

ASSESSMENT

It is the charge of the School Library Media Specialist to provide intellectual access to information through learning activities that are integrated into the curriculum. It is our goal to help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum. Our assessment piece will focus on constructing effective models as collaborative teaching partners in assessment; interpreting statistical evidence of student learning, and examining the viability of student-driven assessment.

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students' prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. Through instruction, a variety of data is collected to provide evidence of achievement and success to students, families, and the community. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.