STUDENT ASSESSMENT

The Superintendent or designee will develop and manage an assessment program that provides the opportunity to evaluate the effectiveness of the curriculum toward improving student performance. This program shall include both local and statewide assessment tools but may also include national standardized evaluations.

The program should be aligned with the goals of the district and be designed to assess student progress toward meeting the curriculum goals and objectives.

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- **Course level competency**: The expected content, concepts, and skills to be mastered in a course.
- **Competency assessment**: The process by which a student demonstrates sufficient evidence of learning.
- **Mastery**: A student presenting sufficient evidence of attainment of the required competencies.

Members of the professional staff will be expected to analyze results and use them with other data for the following purposes: To identify student strengths and weaknesses in skill development; to assist classroom teachers in their efforts to differentiate instruction for individual needs; to report progress to students and parents; to support the selection of curriculum materials; and to help determine necessary curriculum revisions.

The Superintendent will direct members of the professional staff to regularly investigate new assessment tools and evaluate existing ones. Assessment instruments will provide an accurate assessment of student learning through multiple formative and summative assessment instruments including, but not limited to, teacher observation, project-based learning including assigned off-site learning projects, competency-based assessments, and teacher designed tests and quizzes. Additionally, teachers may include written exams, oral exams, alternative questions that meet individual student needs, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of students’ work in an effort to assess student progress and achievement.

Building principals will be responsible for ensuring that defined test procedures are followed including the distribution and collection of test materials, test security, and the use of test results. All students, including but not limited to, those with educationally handicapping conditions and limited English proficiency, shall be provided opportunities to participate in student assessments. If appropriate, modifications will be made in accordance with a student’s individual education plan (I.E.P.)

The Superintendent or designee will analyze, summarize, and report student assessment results to the Board annually. The Superintendent or designee is responsible for ensuring that scores of individual students are made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Test results shall be made available to parents and students.

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