

Instruction

Student Assessment

The Board of Education believes that the primary purpose of student assessments should be to help students, parents/guardians and teachers identify individual students' academic strengths and areas needing improvement, in order to enhance teaching and learning. The effectiveness of the schools and district shall be evaluated in part on the basis of these student assessments.

Assessments also shall be conducted for purposes of determining student eligibility for and appropriate placement in district programs.

The Board of Education desires to use a variety of evaluation measures to reach the above goals. To have validity, tests must correspond to the material that is being taught and measure the extent to which students meet specified standards of achievement. A single test or testing method cannot be expected to always take ethnic, cultural or gender differences into account, nor to provide an accurate assessment of each student's skills.

When district-wide and school-level results of student assessments are published, the superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

Standardized Testing and Reporting Program

The Superintendent or designee shall administer mandatory student assessments in the state Standardized Testing and Reporting (STAR) program as required by law.

Education Code 60640-60649 establish the Standardized Testing and Reporting (STAR) Program, which includes (1) standards-based achievement tests in grades 2-11 pursuant to Education Code 60642.5 (the California Standards Tests (CSTs)); (2) a designated primary language assessment in Spanish in grades 2-11 (the Standards-Based Tests in Spanish (STS)) to assess basic skills of first-year English learners and students who receive instruction in their primary language; and (3) the California Alternate Performance Assessment (CAPA) and the California Modified Assessment (CMA) for students with disabilities when indicated in their individualized education program (IEP).

The Board of Education desires to use the results of the achievement tests to evaluate the performance of its students to succeed in key academic courses. Accordingly, the Board of Education strongly encourages all students at the applicable grade levels to participate in the STAR assessments in order to maximize the usefulness of the data and enable the district to meet

participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

Legal References: EDUCATION CODE

51041 Evaluation of educational program
51450-51455 Golden State Seal Merit Diploma
60600-60649 Assessment of academic achievement
60800 Physical fitness testing
60810 Assessment of language development
60850-60856 Exit examination

CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting program
880-901 Designated primary language test
1200-1216 High School Exit Examination

Management Resources:

CDE PROGRAM ADVISORIES

Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program

0327.86 Reporting norm-referenced standardized achievement test scores to parents

CSBA ADVISORIES

0306.01 California Assessment Update

0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/offices/OCR>

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6177 - Summer School)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6162.54 - Test Integrity/Test Preparation)

Policy

adopted: 12/08/98

revised: 04/04/00

revised: 09/21/04 (technical revision)

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revised: 07/01/08 (technical revision)

revised: 09/02/08

revised: 05/19/09