

TCE CLASSROOM ASSESSMENT POLICY



Classroom assessments will be used to monitor each student's progress toward academic goals, meet individual student needs, and drive the planning process for instruction. Assessment data in all subjects will also be used to improve instruction, inform program decisions, and communicate to families regarding student progress.

In each class, students will complete formative and summative assessment activities to demonstrate their learning and to ensure their learning and continuous progress. Teachers are responsible for making sure those activities are aligned with the state standards for all subjects – English/Language Arts; Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities.

FORMATIVE ASSESSMENT

In each class, students will complete a daily classroom formative assessment to demonstrate their learning for that day. Teachers are responsible for making sure that the formative assessments:

1. Assess the learning target.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Provide data to drive future instruction.
4. Provide opportunities several times a year for students to choose among a variety of ways they can demonstrate learning, including options appropriate to preferred learning styles.
5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
6. Are part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

Teachers will make adjustments in instruction to meet students' needs based on the results of daily formative assessments.

SUMMATIVE ASSESSMENT

Summative assessments will be given at the end of each standard taught. When students do not meet the standard, an opportunity for review or reteaching will be provided and the students will be given another opportunity to demonstrate mastery. Summative assessment data will be used to inform instruction for the next time the standard is taught.

EVALUATION OF STUDENT PERFORMANCE

At the end of each marking period, based on formative assessments, observations, student assignments, and summative assessments, each teacher will make a judgment on each student's performance in each standard taught. Each judgment will be stated as "does not meet standard", "meets standard", or "exceeds standard". Each judgment should also indicate whether the student is close to progressing to the level.

REPORTING OF PERFORMANCE LEVELS

Each teacher will report his or her evaluation of student performance to the principal (or principal designee) in a report that lists each student's name, gender, race, free or reduced price lunch status, and grade in that subject for that grading period.

PRINCIPAL RESPONSIBILITY

At least one time per marking period, the principal will meet with each team of teachers to review student performance and plan interventions for students not making adequate progress. Following each of these meetings, the principal will use the assessment data to create a report. This report will include the percent of students not meeting standards, meeting standards, and exceeding standards, with data for the entire grade-level and subject area and each demographic group with 10 or more students. The report will be distributed to all teachers, council members, and committee members. These reports will be considered part of the school council's School Improvement Plan Implementation and Impact Checks.

PARENT COMMUNICATION

At least once a marking period, results from assessments will be communicated to parents in all subject areas.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 2014

Date Reviewed or Revised:

Date Reviewed or Revised:

NOTES ON USING THIS POLICY

CLASSROOM ASSESSMENT: These guidelines must be revised to fit your situation and will need teacher input.