Assessment and Grading Principles - Guidelines for Preparing Assessments

Guidelines for Preparation of Assessments

I. Introduction

These guidelines apply to those culminating assessments/exams used for a final exam grade for high school courses as outlined in Regulation 661-4.

II. General Guidelines for Assessments

A. The assessments shall evaluate student mastery of the standards upon which instruction was based.

B. The teachers shall use varied assessment methods such as (but are not limited to): observations, labs, essays, unit assessments, works of art, multimedia productions, oral examination/verbal responses, discussion, presentations, quizzes and tests, culminating activities or projects, selected response (multiple choice, true/false, matching, fill-in-the-blank), written response (short answer items or extended written response items), performance assessment (performance task or criteria), and personal communication (questioning, interview or conference, oral examination, journals, or logs). These varied methods shall ensure students have the opportunity, as appropriate, to use each of the following skills reading, writing, listening, and speaking.

C. The assessment shall provide the opportunity for students to respond at the various cognitive levels: knowledge, comprehension, application, analysis, evaluation, and creation.

III. Writing Directions

A. The directions for the student shall be explicit, clear, and explain the task.

B. The directions shall include the criteria to earn the maximum score for the assessed item(s). This is especially important for written response, performance, and personal communication (oral) items.

IV. Producing Assessment Materials

A. Materials should be prepared in clear type and in a font size large enough for all students to easily read.
B. Check and proofread carefully to avoid any spelling or grammar errors.

C. When students are to write answers on the test paper, provide adequate space for the student’s response. The spaces provided shall be located with the question being asked.

D. Graphics (graphs, maps, or charts) should be crisp, clear, and provided in greyscale when color is not available.

E. Assessment materials shall be clear and readable when they are reproduced.

V. Formatting Written Assessments

A. Number each question.

B. Arrange items to eliminate the need to flip from page to page.

VI. Guidelines for Review and Approval of Examinations

All cumulative summative assessments (exams) prepared by teachers shall be reviewed by their collaborative learning teams and approved by supervising administrator with sufficient time to allow for the review of the assessment. Any deadlines required by the supervising administrator shall be communicated to teachers in advance.

The Principal and the Associate Superintendent for Student and Professional Learning are responsible for implementing and monitoring this regulation.

This regulation and related policy shall be reviewed at least every five years and revised as needed.