

# Assessment Plan Jefferson R-VII School District



Updated February 2019

# Jefferson R-VII School District

## Assessment Plan

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## Acknowledgements

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## **Introduction**

The Jefferson R-VII School District Comprehensive Assessment Plan is a document that details the instruments and strategies used to monitor the quality of the district's instructional program and screening for participation in special programs. The Plan establishes guidelines for individuals as well as group assessment. In general, individual assessment data is gathered as a means for providing parents, teachers, administrators and counselor with information to monitor a child's capabilities, learning and progress. This individual data is used for planning educational programming specific to a given student's identified needs. Group assessment data is used to identify strengths and weaknesses within a given curriculum and/or within classroom instruction.

The Assessment Plan is based on guidelines developed by the Missouri Department of Elementary and Secondary Education. A committee consisting of the District Testing Coordinator, building level administration, guidance counselors and teachers all contributed to the plan's development. Upon approval by the Board of Education, this document will provide guidance to district personnel regarding all aspects of the Jefferson R-VII Assessment Plan. The Board of Education and the District's Assessment Plan Committee examine building, grade level and content area testing data annually together as well as disaggregated assessment data of various subgroups to determine the effectiveness of Jefferson R-VII education programs.

The Jefferson R-VII District uses formal assessment data to monitor student progress and program effectiveness through early childhood screening, health screening, state-required achievement assessments, assessments for program planning and assessments to determine student eligibility for special programs. The district also administers standardized tests to monitor progress in general academic achievement and to measure the effectiveness of district programs. Additionally, the district has developed local assessments to provide practice for the Missouri Assessment Program (MAP) which includes Grade Level Assessments 3-8 and End of Course Exams (EOC) in grades 9-12.

The use of technology should be considered in preparation for the changes in the state-wide assessments. When planning any assessment online, administration should address any issues that may arise due to the nature of the assessment, such as the number of secure computers needed for the online assessments. The Assessment Committee encourages utilizing the tools and resources to develop movement toward online assessments.

The Jefferson R-VII School District Comprehensive Assessment Plan contains all components as specified in MSIP Standard 6.2. In compliance to the Standard, the Assessment Plan includes:

- Jefferson R-VII School District Statement of Purpose for Assessment
- Descriptions of the assessment instruments, use of results, and dissemination of the results
- Testing schedule overview
- Overview of assessments used at specific grade levels and the purposes for each
- Guidelines for including students with disabilities
- Provisions for teaching test-taking skills
- Test security procedures

## Testing of Student Achievement

The district-wide assessment program is designed to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population and subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
  - a. Inform classroom instruction
  - b. Inform curriculum revision
  - c. Inform instructional policy
  - d. Inform the Board of Education in the adoption of instructional policy
4. School and District Evaluation: To provide indicators of progress of the district toward the goals and objectives of the CSIP.

The district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me Standards. Other assessments given on a district-wide basis to all students and to selected groups of students are described in the chart.

Although the chart is intended to be comprehensive, changes in assessment requirements and needs will necessitate changes in this plan. For that reason, the work of the district Assessment Committee will be ongoing, producing revisions as needed.

## Assessments: Birth to Kindergarten

Test	Target Age or Grade Level	Typical Date	Purpose	Dissemination of Results
Ages and Stages Questionnaire – Social Emotional and ASQ	3 months – 35 months	Continuous	Used to assess current level of development and to identify potential problems in the areas of language, fine motor, gross-motor, social and cognitive skills	Appropriate staff will confer with parents to discuss results and share suggested activities which may further the child’s development. If children appear to be having difficulty, they will be referred directly to appropriate persons such as special education personnel or through the parents to appropriate medical personnel. Re-screens will be conducted as needed. Screening results conducted immediately prior to kindergarten enrollment will be shared with the child’s teacher for instructional purposes and placed in the child’s
P.A.T. Observation	Birth to K-entry	Continuous	Used to gather information about behavior, language, social skills, cognitive skills, response to voice, ability to locate sounds, general development, etc.	
Parent Questionnaires	Birth to K-entry	Continuous	Used to gather information regarding prenatal care, health and developmental history, social skills, language, vision, hearing, immunizations, adaptive behavior, etc.	
Functional Vision Screening	6 months – K-entry	Continuous	Used to identify potential problems with near/far	

			sightedness and muscle balance	permanent record.
Hearing Testing: Tympanometry, OAE – Otoacoustic Emissions, Pilot Audiometry, Hear Kit	6 months – K-entry	Continuous	Used to identify potential hearing problems	
Observation during and before testing	3- K-entry	Continuous	Used to gather information on behavior, speech and language, social skills, gross motor ability, attention span, general physical development, etc.	
Lighthouse Vision	2- K-entry	Continuous	Used to identify potential problems with near/far sightedness.	
Audiometer (Hearing)	3-5 years old	Continuous	Used to identify potential hearing problems.	
DIAL 4	3-5 years old	Continuous	Used to assess current level of development in the areas of language, motor, cognitive and social behavior; to identify potential problems in the area of development.	
Fluharty	Under age 3	Additional Screening	Used only if speech or language concerns noted	
PLS 3	2-5 years old	Continuous	Used to assess current level of development in the area of speech; to identify potential problems	



			in the area of speech development.	
Work Sampling System	3- K-entry	Continuous	Used to assess developmental progress in 7 areas; used as an ongoing system of assessment with all pre-schoolers	

