

## Assessment Systems

It is the philosophy of the Board of Education that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

### **State assessment system**

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of the classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Use of paper and pencil, rather than computers: For state assessments that are usually administered by computer, the district may determine that specific students, classrooms, or schools within the district may use pencil and paper to complete the computerized portions of the assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional method of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete an assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

### **1. Parent/guardian request for exemption**

Exemption from selected assessments: a parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation, IKA-R.

The district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and shall not apply to district or classroom assessments.

## **2. Sharing of student state assessment results with parents/guardians**

For students who are not exempted, the district shall provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

### **District assessment system**

In addition to the state assessment system, the district has developed an assessment system that:

- measures each student's progress toward and achievement of the district's students to think critically;
- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.

The district's assessment system shall accommodate students with disabilities and English language learners.

The district's assessment results will be used as the measurement of student achievement. The district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about assessments that the district plans to administer during the school year.

(March 8, 2016)

LEGAL REFS.:

- C.R.S. 22-7-1006.3 (1) *(state assessment implementation schedule)*
- C.R.S. 22-7-1006.3 (1)(d) *(district must report to CDE the number of students who will take the state assessment in a pencil and paper format)*
  
- C.R.S. 22-7-1006.3 (7)(d) *(state assessment results included on student report card if feasible)*
- C.R.S. 22-7-1006.3 (8)(a) *(policy required to ensure explanation of student state assessment results)*
- C.R.S. 22-7-1013 (1) *(district academic standards)*
- C.R.S. 22-7-1013 (6) *(policy required regarding the use of pencil and paper on state assessments)*
- C.R.S. 22-7-1013 (7) *(procedure required concerning distribution of assessment calendar to parents/guardians)*
- C.R.S. 22-7-1013 (8) *(policy and procedure required to allow parents to excuse their children from participation in state assessments)*
- C.R.S. 22-11-101 *et seq. (Education Accountability Act of 2009)*
- C.R.S. 22-11-203 (2)(a) *(principal required to provide educators access to their students' academic growth information "upon receipt" of that information)*
- C.R.S. 22-11-504 (3) *(policy required to ensure explanation of student state assessment results and longitudinal growth information)*

CROSS REFS.:

- AEA, Standards Based Education
- AED\*, Accreditation
- IK, Academic Achievement
- JRA/JRC, Student Records/Release of Information on Students

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