Linn-Mar Middle Level
Standards-Based Assessing and Reporting Guiding Principles

Determining proficiency-
- Teachers will consider multiple data points based on formative and summative assessment.
- Teachers will provide evidence to support the proficiency indicator.
- Teachers will consider most recent data to determine indicator of student progress.

Behavior-
- Behavior is not considered part of academics and is not to be considered part of the proficiency level assessment.
- Behavior will be assessed and recorded separately for each course on the report card.

Practice-
- Practice must be meaningful, purposeful, of high quality and aligned to specific standards and objectives.
- Practice may happen inside or outside the classroom.
- The student practice should be used to inform the level of student understanding and to guide future instruction.
- Practice may or may not be scored.
- Multiple opportunities to practice should be provided prior to the summative assessment.

Formative assessment-
- Formal and informal indicators of student progress.

Summative assessment-
- Formal assessment of student progress from the common summative assessment. (this assessment is the same in both middle schools)
- Students are expected to complete the assessment independently.

Incomplete work-
- Students are expected to complete all required work.
- Work that is not submitted will be recorded as Incomplete
- Teachers must give students opportunity to complete work.

Extra-Credit will not be given-
- High-level work should be used to differentiate for students who show secure proficiency.
- This should not simply be more work, but work at a level beyond the secure expectations.
- This can be used as evidence that the student meets the “exemplary” level for a specific proficiency indicator.

Ongoing assessment-(retakes, revisions, etc.)
- Students will be given multiple opportunities to demonstrate proficiency following additional instruction and ongoing assessment.
- Ongoing assessments may be given in a format different from the original.
- The time frame of on-going assessments will be determined by the team and individual teachers.