

Canby School District Board of Directors
Resolution 2014-15/009
RESOLUTION ON IMPLEMENTATION OF SMARTER BALANCED
ASSESSMENT

The Canby School District Board of Directors joins with other school districts in expressing concerns over the current state assessment system. The following Canby resolution is an adapted version of the Portland Public resolution reflecting our belief in solidarity around this important issue.

At Canby School District, our goal is that every student meets or exceeds academic standards and is fully prepared for college, career and participation as an active community member, regardless of race, or class. The Board of Directors is committed to educating a populace of critical and creative thinkers who are capable of shaping a just and equitable society, to lead good and purpose-filled lives ready to participate in a global economy.

As a School Board, we have high expectations for our students and staff. We believe that all CSD students can succeed academically and we do not shy away from being held accountable for student success. Because of these high expectations, we want to ensure that any accountability measure for our students and schools is reliable, valid and has been adopted with a culturally responsive lens.

In addition, we recognize that no single assessment gives us the ability to accurately determine our impact on student learning. Classroom formative assessments designed by teachers, student work product reflecting proficiency and generalization of learning, and in-program assessments found within curricular resources are but three other critical indicators of student achievement and teacher, principal, school, and district efficacy.

1. The CSD School Board directs the Superintendent to ensure that teaching and learning in CSD are focused on education of the whole child and not on “teaching to the test”; that pedagogy is designed to meet the needs of all students while achieving educational standards; that educational standards are incorporated into teaching and learning in a balanced manner along with other educational objectives supporting education of the whole child; that testing does not dominate the culture or instructional time in our schools; that assessments are used to improve instruction, not to penalize teachers or principals or to label students or schools; and that assessments are implemented to maximize the intended flexibility, collaboration, learning and creativity in the classroom.
2. The Board calls upon the State to provide the funding necessary to carry out any of the State’s educational mandates. Specifically, the Board calls upon the State to provide the funding necessary to implement the Smarter Balanced Assessment effectively, including funding and time for both professional development and technology resource implementation. Further, we request that the State Department of Education examine the impact that lost instructional time has on student achievement due to the additional time requirements for testing.
3. The Board encourages the state and federal Departments of Education to continue to provide students with opportunities to demonstrate essential skills for graduation through additional summative assessments such as work samples.
4. In the meantime, the Board asks the Superintendent, the State and other partners to continue and expand their efforts to inform and engage parents and community during the transition to the Smarter Balanced Assessment.
5. Finally, the Board thanks the Superintendent, staff and teachers of CSD for their shared commitment to providing a quality, well-rounded education with high expectations for all students.