

District Program Assessments

A comprehensive program of assessment shall be developed by the district that adequately measures each student's progress toward and achievement of the district's content standards, including specification of an acceptable performance level, for the subject areas that are not tested by the state. The district's program of student assessment shall:

1. Challenge students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge various ways.
2. Include "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents know that extra effort is necessary.
3. Provide reliable and valid information on student and school performance to educators, parents and employers.
4. Provide timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district standards.

To the extent possible, the district's program of assessment will accommodate students with disabilities or limited English proficiency so they can be included in the assessment.

As the district's program of standards-based assessment is developed and phased-in, these assessment results in combination with the state assessment will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district content standards. The goal is to eventually eliminate the use of norm-referenced tests in the district's assessment program.

As part of the school improvement planning process, schools shall develop an academic performance profile which indicates how well all students are performing relative to the district's content standards measured against baseline achievement data. The analysis of student performance should indicate the number and percentage of all students attaining and exceeding the district's performance standards at designated levels, as well as an analysis indicating any consistent patterns of low achievement or achievement discrepancies.

The district will use a variety of assessment tools to determine student achievement. The superintendent or designee shall be responsible for scheduling, disseminating and collecting assessments so that the district is in compliance with any state assessment requirements. The superintendent or designee also shall be responsible for reporting and interpreting all group assessment results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

LEGAL REFS.: C.R.S. [22-7-102](#) (2)(b) (*testing procedures*)
 C.R.S. [22-7-406](#), 407 (*adoption of standards*)

CROSS REFS.: [AE](#), Accountability/Commitment to Accomplishment
 [AEA](#), Standards-Based Education
 [AED*](#), Accreditation
 [GCS](#), Professional Research and Publishing
 [IL](#), Evaluation of Instructional Programs
 [ILBB](#), State Program Assessments
 [JLDAC](#), Screening/Testing of Students
 [LC](#), Relations with Education Research Agencies