

The CEO 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, use, 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 MC<sup>2</sup> and be designed to assess each student's progress toward meeting the defined curriculum objectives.

### **Definitions**

For the purposes of assessment of high school course work through the demonstration of student attainment of proficiency of course competencies, the following definitions are established:

***Course Level Competency:*** the expected content, concepts, and skills in required and elective Program Areas of Study

***Competency Assessment:*** the process by which a student demonstrates evidence of learning.

***Proficiency:*** the successful documentation and defense of sufficient evidence of attainment of the required competencies

***Mastery:*** the consistently successful application of a set of knowledge (facts), skills (processes), and behaviors (actions) to complex problems and novel situations..

### **Selection of Assessment Instruments**

The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-, problem-, and inquiry-based learning, including off-site learning projects; competency-based assessments; 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, samples of the student's best works, and student

exhibitions of learning.

### **Administration and Use of Assessment Instruments**

The assessment program will include an approximate schedule for when assessment tools will be administered to students. The schedule will be distributed to staff and the Board before the start of each school year. Teachers will not be bound by this schedule and may still administer tests, quizzes and other assessment tools as they deem necessary.

Each building principal 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. Readiness assessment shall be administered to all children entering first grade. Disabled students 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.

### **Assessment Results**

Assessment 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.

### **Interpretation of Assessment Instruments**

The CEO or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent 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 CEO 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.

### **Evaluation of Assessment Instruments**

The CEO will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

#### **Legal References:**

*RSA 193-C, Statewide Education Improvement and Assessment Program*

*NH Code of Administrative Rules, Section Ed 306.24(b)(1), Local*

*Assessment*

*NH Code of Administrative Rules, Section Ed 306.24(c)(4), Evaluation of Curriculum*

Appendix Reference:

Date Adopted: February 10, 2014

Revision Dates: