

ASSESSMENT BELIEFS

- Teachers will clarify how grades are determined and the process by which assessment impacts a course.
- Assessment should also include coherent sets of criteria and descriptions of levels of performance for those criteria.
- Targets for proficiency should be clear, performance based, authentic/relevant and communicated in advance
- There are varied types of assessments that will be used –summative, formative, project-based, etc.
- Students and teachers should collaborate for personalized learning/differentiated assessment opportunities
- Students should receive ample and ongoing feedback to know how they are progressing in their learning
- Students and families should receive feedback on behavior rather than receiving a specific grade for it.
- In certain disciplines, there is room to assess quality of effort and progression of skill. However, issues with student behavior will be addressed with the student, communicated to the family, and should not become part of the grade.

