



Camdenton R-III School District
Assessment Plan
2016-17

“Everyone Learning Every Day”

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Testing Philosophy

The Camdenton R-III School District believes that all tests administered should always be given to benefit the student, by providing information that can be used by teachers, counselors, administrators, and parents to improve the student's academic performance. The district shall assess student achievement annually using standardized assessments given at periodic grade levels as determined by the administration and approved annually by the Camdenton R-III Board of Education. The District Assessment Plan will include required components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the state learning standards, as set forth by the Missouri State Board of Education. The District Assessment Plan will be used to:

- *inform students, parents, and staff of student progress and achievement
- *determine students' strengths and needs
- *identify students' relative standings within groups (national, state, grade)
- *assist teachers in making ongoing instructional and curricular decisions
- *evaluate the success of our curriculum and assist in making appropriate revisions
- *guide staff development activities
- *help access and/or allocate resources to meet student needs
- *improve home/school partnerships by giving parents specific information that will enable them to support their child's learning
- *provide colleges, universities, and other post-secondary institutions with a profile of our student's achievement
- *identify the District's standing in comparison to other districts
- *provide mandated data to outside monitoring agencies, such as the Department of Elementary and Secondary Education, as well as the community at large.

Classroom teachers shall be responsible for ensuring that students understand the importance of doing their best on each test they take. They should also ensure that their students receive age appropriate information on test taking skills at every grade level. Teachers shall also be responsible for making sure that the testing environment is comfortable and quiet. Workshops and meetings will be held for teachers so they will understand the testing procedures. The School Testing Coordinators (Building Counselors) shall present trainings on MAP and EOC testing.

The school counselors shall see that teachers receive adequate materials at least two days prior to test dates for state assessments. The counselors are also responsible for collecting testing materials after they have been completed and checking them over before returning them to the district testing coordinator.

In formal, standardized testing situations, the student and his/her parents shall be informed of the results of the tests. This will be done in a variety of ways depending on the nature of the test. In addition, in order to improve the instructional nature of the test, group results will be communicated to teachers, administrators, board members and the media, when appropriate. Group results will be tabulated and each teacher should receive a copy, particularly of the results in his/her area.

The district provides some assessments whose purpose is not to provide a single test score, but instead to provide information about the individual student's instructional level. One example of an assessment used in grades Kindergarten through eighth grade is I-Ready. I-Ready is used to determine the student's individual mastery level, prescribe skills to close student learning gaps, and provide teachers with information to start the student's instruction. These types of assessments also provide documentation for determining student's progress or growth during a specific time period. Parents and Guardians are welcome to schedule appointments with teachers to discuss these assessments more specifically should they wish to do so.

The District will maintain confidentiality with regard to the individual scores and other information derived from the District's assessment program. Individual student scores will be provided to parents and discussed upon request. The district's testing coordinator shall report the results of the MAP and EOC test to the school board in the fall. The Board of Education, in cooperation with the administrative and instructional staff, will annually review student performance data and use this information to evaluate the effectiveness of the District's existing curricular programs, making adjustments as necessary. In the fall, the local newspaper receives a copy of the report and summarizes this information for the public. Information will be made available to building principals and they are expected to share this information with their teachers.

School personnel shall work to ensure that assessments or procedures are not differentiated or stereotyped on the basis of ethnicity, religion, gender, ancestry, national origin, or social/economic status. The District will comply with all assessment requirements for students with disabilities mandated by federal and state law. Students in the district with disabilities shall be served by instructions or provisions in their Individual Education Plans (IEP) or 504 plans. The Special Education Department shall ensure that all students with disabilities are administered the tests as specified in their IEP. Those students eligible for the MAP-A shall be supervised in this activity by a special education teacher, according to the state regulations and instructions.

Guidelines for Students with Disabilities

The federal Individuals with Disabilities Education Act (IDEA) provides a clear direction for including students with disabilities in the state assessment programs. The Missouri Assessment Program (MAP) should be appropriate for all students; therefore, the State Department of Elementary and Secondary Education (DESE) has provided information to help IEP teams with the decision making process for individual students. The following summary is intended to provide guidelines to the Individual Education Plan (IEP) teams with the decision making process.

If an IEP team is faced with the decision of whether to exempt a student with a disability from standardized testing, the following reasoning needs to occur. Decisions about whether or not students participate should be based on the goals of the child's instruction. Students with disabilities, whose instructional goals are expected to lead to typical work and life experiences, should take the MAP.

Students who are working on toward functional goals (self-care, life skills) will participate in the MAP-A alternate assessment.

Students with disabilities should participate in all subject areas in which they are receiving instruction in the content-oriented Missouri Learning Standards. Decisions about participation should be made based upon the instruction in the content-oriented Missouri Learning Standards. Decisions about participation should never be based on program setting, category of disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP for which that student received instruction, regardless of where that instruction occurs. All decisions regarding participation, accommodations, and modifications must be made by the IEP team and documented in the IEP. Reasons for exclusion from testing must be documented.

It is the responsibility of the District to ensure that the results of assessments are ethical and equitable, and that no single group of the Camdenton student body is disproportionately exempted from testing. Therefore, a basic guideline is to always assume that every student, even those with disabilities will participate in standardized testing.

Guidelines for English Language Learners (ELL) Students

The Accessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) test is a secure large-scale English language proficiency assessment given to Kindergarten through twelfth grade students who have been identified as English Language Learners (ELL). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

Assessment of ELL students in the Camdenton R-III School District is ongoing and includes program evaluation, standardized student English proficiency level assessments in reading, writing, speaking, listening, and classroom performance evaluation. Assessment is based on the National Teachers of English to Speakers of Other Languages (TESOL) Standards and enduring understandings outlined in the English Language curriculum. Upon registration, parents complete the district enrollment form and provide information about the child's home language and perceived level of English proficiency. The Language Assessment Scales are administered to determine placement level when the student is enrolled. The ELL teacher conducts an informal assessment at that time. Level I-III students are considered English Language Learners (ELL) and receive ELL Services.

Professional Development and Assessment

The District Assessment Team studies and promotes best practices regarding assessment, along with revising and recommending the annual assessment plan. In addition, collaborative teams of teachers meet periodically to design performance assessments aligned to District curricula, examine the results of those assessments, and appropriately revise curricula, instruction, and/or assessments.

Each spring, the Assistant Superintendent of Assessment reviews information about the administration of the district wide and state wide assessments with building test coordinators and building administration. In the fall of each year, the Assistant Superintendent of Assessment compiles a district assessment report and building specific reports which include group data, disaggregated information, and content standards reports. Throughout the year, the Assistant Superintendent meets as needed with building staff, curriculum committees, and/or departments to guide the further analysis and use of assessment results. All building principals have access to online assessment data through the Department of Elementary and Secondary Education (DESE).

Provisions for Teaching Test Taking Skills

Teachers provide students with a variety of experiences throughout the school year that prepare them for standardized assessments. They incorporate performance tasks, scoring guides, open-ended responses, and selected response assessments into their classroom work. Unit assessments and homework assignments include varied question formats so students are familiar with multiple ways of responding. Through these experiences, students develop a sense of rubrics to assess many forms of writing across the curriculum, practice strategies for approaching various types of items, and evaluate sample responses. Teachers have access to MAP released items, scoring guides, and other practice items. The Camdenton R-III School District curriculum is purposefully aligned with the Missouri Learning Standards. This curriculum coupled with strong instructional strategies support the learning of all students and ensures that our students are well prepared for all types of assessments.

Components of the District Assessment Plan

As student learning and achievement are multi-dimensional, assessment in the Camdenton R-III School District is multi-dimensional as well. Multiple assessment strategies and measures provide a comprehensive view of individual and group achievement, are integrally linked to the curriculum, and provide meaningful data for program evaluation. When used for these purposes, assessment will ultimately lead to improved instructional decision making and improved student learning.

