

## Greenwich Public Schools

### Academic Mastery and Whole Student Development – Assessment Standards

E-003

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**Policy:** The District shall establish an assessment system that is aligned with the District's Mission and provides a comprehensive, consistent and integrated system of student learner objectives / outcomes, assessment, analysis and reporting.

The assessment system will provide evidence on the District's progress over time toward the following objectives:

- All students master the objectives of the Greenwich curriculum.
- All students achieve to their highest level of academic potential.
- All students perform better than others in similar districts in the state and in the nation.
- Parents and the public are pleased with student progress.
- All students develop the knowledge and skills to become productive, responsible, ethical, creative and compassionate members of society through academic and extra-curricular activities, including athletics, music, theater arts, community service, and student leadership.
- All students respect authority, their peers, themselves, and the school facilities and property.

Assessment shall include standardized tests, local District assessments, informal assessments, student report cards and stakeholder satisfaction surveys. Additional data to be considered shall include student disciplinary records, attendance records and participation in student activities.

The District will ensure that assessment provides the foundation for continuous improvement through goal setting, staff and curriculum development, and allocation of resources. Individual student assessment results (both standardized and classroom) will provide the basis for adjusting a student's instructional program to his/her needs.

The District shall establish a consistent, fair and objective system of grading that is communicated to parents and students in a timely manner several times during the academic year.

The Board directs the administration to develop procedures concerning weighted grading for honors and advanced placement classes. The procedures shall include provisions for advising parents and students whether a grade in an honors or an advanced placement class is or is not given added weight for purposes of calculating grade point average and determining class rank.

The Board directs the administration to develop procedures concerning homework, attendance, promotion, and retention and to communicate such procedures to parents and students.

**Rationale:**

A critical dimension of a quality educational program is the extent to which the achievement of students can be measured, compared to others and/or to standards, and continuously improved.

**Legal References:**

Connecticut General Statutes

- 10-14n State-wide mastery examination. Certification of mastery
- P.A. 01-205 An Act concerning Mastery Test Exemptions
- P.A. 99.81 An Act concerning Weighted Grading for Honors Class

**Policy Adopted: April 28, 2005**

**Policy Revised: October 23, 2008**

**Policy Revised: February 26, 2009**

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**Greenwich, Connecticut**