
AURORA PUBLIC SCHOOLS

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ASSESSMENT SYSTEMS

Page 1 of 7

Student assessment is a multi-faceted process for identifying and communicating student progress. Assessment occurs before, during and after specific learning experiences. Assessment takes place in an educational setting which stresses the needs, characteristics and well-being of the learner. Multiple assessment techniques are used to determine the progress of the students.

State Assessment System

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. Additionally, state law requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

Pencil and Paper Testing Option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;

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Revised February 2024

ASSESSMENT SYSTEMS

Page 2 of 7

- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district. Parents will be notified in writing by the school if the decision is made to use pencil and paper assessment.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

Parent/Guardian Request for Exemption

A parent/guardian who wishes to exempt his or her child from a state or federal assessment shall make this request in accordance with this policy.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state or federal assessment. Students excused by their parents/guardians from participating in a state or federal assessment shall not be prohibited from participating in an activity or from receiving any other form of reward that the district provides to students for participating in the state or federal assessment.

This policy's exemption process shall apply only to state and federal assessments and shall not apply to district, classroom, or language acquisition assessments.

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ASSESSMENT SYSTEMS

Page 3 of 7

The parent/guardian of a student enrolled in the district may request that his or her child be exempt in participating in one or more state assessments. It is strongly encouraged that parents/guardians have a consultation with their school prior to requesting exemption. (In accordance with policy KBDA)

1. The request for exemption must be submitted in writing to the school principal.
2. The parent/guardian will not be required to state the reason for asking for the exemption,
3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.
5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

District Assessment Calendar Information to Parents/Guardians

Each school year at the earliest possible time, the district shall distribute information to students' parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district's website.

The district shall also distribute a district assessment calendar to students' parents/guardians at

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Revised February 2024

ASSESSMENT SYSTEMS

Page 4 of 7

the earliest possible time each school year, and shall post the calendar on the district's website.

At a minimum, the district assessment calendar shall include:

- an estimate of the testing hours required on each testing day; and
- whether the assessment is required by federal and/or state law or was selected by the district.

Parents/guardians should check with their local school site for specific dates and times.

Sharing of Student State Assessment Results with Parents/Guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

District Assessment System

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;

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Revised September 2015

Revised December 2015

Revised October 2019

Revised June 2023

Revised February 2024

ASSESSMENT SYSTEMS

Page 5 of 7

- includes “early warning” features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the state academic standards.

Classroom assessment system

Classroom assessment practices shall be aligned with the state academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are expected to engage in informal self assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Student progress communication to parents/guardians

Student progress is communicated to both students and their families using multiple approaches. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel.

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Revised September 2015

Revised December 2015

Revised October 2019

Revised June 2023

Revised February 2024

ASSESSMENT SYSTEMS

Page 6 of 7

Final grades shall be posted in the identified district-approved student information system at the end of the grading period.

Teachers, counselors and administrators shall contact parents or guardians to discuss student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the educator, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress.

Criteria for grading student progress will be prescribed by the Superintendent of Schools as outlined in regulation IKA-R.

LEGAL REFS.: 20 U.S.C. 6311 (b)(2)(A) (*Every Student Succeeds Act (ESSA) requires states to implement mathematics, reading or language arts, and science assessments*)
20 U.S.C. 6312 (e)(1)(B)(i) (*under ESSA, district must provide information to parents regarding child's level of achievement and academic growth on state assessments*)
20 U.S.C. 6312 (e)(2)(A) (*under ESSA, district must provide information to a parent regarding district's opt-out policy for state assessments, at parent's request for such information*)
C.R.S. 22-7-1006.3 (1) (*state assessment implementation schedule*)
C.R.S. 22-7-1006.3 (1)(d) (*district must report to CDE the number of students who will take the state assessment in a pencil and paper format*)

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ASSESSMENT SYSTEMS

Page 7 of 7

C.R.S. 22-7-1006.3(7)(d) *(state assessment results included on student report card if feasible)*

C.R.S. 22-7-1006.3 (8)(a) *(policy required to ensure explanation of student state assessment results)*

C.R.S. 22-7-1013 (1) *(district academic standards)*

C.R.S. 22-7-1013 (6) *(policy required regarding the use of pencil and paper on state assessments)*

C.R.S. 22-7-1013 (7) *(procedure required concerning distribution of assessment calendar to parents/guardians)*

C.R.S. 22-7-1013 (8) *(policy and procedure required to allow parents to excuse their children from participation in state assessments)*

C.R.S. 22-11-101 *et seq.* *(Education Accountability Act of 2009)*

C.R.S. 22-11-203 (2)(a) *(principal required to provide educators access to their students' academic growth information "upon receipt" of that information)*

C.R.S. 22-11-504 (3) *(policy required to ensure explanation of student state assessment results and longitudinal growth information)*

