

CAMDENTON R-III School District

District Assessment Plan

2015-2016

Why Do We Assess?

The Camdenton R-III School District shall assess student achievement annually using standardized assessments given at periodic grade levels as determined by the administration and approved annually by the 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 standards, as set forth by the Missouri State Board of Education. The District will also incorporate multiple assessment strategies in the instructional process.

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 students' 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.

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 or economic status. The District will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals With Disabilities Act (IDEA). 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. Tabulated results of standardized assessments will be made available to authorized school personnel and released as required by law. Some assessment summaries, such as the MAP, are public information.

The Board, 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.

Components of the District Assessment Plan

As student learning and achievement are multi-dimensional, assessment in the Camden 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, listing standardized assessments required by grade level and by subject
- Supplemental Assessment Tools
- Pre-school Assessments;
- Health Screenings
- English Language Assessments
- Special Education Assessments
- Gifted Assessments
- Career and Technical Education Assessments
- District-level Assessments
- Classroom-Based Assessments
- Standards Not Assessed by MAP

District Assessments

District-developed assessment 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.

Classroom-Based Assessments

Daily, ongoing assessment is interwoven with classroom instruction. Teachers document student learning and growth by collecting information through observations 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
- Projects
- Labs and Experiments
- Reading Inventories/Running Records
- Homework
- Participation
- Holistic Writing
- Checklists
- Rubrics and Scoring Guides
- Responses to Literature
- Goal-Setting
- Discussions

See the charts that follow for specific assessment information.

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Camdenton R-III School District
Large Scale Assessments

Assessment	Grade Level(s)	Timeline	Purpose
ASPIRE	10	Fall	To measure skills in English, mathematics, reading and science reasoning To provide information about academic skills and development, personal interests and needs
ACT (required for college entrance) ACT (state testing)	11 – 12 11	Various April-May	To measure academic achievement in English, mathematics, reading and science reasoning For college placement
ASVAB	12 th	Fall	To measure developed abilities and help predict future academic and occupational success in the military.
MAP Communication Arts*	3 – 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards To meet the state and federal government accountability requirements
MAP Mathematics*	3 – 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards To meet the state and federal government accountability requirements
MAP Science*	5, 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards To meet the state and federal government accountability requirements
EOC Biology*	10 th – 12 th	Fall, Winter, Spring	To assess individual and group achievement in biology To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards To meet the state and federal government accountability requirements
EOC English II*	10 th – 12 th	Fall, Winter, Spring	To assess individual and group achievement in English To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards To meet the state and federal government accountability requirements
EOC Algebra I*	9 th – 12 th	Fall, Winter, Spring	To assess individual and group achievement in algebra To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards To meet the state and federal government accountability requirements
EOC American Government	11-12 th	Fall, Winter, Spring	To assess individual and group achievement in algebra To assess curriculum and its effectiveness in meeting the Missouri Missouri Learning Standards

			To meet the state and federal government accountability requirements
EOC Geometry (Optional)	10-12 th	Fall, Winter, Spring	To assess individual and group achievement in algebra To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal government accountability requirements
EOC English I (Optional)	9 th	Fall, Winter, Spring	To assess individual and group achievement in algebra To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal government accountability requirements
American History (Optional)	11-12 th	Fall, Winter, Spring	To assess individual and group achievement in algebra To assess curriculum and its effectiveness in meeting the Missouri Learning Standards To meet the state and federal government accountability requirements
Personal Finance*	9 th – 12 th	Fall, Spring	To meet the state requirement for a course in personal finance.
MO Physical Fitness Assessment*	5, 9	Fall, Spring	To provide information regarding 5 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
Communication Arts GLE Assessment	2, 3, 4, 5, 6, 7, 8	Pre, Mid, Post	To assess students' mastery of the GLEs for communication arts To assess grade level mastery of the GLEs for communication arts
Mathematics GLE Assessment	1, 2, 3, 4, 5, 6, 7, 8	Pre, Mid, Post	To assess students' mastery of the GLEs for mathematics To assess grade level mastery of the GLEs for mathematics
Science GLE Assessment	7, 8	Pre, Mid, Post	To assess grade level mastery of the GLEs for science
Social Studies GLE Assessment	7, 8	Pre, Mid, Post	To assess grade level mastery of the GLEs for social studies
Missouri Constitution Test*		Spring	To measure student knowledge of the Missouri Constitution against a minimum standard
US Constitution Test*		Spring	To measure student knowledge of the US Constitution against a minimum standard

