

ASSESSMENT

Milltown Public Schools plans for universally designed assessments to uphold the philosophy that all students have the capability to learn and achieve high standards demonstrated through assessments that do not present barriers in recognizing their progress. Students may use different pathways to receive and communicate knowledge, but standards remain on grade level for all students, including students with disabilities and multilingual learners.

Universally designed assessments anticipate the need for one or more accommodations based on the needs of individual students. The instructor or instructional team developing the assessments will consider the following in measurement design:

- Readability and language complexity
- Item and test content
- Bias and sensitivity
- Accessibility features or accommodation methods

Further review should be conducted each testing cycle to ensure the assessment will provide all students with an opportunity to show what they know and can do, improving the overall fairness of the assessment.

(partially derived from NCEO Report 431, Feb. 2022)

Formative- Students learning will be assessed through but not limited to exit tickets, think pair share.

Summative- Students learning will be assessed through but not limited to chapter tests, and group projects.

Alternative- Students assessments will be adjusted to meet accommodations listed in their IEP

Benchmark- Students learning will be assessed through but not limited to common assessments and MAP testing