

## **GRADING/ASSESSMENT SYSTEMS**

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

### **State Assessment System**

State and federal law require students enrolled in a Centennial BOCES school to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies in elementary and middle school. Accordingly, Centennial BOCES will administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires Centennial BOCES to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and Centennial BOCES's assessment calendar. This policy and its accompanying regulation represent Centennial BOCES's processes to address these requirements.

### **1. Pencil and paper testing option**

Centennial BOCES may determine that a specific classroom or Centennial BOCES school will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the executive director or designee must consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in a Centennial BOCES school.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment will be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

## **2. Parent/guardian request for exemption**

A parent/guardian who wishes to exempt their child from a particular state assessment or assessments must make this request in accordance with this policy's accompanying regulation.

In accordance with state law, Centennial BOCES will not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments. Students excused by their parents/guardians from participating in a state assessment or assessments will not be prohibited from participating in an activity or from receiving any other form of reward that Centennial BOCES provides to students for participating in the state assessment.

This policy's exemption process applies only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and does not apply to Centennial BOCES or classroom assessments.

## **3. Sharing of student state assessment results with parents/guardians**

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in a Centennial BOCES school based on the state assessment results for the preceding school years. Appropriate Centennial BOCES personnel, including those who work directly with the student, will have access to the student's state assessment results and longitudinal academic growth information and must share with and explain that information to the student's parent/guardian.

### **BOCES Assessment System**

In addition to the state assessment system, Centennial BOCES has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and

- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with Centennial BOCES's or applicable district's academic standards.

In accordance with applicable law, the Centennial BOCES's assessment system will accommodate students with disabilities and English language learners.

The Centennial BOCES'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 Centennial BOCES's or applicable district's academic standards.

### **Additional Assessment Information for Parents/Guardians**

In accordance with state law and this policy's accompanying regulation, Centennial BOCES will distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and Centennial BOCES assessments that Centennial BOCES plans to administer during the school year.

### **Classroom Assessment System**

Classroom assessment practices will be aligned with the Centennial BOCES or applicable 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 is 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 executive director or designee and professional staff will devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with Centennial BOCES's or applicable district's academic standards. The records and reports of individual students will be kept in a form meaningful to parents/guardians as well as teachers. The grading system will be uniform 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 will approve the grading, reporting, and assessment systems as developed by the professional staff, upon recommendation of the executive director.

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

LEGAL REFS.: 20 U.S.C. 6311 (b)(2)(A) Every Student Succeeds Act (ESSA) requires states to implement mathematics, reading or language arts, and science assessments  
20 U.S.C. 6312 (e)(2)(A) under ESSA, BOCES must provide information to a parent regarding BOCES's opt-out policy for state assessments, at parent's request for such information  
20 U.S.C. 6312 (e)(1)(B)(i) under ESSA, BOCES must provide information to parents regarding the child's level of achievement and academic growth on state assessments  
C.R.S. 22-7-1006.3 (1) state assessment implementation schedule  
C.R.S. 22-7-1006.3 (1)(d) BOCES must report to CDE the number of students who will take the state assessment in a pencil and paper format  
C.R.S. 22-7-1006.3 (7)(d) state assessment results included on student report card if feasible  
C.R.S. 22-7-1006.3 (8)(a) policy required to ensure explanation of student state assessment results  
C.R.S. 22-7-1013 (1) academic standards  
C.R.S. 22-7-1013 (6) policy required regarding the use of pencil and paper on state assessments  
C.R.S. 22-7-1013 (7) procedure required concerning distribution of assessment calendar to parents/guardians  
C.R.S. 22-7-1013 (8) policy and procedure required to allow parents to excuse their children from participation in state assessments  
C.R.S. 22-7-1016 (2)(b) results of state "readiness assessments" and national assessments administered in high school must be included on high school student's final transcript  
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 state assessment results and longitudinal growth information

1 CCR 301-46, Rules for the Administration of the college Entrance Exam

CROSS REFS.: AEA, Standards Based Education  
AED, Accreditation  
IK, Academic Achievement  
JRA/JRC, Student Records/Release of Information on Students

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Centennial BOCES