

**FIRST READING: 09/12/2007
01/18/2022**

ADOPTED: 12/05/2007

REVISED:

ASSESSMENT

The District Administrator 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, administration 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.

Test Results

Test 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 individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Selection

The selection process will include the professional staff in its effort to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic assessment of student learning outcomes through multiple formative and summative assessment instruments. These include, but are not limited to, teacher observation of project-based learning, off-site learning projects, competency-based assessment 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 student's best work.

Administration

The District Administrator 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. Students with disabilities must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

The participation of all students in large-scale assessment programs, such as the NHSAS and New Hampshire Alternate Assessment (NH-Alt), is important to ensure that all students are provided an opportunity to learn the academic skills identified as being most critical for New Hampshire students. These skills are described in the New Hampshire Curriculum Frameworks.

Federal and state laws, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), the No Child Left Behind Act of 2001, and NHRSA 193:C require that students with disabilities have access to the general academic curriculum, with appropriate accommodations and supports, and that they be assessed on the same general curriculum standards as all other students. In addition, for the small number of students who cannot participate in the paper and pencil general state assessment based on grade-level achievement standards, even with the best instruction and with accommodations, New Hampshire provides a statewide Alternate Assessment, based on alternate academic achievement standards. These alternate achievement standards are designed to meet the needs of students with severe cognitive disabilities.

The full participation of students with disabilities in state and district Assessment Programs is required by law. This is to ensure that each student has access to and progresses in the state's general curriculum to the maximum extent possible. Schools should use the assessment results to direct instructional attention and resources to all students who are assessed. This will lead to improved student learning. The goal of holding schools accountable for every student's performance is to increase the achievement of students with disabilities. The information collected will also help each Individualized Education Program (IEP) team to assess and instruct each student appropriately.

Interpretation

The District Administrator or designee will ensure that data from the students assessment program is compiled, analyzed, summarized, and reported to the Board annually. The District Administrator 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) or legal guardian(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 District Administrator 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.

Legal Reference

***RSA 193-C, Statewide Education Improvement and Assessment Program
NH Code of Administrative Rules, section Ed. 306.24, Assessment***