

ASSESSMENT PROGRAM

- A. Balanced, ongoing assessment is essential to the District’s mission of providing an education appropriate to each student. Systematic collection, interpretation and application of assessment data is necessary to ensure quality improvement of student achievement, accountability for teaching and learning, and appropriate program review.
- B. In addition to standardized educational achievement tests, the District assessment plan will reflect use of a variety of assessment methods appropriate to the target and purpose. These may include district assessments, teacher made assessments, instruments supplied by textbook companies, diagnostic assessments, tests of learning aptitude, career awareness and aptitude/attitude assessments, portfolios, performance assessments and such tests required by state and federal laws.
- C. The District expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.
- D. Summary District assessment data will be available to administrators, curriculum committees and the School Board. Appropriate student assessment reports will also be provided to the public as required by law. The District will establish student learning improvement targets which will be used longitudinally to measure progress on key District action steps. District level data will be used for materials selection, curriculum development and evaluation, monitoring student learning, program development and evaluation, establishing Board goals, making budgetary decisions, establishing staff development priorities, and developing intervention plans at the classroom, building and District level when needed. Building level data will be used to monitor student learning, the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents/guardians, and to determine areas for building level staff development and study.
- E. Assessment data on students will be collected for a variety of purposes. In addition to the summary data above, formative data will be collected in the classroom:
 - 1. To provide feedback to both students and teachers about the progress students are making in learning the essential standards and learning expectations as articulated in the curriculum;

2. To help students learn the material and help teachers adjust instruction while it is occurring to take into account the results of formative classroom assessment;
 3. To provide effective descriptive feedback to students while learning is occurring;
 4. To provide for the active involvement of students' own learning through self-assessment and communication about their learning; and
 5. To involve students in setting individual learning goals to be able to self-correct during instruction.
- F. Except as otherwise provided by law, individual student scores obtained from any aspect of the District's assessment program shall remain confidential and only be provided to appropriate school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian(s).
- G. Decisions regarding the assessment of students with disabilities, or students suspected of having a disability, and English language learners will be made on an individual basis in accordance with legal requirements.
- H. District assessment practices shall be free from discrimination on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. All students will be given the opportunity to participate in District assessment activities, either in the regular format or in a modified format to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

ADOPTION DATE: May 14, 2007

REVISION DATE(S): November 26, 2018

REVIEW DATE(S): September 12, 2018

CROSS-REFERENCE: Policy 345.4 Grade Advancement
 Policy 345.6 High School Graduation
 Policy 347 Control, Maintenance, and Confidentiality of Student Records
 Policy 870 Public Complaints
 Policy 424 Participation of Private School and Home-Based Students in District Courses/Programs
 District Mission and Student Success Indicators
 Special Education Policy and Procedure Handbook

LEGAL REFERENCE: PI 13.07
 PI 13.09