



**Responsible Office:** Office of Academics

## **BOARD POLICY 6400**

### **ASSESSMENT**

#### **PURPOSE**

The Board of Trustees (Board) establishes this Board Policy to provide a balanced assessment system that is valid, reliable, and from multiple measures to inform curricular and instructional decisions in the Washoe County School District (District) with the goal of assisting students to become career and college ready.

#### **DEFINITIONS**

1. "Balanced Assessment System" includes a variety of ongoing assessments both for and of learning to provide teachers and students with the information they need to progress along the pathway to College and Career Readiness and is comprised of summative assessments, interim assessments, and formative assessments.
2. "College and Career Ready" requires more than just obtaining a high school diploma. It means that a high school graduate is ready to pursue preparation for a highly skilled career and is admissible to and prepared to succeed in first-year, credit-bearing classes without remediation, at a two (2) or four (4) year college, technical or trade school, or apprenticeship program. A "career" differs from a "job" in that a career offers the opportunity to advance and develop professionally.
3. "21<sup>st</sup> Century Competencies" are the skills and abilities deemed essential for a person to lead a successful life in the context of the demands of the 21<sup>st</sup> Century, such as the applied skills of critical thinking, creativity and innovation, communication, and collaboration.
4. "Culturally Responsive Practices" connects students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills.
5. "Summative Assessments" include federal, state, District, and classroom assessments given at a point in time to measure and monitor student learning.

6. "Interim Assessments" include assessments designed to coordinate with large-scale state assessments and administered at defined intervals—often quarterly—to gauge student progress. An interim or benchmark test is one that is administered periodically (perhaps once every two or three months) to measure students' status with respect to mastery of important curricular outcomes.
7. "Formative Assessment" include planned processes used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

## **POLICY**

1. The District supports the use of a research-based balanced assessment system that:
  - a. Encourages analysis of results and assists in planning for instructional improvement as established by the District Strategic Plan, District performance plan, school performance plans, and best practices for Tier 1 of Multi-Tiered Systems of Support (MTSS/RTI);
  - b. Identifies student needs based on Nevada Academic Content Standards to inform school and classroom decisions on differentiated instruction and intervention;
  - c. Gathers and reports data that are accurate, and professionally sound;
  - d. Fulfills accountability requirements as established by state law and the Elementary and Secondary Education Act (ESEA);
  - e. Tracks statistical data in order to view trends or patterns of performance or deficiency and sets school, teacher and student performance targets; and
  - f. Establishes comparisons among students in the District, in the state, and in the nation.
2. The District, in conjunction with the Nevada Department of Education, shall systematically apply professional development and technical training, communication and support to teachers, administrators, support employees, and families at all schools to ensure that assessment practices are culturally responsive, standardized, and reflect 21<sup>st</sup> Century Competencies.

3. The District shall administer all assessments in accordance with federal and state laws, and policies.
4. In accordance with state statutes, all students in attendance during Nevada State assessment administration shall participate in the testing process.
5. All District employees, students, and parents/guardians should follow the professional and ethical requirements of assessment administration and use of results as outlined in the following annual publications:
  - a. Procedures for the College and Career Readiness Exam (Nevada Department of Education);
  - b. Washoe County School District Plan to Ensure the Security of State and District Mandated Assessments;
  - c. The District's A Primer for Testing: Policies and Professional Expectations; and
  - d. All administrator and test coordinator manuals associated with each Nevada and District assessment, as well as those of national tests such as ACT, SAT, PLAN, PSAT, and Advanced Placement Exams
6. The District shall provide professional development and communication at all levels of the District, including families, giving all teachers and leaders the skills and knowledge, they need to develop and use assessments with students, and appropriately respond to data from the balanced assessment system.

### **LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS**

1. This Board Policy reflects the goals of the District's Strategic Plan and aligns/complies with the governing documents of the District, to include:
  - a. Board Policy 6200, Literacy;
  - b. Board Policy 6300 Mathematics; and
  - c. Board Policy 6500 Advanced Placement/International Baccalaureate Classes.
2. This Board Policy aligns with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
  - a. NRS Chapter 385A, Accountability of Public Schools;
  - b. NRS Chapter 389, Academics and Textbooks;

- c. NRS Chapter 390, Testing of Pupils and Graduation; NAC Chapter 389, Academics and Textbooks; and
  - d. NAC Chapter 390, Testing of Pupils and Graduation.
3. This Board Policy complies with federal laws and regulations, to include:
- a. Civil Rights Act of 1964, Title VI, which prohibits discrimination based on race, color, or national origin;
  - b. Elementary and Secondary Education Act (ESEA) of 1965, which emphasizes equal access to education and establishes high standards and accountability;
  - c. Family Education Rights and Privacy Act (FERPA) of 1974, a federal law which protects the privacy of student education records; and
  - d. Americans with Disabilities Act (ADA), which gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion.

**REVISION HISTORY**

Date	Revision	Modification
06/24/2014	1.0	Adopted
05/24/2022	2.0	Revised: Clarified, updated definitions, and formatted pursuant to BP 9070