# CURRICULUM - ASSESSMENTS

1. State and Fremont Public Schools Assessments

Fremont Public Schools has adopted an assessment plan and has aligned the curriculum with the content standards as established by the State Board. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule as may be prescribed and from time-to-time revised by the State Board. Teachers are to conduct the assessments in a manner that assures they accurately assess whether or not students are meeting the targets outlined by the content standards. Accurate student achievement results are critical for the identification of strengths and weaknesses of student learning. It is the intent of this policy to not allow an "unfair advantage" for an individual student or group of students.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include "standardized assessments" (including the state writing assessment, ITBS, ITED, ACT, PLAN, NAEP, and evaluations conducted for special education eligibility), "Fremont Public Schools' assessments," and "coursework assessments" (e.g. classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.

i. Standardized Assessments and Fremont Public Schools' Assessments. Standardized assessment and Fremont Public Schools' assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using "test banks." For coursework assessments that are given on a repeat basis to students at different times (e.g. a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments. It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student's knowledge, and not simply test preparation.

i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the district-established standards for the subject content. Educators are not to "teach the test" by teaching based solely on the content of the assessment. Teachers are to provide in-depth and thorough instruction of the content identified for mastery in each course and grade level. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken represents poor instructional planning and is not appropriate. Following the district established Curriculum, Instruction, and Assessment Map for the course is essential. Review of content previously taught is appropriate.

ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to use the current form of a standardized assessment, Fremont Public Schools' assessment or classroom test that will be administered to students. Practice tests are intended to identify the mastery objectives the students are accountable for on a Fremont Public Schools' assessment or class work assessment and to provide a review and practice of the identified mastery objectives. Practice tests are to be designed with test items that will assess the identified learning objectives on the assessment. Test items being used on a current form of the test are not to be used on the practice assessments. When this is not possible (e.g. basic math facts and definitions), the order of test items must be altered, the format of the test may be different, items used for correct answer options may be varied, or any other altercations may be used to not replicate the current form of the test.

c. Conditions for Successful Assessments

i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the

assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.

ii. Climate. Educators are to have sufficient assessment materials available (e.g. No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

e. Assistance During Assessments.

i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g. displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g. calculators) unless specifically provided for in the assessment format.

ii. Fremont Public Schools' Assessments and Coursework Assessments. Students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.

f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g. students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

The Executive Director of Curriculum and Instruction is to be contacted if teachers or administrators have a questions or doubt about assessment procedures. A determination of proper or improper actions will be made at that time. Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

**Adopted: 1985**

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