

ADMINISTRATIVE PROCEDURE 7.38
BALANCED ASSESSMENT SYSTEM

The district’s balanced assessment system is comprised of state, district, and classroom assessments which are designed to support instructional planning and promote data-informed decision making throughout the district. Execution of the following assessment procedures ensures that practices in schools and classrooms support and align with the intended purpose of the balanced assessment system.

(1) TEST ADMINISTRATION

- (a) Test administration refers to how an assessment is presented to students, and in the case of standardized assessments also includes specific directions for both the proctor of the assessment and the student taking the assessment. Information, training, and resources are provided to teachers and school staff from the district, state, and test vendors to ensure proper test administration.
- (b) All assessments of student learning are administered in a manner that aligns with their intended purpose and design. Failure to adhere to these standards may result in assessment data that is difficult to interpret.

(2) DISTRICT ASSESSMENT CALENDAR

- (a) A District Assessment calendar is created by the Department of Research, Assessment, and Data for the purposes of identifying testing dates and windows for each of the required federal, state and district assessments.
- (b) By the end of each school year in the spring, an initial district assessment calendar for the upcoming school year will be published and communicated to schools. Revisions and updates to the calendar are made prior to the beginning of school in the fall or throughout the school year as needed.
- (c) A list of current assessments and their descriptions will be posted on the district website.

(3) SCHOOL ASSESSMENT COORDINATOR

- (a) Every school has one or more designated school assessment coordinators (SAC) whose responsibilities include the coordination of all aspects of required federal, state, and district assessments with pertinent school staff. The school assessment coordinator serves as the liaison between the school and the Department of Research, Assessment, and Data
- (b) Before the beginning of the school year, school leaders must designate staff to be school assessment coordinators and share that information with the Department of Research, Assessment, and Data. These designations are used to create a SAC directory which drives the communication of assessment information between the district and schools.

(4) ASSESSMENT OF SPECIFIC STUDENT POPULATIONS

(a) Designated Supports

The use of designated supports and accommodations with any student must align with how the student is supported during classroom instruction and the intended design of the assessment. In some cases, certain supports may not be appropriate for how an assessment is designed (e.g. read aloud services for assessments of reading comprehension). All students receiving designated supports and accommodations will have their supports reviewed annually to ensure appropriateness and alignment to learning goals.

(b) Students with disabilities and 504 plans

1. Students with disabilities and 504 plans will participate in assessments with the appropriate designated supports and accommodations.
2. Some students with disabilities may be assessed with specific alternate assessments per the requirements of their individualized education plans

(c) English Learners

1. English learners will participate in assessments with the appropriate designated supports and accommodations.
2. English learners who have been in the United States less than 12 months and have an English proficiency level of 2.9 or less may be exempt from one administration of the state's English reading or English language arts assessment. Other subject areas are completed with the appropriate designated supports and accommodations. This exemption may be extended to any administration of district assessments within the designated 12-month period on a case-by-case basis as decided by the school-based educational team in consultation with district staff.

(d) Language Immersion and Bilingual Dual Language Programs

1. Students in the language immersion program are assessed in English and/or the target language when an appropriate and comparable assessment is available.
2. Students in the bilingual dual language program, grades K-2, are primarily assessed in Spanish in subject areas of literacy. Students in grades 3-12 are assessed in both Spanish and English in subject areas of literacy. The language of assessments administered in other subject areas are aligned with the instructional programming of the student's grade level and specific subject area.

(5) PARENT COMMUNICATION OF ASSESSMENT RESULTS

- (a) Individual student reports (ISRs) from state required assessments are received by the district for distribution to schools and families. ISRs are shared with families in a timely fashion and with the appropriate support documents or cover letters.
- (b) Results from interim and classroom assessments are shared with families by schools and teachers. While assessment results can be sent home with proper explanation, in-person conversations (e.g. parent-teacher conferences) about student assessment results are encouraged whenever possible.
- (c) When communicating assessment results with parents, the district makes every effort to ensure the information is presented in an understandable format. For parents or guardians of English Learners whose primary language is not English, additional support is provided, including supplemental resources for further explanation, translation of communications and score reports into different languages, and interpretation services to ensure meaningful communication in a language they can understand.
- (d) Standardized scores from summative and interim assessments are made available to parents electronically through the parent portal of the student information system.

(6) PARENT OPT-OUT

- (a) Parent opt-out requests must be honored for any required state assessments under the Wisconsin Student Assessment System (WSAS) in grades 4, 8, 9-11, per Wis. Stats. 118.30(2)(b)3. A parent must submit a written request for student opt-out to the principal or school leader. The principal or school leader verifies the opt-out request, ensures the

request is documented in the corresponding assessment system, and provides the district assessment coordinator with a copy of the request.

- (b) Parent opt-out requests may be considered on a case-by-case basis for required WSAS assessments in grade levels other than 4, 8, 9-11, as well as local district or classroom assessments. In this situation, a parent must still submit a written request for student opt-out to the principal or school leader. The principal or school leader will discuss the case with the parent and determine if the opt-out is appropriate and whether to grant the request.

History: Adopted 9-26-24

Legal Ref.: W.S. 118.30(2)(b)3

Wisconsin Student Assessment System

Section 504 of the Rehabilitation Act of 1973

Cross Ref.: Admin. Policy 7.38 Balanced Assessment System