C.R.S. 22-32-110(1)(k) *(definition of racial or ethnic background includes hair texture, definition of protective hairstyle)*

1 CCR 301-46 *(Rules for the Administration of the College Entrance Exam).*

CROSS REFS.: AED, Accreditation
IKAE-R, Grading – Student-Initiated Course Withdrawal
JE-R, Student Attendance
JRA/JRC, Student Records/Release of Information on Students

Issued October 1979**Recorded March 1999****Effective April 2005****Revised May 2012****Revised November 2012****Reviewed April 2015****Revised September 2015****Revised June 2023**

GRADING SYSTEMS**Page 1 of 5****Grading System**

The grading system for reporting student academic progress in grades kindergarten through 5th grade shall be Advanced Proficient, Proficient, Partially Proficient and Unsatisfactory Progress. At grades 6-12, the A, B, C, D, F system will be used. The letters are interpreted as follows:

GRADES K-5

The recorded grade for student progress reports will be developed from a body of evidence to support student mastery of standards.

The grading scale used at these levels is:

A	Advanced Demonstrates consistent competence in the skills and knowledge beyond the grade level/course content standards and applies them in a variety of contexts and mediums. standards / concepts ,
P	Proficient Demonstrates consistent competence in the skills and knowledge of the grade level/course content standards. standards /
PP	Partially Proficient Inconsistently demonstrates competence in the skills and knowledge of the grade level/course content standards. .
U	Unsatisfactory Progress Does not demonstrate competence in the skills and knowledge of the grade level/course content standards.
N	No evidence Insufficient evidence exists to gauge competence in the skills and

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GRADING SYSTEMS**Page 2 of 5**

	knowledge of the grade level/course content standards.
ME	Medical Exemption. The student has been exempted from completing the class due to medical reasons as accompanied by appropriate medical documentation.

GRADES 6-12

The recorded grade for student progress reports will be developed from a body of evidence to support student mastery of standards.

Note: Competency is defined as the ability “to do”

Proficiency is the understanding and application of grade level content standards

The grading scale used at these levels is:

A	Demonstrates consistent competence in the skills and knowledge of the course content standards and advanced application/analysis through a variety of contexts and mediums.
B	Demonstrates consistent competence and proficiency in the skills and knowledge of the course content standards.
C	Demonstrates competence and proficiency in the skills and knowledge of the course content standards.
D	Demonstrates minimal evidence of competency and/or proficiency in the skills and/or knowledge of the course content standards..
F	Insufficient evidence exists to gauge competence in the skills and knowledge of the course content standards.
I	Incomplete. A student shall be allowed to make up an incomplete grade within a two-week period after the end of the quarter unless prior arrangements have been made in writing with the teacher. In the absence of prior arrangements, the incomplete shall become a

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GRADING SYSTEMS**Page 3 of 5**

	letter grade after the two-week period.
WP*+	Withdraw Passing. Withdrawal from a course after the fifth school day but prior to the 20 th school day and having a passing grade at the time of the withdrawal.
WF*+	Withdraw Failing. After the 20 th school day of the course, a student will not be allowed to withdraw without receiving a letter grade of WF (Withdraw Failing – no credit). The letter grade of WF will be calculated into the student’s grade-point average as an F with the value of zero points.
AU+	Audit. The student is attending the class without receiving credit. The student is to complete the class with regular attendance and required assignments.
ME	Medical Exemption. The student has been exempted from completing the class due to medical reasons as accompanied by appropriate medical documentation.
S	Satisfactory for Pass/Fail courses. In high school, courses receiving a grade of Satisfactory shall not be counted in the grade-point average, but the credit shall count toward graduation requirements.
U	Unsatisfactory for Pass/Fail courses. In high school, courses receiving a grade of Unsatisfactory shall not be counted in the grade-point average and the credit shall not count toward graduation requirements.

*: Students who have been expelled from school will receive a WP or WF reflecting the course grades at the time of the suspension leading to expulsion.

+ : Applies to grades 9-12 only.

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GRADING SYSTEMS**Page 4 of 5****Grading System**

Grade	Percentage	Regular
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	50-59	0

Body of Evidence

There are two types of assessment, formative and summative. Formative (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher; e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

Summative (assessment of learning) provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction; e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

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GRADING SYSTEMS

Page 5 of 5

High School Performing Groups

Students in classes where performances are a normal part of the class are expected to participate in school or community activities such as concerts, community parades, half-time performances or Colorado High School Activities Association sponsored events. If a student fails to participate because of an unexcused absence as defined in regulation JE-R, Student Attendance, grades may be lowered.

A student shall not have a grade lowered if s/he does not attend an event because it costs the student or parent additional money to participate or the activity is held on a Sunday, holiday or is conducted at a location away from the community. Examples of these non-school and non-community activities are: overnight trips to locations within the state or out of state or appearances at college or professional athletic events.