DISTRICTWIDE ASSESSMENT PLAN

STRAFFORD R-VI SCHOOL DISTRICT

2023- 2028

SCHOOL BOARD APPROVAL
NOVEMBER 2023

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Part I: Introduction

Rationale: The Strafford R-VI School Board supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about data analysis, test-taking strategies, test security policies, and motivating students to perform well;
- increased public awareness of student achievement.

Overview

The Strafford R-VI School District's local assessment plan includes all components as specified in the following MSIP 6 Performance Standards:

MSIP 6 Effective Teaching and Learning (TL1): *Success-Ready Students—Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.*

Alignment of Standards, Curriculum and Assessment (AS2): *Assessments Aligned to Missouri Learning Standards—The school system implements a comprehensive assessment system including state required and locally selected assessments.*

A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.

In compliance with the standards, Strafford's local assessment plan includes:

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used and disseminated;
- guidelines for including students with special needs into the state and district-wide assessment programs;
- guidelines for professional development in relation to state and local assessments;

- an overview of data review and analysis decision making process.
- guidelines for teaching test-taking strategies;
- and a district test security policy.

Process and Involvement: The school district used varied processes to develop the different components of the local assessment plan. Faculty and administrators who are involved in the assessment process reviewed the previous local assessment plan. Updates were made to the information to reflect current assessment practices, schedules and tools used at the local and state level. This plan reflects input from teachers, administrators, school board members, students, parents, and the community. It is the belief of the Strafford R-VI School District that the local assessment plan reflects local autonomy to obtain desired outcomes.

Committee members who serve on the Assessment Plan Review:

Role	Role
Superintendent	Nurse
Director of Student Services	School Psychological Examiner
Special Education Director	Middle School Principal
District Test Coordinator	Elementary Teacher
Elementary Counselor	Middle School Teacher
Middle School Counselor	High School Teacher
High School Counselor	Parent

Members will be replaced with individuals with similar roles as needed.

Part II: Testing of Student Achievement

Purpose and Types:

1. Student Achievement: This involves the assessment of student mastery of the intended learner outcomes. Information is gathered by educators based on testing, projects, guided discussions, learning activities, observations, as well as oral and written exams. This information helps with local decisions regarding instructional effectiveness, appropriate placement for student learning, and necessary curriculum changes or improvement. Additionally, this information can be highly useful when measuring student engagement, research-based instructional strategies, and indicators for necessary professional development.

2. School and District Evaluation: Students are put into situations at the end of their learning in specific content areas and courses to demonstrate their mastery of specified learner outcomes. These can take various forms: mid-terms, finals, unit assessments, benchmarks, performance tasks, or high stakes testing. It is the last form of summative assessment that meets compliance for MSIP 6. These include grade level assessments, grade-span assessments, end of course exams, and end of high school exams. Additionally, there are skills assessments in specialized subjects: technology, physical fitness, and US Constitution.

3. Instructional and Curriculum Changes: While more difficult to assess, program evaluation is critical for the periodic examination of the overall effectiveness. Areas evaluated annually include: success of the program (in relation to goals and objectives), analysis of the effectiveness (how does the data relate to the goals and objectives), recommended changes and further action to be taken. Each content area examines the data and analyzes the effectiveness in October of each school year. These evaluations are then compiled and submitted to the local school board for review and questions. Administrators work with the content areas on the recommended changes and accountability of the evaluations.

4. Student Counseling and Placement: Student performance in courses can determine placement in the next class along the pathway to graduation. Decisions regarding this placement are made at the building level by teams of professionals, as well as the parents and/or student. Additionally, some assessments are treated as interest inventories that are predictors for future academic placement and prerequisites, including:
    - understand his/her achievement and academic needs;
    - plan a school program of studies;
    - make career decisions;
    - plan for college or advanced training;
    - and make wise personal decisions.

Development and Implementation:

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the statewide assessment standards to monitor the progress of all students in meeting the Missouri Learning Standards. Other assessments given on a district-wide basis are described in the chart contained in the appendix section of this plan.

The district-wide assessment program is used as a vehicle for furnishing the needed information to decision makers, including the School Board, administrators, teachers, parents/guardians, and students. The School Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The School Board will annually review performance data disaggregated for the super subgroup, as defined by the state. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

There shall be involvement in the development of the district-wide assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program effectively.

The tests included in the district-wide assessment program include:

- tests mandated by federal and state programs;
- tests mandated by federal and state law;
- tests mandated by the district-wide assessment plan for specific grades and subgroups.

In compliance with the Sixth Cycle MSIP Standard AS2, the chart in this section will:

- list what tests and assessments are included in the district-wide assessment program;
- list the grade the test is given;
- describe how the results are used;
- describe how the results are disseminated.

A testing calendar is prepared and updated each year by members of the assessment committee, as well as school administration. It is a working document for the district and includes test date windows for administering specific tests. This calendar can be found on the district website *(see Appendix C)*.

Part III: Guidelines for Including Students with Special Needs in District-wide Assessment Program

Rationale: Missouri promotes an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and is included in districts' assessment programs.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Senate Bill 319 states that IEP Students are exempt from SB319.

Every Student Succeeds Act (ESSA) was signed into law in 2015 by President Obama. The measure reauthorized the ESEA of 1973, with updates reflecting best research practices for students today. ESSA is designed to ensure that all students have a significant opportunity to have a fair and equitable high-quality education and to close educational achievement gaps. This is a component of the MSIP effort through these provisions:

- Requires all students in America be taught by high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress towards those high standards.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Individuals with Disabilities Education Act (IDEA) (Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs.

In order to comply with federal laws and state mandates, the Strafford R-VI School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:

- **MAP Grade Level, Grade Span or End of Course Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

- **MAP Grade Level or End of Course Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

- **MAP Alternate Assessment:** A very small number (1% district-wide) of students with significant disabilities will not be able to participate in the MAP grade level or EOC assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

2. The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment program.

- *Is the student working toward the same instructional goals as other students?*

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of each of the MAP assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.