*Required to meet state and/or federal accountability requirements

Supplemental Assessment Tools

Assessment	Grade Level(s)	Purpose
Observation Survey (Clay)	1	To determine competency in letter and word identification, concepts of print, writing, and text reading
Developmental Reading Assessment 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	11	Measure verbal and mathematical reasoning abilities
Advanced Placement Examinations	10-12	Measure learning for students enrolled in Advanced Placement courses
International Baccalaureate Examinations	11-12	Measure learning for students enrolled in International Baccalaureate courses
Test of Visual-Perceptual Skills	PK – 12	To test for problems involving visual discrimination, visual memory, visual-spatial relationships, form constancy, visual sequential memory, visual figure-ground, and visual closure
i-Ready	K-6	To measure learning standard progress

PAT/Preschool Assessments
(Birth – Age 5)

Test Name	Purpose	Age/ Grade Given
Batelle Developmental Inventory Screening	Screening of cognitive, adaptive, language, motor	0 – 5
The Pilot Audiometer	Hearing	2.5-5
Good-Lite	Vision	2.5-5
Health screenings	Functional vision, hearing	0 - 5
Health Questionnaire	Health history, immunizations, general development, dental screening, car safety, vision and hearing	0 - 5
Physical Measurement	Height and weight	0 - 5

Health Screenings

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

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English Language Assessments

Assessment	Grade Level(s)	Purpose
ACCESS for ELL	K - 12	To measure English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year
ACCESS 2.0 (computer-based)	K-12	To measure English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year
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

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Special Education Assessments

Assessment	Purpose	Normed for Age/Grade
Adaptive Behavior Evaluation System-2 (ABAS-2)	Adaptive Behavior	Birth – 89y11m
Arizona Articulation Proficiency Scale-3rd (ARIZONA-3)	Speech Articulation	1.6y -18y11m
Battelle Developmental Inventory (BDI-2)	Social/Emotional Adaptive Motor Communication Cognitive	0-6 yr
Becker work Adjustment Profile-2 (BWAP-2)	Transition	HS
Beery Buktenica Developmental Test of Visual Motor Integration -5 (Beery VMI-5)	Visual Motor	2y - 18y11m
Behavior Assessment System for Children (BASC)	Social/Emotional	2y – 21y
Behavior Evaluation Scale – 3 (BES-3)	Social/Emotional	4y-18y
Childhood Autism Rating Scale (CARS)	Autism	2y - Adult
Clinical Assessment of Articulation and Phonology (CAAP)	Articulation/phonology	2y6m - 8y 11m
Clinical Eval. Language Fundamentals (CELF-4)	Rec/Recep. Language	6y-21y11m
Clinical Eval. Language -Screen (CELF-4)	Rec/Express Language	5yr-21yr
Clinical Eval. Of Language Fundamentals - Preschool (CELF-P 2)	Rec/Express Language	3 - 6 yrs
Comprehensive Receptive & Expressive Vocab. Test (CREVT-2)	Rec/Expres Language	4y-89y11m
Conner’s Early Childhood Rating Scale (Conner’s EC)	Social/Emotional (ED)	2y-6y (EC)
Conner’s Rating Scale -R3(CRS-3)	Social/Emotional (ED)	6y-18y (K-12)
Developmental Assessment for Individuals w/Severe Disabilities-2nd (DASH-2)	Severe Disabilities on a less than 2 year old level.	Birth-6y
Differential Test of Conduct & Emotional Problems	Social/Emotional	K-12
Emotional or Behavior Disorder Scale-R (EBDS-R)	Social/Emotional	5y - 18y
Expressive Language Test (ELT)	Language	5y-11y
Expressive One Word Picture Vocabulary Test-Preschool	Language	

