



6270 A

Assessment Plan

Regulation 6270 A

Original Adoption: 7/11/2012

Effective Date: 7/12/2012

Revision Dates:

I. PURPOSE

In order to provide the best possible educational experience for our students it is necessary to carefully plan for student assessment. Common assessments across the district allow for evaluation of the curriculum across school boundaries, identify areas, schools, teachers and students that require additional teaching and learning support, and give a clearer picture of how district schools are delivering the best possible educational experience to our students. Choosing a portfolio of appropriate assessments, both formative and summative, is essential to meeting the purposes of assessment. The portfolio of assessments should contain the least number of assessments necessary to meet each singular purpose for assessing. The purpose of this regulation is to establish the responsibility for creating the assessment plan and to establish parameters for elements of the plan.

II. GENERAL STATEMENT OF REGULATION

- A. **Responsibility.** The Chief Academic Officer and the Chief of Strategic Partnerships shall jointly be responsible for the development of the district assessment plan. The Associate Superintendents are responsible for implementation of the plan.
- B. **District Assessment Committee.** The Chief Officers responsible for developing the plan may establish an Assessment Committee to assist in the creation, monitoring and evaluation of the district assessment plan. Such a committee shall include appropriate stakeholders, such as, but not limited to:
1. Administrators from each stratum of school configurations (Elementary, Middle Grades, and High Schools); with attention to geographic distribution in the District.
 2. Teaching staff from each strata of school configurations;
 3. Content area leads or specialists;
 4. Research, Evaluation and Assessment Department personnel;
 5. Equity and Diversity Department personnel;
 6. Special Education Department personnel;
 7. English Language Learner Department personnel;
 8. Accountability Office personnel.
- C. **Parent Input.** The Chief Officers responsible for the plan may request input from the Parent Curriculum Advisory Committee, or other parent advisory groups on the assessment plan.
- D. **Exceptions to the plan.** Once the plan has been developed any request for an exception from the plan must be submitted to the Assessment Committee, if one has been established or to the Chief Academic Officer if no Assessment Committee has been established. If the Assessment Committee has been established it shall review the request for exception to the plan and shall make a recommendation either to approve or to disapprove the exception to the



- Chief Academic Officer. The decision to grant or deny an application for an exception to the plan shall be made by the Chief Academic Officer.
- E. ***Monitoring, Evaluation and Revision.***
1. The implementation of the established plan shall be monitored by the Associate Superintendents.
 2. The Chief Academic Officer in cooperation with the Chief of Accountability, Policy and Planning shall evaluate the success of the plan in meeting assessment goals.
 3. A two-year cycle of review of each plan shall be instituted.
 4. Annual reports regarding plan development, implementation and evaluation shall be submitted to the Superintendent for the Board of Directors.
- F. ***Plan elements.*** The plan shall be comprehensive. Elements of the plan may include but are not limited to:
1. The portfolio of district required assessments;
 2. The test administration process;
 3. Test data storage and management procedures;
 4. Training requirements for teachers, test coordinators and principals;
 5. Responsibility for administration, scoring and reporting;
 6. Compliance expectations.
- G. ***The Portfolio of Assessments.*** The plan shall include the required and permitted assessments adopted by the district. The portfolio shall include the fewest district required assessments necessary to meet assessment goals. Instruments that address multiple assessment purposes may be preferred over other possible assessments. The choice of formative assessments may be guided by the plan, and classroom teachers are expected to use appropriate formative assessments in their classrooms. Assessments shall be chosen for the portfolio based on appropriate elements, including, but not limited to:
1. the purpose(s) to be met by the assessment;
 2. the fitness of the instrument for the purpose;
 3. the time required for administration;
 4. the expected time required for scoring;
 5. the expected turn-around time of reporting results;
 6. the ability of the instrument to be adapted for use by students receiving special education services, or English Language Learners; or what equivalent assessment will be used to meet these students' needs.
 7. the involvement of technology in the administration, scoring or reporting of the assessment and the present capacity to meet that required involvement;
 8. the training required to administer, score and report data, if any, and the capacity of the district to provide adequate training;
 9. the responsibility for administration, scoring and reporting and the capacity of the district to execute.



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