

ASSESSMENT

Purpose: The Broken Bow Public Schools will continuously update and improve a variety of assessment practices, the general purpose of which is to contribute to the well-being of individual students and the district.

More specifically, the goals of assessment in the Broken Bow Schools include:

- to assess individual student progress and skill mastery
- to diagnose individual student learning styles, disabilities, and special talents
- to assess effectiveness of our curriculum and teaching methods
- to serve as a guide in planning changes in curriculum and methods
- to aid in student placement decisions
- to aid in guidance functions
- to assess how well the district's students are doing:
 - a. in comparison to other districts in the state and nation (state standards, Adequate Yearly Progress (AYP), etc.)
 - b. in comparison to previous years
 - c. in one subject area compared to others
 - d. compared to local and state standards

It is important to remember that the ultimate goal for each of the above areas is not simply to discover where we are now, but to help find ways to improve the status quo.

Assessment Levels: Assessment must occur at all levels including district wide, special student population groups, building and grade levels, classroom and individual students. While evaluation at all these levels is important in maintaining and improving education, the Broken Bow Schools recognize the well-being of the individual student as the first priority when making any decision involving assessment.

Competencies to Be Measured:

1. knowledge of facts, concepts, generalizations, processes, and strategies considered critical to specific reasoning processes
2. the ability to use complex reasoning processes
3. the ability to gather and utilize information from a variety of sources in a variety of modes
4. the ability to communicate effectively
5. the ability to work in a cooperative/collaborative manner

Methods: Administrators, counselors, and teachers will employ a variety of assessment methods including but not limited to the following:

- criterion reference test
- normed reference test
- individually administered diagnostic tests
- portfolios
- open-ended exercises
- extended tasks