



Wallace R. Davis Elementary School Assessment Policy

Mission Statement

At Davis Elementary, we are committed to fostering the social, emotional, and academic growth of every student through a rigorous, inquiry-based curriculum that engages and empowers our students as globally-minded learners. The curriculum includes a commitment to develop foundational academic skills in reading, writing and mathematics, as well as developing higher order thinking skills through transdisciplinary units of study. As a community-centered school, we nurture the whole child, supporting each child's development in a safe, inclusive, and respectful environment in which all students flourish.

Assessment Philosophy

We believe assessment is a continuous and collaborative process that provides insight into what students already know, what they have learned, and what they are ready to learn. Effective assessment is authentic, varied and developmental in nature to show personal growth and used to inform instructional decisions and student needs. Through the collection and analysis of evidence, teachers can tailor instruction to individual needs, while learners actively reflect on their progress and use feedback to set goals and plan next steps. Co-constructed learning goals and success criteria ensure clarity and shared understanding of expectations. By valuing both the process and outcomes of learning, assessment fosters a culture of reflection and growth across the learning community, looking backward to evaluate learning and forward to inform future teaching.

Types of Assessments

Pre-Assessment

At the beginning of each transdisciplinary unit, teachers assess students' prior knowledge and experiences to identify their current understanding and effectively guide future instruction.

Formative Assessment

Formative assessments, which can be both formal and informal, are conducted throughout each transdisciplinary unit and across the school year to monitor student progress and adjust instruction as needed. These assessments provide valuable feedback to both teachers and students on how well new concepts and skills are understood and applied. Throughout the unit, students also engage in reflection, developing greater awareness of their own learning and fostering a sense of agency in the learning process.

Summative Assessment

Summative assessments take place at the end of a unit and provide students with an opportunity to demonstrate their understanding of key concepts, skills, and approaches to

learning. These assessments are often designed to allow students to apply their learning in authentic, creative and meaningful ways. When appropriate, students are offered choices in how they present their understanding, ensuring that diverse learning needs, strengths, and styles are recognized and supported.

Monitoring and Documenting Learning

Wallace R. Davis Elementary uses the following assessment strategies to monitor student learning:

- Teacher observation
- Checking for student understanding
- Visible Thinking Strategies
- Exit Tickets
- Reflections
- Essay response to prompts
- Performance tasks
- Presentations
- Projects
- End of unit assessments
- Mastery tests
- District assessments
- Standardized tests

External Standardized Testing

California's standardized testing system is known as the California Assessment of Student Performance and Progress (CAASPP). This system includes the Smarter Balanced Summative Assessments in English language arts/literacy (ELA) and mathematics, the California Science Test (CAST), and California Alternate Assessments (CAAs) for students with significant cognitive disabilities.

In addition, English Language Proficiency Assessments for California (ELPAC) are used to assess students whose primary language is not English, measuring their progress in English language acquisition.

California also mandates an annual physical fitness assessment: the California Physical Fitness Test (PFT) for students in fifth grade.

The primary purpose of these tests is to provide data that supports teaching and learning by helping educators, students, and families understand how well students are meeting state standards, identifying learning gaps, and guiding instructional decisions.

Reporting on Learning

The evidence gathered about students' growth and performance is shared with students, teachers, families and administrators in the following ways:

- Teacher-Student Data Chats and Goal Setting
- Parent-Teacher Conferences conducted in grades Transitional Kindergarten through sixth grade scheduled two times per year
- Trimester Report Cards
- Progress Reports six weeks between trimester report cards
- Student Success Team Meetings as needed
- Back to School Night and Open House
- Electronic Communication via Parent Square, telephone calls with parents
- Portfolios or student work sent home by teacher
- Parent Meetings held by school administration

Alignment with School Policies

All Wallace R. Davis Elementary policies work in tandem with other school policies. Language, Inclusion, Academic Integrity and Assessment policies are all interdependent and impact learning for all students. Please refer to the policies below for more information.

[Language Policy](#)

[Inclusion Policy](#)

Academic Integrity Policy

Access Policy

Communication and Review of Policy

The Wallace R. Davis Elementary School Assessment Policy is posted on the school website. The policy will be reviewed and revised as necessary by the staff annually. At the beginning of each school year, the policy will be reviewed and communicated with the school community.

References

International Baccalaureate Organization, "Assessment." *From Principles to Practice*: Geneva Switzerland. 2018.

Carl Hankey TK-8 Academy Assessment Policy

Running Springs Elementary School Assessment Policy