



# Caleb Greenwood Assessment Policy

## Caleb Greenwood Assessment Policy Statement

*At Caleb Greenwood, we believe that assessment is a vital component of the teaching and learning process. Our assessment policy is designed to support learner agency by providing students with opportunities to actively participate in their own learning, set goals, receive feedback, and reflect on their progress. We are committed to creating a culture of continuous learning and growth, and to using assessment data to inform our instructional practices and improve student achievement.*

## Caleb Greenwood Assessment Practices

### Monitoring Learning

At Caleb Greenwood, assessment is ongoing and authentic. We use a variety of assessment methods, including formative and summative, both formal and informal, to gather data on student learning. We believe that assessment should be ongoing and integrated into daily instruction, and that it should reflect authentic tasks and real-world contexts. Teachers employ a variety of strategies such as, but not limited to, observation, questioning, discussing learning with students and peers, reflection, and meaningful feedback to inform next steps in learning and teaching.

**Conceptual Understanding:** Teachers plan for and monitor conceptual understanding and let students know the purpose of monitoring their learning.

**Skills:** Teachers model skills they want students to learn and monitor their progress.

**Knowledge:** Teachers plan for ways to activate and build on relevant prior knowledge students may already have.

### Documenting Learning

We document student learning as evidence of learning through various methods, including, but not limited to, student work samples, portfolios, reflection journals, photographs, and anecdotal notes. This documentation allows teachers to track student progress over time and to provide evidence of student learning to parents, support staff, and other stakeholders. Documentation of learning also allows for reconnecting with learning goals and success criteria, guiding instructional practices, and making adjustments as needed to better support student learning.

**Conceptual Understanding:** Teachers document feedback and reflection on new understandings through a variety of relevant methods.

**Skills:** Teachers facilitate student connections to other learning and prior experiences while employing ways to document skill development.

**Knowledge:** Teachers and students engage in ways to identify, document, and share their learning.



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## Measuring Learning

Measuring learning allows teachers to gather data for a particular “junction” in a child’s progress and achievement. These assessments may include tests, quizzes, research projects, essays, performance tasks, as examples. In addition, teachers may use rubrics (ideally created by students or with student assistance) or other grading tools to provide more detailed feedback to students and to measure specific learning outcomes. However, we also believe not all learning can or needs to be measured.

**Conceptual Understanding:** Teachers offer multiple opportunities for students to access, use, and demonstrate new understandings.

**Skills:** Teachers provide opportunities and support students in transferring and strengthening their skills in other contexts.

**Knowledge:** Teachers reflect on the opportunities for challenge and knowledge, and determine if they have achieved an appropriate balance.

The assessment practices at Caleb Greenwood are designed to support student learning, promote student agency, and empower students to take ownership of their learning. By monitoring, documenting, and measuring student learning, we can continuously improve our instructional practices and ensure that all students are reaching their full potential.