

District Assessment Plan

Brentwood School District



2021-2022

Brentwood School District Assessment Program

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INTRODUCTION

The district's efforts in assessment are driven by Board of Education policies "IL" and "ILA." These policies frame the assessment work that is carried out by district administration and faculty throughout the school year. Included in the policies are: a rationale for assessment, the role of the district assessment committee, types of assessment activities, the use of assessment data, and test administration processes. All of the assessments contained in the Brentwood Assessment Plan have been fully vetted by the district Assessment Committee.

POLICY IL-1 – ASSESSMENT PROGRAM

The Board supports the establishment of a districtwide educational assessment program as one of the components of a comprehensive curriculum management system that ensures the alignment of the written, taught and assessed curriculum. The assessment program will primarily be used to provide data for the improvement of instruction and learning and secondarily as an indication of the success and quality of the total education program in the school district.

The Assessment Committee, appointed by the superintendent, will provide supervision and planning for district assessment programs. The committee will include the assistant to the superintendent, an elementary principal, a secondary principal, an elementary counselor, a secondary counselor, the director of guidance and a classroom teacher representative from each school. Parent and community members may also be included. The assistant to the superintendent will serve as committee chairperson. Classroom teacher representatives on the committee will serve a three-year term.

The development and implementation of a comprehensive district assessment program will be the major component of the committee's responsibility. The responsibilities of the Assessment Committee will be to:

1. Develop a system of data collection and procedures for using assessment results designed to assess and improve instructional effectiveness.
2. Use evaluation data to determine program strengths and weaknesses.
3. Ensure student evaluation data for relevant sub-groups are regularly examined. (Disaggregated assessment data for each group or groups of students is to be reviewed and analyzed to determine budgetary priorities and alignment of the written, taught and assessed curriculum.)
4. Exchange information with the Curriculum Steering Committee to ensure alignment of the district curriculum with the district assessment program.
5. Study and recommend alternative assessment practices for consideration to be included in the district assessment program.
6. Review and recommend annually to the Board modifications to the district assessment program.
7. Review and recommend annually to the Board modifications to the district assessment calendar.
8. Present the annual assessment report to the Board.

Assessment in the Brentwood Public Schools will consist of high-quality standardized normative and criterion-referenced tests, teacher-made tests, surveys, evaluations and alternative assessments (that may include student projects, demonstrations, composition, self-evaluations, peer evaluations and other forms of "authentic" assessments). Teachers are encouraged to use a variety of assessment strategies so as to ensure the most accurate and comprehensive assessment profile of students' abilities, aptitudes, strengths and weaknesses.

The objectives of the Brentwood Public School Assessment Program are to provide:

1. Data for diagnosis and improvement of individual student performance.
2. Data and feedback to enhance student learning overall throughout the district.
3. Data for improvement of student learning and achievement for specific groups, grade levels and programs.
- 4, Data for alignment of the written, taught and tested curriculum.
5. Data for analysis and revision of curriculum and instruction.
6. Data for evaluation of the district's relative levels of success in its academic and co-curricular program.
7. The opportunity for student learning through the process of authentic assessment.
8. Data to ensure the district obtains and maintains accreditation.

The assessment program is considered to be an integral part of the district's needs assessment and the evaluation programs of the district. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students.

The needs of these various groups shall be clearly identified, and the assessment program shall be limited to obtaining that information that is needed and useful.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. In planning, every effort will be made to see that assessment contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Confidentiality will be maintained with regard to the test scores and other information derived from the district's testing program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by trained professional staff. The tabulated results may only be released as required by law.

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).

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.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grade 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 English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The district's assessment program shall test for student competency in the subject areas of English, reading, language arts, science, mathematics, social studies, fine and practical arts, health, physical education and foreign language. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

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.

