



Book	Administrative Guideline Manual
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### **Revised Guideline**

#### **2623 - TESTING PROGRAM**

#### **Purpose of Testing**

Testing, like any other element of the School Corporation's program, should have a definite purpose related to Corporation goals. No test should be given without first defining its purpose and determining how the results will be used.

#### **SUGGESTED PURPOSES FOR VARIOUS TESTS**

##### **A. Achievement Tests** (State-mandated testing and assessments and others)

1. ( ☒ ) to measure a student's progress in achieving Corporation learning outcomes
2. ( ☒ ) to help determine student learning strengths and weaknesses and/or diagnose their causes
3. ( ☒ ) to help assess the effectiveness of a school's or the Corporation's program and/or identify/diagnose educational strengths and weaknesses
4. ( ☒ ) to aid in evaluating curriculum and/or instructional strategies and resources

## **B. Intelligence Tests**

(**x**) to measure a student's mental ability as defined by the tests

## **C. Basic Skills Tests** (State-mandated testing and assessments and others)

1. (**x**) to help determine the extent to which a student can perform tasks associated with functional literacy
2. (**x**) to aid in diagnosing problems with literacy task-skills and in providing for appropriate remediation

## **D. Readiness Tests**

(**x**) to help determine the appropriate time for a student to begin a learning program

## **E. Vocations Interest/Aptitude Tests**

1. (**x**) to help determine a student's interests or aptitudes for comparison with those related to particular vocational fields
2. (**x**) to assist in the vocational counseling of a student

## **Uses of Test Results**

The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning. A student's score on the statewide assessment may not be the primary factor or measure used to determine whether a student is eligible for a particular course or program.

## **Item Analysis**

If test results are to be used effectively, an analysis of the test items should be the first step. Such an analysis makes it easier to determine where students are strong and where the weaknesses are so that instruction can be geared accordingly. A proper analysis should provide the kind of knowledge that will not only aid in designing appropriate learning activities but in producing a more reliable assessment and more useful communication to both students and their parents.

## **Curriculum and Instruction**

Administrators will be responsible for ensuring that test results are used by the staff to both refine the curriculum and improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to strengthen understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to use test information to diagnose and remediate.

## **Counseling**

Administrators should ensure that teachers and counselors are working cooperatively by sharing information derived from the testing program. The counselors should be using test results and analyses to help students (and their parents) develop a realistic and valid view of their current achievement levels and design and follow through on plans related to both their school and vocational careers. Teachers should also be aware of these plans to help support such plans in the classroom.

## Communication with Parents

As one of the important partners in the educative process, it is essential that parents be kept properly informed of test results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with regard to standardized tests, the following guidelines should be observed:

- A. (x) Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's measurement compared to standards.
- B. (x) Make sure parents are aware of the relationship between the test's purpose and the goals of the particular program of which the test is a part.
- C. (x) Communicate what the test is designed to measure as well as what it does not attempt to measure.
- D. (x) Share the norms, if applicable, and how such norms or standards have been created.
- E. (x) Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.

## Use in Remediation and Promotion/Retention

- A. Interventions shall be provided for students who do not pass the IREAD-3 assessment. A re-assessment on IREAD-3 will be provided during a summer assessment window determined by the Indiana Department of Education. Students who do not pass the re-assessment of IREAD-3 will continue to receive instruction in grade 3 reading the following school year. Those students will be officially reported as third grade students and will fully participate in the State-mandated assessment program for Grade 3 ~~ISTEP-I~~ assessments.
- B. (x) Intervention shall be provided to all students who do not meet the minimum standards of proficiency as measured by each of State- mandated testing and assessments as well as achievement tests.
- C. (x) Test results will be used by all classroom teachers to identify and implement instruction appropriate to the needs of students who do not meet the identified competency standards.
- D. (x) Test results may be used by administrators and/or guidance personnel in making instructional placement decisions regarding particular students; provided, however, that a student's score on the statewide assessment may not be the primary factor or measure used to determine whether a student is eligible for a particular course or program.
- E. (x) Intervention shall continue until students attain minimum proficiency as measured by the competency test.
- F. (x) Special education teachers shall assist general education classroom teachers in identification of individual student competency needs and in accommodating instruction to the intervention needs of identified students.
- G. (x) Textbooks and other instructional materials appropriate to the intervention needs of students should be identified and correlated to the adopted courses of study.