The District Assessment Program includes the following components:

- *Large-Scale Achievement Assessments
- *Supplemental Assessment Tools
- *Special Education Assessments
- *English Language Learners Assessments
- *Gifted Assessments
- *Career and Technical Education Assessments
- *District Level Assessments
- *Classroom Based Basements
- *PAT/Pre-School Assessments
- *Health Screenings
- *Local Assessment of Standards Not Assessed on the MAP

Large Scale Assessments

These assessments are given to whole grade levels or class/courses. The testing security procedures are in effect for all of these assessments.

| Assessment | Grade Level | Timeline | Purpose |
|------------------------------------|-------------|-----------|--|
| ACT (required for College) | 11-12 | Various | To measure academic achievement in English, mathematics, reading , and science reasoning For college placement |
| ACT(state mandated) | 11 | April-May | To measure academic achievement in English, mathematics, reading , and science reasoning For college placement For State Reporting College/Career Readiness |
| ASVAB | 12 | Fall | To measure developed abilities and help predict future academic and occupational success in the military |
| MAP-Grade Level-Communication Arts | 3-8 | Spring | To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal accountability requirements |

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| MAP-Grade Level-Mathematics | 3-8 | Spring | To assess individual and group achievement in mathematics To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal accountability requirements |
| MAP-Grade Level-Science | 5,8 | Spring | To assess individual and group achievement in science To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal accountability requirements |
| EOC Biology | 10-12 | Fall, Winter, Spring | To assess individual and group achievement in biology To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal accountability requirements |
| EOC English I | 9-10 | Fall, Winter, Spring | To assess individual and group achievement in the first level of English at the high school. To assess curriculum and its effectiveness in meeting the Missouri Learning Standards |
| EOC English II | 10-12 | Fall, Winter, Spring | To assess individual and group achievement in the second level of English courses at the high school To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal accountability requirements |
| EOC Algebra I | 9-12 | Fall, Winter, Spring | To assess individual and group achievement in Algebra I To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal accountability requirements |
| EOC Algebra II | 9-12 | Fall, Winter, Spring | To assess individual and group achievement in the second level of algebra at the high school. To assess curriculum and its effectiveness in meeting the Missouri Learning Standards |
| EOC-Geometry | 8-12 | Fall, Winter, Spring | To assess individual and group achievement in geometry at the high school. To assess curriculum and its effectiveness in meeting the Missouri Learning Standards |
| EOC American Government | 10-12 | Fall, Winter, Spring | To assess individual and group achievement in American Government To assess curriculum and its effectiveness in meeting the Missouri Learning Standards |

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| | | | To meet the state and federal accountability requirements |
| EOC American History | 10-12 | Fall, Winter, Spring | To assess individual and group achievement in American History To assess curriculum and its effectiveness in meeting the Missouri Learning Standards |
| Personal Finance | 9-12 | Fall, Spring | To meet the state requirement for a course in personal finance |
| MO Physical Fitness Assessment | 5,7,9 | Fall, Spring | To provide information regarding 5 th and 7 th grade students' fitness in areas of aerobic capacity, abdominal strength/endurance, and upper body strength. Grade 9 students also test in flexibility and body composition to provide data for monitoring of fitness levels |
| I-Ready (Math and Reading) | K-8 | Quarterly | To assess student mastery of the grade level Missouri Learning Standards To assess curriculum and its effectiveness in meeting the Missouri Learning Standards |
| Missouri Constitution Test | 11 | Spring | To measure student knowledge of the Missouri Constitution To meet state and federal accountability requirements |
| US Constitution Test | 11 | Spring | To measure student knowledge of the United States Constitution To meet state and federal accountability requirements |
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Supplemental Assessment Tools

Supplemental assessments are used to gather more specific information for individual or groups of students. These assessments will follow the standardized protocols and testing security provided with each test.

| Assessment | Grade Level(s) | Purpose |
|--|----------------|---|
| Observation Survey (Clay) | 1 | To determine competency in letter and word identification, concepts of print, writing, and text |
| Developmental Reading Assessment (DRA) 2 | K-4 | To determine independent reading level and guide reading instruction for students |
| Fontas and Pinnell Benchmark | 5-6 | To determine independent reading level and guide reading instruction for students |
| PSAT | 10-11 | To measure verbal and mathematical reasoning abilities |

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| Advanced Placement Examinations | 9-12 | To measure learning for students enrolled in Advanced Placement courses |
| International Baccalaureate Examinations | 11-12 | To measure learning for students enrolled in International Baccalaureate courses |
| Test of Visual Perception Skills | PK-12 | To identify potential problems with visual discrimination, visual memory, visual-spatial relationships, form constancy, visual sequential memory, visual figure-ground, and visual closure |
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Special Education Assessments

