

The School District of Slinger shall establish and maintain a standardized basic testing program, which can be used, communicated and interpreted by school district personnel. The program shall lend itself to:

1. A qualitative assessment of the educational program of the district for purposes of reporting the overall status of the district and charting the growth of its students, grades, schools and areas from year to year.
2. Appropriate reports to the Board.
3. Interpretation and use by the teacher, counselor and administrator so that the test findings will influence the guidance and counseling of individual students and the development of a high quality curriculum.

The program shall reflect the academic growth of students according to their intellectual capacities and to local and national norms; minimize the workload of school personnel in terms of test administration, scoring, interpretation and use; be adequate and financially feasible; include reasonable training for involved school personnel; and assess the growth of students in the basic skills and subjects in the elementary and secondary grades. The district-testing program shall embody any tests required by law.

The district concurs with the consensus of measurement and evaluation authorities that no single measure, norm referenced or otherwise, can be used as the sole indicator of the quality of the instructional program. Multiple measurement is the only protection against the fallibility of each evaluation instrument and/or the adequacy of one approach to evaluation. While standardized norm referenced achievement tests should not be used as the exclusive measure for evaluation, they do provide an important external perspective and yield data that can be used to ask more probing evaluative questions.

The District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This policy does not prohibit the use of special testing materials or techniques to meet the individual needs of students. Discrimination complaints shall be handled in accordance with established procedures.

Parents/guardians shall be notified yearly of the standardized testing schedule and shall be provided with information regarding their child's performance on

state academic assessments as soon as practically possible after the assessment results are received from the Department of Public Instruction.

Students with disabilities shall participate in state-required testing, with or without modifications, or alternative assessments as outlined in the student's individualized education program (IEP). Decisions regarding the testing of limited-English proficient (LEP) students shall be made on an individual basis in accordance with Board policy and established procedures.

Legal References:

Cross References:

Adoption Date: 6/19/2006

Revised/Reviewed Date: 5/21/2018, 1/24/22