

ASSESSMENT AND EVALUATION

The Alexandria City School Board believes that each and every student is capable of mastering a rigorous and relevant curriculum and performing at high academic levels. The “Instructional Excellence” goal of its *Equity for All 2025* Strategic Plan declares, “ACPS will ensure that all students have access to and engagement with high-quality instruction.” The plan strives to eliminate “achievement gaps among underserved student populations” so that “all students will graduate from high school prepared for college, careers, and life.”

The Virginia Standards of Learning (SOL) provide only the minimal foundation for the school division’s curriculum and assessment program to achieve the objectives of the Strategic Plan. Therefore, the division’s curriculum includes additional clearly defined instructional standards, objectives, and assessments that are used to challenge and engage students in the learning process and provide them with the skills, knowledge, and attitudes to succeed academically, emotionally, physically, and socially.

Alexandria City Public Schools is committed to ensuring that all students become proficient in five competencies required for success in post-secondary education and the 21st century workplace:

- Reading Complex Text
- Writing to Promote Post-Secondary Success
- Discourse within the Disciplines (i.e., thinking like a professional, e.g., like a biologist, like an economist, like a writer, etc.)
- Analyzing and Interpreting Statistical and Linguistic Data
- Speaking and Listening

The Superintendent ensures that student achievement is evaluated across all grade-levels on an ongoing and consistent basis. Teachers use multiple assessment practices to evaluate student mastery of the content and skills taught in their courses.

All students shall be given the resources, time, and academic supports needed, and are expected to meet or exceed the prescribed standards and benchmarks. The delivery of instruction shall ensure that all students are able to succeed in mastering the ACPS curriculum. Learning shall be challenging and engaging for all students, ensuring that they perceive their education as relevant, authentic, and purposeful. Instruction (i.e., the taught curriculum) shall be differentiated to help every student move toward advanced levels of proficiency and understanding. The taught curriculum, therefore, should successfully address all students’ varying readiness levels, interests, and learner profiles. Additionally, instruction should address the whole child, including students’ academic/intellectual, emotional, social relational, and physical development and well-being.

Assessment shall be balanced and multi-faceted, including diagnosis/pre-assessment, ongoing formative assessment, periodic nationally-normed assessments, and summative assessment. All assessment shall be aligned with curriculum-based standards.

Assessment data should be collected and analyzed in an ongoing fashion with students receiving support to become self-assessors and self-regulating learners. Formative assessment should provide regular standards-based feedback to students so that they can adjust their learning and achieve mastery of designated lesson-, unit-, and course-based standards.

Reassessment is a powerful tool that assists students in their pursuit of achievement by providing them the opportunity to demonstrate that they have mastered the required skills and content. Students shall be expected and permitted to revisit work when, in the teacher’s professional judgment, it is clear that additional study, effort, and time will produce higher achievement.

Assessment is not evaluation. The purpose of assessment is to provide feedback to learners to help them move toward standards mastery. Formative assessment, in effect, is the basis for daily coaching of learners, helping them move towards successful completion of summative evaluations (i.e., tests, culminating performance assessments, projects, essays, etc.). In contrast, evaluation uses student performance data to make judgments about the quality of student work products, levels of standards mastery, and degrees of proficiency. Grades are predicated upon student demonstration of standards mastery and are the product of evaluation. Diagnostic and formative assessment should prepare students for success on summative assessments.

Regulation IFA-R details administrative procedures and monitoring processes to ensure consistent implementation of this policy across all schools and departments.

- Adopted: October 22, 2009
- Amended: May 9, 2013
- Amended: September 17, 2015
- Amended: September 10, 2020
- Amended: September 9, 2021

Cross Refs.:	IFA-R	Regulations Governing the Assessment and Evaluation Policy
	IGBI	Advanced Placement and Dual Enrollment Classes
	IKB	Course Assignments-Secondary
	IKB-R	Regulations Governing the Course Assignments Policy
	IKC	Grading
	IKC-R	Regulations Governing the Grading Policy
	IKCA	Reports to Parents/Guardians
	IKD	Instructional Assignments-Elementary
	IKD-R	Regulations Pertaining to Instructional Assignments-Elementary

IKE	Academic Promotion and Retention
IKE-R	Regulations for Academic Promotion and Retention
IKEB	Acceleration
IKEB-R	Acceleration Regulations