



Good Foundations Academy

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New Student Assessment Policy

GFA Board Reviewed & Approved: June 13, 2022

PURPOSE AND PHILOSOPHY

The Good Foundations Academy (GFA) Board of Directors believes a placement test given to first time enrollees at GFA would provide parents and staff at GFA the assurance that the student is enrolling at the appropriate grade level and will increase the chances of success. Results of the tests would be a valuable tool for GFA staff to meet the needs of the student through his or her first year at GFA.

POLICY

Therefore, we direct the Administrative Team (Director, Assessment Director) and other staff as needed to establish an appropriate testing and evaluation process to meet this end. Further, the GFA Board of Directors directs the Administrative Team to conduct follow-up meetings with parents and students to prepare them for the academic rigor and character expectations of students at GFA.

PROCEDURES

1. Parents will be notified in the enrollment confirmation that students will be tested to make grade-level placement decisions.
2. Parents will be required to submit a copy of the student's most recent report card with the registration packet.
3. Assessments will be scheduled for certain regular time frames (for example, Tuesdays and Thursdays after school), with administrators sharing supervision duties.
4. Administration will access student online records to view previous test scores, if available.
5. Incoming students will be assessed before school begins, or as soon as they enroll at GFA if school has already begun.
6. Tests results will be reviewed by classroom teachers and Administration to identify "at risk" students.
7. All new students will be invited to meet with Administration to set expectations and goals. "At risk" students will meet individually, while other students may be invited to group meetings.
8. Returning students are subject to the Pupil Promotion/Retention Policy.

9. GFA will use State required assessments.
10. Incoming student scores will be compared to comparable students at the time of assessment.
11. Unless special circumstances apply, students with active IEPs will be placed at the grade-level appropriate for their age and provided services to meet IEP goals. GFA must be notified by parents and/or previous school of IEP to ensure appropriate placement and services.
12. Grade-level placement decisions will take many factors into consideration, including the student's prior school record, family commitment, and GFA assessment results.
13. Factors that would indicate an "at risk" student may include:
 - a. Score on any State assessment that falls at or below the 15th percentile.
 - b. Score on writing or spelling assessment that is below grade level.
 - c. Report card from previous school that indicates a poor academic history or lack of prior instruction.
14. Students who are identified as "at risk" will meet with Administration to create a plan for success. This plan may include retention and/or extra work assigned in preparation for joining GFA.

ASSESSMENTS

Grade	Reading	Math	Writing
K*	KEEP/DIBELS	Acadience Math	N/A
1	DIBELS	Acadience Math	N/A
2	DIBELS	Acadience Math	N/A
3	RISE/DIBELS	RISE/Acadience Math	N/A
4	RISE/DIBELS	RISE/Acadience Math	Standardized writing prompt to assess writing ability and handwriting skills
5	RISE/DIBELS	RISE/Acadience Math	Standardized writing prompt to assess writing ability and handwriting skills
6	RISE/DIBELS	RISE/Acadience Math	Standardized writing prompt to assess writing ability and handwriting skills

*All kindergarten students are tested prior to the new school year by the kindergarten teachers.

COMPLIANCE

GFA will comply with all state and Federal laws regarding enrollment and nondiscrimination, including provisions for students with disabilities.