Expressive Vocabulary Test-2 (EVT-2)	Language	2y 6m-90+
Gilliam Asperger's Disorder Scale (GADS)	Autism	
Gilliam Autism Rating Scale-2 (GARS)	Autism	3y -22y
Goldman Fristoe Test of Articulation-2 (GFTA-2)	Speech Articulation	2y -21y
Gray Oral Reading Tests-Fourth edition (GORT-4)	Reading Fluency	6y - 18y11m
Key Math-3	Academics- Math	4y 6m – 21y 11m
Language Processing Test 3	Processing Language	5y-11y11m
Leiter International Performance Scale-R (LIPS-R)	Cognitive	2y-17y
Missouri Connections	Transition	Middle School - Adult
Motor Free Visual Perception Test - 3 (MFVP-3)	Visual Perception	4y - 85y
Occupational Aptitude Survey-3rd (OASIS)	Vocational	grades 8-12+
Occupational Interest Schedule-3rd (OASIS)	Vocational	grades 8-12+
Oregon Projects	Visual Impairment/Blind	
Peabody Developmental Motor Scales (PDMS)	Motor	Birth-5y
Peabody Picture Vocabulary Test (PPVT-4)	Receptive Language	2.6y-90+y
Preschool & Kindergarten Behavior Scales -2 (PKBS-2)	Social/Emotional	3y – 6y
Preschool Behavioral & Emotional Rating Scale (PreBERS)	Social/Emotional	3y – 5y
Preschool Language Scale 4 (PLS-4)	Receptive/Expressive Language	Birth-6y11m
Reading Free Vocational Interest Inventory-2 (R-FVII)	Vocational	13 yr to Adult
Scales for Assessing Emotional Disturbance (SAED)	Social/Emotional ED	5y – 18y
Social Emotional Dimension Scale (SEDS)	Social/Emotional	6y - 18y11m
Social Skills Improvement System (SSIS)	Social/Emotional	3y-18y
Spanish Articulation Measures 2	Articulation	3 and up
Stanford-Binet Intelligence Scale 5	Cognitive	2y-Adult
Talent Assessment Program (TAP)		
Test of Auditory Comprehension Language-3 (TACL-3)	Grammar Syntax Receptive Language	3y-9y11m
Test of Early Mathematics Ability-3 (TEMA-3) Form A	Academics-Math	3y-8y11m
Test of Early Mathematics Ability -3 (TEMA-3) Form B	Academics-Math	3y-8y11m

Test of Early Reading Ability -3 (TERA-3)	Academics - Reading	3y6m -8y6m
Test of Early Written Lang-2 (TEWL-2)	Academics - Writing	3y -10y11m
Test of Language Development: Primary 4 (TOLD-P4)	Receptive & Expressive Language	4y – 8y 11m
Test of Language Development Intermediate-4(TOLD I-4)	Receptive Expressive Language	8y -12y11m
Test of Phonological Awareness in Spanish	Language	
Test of Pragmatic Language (TOPL-2)	Pragmatics Language	5y - 13y-11 m
Test of Written Language-3 (TOWL-3)	Academics - writing	7y-17y11m
The Differential Scales of Social Maladjustment and Emotional Disturbance (DSSMED)	Social/Emotional	6y – 17y 11m
The WORD Test 2 -Intermediate	Expressive Vocabulary & Semantics	12y - 17y-11
The WORD Test 2 -Elementary	Expressive Vocabulary & Semantics	12y - 17y-11
Transition Planning Inventory (TPI)	Transition	14y - 22y
Underlying Characteristics Checklist High Functioning	Autism	
Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP)	Language and Social Skills	0-48 months
Vineland Adaptive Behavior Scales -Second Edition	Adaptive Behavior (MR,PI,OI)	Birth-age 90
Wechsler Adult Intelligence Scale III (WAIS-III)	Cognition Intelligence	16 y - 89y
Wechsler Intelligence Scale for Preschool Children-Revised (WPPSI-III)	Cognition Intelligence	2y6m - 7y3m
Wechsler Intelligence Scale for Children, IV (WISC-IV)	Cognitive Intelligence	6y - 16y11m
Wechsler Non-Verbal Scale of Ability (WNV)	Intellectual Functioning	4y – 21y11m
Woodcock Johnson III Test of Achievement Normative Update (WJ-III NU) Form A	Reading, Math, Science, Social Studies, Spelling	2y-40+y

