

The Board believes that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

Assessment system

A comprehensive program of assessment shall be developed by the district that adequately measures each student's progress toward and achievement of the district's academic standards. The district's program of student assessment shall:

1. Challenge students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge.
2. Include "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary.
3. Provide reliable and valid information on student and school performance to educators, parents/guardians and employers.
4. Provide timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.

In accordance with applicable law, the district's program of assessment shall accommodate students with disabilities and English language learners.

The district's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's statewide assessment results and longitudinal academic growth information and shall explain that information to the student's parent/guardian.

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Grading system

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students shall be kept in a form meaningful to parents/guardians as well as teachers. The grading system shall be uniform district-wide at comparable grade levels. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board shall approve the grading, reporting and assessment systems as developed by the professional staff, upon recommendation of the superintendent.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

LEGAL REFS.: C.R.S. [22-7-407](#) (district academic standards)

C.R.S. [22-7-409](#) (state assessment implementation schedule)

C.R.S. [22-7-409](#) (1.2)(d)(II) (assignment of scores on statewide assessments for students with disabilities)

C.R.S. [22-7-409](#) (1.9) (state assessment results included on student report card if feasible; results of college entrance exam included on student transcripts)

C.R.S. [22-11-101](#) et seq. (Education Accountability Act of 2009)

C.R.S. [22-11-203](#) (2)(a) (principal required to provide educators access to their students' academic growth information "upon receipt" of that information)

C.R.S. [22-11-504](#) (3) (policy required to ensure explanation of student assessment results and longitudinal growth information)

CROSS REFS.: [AEA](#), Standards Based Education

[AED](#)*, Accreditation

[IK](#), Academic Achievement

[JRA/JRC](#), Student Records/Release of Information on Students

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