

ILBA – ASSESSMENT OF EDUCATIONAL PROGRAMS

The purpose of assessment is to provide feedback that supports and improves the teaching and learning process and evidence that learning targets have been achieved. District assessment should be a systematic process of collecting and analyzing student data to determine the effectiveness of curriculum, instruction, and assessment in reaching student proficiency targets as a district, school, teacher, and student.

The Superintendent, or designee will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Definitions

For the purposes of assessment course work through the demonstration of student mastery of course competencies, the following definitions are established.

- **Competencies** are overarching learning targets that represent key content-specific concepts, skills, and knowledge applied
- **Competency Assessment** means the process by which a student demonstrates sufficient evidence of mastery of Performance Indicators in grades K-8 and Competencies in grades 9-12.
- **Mastery** means a high level of demonstrated proficiency with regard to a competency and is outlined in the Epping Student Achievement Report Performance Key.

Selection of Assessment Instruments

The assessment selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Selection of assessments will also evaluate the timeliness of receipt of assessment information. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to teacher observation of project-based learning including off-site learning projects, competency-based assessments, and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

Administration and Use of Assessment Instruments

The District assessment program will include an approximate schedule for when assessment tools will be administered to students. The annual District schedule will be published and made available to students, parents, staff, and community

Each School Principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Assessment shall be administered to all children entering preschool, kindergarten, or first grade. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented in the Individualized Education Program (IEP).

Assessment Results

Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To select methods of instruction;
- To set the pace of instruction;
- To select curriculum materials;
- To provide individual and group interventions; MTSS process
- To re-teach or provide enrichment;
- To report progress to parents;
- To help determine revisions needed in the curriculum.

Interpretation of Assessment Instruments

The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Evaluation of Assessment Instruments

The Superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

Statutory/Regulatory/Policy/Handbook Cross References

RSA 193-C (Statewide Education Improvement and Assessment Program)
Ed 306.24 (Assessment)
Handbook (None)

APPROVED/REVISED: November 3, 2011, May 7, 2015, August 16, 2018

PREVIOUS POLICY: None