

INSTRUCTION

Student Assessment

It is the expectation of the Central Kitsap School District that all student assessments will be directly linked to specific instructional uses and have the common purpose of helping to inform educational decisions. The District's student assessment program is based upon the following beliefs:

- A. Assessment should help all students learn well.
- B. Classroom-and District-developed assessments should be linked directly to the essential learnings, assessing students on what they are taught.
- C. Assessment methods should vary, depending on the kind of learning target to be assessed and the uses intended for the data.
- D. Assessment should be part of an integrated system of curriculum, instruction, assessment, and staff development. It should not simply be something that happens at the end of teaching.
- E. Assessment information should be understandable and meaningful to parents, students, and teachers.
- F. Assessment should encourage students to become self-assessors.
- G. Assessments at all levels (classroom, school, District) should meet appropriate technical standards of reliability, validity, and generalizability, should be sensitive to equity issues for all students, and should be developmentally appropriate without lowering standards.
- H. Assessment data on individuals should take into account the whole student and multiple sources of achievement data. No one test score can provide an adequate indication of a student's achievement.

Since effective instruction depends on high-quality assessment, the Central Kitsap School District expects all assessments to provide accurate and meaningful information about student achievement. Each assessment must meet five standards of quality; any assessments not meeting these standards should be discarded or not used. The five standards for quality assessment are:

- A. A clearly articulated set of achievement/curriculum expectations.
- B. Serve an instructionally relevant purpose.
- C. Rely on a proper assessment method.
- D. Sample student achievement in an appropriate manner.
- E. Control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

A variety of assessment methods are considered appropriate for use within the Central Kitsap School District. All staff are expected to understand these options and know how and when to use them. Given these understandings, staff are encouraged to apply these methods in the development of ever more accurate assessments of student achievement. The methods are:

- A. Selected response (multiple choice, true/false, matching, and fill in).
- B. Essay assessments/constructed response.
- C. Performance assessments (based on observation and judgment).
- D. Direct personal communication with the student.

Professional development opportunities must be offered by the District to practitioners in order to achieve quality assessment in the classroom. The District should provide resources, expertise, and training models to achieve assessment literacy. It is each school's responsibility to create and follow a plan that leads to assessment literacy for all staff members.

Large-scale assessment, like classroom assessment, must be carefully planned to ensure high quality assessments are used. In developing large-scale assessments for use at the District-level the following criteria must be addressed. The assessments should:

- A. Be directly tied to District Essential Learnings.
- B. Support and model good assessment and instruction.
- C. Clarify student learning targets.
- D. Allow teachers to focus, monitor, and adjust student learning.
- E. Provide materials and results useful to classroom teachers.
- F. Provide data for curriculum evaluations, professional development opportunities for teachers, and District accountability.

The purpose of any assessment accommodation is to provide all students with equal footing as they participate in the assessment. Accommodations are intended to allow students to show what they know and can do without being impeded by their disability. Accommodations must be based on the need of a given student. No accommodation should first appear on the test but rather should be a regular part of classroom instruction.

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