

Williamsburg Community
School District

SECTION: PUPILS

TITLE: ASSESSMENT OF STUDENT
PROGRESS

Policy Guide

ADOPTED: 4/21/87

REVISED: 4/19/94, 5/21/13

	213 ASSESSMENT OF STUDENT PROGRESS
1. Purpose Pol. 216	The Board recognizes that a system of assessing student achievement can help students, teachers, and parents/guardians to understand and evaluate a student's progress toward educational goals and academic standards.
2. Definition Title 22 Sec. 4.11	Assessment shall be the system of measuring and recording student progress and achievement that enables the student, parents/guardians and teachers to determine a student's attainment of established academic standards and to learn the student's strengths and weaknesses, plan an educational or vocational future for the student in areas of the greatest potential for success, and know where remedial work is required.
3. Authority SC 1531, 1532 Title 22 Sec. 4.11, 4.51, 4.52 Pol. 102, 216	The Board directs that the district's instructional program shall include a system of assessing all students' academic progress. The system shall include descriptions of how achievement of academic standards will be measured and how this information will be used to assist students having difficulty meeting required standards.
Title 22 Sec. 4.52	Students with disabilities shall be included in the district's assessment system, with appropriate accommodations when necessary as determined by the student's IEP.
Title 22 Sec. 4.52	The district's assessment system shall include a variety of assessment strategies which may include: <ol style="list-style-type: none"> 1. Written work by students. 2. Scientific experiments conducted by students. 3. Works of art or musical, theatrical or dance performances by students.
Pol. 217	<ol style="list-style-type: none"> 4. Demonstrations, performances, products or projects by students related to specific academic standards. 5. Examinations developed by teachers to assess specific academic standards.

<p>4. Delegation of Responsibility Title 22 Sec. 4.52</p> <p>5. Guidelines</p>	<p>6. Nationally available achievement tests.</p> <p>7. Diagnostic assessments.</p> <p>8. Evaluations of portfolios of student work related to achievement of academic standards.</p> <p>9. Other measures, as appropriate, which may include standardized tests.</p> <p>The Superintendent or designee shall develop and implement procedures to assess student progress, in accordance with district goals and regulations of the State Board of Education.</p> <p>At the outset of any course, each student should be informed about the academic standards to be attained.</p> <p>Each student should be kept informed of personal progress during the units of a course of planned instruction.</p> <p>Methods of assessment shall be appropriate to the planned instruction and maturity of students.</p> <p>Assessment strategies should objectively evaluate and reward students for their efforts.</p> <p>All assessment systems shall be subject to continuing review and revision.</p> <p>Staff, students, and parents/guardians should be involved in the continuing program of assessment review.</p> <p>No grading system or reporting system is perfect. All individuals involved in the grading process should continually monitor the process for areas of improvement. Due to the variety of grade levels and subject matter, the review and revision process should take place at the building level. Recommendations for improvement will be submitted for approval to the Superintendent.</p> <p>No staff member should issue a grade less than 60 without the building principal's concurrence. This is especially important at the beginning of the year.</p> <p>Grading should be as objective as possible. Instructors should avoid giving grades based on only one or two assessments. A minimum of seven (7) assessments should be used in arriving at a fair student grade. The more assessments that can be use - the better. A greater variety of assessment techniques also enhances the fairness of the evaluation process (i.e. homework, quizzes, tests, class work, project work, class participation, etc.)</p>
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	<p><u>Grade Requirements</u></p> <p>Students shall be required to achieve the minimum basic level of proficiency in each of the required courses of planned instruction as well as all elective courses completed toward graduation requirements. A grading schedule shall be developed by the district and shall be disseminated in student handbook.</p>
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