- *Is the student working toward modified instructional goals?*

Students are working toward modified instructional goals if attainment of these goals will typically prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of the MAP assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will likely require accommodations in testing procedures.

• *Is the student working toward different instructional goals than other students?*

Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.

3. The IEP team will use the following key points as premises when making state and local assessment participation decisions.

- Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.
- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.
- It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.

4. The IEP Team will use the following process to make judicious decisions about accommodations during participation in the state assessment program and the district-wide assessment program.

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessments. Team members should look through the MAP released items

and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible, observe administrations of the various assessments. Someone knowledgeable about the MAP assessments, the MAP Alternate Assessment, and the assessments included in the district-wide assessment program should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program to identify potential accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP grade level and course assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program.

IEP team members should ask themselves:

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team needs to document the reasoning behind using these non-approved accommodations. (Note: The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)

5. The following information related to assessment will be included in the IEP:

- a description of how a student will participate in the state and district-wide assessment programs.
- statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
- a statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed. (Note: This is only needed if the IEP

team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)

6. Parents of students with special needs will be part of the IEP team discussion and will be informed about:

- options for their child's participation in the state and district-wide assessment programs;
- the benefits to be gained as a result of participating in standardized testing;
- the reporting policies of IDEA regarding student achievement;
- accommodation options for the state and district-wide assessments;
- any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.

7. Once the test results are obtained from DESE and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students. The district will comply with IDEA, DESE, and ESSA guidelines in the reporting of state and district-wide test results.

8. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.

*District-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e., all 2nd grade students, all students enrolled in 6th grade reading classes, all boys in the district, all kindergarten students, etc.)

Placement in Special Services:

Placement for special services is determined through a series of screenings, observations, and evaluations. The chart in Appendix A details the information regarding the evaluation tools used to determine needs of these students.

Part IV: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Strafford R-VI School District will participate in professional development opportunities as related to the goals and objectives of the Comprehensive School Improvement Plan (CSIP), areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the needs of the CSIP. The information contained in this narrative will address professional development related to student assessment.

The topics related to state and district-wide assessment that will be addressed in in-service opportunities will be:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of the super subgroup to determine changes that need to be made to improve performance that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of Strafford R-VI School District will work in conjunction with administrators to provide professional development opportunities for all staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups/focus groups/vertical teams;
- building level/district-wide in-services facilitated by Assessment Coordinator and department chairs; promote attendance to local, regional, and statewide opportunities hosted by organizations which support improving student achievement;
- peer coaching through the mentor/protégé program and teacher observations;
- teacher collaboration by common planning and/or departmental meetings;
- enrollment in on-demand training opportunities provided by organizations such as Greater Ozarks Consortium of School Districts (GOCSD), DESE, NWEA, or professional groups specific to improving assessment readiness and improving performance.
- attendance at state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;

- training for beginning teachers by attending meetings offered by teacher organizations, and/or colleges/universities;
- enrollment in graduate-level courses related to profession.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators.

Strafford R-VI School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, foster data-driven decision-making, and create learning cultures within each building.

Part VI: Teaching Test-Taking Skills to Students

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, the Strafford R-VI School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject area MAP Assessments contain multiple types of items.

- Selected response items in which students choose the correct answer from given choices.

- Technology Enhanced response items make use of technology in the presentation of the item, the ways in which students respond, or both. TECR Questions include embedded selected response, hot text, table fill in, drop-down equation, multiple choice/multiple answers, matching tables, numeric, etc.

- Constructed Response or Short Text items require students to supply an appropriate response rather than making a selection from a list of choices.

- The performance event or writing prompt requires students to write an extended response to apply knowledge. The performance event or writing prompt usually takes more time to complete and requires students to give reasoning to support the answers. In English Language Arts, the student will have multiple text selections to read and examine that will build the context for the writing prompt. Students will need to reference these in order to construct a sophisticated piece of writing. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim. Thus, the performance event or writing prompt require students to apply knowledge in a variety of ways.

Strategies for all types of assessment should occur regularly within the instructional process. Teachers will teach skills and processes needed for students to be successful in responding to different types of assessment items. Emphasis and practice will also be ongoing to prepare students for computer-based assessment scenarios that are similar to those on MAP.

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- address all parts of the question;
- include specific examples from the text in the response;
- make reference to specific characters and titles in the response;
- give specific examples to support a claim;
- show the major steps in the solution process (math);
- give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- include a title and labels when creating a graphic organizer;
- not stop at just one correct answer but to think about and write more correct answers;
- make sure pronouns are preceded by antecedents in the response;
- use major elements of the question/item stem as statements in the answer

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

- Formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- Consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- Consider multiple criteria when solving problems or answering questions (or creating answer/solutions that meet required specifications); interpret data (i.e., a picture, graph, data, etc.) to make an inference needed to answer a question; organize data in different forms to show meaning (construct a graphic organizer that shows…, make a chart to show…, draw a series of pictures to show…, design a poster that shows…, etc.);
- Describe the process used for finding the solutions or tell why the proposed solution is the best.

The Strafford R-VI School District views teaching students the skills and processes needed to be successful on the MAP assessment as synonymous with teaching students to be successful in life.

Part VI: Test Security Policy for all Standardized Tests

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, transcribers, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as determined 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, verbally or electronically, 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. To prevent unauthorized access before and after test administration, physical test materials must be kept in a locked room or cabinet in the school building, but outside the classroom. All test materials must be returned to the Test Coordinator after the assessment is administered.

Any unauthorized disclosure of confidential student information or test results is a violation as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA).

