

## **RSU #63**

- a. NEPN/NSBA Code:** **IK**
- b. Title:** **Student Achievement/Evaluation of Student Achievement**
- c. Author:** **Curriculum Committee**
- d. Replaces Policy:**
- e. Date Approved:** **11/16/2015 RSU #63**
- f. Previously Approved:** **12/19/2005**
- g. Policy Expiration:** **Review as Needed**
- h. Responsible for Review:** **Curriculum Committee, Superintendent & Policy Committee**
- i. Date Reviewed:** **10/8/2015 Curriculum Committee & 11/2/2015 Policy Committee**
- j. References:** **20-A MRSA § 6209  
Chap. 127 (Me. Dept. of Ed. Rules)  
Policies: ADF, IKAB, IKE, IKF, ILA**
- k. Narrative:**

- I.** Effective evaluation of student achievement is essential to the instructional process, the certification of students' progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents. The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels. Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identify learning problems and areas in which remediation is required. Sharing of information among parents, staff, and students is an integral part of the evaluation.
- II.** RSU #63 will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.
- III.** Individual classroom assessments may include, but are not limited to, student tests, quizzes, reports, presentations, laboratory work, writing samples, teaching observations, portfolio constructions, and student self-assessments.
- IV.** School and district assessments will include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and grade spans within the district.

- V. Large scale assessments will include the MEA (Maine Educational Assessment), administered in grades 3 through 8 and assessments required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB), and may include other nationally named standardized achievement tests such as the Measures of Academic Progress from NWEA (Northwest Evaluation Association).
- VI. Although all measures of student achievement will “count” toward certifying achievement of the content standards of the Learning Results and for making decisions concerning assignment to grade levels (or promotion and retention) neither the MEA nor a commercially produced test may be the only measure of student achievement.

**A. Replacement Assessments:**

To ensure each student has an ample opportunity to demonstrate achievement of the content standards of the Learning Results, RSU #63 supports the concept of “replacement” of common assessments. Replacement is the means by which a student with low performance is provided the opportunity to demonstrate an acceptable level of proficiency in a content area at a grade span through another, additional assessment. Replacement assessments will be used only if the student is in danger of not being certified in specific content areas.

**B. Remediation/Additional Instruction:**

Students will receive additional instruction or participate in remedial intervention opportunities before taking a replacement assessment. The Superintendent/designee will be responsible for establishing a system for remediation and/or additional instruction and for administration of replacement assessments. As practicable, this system may include in-class support, tutoring, before and/or after school learning programs, summer school, another course, computer-assisted learning, and other methods of instruction and review. It will be the responsibility of the student and parent/guardian to take advantage of these services.

**C. Communicating Information Concerning Student Achievement:**

Teachers should provide students and parents timely information concerning student performance and, if practicable, the need for the student to participate in remediation and/or additional instruction and replacement assessments.

Parents are encouraged to confer with their child’s teacher when performance as measured by classroom assessments, common assessments, or standardized tests indicates a need for remediation or individual instruction. The conference should concern discussion of the student’s level of achievement, specific indications of the need for remediation, additional instruction and replacement assessments, and the schedule for the next set of content standard assessments.

Parents shall be informed at regular intervals of their child’s academic progress through report cards or other written means.

**D. Assessment Accommodations and Alternative Assessments:**

Assessment accommodations and alternative assessments will be provided for identified students in accordance with their Individual Education Plan (IEP), 504 Plan, or Limited English Proficiency Plan.

Completed assessments will be maintained until the student reaches the age of 21 by the Department of Special Services within the high school the student last attended. The only exception is for students assigned by RSU #63 to regional programs. The RSU #63 Department of Special Services retains the records of those students.