SECOND READING BY BOARD

po2623

Vol. 35, No. 2 - July 2026 Revised STUDENT ASSESSMENT AND GRADING

2623 - **STUDENT ASSESSMENT** **AND GRADING**

The ~~School~~ Board shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

(X) The Board approves a balanced, comprehensive system of assessment that shall measure levels of student proficiency, growth, and learning needs in all areas of the curriculum in order to determine the progress of students. This information is used to:

A. Provide summative and formative opportunities for students to demonstrate their learning.

B. Accurately communicate each student's proficiency of knowledge and skill level toward grade-level outcomes.

C. Provide evidence of student proficiency and growth in relation to Board-approved standards and learning targets.

D. Inform instruction on a regular, ongoing basis.

E. Provide meaningful feedback for student goal setting.

F. Identify strengths and weaknesses of curricular and instructional programs.

A balanced, comprehensive system of assessments includes:

A. Universal screening assessments;

B. Standards-based formative and summative classroom assessments that are authentic, valid, reliable, and aligned to grade-level learning targets;

C. Diagnostic assessments;

D. Progress Monitoring Assessments.

The Director of Teaching and Learning, in collaboration with the School Administrators, shall develop a program of standards-based assessment that includes summative and formative assessments.

~~All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.~~

Each student's proficiencies and needs will be assessed by staff members upon the student's ~~his/her~~ entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

The Superintendent shall develop

~~( ) and present to the Board annually~~

~~( ) and the Board shall approve~~

a program of testing and assessment that includes:

A. State-required tests;

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B. curriculum-based written and oral examinations which include the use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;

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~~( ) assessment tests;~~

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~~( ) aptitude tests;~~

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( ) achievement tests;

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( ) vocational inventories;

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( ) tests of mental ability.

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The Board requires that:

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A. (X) tests be administered by persons who are qualified under State law and regulation;

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B. (X) parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;

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( ) data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;

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( ) the results of each school-wide, program-wide, and District-wide test be made part of the public record.

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All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

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[ ] In addition to the testing programs, the Superintendent shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.

Parental Opt Out of Assessments (students)

The Board authorizes the Superintendent to ~~shall~~ excuse any student from the State examination administered in 4th grade, 8th grade, 9th grade, 10th grade, or 11th grade whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt out of these examinations, the student's parent must submit a statement in writing to the building principal stating that the parent is opting out of the examination(s).

[X] The Board also authorizes the Superintendent to accept opt-out requests from parents regarding State examinations administered in 3rd grade, 5th grade, 6th grade, and 7th grade, except when such opt-out provisions are prohibited by State or Federal law. **[END OF OPTIONAL SENTENCE]**

Parents may not opt any student out of the reading readiness screening required of all students in grades 4 K - 3.

[X] GRADING

Philosophy

Classroom grades should provide feedback to students and parents. The intent of grades is not to punish, but to communicate what a student knows and is able to do compared to clearly communicated classroom expectations.

[X] Standards-Based Grading

The Board ~~( ) encourages~~ **(X)** discourages ~~( ) allows ( ) forbids~~ the following methodologies classroom teachers may utilize when determining grades:

B. (X) use of extra credit

C. (X) grade modification for participation

D. (X) student behavior

E. (X) grade modification for "late work"

F. ( ) grading homework

G. (X) curving grades based on an individual student's performance compared to a peer

H. ( ) the use of "zero"

I. (X) grade modification for attendance

J. (X) percentages

~~K. ( ) performance descriptions~~

[END OF OPTIONS]

[X] The Board **(X)** encourages ~~( ) requires~~ **[END OF INTERNAL OPTIONS]** classroom grades be based on:

A. (X) performance against clear descriptions of expectations (i.e. learning goals, rubrics, etc.)

B. ( ) the most recent performance

~~C. ( ) _____~~

Classroom achievement will be communicated formally to parents a minimum of **(2)** times a year. ~~( ) every nine weeks ( ) _____~~.

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Legal

118.015, Wis. Stats.
118.30, Wis. Stats.
P.I. 8.01(2r/s), Wis. Adm. Code