## Assessment: District Wide K-12

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
Pathways to Reading Assessment	K-5	Continuous	To screen students to determine Title I eligibility and Dyslexia	Shared with building literacy specialists, administration, parents, teachers, and future teachers.
Haggerty KDG Skills Assessment Phonemic Awareness 4-8	K-2	BoY: first 30 days MoY: December EoY: last 30 days	Screening of students for Dyslexia	Shared with building teachers, admin, parents, and future teachers
Arkansas Rapid Naming Screener	K-1	BoY: first 30 days MoY: December EoY: last 30 days	Screening of students for Dyslexia	Shared with building teachers, admin, parents, and future teachers
ESI:R 2008 Edition	Kindergarten	Kindergarten entry	To screen students for Kindergarten readiness.	Shared with building literacy specialists, administration, parents, teachers, and future teachers.
Developmental Reading Assessment (DRA)	K-5	Continuous	To universally screen students to determine additional reading assistance and to provide a diagnostic report used to assist student areas of deficiencies. Used in the assessment of Dyslexia.	Shared with building literacy specialists, administration, parents, teachers, and future teachers.
STAR Reading	Grades 1-8	Quarterly	To universally screen	Shared with building

			students to determine additional reading assistance and to provide a diagnostic report used to assist student areas of deficiencies.	literacy specialists, administration, parents, teachers, and future teachers.
Math Summative Assessments	K-2	April-May	Used as a means to determine Mathematics achievement on Missouri Learning Standards.	Shared with teachers, future teachers, parents, and administration.
GATES	Grades 3-8	Pre/Post-test	To assist in determining a student's reading level, Senate Bill 319 eligibility and as one of several indicators for middle school placement.	Shared with teachers, Reading Specialist, parents, administration, and future teachers.
STAR Math	Grades 3-8	Quarterly	To universally screen students to determine additional math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	Shared with teachers, future teachers, parents, and administration.
MAP Grade Level	Communication Arts and Math Grades 3-8  Science Grades 5 and 8	April-May	Used as a means to evaluate school district programs and overall student achievement. MAP assessments are required by law.	Reviewed by the Board annually for performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are also analyzed by teachers and
MAP –A (Dynamic Learning Maps-DLM)	English language arts in grades 3-8 and 11	March thru May	Used as an assessment for students identified through their IEP. The MAP-A	

	Math in grades 3-8 and 11 Science- Grades 5, 8, 11		achievement standards are aligned with Missouri's Learning Standards. This assessment replaces the Grade Level Assessments and the End of Course Exams.	administrators. Students and parents are provided with student reports.
MAP- End of Course Exams (EOC)	Algebra I English Language Arts I English Language Arts II Biology Government	Fall: October- January Spring: February – May	Used as a means to evaluate school district programs and overall student achievement. EOC assessments in the core areas are required by law. These assessments are designated in <b>bold</b> .	
W-APT	K-12 (English Language Learners)	First 30 days of school and then as students enter the district	To determine if a student will receive ELL services. Districts are required to screen all possible ELL students using the W-APT screening assessment. Current ELL students DO NOT have to be rescreened.	
ACCESS	K-12 (English Language Learners)	January-February	To determine ESOL eligibility for services mandated through NCLB	
Presidential Fitness	5th and 9 <sup>th</sup> Grade	October-April	To assess fitness for grades 5 and 9.	

				and Secondary Education. Results are shared with students, parents, administration, and teachers.
US and Missouri Constitution Exam	Government Class	December and May	Required state mandated tests	Results are reported on transcripts and students receive individual results on personal transcripts.
Accuplacer	High School: 11 <sup>th</sup> and 12 <sup>th</sup> graders	As needed for dual credit placement.	Used to assist students who are considering a junior college enrollment after high school. Results provide students with the knowledge of possible remediation courses allowing time to improve these academic areas prior to enrollment in post-secondary work. Accuplacer is also used as a placement tool for dual credit classes.	Given to juniors who plan to attend a community college. Given to Seniors and others as needed for Dual Credit Classes.
ACT (annual test pending approval of proposed state assessment plan)	High School (11)	Throughout the year as designated by ACT	Used as a college admissions examination. All juniors will test following DESE guidelines.	Sent by ACT to the college (s) of choice as well as shared with student and parents. Results are sent to high school counseling center from ACT and remain on students' permanent record and transcript. Results are also used in College and Career

				Readiness MSIP-5 school/district evaluation.
ASVAB	11th grade students	Fall of their junior year	Used for testing of aptitude in a variety of academic areas.	Given to students.
Work Keys	11th grade students	Given to some during 11th grade year	11th grade students who plan to pursue employment or certificate training/technical school after graduation.	Results given to students