Students who have been referred for special education for an extensive educational evaluation will be assessed using various assessments listed below. These assessments are standardized and follow strict protocol procedures.

| Assessment | Purpose | Normed for Age/Grade |
|--|---|-------------------------|
| Adaptive Behavior Evaluation System-2 | Adaptive Behavior | Birth-89 yr. 11m |
| Arizona Articulation Proficiency Scale-3 rd (ARIZONA-3) | Speech –Articulation | 1.6 y-18yr 11m |
| Battelle Developmental Inventory (BDI-2) | Social/Emotional Adaptive Motor Communication Cognitive | 0-6yr |
| Becker Work Adjustment Profile-2 (BWAP-2) | Transition | High School |
| Beery Buktenica Developmental Test of Visual Motor Integration-5 (BEERY VMI-5) | Visual Motor | 2yr-18 yr. 11m |
| Behavior Assessment System for Children (BASC) | Social/Emotional | 2yr-21yr |
| Behavior Evaluation Scale-3 (BES-3) | Social/Emotional | 4 yr-18 yr. |
| Childhood Autism Rating Scale (CARS) | Autism | 2 yr.-Adult |
| Clinical Assessment of Articulation and Phonology (CAAP) | Articulation/Phonology | 2 yr. 6 m- 8 yr. 11m |
| Clinical Evaluation Language Fundamentals (CELF-4) | Receptive Language | 6 yr-21yr 11m |
| Clinical Evaluation Language Screen (CELF-4) | Receptive Language | 5 yr. -21yr |
| Clinical Evaluation of Language Fundamentals- Preschool (CELF-P 2) | Receptive Language | 3-6 yrs. |
| Comprehensive Receptive & Expressive Vocabulary Test (CREVT-2) | Receptive Language | 4yr-89yr 11m |

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| Conner's Early Childhood Rating Scale (Conner's EC) | Social/ Emotional (ED) | 2yr-6yr Early Childhood |
| Conner's Rating Scale-R3 (CRS-3) | Social/Emotional (ED) | 6yr-18 yr. K-12 |
| Developmental Assessment for Individuals w/ Severe Disabilities-2 nd (DASH-2) | Severe Disabilities on a level of less than a 2 yr. old | Birth-6 yr. |
| Different Test of Conduct and Emotional Problems | Social/Emotional | K-12 |
| Emotional or Behavior Disorder Scale-R (EBDS-R) | Social /Emotional | 5yr-18yr |
| Expressive Language Test (ELT) | Language | 5yr-11yr |
| Expressive One Word Picture Vocab. Test Assessment | Language Purpose | PK Normed for Grade or Age |
| Expressive Vocabulary Test-2 (EVT-2) | Language | 2 yr. 6m-90+ yr. |
| Gilliam Asperger's Disorder Scale (GADS) | Autism | 3yr- 22 yr. |
| Gilliam Autism Rating Scale-2 (GARS) | Autism | 3 yr-22 yr. |
| Goldman Fristoe Test of Articulation -2 (GFTA-2) | Speech Articulation | 2 yr.- 21 yr. |
| Gray Oral Reading Test- 4 th (GORT-4) | Reading Fluency | 6yr-18yr 11m |
| Key Math | Academics-Math | 4yr 6m- 21 yr. 11m |
| Language Processing Test 3 | Processing Language | 5 yr.- 11yr 11m |
| Leiter International Performance Scale-R (LIPS-R) | Cognitive | 2 yr-17 yr. |
| Missouri Connections | Transition | Middle School - Adult |
| Motor Free Visual Perception Test-3 (MFVP-3) | Visual Perception | 4 yr-85yr |
| Occupational Aptitude Survey-3 rd (OASIS) | Vocational | Grades 8-12 |
| Occupational Interest Schedule-3 rd (OASIS) | Vocational | Grades 8-12 |
| Peabody Developmental Motor Scales (PDMS) | Motor | Birth-5 yr. |
| Peabody Picture Vocabulary Test (PPVT-4) | Receptive Language | 2yr 6m-90+yr |
| Preschool & Kindergarten Behavior Scales-2 (PKBS-2) | Social/Emotional | 3 yr-6 yr. |
| Preschool Behavioral and Emotional Rating Scales (PreBERS) | Social/Emotional | 3yr-5yr |
| Preschool Language Scale-4 (PLS-4) | Receptive/Expressive Language | Birth-6yr 11m |
| Reading Free Vocational Interest Inventory-2 (R-FVII) | Vocational | 13 yr.- Adult |
| Scales for Assessing Emotional Disturbances (SAED) | Social/Emotional (ED) | 5yr-18 yr. |
| Social Emotional Dimension Scale (SEDS) | Social/Emotional | 6 yr-18 yr. 11m |
| Social Skills Improvement System (SSIS) | Social/Emotional | 3 yr-18 yr. |