End-of-Course Examinations

Any student who takes a high school-level course for which the Department of Elementary and Secondary Education (DESE) has required an end-of-course (EOC) exam shall be required to take the EOC in order to receive credit for the course. The EOC exam requirement shall be attached to the second semester segment of each year-long course. The examinations shall be given during examination days established in the school calendar for that purpose. The principal shall have the authority to schedule examinations on other examination days if it is necessary to avoid schedule conflicts. However, exams may only be given during the testing window established annually by DESE. Special examination days may be scheduled for the final term of the senior year in order to allow time to prepare for commencement activities.

At the district's discretion, a student who is unlikely to receive credit for a course based upon his or her grades at the beginning of the exam week may be deferred from sitting for the EOC exam until the course is repeated. 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.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

Make-up examinations shall be given to students who have an absence on the examination day. If the student is unable to make up a missed exam during the one-week window, the student will receive an Incomplete for the class until the make-up examination is completed. If the student is unable to take the make-up examination within the time frame of the employment term of the classroom teacher, the principal shall make suitable arrangements for the student to take the examination. Because the testing window is set by DESE, a student who misses an exam may have to wait up to a semester to sit for the exam and then receive course credit. In extreme circumstances, exceptions to this examination make-up provision may be made at the discretion of the Board of Education.

The EOC exam is a required component for the course, but does not have standing separate from other coursework. A student may pass the course without receiving a score of Proficient or Advanced on the EOC.

Furthermore, a student who fails the course due to lack of success on other course work will not be granted credit solely for scoring Proficient or Advanced on the EOC.

The EOC examination grade shall constitute neither less than ten percent nor more than twenty percent of the student's total grade for the course. The value placed on the EOC shall be set at the beginning of the semester, approved by the principal, and published in the teacher's course syllabus.

All teachers administering an EOC exam must complete an on-line training session in order to receive training on how to score the exams in a manner consistent with the publisher's criteria. The training shall be completed and scored within five school days of receiving the notification that exams are available for on-line scoring.

National Assessment of Educational Progress

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

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being

assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Date Adopted: 1/19/1999

Last Revised: 3/26/2019

POLICY IIA – 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.

Date Adopted: 1/19/1999

Last Revised: 6/24/2014

2021-2022 Brentwood School District Assessment Calendar

<i>Dates</i>	<i>Grades</i>	<i>Assessment Instrument</i>
Fall 2021	3 months – 36 months	<u>Early Childhood Screening</u> <ul style="list-style-type: none"> • Ages & Stages Questionnaire, 3rd ed. (ASQ-3) • Ages & Stages Questionnaire: Social/Emotional, 2nd ed. (ASQ:SE-2) • Brigance Screens
September 2021	Grades 1-3 (other students upon recommendation in Gr. 4-12)	<u>Dyslexia Screening</u> <ul style="list-style-type: none"> • Pearson Dyslexia Toolkit: <ul style="list-style-type: none"> ○ AimswebPLUS
September 2021	Grades 10 and 11	<u>Practice ACT (through Princeton Review)</u>
September – May (3x year)	Grades K – 10 (11 th as needed)	<u>Northwest Evaluation Association (NWEA)</u> <ul style="list-style-type: none"> • Math & ELA (K-10) • Science (Gr. 3-8)
September – May	Grades K - 5	<u>Reading Assessments</u> <ul style="list-style-type: none"> • Teachers' College - Running Records • Developmental Reading Assessment, 3rd Ed. (for selected K-8 students)
September 13 – December 17, 2021	Grades 3 - 11	<u>MAP-A</u> <ul style="list-style-type: none"> • Instructionally Embedded Assessments
September – May (3x year)	<ul style="list-style-type: none"> • Grades 6 & 9 • Grades 4 - 12 (identified students) 	<u>HMH Reading Inventory</u>
October 2021	Grade 9	<u>Pre-ACT</u>
October 18, 2021 – January 21, 2022	Grades 9 - 12	<u>End-of-Course Exams</u> (Fall Semester) <ul style="list-style-type: none"> • Algebra I • English II • Biology • Government Optional: Geometry, American History, English I, Algebra II