## Advanced Screening and Identification of Giftedness

<b>Test</b>	<b>Grade Level</b>	<b>Typical Date</b>	<b>Purpose</b>	<b>Dissemination of Results</b>
End of year benchmark tests	2nd-3rd	tested spring of 1st grade year	Screening for further testing	Teachers, principals parents
MAP testing	4th-8th	spring		Teachers, principals parents
GATES	3rd-8th	August/September	Screening for program	Gifted teacher, parents
KTEA	3rd-8th	September/October		
SAGES-2	3rd-8th	September/October		
OLSAT 8	3rd-8th	October/November		

## Assessments: Health Screening

<b>Test</b>	<b>Grade Level</b>	<b>Typical Date</b>	<b>Purpose</b>	<b>Dissemination of Results</b>
<b>Vision (Light House )</b>	K	March-April	To help identify vision problems that are among the most treatable health issues affecting young children.	Throughout the year
<b>Hearing (Pilot Audiometer, &amp; Tympanometry)</b>	K	March-April	To help identify if a student is experiencing hearing problems so that they can be evaluated by a physician for treatment.	
Vision (Haag-Streit Stimuli Advanced Acuity System)	1st-5th	End of August	To help identify vision problems that are among the most treatable health issues affecting young children.	
Hearing (Audiometer & Tympanometry)	1st-5th	End of August	To help identify if a student is experiencing hearing problems so that they can be evaluated by a physician for treatment.	
Vision (DOT E)	3rd	End of August	To help identify vision problems that are among the most treatable health issues affecting young children.	
Vision (Snellen Chart)	7th,9th, 11th	Aug-Nov (as resources permit)	To help identify vision problems that are among the most treatable health issues affecting young children.	
Hearing (Audiometer)	6th, 8th, 10th, 12th	Aug-Nov (as resources permit)	To help identify if a student is experiencing hearing problems so that they can be evaluated by a physician for treatment.	
<b>Height &amp; Weight</b>	K-12	Aug-Nov (as resources permit)	To be used as a guide to help identify health concerns.	
<b>Blood Pressure</b>	6th-12th	Aug-Nov (as resources permit)	To be used as a guide to help identify health concerns.	
<b>Dental Screening W/Varnish</b>	K-5	Oct	To help identify dental problems that affect young children. Varnish is applied to help prevent or in some cases stop decay.	
Varnish only	K-5	April	To help prevent or in some cases stop decay.	





## **Compliance Requirements**

### **Guidelines for Including Students with Disabilities**

Individual students with IEPs or 504 plans will participate in assessments administered by the district as indicated by the student's IEP or 504 plan. Accommodations, if applicable, will be designed to provide all students with an equal opportunity to demonstrate what they have learned and typically reflect those used in the student's daily instructional program. Accommodations procedures include adjustments in the assessment setting, item presentation, student response methods, as well as timing of the assessment. Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category or disability, or percentage of time in a particular placement or classroom. The school staff should expect that all students, including those with disabilities and on 504 plans, will participate in the Grade Level Assessments or End of Course assessments and other district wide assessments. Consideration for MAP-A and alternative district-wide assessments will be determined by IEP teams.

### **Provisions for Teaching Test-Taking Skills**

Classroom teachers will provide students with regular instruction in test-taking skills and provide students with opportunities to practice responding to multiple choice and constructed response questions, as well as performance events through traditional and electronic methods. Classroom teachers will also provide feedback regarding student performance following practice opportunities. Preparing students to participate in state and national assessments will be the responsibility of all classroom teachers. School faculties will develop strategies for

improving student performance on state and national assessments on an annual basis.

### Test Security – Storage and Access Before Test Administration

All Missouri assessment documents and other standardized test booklets are to be stored immediately upon receipt in a secured area. When the test documents arrive at the district, the district test coordinator or designee will check to make sure all cartons/boxes have been received and sort them by building. The test coordinator or designee will assume responsibility for contacting the appropriate assessment vendor assigned if the order is inaccurate, and for providing secured storage of any materials received as a result of the vendor contract. Beyond the initial checking and sorting, test booklets will remain untouched until they are prepared for distribution for administration of the assessment. Only the district test coordinator and other designated individuals will have access to test materials. No teacher should have access to test books or their content prior to distribution except as provided under state guidelines for IEP test accommodations. Teachers will have access to the appropriate documents, including the Test Administration Manual.

### Test Security – Instructions for Administration

Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in Staff Development, led by the building test coordinators, regarding testing procedures. Building test coordinators are trained in administration of all standardized tests at least annually. The Staff Development will stress the importance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions and monitoring the test setting.

All standardized tests will be administered in a appropriate manner in compliance with testing guidelines. Test booklets will be delivered to each building before the day of test and distributed by building staff immediately prior to testing. Students will not receive test booklets until it is time for the testing to begin. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close booklets before leaving their seats. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room while the test is being given, building administrators and other designated individuals may transition between classrooms to help monitor administration and to provide assistance as needed. If a test is to administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted and stored in a locked facility. Security for online test administration will be addressed prior to the first day of testing. Online protocols will be followed at all times.