Training

The district is required to 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 vendor administering the testing, as well as training on the requirements of this policy. All district staff involved in the testing process must also review the appropriate Test Administration Manual prior to administering the assessment.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide Test Coordinator who will:

- View all assessment manuals provided by the Department of Elementary and Secondary Education (DESE) Stay informed of all relevant communication regarding assessments
- Develop and present all required district training

- Be responsible for training testing procedures to all school Test Coordinators, test examiners and other staff associated with the assessment process
- Keep a record of when staff associated with the assessment process are trained, and provide that record to the appropriate parties, if required
- Provide school Test Coordinators, test examiners and other staff associated with the assessment process a clearly defined communication plan to be used if issues arise
- Prior to testing, restrict access to all secure physical testing materials, including student test books and student login information
- Ensure that beyond the initial steps of receiving, checking and sorting, that physical test materials remain untouched until they are distributed for test administration
- Maintain the district's testing schedule and be prepared to provide the schedule to DESE upon request. Should the schedule change in any way, the Test Coordinator must update this information and document the reasons for the change
- Inform parents/guardians of the district's testing schedule
- Organize and deliver physical 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
- Ensure that only the Test Coordinators and staff associated with the assessment process have access to physical test materials
- Conduct random quality assurance observations throughout testing
- 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
- After test administration, collect and account for all physical 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

- All standardized and statewide tests will be administered in compliance with testing guidelines provided by the vendor producing or administering the test and DESE when applicable
- Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices
- Prior to testing, the district should provide students testing online the opportunity to try out the testing platform
- All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information
- The district will perform technology site certification procedures prior to each testing window
- Workstations will have adequate space between them so that students are not able to view each other's screens
- Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test

- If students must leave the room during testing, they will be instructed to secure their device or physical test materials in accordance with the specific test protocol before leaving their seats
- No individuals other than the test examiner 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
- 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
- Students will be permitted to use certain materials**,** such as calculators or dictionaries, when directed by the specific test
- Physical test materials will be 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
- If a test is to be administered over a series of days, the test examiner shall collect and inventory all physical test materials each day immediately following testing and store the test materials in a locked facility
- After testing, all used draft, scratch, grid or graph paper, student test directions and printed manuals shall be collected and securely destroyed
- After the test has been fully administered, the Test Coordinator will immediately collect any physical test materials from the test examiner, organize them according to instructions and securely store them in accordance with this policy. Physical test materials will be recounted by the Test Coordinator, and these counts will be documented and checked against pre-administration counts. The Test Coordinator or designee will sort and package physical test materials according to directions from the assessment company and send them for scoring as expediently as possible.

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:

- Violating any provision of this policy
- Copying any part of the standardized test materials or online test unless authorized by test protocol
- Removing any test materials from the secure storage area except during test administration, unless authorized by the Test Coordinator and otherwise allowed by test protocol
- Accessing test questions prior to when the test is given, unless authorized by the Test Coordinator and otherwise allowed by test protocol
- 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
- Failing to return all test materials following test administration
- Directly teaching any actual test item or taking actions to discover test items included on a test

- Altering in any way a student's responses on a test
- Indicating to students during testing that they have missed items or need to change answers
- Giving students clues or answers to questions
- Allowing students to give each other answers to questions or copy each other's work
- Altering test administration procedures in any other way to give students an unfair advantage
- 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 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 and up to 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.

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Adopted: October 18, 2001
Revised: July 17, 2014, [2023]

Staff participating in any standardized testing must agree to the following statement:

I have read and understand this document. I also understand that I may be required to participate in the Standardized Testing training in preparation for district standardized and state testing. I acknowledge that as an employee of Strafford R-VI School District, I am expected to adhere to the guidelines, the district test security policy and any other testing instructions given to me in writing or by word of mouth from the school testing coordinator, district testing coordinator, or any staff acting on their behalf. I also understand that any unauthorized disclosure of confidential student information or test results, as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA), is a violation of this agreement.

I understand that testing manuals have the directions that examiners must follow for testing. ***IF*** *the testing manual does not state that examiners can do something that I think should be allowed for testing, I am to confer with the school testing coordinator, or district testing coordinator, prior to moving forward.*

Part VII: Motivating Students to Do Well on State and Districtwide Assessments

Strafford R-VI School District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the MAP assessments.

Each building within the district will decide what strategies to use to motivate students to do their best. Some incentives **may** include:

- tangible incentives such as field trips, coupons, tickets, books, etc.
- certificates or medals for individual students
- class recognition or rewards such as parties, extra recess, special lunch, etc.
- goal setting and reflection of previous performance
- small group instruction related to specific concepts, strategies, or skills
- grade enhancements, additional credit for final grades, etc.
- required summer school attendance or remedial instructional requirements
- use of a scoring guide to assign points for appropriate testing behavior, which includes a positive attitude and the appearance of putting forth an effort on the test

As a way of motivating students prior to spring testing, teachers in each building will develop a program for providing recognition for students' previous performance, shortly before the MAP testing. During the MAP, testing behavior such as a positive attitude, good attendance, and the appearance of putting forth an effort will be used on a scoring guide. Students will earn ongoing incentives related to their performance on the scoring guide which will be given throughout the week(s) of assessment.

Students taking courses that have a required End of Course Exam will be notified through the course syllabus that the exam will represent 10% of their semester grade. The compressed curved formula will be applied to the raw score, which factors in the different levels of difficulty represented in the questions. Further details regarding EOC test administration policies can be found in the appendix of this plan.

Part VIII: Data Analysis Purpose and Procedures

The Strafford R-VI School District believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data, both aggregate and disaggregate, are reviewed on a continual basis. In regards to MAP and EOC data, teachers will analyze the data in multiple ways, these include:

- Data Analysis using Item Summary Reports when available from DESE.
- Examine trends in low performing standards and document how the standard is currently taught and assessed. Research best strategies for improvement.
- Share and investigate vertical trends in content areas, as well as closer examination of scope and sequence between neighboring grades or courses to ensure alignment and progression is appropriate.
- Review scores for individual students and make decisions about interventions, services, and appropriate instruction for students in Below Basic and Basic Achievement Levels.
- Review scores for individual students and make decisions about interventions and appropriate motivation strategies for students on the cusp of improvement from Basic to Proficient and Proficient to Advanced Achievement Levels.

