectiveness, projects, and behaviors (multiple observations in different contexts and evidence).

Selected responses: Tests and quizzes are the most familiar examples of this assessment form. The assessment would be for example on written test performance or oral test performance. In some situations, students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution.

<b>Assessment Tools</b>	<b>Rubric</b>	<b>Exemplars</b>	<b>Checklist</b>	<b>Records</b>	<b>Continuums</b>
<b>Assessment Strategies</b>					
<b>Observations</b>	*		*	*	*
<b>Performance Assessment</b>	*	*		*	*
<b>Process-Focused Assessment</b>	*	*	*	*	*
<b>Selected Responses</b>	*	*	*		*
<b>Open-Ended Task</b>	*	*		*	*

**Assessment Strategies Tools** ([strategies.com](https://strategies.com))

**Assessment Tools**

The rubrics are in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics at times are developed by students. However, the rubrics are used in all formative and summative assessments.

Name \_\_\_\_\_ Date \_\_\_\_\_ Topic \_\_\_\_\_

Transdisciplinary Skills Rubric

	4 Highly Proficient <i>I am...</i>	3 Proficient <i>I am...</i>	2 Nearly Proficient <i>I am...</i>	1 Emerging <i>I am...</i>
Social Skills	Consistently accepting responsibility for myself & respecting others; cooperating & helping to resolve conflict; helping lead group decision making & taking on different roles in my group.	Generally accepting responsibility for myself & respecting others; cooperating & helping to resolve conflict; helping lead group decision making & taking on different roles in my group.	Sometimes accepting responsibility for myself & respecting others; cooperating & helping to resolve conflict; helping lead group decision making & taking on different roles in my group.	Emergent in accepting responsibility for myself & respecting others; cooperating & helping to resolve conflict; helping lead group decision making & taking on different roles in my group.
Communication Skills	Dependably listening, speaking on topic, reading appropriate materials, writing on-topic & using critical non-verbal communication.	Mostly listening, speaking on topic, reading appropriate materials, writing on-topic & using critical non-verbal communication.	Somewhat listening, speaking on topic, reading appropriate materials, writing on-topic & using critical non-verbal communication.	Developing in listening, speaking on topic, reading appropriate materials, writing on-topic & using critical non-verbal communication.
Thinking Skills	Always acquiring knowledge & working to comprehend information; applying, analyzing & synthesizing; evaluating as I go along & making necessary adjustments	Typically, acquiring knowledge & working to comprehend information; applying, analyzing & synthesizing; evaluating as I go along & making necessary adjustments	Working on acquiring knowledge and working to comprehend information; applying, analyzing and synthesizing; evaluating as I go along and making necessary adjustments	Evolving in acquiring knowledge and working to comprehend information; applying, analyzing and synthesizing; evaluating as I go along and making necessary adjustments
Research Skills	Unfailingly questioning, observing, planning, collecting and recording data	By & large questioning, observing, planning, collecting and recording data	Attempting to question, observe, plan, collect and record data	Emerging in questioning, observing, planning, collecting and recording data
Self-Management Skills	Steadily demonstrating gross & fine motor skills; aware of my space & those around me; organized & managing my time; safe & healthy, following all school behavior expectations & making informed choices	All in-all demonstrating gross & fine motor skills; aware of my space & those around me; organized & managing my time; safe & healthy, following all school behavior expectations & making informed choices	Close to demonstrating gross & fine motor skills; aware of my space & those around me; organized & managing my time; safe & healthy, following all school behavior expectations & making informed choices	Early skills in demonstrating gross & fine motor skills; aware of my space & those around me; organized & managing my time; safe & healthy, following all school behavior expectations & making informed choices

Transdisciplinary Skill Rubric across the programs

CIS Binder Rubric (can be modified and use in both programs)

