

MORGAN COUNTY HIGH SCHOOL

CLASSROOM ASSESSMENT POLICY

CRITERIA AND GUIDELINES

1. All learning/instructional outcomes will include some form of classroom assessment. Students should have exposure to a wide variety of assessments.
2. Classroom assessments are clearly aligned to learning targets for individual students or groups and will be used by all teachers, including program review area teachers to:
 - Improve instruction including notes in plans of possible adjustments as needed, based on classroom formative assessment data.
 - Monitor each student's progress toward academic goals.
 - Meet individual student needs including modifying assessments for some students as needed.
 - Drive the planning process for instruction.
 - 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 criteria/standards (using rubrics, scoring guides, models and exemplars) will be clearly written to encourage students to demonstrate rigorous work that is developmentally appropriate.
4. The teacher guides students to engage in self-assessment and/or peer assessment and to make improvements and to monitor their progress.
5. Feedback will include specific and timely guidance for the students with opportunities to improve their work.

FORMATIVE ASSESSMENT

Students will complete classroom formative assessments to help provide evidence of understanding of the lesson. 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. Are used to make adjustments in instruction to meet students' needs based on the results of formative assessments.
4. Provide opportunities several times a year for students to choose among a variety of ways they can demonstrate learning and understanding, including options appropriate to preferred learning styles. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
5. Are part of the regular learning process, with separate activities used only when embedded ones are not feasible.

SUMMATIVE ASSESSMENT

Summative assessments will be used at the end of chapters, units, projects, etc. When students do not meet the standards or the academic goals which were set, an opportunity for review or re-teaching will be provided and the students will be given another opportunity to demonstrate learning or growth. Summative assessment data will be used to inform instruction for the next time the standard is taught.

REPORTING OF PERFORMANCE LEVELS

Each teacher will record a MINIMUM of 5 grades with no MAXIMUM number of grades per grading period. A minimum of one percentage grade will be recorded in Infinite Campus every 10 days. Participation grades will not be counted as part of the MINIMUM number. It must be an actual graded assignment/ and or project in which students have received feedback as to why they were awarded the score they received.

PRINCIPAL/ DESIGNEE RESPONSIBILITY

At least one time per Nine Week period, the principal and or designee will:

- Meet with each team of teachers to review student performance and plan interventions for students not making adequate progress.
- Check on Infinite Campus to see that the minimum number of grades are being posted and within the expected timeline.
- Check to make sure that parents of student(s) who may be failing or at risk of failing at the 4 ½ week mark, have been contacted and made aware of the situation.

PARENT COMMUNICATION

Parents of students who may be or may be at risk of failing at midterm of the nine weeks shall be contacted by the teacher. The teacher will work with the parent to remove any barrier(s) that might be causing the student not to be successful. The teacher will submit the type of parent communication, the result of the communication to the principal before the fifth week of the nine weeks. If the teacher is unsuccessful in initiating parent contact, they will inform the principal and the principal will attempt to make the contact.