The individuals involved in the analysis process will include, but not be limited to, administrators, curriculum and assessment coordinator, and teachers. The types of data to be analyzed will include state and district-wide tests, ACT results, dropout data/ persistence to graduation, vocational placement, post-graduation studies, demographic, etc.

The district realizes that using data to make appropriate changes is an on-going process. The data results will be used to take further action in: planning for professional development, determining areas of concern in the curriculum, instructional improvements, adjustments and evaluation of the CSIP, and the data will be used within content areas for decision making tools. The district will conduct an ongoing review of this data to make needed changes.

Appendices

A. *Districtwide Assessments- Large and Small Scale*
   Pre-K Testing
   Kindergarten through Fourth Grade
   Fifth through Eighth Grade
   Ninth through Twelfth Grade
   Health and Physical Fitness
   Special Education

B. *End of Course Exam District Guidelines*

C. *Yearly Assessments Calendar*

A. Districtwide Assessments- Large and Small Scale

Pre-Kindergarten through School Entry

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Ages and Stages Questionnaire (ASQ)	Children who participate in PAT program	12, 24, and 36 months old	Parent Educator	A measure of developmental progress in the areas of: language, fine and gross motor, and personal/social development.	The results are reviewed with parents to show developmental progress, emerging skills, and possible delays. Results may be shared with other agencies to secure services for special needs.
Beltone Audiometer, Pure Tone Screening	Students preparing to enter kindergarten (Kindergarten Screening)	March- August	Educators assisting with Kdg Screening	Identify deficiencies in hearing.	Verbal and written results are shared with parents after screening. Students who have deficiencies are referred for further evaluation.
Developmental Indicators for Assessment of Learning (DIAL-4)	Kindergarten Screening	March- August	Kdg Screening Staff	Measures the development of concepts, language and motor skills	Parent Report
Educational Software for Guiding Instruction (ESGI)	All Pre-K students	Quarterly	Classroom teachers	Monitor student progress in attaining skills and concepts identified by teachers to be high priority during kindergarten.	Parents receive a quarterly report, as well as flashcards customized for their student's needs. Administrators, teachers, and counselor analyze the classroom reports to provide input regarding instructional decisions.
Lighthouse Cards, Vision Screening	Kindergarten Screening	March- August	Kdg Screening Staff	Determine possible vision concerns.	Parent Report
Physical Measurements	Kindergarten Screening	March- August	Kdg Screening Staff	Measurement of child's height and weight.	Parent Report
SpeechEase	Kindergarten Screening	March- August	Kdg Screening Staff	Identify articulation and expressive/receptive language concerns.	Parent Report
Vision Screening	Kindergarten Screening	March- August	Kdg Screening Staff	Determine possible vision concerns.	Parent Report

Kindergarten through Fourth Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Basic Reading Inventory (BRI)	Identified 3rd- 4th grade students	September	Reading Interventionists, Classroom teachers	Individually administered informal reading assessment used for identifying students who would benefit from additional reading interventions.	Results are shared with classroom teachers, parents, and administrators. The results are used to make decisions regarding services for students with reading needs.
Beltone Audiometer, Pure Tone Screening	Kdg, 1st, 3rd grade	Fall and rescreen in winter	Speech Language Pathologist	Identify students with a potential hearing loss.	Students who pass are sent home a sheet indicating normal hearing abilities. Students who fail (did not respond to a sound) have parents called.
Bridges Baseline Assessment	Kdg-4th grade, identified students	Fall, Winter	Math Interventionist	Identify the math concepts that are below grade level for students who have been referred for math intervention instruction.	Results are shared with classroom teachers and administrators.
CORE Phonics Survey	All 1st-2nd grade students, Referred 3rd-4th grade students	Fall	Title I Reading Specialists	Assess the phonics-related skills that have a high rate of application in beginning reading which can augment the DRA to identify struggling readers.	Results are shared with classroom teachers, combined with other screening data, and parents are notified if their child is recommended for Title I services.
Developmental Reading Assessment, 2nd edition (DRA-2)	1st- 4th grade students	Fall, Winter, Spring	Classroom teachers, Title I Teachers	To identify instructional priorities for individual students. These include phonemic awareness, phonics, fluency, vocabulary, comprehension)	Results are analyzed by classroom teachers, Title I Interventionists, and administrators to monitor growth of students' reading performance and to make recommendations for further interventions.
ESGI Progress Monitoring Assessments	All Kdg students	Quarterly	Classroom teachers	Monitor student progress in attaining skills and concepts identified by teachers to be high priority during kindergarten.	Parents receive a quarterly report. Administrators, teachers, and counselor analyze the classroom reports to provide input regarding instructional decisions.
Heggerty Phonemic Awareness	Kdg-4th Title I Reading students	Ongoing	Title I Reading Specialists	Monitor student progress with phonological and phonemic awareness skills, and the results can be used to plan for instruction.	Results are shared with classroom teachers and administrators.

