

Effective & Equitable Assessment: Pedagogy and PTP for Junior High School

		Always	Sometimes	Not Yet	Examples & Comments
A L I G N E D	Organizational categories are named to reflect the curriculum.				
	Assessments are linked to outcomes.				
	Scores reflect depth of understanding and application of concepts and skills described in the assessed outcomes.				
B A L A N C E D	Assessments are named to provide all users with an idea of the nature and curricular focus of the assessment (and may be integrated across courses).				
	Balanced assessments, both formative (COPs) and summative assessments are recorded.				
R E S P O N S I V E	Scores are updated when there is better evidence from multiple opportunities to demonstrate learning.				
	Professional judgement is used to prevent grade distortion, high-stakes assessments, and grades that don't represent individual achievement.				
	The body of evidence is different from student to student based on UDL and CRP practices.				
C O M M U N I C A T I O N P R A C T I C E S	Assessment and evaluation information is communicated via the Class Description textbox for each course.				
	Assessment descriptions provide clarity to all users about the nature and curricular focus via the Assignment Description textbox.				
	Comments are used to document student achievement and provide feedback to support student learning.				
	Scores and flags are used to communicate student learning.				
	Assessments are entered in PTP a timely manner, consistent in the school.				
	A reasonable and appropriate number of assessments are recorded.				