

SCHOOL DISTRICT OF PITTSVILLE BOARD POLICY

INSTRUCTION

EDUCATIONAL PROGRAMS

~~ASSESSMENT TESTING~~ **STUDENT ASSESSMENT**

346 346.2

~~The Pittsville Public Schools recognize the value of an academic assessment to assist in curriculum assessment, provide achievement data on individual students, select instructional materials and supplies, and assist in student placement.~~

The Pittsville Public School's Assessment Program shall incorporate the following:

- ~~1. Testing shall be coordinated by the building level principals.~~
- ~~2. This testing will be conducted a minimum of two times per year (fall and spring) for students in Grades K–10.~~
- ~~3. The testing used will be selected by the Elementary School Principal, Senior High Principal, and Superintendent of Schools.~~

The resulting test data shall be used to:

- ~~1. Evaluate curriculum content and to modify curriculum as may be necessary.~~
- ~~2. Provide teachers with data on individual students which may aid in student placement within the curricular structure.~~
- ~~3. Provide parents and adult students with data to enhance course selection and support or refute referral into remedial programs, programs for exceptional educational needs, or gifted/talented programs.~~
- ~~4. Assist in the selection of educational materials including textbooks which reflect student needs based upon testing data.~~

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 are necessary to determine student learning and progress, to allow for accountability in teaching and learning, and to facilitate appropriate program review.

In addition to standardized achievement tests, District assessment plans and procedures may involve the use of a variety of formal and informal assessment techniques. These may include approaches such as teacher-designed assessments, direct observations of student performance, instruments supplied by book companies, diagnostic assessments, tests of learning aptitude, career awareness and career aptitude/attitude assessments, portfolios, and any assessments required by state and federal laws.

The District expects all assessments to arise from clearly articulated instructional goals and achievement expectations, to serve an instructionally-relevant purpose, to utilize a reasonable and appropriate methodology, and to reasonably control for 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 individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be available to administrators, curriculum committees and the School Board. Appropriate summary assessment reports, as well as information about the assessments administered to students, will also be provided to the public as required by law. Summary 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. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual

student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District’s student records policies.

The District shall not discriminate in the methods, practices and materials used for testing and 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 or 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.

Legal References:

Wisconsin Statutes

- [Section 115.415](#) [educator effectiveness evaluation requirements; include use of student assessment results]
- [Section 115.77\(1m\)\(bg\)](#) [assessments; students with disabilities]
- [Section 118.016](#) [reading readiness assessments]
- [Section 118.13](#) [student nondiscrimination]
- [Section 118.30](#) [state required student assessments]
- [Section 118.301](#) [alternative student assessments]
- [Section 118.33\(1m\)\(a\)](#) [civics test requirement for high school graduation]
- [Section 118.33\(6\)](#) [use of state student assessment scores in promotion decisions]
- [Section 121.02\(1\)\(r\)](#) [school district standard; 3rd grade reading tests]
- [Section 121.02\(1\)\(s\)](#) [school district standard; state-required examinations]

Wisconsin Administrative Code

- [PI 8.01\(2\)\(r\)](#) [3rd grade reading tests]
- [PI 8.01\(2\)\(s\)](#) [achievement tests]
- [PI 9.03\(1\)](#) [student nondiscrimination in testing/evaluation policies]
- [PI 13](#) [assessments; limited English proficient students]

Federal Laws

[Elementary and Secondary Education Act \[Part A - Subpart 1\]](#) [includes student assessment, notice and accountability reporting requirements]

Adopted: August 14, 1989
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Revised: May 12, 2008

1st Reading of Updates: July 10, 2017