| **EXHIBITION Binder Check: Rubric**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Exceeds the Standard (4)	Meets the Standard (3)	Nearly Meets the Standard (2)	Working Towards the Standard (1)	Incomplete (0)
<b>Planning &amp; Preparation</b>	It is evident that student is using their binder daily, IB rubric and expectations are evident (5/5 weekdays, and weekends)	It is evident that student <u>are</u> using their binder on an almost daily basis Rubrics and expectations according to the program show (4/5 days)	It is evident that student is using their <u>binder</u> and the rubric is occasionally followed (3/5 days)	It is evident that student is rarely using their binder (1-2 days/week)	It is evident that student is not using their binder as intended
<b>Dividers &amp; Handbook</b>	The binder includes ALL required dividers, which are ALL clearly labeled. The binder also includes the Exhibition Handbook (everything discussed in class and during our PYP program)	The binder includes ALL required dividers, but some are not labeled. The binder also includes the Exhibition Handbook	The binder includes some dividers, which are not all labeled. The binder also includes the Exhibition Handbook	The binder includes some dividers, which are not labeled. The binder also includes the Exhibition Handbook	The binder has no dividers, and Exhibition Handbook is missing
<b>Contents &amp; Completeness</b>	The binder includes ALL assignments and work in their required sections	The binder includes most assignments and work in their required sections	The binder includes some assignments and work, but may not be in their required sections	The binder includes <u>few</u> assignments and work that are randomly organized into sections	The binder has no assignments or work
<b>Professionalism &amp; Organization</b>	The binder is clean, neat, and professional in appearance (no loose papers, doodles, scribbles, etc.)	The binder is mostly clean, neat, and professional in appearance	The binder is somewhat clean, neat, and professional in appearance	The binder is not clean or not professional in appearance	The binder is not clean, and is not neat or professional in appearance

(Revised 2024)

Score: \_\_\_\_\_

## Exhibition Binder Rubric (PYP)



Corrales International School (teachers and students guide) revised 2024

## CIS Exhibition PYP program Take into Consideration

Features of the Exhibition	Assessment Guideline	Questions to guide students in assessing their own learning
 Central Idea	Learners are able to structure their inquiry into a global issue or opportunity and are able to demonstrate an understanding of the Central Idea.	<ul style="list-style-type: none"> <li>✓ How deeply did you understand your central idea?</li> <li>✓ What evidence do you have that other people understood your central idea?</li> <li>✓ What evidence do you have to prove yours is a global issue or opportunity?</li> </ul>
 Conceptual understanding	Learners are able to develop lines of inquiry and guiding questions that support their central idea and will enable them to pursue their inquiry.	<ul style="list-style-type: none"> <li>✓ How do your lines of inquiry help you pursue your inquiry?</li> <li>✓ Is there anything you might change about your lines of inquiry?</li> <li>✓ Was there anything that surprised you about your lines of inquiry?</li> <li>✓ Which line of inquiry was perhaps less useful than the others?</li> </ul>
 Action	Based on a plan that clearly addresses a need as defined by the inquiry, learners are able to articulate the action they will undertake in order to impact social justice, lifestyle choices, participation, advocacy, or social entrepreneurship.	<ul style="list-style-type: none"> <li>✓ Did you undertake action in some way?</li> <li>✓ Can you explain to others what you have done?</li> <li>✓ What need were you addressing through your action?</li> </ul>
 Learner Profile	Learners use the language of the Learner Profile within their written work. Learners plan for and exemplify the attributes of the Learner profile as identified by self, peers, teacher, mentor, throughout the Exhibition process.	<ul style="list-style-type: none"> <li>✓ How have you exemplified the attributes of the Learner Profile?</li> <li>✓ What would your mentor say about you in relation to the Learner Profile?</li> <li>✓ What would your peers say?</li> </ul>
 Approaches to Learning	Learners can identify and reflect on chosen ATLs and can provide evidence of development through the work shared within the Exhibition (reflections, meetings with mentor, research, action, celebration of learning).	<ul style="list-style-type: none"> <li>✓ How have you reflected on your learning and skill development?</li> <li>✓ What evidence do you have to show that you have been developing skills throughout the exhibition process?</li> </ul>

## PYP Exhibition Features



Corrales International School Exhibition Self-Reflection  
(revised 2023-2024)

Name \_\_\_\_\_ Date \_\_\_\_\_ Theme \_\_\_\_\_

Self-Reflection Rubric

This week, while working with my Exhibition Group, I was...	Strength	Need to Improve
<b>Principled:</b> I was a hard worker. I was prepared with all of my Exhibition materials. I started work right away and stayed on task. I used my time wisely.		
<b>Committed:</b> I followed directions, completed my work, and performed my team role. I was respectful to others. I asked my teammates to share their ideas and opinions and helped the group make important decisions.		
<b>Communicating:</b> I listened to my teammates when they had something to say and gave my opinion when decisions had to be made. I asked for help when needed and shared my thinking with my teacher.		
<b>Thinker:</b> I applied my knowledge and skills meaningfully while drafting possible central ideas and Lines of Inquiry. I used my notes as resources.		

How will you improve your collaborative work with your group and/or teacher? \_\_\_\_\_

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How will you improve in your work on your Exhibition? \_\_\_\_\_

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What are you concerned about as we move forward working on the Exhibition?

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Self-Reflection Exhibition (PYP, but can be used in the other program)

CIS assessment/s takes into consideration the CCSS and IB Rubrics developed by the teacher and the students and or adapted to the program and according to the goal and expectations.

- For example, Rubrics used by students' work demonstrating IB elements (**PYP and or MYP**). Also, teachers are encouraged to set appropriate and usable benchmarks (Common Core State Standards) within the unit context.

- Transdisciplinary Rubrics that are adaptable according to a subject (also used in the Exhibition)
- Checklists: these are lists of information, data, attributes, or elements that are presented. A mark scheme is a type of checklist.
- Records: are short notes centered on observations, these observations are focused, extended, and can be analyzed later.
- Continuums: these are representations of developmental stages of learning.

### **Assessing:** How do we assess learning in the **MYP**

To arrive at a total criterion level for each student, teachers add the student's final achievement levels to all criteria of the subject group. This process acknowledges and values the efforts of each student. CIS then uses the grade boundary table below to assign a final 1-8 score for the course. The table below provides a means of converting the criterion levels total into a grade based on a scale of 1–8. This will occur at the end of the school year, or in the event of a one-semester course, at the end of a semester.

**MYP Assessment Rubric** The Subject's grades are determined at the end of each semester based on the student's achievement against the assessment criteria. Grades represent written descriptions published by IB

<b>GRADE</b>	<b>BOUNDARY</b>	<b>DESCRIPTOR</b>
<b>1-2</b>	<b>0-7</b>	Produces work of minimal quality. Conveys many significant misunderstandings or needs more understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge of skills.
<b>3</b>	<b>9-12</b>	Produces work of limited quality. Expresses misunderstanding of significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Needs to be more flexible in using knowledge and skills in frequently applying knowledge and skills.
<b>4</b>	<b>13-16</b>	Produces work of an acceptable quality. Communicates a basic understanding of many concepts and contexts with occasionally significant misunderstandings or gaps. Student begins to demonstrate some basic critical and creative thinking.

		Often needs to be more flexible in using knowledge skills, requiring support even in familiar classroom situations.		
<b>5</b>	<b>17-20</b>	Produces good-quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills in familiar classroom situations but requires support in real-world situations.		
<b>6</b>	<b>21-24</b>	Produces generally high-quality work. Communicates a secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classrooms and real-world situations, supporting unfamiliar situations.		
<b>7</b>	<b>25-28</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classrooms and real-world situations, often independently.		
<b>8</b>	<b>29-32</b>	Produces high-quality, frequently innovative work. Communicates a comprehensive, nuanced understanding of concepts and context. Consistently demonstrates sophisticated critical and creative thinking. Often transfers knowledge and skills with independence and expertise in various complex classroom and real-world situations.		
<b>MYP Achievement Level</b>		<b>PowerSchool Percentage</b>	<b>IB level: (2-5)</b>	
8		100 %	<b>IB grade:</b>	
7		93%		
6		88%		
5		83%	<b>Standard Grade:</b>	

4	78%	Notes:	
3	73%		
2	60%		
1	50%		
0	Below 50%		

In addition, the “Every Student Succeeds Act (ESSA) 1111(c)(4)(E)(i)” requires states to annually measure the achievement of not less than 95 percent of all students and 95 percent of all students in each subgroup of students, who are enrolled in public schools. The Public Education Department of New Mexico’s mission is to positively impact student learning by ensuring the development and administration of valid and reliable assessments that:

- Are *aligned* to rigorous standards
- Produce results used to *inform a measure of college and career readiness*
- Undergird the belief that *all* students can learn and achieve at high levels
- Hold schools and the PED accountable to create *equity and opportunities* for students

New Mexico assessments meet state and federal [Title I, II, and III](#) requirements. They are used for various accountability measures (*page 60 of this document*).

Test results measure student learning growth and help guide classroom instruction in areas of student learning need. After each round of testing, the results are also shared with parents, who play a crucial role in supporting their child's learning journey.

### **Report: How do we communicate the information in both programs?**

Reporting on assessment at CIS includes communicating what students know, understand, and can do. Reporting involves parents, students, and teachers as partners and is honest, comprehensive, and understandable to all stakeholders/academic community.

Kindergarten through sixth grade communicates the student assessments through Parent-Teacher meetings, via Progress Report (every 6 weeks) or Report Card (every 12 weeks).