Gifted Education Assessments

Test Name	Purpose	Age/ Grade Given	Timeline/ When Given
SAGES-2 K-3	Reasoning, Analogies	6-9 years old	1 st – 3 rd April/May
SAGES-2 4-8	Reasoning, Analogies	9+ years old 3 rd – 8 th	April/May
NNAT Naglieri Non-Verbal Ability Test	Cognitive Assessment	3+ years old K – 8 th	1 st – 8 th April/May
SB-V Stanford Binet Fifth Edition	Individual Intelligence Quotient	2+ years old K – 8 th	1 st – 8 th April/May
WISC-IV Wechsler Intelligenece Scale for Children Fourth Edition	Individual Intelligence Quotient	6+ years old K – 8 th	1 st – 8 th April/May
WPPSI Wechsler Preschool and Primary Scale of Intelligence	Individual Intelligence Quotient	2 – 7 years old K – 2 nd	1 st and 2 nd April/May
Learning Styles Inventory	General Guide to Personal Learning Style	4 th – 8 th originally, then following with 4 th only thereafter	September
Pre/Post Unit Tests	Pre – assess knowledge base Post – assess gained knowledge	4 th – 8 th	Fall Pre – September Fall Post – December Spring Pre – December Spring Post – April
CTBS	National norms	1 st – 8 th	October

Career and Technical Education Assessments

Test Name	Purpose	Age/ Grade Given	Timeline/ When Given
COMPASS Test	Measures overall readiness for 2-year colleges and is used for admissions screening and college course placement.	12 th Grade	Testing of seniors by request only for admissions requirements and testing of exiting CTE Seniors without a qualifying score (MSIP 5 CCR Indicator 1-3) on either the ACT, SAT, or ASVAB assessments in Spring with eCOMPASS placement test.
Common CTE Mathematics Assessment	Pre- & Post-testing of students to measure level of common CTE-related math proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit Math
Common CTE Science Assessment	Pre- & Post-testing of students to measure level of common CTE-related science proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit Science
Common CTE ELA Writing Assessments	Pre- & Post-testing of students to measure level of CTE-related communication arts proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit English
Technical Skills Assessments/Industry Recognized Credentials: Agriculture/Horticulture –MO Agriculture Skill & Knowledge Assessment (MOASK); Automotive Tech – National Automotive Technicians Education Foundation (NATEF); Building Trades – National Construction Career Tests (NCCER) – Carpentry;	End-of-course assessment of technical skill attainment in CTE courses, required by DESE for Perkins & MSIP 5. Measures level of technical competencies & skills mastered by students in their CTE area of concentration. NOTE: Assessments & examinations currently used may be subject to change in future years.	12 th Grade TSAs: To fulfill Perkins reporting requirements, student must earn 3 or more credits in a CTE sequence of courses to be tested. IRCs: To fulfill MSIP 5 requirements any graduating senior can earn an approved Industry	End of school year prior to graduation.

<p>Business Ed – Fundamental Business Concepts (ASK Institute); Collision Repair – ICAR; Computer Technology – Computer Maintenance & Networking-TestOut; Culinary Arts – American Culinary Federation (ACF); Family & Consumer Science – AAFCS; Graphics – SkillsUSA Assessments – Photography & Advertising Design Health Occupations I – NOCTI Test – Nursing Assisting; Health Occupations II – MO Assn. of Nursing Home Administrators Certified Nurse Assisting Exam; Law Enforcement – CSI & Criminal Justice – SkillsUSA; Marine Service, Power Equipment & Motorcycle Service Tech-SkillsUSA; Marketing & Entrepreneurship – MO Business Mgmt/Entrepreneurship (MBA Research); Metal Fabrication – Machine Tool Technology (NIMS) & American Welding Society (AWS); Project Lead The Way (PLTW – Pre-Engineering) – PLTW End of Course Assessments</p>		<p>Recognized Credential on the MSIP5 IRC list and be counted. The IRC does not have to be related to a CTE program of study.</p> <p>Many of the assessments utilized satisfy requirements for both TSA & IRC.</p>	
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Parts A & B or C; Teacher Education – Education Fundamentals- AAFCS			
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Guidelines for Students With Disabilities

