



Colchester High School

Assessment, Grading, and Reporting Belief Statements



At Colchester High School we understand and use assessment, grading, and reporting systems grounded in best practices in order to support the learning and growth of all students.

1. We believe that all students can learn and assessment is an integral part of the learning process.
2. We believe that effective assessment, grading, and reporting systems promote lifelong learning, encourage transfer and a growth mindset.
3. We believe that appropriately adjusted standards and learning targets form the basis of instruction and assessment.
4. We believe that clarification of learning expectations for students prior to and during instruction AND practice opportunities are beneficial for student understanding and teacher intervention.
5. We believe that assessment, grading, and reporting should be guided by clearly communicated outcomes with defined levels of achievement.
6. We believe that when students take an active role in their assessment and learning, it positively impacts engagement and achievement.
7. We believe that learning is an ongoing process. Students should be given multiple opportunities to demonstrate their learning so that their grade reflects their current level of understanding.
8. We believe that assessment is ongoing. Assessment both informs instruction (formatively) and evaluates learning (summatively), making growth evident to each individual student as well as to the teacher throughout the learning process.
9. We believe that the purpose of assessment is to encourage and support learning for all students. We believe that the purpose of our grading practices is to accurately communicate learning.
10. We believe that all teachers will use respectful and consistent grading practices that accurately represent what students know, understand, and are able to do.
11. We believe reporting student *achievement* of standards should be separate from reporting *dispositions* (learning habits) students use to reach those standards.
12. We believe the grade reporting system must be clear and easily understood by all stakeholders.
13. We believe our reporting and assessment system, which includes timely and consistent feedback, helps students recognize their depth of learning.
14. We believe it is essential to teach, provide feedback on, and assess learning dispositions in tandem with academic content.