

Evaluation of Individual Student Performance

The district will establish a system that encompasses multiple sources of data to monitor the progress of students and measure the effectiveness of programs, initiatives and strategies. Sources of data may be state and local standardized tests, benchmark reading assessments, common mastery assessments and other data measures related to specific programs.

Standardized Tests

The Board of Education will administer the state sanctioned assessment according to the NJDOE guidelines. State testing data will be analyzed by administration, teachers and Board members to track student performance as a district, by school, by grade level, and by cohort in each administered content area. Individual student progress will be shared with parents, principals, directors, department chairpersons, teachers and students for differentiation planning and student goal setting. Local standardized test data will be analyzed at benchmark dates, typically in the Fall and Winter with an optional Spring administration. Local testing will be considered formative in that the data will be used as a means to adjust instruction for the interim as needed to address the strengths and weaknesses of the current students in order to assure mastery of the grade level standards.

Benchmark Reading Assessments

Milltown Schools' language arts program embeds level guiding reading groups in order to differentiate reading fluency at a student's instructional level. Guided reading levels are determined through the use of running records or electronic assessments. The district has developed text level expectations aligned with The F&P Text Level Gradient™ and/or Lexile levels. Student guided reading levels are assessed periodically, and school-wide in grades 1-5 in the Fall and Winter. Student guided reading groups are adjusted according to be benchmark assessment results, or more frequently based on additional running records as determined by the teacher.

Common Mastery Assessments

Milltown Schools curriculum is designed to ensure that students master the NJ Student Learning Standards in grade level content. Mastery indicators [M] are identified in curriculum units, which align with common assessments. Common assessments may be given by unit, by marking period or by semester according to schedules developed by grade level or department chairpersons. Students scoring below proficiency on a common assessment will receive additional instruction and a reassessment, preferably within 7 days of the original assessment. The main goal of the reassessment is to ensure mastery, not to raise report card averages.

Programmatic Data

Consideration for instructional program changes are based on review of student achievement data from state and local standardized tests as well as teacher recommendation. Evaluation of student performance by teachers on NJ student learning standards contribute to adjustments in instructional programs and strategies, as well as materials and resources. Instructional initiatives are prompted by data review as well as consideration for current educational approaches for 21st century learners. Instructional programs that are recognized as specific to pedagogical content, typically contain specific assessments. Program assessments are administered according to the recommended schedules and with

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

students who are participating in the program. Review of the data is conducted by the associated teachers and shared with the Principals and Directors for consideration in determining effectiveness.