

# JELV CLASSROOM ASSESSMENT POLICY



## CRITERIA AND GUIDELINES

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1. All learning/instructional targets should lead to some form of classroom assessment; assessment types should align with targets.
2. Classroom assessment will be aligned with state standards for all subjects and will be used to:
  - Monitor each student's progress toward academic goals.
  - Meet individual student needs, including modifying assessments per the IEP/504 plan.
  - Drive the planning process for instruction.
  - Improve instruction, including possible adjustments as needed based on classroom formative assessment data.
  - Communicate to both students and their families regarding student progress.
  - Demonstrate learning, ensure continuous progress, and will include both formative and summative assessment activities.
3. Classroom assessment and standards will be clearly written in lesson plans.
4. Attempts will be made to engage students in self-assessment and/or peer assessment and encouraged to make improvements.
5. Feedback will include specific and timely guidance.

## FORMATIVE ASSESSMENT

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In each class, students will complete classroom formative assessments to demonstrate their learning. 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.
5. Provide meaningful feedback to families and/or students including opportunities to reflect, self-assess, set goals, and strengthen their performance when age and/or developmentally appropriate.
6. Are part of the regular learning process.

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

## **SUMMATIVE ASSESSMENT**

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Summative assessments will be given to address standards taught. When students do not meet the standard, an opportunity for review or re-teaching 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**

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At the end of each marking period, based on formative assessments, observations, student assignments, and summative assessments, the teacher will evaluate student's performance in standards taught that reflect the grade level criteria used. The evaluation tool used will relay to families rubrics pertaining to mastery.

## **PRINCIPAL RESPONSIBILITY**

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At least one time each month, the principal or principal designee will meet with each team meeting of teachers to review student performance and plan interventions for students not making adequate progress in literacy, math and behavior. 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.

## **FAMILY COMMUNICATION**

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At least once a grading/marking period, results from assessments will be communicated to families in all subject areas. Reports of student progress will be sent at regular intervals throughout the school year.

## **POLICY EVALUATION**

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

Date Adopted: Jan. 31, 2017

Date Reviewed or Revised: November 29, 2016

Date Reviewed or Revised: Jan. 31, 2017