

## **STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT**

**NEPN/NSBA Code: IK**

Regional School Unit 78 School Board believes that effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of learning results, and the tracking of student progress toward individual and district learning goals. The Board further believes that evaluation of student achievement provides staff with information important to assessing students' individual educational needs, and identifies learning problems and areas in which remediation is required.

Rangeley Lakes Regional School will use multiple assessments, both informal and formal, at the classroom and school levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards of the learning results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know are able to do. Students will 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.

Large-scale assessments will include the State Assessment, administered in grades 3-8 and 11, and assessments required for the purpose of determining student annual progress using a nationally normed, standardized achievement tests.

Although all measures of student achievement will "count" toward certifying achievement of the content standards of the learning results and for making decisions concerning assignment to grade levels, neither the state assessment or a commercially produced test may be the only measure of student achievement.

### **A. Replacement Assessments**

To ensure that each student has an ample opportunity to demonstrate achievement of the content standards of the learning results, the Board supports the concept of "replacement" assessments. Replacement is the means by which a student with low performance is provided the opportunity to demonstrate an acceptable level of proficiency in a content area at a grade span through another, additional assessment. Replacement assessments will be used if the student is in danger of not being certified in specific content areas.

### **B. Remediation/Additional Instruction**

Students will receive additional instruction or participate in remedial intervention opportunities before taking a replacement assessment. The Superintendent/designee will be responsible for establishing a system for remediation and/or additional instruction and for administration of

replacement assessments. As practicable, this system may include in-class support, tutoring, before and/or after-school learning programs, summer school, another course, computer-assisted learning, and other methods of instruction and review.

### **C. 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 and replacement assessments.

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 replacement assessments, 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 Principal or his/her designee will provide written notification to students and parents by the end of the third quarter if the student may not advance to the next grade because he/she has not met the content standards of the 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.

### **D. Assessment Accommodation 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  
                          IHA – Basic Instructional Program  
                          IKE – Promotion and Retention of Students  
                          IKF – Graduation Requirements  
                          ILA – Student Assessment/Local Assessment System  
                          Maine Department of Education LAS (Local Assessment System) Guide,  
                          March 2004

ADOPTED: 1/10/2006

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