



ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 4815

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CATEGORY: **Instruction, Testing**

EFFECTIVE: **1-29-62**

SUBJECT: **Adoption of Group-Administered Standardized Tests**

REVISED: **10-27-2000**

A. PURPOSE AND SCOPE

1. To outline administrative procedures governing adoption of new standardized tests administered in group settings for the purpose of measuring student achievement or other attributes used to assess a student’s status or program placement. This procedure does not apply to tests designed for individual administration, district competency or proficiency tests, or various tests used by individual schools for their own purposes and periodically reviewed and updated by the Testing Unit or the Standards and Assessment Office.
2. **Related Procedure:**
District-approved basic testing program and test orders 4816

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: A-4520, F-1500, F-8000, F-8400; Education Code Sections 60720 *et seq.*
2. **Policy.** Board of Education policy provides that the district shall ensure:
 - a. Participation of district and community representatives in the test review and selection process.
 - b. Observance of appropriate professional criteria underlying design and construction of test materials.
 - c. Provision of fair notice and opportunity to test vendors to present their products for consideration.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Testing Unit, Office of the Superintendent, or the Standards and Assessment Office, Standards, Assessment, Accountability, and Compliance Department, Institute for Learning.
2. **Definition. Group-administered standardized test:** An instrument that is designed to assess student performance in a specified content area or areas and that can be administered in a group setting. The test shall provide a uniform format and set of

directions to ensure standard conditions of administration and scoring and may be either norm-referenced (score based on a norm group) or criterion-referenced (score based on a specified mastery level).

3. **Criteria and Characteristics of Tests.** Consideration shall be given to potential impact upon special populations (e.g., special education, English Learners) and any special features needed to accommodate them. Criteria and characteristics to be considered in examining available tests include, but are not limited to:
- a. Alignment with board-adopted academic standards.
 - b. Publisher's purpose underlying the test.
 - c. Forms and groups to which the tests are applicable.
 - d. Nature of the norm group.
 - e. Date of norming and publication.
 - f. Cost of materials and scoring services.
 - g. Administration time.
 - h. Description of the test, items, and scoring.
 - i. Adequacy of directions and training required for administration.
 - j. Validity and reliability information.
 - k. Continuity across time with previous tests, including equating information.
 - l. Incorporation of appropriate elements of performance assessment.
 - m. Other empirical data about the test.
 - n. Comments by users and reviewers.
 - o. General evaluation comments.

4. **Notification to Publishers.** Notification of test adoption intentions shall be sent to all known test publishers who might market/publish a test instrument which would meet many of the criteria in C.3. Publishers shall be requested to submit appropriate instruments for review.

5. **Selection Committee**

a. **Membership.** The test selection committee shall be of a functional size and representative of populations to be impacted by selection of the test. The committee will be chaired by the Standards, Assessment, Accountability, and Compliance Director or his/her designee. In selecting committee members, consideration shall be given to possible conflict of interest of potential representatives. Membership shall include representatives from most of the following groups:

- (1) Teachers (from appropriate grade levels)
- (2) Site representatives (e.g., resource teachers, counselors, administrators)
- (3) Institute for Learning (central office) staff
- (4) Testing Unit staff
- (5) Standards, Assessment, Accountability, and Compliance Department staff
- (6) Management Information Systems Department/Technology Support Services Department staff
- (7) Community members, parents, and students

b. **Meetings.** Meetings shall be scheduled to train committee members on the rationale for the adoption process; to clarify/modify test selection criteria; to revise the evaluation form and train the committee on the form to be used; and to review tests which meet screening criteria.

D. IMPLEMENTATION

1. **Management employee responsible for administering test and reporting results** reports to the Superintendent's Executive Committee on district needs and special attributes/limitations involved; requests the Executive Committee's authorization to form selection committee.

2. Superintendent's Executive Committee

- a. Reviews and approves or disapproves request; notifies requester and the Standards, Assessment, Accountability, and Compliance Director.
- b. Upon receipt of proposed roster of representatives from the Standards, Assessment, Accountability, and Compliance Director, reviews roster and makes appropriate modifications prior to final approval of membership.

3. Standards, Assessment, Accountability, and Compliance Director or Designee

- a. *If request is approved*, prepares roster of proposed representatives for selection committee (C.5.a.); submits proposed roster to the Executive Committee for review and final approval.
- b. Upon final approval of roster by the Executive Committee, forms and chairs selection committee, scheduling, and chairing committee meetings.
- c. Makes regular progress reports, plus a final report with recommendations, to the Executive Committee via the Executive Officer to the Chancellor, Institute for Learning.
- d. Maintains documentation of adherence to all provisions of this procedure.

4. Selection Committee

- a. Prepares notification of test adoption intentions and sends to all known test publishers who might market/publish a test instrument which would meet many criteria in C.3.; requests publishers to submit appropriate instruments for review.
- b. Designs a prototype evaluation form for selection process.
- c. Schedules meetings to:
 - (1) Train committee members on rationale for adoption process.
 - (2) Clarify/modify test selection criteria.
 - (3) Revise evaluation form and train committee on form to be used.

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(4) Review tests which meet screening criteria.

d. Appoints a subcommittee to screen test instruments submitted by publishers.

e. Reviews and evaluates test instruments which pass preliminary screening.

Note: If number of instruments is reasonable, requests publisher sales representatives to make presentations (with criteria and evaluation forms provided to them in advance).

f. Analyzes evaluation forms and rank-orders tests reviewed.

g. If appropriate (given time, funding, and Executive Committee approval), arranges field test of top contenders.

h. Makes final recommendation to the superintendent.

Note: Selection committee chairman shall document each step of above process.

E. FORMS AND AUXILIARY REFERENCES

F. REPORTS AND RECORDS

G. APPROVED BY



Chief of Staff, Terrance L. Smith
For the Superintendent of Public Education