

**Instruction****STUDENT ASSESSMENTS**

The Governing Board believes that districts must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student. Major conclusions about students and district programs shall always be based upon a variety of evaluation measures.

Standardized tests measure student performance, help determine individual students' growth and progress, and are related to State and National norms. The board believes that standardized tests can provide useful information for program planning and evaluation. However, the board understands that misinterpreting or overemphasizing test scores is detrimental to the success of the students.

Because standardized tests often measure only the most commonly tested skills rather than broad understanding of concepts, overemphasizing testing can limit curricular options and the richness of district programs. When district test scores are published, the Superintendent or designee shall make available supplementary information to interpret the results to parents and teachers.

The Superintendent or designee shall ensure that assessments are administered in accordance with the law and test publisher's directions, and that test administration procedures are fair and equitable for all students.

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs. The Superintendent or designee shall provide professional development as needed to assist administrators and teachers in interpreting and using assessment data to improve student performance and the instructional program.

Whenever standardized tests are administered, parents/guardians shall receive a shared electronic source explanation of the standardized achievement test's use and purpose along with the student's individual test score. Parents/guardians shall be invited to contact the school staff for further explanations and information about how best to help the student improve their performance. (Education Code 60722)

**Interim and Formative Assessments**

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning, for communicating with students' parents/guardians, and identifying professional development goals. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

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Legal Reference:

**State**

5 CCR 850-876

Ed. Code 10600-10610

Ed. Code 313

Ed. Code 44660-44665

Ed. Code 49558

Ed. Code 51041

Ed. Code 51450-51455

Ed. Code 52052

Ed. Code 52060-52077

Ed. Code 56341.1

Ed. Code 60600-60649

Ed. Code 60640-60648.5

Ed. Code 60800

Ed. Code 60900

Ed. Code 60910

**Federal**

20 USC 1401

20 USC 9622

**Management Resources**USDOE Office of Educational  
Technology Publication

Website

Website

Website

Website

Website

Website

Website

**Description**[California Assessment of Student Performance and Progress](#)[California Education Information System](#)[Assessment of English language development](#)[Evaluation and assessment of performance of certificated](#)[employees](#)[Free and reduced-price meals; use of individual applications and  
records](#)[Evaluation of the educational program](#)[Golden State Seal Merit Diploma](#)[Accountability; numerically significant student subgroups](#)[Local control and accountability plan](#)[Assistive technology devices for a student with a disability](#)[Assessment of academic achievement](#)[California Assessment of Student Performance and Progress](#)[Physical performance test](#)[California Longitudinal Pupil Achievement Data System](#)[California State Preschool Program Longitudinal Pupil](#)[Achievement Data System](#)**Description**[Assistive technology device; definition](#)[National Assessment of Educational Progress](#)**Description**[Artificial Intelligence and the Future of Teaching and Learning:  
Insights and Recommendations, May 2023](#)[Metropolitan Educational Research Consortium](#)[Metropolitan Educational Research Consortium](#)[CSBA District and County Office of Education Legal Services](#)[California Department of Education, Testing and Accountability](#)[Smarter Balanced Assessment Consortium](#)[U.S. Department of Education](#)[CSBA](#)**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

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Revised: March 19, 1992

Revised: June 12, 2025