

La Canada USD

Board Policy

Student Assessment

BP 6162.5

Instruction

The Governing Board believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual students' academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning. Assessment is part of the teacher's job of delivering curriculum and measuring mastery in accordance with state curriculum standards.

Assessment is a learning experience for students and teachers and should be used to improve the quality of instruction. Assessment varies in rigor and/or weight and is found in many different formats.

The Superintendent or designee shall ensure that assessments are conducted for purposes of determining students' progress in the course of study, eligibility for and appropriate placement in district programs, need for supplemental instruction and eligibility for graduation.

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6164.4 - Identification of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6177 - Summer School)

The Board desires to use a variety of evaluation measures to reach the above-stated goal. Multiple measures are the most effective way to assess student strengths. Various forms of assessment are used to address different learning styles and content areas, e.g. semester exams, tests, quizzes, oral presentations, listening, participation, projects, portfolios, demonstrations, cooperative work, labs, research papers, essays, write ups of observations, and any other assessment considered to be material in the semester grading process as decided by the teacher under the supervision of the principal of the school. To have validity, assessments must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

At the beginning of each school year, teachers shall distribute to students and parents/guardians

course assessment guidelines, including make-up procedures and grading scales. Teachers shall also distribute to students and parents/guardians sample test questions and rubrics that are representative of the tests students will take and the rubrics that will be used to score tests.

It is the Board's intent that individual graded assessments will be distributed to students and through them to parents/guardians in a timely manner for review. However, the Board recognizes that formal summative assessments (quarterly anchor assessments, semester final exams, sections of Advanced Placement assessments that include College Board questions released to teachers) and diagnostic assessments by their nature are not required to be distributed to students and through them to parents for review. The Board acknowledges that there are other occasions where exceptions may be appropriate. Teachers who wish not to return particular tests through the students to the parents/guardians, shall secure the approval of their principal through an exception process. Assessment practices not defined as tests are portfolios, group work, collaborative projects, oral presentations, lab reports, class participation responses and arts performances. The exception process for tests is as follows:

1. The principal shall develop and make available in writing the evaluation criteria used to determine exceptions. Use of copyrighted material or intellectual property on a test shall not be one of the criteria.
2. The teacher shall present test copies and a written rationale for the specific tests for which an exception is requested, and these shall be reviewed by the principal.
3. Prior to granting an exception the principal and teacher shall meet to discuss the request and rationale.
4. The principal shall keep a log of exceptions granted and shall share the log with the Superintendent and Board as requested. The log, including teacher name, shall be reasonably available for public inspection in the principal's office during business hours.
5. The principal shall meet on a quarterly basis with teachers at a course or department level to review the test revisions and the mean scores on the tests not returned through students to the parents/guardians.
6. Within two days of graded tests being returned to students, the teacher will contact the parents/guardians of any student receiving a score of C- or below on any test not returned through students to the parents/guardians and will notify parents/guardians of concerns related to mastery of course content. The notification will include an invitation to review the graded test.

Tests, essays and other assessments shall be graded by teachers and reviewed by students and teachers in a timely manner. Specifically, teachers shall grade and review essays prior to collecting the next similar essay and shall grade and review tests prior to administering the next similar test in an instructional sequence or the next cumulative test in which the learning will be again measured. Teachers shall notify parents/guardians on a timely basis of issues or concerns identified through assessments and provide students with several days to reflect on graded tests and use them for further study. Teachers shall be available to address assessments with

parents/guardians.

Types and quantity of assessments shall be reviewed at least annually by teachers and administrators at each grade level or subject to ensure consistent coverage and measurement of course curriculum. To ensure that assessments properly align with the learning material covered, an annual applicable sample shall be reviewed.

It is the Board's intent that teachers utilize the ~~Pinnacle~~ District's adopted on-line grading system to regularly post grades throughout the quarter and to keep parents/guardians up to date with their students' academic progress.

Principals and other administrators shall ensure adherence to assessment policy provisions through the teacher evaluation process.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6162.53 - Golden State Examination)

(cf. 6162.54 - Test Integrity/Test Preparation)

The effectiveness of the schools, teachers and district shall be evaluated in part on the basis of student assessments.

(cf. 0500 - Accountability)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0530 - Awards for School Performance)

(cf. 4115 - Evaluation/Supervision)

(cf. 6190 - Evaluation of the Instructional Program)

When districtwide and school-level results of student assessments are published, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

(cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 60640-60647

2. The results of any formal standardized end-of-course examinations taken
3. The results of any vocational education certification examinations taken

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program
51450-51455 Golden State Seal Merit Diploma
60600-60649 Assessment of academic achievement
60800 Physical fitness testing
60810 Assessment of language development
60850-60856 Exit examination
CODE OF REGULATIONS, TITLE 5
850-870 Standardized Testing and Reporting program
880-901 Designated primary language test
1200-1216 High School Exit Examination

Management Resources:

CDE PROGRAM ADVISORIES

Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program

0327.86 Reporting norm-referenced standardized achievement test scores to parents

CSBA ADVISORIES

0306.01 California Assessment Update

0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy
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LA CANADA UNIFIED SCHOOL DISTRICT
La Canada Flintridge, California