

# SCOTLAND BOARD OF EDUCATION

## Board Policy

### Instruction

#### Evaluation of the Instructional Program

The central purpose of the evaluation of educational achievement is to gather information that will facilitate the improvement of instruction and, ultimately, student learning. It is understood that a comprehensive plan of appraisal will include a variety of widely accepted tests and measurement techniques as the basis for judgement. In all cases, the process of educational assessment will be under the direction of, and accomplished by, trained and competent staff acting in accordance with appropriate federal and state law, Board of Education policy, and the tenets of ethical and professional practice.

Test selection shall be subject to Board approval.

Evaluative measures may be used for purposes such as the following:

1. Identifying group and individual learning objectives
2. Selecting content, learning experiences and procedures of instruction
3. Organizing continuity, sequence and integration of instruction
4. Aiding the supervision and administration of instruction
5. Providing data for research
6. Assisting in the guidance and counseling process
7. Improving the knowledge base on which group and individual educational placements are made
8. Assessment of group and individual learning progress over time
9. Public accountability
10. Professional responsibility

Standardized tests, and bench marks shall be administered according to a schedule that will minimize interference with the regular program of instruction.

In order to ensure the most effective use of test data, a report giving an analysis and results of all standardized testing will be presented to the Board of Education. The school shall also prepare an annual report demonstrating the manner in which this information was applied toward the improvement of instruction and the results that followed. The validity and performance of student testing will be addressed on a regular basis. A school improvement plan will be developed annually in conjunction with the implementation of the Teacher Evaluation Plan Process.

State-mandated programs of proficiency testing shall be carried out in accordance with this policy giving special attention to remedial assistance in the basic skills of reading, writing, language arts, and mathematics.

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**Instruction (Cont'd)**

**Evaluation of the Instructional Program (Cont'd)**

The Board recognizes, however, that educational measurement is neither the sole nor an infallible basis on which to make critical decisions about a child's capabilities or school career. Accordingly, the interpretation and application of results shall always be set in a context in which the welfare of the student and his/her family, and the best professional judgement of the staff are considered, together with the requirements and guidelines of law and Board policy for purposes of individualized or group planning.

The disclosure of test results shall comply with Board policy governing student records. An annual report of the results of the District's standardized testing program shall be presented to the Board.

(cf. 5125 – Student Records)

Legal Reference:       Connecticut General Statutes

10-14n State-wide mastery examination. Certification of mastery.  
Limitations on use of test results