MYP communicates assessment results through PowerSchool daily. In other words, parents have access to see students' assignments and grades; as well as the ability to contact the teacher and set up appointments as needed.

In CIS communication takes place immediately, if there is any early conference be scheduled and accommodated to ensure all participants are present. At CIS all students K-12 lead a Parent-Teacher conference in person or online, unless there is a conference for a particular reason in which the student/s do not need to be involved. In both programs, the student-led conference is a meeting in which the student display and explain their portfolio (K-12). The portfolio is a collection of work selected by students; this is a record of students' learning and reflection that is presented to parents during conferences or when needed. The conferences are an essential tool to allow students to play an active role because at CIS students lead their conferences; teachers are present as facilitators.

**Class Assemblies (both programs):** Class assemblies are held at least 4 times a year. These assemblies display the students' learning of the essential elements of both programs and demonstrate the learning of the students. An assembly not only highlights but enables the students to understand and demonstrate the programs (both) ATL's, Learner profile, Attribute(s), Attitude(s), and Global Contexts, School events such as Exhibition, Art Exhibitions, IB nights, International Day, Personal Projects, etc. validate the students' journey and portray the knowledge that they have acquired in all specialties.

The PYP Exhibition is an example of a summative assessment. It is a way to report to our community about how the PYP celebrates and shares students' learning with the whole community. The exhibition provides a culminating experience of the learner's engagement with PYP. It marks a rite of passage, both symbolic and actual, from the PYP to Secondary School. This is an opportunity for the students to exhibit the attributes of the learner profile that they have been developing throughout the Primary Years Program.

The Personal Project in 10th grade (MYP) is an example of a summative assessment that challenges students to explore an area that motivates and interests them. In CIS, students choose what they would like to focus on, set their goals, and create their success criteria for the final product. The Personal Project is a platform for students to not only explore their passions but also to develop critical skills, keeping them engaged and challenged throughout the process. Also, the CIS Special Edu. Department communicates about assessment policy, data, and outcomes with the community by collaborating with home-school connections and directly communicating with students and parents about results and expectations on a weekly basis.

CIS requires tutoring at least twice a week across the school in addition to our inclusion model used in CIS. Therefore, students learn inside the classroom and are only removed from their environment if needed (in the case of Special Education support). Students who need extra support receive it in class, and parents work collaboratively with educators. We ensure parents are informed of students' performance according to their IEPs, 504s, or any other document related to their academics once a year and every six weeks in general education or as needed. This proactive communication process occurs during the entire school year, and parents can contact faculty and administration anytime.

Minimum Academic Expectations are communicated at the beginning of the school year to our academic community (Family Handbook page 21).

Minimum academic expectations in the PYP are defined as an average of 3 (Meeting Expectations) or higher such as 4 (Exceeding Expectations). If a student is in danger of receiving below a 3 on their report card (quarter or semester), teachers must contact the student's parent or guardian through an interim Progress Report. In addition to classroom assessment, short cycle assessment, and other data should be included in your consideration. Minimum academic expectations in the MYP are defined as a C (75%) or higher. If a student is in danger of receiving a C- (below 75%) on their report card, teachers must contact the student's parent or guardian. PowerSchool (program) allows parents to check in daily and contact faculty for a one-on-one conference via Zoom, Google Meet, or in person.

Also, it is vital to understand the importance of communication regarding Standardized Tests required by the Public Department of Education (PED). We must communicate the results at the beginning of the next school cycle year. As explained in previous documents (assessment policy), standardized tests are used as a part of the whole school assessment policy to gain as much information as possible about the student as a learner and the program. CIS is a public charter school; therefore, standardized tests are administered regularly to compare students' progress against the state and national norms. Teachers will meet regularly to understand and identify academic struggles mandated by the New Mexico PED.

**Standardized assessments are specifically used for the following reasons:**

- To inform teaching to our school community, district, and all stakeholders involved.
- To provide information that shows growth over time (support data)

- To provide a comparison with a peer group (support data)
- To inform decisions about programs (support data and information)
- To allow the Special Education Needs Team to determine students whose basic skills fall outside the normal expected range about a particular age. This information is used alongside other assessment information to determine those students who require remedial or external support including a Multi-layered Support System (MLSS).
- To form part of the process of reporting to parents/guardians/tutors.

