



Policy: 9.65

SUBJECT: **TESTING PROGRAMS**

Supersedes: IL
Effective: March 11, 2010
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Approved by: Detroit Board of Education

1.0 Policy

The Board authorizes a citywide group testing program, to remain under continuous review, so that important information may be obtained to improve teaching and learning. Proficiency tests at the high school level will be part of the total program.

All standardized test should be recommended by the General Superintendent and authorized by the Board.

The Board assumes and requires that:

1. The testing program will not discriminate against any student.
2. The primary function of testing will be to identify which specific learnings have been mastered by students, and which have not, to guide instructional planning.
3. When students do not score well on tests, attention will be directed first to the instructional program so that it can be improved.
4. The program will allow schools and communities to make some comparisons with student scores in other districts in the state and nation.
5. Tests will meet high standards of validity, reliability, and objectivity.
6. The program will be fully explained to students, staff and community.
7. Competencies measured will be highly important, broad-based, carefully described, and limited in number, as it is better to test a few things well than many things poorly.
8. Criterion-referenced tests will be used as they provide more descriptive information for improving instruction than norm-referenced tests.

9. Information about individual student scores will be made available only to those persons entitled to the information.
10. Group scores, as public information, will be made available to the public.
11. Staff who are to administer tests or to interpret and to use test results will be properly trained.
12. Proper testing procedures will be used at all schools.
13. Written notification will be provided to parents 30 days prior to initial testing.
14. Parents have the right to “opt out” of testing with written waiver.

Note: For further information, see “Detroit Public Schools Group Testing Program for the 1980s” (8/2/77). Testing schedules are published annually. Strengthening of testing programs and academic standards was an educational component of the district’s desegregation plan.

Proficiency Tests

The Board authorizes that proficiency tests be given in high school to measure student mastery of the fundamental skills in reading, writing, and mathematics. The diploma and permanent record of students who pass all three test areas include an endorsement indicating that this academic requirement was completed.

Students take the examination first in Grade 10. Those who do not pass the tests in all three areas are provided remedial instruction and are able to take the tests in the areas not passed in Grade 11, and, if needed, in Grade 12.

Because the tests may differ in difficulty, the Board may set different minimum passing scores for the reading, writing, and mathematics tests.

Note: The competencies measures, and sample test items for each, are presented in the “Student Guide to the Detroit High School Proficiency Program.”

Proficiency Testing of Special Education and Bilingual Students

The following accommodations will be made in proficiency test requirements for students with handicapping conditions or limited English-speaking proficiency:

1. Special education students will participate fully in the high school proficiency program, taking the standard version of the examination or a modified version developed by the special education office and the evaluation and testing department. Selected educable mentally-impaired students may be excused from taking the examination.
2. Special versions of the examination will be prepared in Braille and large print for visually-impaired students.
3. Physically or otherwise health-impaired students will be provided with modified (enlarged) answer sheets and assistance by an assigned individual, who will mark their answers, on the answer sheet, if necessary.
4. If required by the nature of the impairment, emotionally-impaired students, learning-disabled students, educable mentally-impaired student, and hearing-impaired students will be given a version of the test which has been modified appropriately for them by the joint effort of the special education office and the evaluation and testing department.
5. All students of limited English-speaking proficiency will participate fully in the high school proficiency program, except that—
6. Students eligible for bilingual education services, who have been registered in a school in the United States for one year or less, may be exempted from the test for that year, upon the request of the parent or guardian.

Attachments to Policy 9.65: None

See also: None

Legal References: MCLA § 388.1081-388.1083

Labor Contract References: DFT