

REGULATION ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: II, II-RA, III

Responsible Office: DIVISION OF CURRICULUM AND INSTRUCTION, OFFICE OF SCHOOL PERFORMANCE, DIVISION OF ADVANCED STUDIES AND PROGRAMS, INSTRUCTIONAL DATA DIVISION

QUARTERLY ASSESSMENTS

A. PURPOSE

To establish procedures for quarterly assessments to improve student learning.

B. BACKGROUND

The primary purpose of assessments is to support and improve student learning. Quarterly assessments engage students in applying essential and enduring skills and concepts learned over a defined period of time. They should be used as instructional tools and are designed to enable teachers to determine the extent to which course standards are being met while providing meaningful feedback to students, parents/guardians, and teachers.

C. PROCEDURES

1. Quarterly assessments gather and describe information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences during a marking period. The process culminates when assessment results are used to improve subsequent learning.
2. Quarterly assessments may include a variety of assessment item types. Quarterly assessments may take the form of a traditional paper and pencil examination, electronic forum, project, or performance.
3. Students who leave school or are unable to attend school when a quarterly assessment is given because of an emergency situation shall be allowed to take make-up assessments or to receive final grades based on the work as of the time of the legal absence.
 - a. A student shall have prior approval from the principal in order to be exempt from a quarterly assessment because of an emergency situation,

unless such an approval is not administratively possible. In extenuating circumstances, a principal may waive a quarterly assessment in accordance with Regulation II – Grading.

- b. If a student did not take a quarterly assessment because of an emergency situation, the student shall have a reasonable length of time, as determined by the principal or the principal's designee, to make up the quarterly assessment. Minimally, the make-up time shall be the amount of days the student was absent because of the emergency situation.
- c. All arrangements for making up a quarterly assessment shall first be approved by the principal.
- d. If the quarterly assessment is not completed within the allotted time, the student may receive a lower grade.

4. Elementary School – Grades 3 - 5

- a. The Division of Curriculum and Instruction shall identify and publish an annual memo that indicates the quarterly assessments administered at the elementary school level.
- b. Quarterly assessments shall be given in a designated class during the defined testing window within the last 15 school days of each marking period. A countywide assessment schedule shall be provided by Central Office to ensure an evenly distributed assessment schedule at every school and in every grade.
- c. Teachers shall count quarterly assessments as a grade in the designated content area(s) identified by the Division of Curriculum and Instruction. The Division of Curriculum and Instruction shall publish guidance regarding which quarterly assessments shall be factored in the identified designated content area for grading purposes, as some quarterly assessments may cover more than one content area in one assessment.
- d. All students shall participate in rigorous instructional assignments and activities in which teachers engage them until the final day of each marking period and the school year.
- e. The Division of Curriculum and Instruction shall establish procedures to provide an assessment protocol to ensure the security of assessments and the equitable access for each student.

5. **Middle School – Grades 6 - 8**

- a. The Division of Curriculum and Instruction shall identify and publish an annual memo which indicates the quarterly assessments administered at the middle school level.
- b. Quarterly assessments shall be given in a designated class period during the defined testing window within the last 15 school days of the marking period. A countywide assessment schedule shall be provided by the Central Office to ensure an evenly distributed assessment schedule at every school and in every grade.
- c. Each of the two marking period grades shall count as 50% of the final grade for the semesters. In courses where quarterly assessments are administered quarterly assessments shall count for 5% in grades 6 and 7 and 10% in grade 8 for the marking period grade.
- d. All students shall participate in rigorous instructional assignments and activities in which teachers engage them until the final day of each marking period and the school year.
- e. The Division of Curriculum and Instruction shall establish procedures to provide an assessment protocol to ensure the security of assessments and the equitable access for each student.

6. **High School – Grades 9 – 12**

- a. Course requirements include the completion of quarterly assessments in each course unless otherwise approved by the Assistant Superintendent of Curriculum and Instruction. The principal may deny credit for those courses in which course requirements are not completed.
- b. Quarterly assessments shall be administered during the defined testing window within the last 15 school days of the marking period. A countywide assessment schedule shall be provided by the Central Office to ensure that quarterly assessments are administered evenly. Exceptions to this procedure shall be made on a course-by-course basis by the Assistant Superintendent for Curriculum and Instruction in consultation with the appropriate content coordinator, or by the Assistant Superintendent for Advanced Studies and Programs in consultation with the appropriate program coordinator. Quarterly assessments may include a variety of evaluation types.
- c. Beginning in the 2018-2019 school year, students in grade 12 who are in Advanced Placement (AP) or International Baccalaureate (IB) courses

and elect to take the AP or IB examination, are exempt from taking the fourth marking period's quarterly assessment for the associated class. However, an eligible student may elect to take the fourth marking period's quarterly assessment.

- d. Each of the two marking period grades shall count as 50% of the final grade for the semester. Quarterly assessments shall count for 10% of each marking period grade. Eligible students who have waived the fourth marking period's assessment in favor of taking the AP or IB examination in the same subject shall have their grades calculated without the inclusion of a fourth marking period quarterly assessment score.
- e. All students shall participate in rigorous instructional assignments and activities in which teachers engage them until the final day of each marking period and the school year.
- f. Students who are eligible for free and reduced meals may not be denied the opportunity to take an AP or IB examination solely due to an inability to pay for the examination.

7. Administration of Quarterly Assessments

- a. High schools shall schedule quarterly assessments at the end of the marking period within the regular school day following the designated assessment schedule published by the Central Office.
- b. The Assistant Superintendent for Curriculum and Instruction shall issue a high school assessment plan each year which indicates the quarterly assessments that are created at the district level and the quarterly assessments that are teacher and team developed.
- c. When an assessment plan calls for teacher or team developed assessments, the teachers within a department in cooperation with the department's chairperson and the administrator designated by the principal, shall work collaboratively to develop quarterly assessments to be given at the end of the marking period. These assessments shall evaluate the application of essential and enduring knowledge and skills.
- d. The Division of Curriculum and Instruction shall establish procedures to provide an assessment protocol to ensure the security of assessments and the equitable access for each student.

Regulation History: Developed by Superintendent 09/09/15
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Note Previous Regulation History: Rescinds IIA-RA