

**STUDENT ACHIEVEMENT / EVALUATION OF STUDENT ACHIEVEMENT /
PROFICIENCY**

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 Measurement Topics (MT's), the tracking of progress toward individual and district learning goals, and communication between schools and parents. The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels. Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identify 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 its local assessment system RSU #2 will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards 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 or used for State reporting purposes and may include other nationally normed standardized achievement tests.

- A. 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 and replacement assessments.

Parents are encouraged to communicate with their child's teacher when performance indicates a need for remediation or additional instruction. The communication should

include discussion of the student's level of achievement, specific indications of the need for remediation, additional instruction and replacement assessments, and the schedule for the next set of MT assessments.

Parents shall be informed at regular intervals of their child's academic progress through reports.

B. 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, and the school system's local Assessment System. Assessments completed with accommodations and alternate assessments completed will be maintained until such time as the student reaches the age of 21 or graduates from a postsecondary institution.

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 of Students
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

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