

Menifee Central  
CLASSROOM ASSESSMENT POLICY

**CRITERIA AND GUIDELINES**

1. All learning/instructional outcomes will include some form of classroom assessment. Students should also have exposure to constructed response and multiple choice when appropriate.
2. Classroom assessments will be appropriate to the target(s) or learning intentions, success criteria, or academic goals of the lesson and will be used by all 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.
  - Develop intervention plans.
  - Drive the planning process for instruction.
  - Inform program decisions.
  - 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 will be clearly written so that students understand what it takes to reach proficiency by posting learning target/intentions and success criteria aligned to KAS.
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.

**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/intention that is aligned to KAS standard(s).
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Provide data to drive instruction.
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.
5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
6. Are part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

Teachers are also responsible for:

1. Making adjustments in instruction to meet students' needs based on the results of formative assessments.

2. Imbedding day-to-day/week-to-week/formative assessments to monitor progress and guide instruction.

### **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 other opportunities to demonstrate learning or growth. Summative assessment data will be used to inform instruction for the next time the standard is taught.

### **EVALUATION OF STUDENT PERFORMANCE**

At the end of each marking period, based on observations, student assignments, and summative assessments, each teacher will make a judgment on each student's performance in each standard taught.

### **REPORTING OF PERFORMANCE LEVELS**

Each teacher will be able to report his or her evaluation of student performance to the principal (or principal designee) in a report that lists each student's name, gender, race, and grade in that subject for that grading period. This report can be pulled from Infinite Campus upon request.

### **PRINCIPAL RESPONSIBILITY**

At least one time per marking period, the principal (or principal designee) will meet with each team of teachers to review student performance and plan interventions for students not making adequate progress. This information will be considered part of the school council's School Improvement Plan Progress Notes.

### **PARENT COMMUNICATION**

Results from summative assessments, work completion, and teacher observations will be communicated to parents in all subject areas regularly.

### **POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our school improvement planning process.

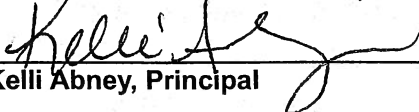
Date Adopted: September 1st, 2021

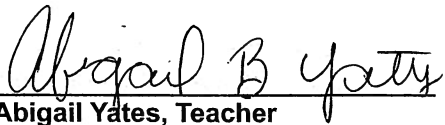
Date Reviewed: February 8th 2022

Date Revised: October 20th, 2022

Date Revised: October 19th, 2023

Date Reviewed: October 10th, 2024

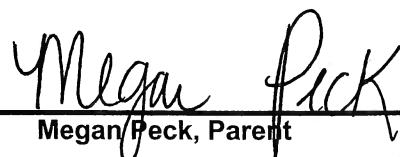
  
Kelli Abney, Principal

  
Abigail Yates, Teacher

Daphne Hatton, Teacher

  
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Ashley Ray, Parent

  
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