### Test Security – Collection and Storage of Test Materials Following Testing

Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Test booklets and answer sheets will be re-counted by the school test coordinator and these counts will be documented and checked against pre-administration counts. As expediently as possible, answer sheets and test booklets will be sorted and packaged by the school test coordinator or designee, according to directions and sent for final check to the district coordinator who will arrange shipping

for scoring. All test make-ups will be scheduled by the school test coordinator. Students in each building will be grouped together for testing when possible. A designated individual will administer the test according to specified administration procedures, taking all precautions to ensure test security.

## Test Security – Sanctions against Unfair Practices

The test security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put in motion. The following is a list of unfair practices which this district considers inappropriate:

- a. Copying any part of a standardized test booklet for any reason.
- b. Removal of a test booklet from the secure storage area except during test administration.
- c. Failure to return all test booklets following test administration.
- d. Directly teaching any test item included on a standardized test.
- e. Altering a student's response to items on an answer sheet
- f. Indications to students during testing that they have answered items incorrectly and need to change them, giving students clues or answers to questions, allowing students to give each other answers to questions or to copy each other's work, or altering test administration procedures in any way to give students an advantage.
- g. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent and appropriate disciplinary action will be taken.

## Test Security – Online Assessments

Security and Confidentiality Agreements for Online Assessments are required by all State, District, and School level personnel. Online Assessments contains confidential and private information, including, but not limited to, secure test materials, test scores and student demographic information. All systems are password protected and require a user name and password for access.

The secure test materials are proprietary information of its owner(s) and are provided to those authorized individuals who are legally bound to maintain the security of the test. In order to access the secure test materials you must first agree to these terms to keep the test materials secure and confidential and not disclose or reproduce any information about the secure test materials except in your authorized capacity.

The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, district or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, a school official is a person employed by the state, district or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, teacher, or principal's designated office staff. Such a user must have a legitimate educational purpose to review an educational record in order to fulfill his/her professional responsibility.

**State, district, and school users who are granted permission to online systems must read and abide by the Family Educational Rights and Privacy Act (FERPA).** Disclosure of passwords to anyone unauthorized to use the system is prohibited. Disclosure of a student's data to their parent or guardian must be in accordance with FERPA.

## District Assessments of Standards Not Assessed at the State Level

<b>Content Standards</b>			
<b>Performance Area</b>	<b>Show-Me Standard</b>	<b>Grade Level</b>	<b>Measure</b>
<b>Communication Arts</b>	CA5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions).	Communication Arts 3- 5  Grade 7  English I  Speech Grades 9 – 12  English III	Scoring guides
	CA6. Participating in formal and informal presentations and discussions of issues and ideas.	Grades 1 & 2 Communication Arts Grade 6 Speech Grades 9 – 12	Teacher Observation checklist Scoring guides (9-12)
	CA7. Identifying and evaluating relationships between language and culture.	Communication Arts: Grade 7 Spanish English III	Benchmark data Scoring guides
<b>Fine Arts</b>	FA3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.	Music: Grades 1,3,5 Art: Grade 5 Art: Grade 6 Choir: Grades 7 & 8 Vocal Music: Grades 9-12 Art: Grades 9-12	Scoring guides (all) Teacher-made assessment

## **Making Changes as a Result of Data Analysis**

The district believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data, both aggregate and disaggregate, are reviewed on an ongoing basis. To ensure the results of analyzing data are being used to make needed changes for all subpopulations, progress toward school improvement goals is monitored. Changes made resulting from this process are documented. This will be done as part of the building level school improvement plan and will include:

- all types of data reviewed;
- the findings based on the review of data;
- a description of how the areas deemed as weaknesses were/will be addressed (strategies or action steps and how their effect will be measured);
- the impact of the changes; and
- a description of further action (if any) to be taken.

The strategies or activities to be implemented are defined based on teacher/team evaluation of the available data identifying students' strengths/weaknesses, etc. In many cases, the curriculum chairs are also consulted for appropriate strategies and methods of implementation. Annually, schools evaluate the effectiveness of their strategies and degree of goal attainment before revising and updating their school improvement plan.



The individuals involved in the data analysis process will include, but not be limited to, administrators, curriculum coordinator/chairs, guidance personnel, and teachers. The types of data to be analyzed will include state and district-wide tests, AP/ACT/SAT results, common district assessments, dropout data/persistence to graduation, and post-graduation studies, with most analyses disaggregated based on demographics, special needs, etc.

The district realizes that using data to make needed changes is an on-going process. All information is used to fine-tune the curriculum, lesson plans, and instructional strategies. The same data analyses are used to facilitate teacher collaboration and team planning as some reports can be used to facilitate identification of best practices. The results are also used to assist in determining future staff development activities.

