

SCHOOL DISTRICT OF JOHNSON CREEK BOARD OF EDUCATION POLICY	POLICY: 346
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### **Assessment Programs**

**Philosophy:** The goal of educational assessment in the Johnson Creek School District shall be to help people--teachers, students, their parents, administrators and support staff--make data based decisions. Questions that may arise shall relate to this central goal. It is critical that results of different evaluative techniques be utilized appropriate to their intent, representing various components of decision-making processes.

**Note:** Teachers of special education students, school counselors, the psychologist, reading specialist, and social worker may find it necessary to use more specialized instruments than those for which this policy applies.

**Achievement Testing:** This policy section will relate to two types of achievement testing in the district:

1. Norm-Referenced Testing: This testing will provide teachers, students and their parents, administrators, and other members of the professional staff with information about each student's level of achievement based on state and/or national norms. Results of these tests are to be shared with the students and their parents. While the results from these tests should not in and of themselves be used to determine passing or retention, the results may be used as part of a larger body of criteria. Therefore, this kind of achievement testing can be useful as a component part in decisions regarding diagnosis, remediation, and proposed educational interventions. Curricular decisions may be generated by results of standardized achievement testing.
2. Tests Required by State & Federal Policy: These standardized tests are designed to measure academic standards.

**Other Testing Instruments:** In order to help accomplish the major purpose of this policy, the Board of Education permits the use of the following aptitude testing programs or their equivalents.

1. **Cognitive Ability Assessment:** These assessments may give insights into what a student can learn to do. More accurate decisions can be made regarding grouping, intra-classroom placement, and counseling. While these test assessment results should never be used by themselves but in tandem with other data, they do add to the basic understanding of student needs.
2. Vocational/Career Aptitude Tests: Aptitude tests are designed to assist students with career

choices.

3. Determining Alternate Assessment Participation of Special Education Students for Group Standardized Testing

**Throughout the process the whole child should be considered this includes social emotional, behavioral and cultural data.**

To facilitate informed and equitable decision making, IEP teams should address each of the content areas (Literacy, Math, Science, and Social Studies/History) based upon the following criteria:

- Student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.
- Student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.
- Student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
- Student's difficulty with the regular curriculum demands is primarily due to his/her disability, and not to excessive absences unrelated to the disability, or social, cultural or environmental factors.

When the IEP team concurs that all four of the statements above accurately characterize a student's current educational situation in a given content area, then an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement in that content area. In content areas where all four statements DO NOT describe the student, the student should be assessed using the regular assessment with or without accommodations.

**ASSUMPTIONS:**

- The IEP team has knowledge of the student's present level of academic achievement and functional performance in reference to the academic standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the assessments.
- The IEP team is knowledgeable of the standardized testing guidelines and the use of appropriate testing accommodations.

The Johnson Creek School District will function under a framework of Equitable Multi-Level Systems of Supports. This system of support centers around equity while providing high quality instruction, strategic use of data, collaboration, family and community engagement, a continuum

of supports, a strong universal level of supports, and evidence based practices.

If a student has not met performance requirements at the universal level, the student will be provided with Tier 2 and/or Tier 3 interventions. These students are provided with targeted, skill-specific instruction in addition to continuing access to high quality instruction. If the student has insufficient response to at least 2 intensive, scientific, research-based interventions using baseline and weekly progress monitoring data, with consideration of exclusionary factors, a referral will be made for a psychoeducational evaluation.

When it is determined a student with special education needs will take the group standardized test, accommodations that are made in the regular education classroom on a regular basis, may be considered for use with group standardized tests. However, only those accommodations allowed by the group standardized test procedures may be used.

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