

Section I: Instruction

IKA Student Assessment/Grading Achievement

Region 8's Cooperative Board supports the school's efforts to improve the assessment programs that enhance student learning.

The Cooperative Board believes appropriate assessment is a diagnostic tool to determine effectiveness of curriculum and its alignment to learning standards, goals and objectives. Meaningful and timely intervention can effectively and dramatically increase student achievement. Well-designed assessment must be in place to determine where a student is in relationship to applicable standards. Assessment data can then be used to determine if he/she needs assistance. Students' developmental processes occur at different times and at different rates. Learning objectives and testing programs must adjust if the results of assessments will be constructive.

Evaluation of student achievement is essential to the instructional process and the certification of student progress towards meeting program standards. The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental levels. Evaluation of student achievement provides staff with information important to assessing students' educational needs, providing appropriate instruction, identifying learning problems and areas in which remediation may be required. Data-driven instructional improvement will lead to improved teacher ability to meet program standards as well as supporting the integration of academic Common Core Standards for English, Language Arts, Math and the Science Framework.

Assessments over the course of each school year shall include formats that allow students to demonstrate, in different ways, what they know. Students shall have multiple opportunities to practice, apply, and demonstrate their knowledge and skills. Individual classroom assessments may include but are not limited to student tests, quizzes, presentations, laboratory work, writing samples, teacher observations, portfolio development, and student self-assessments.

Large-scale assessments will be administered in the fall and spring for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB). Also included in the assessment policy are nationally accepted 3rd party program standards' assessments.

Sharing of student performance information among parents, staff, and students is an integral part of the evaluation process.

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Revised: _____
Reviewed: _____