

Education Programs

Assessment Plan

I. Purpose

This policy establishes the responsibility for creating the district assessment plan, and establishes parameters for elements of the plan.

II. General Statement of Policy

The district recognizes the value of common assessments for evaluation across the district. The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers and students. Assessment results will identify performance in the area being evaluated, and will guide the teaching and learning which is required to deliver the best possible educational experience to all students.

A district portfolio of appropriate assessments, both formative and summative, is essential to meet the purposes of the assessment plan. The portfolio of assessments should contain the most effective assessments that also maximize the time and efforts given to learning.

III. Responsibilities

A. Administration of Plan

The directors of teaching and learning and research and evaluation will jointly be responsible for the administration of the district assessment plan. This includes the development, implementation and evaluation of the plan. The plan will identify the staff responsible for implementing and supporting the plan.

B. District Assessment Committee

The directors of teaching and learning and research and evaluation will establish a District Assessment Committee to assist in the creation, monitoring and evaluation of the district assessment plan. The committee will include an equal number of licensed teachers and administrators from the following key areas:

1. Administrators from each stratum of school configurations (Elementary, Middle Grades, and High School);
2. Administrators from the district leadership team
3. Teaching staff from each strata of school configurations
4. Content leaders or specialists.

C. Parent and Community Input

Members of the committee or the administration, as necessary, will engage and inform Parent and Community stakeholders, to allow for input and feedback as it aims to provide understanding around the assessment plan.

IV. Development and Implementation

A. Development and Acceptance of the Plan

The plan administrators will develop the plan guided by the assessment committee and other input groups. The plan must meet all federal, state and local assessment and evaluation requirement. The plan and the assessment portfolio will be rooted in “best practices” and research.

Bi-annually, the plan will be presented to the school board for review and acceptance. Requests for exceptions to the plan will be made to the superintendent. The superintendent will review the request, seek additional information and make a decision on the request.

B. Monitoring, Evaluation and Revision

1. Implementation of the established plan will be monitored by the director of research and evaluation
2. The superintendent and director of research and evaluation, along with district and site leadership, will review and evaluate the success of the plan in meeting identified goals
3. A two-year review cycle of plan will be instituted
4. The annual findings of the plan will be reported to the Board Teaching and Learning Committee. The findings may include recommended modifications in the plan for the upcoming year.
5. The results of the specific assessments within the plan will be shared as available to the identified stakeholders. The stakeholders will vary depending on the assessment.

C. Elements of the Plan

The plan will be comprehensive and elements of the plan may include, but are not limited to:

1. The portfolio of district required assessments;
2. The test administration process;
3. Test data storage and management procedures;
4. Training and professional development requirements for teachers, test coordinators and principals;
5. Responsibility for administration, scoring and reporting;

6. Compliance expectations.

D. Portfolio of Assessments

The plan will include the required and permitted assessments adopted by the district. The portfolio will include the most effective assessments which maximize the time and effort for students' learning and meet the plan's goals. Instruments that address multiple assessment purposes may be preferred over other possible assessments. The choice of formative assessments may be guided by the plan, and teachers are expected to use appropriate formative assessments in their instruction. Assessments will be chosen for the portfolio based on appropriate elements, including, but not limited to:

1. The purpose(s) to be met by the assessment;
2. The fitness of the instrument for the purpose;
3. The time required for administration;
4. The expected time required for scoring;
5. The expected turn-around time of reporting results;
6. The ability of the instrument to be adapted for use by English Language Learners or students receiving special education services, or what equivalent assessment will be used to meet those students' needs;
7. The involvement of technology in supporting the administration, scoring or reporting of the assessment, and the present capacity to meet that required involvement;
8. The training required to administer, score and report data, if any, and the capacity of the district to provide adequate training;
9. The responsibility for administration, scoring and reporting, and the capacity of the district to execute.

Legal References:

- 20 U.S.C. 6301, et seq. (No Child Left Behind Act)
- Minn. Stat. §120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. §120B.021 (Required Academic Standards)
- Minn. Stat. §120B.022 (Elective Standards)
- Minn. Stat. §120B.023 (Benchmarks)
- Minn. Stat. §120B.11 (School District Process)
- Minn. Stat. §120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. §120B.35 (Student Academic Achievement and Growth)
- Minn. Rules Parts 3501.0010, et seq. (Rules Relating to Graduation Standards – Mathematics and Reading)
- Minn. Rules Parts 3501.0200, et seq. (Rules Relating to Graduation Standards – Written Composition)
- Minn. Rules Parts 3501.0505, et seq. (K-12 Standards)

Cross References:

(Local Standards and Assessment)
(State Required Assessments)

Policy
adopted: 7/17/17

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota