

## **II**

### **DISTRICT-BASED TESTING PROGRAMS**

Testing shall be carried out to provide information on the basic items of (1) learner educational needs, and (2) learner educational achievement.

Testing programs shall be designed as integral parts of the needs assessment and evaluation programs. They shall be developed primarily for furnishing needed information to decision-makers, including the Board, administrators, teachers, parents, and students. The needs of these various users shall be clearly identified and the testing program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of testing programs. In their planning, every effort shall be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free or culture-fair tests to assure that measurements are reasonably accurate. Learning goals and objectives shall provide the guidelines for determining tests to be utilized, including questions of where, when, and how to use culture-free/culture-fair tests.

Standardized achievement tests shall be given frequently enough to adequately monitor student progress and to evaluate the effectiveness of the curriculum and instruction.

Any student mainstreamed in the regular class for the curriculum area tested will participate in accountability, achievement, and aptitude testing when that testing is specified for that student's grade level. The building principal may exempt or include students based upon teacher, resource room staff, or guidance determination that the testing would prove harmful, inappropriate, or beneficial for the individual student involved.

Adopted:       October 11, 1984

Amended:       December 13, 2012