

---

ASSESSMENT OF INDIVIDUAL NEEDS

Each pupil shall be assessed upon entrance into the district's schools and beginning in grade three shall be assessed annually thereafter, to identify pupils not meeting district proficiency levels.

The chief school administrator shall develop procedures to implement a program of individual pupil needs assessment that shall include but not be limited to:

- A. Identifying district needs as the basis for development of mandated goals; development of staff inservice programs; selecting and approving instructional materials; staffing;
- B. Identifying and determining the needs of:
  - 1. Gifted and talented pupils;
  - 2. Disruptive pupils;
  - 3. Disaffected pupils;
  - 4. Potential dropouts;
  - 5. Students who exhibit one or more potential indicators of dyslexia or other reading disability;
  - 6. Pupils who require basic skills improvement programs;
  - 7. Pupils with limited English proficiency;
  - 8. Pupils who may require formal referral to the child study team for classification.

Policies addressing these specific groups and appropriate educational programs for them are listed in the cross references to this policy.

- C. Disseminating results of such assessments to parents/guardians and to appropriate staff and state and federal agencies as required without invading the privacy of the individual pupil.

The chief school administrator/designee shall review all individual assessment procedures annually to ensure that they serve the purposes for which they are intended. At all times, these procedures shall be in full conformity with federal and state law.

The chief school administrator/designee shall review all individual assessment procedures annually to ensure that they serve the purposes for which they are intended. At all times, these procedures shall be in full conformity with federal and state law.

The state assessments to be utilized will be the Partnership for Assessment of Readiness for College and Careers (PARCC) for grades 3-8. The PARCC process, commencing in the spring of 2015, with the Performance-Based Assessment (PBA) and the End of the Year Assessment (EOY), WILL NOT be utilized by the Oxford Township School District as an indicator of student performance and curriculum mastery until the New Jersey Department of Education has determined the levels of mastery and levels of proficiency. These minimum proficiencies will be in place for one full school year before these measurements will be included in determining participation in either Basic Skills Instruction or the district's Gifted and Talented program. Student learning will continue to be evaluated through a variety of measures, including both traditional assessments, teacher evaluations, parental input and portfolios of student work, and will never be based on a single test score alone. State assessments are governed by New Jersey Statutes and all students in grade 3-8 are expected to be present in school for all regular scheduled assessments or for appropriate make-up schedule. The Chief School Administrator will be charged with developing protocols to address students who do not attend school for the assessments or who do not participate

### Dyslexia Assessment

“Dyslexia” means a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (N.J.A.C. 6A:14-1.3).

The board shall select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities.

The board shall ensure that each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected by the board. The screening shall be conducted no later than the student’s completion of the first semester of the second grade.

Students newly enrolling in the district or transferring into the district in kindergarten or grades one through six who exhibit potential indicators of dyslexia or other reading disabilities and who have not been previously assessed, shall be assessed using the board selected age-appropriate screening instruments. Students shall be assessed at the same time as other students enrolled in the student’s grade if feasible. If other students enrolled in the student’s grade have previously been screened, the assessment shall be conducted within 90 calendar days of the date the student is enrolled in the district.

Potential indicators of dyslexia or other reading disabilities include, but are not be limited to:

- A. Difficulty in acquiring language skills;
- B. Inability to comprehend oral or written language;
- C. Difficulty in rhyming words;
- D. Difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words;
- E. Difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and
- F. Trouble in replication of content.

The screening shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities. If the results of the assessment substantiate that the student possesses one or more potential indicators of dyslexia or other reading disabilities, the student shall receive a comprehensive assessment for the learning disorder. If the diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, appropriate evidence-based intervention strategies shall be provided to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

**Date: First Reading: May 15, 2008**  
**Second Reading and Adoption: June 19, 2008**  
**Review Date: July 10, 2012**  
**Revision Date and Adoption: August 23, 2012**  
**Review Date: February 6, 2015**  
**Revision and Adoption: February 26, 2015**  
**Revision and Adoption: March 24, 2016**  
**Review Date: April 19, 2017 – No Changes**

**Legal References:** N.J.S.A. 18A:7A-10 Evaluation of performance of each school  
N.J.S.A. 18A:40-5.1 Definitions relative to reading disabilities  
N.J.S.A. 18A:40-5.2 Distribution of information on screening instruments  
N.J.S.A. 18A:40-5.3 Screening for dyslexia, other reading disabilities  
N.J.S.A. 18A:40-5.4 Comprehensive assessment for learning disorder  
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standard  
N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment System  
See particularly:  
N.J.A.C. 6A:8-4.1(d),  
-4.3(c)(d), -4.4  
N.J.A.C. 6A:8-5.1 Graduation requirements  
N.J.A.C. 6A:10-1.1 et seq. Educator effectiveness  
See particularly:  
N.J.A.C. 6A:10-2.4 Evaluation procedures for all teaching staff members  
N.J.A.C. 6A:10-5.1 et seq. Components of principal evaluation  
N.J.A.C. 6A:10-8.1 Evaluation of the chief school administrator  
N.J.A.C. 6A:14-1.1 et seq. Special Education  
See particularly:  
N.J.A.C. 6A:14-1.3, 3.3, 3.4, 3.8,  
4.11, 4.12  
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education  
See particularly:  
N.J.A.C. 6A:15-1.3, -1.10,  
-1.11  
N.J.A.C. 6A:16-8.1 Establishment of intervention and referral services  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

**Possible**

**Cross References:** 1100 Communicating with the public  
1120 Board of education meetings  
2240 Research, evaluation and planning  
4131/4131.1 Staff development; in-service education/visitations/conferences  
5111 Admission  
5119 Transfers  
5124 Reporting to parents/guardians  
5125 Pupil records  
6010 Goals and objectives  
6141 Curriculum design/development  
6142.2 English as a second language; bilingual/bicultural  
6146 Graduation requirements  
6146.2 Promotion/retention

6147	Standards of proficiency
6147.1	Evaluation of individual student performance
6160	Instructional services and resources
6161.1	Guidelines for evaluation and selection of instructional materials
6164.2	Guidance services
6164.4	Child study team
6171.1	Remedial instruction
6171.2	Gifted and talented
6171.3	At-risk and Title 1
6171.4	Special education
6172	Alternative educational programs

Key Words

Pupil Assessment; Assessment of Individual Needs