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## **2023-2024**

### **Charles City Public Schools Balanced Assessment Plan**

The 2014 General Assembly eliminated Standards of Learning assessments in Grade 3 History, Grade 3 Science, Grade 5 Writing, United States History to 1865, and United States History: 1865 to the Present. Additionally, the Assembly's action required local school divisions to continue to teach the content and to measure student achievement with local alternative assessments, including authentic or performance assessments. School divisions must certify annually that they have provided instruction and administered an alternative assessment, consistent with Board of Education guidelines, to students in grades and subject areas that no longer have a corresponding SOL test.

School divisions are required to develop Balanced Assessment Plans for the content areas and courses requiring local alternative assessments. "Balanced assessments" refers to providing students with a variety of means to show mastery of skills. Examples include exit tickets, laboratory activities, unit tests, virtual field trips, check-ins, teacher-created quizzes, projects, and performance assessments. A balanced approach to assessment includes summative, formative, and diagnostic assessments:

- a.) Summative Assessments are used to evaluate learning when a unit or term ends and can refer to the final exams or final projects. The assessment evaluates the retained knowledge and skills at the end of the learning unit or semester.
- b.) Formative assessments monitor student learning and provide feedback to inform instruction. This assessment monitors the students' learning and identifies learning gaps. Formative assessment provides educators with continuous feedback, which helps them improve their teaching approach.
- c.) Diagnostic assessments identify a student's current knowledge about a subject. This assessment identifies students' strengths and weaknesses to help the teacher plan learning objectives and teaching strategies.