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## STUDENT ACHIEVEMENT TESTING

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The Bangor School Committee recognizes that student assessment, which is direct, systematic, and based on performance standards, is a continuing necessity in a high quality instructional program. Student progress is best viewed through multiple measures of assessment to ensure a full understanding of individual achievement and programmatic success. Instruction and assessment are fundamentally linked, and the design or selection of assessments is based on the goals of instruction. Therefore, the school department utilizes a diversity of assessment practices to assemble data for the evaluation of student progress.

The Bangor School Committee believes that the assessment process offers students the opportunity to demonstrate their learning. Such demonstrations may utilize traditional testing but may also include opportunities to apply or present knowledge and skills in authentic situations against preset criteria. An assessment may be integrated into the student's instructional routine as a progress check or may be considered a summation of achievement.

The Bangor School Committee acknowledges that annual standardized testing is an integral part of the total evaluative process. Standardized testing not only provides a profile of individual achievement but is useful in the evaluation of all levels of instruction and administration. The value of standardized tests is due, in part, to the comparative data which these measures provide. It is the intent of the School Committee to provide programs of the highest national caliber and only through the availability of broad comparative data can an evaluation of status be made.

The Bangor School Committee endorses the use of the Maine Education Assessment (MEA). The use of standard scores from these state assessments provides a clear report of program success.

A diverse assessment program is necessary and beneficial to realize the following objectives:

- To help determine the extent to which students are making progress towards instructional goals.
- To provide information relevant to the revision of curricular activities and/or instructional materials.
- To provide accurate information for reporting to students and parents/guardians of progress made towards instructional goals by each pupil.
- To help ascertain group and individual needs, strengths, and weaknesses for the purpose of adjusting instructional procedures.
- To aid in determining causes behind any group or individual deficiencies.
- To supply information relative to post-secondary placement.
- To meet State requirements to screen for exceptional students.
- To help students toward improved self-appraisal and self-direction.
- To increase the parents'/guardians' understanding of the special strengths and weaknesses of their children.
- To assist in identifying students with special abilities or disabilities, and those who may need referral to other specialists or agencies.
- To obtain information as sought by the Bangor School Committee relevant to system-wide student progress towards instructional goals.



To compare the achievement levels of Bangor's students to state and national norms.

A good assessment program, properly geared to the classroom evaluation procedures, can make a substantial contribution to the total educational program of the school system.

### **Philosophy of Reporting to Parents**

It is the philosophy of the Bangor School Committee that parents/guardians not only have the right to obtain the test results of their children but should be duly informed of any testing to take place.

The annual schedule of the testing and assessment program will be listed in the *Communiqué* and on the district website ([www.bangorschools.net](http://www.bangorschools.net)) early in the school year. In addition, the Principal of each elementary and middle school shall remind parents through the school newsletter or a specific letter of the dates for the standardized testing program prior to each test sequence.

Upon request, the Principal may provide parents with an interpretation of achievement results and how those results are used to improve their child's school program.

In order to prepare students for graduation standards of college and/or career readiness, it is expected that students participate in standardized testing throughout their educational experience. In extenuating circumstances, such as necessary 504 reasonable accommodations and/or IEP Team determinations, students may be excluded from participating in standardized testing program with appropriate documentation. At the discretion of the Principal, such students will be provided a supervised study area or alternative instructional assignment during the time when the tests are being administered.

Parents/guardians shall be provided with the results of standardized tests by mail and/or through a parent/teacher conference. A parent/guardian who believes that the results of a standardized test do not accurately or fairly reflect the child's performance may add a written statement for inclusion with the child's records and/or request that supplemental achievement test be administered. The overall results for the Bangor School Department and for each school within the Department shall be reported in a timely manner to the School Committee and released to the media by the Superintendent.

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