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Rev. 2024

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
The culmination of the teaching and learning process, and measures achievement of learning goals. A summative assessment can assess several elements simultaneously and provide a wealth of information to document achievement. It measures student understanding of the central ideas well as several curriculum objectives.
- B. Formative assessment
The process of gathering information during instruction and provides information that is used to target needs of individual students. Formative assessment aims to promote learning by giving regular and specific feedback. Information provided to students during the learning process promotes reflection, and allows them to recognize the criteria for success.
- C. Evaluation is the process of assigning a value to the quality of student work based on identified criteria to represent the level of achievement.
- D. Diagnostic Assessment is the process of gathering information prior to instruction and at periodic intervals in order to plan for instruction and for individualizing program delivery. These tests give us data to better understand individual student achievement as well as to reflect upon the progress of classrooms, grade levels and the entire.
- E. Standardized Assessment is required by State law in order to measure the effectiveness of instruction at our school. These assessments have specific consequences and are publicly reported. Individual students receive feedback from the State after several months.



- F. Achievement level: The level given when student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.
- G. Assessment criteria: Criteria against which a student's performance is measured as evidenced by work produced. Subject guides provide assessment criteria to be used for final assessment for each subject group, and for the personal project.
- H. Assessment rubric: A matrix used to assess a student's performance according to specific criteria. Rubrics consist of a fixed number of levels and specific descriptors of performance for each level.
- I. Assessment task: A teacher-designed assignment used to measure student success with meeting objectives. The task will generate work that can be assessed using previously agreed assessment criteria.
- J. Criterion-referenced assessment: An assessment process based on awarding grades against previously agreed criteria. MYP assessment is criterion referenced.
- K. Descriptors: These describe the achievement levels that are assessed within each criterion.
- L. Internal assessment: The assessment of a student's work that is carried out by the student's teacher.
- M. Internal standardization: The process by which teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.

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. ASSESSMENT RIGHTS AND RESPONSIBILITIES

- A. Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- B. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- C. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

- D. Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- E. Learning goals and success criteria are co-constructed and clearly communicated.
- F. Both learning outcomes and the learning process are assessed.
- G. Assessment design is both backward and forward looking.

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, Instructional Coaches, 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