

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT

The **Fayette School Committee** believes that effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the Common Core Content standards and those associated with the Maine Learning Results, 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.

Fayette School Department 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 Common Core content standards and the Maine 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 may also 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 the state required testing program, administered at the required grade level, and assessments required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act, and should include other nationally normed standardized achievement tests such as the Northwest Evaluation Association (NWEA) and the DRA-2/DIBLES reading assessment.

Although all measures of student achievement will "count" toward certifying achievement of the Common Core content standards and the Maine Learning Results, and for making decisions concerning assignment to grade levels [or promotion and retention], neither the state required testing program or a commercially produced test should be the only measure of student achievement.

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.

Parents are encouraged to confer with their child's teacher when performance as measured by classroom assessments, common assessments, or standardized tests indicates a need for remediation or additional instruction. The conference should include discussion of the student's level of achievement, specific indications of the need for remediation, additional instruction, and the schedule for the next set of content standard assessments.

Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means. The superintendent or designee, will provide written notification to students and parents by the end of the second trimester if the student may not advance to the next grade because he/she has not met the Common Core content standards and the Maine Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.

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. 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
IKE – Promotion and Retention of Students
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

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