

STUDENT ASSESSMENT

- 1.0 Regular assessment of student progress is an integral and essential component of the teaching-learning process. Regular and systematic measures of student performance with respect to the District curriculum and standards are useful indicators of attainment of curricular standards by individual student and recipient groups.
- 2.0 Assessments shall be designed so that the results provide information which allows educators to evaluate the effectiveness of instructional programs and strategies. Assessments may also assist teachers in prioritizing appropriate educational interventions for students.
- 3.0 Building principals shall ensure that state assessment results and diagnostic reports are shared with and explained to the parent or legal guardian of each student enrolled in their school.
- 4.0 Accommodations will be made for students with disabilities and for Multilingual Learners (MLS). Accommodations for special education students shall be determined by the IEP team. When an IEP team determines that an assessment does not meet a student's educational needs, an alternative assessment will be administered. Adaptations and accommodations for MLS will be determined by the building's CLDE administrator after reviewing the student's current levels of language proficiency and conferring with appropriate staff. If the CLDE administrator determines that an assessment does not meet a student's educational needs, an alternative assessment will be administered.
- 5.0 Assessment results will be reported at the District and school level by recipient groups in comparison to other Denver metropolitan school districts of comparable demographic profile. Results should not be reported in a manner which has the effect of personally identifying any student.
- 6.0 Information from individual student assessments will be released only to those people or entities who have a need or legal right to such access. Student confidentiality will be respected at all times. When assessment results are made available to a wider audience, they will be anonymous or in summary form.
- 7.0 Assessment results are utilized by teachers, administrators, and the District to determine:
 - 7.1 educational level(s) and/or academic achievement of student(s);
 - 7.2 student attainment of curricular standards;
 - 7.3 student attainment of Board Ends;
 - 7.4 effectiveness of instructional programs and strategies;
 - 7.5 appropriate educational interventions to improve student achievement, attendance, and graduation rates within the school, District, classroom; and
 - 7.6 measures of student learning under Educator Effectiveness.
- 8.0 **Assessment Calendar.** As early as possible each school year the District shall distribute to parents and post on the District website an anticipated calendar for administering the state and local assessments during the school year. The calendar will also specify:
 - 8.1 the estimated hours each testing day that specific classes or grades will take;
 - 8.2 which assessments are required by federal law, C.R.S. § 22-7-1006.3, another state law, or by the District;
 - 8.3 the purposes of the state assessments administered pursuant to C.R.S. § 22-7-1006.3;
 - 8.4 the purposes of any District assessments; and
 - 8.5 the manner in which the department of education and the District use the assessment results.

This section does not apply to course-specific assessments that are not adopted by the state board of education pursuant to C.R.S. § 22-7-1006 or to nonstandardized, classroom-based assessments that individual educators choose to administer to students.

9.0 **Parent Request for Exemption.** A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall provide the school principal with a written request to excuse his or her child from participation for that school year. The parent/guardian shall not be required to state the reason for asking for the exemption. The request for exemption may apply to all or specific state assessments. The request for exemption is only valid for the current school year.

9.1 In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments. Students excused by their parents/guardians from participating in a state assessment or assessments shall not be prohibited from participating in an activity or from receiving any form of reward that the district provides to students participating in the state assessment. This policy's exemption process shall apply only to state assessments and shall not apply to district or classroom assessments. Parents/guardians are encouraged to discuss any concerns regarding such local assessments with their child's teacher and/or school principal.

10.0 **Determination of Paper and Pencil Testing Option.** During the 2015-2016 school year The Chief Academic Officer (CAO) shall select a group of parents from established parent groups to provide consultation as to whether students in the District will use paper and pencil to complete state assessments. To the extent practicable, the group of parents should include parents of students at elementary, middle and high schools and from different geographic areas of the District. The CAO may adjust the membership as necessary to maintain a diverse and representative group of parents. The group of parents shall meet at least once during the fall semester to consult with the Executive Director of Assessment, Evaluation & Analytics. The Executive Director of Assessment, Evaluation & Analytics shall solicit the feedback of principals either before or after meeting with the group of parents. The Executive Director of Assessment, Evaluation & Analytics shall then bring the recommendation of the group of parents and the feedback from principals to the Superintendent for a final decision as to whether any school or any classroom in any school in the District will use pencil and paper to complete any portion of a state assessment. The Superintendent will consider the technological capacity and resources of the District, previous experience with computerized and written assessments, whether the methodology of the particular school or classroom is consistent with the use of computerized or written assessments, and the logistics of administering state assessments in multiple formats in addition to the recommendation of the group of parents and feedback from principals when making his or her decision.

10.1 If the District decides to reconsider the determination in a future school year, this same process will be followed.

LEGAL REFERENCES:

C.R.S. 22-7-1006.3

C.R.S. 22-7-1013(6), (7), (8)