



Philosophy of Assessment

Assessments are an important part of the learning process. It is a delicate balance of assessments that promotes student mastery of the learning objectives; furthermore, the Kansas College and Career Readiness standards call educators to go beyond students demonstrating basic understanding of standards, but for students to demonstrate competencies that will allow them to excel in their careers and life after high school. When assessment practices are out of balance, the curriculum and instruction can become misguided and student learning is not maximized. Piper School District's Leadership Team, Instructional Staff, and Board of Education seek to implement assessment practices that maximize student achievement that affords them great opportunities in a 21st Century society. Assessments can be broadly sorted into three categories: *Assessment for Learning*, *Assessment of Learning*, and *Assessment as Learning*. While they can be sorted into these three categories, different assessments can serve as more than one purpose. In fact, when a teacher designs units of study with a balance of carefully chosen classroom based assessments in conjunction with district assessments, time spent on student learning is maximized.

Instructional Strategies: **Assessment as Learning**—The use of ongoing self-assessment by students in order to monitor their own **learning**, which is “characterized by students reflecting on their own **learning** and making adjustments so that they achieve deeper understanding.”

Formative: **Assessment for Learning**—The teacher uses it to guide instruction. The information is used by the teacher to **inform** instructional practices of Tier 1 instruction. It is used to check for student understanding of the concepts of the lesson within a unit of study, and it provides guidance for changes in instructional practices in instruction or a need for differentiation, a different approach to teaching the content, or look to provide tiered support.

Summative: **Assessment of Learning**—The information is used by teachers, building leaders, and district leaders to **evaluate** student understanding against the curriculum and instructional practices.

Our Board of Education adopted *Piper School District's Assessment Timeline* that we believe exemplifies and provides a delicate balance of assessment practices that maximize student learning and are in line with our district's Core Beliefs.