

ASSESSMENT

The Board believes students will respond more positively to the opportunity for success than to the threat of failure. The District will seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It will emphasize achievement in its processes of evaluating student performance.

The administration and certificated staff will devise assessment procedures for evaluating and recording student progress. Assessment of individual students will be reported in a manner which is understandable to parents as well as educational staff.

The Board will approve the assessment and reporting systems as developed in conjunction with the educational staff, upon recommendation of the Superintendent.

The Board recognizes that any assessment and grading system, however effective, is subjective in nature; therefore, there are fundamental principles which must guide all teachers in the assignment of marks and achievement symbols.

1. The assessment of progress in any subject should represent the most accurate estimate by the teacher of the achievement of the individual in the subject as related to his/her group and his/her individual natural ability. A variety of assessment measures will be used and accurate records shall be kept to substantiate the grade given.
2. Each individual must be given every reasonable consideration. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Overall assessments shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

[Adoption date: September 25, 1995]

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