Freeport School District 145 Assessment Philosophy

Governing Value: We provide a high quality education for all students

We believe that assessments shall:
- Measure individual student progress
- Produce results that identify which student subgroups are proficient
- Lead to instructional interventions; providing descriptive, diagnostic feedback that shows the learner how to improve
- Communicate what students know and still need to learn
- Provide results that are easily accessed and understood by all users (e.g. administrators, students, parents)
- Align to state and national content standards and classroom instruction
- Provide information about what professional development the staff needs in order to teach students to proficiency
- Be used to group and measure growth in student achievement
- Produce results that correlate with annual accountability tests (e.g. PARCC, DLM, ACT, etc.)
- Be valid and reliable (cooperatively created and collaboratively scored to ensure inter-rater reliability)

We believe students shall:
- Take ownership of their learning
- Accept/share the responsibility for assessment results
- Learn from assessments
    - Know the expectations of learning (objectives and rubrics) and analyze exemplars to achieve proficiency
    - Analyze assessment results to celebrate and create specific, measurable goals for improvement
    - Use results to develop self-assessment skills in order to improve their performance
- Respectfully collaborate with peers to improve performance for all

We believe teachers and administrators shall:
- Provide instructional interventions, along with descriptive, diagnostic feedback
- Utilize assessments to diagnose the provided instruction, to inform instructional decisions, and provide evidence of each student's progress towards proficiency
- Be assessment literate:
    - *Demonstrate the purpose of the types of assessment (for, of, as);*
    - *Have the skills to use assessment data;*
    - *Create valid and reliable assessments that align to the rigor of the standard;*
    - *Identify biases that can influence assessment results;*
    - *Construct scales and rubrics;*
    - *Participate in professional development opportunities to increase professional knowledge of assessment and assessment systems;*
    - *Accept/Share the responsibility for the results of the assessment*
- Collaboratively score assessments in order to demonstrate inter-rater reliability
- Conduct assessments according to established procedures
- Provide parents with timely information regarding their student's progress on the learning progression
- Use multiple data and sources points to drive instructional decisions district-wide
- Use assessment data to evaluate instructional initiatives, curriculum, and programs