

TESTING PROGRAMS

Educational evaluation shall serve three functions in the Merton Community School District:

1. Diagnostic function – to enable the staff to determine the unmet needs of students.
2. Achievement function – to measure the degree to which each student has accomplished established learning objectives.
3. Instructional program assessment function – to determine if there are weaknesses in the instructional program in order to improve it.

The Board authorizes and approves a testing program that shall rely on standardized instruments and professional staff appraisals of student achievement in terms of individual, local and national norms and in comparison with past achievement levels of the school system. The district's testing program shall include all tests required by state law and/or regulations.

Decisions regarding the inclusion or exclusion of Exceptional Education Need (EEN), Section 504, or limited-English speaking (LES) students in state-required testing shall be made on an individual basis in accordance with established procedures.

Culture-free or culture-fair tests shall be incorporated to ensure that measurements are accurate. Learning goals and objectives shall provide the guidelines for determining tests to be utilized, including questions of where, when and how to use culture-free/culture-fair tests.

TESTING OF SPECIAL SERVICES OR SECTION 504 STUDENTS

In administering the testing, the inclusion or exclusion of Special Services or Section 504 students will be determined by the Individualized Education Plan (IEP) process. The IEP process shall notify the parent/guardian of the testing and the modifying of the format and administration of the test if the student needs such accommodations.

If a student is included in the testing, the results will not be used as the sole criterion in determining grade promotion or eligibility for courses or programs.

If a student is exempt, the school board may not penalize the student by denying grade promotion or eligibility for course or programs.

TESTING OF LIMITED-ENGLISH SPEAKING (LES) STUDENTS

The following criteria will be applied and documented when determining whether to administer a test to an LES student:

Whether the student has had an opportunity master the competencies for which he/she is being tested.

Whether the student demonstrates test-taking skills.

Whether a teacher of the LES student has attested that the student has sufficient academic and English proficiency to take the required test with or without modifications.

All decisions regarding testing will be made on an individual basis for each LES student.

If the LES student is to be included in required testing, the District shall provide for modifying the format and administration of the test if the LES student needs such accommodations. The test results will not be used as the sole criterion in existing LES students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or program, eligibility for graduation or eligibility for post secondary education opportunities.

Exemption from taking a test may not penalize the student by denying grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for post secondary education opportunities.

The Merton Community School District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Ref: Wis. Stats. Sections 118.13, 118.30
120.12(2), 121.02(1)(r)(s)
PI 8.01(2)(r)(s), Wis. Administrative Code
PI 9.03
PI 13
PI 16

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