



6270

## Assessing Student Learning

*Policy 6270*

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Effective Date: 07/11/2012

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### **I. PURPOSE**

Assessment of student learning serves three broad district purposes. It allows for accountability to our community and families. It aids in the improvement of teaching and choice of curricula and programs. Most importantly, it is about improvement of individual student learning and graduating students who are college or career ready. These purposes are accomplished with both summative and formative assessment of student learning. Assessments render data that must be properly collected, analyzed, and disseminated. Instructional staff must be adequately educated to use data to inform instruction to meet district goals for our students. The purpose of this policy is to establish the District's plan for assessment of student academic achievement.

### **II. GENERAL STATEMENT OF POLICY**

- A. The District has established an academic agenda that assures that students shall be offered academic knowledge and skills to allow them to satisfactorily meet a state standard by the use of grade level or high school level benchmarks. Benchmarks are used by the District staff in developing assessments to measure student academic knowledge, skills, and the strengths and weaknesses of instruction and curriculum that affect student progress.
- B. The Superintendent shall establish a District-wide assessment plan for all students that addresses the purposes of assessment.
  - 1. This plan shall be submitted to the Board of Directors for review at least annually.
  - 2. The plan must demonstrate a systematic assessment of all content areas, all courses and all grade levels.
  - 3. The plan shall include both summative and formative assessment and shall include interim and benchmark assessment.
  - 4. The plan shall include giving students the opportunity to reflect on their own learning with the assistance of their teacher.
- C. The Superintendent or Superintendent's designee may establish limits on the number, type and frequency of assessments.
- D. The assessment plan shall include plans for systematic training for staff for appropriate analysis and application of data to affect teaching and learning.

### **III. RESPONSIBILITY**

- A. The Superintendent is authorized to promulgate regulations to implement this policy.



- B. Central office personnel are responsible for designing appropriate assessment training and support for teachers and administrators; identifying appropriate assessments to achieve district goals; assuring compliance with state and federal assessment requirements; and supplying data analysis according to the assessment plan.
- C. School Principals and administrators are responsible for assuring compliance with the district assessment plan in their schools, supporting teacher implementation and identifying with teachers needs for professional development. Additionally school principals and administrators are responsible for communicating the assessment schedule for state and federal assessments to parents and students.
- D. Teachers are responsible for implementing the district plan in their classrooms. Teachers may provide assistance in determining appropriate assessments to meet school and district goals. Teachers are also responsible to participate in the necessary training to implement the district plan. Teachers shall work with students to facilitate a student's reflection on their learning. Teachers shall communicate the purpose and results of assessments to parents and students.
- E. Parents are responsible to properly prepare their children for assessment by sharing the importance of assessment as a necessary part of the student's education. Parents shall endeavor to send their students to school rested, appropriately fed, and ready for assessment. Parents shall avoid making outside appointments for students during the stated assessment periods, or requesting excused absences for family purposes during the same periods.
- F. Students shall use assessment information under the guidance of their teacher(s) to reflect on their own learning. Students shall approach assessment with a spirit of endeavoring to do their best so as to create an accurate picture of their progress and their educational needs.

***Legal References:***

20 U.S.C. 6301, *et seq.* (No Child Left Behind Act)

Minn. Stat. §120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. §120B.021 (Required Academic Standards)

Minn. Stat. §120B.022 (Elective Standards)

Minn. Stat. §120B.023 (Benchmarks)

Minn. Stat. §120B.11 (School District Process)

Minn. Stat. §120B.30 (Statewide Testing and Reporting System)

Minn. Stat. §120B.35 (Student Academic Achievement and Growth)

Minn. Rules Parts 3501.0010, *et seq.* (Rules Relating to Graduation Standards – Mathematics and Reading)

Minn. Rules Parts 3501.0200, *et seq.* (Rules Relating to Graduation Standards – Written Composition)

Minn. Rules Parts 3501.0505, *et seq.* (K-12 Standards)



***Cross References:***

MPS Policy 6273 (Local Standards and Assessment)

MPS Policy 6274 (State Required Assessments)

“A Curriculum Management Audit of the Minneapolis Public Schools, Special School District No. 1” International Curriculum Management Audit Center®, Phi Delta Kappa International, January 2009