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| Spanish Articulation Measures-2 | Articulation | 3 yr. and up |
| Stanford-Binet Intelligence Scale-5 | Cognitive | 2 yr.-Adult |
| Talent Assessment Program (TAP) | Vocational | Grades 8-12 |
| Test of Auditory Comprehension Language-3 (TACL-3) | Grammar Syntax/Receptive Language | 3 yr-9 yr. 11m |
| Test of Early Mathematics Ability-3 (TEMA-3) Form A | Academics-Math | 3 yr-8yr 11m |
| Test of Early Mathematics Ability-3 (TEMA-3) Form B | Academics-Math | 3 yr-8 yr. 11m |
| Test of Early Reading Ability-3 (TERA-3) | Academics-Reading | 3yr 6m-8 yr. 6m |
| Test of Early Written Language-2 (TEWL2) | Academics-Writing | 3 yr-10yr 11m |
| Test of Language Dev. Primary 4 (TOLD-P4) | Receptive/Expressive Language | 4 yr-8yr 11m |
| Test of Language Dev-Intermediate-4 (TOLD I-4) | Receptive / Expressive Language | 8 yr-12 yr. 11m |
| Test of Phonological Awareness in Spanish | Language | 4yr-10yr 11m |
| Test of Pragmatic Language-2 (TOPL-2) | Pragmatics Language | 5 yr-13 yr. 11m |
| Test of Written Language-3 (TOWL-3) | Academics-Writing | 7 yr-17 yr. 11m |
| The Differential Scales of Social Maladjustment and Emotional Disturbance (DSSMED) | Social / Emotional | 6yr-17 yr. 11m |
| The WORD Test 2-Intermediate | Expressive Vocabulary and Semantics | 12 yr-17 yr. 11m |
| The WORD Test 2- Elementary | Expressive Vocabulary and Semantics | 6 yr.- 11 yr. |
| Transition Planning Inventory (TPI) | Transition | 14 yr-22 yr. |
| Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) | Language and Social Skills | 0-48 months |
| Vineland Adaptive Behavior Scales-2 | Adaptive Behavior | Birth-90 yrs. |
| Wechsler Adult Intelligence Scale 3 (WAIS3) | Cognition- Intelligence | 16yr-89 yr. |
| Wechsler Intelligence Scale for Preschool Children-Revised (WPPSI-III) | Cognition- Intelligence | 2 yr. 6 m – 7 yr. 3 m |
| Wechsler Intelligence Scale for Children, IV (WISC-IV) | Cognition-Intelligence | 6 yr-16 yr. 11m |
| Wechsler Non-Verbal Scale of Ability (WNV) | Intellectual Functioning | 4 yr.- 21 yr. 11m |
| Woodcock Johnson III Test of Achievement Normative Update (WJ-III-NU) Form A | Academics- Reading, Math, Science, Social Studies, Spelling | 2 yr.- 40+yr |

English Language Learner Assessments

Students who have a primary language other than English may be assessed with the following tests in order to provide the best instructional strategies possible. These tests are standardized and require adherence to protocols and test security measures.

| Assessment | Grade Level(s) | Purpose |
|-----------------------------|----------------|--|
| ACCESS for ELL | K-12 | To measure English language learner's development of reading, writing, listening, speaking, and comprehension skills |
| ACCESS 2.0 (computer-based) | K-12 | To measure English language learner's development of reading, writing, listening, speaking, and comprehension skills |
| W-APT | K-12 | To identify English language learners' initial reading, writing, listening, speaking, and comprehension levels upon first entering the district and ELL program. |

