

**STUDENT ASSESSMENT SYSTEM
(District Program Assessments)**

A comprehensive system of assessment shall be developed that adequately measures each student's progress toward and achievement of the Board-adopted content standards, including specification of an acceptable performance level. The district's program of student assessment shall:

Challenge students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge in various ways.
Include "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents know that extra effort is necessary.
Provide reliable and valid information on student and school performance to educators, parents and employers.

Provide timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district-adopted standards.

To the extent possible, the district's program of assessment will accommodate students with disabilities or limited English proficiency so they can be included in the assessment.
As the district's program of standards-based assessment is developed and phased in, these assessment results, in combination with the state assessment, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the Board-adopted content standards.

As part of the school improvement planning process, schools shall develop an academic performance profile which indicates how well all students are performing relative to the district's educational standards measured against baseline achievement data. The analysis of student performance should indicate the number and percentage of all students attaining and exceeding the district's performance standards at designated levels, as well as an analysis indicating any consistent patterns of low achievement or achievement discrepancies.

The district will use a variety of assessment tools to determine student achievement. The superintendent or designee shall be responsible for scheduling, disseminating and collecting assessments so that the district is in compliance with any state assessment requirements. The superintendent or designee also shall be responsible for reporting and interpreting all group assessment results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

ADOPTED date of manual adoption
Current practice codified in 1988
Revised August 6, 1997
Revised September 1, 1999

LEGAL REF: CRS 22-7-102 (2)(b); CRS 22-7-205 (3),(5); CRS 22-5-406, 407

CROSS REF: AE, Accountability/Commitment to Accomplishment
GCS, Professional Research and Publishing
IL, Evaluation of Instructional Programs
LC, Relations with Education Research Agencies