

## **RSU 3 Assessment Systems**

### **Philosophy:**

Assessment of student performance and needs in RSU 3 is based upon the premise that students have diverse capabilities, interests, growth patterns and learning styles. Therefore, it is essential that the professional staff have up-to-date information on student aptitudes, competence, achievement, interests and academic strengths and weaknesses.

A standardized testing program shall be utilized primarily for providing needed information to decision makers including the School Board, administrators, teachers, specialists, parents and students.

### **Goals:**

Assessment programs shall be designed for the purpose of informing instruction, determining learner achievement as well as for diagnosis and program placement. Efforts will be made to provide culture-free and culture-fair assessments to ensure as accurate results as is possible. Specific objectives of the assessment program are:

1. To inform the daily instruction of students;
2. To determine student progress towards meeting instructional goals;
3. To determine individual student needs, strengths and weaknesses;
4. To assist in identifying students with special abilities or disabilities and to use in making referrals to specialists or agencies;
5. To meet state and local screening requirements for exceptional students;
6. To supply data pertinent to post secondary placement
7. To report to students and parents on pupil progress towards meeting standards and instructional goals;
8. To increase parental understanding of strengths and weaknesses of their children; and
9. To obtain information relevant to the RSU 3 Board of Directors regarding system-wide student achievement.

### **Special Assessment Programs:**

If deemed necessary for academic assessment, placement or planning, a teacher, counselor or consultant may administer tests to an individual child. The results of such testing will be reported to the parent and where appropriate to the student for use in determining proper educational placement.

In all cases, student and parental access and information rights must be observed. For special education students, testing may require authorization by the Individual

Education Planning Team (I.E.P. Team). Questions in this regard are to be directed to the Director of Pupil Services.

Overall:

The evaluation of pupil progress is the continuing responsibility of each member of the professional staff and requires the highest professional skills.

Because assessment becomes part of each student's permanent record, the administration will ensure that the assessment system is equitable throughout the school system. Assessment should reflect a student's progress in meeting the standards and objectives of a course/curriculum that is aligned with the Maine Learning Results and the Common Core Standards. Such assessments should allow students to demonstrate an understanding of these standards and objectives through a variety of methods.

Teachers shall maintain accurate and up to date records, which shall reveal how they have assessed each student. Such records will be reported to parents on a frequent and timely basis.

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