Gifted Education Assessments

Students who have been referred to the District Gifted Education Program will assess them using the following assessments. These tests adhere to a strict protocol of administration and test security.

| Assessment Name | Purpose | Age/Grade Given | Timeline Given |
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| Screening Assessment for Gifted Elementary Students SAGES-2 (K-3) | Reasoning, Analogies | 6-9 yr. | K-3 rd grades- Spring |
| Screening Assessment for Gifted Elementary Students SAGES-2 (4-8) | Reasoning, Analogies | 9+ yr. | 4-8 th grades -Spring |
| Naglieri Non Verbal Ability Test (NNAT) | Cognitive Assessment | 3+ yr. old | K-8 th grades -Spring |
| Stanford Binet-5 th (SB-V) | Individual Intelligence Score | 2+ yr. old | 1 st -8 th grades -Spring |
| Wechsler Intelligence Scale for Children-4 th (WISC-IV) | Individual Intelligence Score | 6+ yr. old | K-8 th grades -Spring |
| Wechsler Preschool and Primary Scale of Intelligence (WPPSI) | Individual Intelligence Score | 2-7 yrs. old | 1 st -2 nd grades-Spring |
| CTBS | National Norms | 1 st -8 th grades | October |

Career and Technical Education (CTE) Assessments

High school students who focus on career and technical courses will take the following assessments:

| Assessment Name | Purpose | Age/Grade Given | Timeline Given |
|---|---|--|----------------|
| ACT Work KEYS | To measure essential workplace skills needed for identified career pathways | 11 th & 12 th Grade | April |
| Technical Skills Assessments (TSA) And Industry Recognized Credentials (IRC) Agriculture/Horticulture-MO Ag Skill and Knowledge Assessment (MOASK) Automotive Tech-National Automotive Technicians Education Foundation (NATEF) Building Trades-National Construction Career Tests (NCCER)-Carpentry Business Ed-Fundamental Business Concepts (ASK) Collision Repair-ICAR Computer Technology-Computer Maintenance & Networking Test Out Culinary Arts- American Culinary Federation (ACF) Family & Consumer Science (AAFCS) | End of Course assessment of technical skill attainment in CTE courses Required by DESE for Perkins and MSIP 5 Measures level of technical competencies and skills mastered by students in their CTE areas of concentration Note: Assessments and examinations currently used may be subject to change in future years. | 11 th & 12 th Grade TSA's: To fulfill Perkins reporting requirements, students must earn 3 or more credits in a CTE sequence of courses to be tested. IRS's: To fulfill MSIP 5 requirements any graduating senior can earn an approved Industry Recognized Credential on the MSIP 5 IRC list and be counted. The IRC does not have to be related to a CTE program of study. Many of the assessments utilized satisfy requirements for both TSA and IRC. | April – May |

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| <p>Graphics- SkillsUSA Assessments – Photography and Advertising Design</p> <p>Health Occupations I- NOCTI Test-Nursing Assistant</p> <p>Health Occupations II- MO Assn. of Nursing Home Administrators Certified Nurse Assisting Exam</p> <p>Law Enforcement-CSI and Criminal Justice-Skills USA</p> <p>Marine Service, Power Equipment, and Motorcycle Service Tech- Skills USA</p> <p>Marketing & Entrepreneurship- MO Business Mgmt/Entrepreneuership (MBA Research)</p> <p>Metal Fabrication- Machine Tool Technology (NIMS) and American Welding Society (AWS)</p> <p>Project Lead the Way (PLTW) End of Course Assessments</p> <p>Teacher Education- Education Fundamental (AAFCS)</p> | | | |
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District Level Assessments

An integral part of the learning process is continuous assessment and feedback of mastery of skills. District developed assessments will be given at regular intervals to assess student achievement of the standards over the course of the school year. These assessments may be formative or summative in nature. I-Ready is an example of a district level assessment.

