## CAS HIGH SCHOOL PROFESSIONAL COMMITTEE SCHOOL SURVEY "SUCCESSFUL ASSESSMENT STRATEGIES"

School Name:	
In what academic year was your school last visited by NEASC? (Ex. 2002-2003)	
Please see the attached NEASC accreditation Assessment Standard. Please choose one of the indicators for which you can share a "best bractice" used at your school (i.e., one for which you feel your school has truly addressed that indicator.) Briefly describe that practice. In your description please include:  • A brief description of the practice as it exists today. • The process you, as an educational leader, went through to reach	
<ul><li>that best practice.</li><li>How you developed or accomplished it?</li><li>Who was involved?</li></ul>	
Where is your school now in the implementation?  Assessment Standard Indicator #	
Description:	
(0	ver)

Please provide your contact program described. (Our is assessment in an upcoming administrators.)	ntention is to feature sev	eral best practices in	the area of
Contact Person:		tle:	
Telephone: ( )	e-mail:	Fa	ıx:
Mail or Fax by February 27,	c/o Dennis Carrit	hers	
	30 Realty Drive		

30 Realty Drive Cheshire, CT 06410 Fax: 1-203-250-1345

## TEACHING AND LEARNING STANDARD

## 4. ASSESSMENT OF STUDENT LEARNING

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

- 1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
- 2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
- 3. Teachers shall base their classroom assessment of student learning on school-wide academic expectations and course-specific learning goals.
- 4. School-wide and course-specific rubrics shall be the basis for classroom assessment of student learning.
- 5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
- Teachers shall meet collaboratively to discuss and share student work and results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
- 7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
- 8. The school's professional staff shall communicate:
  - Individual student progress in achieving school-wide academic expectations to students and their families;
  - The school's progress achieving all school-wide expectations to the school community.