

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

BOARD POLICY 6162.5: STUDENT ASSESSMENT

The Governing Board believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual student's academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning.

The Superintendent or designee shall ensure that assessments are conducted for purposes of determining students' eligibility for and appropriate placement in district programs and/or need for supplemental instruction.

The Board desires to use a variety of evaluation measures to reach the above-stated goal. To have validity, tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

The effectiveness of the schools, teachers and district shall be evaluated in part on the basis of these student assessments.

When districtwide and school-level results of student assessments are published, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program
51450-51455 Golden State Seal Merit Diploma
60600-60649 Assessment of academic achievement
60800 Physical fitness testing
60810 Assessment of language development
60850-60856 Exit examination

CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting program
880-901 Designated primary language test
1200-1216 High School Exit Examination, as proposed 11/21/00

Management Resources:

CDE PROGRAM ADVISORIES

Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program

0327.86 Reporting norm-referenced standardized achievement test scores to parents

CSBA ADVISORIES

0306.01 California Assessment Update

0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6162.51:

STANDARDIZED TESTING AND REPORTING PROGRAM

The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) program as required by law and in accordance with Board policy and administrative regulation.

The Governing Board encourages all students at the applicable grade levels to participate in the STAR assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

The Board desires to use the results of the achievement tests to evaluate the performance of district students against the state's academic standards, the performance of students in other districts across the state, and national norms.

The Board shall annually examine STAR results by school, grade level, and various student populations in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the average STAR test score of the school is below the 50th percentile, or if the test scores of more than 25 percent of the school's students are below the 50th percentile, the Board may conduct an assessment by grade level of the reasons for the performance results and may adopt an improved performance plan in accordance with Education Code 52056.

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program

52056 Board discussion of Academic Performance Index rankings, including STAR results

60600-60630 Assessment of academic achievement

60640-60649 Standardized Testing and Reporting program

60660-60663 Electronic learning assessment resources

60810 Assessment of language development

CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting program

880-901 Designated primary language test

UNITED STATES CODE, TITLE 20

1412(a)(17) Participation of students with disabilities in state assessments

6311 Adequate yearly progress

Management Resources:

CDE PUBLICATIONS

Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, STAR program: <http://www.cde.ca.gov/ta/tg/sr>

California Learning Resources Network: <http://clrn.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

**DEL MAR UNION SCHOOL DISTRICT
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**ADMINISTRATIVE REGULATION TO BOARD POLICY 6162.51:
STANDARDIZED TESTING AND REPORTING PROGRAM**

The district shall administer the following assessments in the Standardized Testing and Reporting (STAR) program:

1. A nationally norm-referenced achievement test in basic academic skills designated by the State Board of Education (SBE) pursuant to Education Code 60642, to each student in grades 3. (Education Code 60640)
2. A standards-based achievement tests, as designated by the SBE pursuant to Education Code 60642.5, to each student in grades 2-6. (Education Code 60640)
3. A primary language test for any limited-English-proficient student who either receives instruction in his/her primary language or has been enrolled in a California public school for less than 12 months, if such a test is available. This test shall be administered in addition to any applicable norm-referenced achievement test and standards-based achievement test. (Education Code 60640)

Following the first year of enrollment in a California public school, English language learners may continue to take, in addition to the tests in English, an achievement test in their primary language to the extent that such a test is available and the Superintendent or designee determines that such test results would provide useful information about students' performance.

4. The California Alternate Performance Assessment (CAPA) for any special education student whose individualized education program (IEP) specifically states that he/she will be assessed with the CAPA due to the student's inability to participate in any applicable norm-referenced test and standards-based achievement test, even with appropriate accommodation. (Education Code 60640; 5 CCR 850, 851)

Any special education student who is an English learner may be tested with the designated primary language test in accordance with item #3 above, unless the IEP specifically exempts him/her from such testing. (5 CCR 881)

Testing Period

The STAR assessments shall be administered to students during a testing window of 21 instructional days that includes 10 instructional days before and after completion of 85

percent of the school's, track's or program's instructional days. Testing for all students, including make-up testing, shall be completed within this 21 instructional day window unless all or part of the 21 instructional day period falls after any statutorily specified deadline. (Education Code 60640; 5 CCR 855)

The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the period that any school administered the STAR assessments. All make-up testing shall occur within five instructional days of the last date that the district administered the tests, but not later than the 21 instructional day window established above. (Education Code 60640; 5 CCR 855)

Exemptions

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. District employees may discuss the STAR program with parents/guardians and may inform them of the availability of exemptions under Education Code 60615. However, the district and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852)

