

## Education Programs

### Assessment Plan

#### I. Purpose

This policy establishes the responsibility for creating the district assessment plan, and establishes parameters for elements of the plan.

#### II. General Statement of Policy

The school district recognizes the value of common assessments for evaluation across the district. The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers, and students. Assessment results will identify performance in the area being evaluated and will guide the teaching and learning required to deliver the best possible educational experience to all students.

Multiple assessments, both formative and summative, are essential to meet the purposes of the assessment plan. The assessment plan should contain the most effective assessments that also maximize the time and efforts given to learning.

#### III. Responsibilities

##### A. Administration of Plan

The director of teaching and learning will be responsible for the administration of the district assessment plan. These responsibilities include the development, implementation, and evaluation of the plan. The plan will identify the employees responsible for implementing and supporting the plan.

##### B. District Assessment Committee

The director of teaching and learning will establish a District Assessment Committee to assist in the creation, monitoring, and evaluation of the district assessment plan. The committee will include an equal number of licensed teachers and administrators from the following key areas:

1. Administrators from each stratum of school configurations (i.e., elementary **and secondary** ~~middle school, and high school~~);
2. Administrators from the district leadership team;
3. Teaching staff from each strata of school configurations; and
4. Content leaders or specialists.

##### C. Parent and Community Input

Members of the committee or the administration, as necessary, will engage and inform parent and community stakeholders, to allow for input and feedback as it aims to provide understanding around the assessment plan.

## IV. Development and Implementation

### A. Development and Acceptance of the Plan

The plan administrators will develop the plan guided by the assessment committee and other input groups. The plan must meet all federal, state, and local assessment and evaluation requirements. The plan will be rooted in best practices and research.

The plan will include the required and permitted assessments adopted by the school district. It will include the most effective assessments which maximize the time and effort for students' learning and meet the plan's goals. Instruments that address multiple assessment purposes may be preferred over other possible assessments. The choice of formative assessments may be guided by the plan, and teachers are expected to use appropriate formative assessments in their instruction. Assessments will be chosen for the plan based on appropriate elements, including, but not limited to:

1. The purpose(s) to be met by the assessment;
2. The fitness of the instrument for the purpose;
3. The time required for administration;
4. The expected time required for scoring;
5. The expected turn-around time of reporting results;
6. The ability of the instrument to be adapted for use by multilingual English language learners and or students receiving special education services, or what equivalent assessment will be used to meet those students' needs;
7. The involvement of technology in supporting the administration, scoring, or reporting of the assessment, and the present capacity to meet that required involvement;
8. The training required to administer, score, and report data, if any, and the capacity of the district to provide adequate training; and
9. The responsibility for administration, scoring, and reporting, and the capacity of the district to execute.

~~Every two years +~~ The assessment plan will be presented to the school board biennially for review and approval.

### B. Monitoring, Evaluation, and Revision

1. Implementation of the established plan will be monitored by the Director of Teaching and Learning.
2. The superintendent and Director of Teaching and Learning, along with district and site leadership, will review and evaluate the success of the plan in meeting identified goals.
3. A two-year review cycle of the plan will be instituted.
4. The plan will be reported to the Board. The findings of the review may include recommended modifications in the plan for the upcoming year.

5. The results of the specific assessments within the plan will be shared as available to the identified stakeholders. The stakeholders will vary depending on the assessment.

### C. Elements of the Plan

The plan will be comprehensive, and elements of the plan may include, but are not limited to:

1. The district required assessments;
2. The test administration process;
3. Test data storage and management procedures;
4. Training and professional development requirements for teachers, test coordinators, and principals;
5. Responsibility for administration, scoring, and reporting;
6. Compliance expectations;
7. [The assessment calendar.](#)

#### *Legal References:*

20 U.S.C. 6301, et seq. (Every Student Succeeds Act))  
Minn. Stat. §120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota's Students)  
Minn. Stat. §120B.021 (Required Academic Standards)  
Minn. Stat. §120B.022 (Elective Standards)  
Minn. Stat. §120B.023 (Benchmarks)  
Minn. Stat. §120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness](#))  
Minn. Stat. §120B.30 ([General Requirements](#); Statewide Testing and Reporting System Assessments)  
Minn. Stat. §120B.301 (Limits on Local Testing)  
Minn. Stat. §120B.306 ~~4~~, [subd. 2](#) (School District Assessment Committee)  
Minn. Stat. §120B.35 (Student Academic Achievement and Growth)  
Minn. Rules, Chapter 3501 ([Graduation Standards](#))

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INDEPENDENT SCHOOL DISTRICT [NO. 273](#)  
Edina, Minnesota