

EVALUATION OF INSTRUCTIONAL PROGRAM

Testing shall be carried out to provide information on the basic items of (1) learner educational needs, and (2) learner educational achievement.

Testing programs shall be designed as integral parts of the needs assessment and evaluation programs. They shall be developed primarily for furnishing needed information to decision-makers, including the Board, administrators, teachers, parents, and students. The needs of these various users shall be clearly identified and the testing program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of testing programs. In their planning, every effort shall be made to see that testing contributes to the learning process rather than detract from it. Efforts shall be made to incorporate necessary culture-free or culture-fair tests to assure that measurements are reasonably accurate. Learning goals and objectives shall provide the guidelines for determining tests to be utilized.

The evaluation of the curriculum and other aspects of the educational program of the schools shall be directed by the Superintendent. Use of various evaluative resources shall be utilized in this task.

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas.
2. Locally developed tests approved by the Superintendent.
3. Study of school achievement records.
4. Teacher and parent evaluation of pupil behaviors.
5. State Department of Education specialists and services.
6. Evaluation by other agencies recommended by the Superintendent and approved by the Board.

An evaluation of the curriculum and its effectiveness shall be made periodically and reported to the Board by the Superintendent.

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