

## Assessment Policy

### Mission Statement

At Carpenter Elementary, we cultivate a love of learning; we ignite curiosity through inquiry-based experiences while thriving in a compassionate, active, and multi-linguistic environment. We foster a school community where our internationally-minded youth develop an appreciation of differences and respect for the dignity of all people.

### Statement of Philosophy

At Carpenter Elementary, we believe the ongoing practice of assessment is a resource for both teachers and students to use as a means to provide guidance, motivation, and as a self-reflective tool for accountability. We assess our students in order to understand the unique learning processes of each child and allow students to show what they know in different modalities; while teachers provide meaningful feedback and reflect on their own practices allowing them to modify and improve their instruction.

### Principles of Assessment

At Carpenter Elementary, we acknowledge that assessment should be valid, reliable, and consistent. It should be inclusive and equitable to all students. The ongoing process of assessment gives students multiple opportunities to demonstrate their understanding through different tools for various purposes.

### At Carpenter Elementary we assess the following: (*purpose of assessment*)

The purpose of assessment is to inform teachers about students' learning and guide teacher's instruction. It measures students' progress towards academic goals and standards.

We assess the following:

- Phonics
- Phonemic Awareness
- Math
- Writing
- Language: Both Oral and Written
- Reading
- Behavior/Social Emotional Well being
  - Growth Mindset (effort)
- Technology
- Learning styles
- Fine Motor/Gross Motor
- Critical thinking skills
- Listening Skills

## **Assessment Practices** *(types of assessment)*

The following assessment tools are used to measure student progress. They are reflective tools that are used by both teacher and students. Assessment practices take into account the whole child.

- ESGI: Phonics, letter recognition, letter sound, print concepts; math assessments (number recognition, counting, writing numbers)
- SPM- Strategy Progress Monitoring
- Formative and Summative Evaluations
- Check for understanding
  - Exit ticket
  - Whiteboard responses
- Teacher Observations
- Peer evaluations
- Self Reflections
- iReady- Diagnostic tool for both Reading and Math
- Running Records- Measure reading levels
- Writing Assessments
  - Conferring with students
  - Process Writing Projects
  - On Demand Writing
- ELPAC-English Language Proficiency exam
- IPT- Measures academic language growth in Spanish: Oral, Reading, and Written
- Performance Tasks-Summative Tasks in subject matter
- SBA-California State exam

## **Reporting and Sharing of Assessment**

Reporting and sharing assessment progress provides the basis for guiding further learning for the student, as well as it informs the parents about their child's achievement. Student performance here at Carpenter Elementary is recorded and shared through the following:

- ESGI
- iReady
- IPT
- Anecdotal records
- Cumulative Records
- Illuminate
- Report Cards
- Progress Reports
- Parent-Teacher Conferences
- Student-Teacher Conferences
- Running Records
- Writing Prompts
- Student Progress Monitoring Sheets (SPMS)
- CAASPP-State test
- ELPAC- English Learner Parent Advisory Committee
- School Site Council

## Communicating our Policy

The staff as a whole and in grade level PLCs, will review their assessment practices annually. Collaboration with feedback from each grade level will be gathered to review and amend the assessment policy annually. At every annual revision, the assessment policy will be communicated to staff, parents, and students. Communication to all stakeholders will be done through the following forms of communication:

- Coffee with Parents
- ELPAC- English Learner Parent Advisory Committee
- School Site Council
- Staff Meetings
- Grade levels meetings
- IB Cross Articulations
- Digital Online Communication Platform
- School Website

Revision: February 22, 2023

Next revision set: February 2024