

The ongoing assessment of students is essential to the District mission of optimizing student learning and achievement. Thus, the primary purpose of the Richmond student assessment system is to improve student learning through assessments that diagnose student learning needs, inform instruction, and measure student learning gains. In addition, the Richmond assessment system will serve as a tool to:

- evaluate and refine curriculum, programs, and instruction
- make instructional and placement decisions
- enlighten professional development
- communicate student achievement results to parents and the greater community

To accomplish the purposes defined above, the assessment system will encompass a variety of assessment types:

- standardized assessments that measure student skill and proficiency in relation to the board adopted standards
- standardized assessments that measure student achievement and aptitude in relation to state and national norms
- benchmark assessments that chart student progress at defined points throughout the school year
- common grade level end-of-the-year assessments that measure achievement on federal, state, and local learning targets
- formative assessments that provide feedback to both students and teachers about the progress students are making toward the articulated standards
- student self-assessments that provide students with a means to be actively involved in their own learning and academic goal setting

Since effective instruction depends on high-quality assessment, the District expects all assessments to provide accurate information about student achievement. Assessments must also be designed to align with clearly articulated standards, serve an instructionally relevant purpose, be part of a balanced assessment program, sample student achievement in an appropriate manner, and control for bias and distortion that can lead to inaccurate results.

Students with disabilities and English language learners shall participate in the District's assessment programs in accordance with state law and established procedures, including participating in federally required state assessments and alternative assessments, as indicated in their individualized education programs.

In regards to state-required testing, students in grades 4 and 8 may be excused from taking the WI state assessments upon request of the student's parent(s)/guardian(s). There is not a provision for parent(s)/guardian(s) to exempt students from state testing in grades 3, 5, 6, or 7.

The District shall not discriminate in the methods, practices, and materials used for assessing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap or other factors prohibited by state and federal laws and regulations. This policy does not, however, prohibit the use of special testing instruments or techniques based on the individual

