# ASSESSMENT OF STUDENT PROGRESS

## Section 1 Purpose

The Board recognizes that a system of assessing student achievement can help the students, teachers and parents/guardians to understand and evaluate a student’s progress toward educational goals and the Pennsylvania Core standards.

## Section 2 Definition

**Assessment** shall be the system of measuring and recording student progress and achievement that enables the student, parents/guardians and teachers to:

- a. Determine a student’s attainment of established academic standards.
- b. Learn the student’s strengths and weaknesses.
- c. Plan an educational or vocational future for the student in areas of the greatest potential for success.
- d. Know where remedial work is required.

Title 22 Sec. 4.11
POLICY NO. 213
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Such assessment shall measure the student's progress against both his/her own potential for achievement and the achievements of others in the class, as appropriate to the grade level and subject matter.

Section 3 Authority

The Board directs that the instructional program of this District include a system of assessing all students’ academic progress. 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.

Students with disabilities shall be included in the district’s assessment system, with appropriate accommodations when necessary.

The district’s assessment system shall include a variety of assessment strategies which may include:

a. Written work by students.

b. Scientific experiments conducted by students.

c. Works of art or musical, theatrical or dance performance by students.

d. Demonstrations, performances, products or projects by students related to specific academic standards.

e. Examinations developed by teachers to assess specific academic standards.

f. Nationally or state available achievement tests.

g. Diagnostic assessments.

h. Evaluations of portfolios of student work related to achievement of academic standards.

i. Other measures, as appropriate, which may include standardized tests.

SC 1531, 1532
Title 22 Sec. 4.11, 4.51, 4.52

Title 22 Sec. 4.52
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Section 3  Delegation of Responsibility

The Superintendent or designee shall develop assessment procedures which include the following:

a. Each student should know the teacher’s expectations at the outset of any course of study.

b. Each student shall be kept informed of his/her progress during the course of a unit of study.

c. Methods of assessing shall be appropriate to the course of study and the maturity of students.

d. Assessment should objectively evaluate and reward students for their efforts.

e. Students should be encouraged to assess their own achievements.

f. All assessment systems are subject to continual review and revision.

g. Staff, students, and parents/guardians should be involved in the continuing program of grading review.

Section 4  Guidelines

Each classroom teacher is expected to provide students with a clear understanding of the assessment practices related to their individual course. Grades assigned should reflect the achievement based upon the specific criteria expected in the course and outlined by the teacher.

Individual extra credit assignments will not be given by teachers so that a student may improve his/her letter grade.

Classroom extra credit assignments may be given so long as they are substantially germane to the subject matter being taught.
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The purpose of “extra credit” is not to allow students to gain enough points to significantly alter a final or quarter grade. Extra credit allows a teacher to make an improved judgment of a student’s academic capability.

At Keystone Oaks High School, quality points are values assigned for the purpose of determining an average letter grade. Honor and AP classes have weighted value for grades of a C or better. The values are as follows:

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References:

School Code – 24 P.S. Sec. 1531, 1532

State Board of Education Regulations – 22 PA Code Sec. 4.11, 4.24, 4.51, 4.5