

## **Grading/Assessment Systems**

The Board believes that students and teachers should have access to tools and strategies that will support student learning. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

### **State assessment system**

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments, parent requests to excuse their children from taking state assessments, and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

#### **1. Pencil and paper testing option**

The district may determine when a paper and pencil assessment is used in lieu of the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- The technological capacity and resources of the particular school;
- Students' previous experience with computerized and written assessments
- Whether the instructional methodology of the particular school is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination. Consultation with parents/guardians of students enrolled in the district will occur in site or district meetings.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

## 2. Parent/guardian request for exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessment and shall not apply to district or classroom assessments.

## 3. Sharing of student state assessment results with parents/guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

### **District assessment system**

In addition to the state assessment system, the district shall develop a comprehensive assessment system that:

1. Challenges students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge.
2. Includes features that allow academic concerns to be diagnosed promptly to let students, teachers and parents/guardians know of extra supports and effort needed for academic success.
3. Provides reliable and valid information on student and school performance to educators, parents/guardians and employers.
4. Provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.

In accordance with applicable law, the district's program of assessment shall accommodate students with disabilities and English language learners.

The district's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

## **Additional assessment information for parents/guardians**

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

## **Classroom assessment system**

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

## **Grading system**

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students shall be kept in a form meaningful to students, parents/guardians as well as teachers. The grading system shall be uniform district-wide at comparable grade levels.

Adopted: June 8, 2015  
Revised: October 26, 2015

## **LEGAL REFS.:**

C.R.S. 22-7-407 (district academic standards)

C.R.S. 22-7-409 (state assessment implementation schedule)

C.R.S. 22-7-409 (1.2)(d)(II) (assignment of scores on statewide assessments for students with disabilities)

C.R.S. 22-7-409 (1.9) (state assessment results included on student report card if feasible; results of college entrance exam included on student transcripts)

C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

C.R.S. 22-11-203 (2)(a) (principal required to provide educators access to their students' academic growth information "upon receipt" of that information)

C.R.S. 22-11-504 (3) (policy required to ensure explanation of student assessment results and longitudinal growth information)

CROSS REFS.:

AEA, Standards Based Education

AED\*, Accreditation

JRA/JRC, Student Records/Release of Information on Students