

## TESTING AND EVALUATION PROCEDURES

The evaluation of a child's progress in school is a collective process. The classroom teacher utilizes several methods to gather information about the child, to arrive at reasonable expectations, and to assess his/her progress throughout the school year. Most of this information is gathered through direct observation of the child in a variety of situations. Also important are conferences with parents and other teachers who come in contact with the child, and examination of the child's written work or performance on tests.

Results of diagnostic tests and teacher-made tests are available for review during conferences with the teacher. The following is an outline of the current testing program in the Lincoln schools:

Teacher-Made-Tests are used in a variety of ways by classroom teachers. Since they are usually short quizzes or tests, they are primarily useful as spot checks on what the student is understanding about the material currently being taught.

Test for Use by Specialist: With parental permission, more specialized diagnostic tests are administered to some children by specialists to further determine student needs. The results are used to assist in planning and programming for individual students.

I.Q. Tests are given only by a psychologist to individual students upon request or referral and with parental permission. Usually tests of this kind are given as part of evaluation due to a learning problem.

Achievement Testing: The Stanford Achievement Test is administered in grades two through seven. The results are used primarily for comparisons of performance of our grade averages with national norms.

Basic Skills Testing: In August 1978, the Massachusetts State Board of Education approved the Policy on Basic Skills Improvement to be implemented during the 1980-81 academic year. The policy requires that all public school systems in the Commonwealth develop and implement a Basic Skills Improvement Program for mathematics, reading, writing and listening.

The purpose of each district having a program is to assist Massachusetts public school students in mastering basic skills prior to high school graduation. This is to be accomplished through instruction and evaluation. Curriculum modifications should be made where weaknesses are identified.

The Stanford Achievement Test is used to measure the basic skills levels of third and fifth graders. Eighth graders take the secondary tests specifically developed by the state department of Education.

The collective results of the testing program are reported to the public and to the State Board of Education annually. All tests will be on file in each school building for parental review. For students who score below standard, parents will receive a letter notifying them of the results and the possible need for further assessment and follow-up instruction. Plans will be arranged, if necessary, through the Special Education/Remedial process.