October 13, 2021	Grade 11 (selected students)	<u>PSAT/NMSQT</u> <ul style="list-style-type: none"> National Merit Scholarship Qualifying Test
December 2021	3 and 4 year-olds	<u>DIAL-4</u>
January 2022	Kindergarten – Gr. 3	<u>Dyslexia Screening</u> <ul style="list-style-type: none"> Pearson Dyslexia Toolkit: <ul style="list-style-type: none"> aimswebPLUS Shaywitz DyslexiaScreen RAN
January 10 – March 4, 2022	Grades K - 12 (ELL only)	<u>ACCESS for ELLs 2.0</u> <ul style="list-style-type: none"> English Language Proficiency
February 2022	Grades 3 - 8	<u>NAEP (National Assessment of Educational Progress)</u> ***if selected
February 2022	Grade 7 (for qualifying students)	<u>Duke Talent Search ACT</u>
February 7 – May 20, 2022	Grades 3 - 11	<u>MAP-A</u> Spring Assessment Window
February 2022	Grades 11 and 12	<u>ASVAB</u> (optional)
March 7 – May 27, 2022	Grade 9 - 12	<u>End-of-Course Exams</u> (Spring Semester) <ul style="list-style-type: none"> Algebra I English II Biology Government Optional: Geometry, American History, English I, Algebra II
March 2022	Pre-Kindergarten	<u>DIAL-4</u> <ul style="list-style-type: none"> Kindergarten Screening
April 5, 2022	Grade 11	<u>ACT</u> (District-wide Administration)
April 4 – May 27, 2022	Grades 3 - 8	<u>MAP (Grade Level Assessments)</u> <ul style="list-style-type: none"> Communication Arts Mathematics Science, grades 5 and 8
May 2022	Grades 10-12	<u>AP Exam – PLTW Computer Science Principles</u>

Brentwood School District Assessment
Descriptions 2020-2021

Assessment	Grades	Description
ACCESS for ELLs 2.0	K-12 (ELL only)	ACCESS for ELLs 2.0 is a large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. This assessment is required by DESE.
ACT	Grade 11	The American College Testing is a standardized test for high school achievement and college admissions. Students are assessed in the areas of English, Mathematics, Reading, and Science. Writing is an optional component of the ACT test.
Ages and Stages Questionnaire – 3 rd Edition (ASQ-3)	3 months – 36 months	The parent-completed <i>Ages & Stages Questionnaires</i> ®, Third Edition (ASQ-3™) is used to screen children for developmental delays between one month and 5½ years, without any gaps between the questionnaire age intervals. ASQ-3 is highly valid and reliable. ASQ-3's questions on behavior and communication also help elicit parent concerns that may point to autism.
Ages and Stages Questionnaire: Social-Emotional, 2 nd Edition (ASQ:SE-2)	3 months – 36 months	The ASQ:SE-2™ is used to screen young children for social-emotional issues in the first 6 years of life. This assessment effectively screens for 7 key social-emotional areas: self-regulation, compliance, adaptive functioning, autonomy, affect, social-communication, and interaction with people.

