Pulaski Community School District Board of Education Policy	Policy Code: IL Date: February 19, 2014

DISTRICT ASSESSMENT OF STUDENTS

Balanced, ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation and application of assessment data is necessary to ensure quality improvement of student achievement, accountability for teaching and learning, and appropriate program review.

The Pulaski Community School District Assessment Plan is based on the following guiding principles:

1. The essential purpose of assessment is the improvement of student learning.
2. Assessment must provide a comprehensive picture of student achievement.
3. Assessment must measure growth over time.
4. Assessment must be valid and reliable.
5. Assessment data must be responsibly and efficiently collected and managed.

To accomplish the purposes defined above, the assessment system encompasses a variety of assessment types such as:

- Standardized assessments that measure student skill and proficiency in relation to adopted state and local standards.
- Standardized assessments that measure student achievement and aptitude in relation to state and national norms
- Benchmark assessments that chart student progress at defined points throughout the school year
- Common grade level assessments, writing assessments, portfolios, performance assessments and other authentic assessment that measure learning achievement on learning targets
- Formative assessments that provide feedback to both students and teachers about the progress students are making toward the articulated standards
- Student self-assessments that provide students with the means to be actively involved in their own learning and academic goal setting.
- Diagnostic assessments to improve the student's learning experience and their level of achievement

The District expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

Summary of the district assessment data will be available to School Board members, administrators, and teachers serving on curriculum committees. Appropriate student assessment reports will also be provided to the public and parents. The District will establish student learning improvement goals and action plans which will be used to measure student progress. District level data will be used for curriculum development, evaluation and revision,, monitoring student learning, teacher/teaching method effectiveness, program development and evaluation, establishing Board goals, making budgetary decisions, assessing needs for professional development and developing remediation plans at the classroom, building and District level when needed. Building level data will be used to monitor student learning, teacher/teaching method effectiveness, the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents/guardians, and to determine needs for building level professional learning and development.

Except as otherwise provided by law, individual student scores obtained from any aspect of the District's assessment program shall remain confidential and only be provided to appropriate school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian(s).

Decisions regarding the assessment of students with disabilities and English Language Learners shall be made on an individual basis in accordance with legal requirements and established District policies and procedures. Accommodations provided for students with disabilities shall be documented on an Individualized Education Plan (IEP) or 504 plan.

District assessment practices of the Pulaski Community School District shall be designed in such a way so as not to be limiting or discriminatory on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing materials or techniques to meet the individual needs of the students. Discrimination complaints shall be processed in accordance with established procedures.

District staff involved with assessment or handling of assessment tools shall meet ethical and appropriate testing standards by:

- Following district, state and federal procedures for handling and tracking test materials before, during and after testing
- Ensuring the integrity of testing environments by following standardized assessment procedures
- Following district, state and/or federal procedures for proctoring assessments
- Maintaining confidentiality of assessment content
- Providing only district, state or federally authorized assessment practice tools and materials for student use
- Following approved or allowable accommodations during assessment
- Submitting appropriate confidentiality agreement forms to district personnel annually
- Following proper procedures when reporting or investigating any alleged violation of test security provisions
- Participating in all required assessment and security training
- Prohibiting any person without sufficient and appropriate knowledge, skills or training from administering assessments.

The District is responsible for investigating all reports of assessment violations and following disciplinary actions for staff found to be in violation of following established standards for ethical and appropriate testing practices. Disciplinary action will follow the districts Standards for Conduct/Employee Discipline in the Employment Provisions Handbook.

POLICY REFERENCES:

AD	District Philosophy Policy
IF	Curriculum Development Policy
IGBA	Programs for Students with Disabilities Policy
IKA	Student Grading Systems Policy
IKEA	Promotion and Retention of Students Grades Four and Five Policy
IKEB	Promotion and Retention of Students Grades Six through Eight Policy
IKF	Graduation Requirements Policy
JO	Student Records Policy
JB	Equal Educational Opportunities Policy
IGBAA	Participation of Private School Children
Special Education Policy and Procedure Handbook	
Employee Provisional Handbook	

APPROVED: **March 21, 2007**
REVISED: **January 15~~,~~ February 19, 2014**