In June 1997 the reauthorization of the Individuals with Disabilities Education Act (IDEA) provided a clear direction for including students with disabilities in state assessment programs. The Missouri Assessment Program (MAP) should be appropriate for all students; therefore, the State Department of Elementary and Secondary Education 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 IEP teams during the decision-making process.

If the committee 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 only 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 receives instruction, regardless of where that instruction occurs. All decisions regarding participation and accommodations/adaptations must be made by the IEP team and documented in the IEP. Reasons for exclusion from testing must also be documented.

It is the responsibility of the District to assure 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 who may have previously been exempted, will participate in standardized testing.

Guidelines for ELL Students

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). 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 assessment, reading, writing, speaking, listening, and classroom performance evaluation. Assessment is based on National TESOL Standards and enduring understandings outlined in the English Language (EL) 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 child is enrolled. The EL teacher conducts an informal assessment at this time. Level I-III students are considered English Language Learners (ELL) and receive EL services.

Professional Development and Assessment

The District has an Assessment Team which 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, or the assessments themselves.

Each spring, the Assistant Superintendent of Assessment reviews information about the administration of the statewide assessment (MAP and EOC) with building test coordinators, who, in turn, work with administrators and staff to implement the assessment. In the fall of each year, the Assistant Superintendent compiles a District assessment report and building-specific reports which include group data, disaggregated information, and content standards reports. Throughout the year, the Director 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 online to assessment data through the Department of Elementary and Secondary Education.

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 using 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 curriculum in the Camdenton R-III School district is purposefully aligned with the Missouri Learning Standards and the Missouri Frameworks. This curriculum, coupled with instructional strategies that support the learning of all students, ensures that our students are well prepared to for both large-scale and classroom-based assessments.

Test Security

Storage and Access Before Test Administration: All Missouri Assessment Program documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area. Only the test coordinator and other designated individuals will have access to test materials. No teacher shall have access to test booklets or be told what is in them before the test is distributed. Teachers will have access to the appropriate documents, including the Test Examiner's Manual.

Instructions for Administration: Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an inservice led by the testing coordinator, designed to train test administrators in administration procedures. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handing materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting. All staff involved in the assessment process receive written information about the procedures to follow when administering a standardized test in a secure manner.

Test Administration: All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until testing begins. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the teacher, and stored in a locked facility.

Collection and Storage of Test Materials Following Testing: All test makeups will be scheduled by the test coordinator. A designated individual will administer the test according to specified administration procedures, taking all of the previously described precautions to ensure security. Test materials will be counted. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts. Test booklets will be sorted and packaged according to directions by test coordinator or person who has been designated as responsible and sent for scoring as expeditiously as possible while allowing for makeups.

Sanctions Against Unfair Practices:

Following is a list of unfair practices which this district considers inappropriate:

- copying any part of a standardized test booklet for any reason;
- removal of a test booklet from the secure storage area except during test administration;
- failure to return all test booklets following test administration;
- directly teaching any test item included on a standardized test;
- altering a student's response to items on an answer sheet;
- indications to students during testing that they have missed items or need to change response;
- giving students clues or answers to questions;
- allowing students to give each other answers to questions or to copy off each other's work;

- altering test administration procedures in any other way to give students an unfair advantage;
- pressure or encouragement on the part of the administrators for teachers to engage in any of the aforementioned practices.

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Local Assessment of Standards Not Assessed Through the Missouri Assessment Program

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.

Local Assessment Areas
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.

ASSESSMENT PROGRAM

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.

