

Comprehensive Assessment System

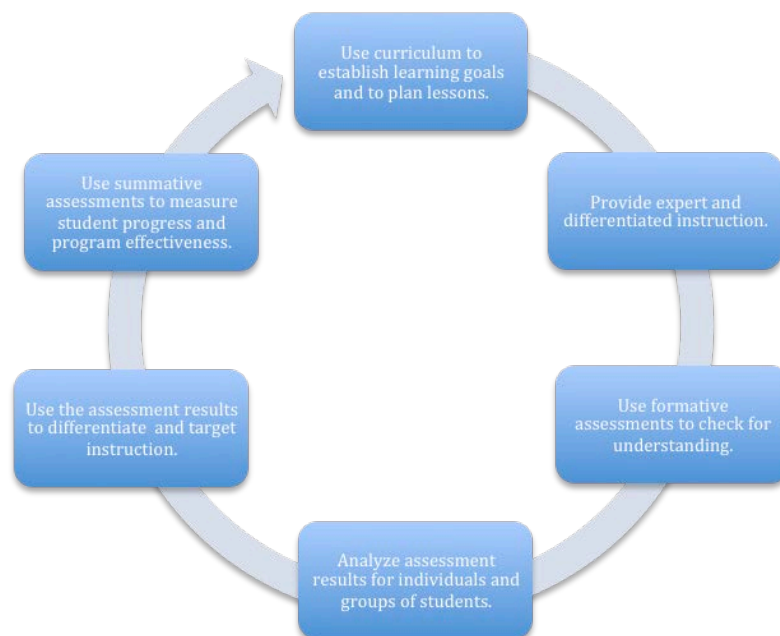
Overview

The Chariho Regional School District, under the direction of the Superintendent and in consultation with district and school leaders and other educators, shall develop and implement a Comprehensive Assessment System. The System shall include district-based formative and summative assessments, as well as standardized assessments, including those required by the state. All students shall participate in these assessments, unless a waiver is granted because of medical reasons. Accommodations shall be provided as indicated in Individual Education Plans or Section 504 Plans.

Role of the Comprehensive Assessment System

The Comprehensive Assessment System shall be based upon and evaluate attainment of applicable state and national standards and the Chariho curriculum. The intent of the System is to gather information about student learning so that we better understand progress toward mastery of important instructional goals, involve students in monitoring their own progress, communicate about student learning to families, and strengthen the overall instructional program. Formative assessments include measures implemented by teachers during the learning process in order to gain information to modify instruction so as to promote optimal learning for individual students and groups of students. Summative assessments include measures implemented by teachers at the conclusion of a unit of study or at some other natural end point. These assessments measure student progress toward specific curriculum benchmarks or outcomes. Standardized assessments require consistent administration and scoring procedures, which make it possible to compare populations of students. Together, these types of assessments constitute the Comprehensive Assessment System.

The Comprehensive Assessment System is a critical part of the instructional process, as illustrated below. Great care must be taken to both (1) minimize and strategically use assessment so that the focus remains on the learning process and (2) utilize sufficient assessment so that an accurate picture emerges of a student’s attainment of the Chariho curriculum and state and national standards.



State and Other RIDE-Supported Assessments

In accord with federal law, specifically Title I of the Elementary and Secondary Education Act and the Every Student Succeeds Act (ESSA), the Rhode Island Department of Education (RIDE) must administer annual state assessments to determine whether each school is making adequate progress and closing achievement gaps. These state assessments along with other RIDE-supported assessments, are part of the Comprehensive Assessment System, and are also used to confirm and validate results from other components of the System.

The RIDE has identified the following required state assessments:

1. The SAT[®] School Day is administered for all 11th grade students.
2. The PSAT[™]10, taken during the school day, is administered for all 10th grade students.
3. Rhode Island Comprehensive Assessment System (RICAS) is administered to students in grades 3-8 in English Language Arts and Mathematics.
4. The Rhode Island Next Generation Science Assessment is administered to students in grades 5, 8, and 11 in Science.
5. The Dynamic Learning Maps (DLM) Alternate Assessment is administered to students in grades 3–8 and 11 with significant cognitive disabilities in both English Language Arts and Mathematics.
6. The Dynamic Learning Maps (DLM) is also administered to students in grades 5, 8, and 11 with significant cognitive disabilities in Science.
7. English Learner students in grades K-12 will be administered the Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) test, and the Alternate ACCESS for EL's (for students with significant cognitive disabilities).

Title I requires that State identified assessments must be administered to all students. (See Section 200.2). R.I.G.L. 16-2-9 requires School Committees “to provide for and assure the implementation of federal and state laws, the regulations of the board of regents for elementary and secondary education, and of local school policies, programs, and directives.” R.I.G.L. 16-2-11 requires Superintendents “to comply with provisions of federal and state law and local charter provisions and ordinances.”

Participation in state and other RIDE-supported assessments by all students leads to a determination as to whether a school is making adequate yearly progress, under ESSA, and may be used for other purposes including, but not limited to, readiness for graduation. Participation also provides actionable information to inform parents, teachers, and students on how the student is progressing toward being ready for college, a career, or the military.

Review

This policy shall be automatically amended to conform to amendments and changes in applicable state and federal laws, rules and regulations.

Dissemination

This policy shall be posted in the policy manual on the District web site and shall be shared with all staff and parents/guardians.

Adopted and effective 10-27-15, Revised 8-23-16; Revised and effective 10-24-17