



STUDENTS: Factors Involved in Student Evaluation

The philosophy of the Baltimore County Public Schools supports high expectations, success, and life-long learning for all students. A system of evaluating continuous student progress, based on the premise that all students can learn, helps to ensure student success.

1. An effective student evaluation system must:
 - Objectively assess student achievement/understanding of the knowledge and skills taught
 - Reflect the developmental and individual differences of students
 - Be consistent with program and course indicators as well as the purposes and objectives of daily instruction
 - Employ a variety of formal and informal assessments that allow for different learning styles
 - Be ongoing and incorporate a variety of types of evaluation (e.g., standardized tests, teacher-made tests, and performance-based assessments)
 - Occur at various stages of instruction
 - Encourage students to take responsibility for their own learning and meet high expectations
 - Provide feedback to teachers, students, and parents/guardians in a variety of ways
 - Employ a predetermined and clearly communicated assessment scale.
2. Assumptions Underlying Student Evaluation

There are several assumptions which must be made prior to the determining of a grade:

- a. Students are placed in settings most closely meeting their needs.
- b. The teacher is aware of the students' ability and achievements and organizes instruction which is appropriate and challenging to each student.
- c. The curriculum guide is followed with appropriate adaptations for individual differences.
- d. Instructional and pupil services personnel are used to assist students and parents with specific problems which interfere with learning.
- e. Reasonable goals for achievement within the framework of the curriculum are established with students at the beginning of the term and throughout the school year.
- f. Clear provisions for behavior in the classroom are established.
- g. The teacher serves as a model for students in respect for human dignity, scholarship, organization, attendance, and punctuality.
- h. Daily lessons are carefully planned and executed.

3. Components of Students Evaluation

The three major components of student evaluation are classwork, homework, and assessments. The students' progress and performance in relation to their abilities and in relation to standards for the course in each of these areas form the basis for the grades they receive.

a. Classwork

A major portion of the instructional program takes place in the classroom and related resource areas such as the library. Therefore, the experiences in the classroom setting are fundamental to success in school, and these experiences should be reflected in the students' grades.

b. Homework

The assignment of homework is encouraged as a means of reinforcing and enriching the instructional program and of assisting students to develop independent study skills. Homework should be a natural outgrowth of classwork and should be considered an integral part of the students' grades. Length and complexity of homework assignments should be appropriate to the age and total developmental needs of the student as well as to the subject under study. Parents should be encouraged to support the school in seeing that homework is completed.

c. Tests and Other Assessments

Assessments such as teacher-made tests and examinations, checklists, and performance-based assessments provide objective means of evaluating instruction and student learning. Assessments should be based on classroom work as well as on outside preparation. They are diagnostic as well as evaluative, indicating, in part, areas that need additional instruction. They provide a means for students and teachers to monitor student progress in relation to standards for the program or course. The results of teacher-made assessments are a constructive means by which the teacher, the student, and the parents/guardians assess educational progress and adjust instruction throughout the year.

Related Policies: 5120 – Attendance and Excuses
 5600 – Students' Rights and Responsibilities

Policy		Board of Education of Baltimore County
Adopted:	11/21/68	
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