

697 Assessment Policy

I. PURPOSE

The purpose of this policy is to define assessment practices in Fridley Public Schools.

II. STATEMENT OF POLICY

Each building will establish appropriate assessment practices, strategies and tools to use at grade levels and within subject areas. These practices, strategies and tools will follow the guidelines set forth below.

III. DEFINITIONS

- A. Summative assessment—aimed at determining a student’s achievement level, generally at the end of a course of study or unit of work.
- B. Formative assessment—aimed at identifying the learning needs of students and informing teaching and learning.

IV. PURPOSE OF ASSESSMENT

The primary purpose of assessment is to inform instruction. Assessment informs teachers of what students understand, guides classroom instruction, shows which concepts need to be re-taught, and where there may be gaps in learning and curriculum. Assessment provides students with feedback on their learning, identifies areas of strength and weakness, and allows them to set goals for future learning. Assessment provides parents with an understanding of their child’s progress and helps them better support and celebrate their child’s learning. It should also inform parents about student progress against a given standard.

V. PRINCIPLES OF ASSESMENT

Assessments are varied in type and serve different purposes. They allow students multiple opportunities to demonstrate their understanding. Assessment is an ongoing process and does not happen just at the end of a course or a unit of study. Results inform both students and teachers and are easily understood by all stakeholders. There is an emphasis on both formative and summative assessment.

Regardless of the purpose of an assessment, high quality assessments:

- Measure progress toward the instructional goals.
- Align with clear criteria given to students prior to an assessment.



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

- Provide timely feedback to students.
- Allow opportunities for students to reflect on their learning.
- Provide students with an understanding of areas for growth and allow for reassessment.
- Provide opportunities for students to share their learning with others.
- Challenge all students through differentiation.
- Include modifications when necessary.

VI. DISTRICT ASSESSMENT REQUIREMENTS

Each building will articulate the district assessment requirements for their grade levels and subject areas. These will include, but are not limited to, assessments mandated by the state and the International Baccalaureate.

VII. REVIEW OF ASSESMENT POLICY AND PRACTICES

Each building will review this policy and its own assessment practices during the regularly scheduled International Baccalaureate evaluation process, or on an as needed basis. The review committee will be made up of the building principal, IB coordinator, and representatives from the building leadership team.

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum Instructional Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development)

School Board Action:

Revised June 21, 2016

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