**Assessment**

**From Lansdowne 2023-2024 Staff Handbook\*:**

***Assessments****- The process of discerning the breadth and depth of students’ skills and content knowledge- is an ongoing element of the accomplished teacher’s routine and serves a variety of critical purposes.  Teachers choose and design assessments that are aligned with the instruction and standards.  Teachers are skilled and thoughtful in the ways they assess students and they understand that improving teaching and student learning is the primary reason for assessing students’ performance.  The assessment of student learning takes many forms, and we cannot make judgments about students on the basis of any single assessment or one data point.*

***Assessment Calendar-*** *Please adhere to CMS Grading Policy as well as School-wide grading policy. The CMS Student Assessment Calendar pertains to all grade levels. 3-5 EOGs will affect the schedules of Resource, Speech, and TD classes. EOG testing will impact all other classes. All certified staff members will be trained to administer EOG tests. 100% staff attendance is expected for training and during the administration of Local and State Assessments.* [*23-24 Assessment Calendar*](https://docs.google.com/spreadsheets/d/11Oz1Uwv0deLhwhrC1t5oq0DHKmDZs8jDXTCPzKoZF_M/htmlview?usp=sharing)

***Grading Policy****-*

*Teachers will follow the CMS/LES Grading Policy.* ***Classwork/Informal Assessments/Homework******will count towards 40% of the quarter grade****. Classwork must include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc. Class participation rubrics must be approved by the principal or grade level admin. There will be a minimum of* ***6 informal assessments per quarter in each subject area*** *that shall be included in the quarter grade cycle.*

***Formal assessments******will account for 60% of the quarter grade*** *and this includes a variety of assignments such as tests, comprehensive writing assignments, projects, etc.* ***There will be a minimum of 4 formal assessments per quarter in each subject area that shall be included in the final grade.*** *Project rubrics must be approved by the principal or grade level admin.*

*Under the Family Educational Rights and Privacy Act (FERPA), every student has the right to know his/her grades. Students with an IEP should not receive failing grades without proper interventions and documentation.  ML student grades should follow the guidelines based on their WIDA scores and can be obtained from the ML teacher.* ***Grades will be recorded in PowerSchool for each subject area to substantiate the grade given on a student's report card. Teachers will record grades in the system within 10 school days of the assignment’s due date. Opportunities for reteaching/remediation and enrichment will be the focus of our school-wide small group instruction.***

*The general education teachers and the EC teacher should collaborate regarding students’ classwork and grades. The general education teacher is the teacher of record for the entire class. Report cards should have no indication that a child may be receiving Exceptional Children services. Teachers should use the IEP progress report to document academic and behavior specific information, which may include attachments of data collection and/or work samples that inform a parent of the child’s progress.* ***Teachers should maintain ongoing communication with the family regarding strengths and needs of the child. Teachers should maintain written documentation to support grades earned for all children.***

***When students with disabilities are in a co-taught class, who is responsible for assigning their grades? Who is accountable for their performance on high stakes tests?***

*The general education teacher is the teacher of record for the entire class. Both teachers share responsibility for all the students in their co-taught class and should collaborate on all areas of instruction.*

**Charlotte Mecklenburg Schools Website**: [**Accountability**](https://www.cmsk12.org/Page/169)

**According to IBO:**

1. *Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.*
2. *Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.*
3. *Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.*
4. *Fostering an assessment culture involves the development of assessment capability among all members of the learning community.*
5. *Learning goals and success criteria are co-constructed and clearly communicated*
6. *Both learning outcomes and the learning process are assessed.*
7. *Assessment design is both backward and forward looking.*

**How Lansdowne follows IBO standards:**

1. At Lansdowne we review and reflect on data as PLCs at least bi-weekly, if not more often. This is done in our Precision Planning (See Collaborative Planning document). Data review informs our small group instruction as well as helps decide what scaffolds and extensions need to be added to core instruction.
2. Students at Lansdowne, particularly in grades 3-5, can self-assess and reflect on their learning and assessments. Retests are available to 3-5 students on all formative assessments that students score less than 80%.
3. All core subjects give students daily opportunities to self-check and rate their learning informally with things like exit tickets. They formally self-assess with unit reflections.
4. See Lansdowne Handbook Assessment Policy above
5. Daily objectives are clearly stated in the classroom and referenced throughout the day. Students are consistently made aware of what their learning goals are.
6. See #3
7. See #1