Kindergarten through Fourth Grade *(continued)*

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Kindergarten Entry Assessment (KEA)	Kdg	Fall	Classroom teachers	Screen all new kindergarten students on the first Essential Domains of School Readiness and use those results to support instruction and inform families.	Students are screened within the first 40 days of school. Results are reviewed by teachers, counselor, and administrator. Parents receive a summary of the results and additional information on how they can support their child's progress.
MAP Reading Fluency	Kdg- 3rd grade	Fall, Winter, Spring	Classroom teachers, Title I teachers	Monitor oral reading fluency, literal comprehension, and foundational reading skills. Quickly screen students at risk of reading difficulty, including characteristics of dyslexia.	Educators will analyze the data and determine instructional or intervention needs for students. Parents of those students who qualify for interventions will be notified.
MAP- Alternate (ELA, Math)	Identified Special Education students	Fall, Winter, Spring	Special Education Teacher	Administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's IEP team using DESE-established eligibility criteria.	Results are analyzed by special education teachers and administrators; and included with school board review of assessment data. Individual student results are disseminated to parents/guardians in compliance with state guidelines.
Missouri Assessment Program (MAP)- English Language Arts and Math Grade Level Assessment (GLA)	3rd- 4th grade	April, May	Classroom teachers and proctors	MAP assessments are given in compliance with state/federal guidelines. Assessments are used as means to evaluate school districts, programs, and overall student achievement	The board annually reviews aggregated and disaggregated data to effectively monitor student achievement. Teachers and administrators analyze the results. Students and parents are provided student reports.
NWEA MAP Growth Assessment in Math and Reading	1st- 4th grade students	Fall, Winter, Spring	Classroom teachers	Identify and monitor student growth related to concepts/skills at student's independent level. Reports allow for teachers to make instructional adjustments to meet student needs.	Teachers analyze data for goal setting at the grade level. Use individual data for interventions. Parents receive reports in Winter.
SAGES-3	All 1st grade students, additional students as referred	Spring	Classroom teachers, Gifted program facilitators	Group-administered instrument used to identify students for further evaluation for academic gifted interventions.	Results are analyzed by the gifted teachers and counselors to make determinations. Results are also shared with first grade teachers.

Kindergarten through Fourth Grade *(continued)*

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Speech Screening	Kdg, 1st, 3rd graders yearly. All other grades by request.	Spring and re-screen in Winter as needed.	Speech-Language Pathologist	Individual assessment of children's sound system. Errors of sounds one year past developmental norms referred for interventions and or evaluation for an IEP.	Parents are given a summary with each child's result. Children with errors have parents called or emailed. Home interventions sent for students with 1-2 errors and students with 2-3 errors requested to start interventions. All data tracked in SLP forms for yearly data.
WIDA Access Screener for ELLS	Potential ELL students	Fall window or upon enrollment	EL Coordinator, EL teacher	Given to new students to help educators identify whether they are English learners (ELs). It is a flexible, on-demand assessment that can be administered at any time	Results are provided by the vendor for the EL Coordinator and EL teacher to determine which students qualify for interventions. The results are also used for placement on the annual assessment given in winter.
WIDA Access Test for ELLS	Identified ELL students	Winter	EL Coordinator, EL teacher	This test meets DESE requirements to monitor students who qualify for ELL services. The test measures the student's progress in becoming proficient in English through Reading, Listening, Writing, and Speaking.	Results are reported to the district and are accessible for teachers, parents, and administrators. The school report is kept in student's permanent record file.

Fifth through Eighth Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
MAP - English Language Arts and Math GLA	5th- 8th grade students	April, May	Classroom teachers and proctors	MAP assessments are given in compliance with state/federal guidelines. The assessments are used as means to evaluate school districts, programs, and overall student achievement	The board annually reviews aggregated and disaggregated data to effectively monitor student achievement. Teachers and administrators analyze the results. The students and parents are provided student reports.
MAP- Algebra I End of Course (EOC) Exam	8th grade Algebra students	May	Algebra I Teacher	In accordance with state guidelines, students participate in EOC exams after earning course credit in Algebra I.	Results are reviewed and analyzed by the teacher, administrators, and school board. Individual results are disseminated to students, parents/guardians.
MAP- Alternate (ELA, Math, Science)	Identified Special Education Students	Fall, Winter, Spring Science- 5th, 8th only	Special Education Teacher	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.	Results are analyzed by special education teachers and administrators. Results are also included with school board review of assessment data. Individual student results are disseminated to parents/guardians in compliance with state guidelines.
MAP- Science Grade-Span Assessment	5th, 8th grade	May	Classroom teachers and proctors	MAP assessments are given in compliance with state/federal guidelines. The assessments are used as means to evaluate school districts, programs, and overall student achievement	The board annually reviews aggregated and disaggregated data to effectively monitor student achievement. Teachers and administrators analyze the results. The students and parents are provided student reports.
Missouri Connections Interest Inventory	8th grade Careers Classes	Ongoing	Careers Teacher, School Counselor	Students enrolled in the Careers Class take an inventory test for the students to gain a better understanding about their potential and interests. This also helps the student to set academic goals.	Results are collected by the Middle School Counselor to assist in goal setting, course selection, and counseling with students. The students are also given the results.

Fifth through Eighth Grade *(continued)*

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
NWEA MAP Growth: Math, Reading, Language	All students	Fall, Winter, Spring	Classroom Teachers	To evaluate growth of students' reading and math achievement over time.	Results are analyzed by classroom and resource teachers. Results are shared with students and parents at least one time per year.
WIDA Access Screener for ELLS	Potential ELL students	Fall window or upon enrollment	EL Coordinator, EL teacher	Given to new students to help educators identify whether they are English learners (ELs). It is a flexible, on-demand assessment that can be administered at any time	Results are provided by the vendor for the EL Coordinator and EL teacher to determine which students qualify for interventions. The results are also used for placement on the annual assessment given in winter.
WIDA Access Test for ELLS	Identified ELL students	February	EL Coordinator, EL teacher	This test meets DESE requirements to monitor students who qualify for ELL services. The test measures the student's progress in becoming proficient in English through Reading, Listening, Writing, and Speaking.	Results are reported to the district and are accessible for teachers, parents, and administrators. The school report is kept in student's permanent record file.