Classroom-Based Assessments

Daily, ongoing assessment is interwoven with classroom instruction. Teachers document student learning and growth by collecting information through observations, quick assessments, and student work. Classroom based assessment in the Camden R-III School District includes, but is not limited to, the following practices:

- *teacher observation
- *quizzes and tests
- *performance assessments
- *project completion
- *labs and experiments
- *reading inventories/ running records
- *homework
- *participation
- *holistic writing
- *checklists
- *rubrics and scoring guides
- *responses to literature
- *goal setting
- *class and group discussions

Parents As Teachers (PAT) / Pre-School Assessments

Families have the opportunity in the Camden R-III School District to be involved with the Parents As Teachers and Preschool program. Assessments listed below are used for children from birth to 5 years old.

| Assessment | Purpose | Age/Grade Given |
|---------------------------------|---|-----------------|
| Batelle Developmental Inventory | Screening of cognitive, adaptive, language, motor | Birth – 5 yr. |
| The Pilot Audiometer | Hearing | 2.5 yr-5 yr. |
| Good-Lite | Vision | 2.5 yr.- 5 yr. |
| Health Screenings | Functional vision and hearing | Birth-5 yr. |
| Health Questionnaire | Health history, immunizations, general development, dental screening, car safety, vision, hearing | Birth-5 yr. |
| Physical Measurement | Height and weight | Birth-5 yr. |
| Brigance | Screening of cognitive, adaptive, language, motor | Birth-5 yr. |

Health Screenings

| Screening | Grade Levels | Purpose |
|----------------|-------------------------------|---|
| Vision | PK, K, 1,3, 5,6,7,8,11 grades | To identify children who have vision defects that require further examination |
| Hearing | PK-5 grades | To identify children who have hearing defects that require further examination |
| Scoliosis | 5,6,8,9 grades | To identify students who exhibit signs of scoliosis, kyphosis, lordosis, or other evidence of abnormal spinal development that requires further examination |
| Growth | PK, K, 5, 6 grades | To identify students who are experiencing or may be at risk for abnormal growth pattern for their age, weight, and heredity, requiring further examination |
| Dental | PK-12 grades | To identify students who have dental problems that require further examination (for those who report they do not have routine dental checkups) |
| Blood Pressure | 6, 7, 9 grades | To identify students who have blood pressure outside the normal range for their age that may require further examination |

Local Assessment of Standards Not Assessed with Missouri Assessment Program (MAP)

Classroom based assessments have been developed by teachers working in collaborative teams to address the following standards not assessed by the MAP. Assessments occur within the appropriate subjects and at appropriate grade levels.

| Sample Local Assessment Areas |
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| Conducts research to answer questions and evaluate information and ideas |
| Exchanges information, questions, and ideas while recognizing the perspective of others |
| Performs and produces works in the fine and practical arts |
| Applies communication techniques to the job search and the workplace |
| Uses technological tools to exchange information and ideas |
| Recognizes and practices honesty and integrity in academic work and in the workplace |
| Explores, prepares for, and seeks educational and job opportunities |
| Comprehends and evaluates the content and artistic aspects of oral and visual presentations |
| Participates in formal and informal presentations and discussions of issues and ideas |
| Evaluates relationships between language and culture |
| Acquires a solid foundation which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts |

Test Security

The state assessments are now computerized for all Missouri Assessment Program Grade Level Assessments (grades 3-8) and End Of Course secondary state assessments. While testing booklets are now longer utilized on a large scale, there will be a few printed copies, large print, or braille copies of assessments needed for students with an IEP or a 504. The following guidelines will be used for testing materials:

1. Receipt and storage of test materials
 - a. Immediately upon receiving test booklets, the district testing coordinator will count and record the number of booklets received for each grade level and building.
 - b. The district testing coordinator will assume responsibility for contacting DRC or the Missouri Department of Elementary and Secondary Education if the number of testing materials is inaccurate.
 - c. All standardized test booklets received by the district will be stored in a locked storage facility. The district testing coordinator shall make sure that all test materials are delivered to the appropriate school building at least two days prior to testing dates.
 - d. The principal and counselor of each building will then assume the responsibility of ensuring that all testing materials are secured in a locked area prior to testing and immediately after each test session.
 - e. All other test booklets and manuals used by the counselors and/or special education department shall be secured by those individuals in their respective offices
 - f. Beginning with the 2015-15 school year, technology will be utilized for MAP and End of Course Testing. The District Test Coordinator will meet with the District Technology Coordinator to ensure computer security.
2. Returning testing materials for scoring
 - a. The testing coordinator will re-count all standardized test booklets and answer sheets to make sure that all materials are accounted for
 - b. All testing materials will be packed according to CTB/McGraw Hill specifications.
 - c. All answers will be inputted into the student test record for the appropriate session by the building test coordinator.
3. Unfair practices

In order to ensure that all test items remain secure, the following practices shall be prohibited.