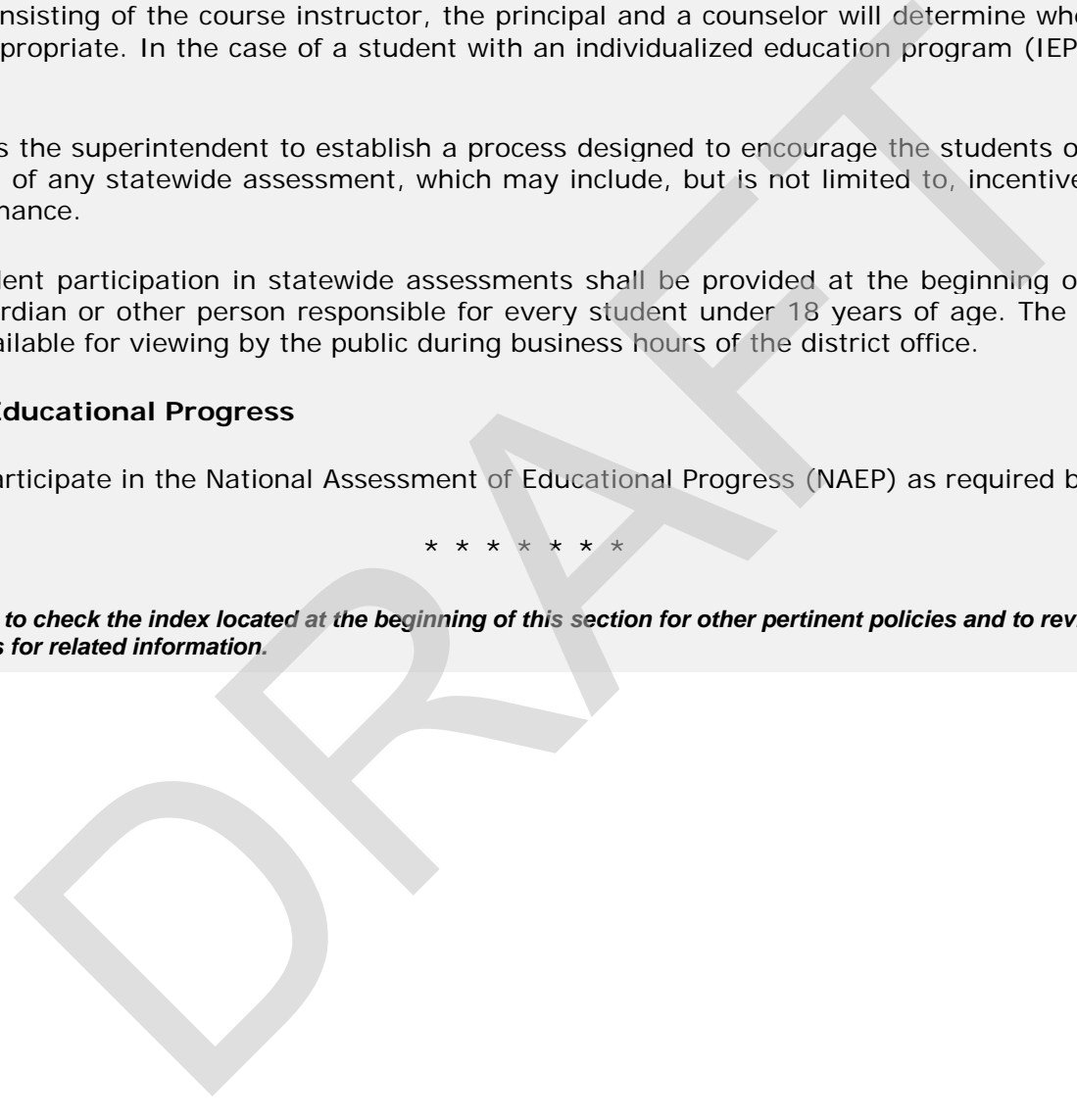
The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available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



TEST INTEGRITY AND SECURITY

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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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.

DRAFT

ASSESSMENT PROGRAM
(State-Mandated Reading Assessment Program)

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.

Implemented: 09/19/2002

Camdenton R-III School District, Camdenton, Missouri