

Instruction

Administrative Procedure – Group Testing Program

Philosophy

- I. Granite City Community Unit District #9 believes that tests are good indicators of a child's abilities but takes into consideration that tests are not infallible. The Testing Program should be designed to make intelligent estimates.
- II. The Testing Program must be designed to provide the greatest knowledge about each student's needs, so that an adequate instructional program can be provided to meet those needs.
- III. The Testing Program must also be designed to provide for a systematic review of the entire instructional program. Specific strengths and weaknesses must be identified in order to do a periodic "needs assessment."
- IV. "Needs assessments" should be carried out at the classroom, building, and district levels. Achievement in combination with aptitude testing provides input for conducting a needs assessment. Attitude surveys, attendance studies, follow-up studies, and special research projects could also provide relevant information.
- V. The Testing Program should also provide information about each student that will allow the teacher, administrator, counselor, and parents/guardians to assist the child in self-appraisal and self-understanding. Tests and survey results should be available to help students in occupational exploration and later in career planning.
- VI. Flexibility of the Testing Program must be insured by keeping an active Testing Committee which is representative of the various academic areas and levels. This Committee should continually re-evaluate tests and testing procedures used in order to fulfill the goals of the district.

GOALS

1. To identify and assess each child's individual needs.
2. To guide school personnel in designing appropriate programs.
3. To aid the student in self-appraisal and self-understanding.
4. To guide the student toward a meaningful, vocational choice.
5. To effect a smoother transition between instructional levels.
6. To assess special programs.
7. To assess continually the instructional program in order to keep it relevant to district needs.

The stated goals can be met through the use of the following procedures:

- A. Criterion-referenced testing can provide specific skill needs for each individual. This type of test provides greater assistance in instructional program planning.
- B. Enabling skills testing indicates whether a student has mastered a particular level and has the skills necessary to proceed to a higher level. Greater emphasis should be placed on this type of testing in order to insure that the student learns skills in a sequential order at a rate appropriate to him/her.
- C. Aptitude testing will assist the teacher in knowing the ability or potential of a student. While aptitude is not to be considered static, it is a good indicator of a student's likelihood to succeed in school.
- D. Achievement testing can give information about a student's functioning level in comparison with national norms. Specific prescriptions are not given; however, results are useful only as measurement of student's progress in comparison with national norms.
- E. Attitude surveys, attendance studies, follow-up studies, special research projects, scholarship and career planning inventories could be used with approval of Superintendent of Schools to provide additional relevant information.

The following Testing Program will be considered minimal. Other tests may be added, with approval of the Superintendent of Schools, as the need or state mandates dictate. An example of additional diagnostic testing is to determine eligibility for placement in the Gifted Program.

<u>TEST</u>	<u>ADMINISTERED</u>	<u>GRADES</u>
Criterion-referenced Test mandates.	ISAT Prairie State	3,4,5,7,8 11
Enabling Skills Tests Teacher prepared tests Publishers Textbook tests	Teacher determined Publisher's direction	All Grades
Aptitude Tests Test of Cognitive Skills	Every two years beginning in second grade or as State mandated.	2 through 12
Achievement Tests Norm-reference Test	A minimum of every two years beginning no later than second grade. Preferably each year when possible.	1 through 11

Emphasis will be placed on mastery level testing that will assist teachers in instructional program planning, so that each student may be instructed at a level appropriate for him or her.

Special emphasis will be placed on reading skills.

Handling of Test Information

1. Group Information

Summaries of test scores by school and by district should continue to be considered confidential to insure against unfair comparisons, except as required by the State Report Card. However, the Board of Education may release this information at the district level in a manner they deem appropriate so that the citizens may be aware of achievement in the Granite City Schools in comparison to national norms.

The use of test summaries of the district-wide testing program to evaluate the relative performance of a teacher, a class, or a school must be considered a misuse of test results. This does not apply to special pre-approved and carefully controlled research projects which are conducted at an individual building in order to evaluate a particular program. Any research conducted by persons who have a vested interest is to be scrutinized carefully, because there is a high risk that there will be bias.

NOTE: While I fully agree with this statement, such comparisons are regularly done on the State Report Card. I would like this statement to remain in the policy to show the Board's concern on this matter.

II. Individual Information

A. An individual's test scores should be interpreted, when possible, to parents at the elementary level. Test results will be interpreted in the most meaningful way to both parents and students. At middle school and senior high level, scores will be interpreted to the student, then sent or mailed to parents.

B. Maintaining Test Records

In order to insure the student's rights to privacy and confidentiality, test scores should be kept and utilized only for as long as results are valid. All achievement and aptitude test results are considered temporary information. Only college admission test results (ACT and SAT scores) are permanent data.

See Board Policies JO and JOA for storage of temporary and permanent data.

Test Administration

- A. Effort should be made to administer tests in as close to an ideal situation as possible (as described in the test manual).
- B. Effort should be made to be fair and consistent.
- C. Conscious effort should be made to avoid deliberate teaching of the test.

Adopted: 11/9/04