 - 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 or test booklet.
- f. Indicating to students during testing that they have answered items correctly, 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 other way to give students an unfair advantage
- g. Undue pressure or encouragement on the part of the 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 above unfair practices, an immediate investigation will occur. If allegations are proven, the Department of Elementary and Secondary Education will be notified.

All I-Ready assessments will follow the same standardized process and security protocols as the state assessment. This will allow for our students to approach a large scale assessment consistent with the state assessment in order to provide a level of comfort and understanding of the district practices and procedures with the MAP and EOC state assessments.



Board Policies for the District Assessment Process

The Camdenon R-III School District governs the District Assessment Program through board policies, state, and federal laws. The District Policies that guide the District Assessment Program are:

Policy IL: Assessment Program

Policy IL-AP: Assessment Program (State Mandated Reading Assessment Program)

Policy ILA: Test Integrity and Security

The policies are included for you in the following pages.



The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are 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.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy and curriculum.
 - c. Help the Board of Education adopt instructional policies.

4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in kindergarten through sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district students with limited English proficiency.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent or designee will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the

student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Date Adopted: 8/8/1994
Last Revised: 6/9/2014

Definitions

Reading Assessment: [District should insert a description of the district's chosen methods of assessing reading levels. MSBA recommends that the district utilize a range of tools.]

Reading Improvement Plan: A minimum of 30 hours of additional reading instruction or practice outside of the regular school day.

Summer School: A minimum of 40 hours of reading instruction and practice.

Exempted Students

The following students are exempt from the state-mandated reading assessment program:

- ▶ Students receiving special education services under an Individualized Education Program (IEP) pursuant to § 162.670, RSMo.
- ▶ Students receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose service plan includes an element addressing reading.
- ▶ Students who have limited English proficiency.
- ▶ Students who have been determined prior to the beginning of the school year to have a cognitive ability insufficient to meet the required reading levels set out in this section. The district must still provide reading improvement plans to these students.
- ▶ Students determined to be reading at or above grade level.

Reading Assessments

1. All third grade students who have not demonstrated a reading ability at or above grade level will be administered a reading assessment or set of assessments within 45 days of the end of the third-grade school year. If the student is reading below the second-grade level, the district will design and implement a reading improvement plan for the student's fourth- grade year. The district may require the student to attend summer school as a condition of promotion to fourth grade.
2. Each fourth-grade student the district has previously assessed in third grade and for whom a reading improvement plan has been designed or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
3. At the end of summer school, each student shall be administered another reading assessment. If the student is reading below third-grade level, the student shall not be promoted to fifth grade and the parents or

guardians of the students shall be notified. The district will design and implement a reading improvement plan for the student's repeated fourth-grade year.

4. Each fourth-grade student for whom the district has designed a reading improvement plan and retained for failing to meet the required reading standards shall be administered a reading assessment within 45 days of the end of the repeated fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
5. At the end of summer school, each student shall be administered another reading assessment. If the student is still reading below a third-grade level, the district will design and implement a reading improvement plan for the student's fifth-grade year. The district cannot retain the student again solely because of his or her inability to meet the reading assessment standards. The district may retain the student for other reasons when it is in the best interests of the student.
6. Each fifth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fifth-grade year. If the student is reading below the fourth-grade level, the student shall be required to attend summer school to receive reading instruction.
7. At the end of summer school, each student shall be administered a reading assessment. If the student is reading below the fourth-grade level, the district will design and implement a reading improvement plan for the student's sixth-grade year.
8. Each sixth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district shall be administered a reading assessment within 45 days of the end of the sixth-grade year. If the student is reading below the fifth-grade level, the district shall place a notation on the student's permanent record advising that the student has not met the minimal reading standards. The notation shall remain on the record until the district determines that the student has met minimal reading standards. The district must make summer school available to all students who have a reading improvement plan.

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.

2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.

3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.

2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical

behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

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Date Adopted: 8/8/1994

Last Revised: 9/15/2014

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