

The Board of Education believes that the student assessment program should provide a source of information that can be used to improve the total education process. Therefore, the Board stipulates that a continuous student assessment program based upon the curriculum of the District and reflecting a flexible approach to assessment shall be maintained in the School District of Williams Bay.

Balanced, ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation and application of assessment data are necessary to ensure quality improvement of student achievement, accountability for teaching and learning, and appropriate program review.

In addition to standardized achievement tests, the District assessment plan shall reflect use of a variety of formal and informal data collecting techniques. These may include informal teacher made assessments, instruments supplied by book companies, diagnostic assessments, tests of learning aptitude, career awareness and aptitude/attitude assessments, lifelong learning standard achievement ratings, portfolios, performance assessments and such tests required by state and federal laws.

The District expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally-relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individual basis in accordance with legal requirements and established District policies and procedures.

Summary District assessment data will be available to administrators, curriculum committees and the School Board. Appropriate student assessment reports will also be provided to the public as required by law. District level data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building and District level when needed. Building level data will be used to monitor the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents and guardians, and to determine areas for building level staff development and study.

Except as otherwise provided by law, individual student scores obtained from any aspect of the District's assessment program shall remain confidential and only be provided to appropriate school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian. Assessment and achievement results shall be disseminated to students, parents/guardians, the administration, the Board, and to the public annually in accordance with the law.

Children with disabilities and limited-English proficient (LEP) students shall participate in the District's standardized testing programs, with or without accommodations, or in alternative assessments, in accordance with the law and established procedures. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individual basis in accordance with established District policies and procedures.

The District shall not discriminate in the methods, practices, and materials used for testing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity or physical, mental, emotional or learning disability or handicap. This policy does not prohibit the use of special testing materials or techniques to meet the individual needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Parental Opt Out of Assessments (students)

When a parent or guardian requests that the student be excused from participating in state testing, this request must be honored at grades 4, 8, and 9-11, per Wis. Stats. 118.30(2)(b)3. Requests may come at any time during the testing window. A parent must submit a written request for student opt-out to the building principal (Grades 4, 8, and 9-11) or the school board (any other grade level).

LEGAL REFERENCE: Wisconsin Statutes, Sections 115.77(1m)(bg), 118.13, 118.30, 121.02(v)(s)
Wisconsin Administrative Code PI 9, PI 13

CROSS-REFERENCE: 342.32 – Rule (Programs and Services for English Language Learners)
346 – Rule (Testing Guidelines for Students with Disabilities)
411.1 (Harassment and/or Bullying of Students)

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