

Philosophical Framework

Student learning and assessment is built on the belief that all students will master the curriculum if provided the opportunity to learn in a manner that is consistent with each student's learning style. It is the expectation of the Board and administration that student assessment in the District shall be both a formative and summative process.

Purposes of Assessment

Appropriate and timely student assessment data is needed to ensure the complete alignment of the written, taught, and tested curriculum in order to drive instruction and to continuously improve the academic progress of all students; therefore, student assessment data must be analyzed and reported in order to:

- Measure student progress;
- Guide teachers' instruction at appropriate levels of challenge;
- Guide principals as they make campus instructional decisions;
- Guide District staff in making curricular improvements according to the standard revision cycle;
- Guide District staff as they make District programmatic decisions;
- Empower students to identify their academic needs and improve their academic performance;
- Communicate progress to parents to support learning at home;
- Determine the efficacy of a program or intervention; and
- Inform decisions regarding the continuation of fiscal and human resource allocations.

Assessment Development

District staff shall develop District assessments in collaboration with campus staff. The Superintendent or designee shall monitor the reliability and validity of District assessments.

Controlling for Bias

Every attempt shall be made to eliminate demographical or gender bias from all assessment instruments selected or developed by the District.

Board Responsibilities

The Board shall establish policies that support ongoing student assessment practices to guide instruction and measure student achievement. The Board shall be responsible for adopting a budget that supports the development, deployment, implementation, analysis, reporting, and professional development needed to effectively assess student performance.

TESTING PROGRAMS

EK
(LOCAL)

Superintendent and
District-Level Staff
Responsibilities

The Superintendent shall be responsible for the implementation of assessment policies adopted by the Board. To support these assessment policies, the Superintendent shall develop a formalized comprehensive student assessment plan. District administrative staff shall be responsible for the development and deployment of District assessments on the campuses. District staff shall also be responsible for the analysis and reporting of District assessment data in order to evaluate programs and to provide a system of quality feedback to administrators, teachers, parents, and students. District staff shall coordinate periodic meetings with campus staff to discuss such analysis and to provide appropriate staff development for the assessment processes.

Principal
Responsibilities

Principals shall be responsible for the implementation of assessment policies adopted by the Board at the campus level. Campus administrative staff shall be responsible for the coordination of District assessments on their campus. Campus administrative staff shall also be responsible for the analysis and reporting of assessment data collected from such assessments in order to maximize student performance. Campus administrative staff shall meet periodically with District administrative staff to discuss the analysis of assessment data and to receive staff development for the assessment processes.

Teacher
Responsibilities

The District expects the teaching effort to be a part of a broad plan for quality education that ensures equity for all students. Teachers and colleagues shall work toward a common goal as stated in the mission of the District. Teachers shall be responsible for assessing students using a variety of tools, including all required District and state assessment instruments. Teachers shall be responsible for the administration of District assessments and the use of data from such assessments to guide instruction in order to maximize student performance.

**Communication of
Assessment Results**

Teachers and principals shall ensure that regular and systematic reports of student performance on assessments are communicated to parents. [See also EIA]

**Relationship
Between State and
District
Assessments**

The written curriculum shall encompass all of the Texas Essential Knowledge and Skills (TEKS). District assessments shall be aligned to the written curriculum and shall measure, at a minimum, the state-assessed TEKS. Curriculum documents shall have these TEKS readily identifiable for each grading period and subject along with an indication of which ones are assessed on state-mandated assessments. Every effort shall be made to ensure that the content and context of all state-assessed TEKS are represented on District

assessments at least once throughout the year. The District assessment instruments shall be used to determine student progress toward mastery.