

Assessment Program**

The district's assessment program shall be designed to determine district and school program improvement and individual student needs, and to meet the requirements of Oregon Administrative Rules. Each year the district shall determine each student's progress in relation to federal, state and district achievement goals.

Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, assessments of English Language Development, and other valid assessments required by state and federal regulations;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained (e.g., talented and gifted, special education);
3. Assessments by individual teachers, including formative assessments occurring as students are learning;
4. Other districtwide and school-wide assessments approved by the Deputy Superintendent for Teaching and Learning.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress in relation to State academic content standards and Essential Skills, district learning targets and personal learning goals. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The annual assessment of student and district progress is a vital component of the instructional process. It is the district's intent to include every student as specified by the State and district in the annual assessment program.

Students whose home language is not English shall be assessed for English language proficiency to determine eligibility for the English Language Development (ELD) program. Students in the ELD program will be assessed annually for English proficiency until meeting the proficiency requirements according to the law.

For assessments that provide students with multiple testing opportunities over the course of the year, decisions regarding retesting students will be made individually for each student and grounded in the benefit of retesting for the student.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A student may opt-out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices¹ that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The assessment program will include:

1. A periodic review and evaluation of the district's summative assessment program.
2. An annual report detailing student achievement progress.

END OF POLICY

¹Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.479](#)

[ORS 329.485](#)

[ORS 336.187](#)

[ORS 659.870](#)

[OAR 581-021-0030](#)

[OAR 581-022-1910](#)

[OAR 581-022-2030](#)

[OAR 581-022-2060](#)

[OAR 581-022-2100](#)

[OAR 581-022-2110](#)

[OAR 581-022-2115](#)

[OAR 581-022-2250](#)

[OAR 581-022-2270](#)

[OAR 581-022-2310](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2017); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2017).

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2017).