

Section 7: Program Assessment Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. **(EC 52212[a][1])**

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. b. The program contains a clear description of performance expectations of gifted students defined at each grade level. c. Criteria for levels of performance or rubrics are used as part of the assessment process. d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. f. Districts provide sufficient resources to fund program assessment. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.