

**POWAY UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE**

Originator: Associate Superintendent

Issue No: 3

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Reference:

ARTICLE: 3.0 EDUCATIONAL PROGRAM

**3.30 BALANCED, COMPREHENSIVE,
AND COORDINATED DISTRICT
ASSESSMENT PLAN**

SECTION 3.30.1 Maintenance of a Balanced District Assessment Plan

The Board of Education recognizes it is the responsibility of the District to maintain a balanced and effective District Assessment Plan. Therefore, careful consideration must be given to the adoption of any test designated for general administration to students or entire grade levels throughout the District. Because tests have different purposes and may be administered for different reasons, it is important to establish a clear, concise, and compelling need for the addition or deletion of any test to/from the District Assessment Plan. The purpose of this procedure is to ensure that established criteria are given proper consideration by the parties most affected by the decision.

Definition of Tests Affected by this Procedure

This procedure shall affect any instrument designed to assess performance in a specified content area or areas and designated for general administration to groups of students across or throughout the District using standardized administration procedures. The instrument may be either norm-referenced or criterion-referenced.

Exclusions

This procedure does not apply to (a) tests designed for one-to-one administration by a trained examiner, (b) District competency or graduate proficiency tests, (c) tests selected for use by individual schools, departments, or programs, and (d) tests mandated by state or federal regulation.

Purpose of the Procedure

This procedure shall assure:

1. Participation of appropriate staff and community members in the review process.
2. Observance of established evaluation criteria underlying the design and use of test materials to address clearly defined needs of the organization.
3. Maintenance of a balanced assessment system as defined in Board Policy 3.30.
4. Feasibility of use including costs of materials, training, implementation, and maintenance of effort from year-to-year.

Procedure

1. LSS staff will annually review and report to the superintendent any changes in state and/or federal programs that impact the appropriateness or efficacy of the District Assessment Plan and make preliminary recommendations regarding action.
2. Teachers and/or administrators may, at any time, propose the addition or the removal of an assessment from the District Assessment Plan by preparing a description of the test instrument and a rationale supporting their position using the criteria below and submitting it to LSS.

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3. When considering a new test to be added to the District Assessment Plan, LSS staff will conduct a preliminary analysis using established professional criteria. When considering the removal of a test, LSS staff will consider the role of the test, its level of use, and its relationship to any existing tests to assure maintenance of a balanced system.
4. At least annually, LSS staff will review the PUSD Assessment Program and may convene an assessment review committee to make decisions regarding changes to the Assessment Program. Input from the parties affected by the decisions of the committee will be included in the decision-making process and committee members may include representatives from the following groups:
 - a. Teachers at the grade levels affected
 - b. Administrators at the grade levels affected
 - c. Parent representatives
 - d. Other representatives as appropriate
5. It will be the responsibility of the assessment review committee to validate the need to add or remove an assessment, using the established evaluation criteria listed below. The primary purpose of any decision to take action shall be the maintenance of a balanced assessment system as defined in Board Policy 3.30.
6. The assessment review committee will make a final recommendation to the superintendent.

Criteria

The following criteria are to be considered when examining tests:

1. Reliability
2. Equity and fairness in matters of race and gender
3. Relationship to existing tests to assure maintenance of a balanced system
4. Validity, including alignment with established curriculum standards
5. Feasibility including costs for materials, licenses, training, reporting, and required technology or other support infrastructure
6. Utility, including
 - a. ease of use
 - b. skills required to administer tests and interpret results
 - c. timeliness and accessibility
 - d. quality of feedback to the learner
 - e. administration time
 - f. ability to measure student growth over multiple years
 - g. usefulness in helping students establish or measure the achievement of personal learning targets
7. Accessibility for and impact on all students, including students with special needs
8. Correlation of test results with state test results
9. Comments by other users
10. Impact on student achievement
11. Other empirical data as available