

**TESTING PROGRAMS
(Assessment Policy)**

The close relationship between curriculum objectives, teaching time, instructional strategies, student abilities, and learning is fundamental. A balanced testing program containing as many forms of assessment as are possible and appropriate to the student's development and learning style will yield the most accurate information regarding how effective the school program is and what students are learning.

The Augusta Board of Education supports two types of testing: (1) testing that measures student potential, and (2) testing that measures academic achievement.

Measuring student potential is important in the placement of students in academic potential is important in the placement of students in academic or alternative programs. Care shall be taken to assure the appropriateness of placement. Whenever test results indicate that a student's learning style is not compatible with the school program, a referral shall be made to a district team for recommendation.

To assess student potential, the following components may be used:

Screening devices
Standardized cognitive analyses
Portfolios
Informal observation
Parent comment
Student comment

All achievement testing will be correlated to curriculum objectives and may consist of the following components:

Unit tests
Teacher-made tests
Standardized tests
State assessment tests
Portfolios
Holistic testing

Training will be provided for all staff members in the interpretation of test results. Administrators and teachers will review testing results and specifically, (1) identify areas in which curriculum objectives are not being met, and (2) identify individual students for whom results indicate need for further assessment.

Curriculum committees will review the results, address any areas of deficit, and make recommendations for change.

Testing programs for special needs students will be conducted according to Special Education guidelines.

Adopted: 11/26/90
Department of Public Schools, Augusta, Maine