GLOBAL LANGUAGE ACADEMIES OF DOWNEY
CARPENTER

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, assessment is an integral part of the learning process that empowers students to become self-reflective, assessment-capable learners. We intentionally monitor, document, measure, and report progress to understand each child's unique development and provide diverse opportunities for them to demonstrate understanding. This ongoing practice delivers meaningful feedback for students and drives teachers to continuously reflect, modify, and improve their instruction.

Principals 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.

Purpose of Assessment

Assessment is an integral part of teaching and learning in the Primary Years Programme. Its purpose is to gather meaningful evidence of student learning, inform instructional decisions, and support each student's academic, social, and emotional growth. Through ongoing assessment, teachers monitor progress, provide feedback, identify next steps for learning, and empower students to reflect on their understanding, set goals, and take ownership of their learning. Assessment helps students demonstrate their knowledge, conceptual understanding, skills, and application of learning in authentic and meaningful ways.

We assess the following:

- Reading and literacy development, including phonics and comprehension
- Writing and communication skills
- Mathematics understanding and application
- Language development in both oral and written forms (English and Spanish)

  Inquiry, critical thinking, and problem-solving skills

- Approaches to Learning (ATL) skills, including communication, self-management, social, research, and thinking skills
- Conceptual understanding and application of learning
- Learner Profile attributes and personal growth
- Social-emotional well-being and positive behavior
- Growth mindset, effort, and perseverance
- Technology and digital literacy skills
- Listening and collaboration skills
- Fine and gross motor development
- Student reflection, self-assessment, and goal setting

Assessment Practices

Assessment at Carpenter Elementary is an ongoing process that gathers evidence of student learning, informs instructional decisions, and supports student growth. A variety of assessment tools and strategies are used to monitor progress, provide meaningful feedback, and promote student reflection and agency. Assessment practices consider the academic, social-emotional, linguistic, and developmental needs of the whole child.

Assessment tools and strategies may include:

- Classroom observations and anecdotal records
- Checks for understanding (e.g., questioning, exit tickets, whiteboard responses)
- Student self-assessments, reflections, and peer feedback
- Student-teacher conferences and goal-setting discussions
- Writing assessments, projects, and performance tasks
- Literacy assessments, including phonics, reading, and running records
- Mathematics assessments and diagnostic tools
- English and Spanish language proficiency assessments
- District benchmark and diagnostic assessments
- State assessments, including the CAASPP and CAST

Examples of assessment instruments include district-adopted screeners and diagnostics, literacy assessments, language proficiency measures, classroom-based formative assessments, and California state assessments.

Measuring Student Progress

At Carpenter Elementary, student progress is measured through a variety of formative and summative assessments that provide evidence of academic achievement, conceptual understanding, skill development, and personal growth. Assessment information is used to inform instruction, support student agency, and guide continuous improvement in learning.

Student progress is measured through evidence of growth in:

- Academic achievement and mastery of grade-level standards
- Conceptual understanding
- Inquiry and application of learning
- Approaches to Learning (ATL) skills
- Communication in English and Spanish
- Critical thinking and problem-solving
- Learner Profile attribute development
- Social-emotional well-being and self-management
- Student reflection, goal setting, and agency

Assessment tools and strategies used to gather evidence of student progress may include:

- Classroom observations and anecdotal records
- Checks for understanding
- Self-assessments and peer feedback
- Student-teacher conferences
- Literacy, language, and mathematics assessments
- Writing assessments and performance tasks
- Portfolios and student work samples
- Diagnostic, benchmark, and proficiency assessments
- State and district assessments

Reporting and Sharing of Assessment Information

Reporting and sharing assessment information is an essential component of the learning process. It provides meaningful feedback to students, informs instructional decisions, and strengthens partnerships between home and school. Assessment information is communicated regularly to students and families to support reflection, celebrate growth, and identify next steps for learning.

Student learning and progress are documented and communicated through:

- Student portfolios and work samples
- Anecdotal records and teacher observations
- Student self-reflections and goal setting
- Student-teacher and parent-teacher conferences
- Progress reports and report cards
- Literacy, language, and mathematics assessments
- Diagnostic and benchmark assessments
- State and district assessment reports
- Digital assessment and data management systems

Examples may include ESGI, Illuminate, Running Records, CAASPP, ELPAC, and other district-approved assessment tools.

Communicating our Policy

The Assessment Policy is reviewed annually to ensure alignment with IB PYP philosophy, district expectations, and the evolving needs of the school community. Teachers engage in collaborative reflection through Professional Learning Communities (PLCs), grade-level teams, and staff meetings to evaluate assessment practices and recommend revisions. Feedback from stakeholders is considered as part of the review process.

Following each annual review, the Assessment Policy is shared with students, staff, parents, and the wider school community through multiple communication channels, including:

- Parent informational meetings and Coffee with Parents events
- Back-to-School Night
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC/ELPAC)
- Staff and grade-level meetings
- ParentSquare and other digital communication platforms
- The school website

Last Review: October, 2026
Next Review: October, 2027