

Assessment of Student Learning

Essential Standards:

During blended learning, our teachers have been tasked with identifying the “essential” standards for their content. Yes, we are providing five days of instruction between synchronous and asynchronous, but we don’t have a high participation rate with asynchronous work. Since this is the case, we have to cut out lessons/activities/standards that we feel are not essential. Not essential does not mean not important. All staff have been encouraged to be reflective and collaborative with their departments to modify what they have done in the past to fit our current learning model. The number of in person instruction will impact other standards that are of less importance.

❑ Assessment

1. Teacher created formative assessments
2. Teacher created summative assessments to include but not limited to quizzes, tests, projects, essays, and performance tasks
3. Illuminate Fastbridge for ELA and Math 1: Fall and Winter
4. IReady for Math: Fall and Winter
5. Potentially ISATS (SBAC)

❑ Reporting

1. Feedback is given to students on in-person days and also remotely through Schoology.
2. All grades are reported in Skyward. Some staff also use the Schoology gradebook, but all are required to keep current grades in Skyward.
3. Staff is in frequent communication with families on current grades. Of course families can check Skyward whenever they want, but we also email progress reports every three weeks.
4. Parent-Teacher Conferences- We are still hosting requested parent-teacher conferences at any time. We hold them in a classroom with proper social distancing. We also contacted families of failing students on the Oct. 21 Conference Night. For the Nov. 18 Conference Night, we sent out a sign up sheet for ANY family to sign up to talk to a teacher either on the phone or a virtual meeting.
5. Parents receive regular progress report updates approximately every three weeks.
6. Our counselors and Keith Orchard have been holding individual meetings with every student who is failing 2 or more classes in an attempt to get them caught up by the end of the 1st semester.
7. For those students who fail 2 or more classes during the 1st semester, the administrators and counselors will be meeting individually with each student and family and they will be placed on an [academic contract](#) for the second semester.

Remediation/Interventions/Programs:

- ❑ **IEPS-** we offer a tiered Special Education Program.
 1. Resource with Gen Ed Course(s)
 2. Boost Resource with Gen Ed Courses
 3. General Ed Boost with Gen Ed Courses
 4. Team taught ELA and math classes for gen. Ed. and Special Ed. students
- ❑ **Boost-** as listed above, we offer “Boost” courses in ELA and Math. These are an extra class period of Math and/or ELA for students needing extra support with the grade level course. During Boost, teachers work on grade level standards and also provide interventions to fill learning gaps. Our Boost classes are tiered based on intervention needs.
- ❑ **504-** Accommodation Plans
- ❑ **Classroom Lunch Help-** Most of our staff members allow students to come work in their classroom during lunch time
- ❑ **Before/After School-** Students can make arrangements with staff to get extra help before and after school.
- ❑ **Grading Policies-** Lakes has 6 [grading policies and practices](#) in which all staff are required to follow. These were created to provide our students with the opportunity to be successful without using punitive measures.