

ASSESSMENT OF STUDENT ACHIEVEMENT

It is the intent of the MSAD 15 Board of Directors that academic performance of each student be assessed on a regular basis by classroom teachers, as part of the District's comprehensive assessment system. This system serves three purposes: to provide information about individual student performance, to provide information about effectiveness of programs and schools, and to provide accountability to the citizens of MSAD 15 and to the Maine Department of Education. Assessment measures the progress of each student on achievement of Maine's Learning Results and guide's teacher, parent, student and school decision making about student placement in educational programs. Aggregate results for a classroom, grade, school and the district are the basis for program design decisions. These results also guide curriculum revisions, staff development planning and the selection of educational materials. Accountability is provided through explicit information about the quality of District progress on achievement of Maine's Learning Results for district residents and the Department of Education. Effective assessment is integrated with the district's curriculum, is appropriate to the instructional methods used, and is closely linked to the district's professional development. Assessments used in MSAD 15 are expected to be developmentally appropriate for students and to meet statistical standards of reliability, validity and generalizability. Results meet equity requirements of the Affirmative Action Policy and Plan. The comprehensive assessment system includes both teacher-directed assessment of student progress and standardized test results. The Director of Curriculum & Staff Development oversees the comprehensive assessment system and interprets results for the Board and public.

Teacher-Directed Assessment

Teacher-directed assessment is designed to show that students have the standard of knowledge specified in District curriculum. As such, it is the basis of promotion from one grade to the next. Teacher assessment is a balance of many types of student work, including homework assignments, classroom participation, student products and performances, portfolios, quizzes and tests. The form of assessment used is determined by the teacher based on what is to be measured and how assessment results are to be used. Assessment should be designed to give the maximum amount of information about what students know and can do.

Standardized Testing

The Maine Educational Assessment is administered to all students in grades 4, 8 and 11 unless a parent requests an exemption in writing. Standardized tests selected by the District are administered to all students in grades 3, 6 and 9. Group intelligence tests are administered in grade 3. Students in grade 10 take the Armed Services Vocational Aptitude Battery (ASVAB). Tests are scheduled to minimize disruption to the rest of the educational program. Guidance counselors are responsible for group standardized tests. This involves testing arrangements, administration of the tests, interpretation of results to students and teachers, and maintenance of results in student records.

Additional standardized testing may be required for individual placement in Special Education or Title 1 Programs. In this case parental permission is required as specified in Policies IHBA Individualized Education Programs and KBF Title 1 Services, respectively.

50 Students in grade 9 and 10 are encouraged to take the Preliminary Scholastic Aptitude Test
51 (PSAT). Students in grades 11 and 12 are encouraged to take the Scholastic Aptitude Test
52 (SAT) and such achievement tests as may be helpful for college admissions. The PSAT, SAT
53 and Achievement tests will be taken at personal expense to the student and results will be
54 reported directly to students by the Educational Testing Service.

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56 **Assessment Reports**

57 Teachers must return corrected work to students promptly and provide feedback on a weekly
58 basis. At the end of each grading period teachers give students and parents a grade that reflects a
59 synthesis of information from a variety of assessments collected over the grading period. In
60 addition, for students in grades 9-12 with a grade of C- or less in a class, progress reports are
61 given to parent's midway through each grading period. Teachers are expected to contact parents
62 more often if a student's performance warrants this. Parents are encouraged to contact the school
63 with questions regarding student performance. Time is allocated in the school calendar twice a
64 year for parent conferences in grades K-8 and once a year in grades 9-12.

65 The format for all assessment reports must be readily understandable by students and parents.
66 The format maximizes the amount of information about student progress on meeting District
67 curriculum standards. Achievement can be represented by a letter grade. Administration must
68 develop assessment reports in the same format for a given grade level, with continuity of format
69 across grade levels so parent and student can see how performance in one grade is connected to
70 performance in the previous grade.

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72 Teacher training is provided annually to interpret standardized results. Standardized test results
73 are available to parents. Informational programs are offered to parents on interpretation of these
74 results for their student. Informational meetings are offered to the Board on interpretation of
75 school and district results.

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77 Cross Reference: IHBA Individualized Education Programs
78 KBF Title 1 Services