



SPENCERPORT HIGH SCHOOL

ASSESSMENT AND GRADING DEFINITIONS

As established by 2023 6-12 Assessment and Grading Protocols Committee



OUR GOAL IS TO ESTABLISH A COMMON LANGUAGE AND UNDERSTANDING OF ASSESSMENT AND GRADING FOR ALL STAKEHOLDERS

Grading	<ul style="list-style-type: none">• The purpose of grading is to measure and communicate student progress and achievement toward the content standards.
Purpose of Assessment	<ul style="list-style-type: none">• Spencerport views assessment as an opportunity for students to demonstrate their understanding of content standards. Through this process, teachers use data to support student learning and provide the necessary feedback to solidify understanding.<ul style="list-style-type: none">◦ Assessments are used to communicate progress, empower students, and guide instruction.◦ Assessments serve to identify a deficit or validate a student's academic strengths.◦ Assessments can be highly individualized and allows an educator(s) to design instruction and targeted intervention.◦ Assessments inform instruction.◦ Assessments may include performance-based (i.e., physical education, musical performances, labs, video recordings, and demonstrations) instructional activities.◦ Rubrics may be used to evaluate writing or performance-based assessments to ensure consistency.
Formative Assessment	<ul style="list-style-type: none">• Formative assessment refers to a type of assessment that is used to monitor and provide ongoing feedback on student learning (this is different from summative assessment, which evaluates learning at the end of a unit or course).• Formative assessment is an essential component of effective teaching and learning and ensures that student understanding is being monitored on a continued basis.• The goal of formative assessment is to help teachers identify areas where students may be struggling and provide them with specific feedback and support. Students are also given the opportunity to reflect on their learning.• Formative assessments allow teachers and students to identify and address gaps in understanding throughout a unit or course.• By identifying areas where individual students are struggling, teachers can provide targeted support for their learning.• Formative assessments take many forms, including quizzes, homework assignments, classroom discussions, peer reviews, teacher observations, and more.
Summative Assessment	<ul style="list-style-type: none">• One of the primary benefits of summative assessment is that it provides a clear measure of student performance. Summative assessment helps summarize progress toward learning goals.• Summative assessment occurs after teaching. It helps to summarize and find out answers to big questions such as, "What did the students learn after receiving instruction?" It helps to identify if students met their goals and objectives.• Summative assessments can vary in format and function. End-of-year assessments are summative in nature.• Formative and summative assessments are used to learn about students' strengths and needs. Both forms provide information on current levels, growth, and next steps for instruction. Formative assessment happens more frequently and aligns to the summative assessment.