

**PROPOSED NEW POLICY:**

General Statement of Policy

The School District of Mauston is committed to balanced and ongoing student assessment program that is appropriate to each student. Systematic collection, analysis and application of student assessment data is necessary to ensure quality and continuous student achievement, growth and accountability for teaching and learning and continuous instructional program review.

District-wide Assessment Plan

In addition to state standardized assessments, the District Assessment Plan shall reflect the use of multiple measures of assessment that demonstrate student performance. These may include district assessments, informal teacher designed assessments, instructional program designed assessments, diagnostic assessments, tests of learning aptitude, career awareness and aptitude/attitude assessments, portfolios, performance assessments and tests required by state legislation.

The District expects that all assessments will arise from clearly articulated achievement expectations, serve an instructionally relevant purpose, utilize proper methodology, sample student achievement in an appropriate development manner, and be reflective of all relevant sources of bias and distortion that may lead to inaccurate assessment.

Utilization of Student Assessment Data

Summary District assessment data will be available to administrators and appropriate teachers and the Board of Education. Appropriate student assessment reports will also be provided to the public as required by law. The District will establish student learning improvement targets which will be used longitudinally to measure progress on key District action steps.

District and school level data will be used for curriculum and instruction professional development and evaluation, monitoring student learning, program development and evaluation, establishment of Board of Education goals, District budget development decisions, and the development of classroom interventions at the classroom level.

Specifically, school level data will be used to monitor student learning, assess the effectiveness of curriculum, classroom instructional materials and instructional strategies. School level data will be reviewed and aligned with necessary reporting to parents/guardians about student progress.

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(s).

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.

(Continued)

Formative Classroom Assessment Data

Informal assessment data for students will be multiple in form and collected for a variety of purposes. In addition to the assessment data mentioned above, formative data will be collected and measured in the classroom:

- To provide feedback to both students and teachers about the progress students are making in learning the essential standards and learning targets as articulated in the curriculum;
- To assist and guide students in learning the use of instructional materials and inform teachers regarding instruction modifications;
- To inform teachers during the delivery of instruction so that immediate results of teaching adjusts can be genuine and just in time for learning;
- To provide effective descriptive and immediate feedback to students while learning happens in the classroom, and;
- To assist students to active independent learning responsible for their own learning through the use of self-assessment, goal-setting, monitoring and self-correcting and communication and reporting about their learning.

Non-Discriminatory Assessment Practices

District assessment practices shall be designed in such a way so as not to be limiting or discriminatory on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability or handicap. All students will be given the opportunity to participate in District assessment activities, either in the regular format or in a modified format. Discrimination complaints shall be processed in accordance with established procedures.

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Legal Reference: Sect. 118.13, 120.12(2), 121.02(1)(o), (r) and (s), WI Stats, PI 9.03(1), PI 13.03, PI 16, WI Administrative Code

Cross Reference: 345.4 – Student Grade Promotion, Retention and Acceleration; 411 – Non-Discrimination on the Basis of Handicap or Disability; 345.6 – Graduation Requirements; 342.62R – Programs for English Language Learners (Rule)

Reviewed: December 19, 2016

Approved:

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