Ninth through Twelfth Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
ACT Work Keys	Identified seniors	Spring	MO Job Center Personnel, school counselor	Measures foundational skills for career readiness and workplace skills. Seniors aged 18 test for free, others' fees paid by district.	Students receive individual results which can be used for career readiness and employment applications School keeps results on file.
American College Test (ACT)	9th- 12th grade students who plan to enroll in four-year colleges or universities	ACT National Test Dates	ACT Test Supervisors	The assessments are used as a means to assess knowledge and skills in preparation for college.	The school board, administrators, and teachers review performance data to effectively monitor student achievement, programs, and curriculum. The ACT Profile Report can be beneficial to identify trends and areas for instructional improvements.
Armed Services Vocational Aptitude Battery (ASVAB) test	All 11th grade students	Winter	Military personnel, school counselor	All 11th grade students participate in the ASVAB to meet state requirements. It measures a young adult's strengths, weaknesses and potential for future success.	Students receive individual results which are reviewed with the school counselor. Scores are kept on file in the counseling office.
MAP- Alternate (ELA, Math, Science)	Identified Special Education Students (11th grade)	Fall, Winter, Spring	Special Education Teacher	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.	Results are analyzed by special education teachers and administrators. Results are also included with school board review of assessment data. Individual student results are disseminated to parents/guardians in compliance with state guidelines.
MAP- End of Course (EOC) Exams	Algebra I, Biology, English II, Geometry, Government Algebra II (10th only)	Government- Winter All others- Spring	Classroom teachers and proctors	In accordance with state guidelines, students participate in EOC exams after earning course credit in Algebra I, English II, Biology, and Government. Students who took Algebra I EOC in eighth grade will take the Algebra II EOC.	Results are reviewed and analyzed by the teacher, administrators, and school board. Individual results are disseminated to students, parents/guardians.
Missouri Connections- Career Assessment	All 10th grade students	Winter	School counselor	The career and interest profiler is used to help students evaluate future career options and educational planning.	Results will be reviewed with students and are available to school personnel and parents.

Ninth through Twelfth Grade *(continued)*

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Missouri Connections-Learning Styles Inventory	All 9th grade students	Winter	School counselor	The learning styles inventory is used to evaluate students' strengths and weaknesses. The survey also helps students identify the way they learn best.	Results will be reviewed with students and are available to school personnel and parents.
MO & US Constitution Exam	Students earning credit for Civics coursework	During Civics course	Classroom teacher	As part of the DESE requirements for graduation, students complete this exam in their Civics coursework, typically 11th or 12th grade	Results are submitted to DESE, appear on student's grade card through student information system, and shared with administration upon request.
NWEA MAP Growth: Math, Reading	9th-10th grade	Fall, Winter, Spring	Classroom Teachers	To evaluate growth of students' reading and math achievement over time.	Results are analyzed by classroom and resource teachers. Results are shared with students who can use it for setting growth goals between test windows.
Preliminary SAT/ National Merit Scholarship Qualifying Test (NMSQT)	Identified 10th grade and 11th grade students (NMSQT)	October	District Assessment Coordinator	The PSAT test meets the criteria for 10th graders eligible for Missouri Scholars Academy. In 11th grade, students who take the PSAT can become eligible for the National Merit Program.	Students receive an individual report and will be notified regarding National Merit in 12th grade. The school also receives an individual report.
Scholastic Aptitude Test (SAT)	9th- 12th grade students who plan to enroll in four-year colleges or universities	SAT National Test Dates	SAT Test Supervisors	The assessments are used as a means to assess knowledge and skills in preparation for college.	Students receive an individual report and submit scores to potential colleges/universities. The school also receives an individual report.
Technical Skills Assessment (TSA)	Students who meet criteria through practical arts courses	Winter	Ozark Technical Community College	Students identified as concentrators in specific areas of Career/Technical Education are required to demonstrate their skill level.	Scores are reported locally to administration, instructors, and students. Compliance of the skills assessment is reported to DESE.
WIDA Access Screener for ELLS	Potential ELL students	Fall window or upon enrollment	EL Coordinator, EL teacher	Given to new students to help educators identify whether they are English learners. It is an on-demand assessment.	Results are used by EL Coordinator and teacher to determine if students qualify for interventions or assessment.
WIDA Access Test for ELLS	Identified ELL students	Winter	EL Coordinator, EL teacher	The test measures the student's progress in becoming proficient in English.	Results are reported to the district, teachers, parents, and administrators.

Health and Physical Fitness

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Dental Exams	K-12th grade (optional)	Fall	Big Smiles Dental	Provide exams, cleanings, and procedures like x-rays, fillings, and other procedures that have been referred for students through the screening. Serves students on Medicaid or private insurance via a mobile service.	Results for all health screenings will be maintained in individual student health files. Parents are notified and referrals to appropriate medical personnel will be sent to parents of all students who meet specific criteria. Results mayl be shared with district staff and special education personnel on a need-to-know basis.
Dental Screening	K-4th grade	September, October	School nurse, dental professionals	Pre-K through 4th Grade - Screen students for decay, prophylaxix or orthodontic needs.	Results for all health screenings will be maintained in individual student health files. Parents are notified and referrals to appropriate medical personnel will be sent to parents of all students who fail a health screening. Results may be shared with district staff and special education personnel on a need-to-know basis.
Flu Vaccines	K-12th grade (optional)	Fall	Webster County Health Department Staff, School Nurses	Reduces the high risk of developing serious flu complications. Helps prevent spreading flu to family and friends, including babies younger than 6 months who are too young to get a flu vaccine.	Immunization information and dates will be maintained in individual student health files.
MSHSAA Sports Physicals	7th-11th grade (optional)	Spring and Fall	Cox CARE Mobile	This annual physical gives the provider an opportunity to address general medical history, probe potential issues related to physical activity including cardiovascular problems, as well as address sensitive issues such as drug and alcohol use with their young patient.	Results of the physical will be maintained in individual student health files and shared with the physical trainer, coaches, and parents.
Presidential Fitness Test	5th- 9th grade students	End of each semester	Physical education teachers	All students enrolled in physical education classes will be tested over the skills from the Presidential Fitness Exam. Students in 5th and 9th grade will be tested over ALL skills as mandated by federal government.	Results will be included in the annual review by the board. The students will receive their results from the fitness test.

