

Credit Flexibility: Assessment

For many districts, once they determine how they are going to get started on developing and implementing their credit flexibility processes, the next biggest hurdle is the issue of assessment. Just like with traditional classroom instruction and coursework, it is critical for teachers to have the ability to assess student learning throughout their participation in a new learning environment. Depending on how each district structures its processes, assessment responsibilities could be placed at the school-level or shared between the school and any outside partner or provider.

The [Granville Studio of Visual Arts \(GSVA\)](#) and the [Granville Exempted Village School District](#) have developed a comprehensive assessment plan for students who participate in the credit flexibility program to earn high school art credit.

Assessment Plan

In the Granville case, instruction is delivered outside of the school building, outside the school day, and by a local artist rather than by a certified instructor. As GSVA and the district discussed their partnership, a number of questions emerged:

- Who would assess student progress?
- How would progress be measured?
- What assessment roles would school and GSVA instructors have?
- What processes would be needed to ensure quality assessment in relation to the content standards and expectations?

To address these questions, GSVA and the district collaboratively developed an assessment plan. The assessment plan became part of their partnership agreement and addressed the relationship between GSVA and the district instructor who awards the final grade. GSVA also ensures that students and parents understand the assessment procedures by including that information in a separate [contract](#) that must be completed in order to enroll in the Journey program as a credit flexibility opportunity.

Key components of the assessment plan include the following:

- Collaboration between high school teacher and GSVA instructional staff on curriculum and assessment development
- Coverage for high school instructor if collaboration time needs to happen during the school day
- Assessment of student work each week by GSVA instructor, which is provided to the high school teacher
- Development of high-quality assessment rubrics by GSVA fine arts content standards expert
- Final review of student work and GSVA [assessment](#) data (including documentation) by high school teacher
- Grade and credit awarded by the high school

“Once we determined that the Journey program would be a good fit [for credit flexibility], we said **assessment** comes next.”

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The [Credit Flexibility Case Study Series](#) includes stories focused on these topics:

- Getting Started
- Staff Coordination
- **Assessment**
- Instruction
- Partnerships