

TESTING AND ASSESSMENT PROGRAM

The board believes that an effective testing program provides information about individual students and helps ensure that education is meaningful for every child. A testing program also assists in the evaluation of the testing program. In addition, data from tests and assessments are useful for evaluating educator effectiveness.

Every effort will be made to ensure that testing does not detract from the learning process rather than detracts from it. Efforts will be made to ensure that tests are valid and culture-fair tests in order to ensure that measurements are accurate.

A. ADMINISTRATION OF TESTS AND ASSESSMENTS

The superintendent shall provide for the administration of all state-required tests, screenings, and other assessments. The superintendent shall ensure that remedial instruction, interventions, and/or retesting are provided as established by law or the State Board of Education. The superintendent, in consultation with the school principals, shall determine how tests and assessments are used in determining students' final grades, provided that the use of tests and assessments is consistent with Section B, below, and any other applicable state requirements.

The superintendent shall provide for the administration of all state-required tests to the extent required by the State Board of Education. The superintendent shall, in consultation with the State Board of Education, and otherwise as feasible within available resources, keep the board informed of any resources or personnel used in the administration.

Students may participate in field testing and other assessments as approved by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administrative procedures for the testing program and other assessments that are consistent with the requirements and relevant to the testing program. WBT/F2 12 Tf1 0 0 1 175.

in each high school course for which there is an EOC test or CTE State Assessment, with the exception of the following: (1) English Learner students in their first year in a U.S. school; (2) students following the Occupational Course of Study Pathway or whose individualized education programs (IEPs) otherwise exclude their EOC results from their final grades; and (3) students enrolled in a course during the initial implementation year of a new assessment for that course where proficiency scores are not available due to standard setting.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course-

Other Resources: *Testing Security: Protocol and Procedures for School Personnel* (NCDPI), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security>; *North Carolina Procedures Handbook*, available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations>

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