Health and Physical Fitness *(continued)*

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Puretone Audiometry	1st and 3rd grades	Fall	School Nurse	Identify students with hearing deficits	Identified students will receive a report with recommendations and results for parents. They will also receive an informational brochure related to hearing and the impacts of hearing loss.
Random Drug Screening	Eligible 9th-12th grade students	Ongoing	School nurse, Tomo Drug Testing Agency	Positive results are sent to the lab for confirmation and shared with the parents. Students that test positive are banned from participating in an extra cirricular activity.	Building administrator retains all records.
State Mandated Vaccines	7th, 11th grade	Spring	Webster County Health Department Staff, School Nurses	Helps safeguard adolescents by making sure they are protected where potential for vaccine-preventable disease transmission is higher. These vaccine clinics are important tools for maintaining high vaccination coverage rates, and in turn, lower rates of vaccine-preventable diseases (VPDs).	Immunization information and dates will be maintained in individual student health files.
Vision Screening	K-8th grade	September, October	School nurse via Plusoptix Vision Camera	Identify students with vision concerns, which are referred to parents for interventions.	Identified students will receive a report making recommendations to parents regarding the next steps and a list of area certified professions that will see the student for further evaluation.

Special Education Placement Testing, Pre-K through 12th Grade

Any of the following evaluations will be used by the district to determine the educational and behavioral needs of students. Results from assessment tools or processes are shared with the stakeholders who are involved in the evaluation review as part of the Individual Education Program procedure. Members of the IEP review the results to make recommendations for services.

Assessment Instrument or Process	Population	Examiner	Purpose
Autism Spectrum Disorder Evaluation Scale (ASDES)	Ages 3-18 yrs	Special Education Case Manager	To measure autism spectrum disorder characteristics in the school and residential environments
Behavior Assessment System for Children, (BASC-3) 3rd Ed	Ages 2-21:11 yrs	Selected Respondents School Psychological Examiner	To identify behavior problems as required by IDEA
Brigance Inventory of Early Developmental III	Ages 0-5yrs	ECSE Teacher Speech Language Pathologist	To assess key school readiness skills including physical development, language development, literacy, math and science, daily living and social and emotional development.
Callier-Azusa	Ages 0-99 yrs	Selected Respondents Special Educator School Psychological Examiner	A developmental scale designed to aid in the assessment of deaf-blind and severely and profoundly handicapped children.
Childhood Autism Rating Scale, 2nd Ed (CARS-2)	2 years and up	Selected Respondents Special Educator	Helps to identify children with autism and determine symptom severity through quantifiable ratings based on direct observation
Clinical Evaluation of Language Fundamentals-5 (CELF-5)	Ages 6-21 yrs	Speech Language Pathologist	To diagnose language disorders in children, adolescents, and adults
Clinical Evaluation of Language Fundamentals-Preschool 3 (CELF-P3)	Ages 3-6 yrs	Speech Language Pathologist	To measure a broad range of expressive and receptive language skills in preschool and early elementary-aged children.
Comprehensive Assessment of Spoken Language (CASL-2)	Ages 3-21 yrs	Speech Language Pathologist	In-depth assessment of problems with language processing skills and structural knowledge.
Conners 4th Edition (Conners-4)	Ages 6-18	Selected Respondents School Psychological Examiner	Multi-informant rating scale of Attention Deficit/Hyperactivity Disorder (ADHD). Utilized for diagnostic purposes in the school setting and to determine special educational eligiblity and programming.
Expressive and Receptive One-Word Picture Vocabulary Tests-Revised (EOWPVT-R & ROWPVT-R)	Ages 2-18.11 yrs	Speech Language Pathologist	To compare an individual's expressive and receptive vocabulary skills.
Goldman- Fristoe Test of Articulation (GFTA-3)	Ages 2-21 yrs	Speech Language Pathologist	To assess a child's articulation ability with particular attention paid to errors in initial, medial, or final position in words.

Special Education Placement Testing *(continued)*

Assessment Instrument or Process	Population	Examiner	Purpose
Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)	Ages 4:0-25:11	School psychological Examiner	To evaluate academic skills in reading, math, written language, and oral language. This assists staff to determine a student's current level of academic achievement.
Khan-Lewis Phonological Analysis (KLPA-3)	Ages 2-21 yrs	Speech Language Pathologist	To provide a comprehensive analysis of articulation ability and the use of phonological processes.
Preschool Language Scale-5	Ages birth-7	Speech Language Pathologist	Assesses receptive and expressive language skills in preschool aged children
Stanford-Binet Intelligence Scale- 5	Ages 2-15.11 yrs	School psychological examiner	To assess the intellectual and cognitive abilities of an individual.
Test of Language Development- Intermediate, 4th Ed (TOLD-I:4)	Ages 8-12 yrs	Speech Language Pathologist	To measure components of spoken language.
Test of Language Development- Primary, 4th Ed (TOLD-P5)	Ages 4-8 yrs	Speech Language Pathologist	To measure components of spoken language.
Test of Pragmatic Language- Second Edition	Ages 6:0-18:11	Speech Language Pathologist	Evaluates social communication in context, telling how well students listen, choose appropriate content, express feelings, make requests, and handle other aspects of pragmatic language.
The Vineland Adaptive Behavior Scales, third edition (Vineland–3)	Ages birth-90	School pyschological Examiner	Measures adaptive behavior. Widely used in the assessment of individuals with intellectual, developmental, and other disabilities.
Transition Behavior Scale- 3	Ages 12-18 yrs	Special Educators Process Coordinator	To measure a student's readiness for transition to employment and independent living.
Wechsler Adult Intelligence Scale- Revised (WAIS-IV)	Ages 16-89 yrs	School psychological Examiner	To determine a current level of cognitive ability.
Wechsler Intelligence Scale for Children-(WISC-V)	Ages 6-16 yrs	School psychological Examiner	To determine a current level of cognitive ability.
Wechsler Nonverbal Scale of Ability (WNV)	Ages 4-21	School psychological Examiner	Measures intellectual ability. A nonverbal measure of ability for culturally and linguistically diverse groups and for individuals who have other language considerations.
Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV)	Ages 2 yrs, 6 mo to 7 yrs, 7 mo	School psychological Examiner	Measures intellectual ability in young children.

