

The School District of Altoona strongly believes that balanced, ongoing assessment is essential to providing an education that is appropriate for each student. Routine collection, interpretation and application of assessment data are necessary to determine student learning and progress and to allow for accountability in teaching and learning.

In addition to standardized achievement tests, District assessment plans and procedures involve the use of a variety of formal and informal assessment techniques.

The District expects all assessments to be based on clearly articulated instructional goals and achievement expectations, to serve an instructionally-relevant purpose, to use reasonable and appropriate methodology, and to reasonably control for sources of bias and distortion that can lead to inaccurate assessment. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be used for developing and evaluating curriculum, developing and evaluating courses and programs, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building, and District level when needed. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policies.

The District shall not discriminate in the methods, practices and materials used for testing and evaluating students 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 or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal Ref: 115.415, 115.77, 118.016, 118.13, 118.30, 118.33, 121.02 Wisc. Statutes

Federal Elementary and Secondary Education Act (Part A – Subpart 1)

ADOPTED: 01/09/17