

## **STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT**

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents. The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels. Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, identifying learning problems and areas in which remediation is required, assessing teaching strategies, and providing appropriate instruction. Sharing of information among parents, staff, and students is an integral part of the evaluation process.

The RSU No. 5 local assessment system will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards and the Guiding Principles of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, presentations, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments will include common assessments designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include assessments required for the purpose of determining Adequate Yearly Progress (AYP) under the Every Student Succeeds Act (ESSA), and may include other nationally normed standardized achievement tests such as NWEA.

### Communicating Information Concerning Student Achievement

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction.

Parents shall be informed at regular intervals of their child's academic progress through report cards or other digital or written means.

The principal/designee will provide written notification to students and parents by February 15 if the student may not advance to the next grade because he/she has not

met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Legal Reference: 20-A M.R.S.A. § 6209  
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results  
IKAB – Report Cards/Progress Reports IKE – Promotion and Retention of Students  
IKF – Graduation Requirements  
ILA – Student Assessment/Local Assessment System  
Maine Department of Education LAS (Local Assessment System) Guide, March 2004

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