

THE STUDENT EVALUATION STANDARDS (2003)

Summary of the Standards

Propriety Standards The propriety standards help ensure that student evaluations will be conducted legally, ethically, and with due regard for the well-being of the student being evaluated and other persons affected by the evaluation results.

- P1 Service to Students** Evaluations of students should promote sound education principles, fulfillment of institutional missions, and effective student work, so that educational needs of students are served.
- P2 Appropriate Policies and Procedures** Written policies and procedures should be developed, implemented, and made available, so that evaluations are consistent, equitable, and fair.
- P3 Access to Evaluation Information** Access to a student's evaluation Information should be provided, but limited to the student and others with established legitimate permission to view the information, so that confidentiality is maintained and privacy protected.
- P4 Treatment of Students** Students should be treated with respect in all aspects of the evaluation process, so that their dignity and opportunities for educational development are enhanced.
- P5 Rights of Students** Evaluations of students should be consistent with applicable laws and basic principles of fairness and human rights, so that students' rights and welfare are protected.
- P6 Balanced Evaluation** Evaluations of students should provide information that identifies both strengths and weaknesses, so that strengths can be built upon and problem areas addressed.
- P7 Conflict of Interest** Conflicts of interest should be avoided, but if present should be dealt with openly and honestly, so that they do not compromise evaluation processes and results.

Utility Standards The utility standards help ensure that student evaluations are useful. Useful student evaluations are informative, timely, and influential. Standards that support usefulness are as follows:

- U1 Constructive Orientation** Student evaluations should be constructive, so that they result in educational decisions that are in the best interest of the student.
- U2 Defined Users and Uses** The users and uses of a student evaluation should be specified, so that evaluation appropriately contributes to student learning and development.

- U3 Information Scope** The information collected for student evaluations should be carefully focused and sufficiently comprehensive, so that evaluation questions can be fully answered and the needs of students addressed.
- U4 Evaluator Qualifications** Teachers and others who evaluate students should have the necessary knowledge and skills, so that evaluations are carried out competently and the results can be used with confidence.
- U5 Explicit Values** In planning and conducting student evaluations, teachers and others who evaluate students should identify and justify the values used to judge student performance, so that the bases for the evaluations are clear and defensible.
- U6 Effective Reporting** Student evaluation reports should be clear, timely, accurate, and relevant, so that they are useful to students, their parents/guardians, and other legitimate users.
- U7 Follow-Up** Student evaluations should include procedures for follow-up, so that students, parents/guardians, and other legitimate users can understand the information and take appropriate follow-up actions.

Feasibility Standards The feasibility standards help ensure that student evaluations can be implemented as planned. Feasible evaluations are practical, diplomatic, and adequately supported.

- F1 Practical Orientation** Student evaluation procedures should be practical, so that they produce the needed information in efficient, nondisruptive ways.
- F2 Political Viability** Student evaluations should be planned and conducted with the anticipation of questions from students, their parents/guardians, and other legitimate users, so that their questions can be answered effectively and their cooperation obtained.
- F3 Evaluation Support** Adequate time and resources should be provided for student evaluations, so that evaluations can be effectively planned and implemented, their results fully communicated, and appropriate follow-up activities identified.

Accuracy Standards The accuracy standards help ensure that a student evaluation will produce sound information about a student's learning and performance. Sound information leads to valid interpretations, justifiable conclusions, and appropriate follow-up.

- A1 Validity Orientation** Student evaluations should be developed and implemented, so that interpretations made about the performance of a student are valid and not open to misinterpretation.

- A2 Defined Expectations for Students** The performance expectations for students should be clearly defined, so that evaluation results are defensible and meaningful.
- A3 Context Analysis** Student and contextual variables that may influence performance should be identified and considered, so that a student's performance can be validly interpreted.
- A4 Documented Procedures** The procedures for evaluating students, both planned and actual, should be described, so that the procedures can be explained and justified.
- A5 Defensible Information** The adequacy of information gathered should be ensured, so that good decisions are possible and can be defended and justified.
- A6 Reliable Information** Evaluation procedures should be chosen or developed and implemented, so that they provide reliable information for decisions about the performance of a student.
- A7 Bias Identification and Management** Student evaluations should be free from bias, so that conclusions can be fair.
- A8 Handling Information and Quality Control** the information collected, processed, and reported about students should be systematically reviewed, corrected as appropriate, and kept secure, so that accurate judgments can be made.
- A9 Analysis of Information** Information collected for student evaluations should be systematically and accurately analyzed, so that the purposes of the evaluation are effectively achieved.
- A10 Justified Conclusions** The evaluative conclusions about student performance should be explicitly justified, so that students, their parents/guardians, and others can have confidence in them.
- A11 Metaevaluation** Student evaluation procedures should be examined periodically using these and other pertinent standards, so that mistakes are prevented or detected and promptly corrected, and sound student evaluation practices are developed over time.