

**CHERRY HILL PUBLIC SCHOOLS**  
**Cherry Hill, New Jersey**

**S-44**

**ADMINISTRATIVE PROCEDURE**  
**STANDARDS OF PROFICIENCY**

**Philosophy Statement**

The Cherry Hill Board of Education commits itself to all children by creating an internationally benchmarked school district in which all students receive a preeminent education. The Board of Education approved Policy 6147: Standards of Proficiency on May 28, 2002 and by doing so, mandates that approved “Cherry Hill Standards and Benchmarks” shall form the basis for the district’s curriculum and evaluation system. In working toward these standards, students shall be given opportunities to meet or exceed the standards.

Therefore, it is the goal of the educational community to have all students achieve at the highest levels of proficiency. To accomplish this goal a multifaceted approach has been adopted.

First, faculty members have developed rigorous standards and benchmarks which set high expectations for all students. Secondly, at the department and classroom level unit plans are developed that support the teaching of standards and benchmarks incorporating a variety of assessments and strategies. Finally, each teacher, counselor, administrator and support person creates an environment that incorporates safety nets for students who stretch themselves to meet or exceed the standards and benchmarks. In following this approach, the district and individuals plan collaboratively for student success.

In planning for student success, teachers are expected to develop lesson plans and units that accommodate different learning styles. Clear expectations would include a written course outline at all levels, including but not limited to: a list of standards and benchmarks, various types of assessment to be used, and how the teacher determines grades.

In assessing student performance, multiple indicators shall be used and students will be expected to revisit work when their initial efforts do not meet or exceed the standards. It should be noted that it is the teacher’s professional judgment that shall be used in determining a student’s grades. Most important to the Board of Education is that teachers work with students to assure that the highest level of learning is always the focus. The Board of Education supports the teacher’s responsibility and professional discretion to work with individual students to assure high levels of achievement.

The teacher and student will revisit the work as long as in the teacher's professional judgment, progress is being made to meet or exceed the standards as outlined in the Superintendent's guidelines. Typically, this can be accomplished through multiple formative assessments that lead to a summative assessment.

For the purposes of this procedure the definition of **formative assessment** is: that assessment which informs future instructional interaction, i.e. homework, drafts, problem sets and developmental activities. A **summative assessment** is that assessment which is culminating in nature, encompassing a wide range of skills gained over time i.e., unit tests, projects, performance assessments, labs, major pieces of writing, etc.

Given that multiple opportunities for learning and demonstrating mastery of standards will occur during the course of the school year, reassessment for final exams and other end of year assessments will occur only in extraordinary circumstances with the approval of the building principal.

### **Guidelines for revisiting work and subsequent reassessment**

To assist teachers and principals, the Superintendent will develop guidelines to assure consistency of application among all schools of a particular organizational level, i.e., elementary, middle, high school. These guidelines will reflect current educational community standards regarding teaching and learning.

To this end, the following is recommended:

- Cherry Hill Life Skills Standards need to be considered in all aspects of student matters. In the case of reassessment, standards 1.5, 1.18 and 1.23 are particularly applicable.

CH 1.5 The student demonstrates perseverance.

CH 1.18 Students demonstrate an understanding of responsible behavior and conducts themselves in a responsible manner.

CH 1.23 The student displays reliability and a basic work ethic.

These Life Skills standards need to be carefully balanced while providing students with opportunities to be successful, including the premise that some students may need additional time to meet or exceed a given standard.

The guidelines to be developed by the Superintendent should address at least the following areas:

1. Establish level of Proficiency
2. Relearning and Reassessments
3. Teacher – Parent – Student Responsibilities
4. Timely Evaluation of Student Work
5. Ownership of Student Work

### **Conclusion**

As a standards based district, it is our belief and practice that reassessment is a powerful tool to assist students in their pursuit of achievement. While teachers and students should plan and strive to achieve success in the first assessment, when students falter on occasion, the reassessment practice provides a safety net by which students are provided a judicious opportunity to demonstrate that they have met a standard of performance. The reassessment practice, as it is crafted, formalizes a practice which master teachers have pursued traditionally.

Related Policy: Policy 6147: Standards of Proficiency

Adopted: 12/16/03