

**ASSESSMENT PROGRAM**

The superintendent, or his/her designee, will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum and student learning. The program must adhere to the processes for selection, administration, 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.

**Selection of Assessment Instruments**

The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments 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, off-site learning projects, performance-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 best works.

**Administration and Use of Assessment Instruments**

The assessment program will include an approximate schedule for when standardized assessment tools will be administered to students. The schedule will be distributed to staff and the Board. Teachers may still administer tests, quizzes and other assessment tools as they deem necessary.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Students with disabilities must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review or 504 plan.

**Assessment Results**

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 assess strengths and weaknesses of groups;



- To individualize instruction;
- To report progress to parents/guardians;
- 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.

### **Interpretation of Assessment Instruments**

The superintendent or designee will ensure that data from the student assessment program 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 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 and improving student learning.

### **Evaluation of Assessment Instruments**

The superintendent or designee will evaluate the instructional programs annually in accordance with board policies and state guidelines. He/she shall have the responsibility to report annually to the board on the progress the district is making towards the attainment of its educational goals.

Reference: Plan for Effective Teaching

### **Legal References:**

RSA 193-C, *Statewide Education Improvement and Assessment Program*  
 NH Code of Administrative Rules, Section Ed. 306.24, *Assessment*

Adopted 2009  
 Revised 2017

