

Assessment Exclusion

Responsibility for deciding which students shall be excluded from all or part of the annual assessment or assessment “out-of-level” shall be that of the school’s building administrator in consultation with special services and the building support team. A report of numbers and conditions for exclusion shall be reported annually to the Board in conjunction with the district’s assessment results.

1. The building support team is defined to include the building administrator, classroom teacher and resource room teacher or counselor. Additional members may be included as needed.
2. To ensure a considered process, petitions for exclusion should be reviewed by the building support team at least one month prior to the annual assessment date.
3. Candidates for exclusion generally would be selected from those students designated as Intellectual Disability, Autism Spectrum Disorder, Specific Learning Disability as defined under the Individuals with Disabilities Education Act.
4. Students who are assessed at their functional level but are within one level of the assessment ordinarily given to students at their grade will be included with the district’s results.
5. Should it become necessary to invalidate a student’s assessment, either in whole or in part, the procedures for invalidation as outlined in the publisher’s administration manual will be followed. A written summary of which portions of the student’s assessment were invalidated and the reasons for the invalidation will be included in the student’s file and forwarded to the building administrator. The numbers and reasons for invalidations will be reported annually to the Board in conjunction with the district’s assessment results.
6. To avoid de facto exclusions, the district will make every effort to ensure all students absent during regular testing are given an opportunity to make up this assessment and have their results included in the district results.