

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 ensure quality improvement of student achievement, accountability for teaching and learning, and appropriate program review.

In addition to standardized achievement tests, the District assessment plan shall reflect use of a variety of formal and informal data collecting techniques. These may include informal teacher made assessments, instruments supplied by book companies, diagnostic assessments, tests of learning aptitude, career awareness and aptitude/attitude assessments, lifelong learning standard achievement ratings, portfolios, performance assessments and such tests required by state and federal laws.

The District expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally-relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant 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 individual basis in accordance with legal requirements and established District policies and procedures.

Summary District assessment data will be available to administrators, curriculum committees and the School Board. Appropriate student assessment reports will also be provided to the public as required by law. District level 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. Building level data will be used to monitor the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents and guardians, and to determine areas for building level staff development and study.

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.

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, 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

STUDENT ASSESSMENTS

Policy 346

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[Section 115.77\(1m\)\(bg\)](#) [assessments; students with disabilities]

[Section 118.13](#) [student nondiscrimination]

[Section 118.30](#) [state required student assessments]

[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 \[Part A - Subpart 1\]](#)

Adopted: November 1988

Revised: January 1989, January 1992, February 1993, December 1993, July 1994, December 1994, August 2000, April 2013