

## **Assessment of Academic Standards Procedures**

### **1. Ethical and Professional Testing Practices**

The board is committed to securing accurate assessment data and maintaining high levels of ethical and professional testing practices. Many of the issues regarding ethical assessment practice are in the hands of the classroom teacher, but a significant number of these issues must be addressed through administrative leadership and practice. Staff is directed to avoid all practices which are unethical, many of which are illegal under state statutes and may carry penalties such as fine, dismissal or withdrawal of certification; see exhibits 2002.1X and 2002.2X.

### **2. System of Assessment**

The district's system of assessment includes multiple assessment instruments and processes designed to assess, record and inform students and parent(s)/guardian(s) of each student's academic progress, including proficiencies and deficiencies. The system includes:

- 2.1 written work by students;
- 2.2 scientific experiments conducted by students;
- 2.3 the arts and other demonstrations, performances, products or projects by students related to specific academic standards;
- 2.4 activities and examinations developed by teachers to assess specific academic standards;
- 2.5 nationally available achievement tests;
- 2.6 diagnostic assessments;
- 2.7 evaluations of portfolios of student work related to achievement of academic standards;  
and
- 2.8 other measures, as appropriate, which may include standardized tests.

### **3. Academic Assessment Department Assistance**

The academic assessment department shall develop procedures and assist the teaching staff in their implementation of procedures to assess student progress in accordance with district goals and policy.

Principles governing teacher assessment of student learning shall include the following:

- 3.1 At the outset of any course of study, each student should be informed about the academic standards to be attained.
- 3.2 Each student should be kept informed of his/her personal progress during the units of a course of study.
- 3.3 Methods of assessment shall be appropriate to the course of study and maturity of students.
- 3.4 Assessment strategies should objectively assess and reward students for their efforts.
- 3.5 Students should be encouraged to assess their own academic achievements related to essential learnings.

- 3.6 All assessment systems shall be subject to continuing review and revision.
- 3.7 Staff, student, and parents should be involved in the continuing program of assessment review.

The academic standards provide a basis for evaluating instruction and the academic program. Education programs, courses and materials are reviewed prior to adoption and during the time they are employed in classrooms to assess their effectiveness. Based on student achievement data, standards may be revised as necessary to maintain the effectiveness of district programs and to improve the quality of education received by district students.

#### **4. Program Assessment**

In addition to assessment of individual student achievement, the district's assessment system is used to evaluate the effectiveness of the district's educational program, curriculum, instructional materials and teaching strategies. District, building, classroom, and parent reports are provided which identify student progress toward district performance standards at each grade level and in curriculum areas including listening, reading, language arts, science, social studies and mathematics. Appropriate reports are shared with parents and students. Assessment information is used in promotion and retention decisions, where administrative and professional staff are directed to work together and with parents and students in determining each student's appropriate educational program.

Date:  
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