## Appendix A: Assessments by grade level

Grade Level	Test	Purpose	
Kindergarten	Pathways	To determine Title 1 eligibility	
	DRA	To universally screen students to determine additional reading assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	Summative Math Assessments	Used as a means to determine Mathematics achievement on Missouri Learning Standards.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
	Haggerty KDG Skills Assessment	To determine if Dyslexia services are needed	

	Arkansas Rapid Naming	To determine if Dyslexia services are needed	
1 <sup>st</sup> Grade	DRA	To universally screen students to determine additional reading assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	Pathways Assessment	To universally screen students to determine additional reading assistance.	
	Summative Math Assessments	Used as a means to determine Mathematics achievement on Missouri Learning Standards.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
	Haggerty 1st grade Skills Assessment	To determine if Dyslexia services are needed	
	Arkansas Rapid Naming	To determine if Dyslexia services are needed	
2 <sup>nd</sup> Grade	DRA	To universally screen students to determine additional reading assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	STAR Reading	To universally screen students to determine additional reading assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	Pathways Assessment	To universally screen students to determine additional reading assistance.	
	Summative Math Assessments	Used as a means to determine Mathematics achievement on Missouri Learning Standards.	

	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
	Haggerty 2nd grade Skills Assessment	To determine if Dyslexia services are needed	
3 <sup>rd</sup> Grade	MAP Grade Level Assessment – Communication Arts and Math	Required by law; results are used as a means to evaluate school district programs and overall student achievement.	
	STAR Reading/Math	To universally screen students to determine additional reading/math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
	Pathways to Reading Assessment	To determine Dyslexia eligibility	
	DRA - Developmental Reading Assessment	To determine Dyslexia eligibility	
4 <sup>th</sup> Grade	MAP Grade Level Assessment – Communication Arts and Math	Required by law; results are used as a means to evaluate school district programs and overall student achievement.	
	STAR Reading/Math	To universally screen students to determine additional reading/math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
	DRA - Developmental Reading Assessment	To determine Dyslexia eligibility	
5 <sup>th</sup> Grade	MAP Grade Level Assessment – Communication Arts, Math and	Required by law; results are used as a means to evaluate school district programs	

	Science	and overall student achievement.	
	GATES	To assist in determining a student's reading level	
	STAR Reading/Math	To universally screen students to determine additional reading/math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	Physical Fitness	To assess fitness (required by DESE)	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
	DRA - Developmental Reading Assessment	To determine Dyslexia eligibility	
6 <sup>th</sup> Grade	MAP Grade Level Assessment – Communication Arts and Math	Required by law; results are used as a means to evaluate school district programs and overall student achievement.	
	GATES	To assist in determining a student's reading level	
	STAR Reading/Math	To universally screen students to determine additional reading/math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
7 <sup>th</sup> Grade	MAP Grade Level Assessment – Communication Arts and Math	Required by law; results are used as a means to evaluate school district programs and overall student achievement.	
	GATES	To assist in determining a student's reading level	
	STAR Reading/Math	To universally screen students to determine	

		additional reading/math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
8 <sup>th</sup> Grade	MAP Grade Level Assessment – Communication Arts, Math and Science	Required by law; results are used as a means to evaluate school district programs and overall student achievement.	
	GATES	To assist in determining a student’s reading level	
	STAR Reading/Math	To universally screen students to determine additional reading/math assistance and to provide a diagnostic report used to assist student areas of deficiencies.	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
9 <sup>th</sup> Grade	English I EOC	Required by law. Results are used as a means to evaluate school district programs and overall student achievement. Optional EOCs are taken at the district’s decision. EOC assessments are taken when students should have mastered the curriculum or finished the course.	
	Physical Fitness	To assess fitness (required by DESE)	
	ACCESS	To determine ESOL eligibility for services mandated by NCLB	
10 <sup>th</sup> Grade	English II EOC	EOC assessments are required by law. Results are used as a means to evaluate school district programs and overall student achievement. EOC assessments are taken	

	Algebra I EOC (Winter testing window)	when students master the curriculum or at the completion of the course.	
11 <sup>th</sup> Grade	Algebra I EOC (Winter testing window)  Biology EOC Government EOC	EOC assessments are required by law. Results are used as a means to evaluate school district programs and overall student achievement. EOC assessments are taken when students master the curriculum or at the completion of the course.	
	Work Keys	Given to Juniors who are planning to go into workforce or technical school	
	ACT	Given to Juniors who are college and dual credit ready.	
	Accuplacer	Given to Juniors who plan to attend a community college.	
	Missouri and United States Constitution Tests	State mandated tests taken as a component to the American Government course. Scores are transcribed.	
11 <sup>th</sup> Grade – October	PSAT-NMSQT	Is a standardized test that provides firsthand practice for the SAT®. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools.	
	ASVAB	The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense. The AFQT score determines whether a student is qualified to enlist in the U.S. military. Scores in the other areas of the ASVAB will determine how qualified a	

		student is for certain military occupational specialties and Enlistment Bonuses.	
11 <sup>th</sup> and 12 <sup>th</sup> Grades	Accuplacer	District provided assessment for all students considering Dual Credit and/or Junior College. The AccuplacerS provides information on possible remediation courses required upon enrollment into a Missouri junior college if current score is not improved upon.	
12 <sup>th</sup> Grade	ACT	The American College Test (ACT) is used as a post-secondary admissions exam. Students are responsible for signing up and taking the assessment on a national test day. Students who receive free or reduced lunch are given one fee waiver during senior year.	

