

## TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. provide general information about a student's probable aptitude for school-related tasks and
5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing programs.

Records of the results of group tests are maintained in accordance with the Board's policy on student records.

The administration has developed guidelines for the secure storing of testing instruments.

[Adoption date:]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; **3301.0729**  
3319.32; 3319.321  
OAC 3301-13-05  
3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)  
IGBA, Programs for Students with Disabilities  
JO, Student Records

*NOTE: A general policy on testing may cover functional literacy; if not, subcategories may be added to the Testing Programs category (code IL). To assist administrators in developing the required written testing security plan, a regulation follows this policy that details the requirements for the secure storing and administration of proficiency tests.*

***Senate Bill 3 (2016) sets specific statutory limits for time spent on testing and preparing for testing effective July 1, 2017. The cumulative amount of time spent on the administration of the state achievement assessments for students in grades three through eight, the end-of-course examinations required in high school under the College and Work Ready Assessment System, and any assessment required by the district or school to be administered districtwide or schoolwide to all students in a specified area or grade level now cannot exceed 2% of the school year. The cumulative amount of time used for taking practice or diagnostic assessments used to prepare for these assessments must be limited to 1% of the school year.***

***These limitations do not apply to the administration of assessments to students with disabilities; Advanced Placement and International Baccalaureate exams used as substitute exams for end-of-course exams in American History, American Government and Science; assessments for students who fail to attain a passing score on the third-grade English language arts assessment or additional assessments administered to students identified as gifted. The board may pass a resolution to exceed these statutory limitations. In order to pass this resolution, the board must conduct at least one public hearing on the proposed resolution prior to adoption.***

*Should a policy in this category relate to Graduation Requirements, it would be good to provide a cross-reference.*

**THIS IS A REQUIRED POLICY**