

## Alderwood Elementary Assessment Policy

### **Mission Statement:**

**Alderwood students, families, and community create our school family. We embrace diversity and work together to develop ourselves as reflective, principled, life-long learners. Through collaborative and personalized instruction, we ensure all students reach high standards of intellectual and social development. Our school family strives to be compassionate, productive, and balanced citizens of today's global community.**

### **Assessment Philosophy:**

At Alderwood, we assess to identify and understand the needs of our learners. Teachers, families, and students are all contributors of valuable information. This information allows us to plan and refine our teaching to meet individual and group needs, to provide feedback to learners, and to evaluate and strengthen our instructional processes and practices. Student self-evaluation, reflection and action are vital to the development of life-long learners.

At Alderwood we believe that strong assessment practices drive effective teaching and learning. Formative assessments by both students and staff are essential for creating meaningful and differentiated instructional experiences that will lead to higher levels of learning. Summative assessments are intentionally used for reflection and to communicate growth inside our school community and with families.

### **Social/Emotional Assessment:**

We believe that student growth socially and emotionally is essential to developing internationally minded students who will become positive global contributors. Through student, teacher, staff and family reflection and instruction with the Learner Profile, we monitor growth, set goals and continue to grow in this area.

### **Assessment within units of inquiry & portfolios:**

Alderwood uses assessment throughout the day and within all content areas. Each unit of inquiry is collaboratively planned to include formative and summative assessments that allow students to show growth and learning over time. Assessments are designed to allow for student choice, modifications for differentiation and clear expectations/standards that are shared with students. Knowing reflection is a powerful tool for growth, assessments often include reflection both on student learning and the assessment itself.

We are beginning portfolios (spring 2018) to document learning over time and to further encourage reflection of learning within themes, and of the learner profile for each child. Portfolios may include assessments, work samples from each unit of inquiry, reflections, student action, and learner profile growth. Assessments will continue to be collaboratively refined and reflected upon to allow students further opportunities to show mastery of skills, understanding of concepts and knowledge as well as further reflection opportunities around the learner profile and action,

### **Communicating Growth:**

We are partners in education with our students, families and the Alderwood community. This includes communicating standards and progress, requesting and implementing input for student need, and working to support the home as a parallel learning environment. We communicate with families regularly, both formally and informally. Formal conferences are held once a year with family engagement and education opportunities throughout the year. Growth is formally reported twice a year with standards based report card that includes growth and achievements within the units of inquiry and learner profile. Portfolios will be used to communicate growth with families once they are developed. Students, rather than teachers, sharing their growth, goals and reflections will be a shift in communicating with parents as portfolios are created.

**District/State Assessments:**

Alderwood follows district calendar and guidelines for state/federal assessments across the range of academic areas. These assessments are based on our state standards (Common Core Standards for ELA and Math, Next Generation for Science). Further information and dates of assessments are developed yearly by the Bellingham School District and can be found here: [Bellingham School District Assessment Information](#)

Our district assessments aligns with the IB assessment philosophy in how we view and use the data from them. These mandated assessments provide teachers with information about student learning, and to evaluate and support further professional development and program growth for student success.

Draft written 2016-2017 collaboratively with ELL, principal, IB Coordinator and teacher representation (parts modified from Carl Cozier with permission) Revised based on feedback Nov 2017-