## **Appendix B:**

### **District Approved Assessment Instruments for Building Use**

Below are the tests that are district approved and appropriate for building usage to categorize a student with a disability. Please limit testing in the schools to the tests listed below. If, through formal evaluation, a student meets criteria for special education eligibility, the decision must be supported by examples of classroom performance and teacher input. The student must show adverse educational impact and require special education services.

The special education department will supply tests and protocols for these instruments only.

#### **Cognitive**

All cognitive testing for initial and reevaluation will be completed by the school psychological examiner.

WIPPS I-IV

WISC-VWAIS-IV (adult IQ)

Stanford Binet

Unit-2

#### **Achievement**

Woodcock Reading Mastery III

KTEA-III

Key Math-3

Brigance

OWLS II

#### **Adaptive**

ABAS- II

ABES

#### **Behavior**

BES-3



Burks  
CARS  
GARS  
DSSMED  
Conners 3  
ADDES 4

**Language**

CELF-4  
TOLD-P:4 or TOLD – I:4  
CASL

**Speech – sound disorder**

Goldman Fristoe-3  
Speech sample  
Oral peripheral exam

If there is an unusual situation and the tests listed above are not appropriate for a specific student consult with the Diagnostic Team for guidance.

## Appendix C: Definition of Assessment and Related Terms

**Academically Deficient Schools** – those schools that have been identified as schools that have not successfully met state performance standards. Schools are identified as being academically deficient based upon recommendation of educational audit.

**Achievement Gap** - the difference between how well low-income and minority children perform on standardized tests as compared with their peers.

**Achievement Test** - a test that measures knowledge of acquired information and skill mastery, usually attained as a result of planned instruction or training.

**Action Research** - a form of collective, self-reflective inquiry undertaken by educators in order to improve instructional practices, as well as their understanding of these practices and the situations in which these practices are carried out. An action research project proceeds through cycles of planning, acting, observing, and reflection systematically and self-critically implemented and interrelated.

**Adequate Yearly Progress** – is an indicator of a district's or school's progress determined by critical variable such as student levels of proficiency, narrowing test-score gap between advantaged and disadvantaged students and providing quality instructors. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year.

**Alignment, external** - the process of aligning the measurable learner objectives and related activities and assessments to reflect the demands of the Show-Me Process and Knowledge Standards at the appropriate learning level.

**Alignment, internal** - the process of determining a clear correlation among measurable learner objectives, instructional activities, and assessments (all having external alignment to the Show-Me Standards).

**Alignment, vertical** - the process of aligning measurable objectives across grade levels within a content to build a coherent instructional program.

**Anecdotal Records** - a description of behavior; recording of information (instructional, behavioral) observed by the recorder.

**Annotated Frameworks** - Show-Me Standards Frameworks that contains information regarding which framework items are assessed locally or at the state level.

**Annual Performance Report (APR)** - a report given to each Missouri school district describing the school district's performance on 12 MSIP Performance Standards.

**Aptitude Assessments** - assessment of an individual's ability to learn or develop proficiency in a particular area, based on native or acquired characteristics.

**Articulation of Objectives or Content** - the communication of objectives or goals across grade bands.

**Assessment System** – a series of assessments of student performance at different grade levels, which are based on, adopted standards to provide data on student achievement and curriculum implementation. An assessment system may consist of a norm-referenced or criterion-referenced assessment, an alternative assessment system and classroom assessments.

**Assessment** - the process of collecting, analyzing, and interpreting information about academic performance related to educational goals. Assessments, as opposed to tests, typically employ a variety of procedures for evaluating student work and learning.

**Assessment Data** - information on individuals and groups of students gathered from standardized tests, district level tests, individual tests, classroom evaluations, etc.

**Authentic Assessment** - a type of assessment demanding the application of skills and knowledge in a "real-life" situation.

**Benchmark** – an expected or anticipated skill or understanding at various developmental levels; a specified step along a path toward achievement of a goal or standard.

**Building Annual Performance Report (B-APR)** - a report given to each Missouri school describing the school's performance on 12 of the MSIP Performance Standards.

**Building-level School Improvement Plan** - a plan written at the building level that includes strategies and action steps that will help the district realize its improvement objectives as identified in the Comprehensive School Improvement Plan.

**Building Test Coordinator** – distributes testing materials to examiners, collects and checks materials, and forwards them to the District Test Coordinator for shipping.

**Classroom Assessments** - an assessment developed, administered and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a topic. Classroom assessments may be aligned into an assessment system that includes alternative assessments and either a norm-referenced or criterion-referenced assessment. Ideally, the results of a classroom assessments are used to inform and influence instruction that helps students reach high standards.

