

## **P6003 FORMATIVE ASSESSMENT PROGRAM**

### **BOARD POLICY:**

**A formative assessment program designed to measure student learning progress at regular intervals throughout the school year will be implemented as part of the district's comprehensive assessment plan. The district plan will be reviewed and revised periodically to reflect changing legislation as well as district needs based on student achievement data.**

#### Definition:

Formative assessment is an ongoing diagnostic process based on state standards and indicators designed to provide information to guide instruction that targets improved student performance. It is generally narrow in scope and focused on knowledge and skills that will be taught or were recently taught to students so that teachers can make decisions about future class and individual instruction and to provide students with feedback about their learning. Formative assessment can be divided into the following categories:

- District Common Assessments are centrally developed or identified formative tools for selected curriculum units for designated grade levels/courses. These assessments are administered and scored at sites and used to inform teachers and teacher teams about student progress and to guide future instruction (e.g. monthly, quarterly, end of module, end of semester/course).
- Building Common Assessments are teacher-team or building-identified formative tools used periodically to assess student progress and to guide future instruction.
- Classroom Assessments are teacher-designated formative tools used continuously in classroom instruction, intervention, and enrichment, based on student need.

#### Administrative Implemental Procedures:

1. Learning Services staff will provide training to develop assessment literacy among professional staff, students, parents, and community members.
2. Learning Services will develop or identify and distribute district common assessments for selected curriculum topics/units for designated grade levels/courses.
3. No formative assessment is to contain any identical or secure state assessment items.
4. Students will be informed from the beginning of the teaching and learning process about the standards and indicators to be assessed.
5. Students will be provided timely, focused feedback regarding their progress.
6. Building staffs will analyze formative assessment results and provide evidence that staff members are collaboratively planning for changes in structure, training and development, or instructional program delivery to improve student achievement and in response to individual student need.

7. District administration will work collaboratively with building staffs to identify and implement the resources and support services necessary to improve student performance.

Administrative Responsibility: Learning Services

Latest Revision Date: September 2006

Previous Revision Date: March 1999 P6003

Updated administratively for alignment purposes: December 2013