

The Superintendent or designee will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Definitions

For the purposes of assessment of course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competency: a competency that is common across a course and defines learning expectations for the successful completion of a course.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.

Mastery: the consistent demonstration of competence over time in a content area.

Body of Evidence: the review of a student's entire body of work across a competency area. This may include all work performed in or out of the classroom, conversations with students, observations during group work, and conferences with students about their work and their thinking as related to content.

Assessment Instruments

A balanced assessment program includes a variety of assessment tools. Assessment tools selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning projects; competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's body of evidence.

Administration and Use of Assessments

A balanced assessment program should include a variety of assessments (see Body of Evidence) that will be used to evaluate student knowledge, skills, and understanding. Additionally, in a competency based system, assessments should be administered regularly so that students, teachers, and parents are aware of a student's progress throughout a course of study. Assessments should focus on competency areas in order to promote competency recovery when needed, and to celebrate success when appropriate. Data from assessments should be used to support teacher planning and to make programmatic decisions.

Assessment Results

More specifically, assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Statewide Accountability Assessment

The State of New Hampshire, in accordance with federal regulation, requires school districts to administer a statewide accountability assessment to specific grades in the subject areas of reading, mathematics, and science. The Superintendent or designee will ensure that data from the statewide accountability assessment is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent or designee will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Evaluation of Assessment Instruments

The Superintendent or designee will evaluate the instructional programs annually in accordance with Board policies and state guidelines. The Superintendent shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

Adopted: 2/5/24

Legal Reference:

RSA 193-c Ed. 306.24