

DISTRICTWIDE COMPREHENSIVE BALANCED ASSESSMENT PLAN

I. PURPOSE

This policy establishes the responsibility for creating components of the districtwide comprehensive balanced assessment plan and establishes parameters for elements of the plan.

II. GENERAL STATEMENT OF POLICY

In addition to federal and state mandated tests, and locally required norm-referenced standardized measures, the school district recognizes the value of a comprehensive balanced approach to assessment that includes classroom-based assessment practices and common assessments for understanding and evaluating progress across the district.

The assessment plan is useful in evaluating new and ongoing continuous improvement efforts occurring for our work with curriculum, educational initiatives, schools, departments, teachers, and students.

Data and assessment results will signal performance in the area being evaluated. Where possible, the results will guide learning and instruction required to deliver the best possible educational experience to all students.

A comprehensive learner record includes multiple assessments and is essential to meet the purposes of the assessment plan. It should contain the most effective assessments that also maximize the time and efforts given to learning. This includes performance-based assessments, common assessments, written papers, final products, and standardized tests.

III. RESPONSIBILITIES

a. Administration of Plan

- i. The executive directors of research, assessment and enrollment and learning and teaching will jointly be responsible for the administration of the district assessment plan. This includes the development, implementation, monitoring, and overall evaluation of the plan.

b. Districtwide Assessment Design Team

- i. The executive directors will facilitate and guide a districtwide assessment design team whose purpose is to assist in the creation, implementation, monitoring, and evaluation of the districtwide plan.
- ii. The design team will include an equal number of licensed teachers and administrators and will be drawn from each stratum of school configurations including:
 1. Early Childhood PK
 2. Elementary K-5
 3. Middle 6-8
 4. High 9-12
 5. Alternative Programming K-12
- iii. In addition, the team will include subject matter experts in curriculum, instruction, and assessment at the various levels with knowledge in core content and specialty areas, including but not limited to: special education, multilingual learning, career pathways, STEAM, writing, digital media literacy, computer science, the fine and performing arts, and health and physical wellness.
- iv. *Local expertise, including the perspective of students, as it relates to the plan will be considered.*
- v. As needed, the team will utilize local, national, and international expertise.

c. Students, Parents and Community Input

- i. Members of the design team or the administration, as necessary, will engage and inform students, parents, and community stakeholders, to allow for input and feedback as it aims to provide understanding around the overall purpose and intended use of the data generated and collected in the assessment plan.

IV. DEVELOPMENT AND IMPLEMENTATION

a. Development and Acceptance of the Plan

- i. The plan administrators will develop the plan guided by the assessment design team and other input groups.
- ii. The plan must meet all federal, state, and local assessment and evaluation requirements, *including those detailed in the [Minnesota Department of](#)*

Education's Standardized Testing Procedures Manual which is updated annually.

- iii. Assessments will be chosen based on the following, but not limited to:
 - 1. The purpose(s) to be met by the assessment;
 - 2. The decisions to be made or informed in part by the assessment;
 - 3. The fitness of the instrument for the purpose;
 - 4. The time required for administration and scoring;
 - 5. The appropriate use and reporting of results; and
 - 6. The ability of the instrument to be adapted for use by English Language Learners or students receiving special education services, or what equivalent assessment will be used to meet those students' needs.
 - iv. The plan will be rooted in "best practices", the latest education research and the science of learning.
 - v. The two-year plan will be presented to the school board for review and acceptance.
- b. Requests for exceptions to the plan
- i. Any request for an exception or addition to the plan must be made to the superintendent.
 - ii. The superintendent will review the request, seek additional information, and decide on any request.
- c. Monitoring, Evaluation and Revision
- i. Implementation of the established plan will be monitored by the executive director of research assessment and enrollment;
 - ii. The superintendents, cabinet along with district and site leadership, will review and evaluate the success of the plan in meeting identified goals as determined by the strategic initiatives selected for prioritization each year;
 - iii. A two-year review cycle of growth measures identified in the plan will be instituted. The two-year timeframe allows the district to understand growth from one year to the next;
 - iv. The annual findings of the plan will be reported the Superintendent and the Board; and
 - v. The findings may include recommended modifications for the upcoming year.

- i. The results of the specific assessments within the plan will be shared as they become available and are appropriately identified for the various stakeholder groups

V. ELEMENTS OF THE PLAN

- a. The plan will be comprehensive and include:
 - i. All federal, state and locally required assessments;
 - ii. District defined learner data;
 - iii. Technology supports needed;
 - iv. Professional learning requirements;
 - v. Responsibility for administration, scoring and reporting; and
 - vi. Compliance expectations.
- b. The plan will inform the development of a Comprehensive Learner Record, which will include but is not limited to:
 - i. The most effective assessments which maximize the time and effort for students' learning and meet the plan's goals;
 - ii. Required and permitted assessments adopted by the district;
 - iii. Mastered skills and competencies based on what a student knows and can do; and
 - iv. Accomplishments and products highlighting successful demonstrations of learning.

Legal References:

20 U.S.C. 6301, et seq. (Every Student Succeeds Act)

Minn. Stat. §120B.02 (Educational Expectations for Minnesota's Students) Minn. Stat. §120B.021 (Required Academic Standards)

Minn. Stat. §120B.022 (Elective Standards)

Minn. Stat. §120B.023 (Benchmarks)

Minn. Stat. §120B.11 (School District Process)

Minn. Stat. §120B.30 (Statewide Testing and Reporting System)

Minn. Stat. §120B.35 (Student Academic Achievement and Growth)

Minn. Stat. §120B.301 (Limits on Local Testing)

Minn. Stat. §120B.304 (School District Assessment Committee)

Minn. Rules Parts 3501.0010, et seq. (Rules Relating to Graduation Standards –
Mathematics and Reading)

Minn. Rules Parts 3501.0200, et seq. (Rules Relating to Graduation Standards –
Written Composition)

Minn. Rules Parts 3501.0505, et seq. (K-12 Standards)

EDUCATION PROGRAMS

Board Policy 698 (formerly 614)

St. Cloud Area School District 742

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