<p>aimsweb®Plus</p>	<p>Grades K-3 (other students as recommended in Gr. 4-8)</p>	<p>aimsweb®Plus screens and monitors the reading skills of students. The assessment incorporates standards-aligned measures that can uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. aimsweb®Plus includes components that screen for dyslexia.</p>
<p>AP Exam – PLTW Computer Science Principles</p>	<p>Grades 10-12</p>	<p>The AP Computer Science Principles Assessment consists of two parts: performance tasks and the end-of-course AP Exam. Both measure student achievement of the course learning objectives.</p> <ul style="list-style-type: none"> • The Create performance task focuses specifically on the creation of a computer program through the collaborative and iterative process of programming. • The Explore performance task requires students to identify a computing innovation, explore its impact, and create a related digital artifact – ex. digital art, video – accompanied by a written response. • The end-of-course exam consists of single- select and multiple-select questions.
<p>Armed Services Vocational Aptitude Battery (ASVAB)</p>	<p>Grades 11-12 (optional)</p>	<p>The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. The assessment is given by request to students who are considering the Armed Services.</p>
<p>Brigance Screens</p>	<p>Birth to 5-years</p>	<p>The Brigance Screens are developmental screeners used to identify developmental problems such as language impairments, learning disabilities, or cognitive delays, or who may be academically talented or gifted. Screening results are easily interpreted by families and teachers.</p>
<p>Creativity Assessment Packet (CAP)</p>	<p>Grade 2 (LEAP Screening)</p>	<p>The CAP measures the cognitive thought factors of fluency, flexibility, elaboration, originality, vocabulary, and comprehension. The CAP is a creativity assessment that provides information for identifying gifted and talented students.</p>
<p>Developmental Indicators for the Assessment of Learning™, 4th Edition (DIAL-4)</p>	<p>3, 4, and 5 year-olds</p>	<p>The DIAL-4 is an individually administered assessment that provides scores for all five early childhood areas:</p> <ul style="list-style-type: none"> • Motor • Language • Concepts • Self-help Development • Social Development <p>The DIAL-4 is also used for all students entering kindergarten as a screening measure.</p>

<p>Developmental Reading Assessment, 3rd ed. (DRA-3)</p>	<p>K-8 (for selected students)</p>	<p>The Developmental Reading Assessment is a reading assessment designed to help teachers systematically observe, record, and evaluate changes in student reading performance. It features tools to assess reading engagement, fluency, and comprehension, allowing you to identify reading strengths and weaknesses and target instruction to meet individual needs.</p>
<p>Duke University Talent Identification Program (Duke TIP)</p>	<p>Grade 7 (qualifying students)</p>	<p>Duke TIP's 7th Grade Talent Search helps academically talented students identify their strengths, develop their abilities and interests, and celebrate their achievements at a crucial time when they are forming their identities and looking ahead to the future. Seventh grade students who received qualifying scores on the MAP test may be eligible to take a regular ACT.</p>
<p>HMH Reading Inventory (formerly the Scholastic Reading Inventory)</p>	<p>Grades 6 & 9</p>	<p>The Reading Inventory is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress. The assessment measures reading growth on the Lexile Framework for Reading — a scientifically proven tool that measures both a reader's ability and difficulty of the text at the same time. It is a computer reading assessment designed to quickly determine reading ability and progression.</p>
<p>Kingore Observation Inventory, 2nd ed. (KOI)</p>	<p>Kindergarten (LEAP Screening)</p>	<p>The KOI increases teachers' effectiveness in identifying and differentiating instruction for the students with gifted potentials by:</p> <ul style="list-style-type: none"> ✓ Clarifying students' response patterns to look for over time; ✓ Providing an ongoing series of enriched learning opportunities to all students that elicit advanced potentials; and ✓ Implementing standards for observations and student products that document teachers' insights about their students to other educators.

