

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT

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, the tracking of progress toward individual and district learning goals, and communication between schools and parents. The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels. Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identify learning problems and areas in which remediation is required. Sharing of information among parents, staff, and students is an integral part of the evaluation process.

Consistent with the Local Assessment System (LAS), Lisbon School Department will use multiple assessments, both informal and formal, at the classroom, school, and district 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 and are able to do. Students should 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.

School and district assessments will include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same grade classrooms and grade spans within the district.

[NOTE:] Common assessments are those that are usually designed by teams of professional staff teaching the same content areas, administered to all students, employ common scoring rubrics, and use multiple measures including but not limited to tests, performances, presentations, writing samples, and research projects. The scale and performance level descriptions may be the same or similar to those used in MEA scoring (i.e., exceeds, meets, partially meets, and does not meet the content standards). More detailed information concerning the use of common assessments will typically be found in the school unit's Local Assessment System (LAS).

Large-scale assessments will include the MEA, administered in grades 4, 8, and 11, and assessments required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB), and may include other nationally normed standardized achievement tests such as the Terra Nova, Iowa Test of Basic Skills, or California Test of Basic Skills.

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 MEA or a commercially produced test may be the only measure of student achievement. The MEA will be given the weight provided in the school unit's Local Assessment System.

Standardized tests shall be used in accordance with the Local Assessment System.

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" of common 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 only if the student is in danger of not being certified in specific content areas.

B. Remediation/Additional Instruction

Students must 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/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 Accommodations 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, and the school system's Local Assessment System. 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
IKAB – Report Cards/Progress Reports
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

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