

Lisbon Regional School

Assessment Procedures

Relative to Reporting in a Standards Based System

RATIONALE:

In the fall of 2008, schools in New Hampshire were required to award credit in high school classes based on competencies. These competencies are derived from the essential knowledge and skills a student should have after taking a course and will determine the student's proficiency. In core classes such as English and mathematics, these competencies were written from the Common Core State Standards (CCSS), which serve as the framework for school curricula in the State of New Hampshire. This change created a need to take a serious look at reporting practices K-12 and how we can accurately report proficiency levels and competency attainment for all students.

SUCCESSFUL COMPLETION OF SUBJECT/CREDIT DETERMINATION:

Successful determination of credit for a topic, unit, or course will be determined by a student's completion of 100% of the class competencies, as outlined for each curricular area/course. Successful completion of class competencies will be based on formative and summative assessments. The teacher will make the final determination of successful completion.

FORMATIVE ASSESSMENTS:

Formative Assessments (assessment **FOR** learning) will be assessed on a **C**omplete, **I**ncomplete (with teacher comments), or **N**o Attempt/Progress made, as defined below. Formative Assessments are opportunities for students to practice new knowledge or skills being taught. These activities provide feedback to both the teacher and student regarding where additional work and/or instruction may be needed. The student must redo any formative activity not completed at a successful level. Formative assessments take a variety of forms, including, but not limited to, skill checks, rough drafts, worksheets, informal observations, pre-tests, class work, homework, quizzes, verbal responses, or written answers.

Formative Assessment Key

- C** – **Complete**
- I** – **Incomplete**
- N** – **No Attempt/Progress Made**

The use of formative assessments is important so that the student gains the knowledge and skills necessary to be successful in the mastery of the class competencies. If a student refuses to complete the necessary class work or homework, he/she may be required to attend an after school work session with the teacher or attend homework club until the work is done successfully. Other arrangements may be made in grades 3-6 for completion of any formative assessments not done at an acceptable level. Students have until the summative assessment is administered to successfully complete any formative work not completed.

SUMMATIVE ASSESSMENTS:

Summative Assessments (assessments **OF** learning) will be assessed on a **4, 3, Incomplete** (with comments), **No Attempt/Progress made**, as defined below. Summative assessments certify what the student knows and is able to do after instruction has taken place. Summative assessments take a variety of forms, including, but not limited to, exams, extended learning opportunities, finished writing projects (term papers, essays, stories, etc.), tests, projects, presentations, performance-based assessments completed in or outside the classroom setting, or specific forms of quizzes.

The final determination of what constitutes a formative versus a summative assessment rests with the teacher.

Summative Assessment Rating Key

- 4 - Proficient with Distinction**
- 3 - Proficient**
- I - Incomplete**
- N - No Attempt/Progress**

Summative Assessment Descriptor Rubric

4	3	I	N
Proficient with Distinction	Proficient	Incomplete	No Attempt/Progress
The student demonstrates a high level of proficiency of the competency by exceeding expectations.	The student demonstrates proficiency of the competency.	The student has not yet demonstrated proficiency of the competency, but is making progress (teacher comments included).	The student has not made an attempt to show proficiency of the competency <i>or</i> shows little to no progress.

Course Competency Descriptor Rubric

4	3	I	N
Proficient with Distinction	Proficient	Incomplete	No Attempt/Progress
The student demonstrates a high level of proficiency of the course competencies by consistently exceeding expectations.	The student demonstrates consistent proficiency of the course competencies.	The student has not yet demonstrated consistent proficiency of the course competencies, but is making progress (teacher comments included).	The student shows little to no progress toward proficiency of the competencies.

Proficient with Distinction: Students performing at this level demonstrate the knowledge and skills needed to participate and excel in instructional activities aligned with the course competencies. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

Proficient: Students performing at this level demonstrate minor gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the course competencies. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.

Retakes: A retake is the opportunity for a student to redo a **Summative Assessment** at the discretion of the teacher. Students may be reassessed regardless of the result on the original assessment. Before a retake is administered, the student has to complete all corrective action activities and participate in all additional instructional sessions required by the teacher. The teacher will decide on the date and time of the retake as well as the deadlines on all of the corrective action activities.

"Redoing work is not to be taken for granted" (Wormeli 131).

"If it's a character issue, such as integrity, self-discipline, maturity, and honesty, the greater gift may be to deny the redo option" (Wormeli 132).

"Also, if a particular student is asking to redo work more than twice a grading period, there may be another problem that needs to be addressed" (Wormeli 132).

The retake option is another opportunity for the student to show proficiency in the competency being assessed. All data will be used to determine the overall proficiency in the class or curricular area. Retakes will be done within 10 school days of the original summative assessment, if at all possible, given that all corrective action activities are completed.

Multiple Opportunities: Students have multiple opportunities to demonstrate proficient performance levels on class/course competencies. The sole determination of competent performance is not to depend on one summative assessment. Allowing students multiple ways and opportunities of demonstrating their proficiency is our goal.

Wormeli, Rick. *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Portland, Me.: Stenhouse, 2006. Print.