

Veterans Park Elementary School

STUDENT ASSESSMENT POLICY

I. OVERVIEW

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 continuous progress. Teachers are responsible for making sure those activities are aligned with the state standards for all subjects related to the Common Core Standards.

II. FORMATIVE ASSESSMENT

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

- A. Assess the learning target.
- B. Are valid and appropriate demonstrations of what students should know and be able to do.
- C. Are part of the regular learning process, with separate activities used only when embedded ones are not feasible.
- D. Provide data to drive future instruction.
- E. Provide opportunities for students to choose among a variety of strategies to demonstrate learning, including options appropriate to preferred learning styles.
- F. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.

Teachers will make adjustments in instruction to meet students' needs based on the results of formative assessments and these results will be analyzed during Team meetings.

III. SUMMATIVE ASSESSMENT

Summative assessments will be given at the end of each unit taught. When students do not meet a standard, an opportunity for a review or reteach will be provided and the students will be given another opportunity to demonstrate mastery. Summative assessment data will be utilized to inform instruction for the next time the standard is taught and will be analyzed on a timely basis.

IV. MONITORING FOR STUDENT ACHIEVEMENT IN MATHEMATICS & READING

All students will be assessed in mathematics and reading every fall, winter, and spring. Results will be reported to stakeholders as deemed appropriate. Intervention strategies

will be documented for any student below grade level. Any primary student who tests At-Risk may be reassessed using additional assessments. Other students may also be recommended by the teacher for additional testing.

V. EVALUATION OF STUDENT PERFORMANCE IN PRIMARY GRADES

At the end of each grading period, based on formative assessments, observations, student assignments, and summative assessments, each primary teacher will report his or her evaluation of student progress levels on a standards based report card to indicate the student's performance towards the standards in the student information system for all subjects for that specific grading period. These grades will be distributed to parents.

VI. EVALUATION OF STUDENT PERFORMANCE IN INTERMEDIATE GRADES

At the end of each grading period, based on formative assessments, observations, student assignments, and summative assessments, each intermediate teacher will report his or her evaluation of student performance by entering grades in the student information system for all subjects for that specific grading period. These grades will be distributed to parents.

VII. PRINCIPAL RESPONSIBILITY

The principal will meet regularly with each team of teachers to review student performance and plan interventions for students not making adequate progress. Following each of these meetings, the information collected and shared will determine the students who require interventions based on their performance data.

VIII. PARENT COMMUNICATION

After an assessment is given in the classroom, students will be given feedback, and interventions or acceleration will be provided as needed. Results from classwork and multiple assessments will be communicated to parents in all subject areas at least 2 times a year in parent teacher conferences.