

EVALUATION OF STUDENT ACHIEVEMENT

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents.

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

Consistent with the local assessment system, MSAD 11 will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's performance and to monitor their progress toward meeting the content standards and the *Guiding Principles* of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, presentations, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments will include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required for the purpose of determining whether the school has achieved "annual measurable objectives" for federal reporting purposes and may include other nationally normed standardized achievement tests.

Communicating Information Concerning Student Achievement

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction. Parents are encouraged to confer with their child's teacher when performance, as measured by classroom assessments, common assessment, or standardized tests, indicates a need for remediation or additional instruction. The conference should include discussion of the student's level of achievement, specific indications of the need for remediation, and opportunities for additional instruction. Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means.

The principal will provide written notification to students and parents by no later than March 15th if the student may not advance to the next grade because they have not met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the

student may not qualify for a high school diploma because they have not met the required standards.

Assessment Accommodations and Alternate Assessments

Assessment accommodations and alternate assessments will be provided for identified students in accordance with their Individual Education Plan (IEP), 504 Plan, or Limited English Proficiency Plan.

Legal Reference: 20-A M.R.S.A. § 6209
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
IKAB – Report Cards/Progress Reports
IKE – Promotion, ~~and~~ Retention, and Acceleration of Students
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

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