ASSESSMENT AND EVALUATION

The Alexandria City School Board believes that each and every student is capable of mastering a rigorous and relevant curriculum and performing at high academic levels. The "Instructional Excellence" goal of its *Equity for All 2025* Strategic Plan declares, "ACPS will ensure that all students have access to and engagement with high-quality instruction." The plan strives to eliminate "achievement gaps among underserved student populations" so that "all students will graduate from high school prepared for college, careers, and life."

The Virginia Standards of Learning (SOL) provide only the minimal foundation for the school division's curriculum and assessment program to achieve the objectives of the Strategic Plan. Therefore, the division's curriculum includes additional clearly defined instructional standards, objectives, and assessments that are used to challenge and engage students in the learning process and provide them with the skills, knowledge, and attitudes to succeed academically, emotionally, physically, and socially.

Alexandria City Public Schools is committed to ensuring that all students become proficient in five competencies required for success in post-secondary education and the 21st century workplace:
- Reading Complex Text

- Writing to Promote Post-Secondary Success

- Discourse within the Disciplines (i.e., thinking like a professional, e.g., like a biologist, like an economist, like a writer, etc.)
- Analyzing and Interpreting Statistical and Linguistic Data

- Speaking and Listening

The Superintendent ensures that student achievement is evaluated across all grade-levels on an ongoing and consistent basis. Teachers use multiple assessment practices to evaluate student mastery of the content and skills taught in their courses.

All students shall be given the resources, time, and academic supports needed, and are expected to meet or exceed the prescribed standards and benchmarks. The delivery of instruction shall ensure that all students are able to succeed in mastering the ACPS curriculum. Learning shall be challenging and engaging for all students, ensuring that they perceive their education as relevant, authentic, and purposeful. Instruction (i.e., the taught curriculum) shall be differentiated to help every student move toward advanced levels of proficiency and understanding. The taught curriculum, therefore, should successfully address all students' varying readiness levels, interests, and learner profiles. Additionally, instruction should address the whole child, including students' academic/intellectual, emotional, social relational, and physical development and well-being.

Assessment shall be balanced and multi-faceted, including diagnosis/pre-assessment, ongoing formative assessment, periodic nationally-normed assessments, and summative assessment. All

47 assessment shall be aligned with curriculum-based standards.
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49 Assessment data should be collected and analyzed in an ongoing fashion with students receiving
50 support to become self-assessors and self-regulating learners. Formative assessment should pro-
51 vide regular standards-based feedback to students so that they can adjust their learning and
52 achieve mastery of designated lesson-, unit-, and course-based standards.
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54 Reassessment is a powerful tool that assists students in their pursuit of achievement by providing
55 them the opportunity to demonstrate that they have mastered the required skills and content.
56 Students shall be expected and permitted to revisit work when, in the teacher's professional
57 judgment, it is clear that additional study, effort, and time will produce higher achievement.
58
59 Assessment is not evaluation. The purpose of assessment is to provide feedback to learners to
60 help them move toward standards mastery. Formative assessment, in effect, is the basis for daily
61 coaching of learners, helping them move towards successful completion of summative
62 evaluations (i.e., tests, culminating performance assessments, projects, essays, etc.). In contrast,
63 evaluation uses student performance data to make judgments about the quality of student work
64 products, levels of standards mastery, and degrees of proficiency. Grades are predicated upon
65 student demonstration of standards mastery and are the product of evaluation. Diagnostic and
66 formative assessment should prepare students for success on summative assessments.
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68 Regulation IFA-R details administrative procedures and monitoring processes to ensure
69 consistent implementation of this policy across all schools and departments.
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71 Adopted: October 22, 2009
72 Amended: May 9, 2013
73 Amended: September 17, 2015
74 Amended: September 10, 2020
75 Amended: September 9, 2021
76
77 Cross Refs.:   IFA-R   Regulations Governing the Assessment and Evaluation Policy
78   IGBI   Advanced Placement and Dual Enrollment Classes
79   IKB   Course Assignments-Secondary
80   IKB-R   Regulations Governing the Course Assignments Policy
81   IKC   Grading
82   IKC-R   Regulations Governing the Grading Policy
83   IKCA   Reports to Parents/Guardians
84   IKD   Instructional Assignments-Elementary
85   IKD-R   Regulations Pertaining to Instructional Assignments-Elementary
86   IKE   Academic Promotion and Retention
87   IKE-R   Regulations for Academic Promotion and Retention
88   IKEB   Acceleration
89   IKEB-R   Acceleration Regulations