

# HAMPTON TOWNSHIP SCHOOL DISTRICT

SECTION: PUPILS

TITLE: ASSESSMENT OF STUDENT  
PROGRESS

ADOPTED: February 18, 2004

REVISED:

213. ASSESSMENT OF STUDENT PROGRESS	
<p>1. Purpose Pol. 212</p>	<p>The Board recognizes that a system of assessing student achievement can help students, teachers, and parents to understand and evaluate a student's progress toward educational goals and academic standards.</p>
<p>2. Definition Title 22 Sec. 4.11</p>	<p><b>Assessment</b> shall be the system of measuring and recording student progress and achievement that enables the student, parents and teachers to determine a student's attainment of established academic standards and to learn the student's strengths and weaknesses, plan an educational or vocational future for the student in areas of the greatest potential for success, and know where remedial work is required.</p> <p>Such assessment shall measure the student's progress against his/her own potential for achievement.</p>
<p>3. Authority SC 1531, 1532 Title 22 Sec. 4.11, 4.51, 4.52 Pol. 102, 216</p>	<p>The Board directs that the district's instructional program shall include a system of assessing all students' academic progress, which is consistent with the goals of the district and state regulations. The system shall include descriptions of how achievement of academic standards will be measured and how this information will be used to assist students having difficulty meeting required standards.</p>
<p>Title 22 Sec. 4.52</p>	<p>Students with disabilities shall be included in the district's assessment system, with appropriate accommodations when necessary.</p>
<p>Title 22 Sec. 4.52</p>	<p>The district's assessment system shall include a variety of assessment strategies which may include:</p> <ol style="list-style-type: none"> <li>1. Written work by students.</li> <li>2. Scientific experiments conducted by students.</li> <li>3. Works of art or musical, theatrical or dance performances by students.</li> </ol>

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<p>Pol. 217</p>	<ol style="list-style-type: none"> <li>4. Demonstrations, performances, products or projects by students related to specific academic standards.</li> <li>5. Examinations developed by teachers to assess specific academic standards.</li> <li>6. Nationally-available achievement tests.</li> <li>7. Diagnostic assessments.</li> <li>8. Evaluations of portfolios of student work related to achievement of academic standards.</li> <li>9. Written testimony from authorities and summary indicators, including transcripts, test results or a personal resume.</li> <li>10. Other measures, as appropriate, which may include standardized tests.</li> </ol>
<p>4. Delegation of Responsibility Title 22 Sec. 4.52</p>	<p>The Superintendent or designee shall develop and implement procedures to assess student progress, in accordance with district goals and regulations of the State Board of Education.</p>
<p>5. Guidelines</p>	<p>At the outset of any course, each student should be informed about the academic standards to be attained.</p> <p>Each student should be kept informed of personal progress during the units of a course of planned instruction.</p> <p>Methods of assessment shall be appropriate to the planned instruction and maturity of students.</p> <p>Assessment strategies should objectively evaluate and reward students for their efforts.</p> <p>Students should be encouraged to assess their own academic achievements.</p> <p>All assessment systems shall be subject to continuing review and revision.</p> <p>Staff, students, and parents should be involved in the continuing program of assessment review.</p>

Grading Scale

To ensure consistency among all subject areas and to communicate district-wide standards to students and parents, a grading scale will be implemented by the district and used by all staff members who assign grades as a measure of academic progress.