

**GREATER  
JOHNSTOWN  
CAREER &  
TECHNOLOGY CENTER**

SECTION: PUPILS

TITLE: ASSESSMENT OF STUDENT  
PROGRESS

ADOPTED: November 27, 2007

REVISED:

| 213. ASSESSMENT OF STUDENT PROGRESS  |   |
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| <p>1. Purpose<br/>Pol. 212</p>   | <p>The Joint Operating Committee recognizes that a system of assessing student achievement can help students, teachers, and parents/guardians to understand and evaluate a student's progress toward attaining educational goals, academic standards and established competencies.</p>  |
| <p>2. Definition<br/>Title 22<br/>Sec. 4.11</p>  | <p><b>Assessment</b> shall be the system of measuring and recording student progress and achievement that enables the student, parents/guardians and teachers to determine a student's attainment of established academic standards and competencies and to learn the student's strengths and weaknesses, plan an educational and vocational future for the student in areas of the greatest potential for success, and know where remedial work is required.</p> |
| <p>3. Authority<br/>SC 1531, 1532<br/>Title 22<br/>Sec. 4.11, 4.31,<br/>4.51, 4.52</p> | <p>The Joint Operating Committee directs that the center's instructional program shall include a system of assessing all students' academic progress. The system shall include descriptions of how achievement of academic standards and student competencies based upon performance standards will be measured and how this information will be used to assist students having difficulty meeting required standards and competencies.</p>                       |
| <p>Title 22<br/>Sec. 4.52</p>  | <p>Students with disabilities shall be included in the center's assessment system, with appropriate accommodations when necessary.</p>  |
| <p>Title 22<br/>Sec. 4.31, 4.52</p>  | <p>The center's assessment system shall include a variety of assessment strategies which may include:</p> <ol style="list-style-type: none"> <li>1. Written work by students.</li> <li>2. Scientific experiments conducted by students.</li> <li>3. Demonstrations, performances, products or projects by students related to specific academic standards and established competencies.</li> </ol>  |

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| <p>4. Delegation of Responsibility<br/>Title 22<br/>Sec. 4.52</p> <p>5. Guidelines</p> | <ol style="list-style-type: none"> <li>4. Examinations developed by teachers to assess specific academic standards and competencies.</li> <li>5. Nationally-available achievement tests.</li> <li>6. Diagnostic assessments.</li> <li>7. Evaluations of portfolios of student work related to achievement of academic standards and competencies.</li> <li>8. Other measures, as appropriate, which may include standardized tests.</li> <li>9. Required end of course testing of completers.</li> <li>10. Completion of a running competency log.</li> </ol> <p>The Administrative Director or designee shall develop and implement procedures to assess student progress, in accordance with the center's goals and regulations of the State Board of Education.</p> <p>At the outset of any course of study, each student should be informed about the academic standards and student competencies to be attained.</p> <p>Each student should be kept informed of personal progress during the units of a program of study.</p> <p>Methods of assessment shall be appropriate to the specific vocational technical program and maturity of students.</p> <p>Assessment strategies should objectively evaluate and reward students for their efforts.</p> <p>Students should be encouraged to assess their own academic achievements.</p> <p>All assessment systems shall be subject to continuing review and revision.</p> |
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References:

School Code – 24 P.S. Sec. 1531, 1532

State Board of Education Regulations – 22 PA Code Sec. 4.11, 4.31, 4.51, 4.52

Joint Operating Committee Policy – 212