

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
ASSESSMENTS 511.1 Purpose 511.2 Definitions 511.3 Policy Statement 511.4 Evaluation of Assessments 511.5 Mandated Testing 511.6 Refusals 511.7 Students with Disabilities	SECTION 511

511.1 Purpose

To establish the role of assessments within the instructional program.

511.2 Definitions

Local Assessments – those formal assessments generated and required by Frederick County Public Schools (FCPS); such assessments do not include tests or assessments generated by teachers.

State Assessments – those formal assessments required by state and/or federal law.

511.3 Policy Statement

A. Role

Local assessments should provide timely data in order to inform and improve instruction. Assessments must provide meaningful information to system leaders, teachers, parents, and students regarding student performance and mastery of the curriculum.

System leaders should also be able to use assessment results to identify and close gaps in achievement, ensure equity in instruction, and to inform strategies to increase performance across all student groups.

State assessments are administered as required by law.

B. Time / Frequency

Local assessments shall be used in a balanced way as a part of a student's total instructional program.

Local assessments shall not be conducted in a way that is disruptive to the schedule or the instructional day.

State assessments shall be administered in a way that minimizes disruption to the instructional environment.

Every effort should be made to ensure that assessments be scheduled in a way that minimizes the overlap in the administration of multiple assessments.

Some assessments are required; however, system leaders, teachers, and staff should have the flexibility to choose additional local assessments that work best for their students and that fulfill the goals delineated in this policy.

511.4 Evaluation of Assessments

System leaders shall evaluate local assessments on a regular basis. System leaders should ensure that feedback from teachers, students, and staff informs the local assessment evaluation process.

Criteria for Evaluation of Local Assessments:

- must fulfill the conditions specified under “Role” specified in this policy
- must be aligned to the current curricula
- must demonstrate that instructional practice is aligned with FCPS strategic goals
- must measure student progress and mastery of curricula
- must be effective instructional and diagnostic tools to improve the practice of teaching and inform instruction supports

Local assessments that are not fulfilling the goals delineated in this policy should be eliminated.

System leaders shall also routinely evaluate the effectiveness of state assessments and provide timely feedback to the state government on ways those assessments may be improved.

511.5 Mandated Testing

In accordance with federal and state law, the Board of Education (Board) recognizes annual testing of students is required in mathematics and reading/language arts in grades 3-8 and grades 10-12, and required in science once in elementary, middle and high school. Under federal and state law, as well as FCPS Regulation 400-62 *Test Administration and Data Reporting*, staff are prohibited from excluding students from participation.

High school students have state assessments administered in English 10, Algebra I, Biology and Government that serve to meet graduation requirements. The College and Career Readiness and College Completion Act (CCRCCA) adds the possible addition of needed assessments in English 11 or Algebra II or other CCRCCA allowable assessments.

The Board recognizes the importance of students and parents being provided clear, detailed and accurate information to ensure students are adequately informed of mandated high school graduation requirements.

511.6 Refusals

- A. The Board recognizes that the State of Maryland has not passed legislation allowing for parental opt-out of statewide testing as part of the regular instructional program of the public school system. Consequently, the Board cannot grant parental requests to opt-out of testing on behalf of their children. However, the Board acknowledges that in spite of the declaration of the Maryland State Board of Education (State Board), some students may still refuse to take assessments or may be barred from doing so by their parents. In the case of refusals, it is the Board's expectation that students and families are treated by school staff with the same equity, dignity and respect as provided to test takers. If a school administrator is able to provide an alternative activity it must align with testing protocol.
- B. Alternative Mode of Refusal – The Board recognizes that students communicate in a variety of methods throughout the school system, including through the use of a communication device. Therefore, it is the expectation of the Board that staff will honor any student's typical mode of communication in the matter of honoring refusals.

511.7 Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) requires students with disabilities to be included in state assessments.

Students with significant disabilities are assessed using the multi-state alternate assessment (MSAA) which is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and IDEA.

Legal Reference	Annotated Code of Maryland	Education Article	§ 7-204 § 7-203(b)(2)(3)
	COMAR	Public School Standards	§ 13A.01.04.01.A § 13A.01.04.04.A § 13A.01.04.05.C § 13A.03.04.03
	Maryland College and Career Readiness and College Completion Act (CCRCCA)		
	Maryland State Board of Education		Opinion No. 16-13
	The Individuals with Disabilities Education Act of 2004 (IDEA)		20 USC 1400
	Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB)		20 USC 70
	Every Student Succeeds Act of 2015 (ESSA)		
Cross Reference	Board Policy	Graduation Requirements	405
	FCPS Regulation	Test Administration and Data Reporting	400-62
Policy History	Reviewed 2/25/09; 6/24/15; 2016	Adopted 3/11/09	Revised 8/24/16

Note: Series 500 (Instruction and Curriculum)