

ASSESSMENT– STANDARDS-BASED

Effective assessment practices provide descriptive feedback for learners to increase their learning. This form of feedback occurs while the learning is taking place (formative assessment). Grades are a form of feedback to a learner, indicating their progress toward reaching the standards. Learners and families need a precise picture of what has been learned and what still needs to be learned.

Each academic area or course has defined proficiency scales for each grading period for specific learning categories. These categories of reporting often include more than one academic standard as defined by the state of North Dakota. The academic standards required have been prioritized and placed into a scope and sequence, which aligns to the statements reflected in the proficiency scales for each quarter. The entire statement for the category is to be considered at the end of the grading period when determining whether a learner has achieved a “3 - Proficient.” We are often referring to the entire learning category when referencing “standards.”

In addition to feedback that is provided by educators for each grading period, the district also monitors learner progress using several standardized assessments. These assessments can be utilized to help make decisions about additional services for learners as well as to evaluate the effectiveness of our curriculum and resources. Learners complete different assessments in different grade levels and at various times throughout the year. These assessments include: the North Dakota State Assessment, STAR, FASTBridge, NAEP, and ACCESS.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.