



Adopted: January 23, 2012

Revised: _____

626 ASSESSMENT POLICY

I. PURPOSE

The purpose of this policy is to define assessment practices in South St. Paul Public Schools.

II. GENERAL STATEMENT OF POLICY

A. Each building will establish appropriate assessment strategies and tools to use at grade levels and within departments. These strategies and tools will follow the guidelines set forth below.

III. DEFINITIONS

These definitions are given by the International Baccalaureate organization.

A. Summative assessment

1. Aimed at determining a student's achievement level, generally at the end of a course of study or unit of work.

B. Formative assessment

1. Aimed at identifying the learning needs of students and forming part of the learning process itself.

IV. PURPOSE OF ASSESSMENT

A. The primary purpose of assessment is to inform. Assessment informs teachers of what students understand, guides classroom instruction, shows which topics need to be retaught, and where there may be gaps in curriculum. Assessment provides student's feedback on their learning, identifies areas of strength and weakness, and allows them to set goals for future learning. Assessment provides parents an understanding of their child's progress and helps them better support and celebrate their child's learning. It should also tell parents about student progress against a given standard.

V. PRINCIPLES OF ASSESSMENT

A. Assessments are varied in type and serve different purposes. They allow students multiple opportunities of showing their understanding. Assessment is an ongoing process and does not happen just at the end of learning. Results inform both students and teachers and are easily understood by all stakeholders. There is an emphasis on both formative and summative assessments. Regardless

of the purpose of an assessment, high quality assessments share specific characteristics:

1. They assess what is intended by the teacher.
2. Clear criteria are given to students prior to an assessment.
3. They allow students to reflect on their learning.
4. They provide students with an understanding of areas they need to grow and improve.
5. They provide an opportunity for students to share their learning with others.
6. They are differentiated.
7. They give timely feedback to students.
8. Modifications are made when necessary.

VI. DISTRICT ASSESSMENT REQUIREMENTS

- A. Each building will administer the required district assessments for their grade levels and departments. These will include, but are not limited to, assessments mandated by the district and the state.

VII. REVIEW OF ASSESSMENT POLICY AND PRACTICES

- A. Grade levels and departments will review their assessment practices annually. The purpose of this will be to examine and revise the documents as needed. A committee will be formed annually to review the assessment policy. The committee will be made up of the building principals, IB coordinators, and representatives from each building leadership team. The purpose of this committee will be to review the current assessment policy, revise the policy as needed, and plan how to communicate our assessment policy to staff.

VIII. RELATED POLICIES

- A. 601 School District Curriculum Instructional Goals
- B. 613 Graduation Requirements
- C. 618 Assessment of Standard Achievement
- D. 619 Staff Development