**Cognitive Assessments** - assessment of that which is known or perceived.

**Common Assessments** - district level assessments that are used to determine student level of performance against district level standards. These assessments may reflect district Power Standards and content standards.

**Comprehensive School Improvement Plan (CSIP)** - long-range plan developed by the district with involvement by staff, board, parents, patrons to address the needs of the district. It is a plan created by the district to serve as a "road map" to the long-range improvement the district hopes to realize over a five-year period.

**Constructed Response** - these items ask a student to give their own short answer rather than choosing from a list of possible answers. The MAP uses two types of constructed response forms—open and closed. An open constructed response item has multiple responses that can be considered correct. A closed constructed response item has just one response that is correct.

**Content (Knowledge) Standards** - the forty knowledge standards listed under six content areas of the Show-Me Standards.

**Content Validity** - evidence of validity gained by showing that the test content is representative of a specified behavior domain.

**Criterion Reference Assessments** - an assessment where an individual's performance is compared to a specific learning objective; tells how a student is performing on a specific goal or standard rather than how their performance compares to a norm.

**Data-driven Decisions** - decisions regarding program, instruction, finances, etc based on data collected about district identified priorities.

**Data Teams** – a team of teachers (and principal) who use formative and summative data to regularly monitor and measure their professional practices and impact on student learning. Data teams design specific improvement strategies based on classroom data. Data teams provide for reflection and feedback on the impact of instructional strategies. While annual local, district, and state test

scores give information of “where to start”, data teams use classroom data to indicate, “how we are getting better” in moving all students to proficiency.

**Disaggregated Data** - assessment data that is compiled looking at various groups within the tested population, generally by race, ethnicity, gender, socio-economics, etc. This practice allows parents and teachers to see more than just the average score for their child's school.

**District-Wide Assessments** – assessments that are administered district-wide to a particular group of students (i.e., all 2<sup>nd</sup> grade students, all students enrolled in 6<sup>th</sup> grade reading classes, all kindergarten students, etc.)

**District Test Coordinator (DTC)** – receives, distributes, collects, assembles and ships district testing materials.

**Development Reading Assessment (DRA)** - an assessment administered by classroom teachers to determine a student's developmental reading level. This information is used to determine a level of instruction as well as to determine district-wide reading growth.

**Equity** - is the concern for fairness, i.e., that assessments are free from bias or favoritism. An assessment that is fair enables *all* children to show what they can do. At minimum, all assessments should be reviewed for (a) stereotypes, (b) situations that may favor one culture over another, (c) excessive language demands that prevent some students from showing their knowledge, and (d) the assessment's potential to include students with disabilities or limited English proficiency.

**Formative Assessment** - assessment conducted during a performance/course/program with the purpose of providing feedback that can be used to modify, shape, and improve a performance/course/program. Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do.

**Grade Equivalent** – grade equivalents show the grade level of students whom a particular score is average or typical. For example, a grade equivalent of 1.5 means that a child's score is the same as what the average score of children in the sixth month of the first grade would have been if these children had taken the same test. Grade equivalents do not show the level of the test. For example, a grade equivalent of 3.5 on a kindergarten test does not mean that the child can handle third grade work. It means that if third graders took that test in January, the typical score would be the same as that kindergarten child's.

**Informal Assessments** - spontaneous assessment that may or may not include written and/or verbal feedback.

**Locally Assessed Objectives** - objectives that have been mandated at the state level to be assessed locally. See Show-Me Standards not assessed on the MAP.

**MAP Alternative Assessment (MAP-A)** - an alternative of the MAP designed to assess the Missouri Performance and Content Standards for those students for which it is deemed inappropriate to administer the MAP. The MAP-A allows students with severe disabilities to be assessed using a portfolio system that evaluates their progress toward their IEP (Individual Education Plan) goals and related Show-Me Standards.

**Missouri Assessment Program** – is a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993 mandated by Senate Bill 380. The assessment has three sections: nationally normed, constructed response and performance events. The assessment is designed to measure student progress toward meeting the Show-Me Standards, 73 rigorous academic standards that were adopted by the State Board of Education in January 1996.

**Missouri School Improvement Program (MSIP)** - has the responsibility of reviewing and accrediting the 524 school districts in Missouri within a five-year review cycle. State law mandates the process of accrediting school district, and the specific responsibilities of this section are outlined both by State Board Rule and in Senate Bill 380.

**National Assessment of Educational Progress (NAEP)** - a congressionally mandated project of the National Center for Educational Statistics, U.S. Department of Education, which since 1969 collects and reports information on what American students, in both public and private elementary and secondary schools, know and can do in several subjects including reading, mathematics, science, writing, history and geography; "the nation's report card."

**National Norms** - the range of test scores that represent the average or usual performance in a nationwide sample rather than in a local one. Note: National norms vary widely with respect to such factors as sample size and the degree to which they represent the population from which the sample is drawn.

**Normal Curve Equivalent (NCE)** - is derived from percentile ranks and is used primarily for research or for averaging scores.

