

RETURN OF ASSESSMENTS - SECONDARY STUDENTS

The Board of Education of the Great Neck Public Schools believes that teacher-designed and external assessments are critical to the teaching/learning process. Formative assessments provide teachers and students with continuous information about achievement and directly inform curriculum and classroom activities. Summative assessments influence decisions about placement and future study. Both are a reflection of teacher effectiveness and student achievement. All assessments are a basis for reflection and future development. Assessments include quizzes, tests, unit exams, labs, essays, research papers, projects, criterion-referenced external examinations, standardized measurements, classroom discussion, student demonstrations and homework assignments.

In order for assessments to have significance in the learning continuum and to provide meaningful feedback to teacher and student, the following provisions are inherent in an effective teaching/learning process:

1. Assessments should be constructed to determine curriculum achievement and/or to expand on assigned subject matter.
2. Students should be apprised of the content, parameters and expectations of tests and assessments in a timely fashion.
3. Assessments - both the questions and the student responses - should be returned to the students with prompt feedback about their understanding and performance. Suggested time frames are as follows:
 - a. Quizzes..... 2 to 3 days
 - b. Exams..... 1 week
 - c. Essays and essay exams..... 2 weeks
 - d. Projects and research papers..... 3 weeks
4. If a longer period for return of assessment is required, students and department heads should be informed of the probable return date.

5. Assessment is the foundation for understanding what is/is not learned, and becomes the bridge to future achievement. Written assessments, including tests, quizzes and papers should be reviewed and processed as a learning tool in a variety of ways, including the review of tests in class, individual conferences, and the creation of assignments based on the results of those tests.

6. The processing of assessment is the mutual responsibility of students, teachers and parents.

a. Teachers are responsible for creating assessments that are both formative and summative and whose end result is to facilitate student achievement.

b. Parents are responsible for helping to guide their children in their studies.

c. Students are responsible for using assessments thoughtfully, realizing that their active engagement in the learning process is the single most important ingredient of achievement.

7. Students should have possession of their assessments - both questions and responses - for future reference and study; teachers may retain copies. (Under compelling circumstances, exceptions may be made with the approval of the department head and the building principal.)

8. Department heads are responsible for previewing and securing departmental and individual teacher final examinations.