

Administrative Procedures for Assessments
(Attachment for Policy No. 127)

Purpose:

The School District of Philadelphia is responsible for developing a plan for the implementation of assessments district-wide. Implementation of these assessments will be monitored regularly and the data will be used to inform classroom, school and district-wide decisions.

Criteria for assessment selection and review:

1. Assessments

- Must be aligned to PA Core Standards and district goals.
- Will be selected based via a collaborative process involving designated District personnel, school personnel (teachers, specialists, coaches, teacher leaders, etc.), and, when applicable, community members.
- Are evidence based and provide teachers with the necessary information to deliver more targeted instruction and improve outcomes.
- Are informed and selected, in part, from SPR school and district-wide data.
- Demonstrate continuity with and support of the curriculum (grade level academic standards).
- Are not unnecessarily demanding for students and school personnel to implement effectively.
- May accommodate the need for students to demonstrate their knowledge and skills through a variety of ways, including, but not limited to: projects, tasks, audio/visual presentations, performance based, and may be in the form of what is traditionally known as “tests”. Students are also able to demonstrate learning in different ways including but not limited to reading, writing, listening and/or speaking

2. Parental Review/Rights

- The following outlines the School District of Philadelphia’s process for parents/guardians who may wish to review classroom and/or district-based assessments:
 - Upon request by a parent/guardian or student, the school will make available existing information about classroom assessments. The following conditions shall apply to any request:

1. To assist the school in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The school will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.

No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted. Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student's educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.

Please note: Assessments such as ACT, SAT, etc. are not available for review through the School District of Philadelphia.

- The following outlines PA Department of Education's process for parents/guardians to review state assessments (i.e., PSSA, Keystones, PASA, ACCESS)
 - School entities are required to have policies to ensure that parents or guardians have the right to review a state assessment in the school entity during convenient hours for parents or guardians from the time testing materials are received to the end of the make-up schedule in order to determine whether a state assessment conflicts with their religious beliefs. This is the only reason allowable under regulation.
 - Confidentiality agreements must be signed, and no copies of the assessments or notes about assessment items will be permitted to leave the school. If after reviewing the test, parents or guardians find the test to be in conflict with their religious beliefs and wish their student(s) to be excused from the test, the right of the parents or guardians will not be denied upon written request to the applicable school district Superintendent. Parents and/or guardians should submit a written request to their child's school to make arrangements to review the test.

Examples of short-range and long-range assessments:

- Examples of short-range assessments include: formative assessments, curriculum based-assessments, benchmark assessments and short-term assessments administered by the teacher to inform instruction on a weekly/bi-weekly/monthly level.
- Examples of long-range assessments include: summative assessments and/or standardized assessments Keystone, PSSA, PSAT, SAT, AP, IB Naglieri, Industry Based Assessments (NOCTI/NIMS), NAEP, ACCESS, PASA, etc.

Procedures for Scheduling and Evaluation:

- The Office of Academics is responsible for developing a district-wide Assessment Calendar, yearly, to outline the timeframe for administering mandated local, state and federal assessments.
- The Offices of Curriculum, Instruction and Assessment and Research and Evaluation will be responsible for conducting a yearly review of the district-wide assessments implemented to determine their efficacy. This review will be aligned with national and state standards, along with district goals.
- Principals will be responsible for reviewing classroom based assessments during lesson plan reviews, classroom observations, etc. Principals may seek the support of the Office of Academic Supports in determining the efficacy of these assessments.

Maintenance Schedule:

These administrative procedures should be reviewed yearly by the Office of Academics.