<p align="center">Missouri Assessment Program-Alternate Assessment (MAP-A)</p>	<p align="center">Grades 3-11</p>	<p>The Missouri Assessment Program-Alternate Assessment (MAP-A) is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student’s Individualized Education Program (IEP) team using DESE-established eligibility criteria. No student may be tested outside of his or her assigned grade level. MAP-A uses the Dynamic Learning Map (DLM) instructionally embedded assessment model. The MAP-A is administered by educators in three content areas:</p> <ul style="list-style-type: none"> • English Language Arts in grades 3-8 and 11 • Mathematics in grades 3-8 and 11 • Science in grades 5, 8 and 11
<p align="center">Missouri Assessment Program, End-of-Course Exams</p>	<p align="center">Grade 9 - 12</p>	<p>End-of-Course assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment, regardless of grade level. Required by DESE: Algebra I, English II, Biology, and Government Optional: Geometry, American History, English I, Algebra II</p>
<p align="center">Missouri Assessment Program, Grade-Level Assessment (MAP)</p>	<p align="center">Grades 3-8</p>	<p>The MAP Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri for grades. All students in grades 3 through 8 are given the English Language Arts and Math assessments. All students in grades 5 and 8 are given the Science assessment.</p>
<p align="center">Naglieri Nonverbal Ability Test®- 3rd Ed. (NNAT3)</p>	<p align="center">Grades K, 1, 2 (LEAP Screening)</p>	<p>NNAT3 provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population. With the use of progressive matrices across grade levels, this versatile test is well-suited for identifying gifted and talented students.</p>
<p align="center">National Assessment of Educational Progress (NAEP)</p>	<p align="center">Grades 6-8</p>	<p>NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. Selected schools represent Missouri and the nation, and their participation provides an accurate picture of national education progress</p>

<p>Northwest Evaluation Association (NWEA)</p>	<p>Grades K-11</p>	<p><u>MAP GROWTH (K-2)</u> MAP Growth K-2 is an adaptive interim assessment for Math and ELA that identifies a child’s starting point as early as possible and tracks growth over time. MAP Growth K-2 also provides pre-literacy and number skills screening measures for early identification and intervention, and specific skill measures that can be used to assess mastery.</p> <p><u>MAP GROWTH (Gr. 3-11)</u> MAP Growth is an adaptive interim assessment administered three times a year in Math, ELA, & Science to get an accurate view of how much each student has grown over time and what students are ready to learn. Results allow teachers to plan instruction and group students based on their specific needs.</p>
<p>Practice ACT (through Princeton Review)</p>	<p>Grade 10 & 11</p>	<p>Students are given a full length, ACT practice exam. Assessment reports allow instructors to share results with their students, report score increases, and design a plan for further study. The reports offer each student and instructor viable information regarding student strengths and weaknesses.</p>
<p>Pre-ACT</p>	<p>Grade 9</p>	<p>PreACT empowers students with a unique ACT test practice experience. Scores provide valuable insights into students’ predicted performance on the ACT and help inform important high school course decisions. Reporting includes both academic and career indicators, which are designed to identify strengths and areas for improvement, providing a complete view of students’ college and career readiness.</p>
<p>Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT)</p>	<p>Grade 11 (Selected Students)</p>	<p>The Preliminary SAT/National Merit Scholarship Qualifying Test is given to selected high achieving students in the eleventh grade. It provides students the chance to check in on progress toward college and career readiness. Students taking the PSAT/NMSQT are automatically screened for the <u>National Merit® Scholarship Program</u>, an academic competition for recognition and scholarships.</p>

<p>Shaywitz DyslexiaScreen</p>	<p>Grades K-3 (other students as recommended)</p>	<p>The Shaywitz DyslexiaScreen emphasizes phonological, linguistic, and academic performance from teacher observations. The assessment allows teachers to identify students' dyslexia risk quickly and easily. The results are simple to interpret and are communicated using simple classifications (e.g., "At Risk for Dyslexia" or "Not At Risk for Dyslexia").</p>
<p>Teachers' College Reading and Writing Project – Running Records</p>	<p>Grades K-5</p>	<p>Running records of oral reading are a vehicle for error analysis. The teacher listens to a student's oral reading for specific errors and determines the reasons for those errors. Teachers are able to use their instructional expertise to help students correct their mistakes.</p>
<p>Wechsler Intelligence Scale for Children® - 5th ed. (WISC-V)</p>	<p>Identified students (LEAP Screening)</p>	<p>The WISC-V provides a comprehensive picture of a child's abilities. The assessment consists of a series of short sub-tests used to determine a child's cognitive ability.</p>

