

## STUDENT ASSESSMENT PROGRAMS

Balanced, ongoing assessment is essential to the District's mission of providing an education appropriate to each student and to ensure continuous improvement. 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.

In addition to standardized educational achievement tests, the District assessment plan shall reflect use of a variety of formal and informal data collecting techniques. These may include informal teacher made assessments, diagnostic assessments, tests of learning aptitude, district created/required assessments, career awareness, standard achievement ratings, portfolios, performance assessments and such tests required by state and federal laws.

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. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individual basis in accordance with legal requirements and established District policies and procedures.

Summary District assessment data will be available to administrators, faculty, curriculum committees and the Board. Appropriate student assessment reports will also be provided to the public as required by law. District level data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building and District level when needed. Building level data will be used to monitor the effectiveness of curriculum, materials and instruction, individual student progress, to identify student groups with special needs, to provide accountability to parents/guardians, to assist teachers in assessing effective instruction and to determine areas for building level staff development and study.

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.

The District shall not discriminate in the methods, practices and materials used for evaluating students 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, handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

### **GUIDELINES SPECIFIC TO SPECIAL EDUCATION, 504, AND LIMITED ENGLISH PROFICIENCY STUDENTS**

Students with Special Needs: Decisions regarding the testing of students with disabilities and English language learners shall be made on an individual basis in accordance with legal requirements and established district policies and procedures.

Confidentiality: 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 parents/guardians of students.

Nondiscrimination: The district shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, national origin, color, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. However, this policy shall not prohibit the use of special testing materials or techniques to meet the individual needs of students. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.:     Section 118.13 Wisconsin Statutes  
                  Section 118.30 Wisconsin Statutes  
                  Section 120.12(2) Wisconsin Statutes  
                  Section 121.02(1)(r) Wisconsin Statutes  
                  PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.:     411-Rule - Student Discrimination Complaint Procedures

**APPROVED:**     June 23, 1987  
                  August 8, 1994  
                  April 14, 2003  
                  November 15, 2010  
                  **MARCH 16, 2015**