**Standardized Assessments:** These are taken during a window test established by PED (March-May) (days may vary according to state and calendar). CIS academic community is in the form of standardized assessments with anticipation to the community. As stated above, parents and teachers work together to ensure students are ready for this mandatory assessment. Other indicators such as Iready (3rd-12th) and IStation (K-2) take place three times a year as indicators of Common Core State Standards requirements by PED. Other assessments required by the state take place to identify students with exceptionalities or who need scaffold/support. <https://webnew.ped.state.nm.us/wp-content/uploads/2024/08/Statewide-Test-Assessment-Program-2024-25.pdf>





#### ACCESS for ELLs & ALTERNATE ACCESS for ELLs

ACCESS for ELLs is a suite of assessments used to measure English language proficiency, administered to all kindergarten through 12th grade students identified as English language learners (ELs). It is administered annually to monitor English learners' progress in acquiring academic English. Alternate ACCESS for ELLs is administered to ELs with the most significant cognitive disabilities when the student's Individualized Education Program (IEP) indicated this being an appropriate assignment.

#### Avant STAMP

All students enrolled in a state-funded Spanish bilingual multicultural education program who have not already tested and achieved Spanish language proficiency are required to complete the Avant STAMP assessment once per year to measure growth towards Spanish language proficiency. Additionally, the Avant STAMP and specific coursework requirements are one option for a student to earn the State Seal of Bilingualism and Biliteracy (SSBB).

#### Assessment of Science Readiness (ASR)

The ASR measures science proficiency aligned to the New Mexico STEM Ready! Science Standards. The assessment is required annually for students in grades 5, 8 and 11.

#### Dyslexia Screening

Screening for dyslexia is required for students in first grade. The screeners flag possible characteristics of dyslexia, but do not diagnose students with dyslexia. Screener information is available [here](#) and managed by the Literacy Bureau.

#### Gifted Screening

All New Mexico students are required to be screened for gifted by the end of the third grade. Each LEA should establish procedures for this universal screening process.

#### Dynamic Learning Maps (DLM)

DLM assessments maximizes access to the general education curriculum for students with the most significant cognitive disabilities and ensures that all students with disabilities are included in assessment and accountability. The student's Individualized Education Program (IEP) must indicate placement in alternate assessments for math, ELA and science rather than SAT, MSSA, and ASR.

#### Indicators of Progress (ISIP) Reading & Mathematics

ISIP early reading and ISIP early math measure and instruct students in the foundational skills known to be the most predictive of reading and mathematics success. The ISIP early reading and early mathematics assessments, in English and in Spanish, for ELs and BMEP programs, are required for all students in Grades K-2.

#### Measures of Student Success & Achievement (MSSA)\* & Interim MSSA (IMSSA)

The MSSA is the summative assessment in math, English language arts, and Spanish language arts for students in grades 3-8, aligned to the New Mexico Common Core Standards and Common Core Español Standards for SLA. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness. The IMSSA is a "mini-summative" designed interim assessment that measures progress toward grade level standards.

#### National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. NAEP results serve as a common metric for all states and selected urban districts. Main NAEP administration is targeted to pre-identified schools serving grades 4 and 8 every other year. Additionally, the NAEP supports the administration of other international and longitudinal studies.

#### SAT School Day

The SAT is a national assessment developed by The College Board to measure knowledge and skills that can consistently predict a student's success in college and workforce training programs. The SAT is administered annually to all students in grade 11.

#### English Learner Screening/Identification

The Kindergarten WIDA-ACCESS Placement Test (W-APT) and WIDA Screener (for Grades 1-12) to identify English language learners (ELLs). The required use of the screener is dependent on parent responses on the Language Usage Survey. [WIDA screening and policy](#) is managed by the Language and Culture Bureau.

**PED requires assessments from 2024-2025.**

**Reflecting:** how do we provide feedback to support student learning

The CIS faculty work collaboratively sharing and using tools to provide feedback to our students. In CIS, teachers promote and support all students to reflect on the process of their unit of inquiry to assist and reinforce their IB skills and methodologies. Students' feedback is formal or informal depending on the situation or students' needs. Feedback is motivated to analyze questions, and the approaches to learning, as well as encouraged to go on board on inner dialogue to stimulate wonder, curiosity, and motivation that will prepare them to be lifelong learners.

Academic honesty is that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others. Academic Dishonesty, such as plagiarism, or any other way of collusion will end with the assessment not being accepted, a new assessment must be resubmitted, notification to parents and guardians, and a notation in the school records. If this situation is repeated, the Head of School will make the appropriate recommendations according to our policy and state law (Family handbook, corralesis.org revised 2024).

**CIS assessment policy is an essential document that is reviewed annually or as needed; the most recent review was in 2024 (Family Handbook corralesis.org).**