**No Child Left Behind (NCLB) Act 2002** - the most recent reauthorization of the ESEA. The Act embodies the four principles of President George W. Bush's education reform plan: stronger accountability for results, expanded flexibility and local control, expanded opportunities for parents and an emphasis on teaching methods that have been proven to work. Under NCLB, tests are aligned with academic standards. Beginning in the 2002-03 school year, schools must administered tests in each of three grade spans: grades 3-5, grades 6-9 and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be

tested.

**Norm Referenced Assessment** - an assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relations to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

**National Percentile Rank (NPR)** - percentile ranks are useful because they can be compared from one subject area to another. A percentile rank shows the percentage of students in the comparison group whose scores were equal to or lower than the score given. Percentile ranks range from the low of 1 to the high of 99, with 50 meaning, "average". Percentile ranks do not stand for actual amounts of a child's knowledge. A percentile rank of 42, for example, does not mean that the child answered 42 percent of the questions correctly or that that child has learned 42 percent of the skills taught. A percentile rank of 42 means that the child has done as well as or better than 42 percent of the group with which he/she is being compared. ("National" means that the comparison group is a national group.)

**Percent** – a comparison of the number of problems answered correctly to the number of questions asked.

**Performance Indicator** - a discrete objective or learner outcome that leads to meeting a broader learner objective or outcome. May be considered a "*measurable learner objective*" for MSIP purposes in some instances.

**Performance Levels** - a level of achievement or performance as indicated by an assessment. The Missouri Achievement Program uses five levels of performance: Step 1 (lowest level of performance), Progressing (2), Nearing Proficiency (3), Proficient (4), and Advanced (5) (highest level).

**Performance task/event (performance assessments)** - complex demonstration of student knowledge (i.e., project, speech, essay, concept map, experiment, research paper, etc.)

**Priority Schools** - any school that is academically deficient, unaccredited, provisionally accredited, or does not meet any of the accreditation standards on student performance based on the MAP. School districts and/or buildings, which do not meet any of the Missouri Assessment Program (MAP) grade span and reading standards, as based on the district's or Building's Annual Performance Report (B-APR), for two (2) consecutive years.

**Process (Performance) Standards** - thirty-three performance standards listed under the four broad goals of the Missouri Show-Me Standards.

**Qualitative Assessments** - assessment data that does not lend itself to quantitative methods but to interpretive criteria.

**Quality Assurance Visits** – are annual visits conducted by DESE, in Missouri schools, through a random selection process. The purpose of the visits is to assure the proper administration of the MAP, assure security of the MAP, provide feedback to DESE/test contractors, and assist schools in better understanding MAP Quality Assurance expectations.

**Quantitative Assessments** - assessment based on analyzed data.

**Raw Score** – is the number of questions that the student answered correctly. Since different test or subtest within a battery of tests could have a different number of questions as well as the difficulty level of the questions may vary from test to test or subtest to subtest, raw scores should not be compared.

**Reliability** - consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way.

**Results Indicators** – are a listing or collection of evidence gathered on a regular basis throughout the year to determine if the strategies implemented are proving effective in increasing performance.

**Running Records** – a written notation of a student’s reading behavior. The teacher's recording of the student's reading of the different levels of text. From that record, the teacher figures an accuracy score, determining the appropriate instructional level.

**Scaled Scores** – are determined by the number of items and difficulty of the items answered.

**Scoring Guides** - a rubric with written expectations or levels necessary to earn a certain point value or grade. A holistic scoring guide examines the entire performance awarding an overall point or level value. An analytic scoring guide breaks the performance into sub skills or component skills and awards or evaluates each section separately.

**Selected Response Items** - test that requires the student to choose a correct answer from a limited lists of possibilities (multiple-choice, true-false, matching, etc.)

**Show-Me Standards** - thirty-three performance standards listed under the four broad goals and forty knowledge standards listed under the six content areas. The standards represent what high school graduates in Missouri should know and be able to do. Authority for the Show-Me Standards: Section 160.514 RSMO.



**Show-Me Standards Not Assessed on the MAP** - effective with the Third Cycle of the MSIP, beginning in July 2001, districts are required to assess Show-Me Standards that are not assessed through the MAP

**Standard** - expected level of quality or excellence against which judgments and accreditation decisions are made.

**Stanine** – like percentile ranks, stanines show how a student performed in relation to a group and can be compared from one subject are to another. Stanines range from a low of 1 to a high of 9, with 5 meaning “average.” Stanines 1, 2, and 3 are below-average scores; stanines 4, 5, and 6 are average scores; and stanines 7, 8 and 9 are above-average scores.

**Summative Assessments** - evaluation at the conclusion of a unit or units of instruction or an activity of plan to determine or judge students’ skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year’s study.

**Test Bias** - the difference in test scores, or predictions from those scores, between two or more subgroups of the population that are matched on the underlying construct being measured.

**Validity** - the extent to which an assessment measures what it is intended to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that the student is a good reader? A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair. An assessment cannot be valid if it is not reliable.