

Simmons Elementary  
Best Practice Policy  
SISI Standards 2, 5  
SISI Evidence: 2.1g  
Policy Revision Date: September 2004

## **STANDARDS AND ASSESSMENT**

### **ASSESSMENT DEFINED**

Assessment is defined as the measurement of student achievement based on a set standard and conducted through a series of designed instruments and related activities. All major assessment practices shall be approved by the council and are to be implemented by the staff under the guidance of the principal. Assessment practices shall evaluate student work by examining products, performances, and presentations.

### **ASSESSMENT DEVELOPMENT PROCESS AND POLICY FORMATION**

The council may establish an ad hoc assessment committee, as an extension of the Curriculum and Assessment Committee or just use that committee already in place, with the charge of addressing all issues related to student assessment. The council shall then have the responsibility for determining best practices in student assessment and making recommendations to the principal for implementing selected practices. The principal shall report council recommendations for consideration to the staff. The school council shall consider each practice and either approve it or return the charge to the committee or staff at large for further study. Once the council feels that all criteria have been met and the practice is considered high quality, it will approve the practice for classroom use.

The council has determined that the following criteria shall be used in determining best practice in student assessment:

- I. It reflects assessment practices used in local, state, and national tests.
- II. It reflects assessment practices that include multiple choice, open response, performance events, and writing of on-demand and portfolio pieces.
- III. It evaluates student work, including representations, products, and performances.
- IV. It reflects real-life scenarios.
- V. It requires higher order thinking.
- VI. It is age appropriate.
- VII. Diagnostic Assessments such as DRA
- VIII. Anecdotal records such as "running records"

These shall be the guiding criteria in the research of best practices by all stakeholders involved in the process.

### **SPECIFIC POLICY REQUIREMENT**

All staff shall show a variety of assessment practices in the evaluation of student progress. Practices shall be reflected in teachers' lesson plans.

The following practices are required of all staff:

- I. Multiple choice
- II. Open response with scoring guide
- III. Writing, to include portfolio pieces, with scoring guides
- IV. Students reflect and self-evaluate
- V. Scoring guides are used regularly
- VI. Models of student work are used regularly

### **IMPLEMENTATION OF ASSESSMENT PRACTICES**

Teachers are expected to implement a variety of assessment practices that will allow students the opportunity to demonstrate their knowledge and skills. The approved practices shall be reflected in staff planning and evident in student work.

A plan to train the staff on all approved practices shall be provided prior to implementing a practice in the classroom. Annually, the staff shall review all practices and determine if follow-up training is needed. Recommendations shall be made to the principal and committee for additional training. The training shall become part of the school's needs assessment for the consolidated plan.

### **MONITORING ASSESSMENT PRACTICES IMPLEMENTATION, CHANGES AND REVISIONS**

The council shall monitor the implementation and use of the approved assessment practices through a series of checkpoints. The following is a list of the specific data to be used by the council:

- I. The principal shall submit an annual written report and provide an oral report of the use of best assessment practices based on his or her review of lesson plans and observations of student work.
- II. Implementation and Impact Checklist
- III. Assessment committee's survey of teachers, students, and parents.
- IV. Annual review of test data.

All information gathered from the monitoring process shall be used by the council to inform the council of the level of student achievement and result in reviewing and revising council policy, evaluating and revising assessment practices, planning staff training, and communicating to all stakeholders.

### **COMMUNICATION PLAN**

Assessment practices shall be communicated to all stakeholders through a variety of activities. The following is a list of the most commonly used communication practices by this council:

- I. Teachers and administrators
  - a. Assessment manual
  - b. Professional development
  - c. Staff meetings
- II. Parents and community
  - a. Open house

- b. Newsletter
  - c. Parent-teacher conferences
- III. Students
- a. Orientation
  - b. Student handbooks
  - c. Rubrics
  - d. Practice tips

### **PROFESSIONAL DEVELOPMENT**

The principal and professional development committee shall survey the staff and determine all training necessary to successfully implement all assessment practices. The consolidated plan shall reflect all training and will serve as the council's information on how the staff is meeting this requirement.

### **BUDGET**

Budget items for the implementation of assessment practices may include the following items:

- I. Professional development (consultant fees, etc...)
- II. Instructional materials
- III. Travel, lodging, and food
- IV. Printing

### **USE OF DEMONSTRATION ACTIVITIES**

In each class, in each marking period, students shall complete two or more ongoing assessment activities to demonstrate their learning progress. Those activities shall:

- I. Be aligned with the school's curriculum documents and Kentucky's standards for student performance, bearing in mind that standards are set for assessment years but students need to make progress in all years.
- II. Be valid and appropriate demonstrations of what students should know and be able to do.
- III. Use clearly defined scoring guides that are shared with students prior to the assessment.
- IV. Reflect the appropriate levels of difficulty for the ages and developmental stages of learners.
- V. Whenever possible, is part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

During the course of the year, at least three of the ongoing assessment activities for each class shall:

- I. Include opportunities for students to reflect and formally self-evaluate their performances.
- II. Include opportunities for students to choose among a variety of ways they can demonstrate learning, including options appropriate to preferred learning styles and intelligences.
- III. Be supported by examples of student work (or teacher-developed samples) that clarify tasks and show distinctions between the levels of performance.

Each teacher shall write up his or her documentation activities and include them in a file that other teachers can review to obtain new ideas. Teachers are strongly encouraged to collaborate on these activities and to exchange specific designs.

#### **EVALUATION OF PERFORMANCE LEVELS**

At the end of each marking period, based on the ongoing assessments and observations, each teacher shall make a judgment on each student's performance level in each taught subject, using the state definitions of novice, apprentice, proficient, and distinguished for the grade where the student will next be tested in that subject. Each judgment may also indicate whether the student is progressing to the next level.