Testing Variations

The STAR assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed in 5 CCR 853 or 853.5. (5 CCR 853, 853.5)

All students may be provided with the following variations: (5 CCR 853.5)

1. Simplified or clarified test directions
2. For grades 5- 6 on the standards-based achievement test, write-in test booklets
3. On the standards-based achievement test, as much time as needed within a single sitting to complete a test or test part

In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)

1. Special adaptive furniture
2. Special lighting, special acoustics, or visual magnifying or audio amplification equipment
3. An individual carrel or study enclosure

4. Individual testing in a separate testing room provided that a district employee who has signed the STAR Test Security Affidavit directly supervises the student
5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions
6. For grade 2 or 3 standards-based achievement tests, underlining or marking information or working math problems in the test booklet
7. Manually Coded English or American Sign Language to communicate directions for test administration

Identified English learners shall be provided with the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)

1. Flexible setting: testing in a separate room with other English learners provided that a district employee who has signed the Test Security Affidavit directly supervises the student
2. Flexible schedule: additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.
3. Translated directions: hearing the test directions printed in the test administration manual translated into their primary language. English learners shall have the opportunity to ask clarifying questions about any test directions presented orally in their primary language.
4. Glossaries: access to translation glossaries/word lists for the standards-based achievement tests in mathematics, science, and history/social science (English to primary language). The translation glossaries/word lists are to include only the English word or phrase with the corresponding primary language word or phrase. The glossaries/word lists shall not include definitions or formulas.

Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. A special education student shall be allowed to test below his/her grade level only in accordance with 5 CCR 853. (5 CCR 850, 853, 853.5)

District and Test Site Coordinators

Each year the Superintendent or designee shall designate a district coordinator who shall serve as the district representative and liaison with the California Department of Education for all matters relating to the STAR program. The Superintendent or designee also shall designate a coordinator at each test site. (5 CCR 857-858, 886-887)

In addition to the duties prescribed in 5 CCR 857-858 and 886, the district coordinator shall establish guidelines to help ensure that the test contractor is provided complete student information, as specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index.

After receiving summary reports and files from the test contractor, the district STAR coordinator shall review the files and reports for completeness and accuracy, and shall notify the test contractor and the California Department of Education of any errors, discrepancies, or incomplete information. (5 CCR 857)

Reports of Test Results

The Superintendent or designee shall forward the student report provided by the test contractor to the student's parents/guardians within 20 working days of receiving the report from the contractor. If these reports are received from the contractor after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (5 CCR 863)

The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. (Education Code 60641)

An individual student's scores shall also be reported to his/her school and teachers and shall be included in his/her student record. (Education Code 60641)

Districtwide, school-level, and grade-level results shall be reported to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 60641)

Individual test results shall not be released without the written consent of the adult student or the minor student's parents/guardians to any person other than a parent/guardian; a teacher, counselor or administrator directly involved with the student; or a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607, 60641)

(11/01 11/04) 11/05

**DEL MAR UNION SCHOOL DISTRICT
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BOARD POLICY 6162.54: TEST INTEGRITY/TEST PREPARATION

The Governing Board desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement in the district and maintain accountability to the community and state. Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

Test Integrity

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

Preparation for State Tests

Staff may prepare students for assessments by providing instruction in the content specified in state and district academic standards and teaching general test-taking skills that are applicable to any test or test format.

The Superintendent or designee, principals and teachers shall not implement any program of specific preparation for the statewide student assessment program or a particular test used within that program. (Education Code 60611)

Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)

Staff shall not conduct reviews or drills that use actual test items or identical format items of state assessments, use copies of tests from previous years, or review test-specific curriculum content with students before administration of the test. In addition, test preparation materials or strategies developed for a specific test, including but not limited to published materials, materials available on the Internet, and materials developed by schools, districts, county offices of education or outside consultants, are prohibited.

Investigation and Consequences of Testing Irregularities

Reports of student cheating on assessments shall be submitted to the principal or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board policy and administrative regulations.

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:

EDUCATION CODE

60600-60649 *California Assessment of Academic Achievement, especially:*

60611 *Inappropriate test preparation*

GOVERNMENT CODE

54957 *Complaints against employees, closed session*

CODE OF REGULATIONS, TITLE 5

854 *Advance preparation for test*

857 *STAR Program District Coordinator*

1032 *Testing irregularities, ineligibility for state awards program, as proposed 11/21/00*

1215 *Cheating on the high school exit examination, as proposed 11/21/00*

Management Resources:

STATE BOARD OF EDUCATION POLICIES

Policy and Guidelines on Preparation for State Tests, September 2001

WEB SITES:

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>