B. End of Course Exam District Guidelines

Background and Rationale

State Level
The End of Course (EOC) Assessment was created by the Missouri Department of Elementary and Secondary Education (DESE) in an effort to adapt testing to the needs of Missouri districts, schools, teachers, and students while meeting state and federal requirements.

The EOC Assessment is considered to be "the right test at the right time." By enabling districts to evaluate their schools, courses, teachers, and students with the most appropriate data, EOC Assessments facilitate productive coaching and assessment for success for all concerned. The responsibility and authority for testing students belongs to the school district.

DESE has made the allowance for EOC exams be tied to individual student accountability. DESE suggests the EOC count for 10%- 25% of a student's grade and encourages use of this option to increase student motivation on these assessments.

District Level
Local control and accountability are high priorities for the Strafford R-VI Schools. Stakeholders are in constant discussion regarding the impact of the EOC Assessments and how best to prepare students. Topics that surface in these discussions include: course scheduling, testing windows, special education students, and accountability. The district feels prepared to make decisions and implement the test according to the state guidelines.

Local Accountability
A compressed curve will be applied to the raw score obtained by the student. This is to take into account the difficulty of some questions over others. For example:

Points Possible – 50	Raw Score – 42 (84.0%)	Adjusted % - 91.65%
Points Possible – 50	Raw Score – 39 (79%)	Adjusted % -- 88.31%

The equation used to calculate the adjusted percentage is the square root curve: [square root of (number correct divided by the number possible)] x 100.

Local Percentage Criteria
Strafford High School has established that the EOC exam will count toward 10% of the final semester grade in all courses. Teachers will communicate this accountability to students in advance in order to motivate their performance and assist with goal setting and achievement. A universal statement will be included in each course syllabus stating the expectations and criteria used for making decisions.

District Decision to Delay
DESE has also recommended that local decisions be made at the time of testing regarding whether a student ought to enter the assessment or not. Strafford High School has established the following criteria:

- Students who are earning 61% or below by the time of testing will not take the EOC exam and will re-enroll for the course the following academic semester. A locally developed alternative assessment will be administered to the student on the day of testing. The assessment will use the same blueprint and test structure as the EOC and the square root curve will be applied to the raw score. This assessment will also be worth 10% of the current semester grade. The course instructor reserves the right to exempt a student from this local assessment if the student's grade cannot be raised by the performance on this assessment.

- In 1.0 credit courses, students who passed the first semester but are earning 61% or lower by mid-fourth quarter will be delayed in taking the EOC. It will be the district's recommendation that the student enroll in the equivalent semester at the next opportunity.

- Alternative school placement may be the best option for certain students. If the stakeholders make this decision, then all efforts will be made for the student to enter into the present EOC assessment window. This is to the student's advantage in relation to understanding of the content. If that decision is not made, then the student will be reconsidered for EOC testing at the next test window.

Any student who retakes an entire course will be required to take the EOC at the conclusion of the course, regardless if they have previously taken the EOC. Each time they take the EOC, it will contribute to the district assessment for state accountability.

Special Education Students
Strafford High School recognizes that the needs of special education students may vary from regular education students. It is the district's belief that these students deserve and should receive high quality instruction and be accountable for the curriculum. However, due to their diagnosis and Individual Education Plans (IEP), adjustments may need to be made to the local accountability. It will be the decision of the IEP team to make individual decisions regarding Local Proficiency Percentages, Curve for Local Grade, the percentage assigned for the semester grade, or if the student will enter the assessment at all. These decisions will be based on their diagnosis and goals documented in their IEP. Revisions or addendums will be made as necessary. In order to be in compliance with the IEP, all special education students will enter into appropriate EOC assessments prior to graduation.

Level Not Determined
Annually, the district must reconcile a report from DESE called the EOC History Report. This allows the district to account for exceptions and capture any EOC data from graduating students. Decisions will be made by the principal, counselor, course instructor, and district test coordinator in regard to which students to test at that time.

As stated in the background and rationale, districts maintain local control over decisions regarding when students enter into the EOC assessment. In some isolated cases, it may not be the most appropriate decision for a student to do so. Examples include (but are not exclusive to): a senior who has failed the course and is repeating the coursework but continues to perform at 61% or below; or a student who has less than optimal attendance in a course, thus diminishing his/her comprehension of the course content.

Although these extreme cases are rare, the district feels strongly that assessment decisions related to situations similar to these be handled individually.

As part of the state accountability, the district reports both the number of “accountable students” and the number of “participating students”. The difference between these two pools can be no greater than 5%. It is the goal of the district to maintain this percentage, while recognizing that ultimately, the decision is always to do what is best for each student. The district test coordinator will keep close watch on these numbers to ensure to stay within the necessary guidelines.

C. Yearly Assessments Calendar

First Semester Assessments

Grade Span	July- August	September	October	November	December
ELEMENTARY PK-4	Kindergarten Screening	NWEA Fall Window Health Screenings	ESGI (PK-K) Health Screenings		ESGI (PK-K) NWEA Winter Window
MIDDLE 5-8	Sports Physicals (7-8)	NWEA Fall Window Health Screenings	Health Screenings		Presidential Fitness Test NWEA Winter Window
HIGH 9-12	SAT & Subject Test Sports Physicals	NWEA Fall Window (9-10) ACT	SAT & Subject Tests PSAT (10-11) ACT		ACT EOC- Government

Second Semester Assessments

Grade Span	January	February	March	April	May	June- July
ELEMENTARY PK-4			ESGI (PK-K) NWEA Spring Window Kindergarten Screening	SAGES Screening (1) MAP: ELA, Math (3-4)	ESGI (PK-K)	Kindergarten Screening
MIDDLE 5-8			NWEA Spring Window	MAP: ELA, Math	MAP: Science (5, 8) Presidential Fitness Test	
HIGH 9-12	ASVAB (11) NWEA Winter Window (9-10)	ACT Technical Skills Assessment	NWEA Spring Window (9-10)	ACT	EOC- Algebra I, Biology, English II, Geometry SAT & Subject Tests	ACT SAT & Subject Tests