

WRIGHT CITY R-II ASSESSMENT PLAN 2024-2025



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Introduction

Assessment plays a vital role in student learning and allows the district to gather information for a variety of purposes. Wright City R-II uses national, state, and locally-created assessments not only to measure student performance and teacher effectiveness but also to help make decisions about curriculum and instructional practices. The district-wide assessment plan describes each assessment, the grade level assessed, the purpose of the assessment, and how the results are used and disseminated to families. The district-wide assessment plan also accounts for all assessments included in the Missouri Assessment Program (MAP) which monitors student progress on the Missouri Learning Standards for core content areas. In addition to assessments specifically listed in this plan, teachers are constantly assessing students using both formative and summative tools to measure student learning and instructional practices.

For more information about the Wright City R-II Assessment Plan, Curriculum, or Instruction please contact:

Dr. Holly Broadway-Yates
Assistant Superintendent
Holly.Broadway-Yates@wrightcity.k12.mo.us

Assessment Revision Committee

Holly Broadway-Yates	Assistant Superintendent
Brian Duffie	District Data Coordinator
Matt Brooks	High School Principal
Taylor Backues	Middle School Principal
Sara Meadows	West Elementary Principal
Dawn Hickman	East Elementary School Principal
Kelly Brooks	Early Childhood Principal & Special Education Director

PAT/Early Childhood - Grade 2 Assessment Plan

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Developmental Indicators for Assessment of Learning-4 DIAL 4 (PK)	The DIAL is used to assess students' proficiency in critical areas determined to be essential for kindergarten readiness. The DIAL takes approximately 20 minutes to administer.	Results are used to identify students' strengths and weaknesses, plan for instruction, monitor growth, and inform parents of students' status and growth. DIAL-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores are also provided.	Results are screened by Parents As Teachers and Early Childhood. Student results are communicated to parents on the day of the assessment (during kindergarten screening and screening for preschool). Results are placed in each student's file for teacher review.
Ages and Stages Questionnaire 3 (ASQ)	Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Drawing on parents' expert knowledge.	ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring.	Results are analyzed by PAT Educators and administrators.
Modified Checklist for Autism in Toddlers - Revised (M-CHAT)	Screening tool to assess risk for Autism Spectrum Disorder. The M-CHAT-R/F is valid for children 16-30 months old.	Results are used to give an indicator in regards to the risk of Autism Spectrum Disorder. Not all children who score at risk will be diagnosed with ASD.	Results are analyzed by PAT Educators and administrators.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Health Questionnaire	The questionnaire is used to gain current health information and health history of the student.	Results are used to determine current medical conditions.	Results are analyzed by PAT Educators and administrators.
Informal Vision	The Informal Vision assessment is given to determine if there are any vision concerns or needs.	Results are used to determine if there are any current vision concerns or needs and to support in this area.	Results are analyzed yearly, or as needed, and shared with parents
Otoacoustic Emissions (OAE) Hearing Screening	The OAE Screening is given to determine if there are any hearing concerns or needs.	Results are used to determine if there are any current hearing concerns or needs to support in this area.	Results are analyzed yearly, or as needed, and shared with parents.
Preschool Foundational Screener	All Early Childhood students participate in the screener three times a year to assess where they are at on the Missouri Early Learning Standards (September, January, May).	Results are used to assess students on their progression with the Missouri Early Learning Standards.	Results are analyzed by teachers and administrators and disseminated to parents during parent-teacher conferences or as a part of student portfolios.
Kindergarten Readiness Scale	All Early Childhood students participate in the KRS monthly to assess the readiness skills that are required for Kindergarten.	Results are used to determine where students are with readiness skills for Kindergarten.	Results are a teacher rating scale of 1-5 that are analyzed and disseminated to parents as a part of student portfolios.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Access/WIDA (State Accountability Assessment)	Access for ELLs is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12.	Results are used to determine ELL student progress.	The results are analyzed annually in Winter and Spring by teachers and administrators. Parents are provided with student reports.
KOF - School Readiness Assessment (State Accountability Assessment)	Assesses incoming Kindergarten students for school readiness.	Results are used to determine where the student is performing academically, motor skills, self-regulation, and social expression. The KOF assesses approaches toward learning, cognition and general knowledge, language and literacy, physical well-being, motor readiness, and social and emotional.	Results are analyzed within the first two to six weeks of school by teachers and administrators and included in student portfolios.
Renaissance STAR - Early Literacy (Norm - Referenced Universal Screener)	Universal screener that measures reading foundational skills (not standards), given in grades K-1 that provides information to teachers and administrators about which skills individual students have and/or are lacking. This assessment also serves as a universal dyslexia screener.	The results are used to frame RTI work and interventions. Specific and usable data on skills that students have/have not mastered in math/reading. Identifies students who are at-risk. The results are also used to help identify students who require a reading support plan.	Results are analyzed by teachers and interventionists three times per year (Fall, Winter, and Spring benchmarks), and shared with parents during conferences.
Renaissance STAR - Math (Norm - Referenced Universal Screener)	Universal screener that measures math and reading foundational skills (not standards), given in grades K-1 that provides information to teachers and administrators about which skills individual students have and/or are lacking. This assessment also serves as our universal dyslexia screener.	Results are used to frame RTI work and interventions. Specific and usable data on skills that students have/have not mastered in math. Identifies students who are at-risk.	Results are analyzed by teachers and interventionists three times per year (Fall, Winter, and Spring benchmarks), and shared with parents during conferences.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Renaissance STAR - CBM (Norm - Referenced Universal Screener)	CBM screener for all students at-risk in early literacy. This is a State-mandated screener that also screens for possible risks of dyslexia.	Provides more information on early literacy concerns and early lagging skills. Results are also used to help identify students who require a reading support plan.	Administered and analyzed as needed after each benchmark.
Foundations Reading Skills Assessments (Benchmark Assessment)	Spiraling skill level assessments on foundational reading skills.	Results provide data that pinpoint reading foundational gaps and specific areas where students have/have not mastered basic reading skills.	Administered and analyzed every 2-3 weeks in grade 2.
STAR Early Literacy Monthly Progress Monitoring (Benchmark Assessment)	Measures reading foundational skills and progress for grades K-1, that provides information to teachers and administrators about which skills individual students have and/or are lacking.	Pinpoints student progress in early literacy skills.	Administered and analyzed monthly. Progress is shared with parents at conferences.
STAR Math Monthly Progress Monitoring (Benchmark Assessment)	Measures math foundational skills and progress for grades K-1, that provides information to teachers and administrators about which skills individual students have and/or are lacking.	Pinpoints student progress in early math skills.	Administered and analyzed monthly. Progress is shared with parents at conferences.
Teacher Created Assessments- Math (Summative Assessment)	Teacher- created assessments aligned to standards. The purpose is to showcase student learning to standards so that instruction can be adapted.	Success rates on high priority math standards.	Administered and analyzed twice a month or as needed by Standards taught.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Teacher Created Assessments-Reading Comprehension, fluency, and Vocabulary (Summative Assessment)	Assessments over multiple Reading Comprehension Standards around fiction and nonfiction text and grade-level mentor read alouds and or decodable independent reading.	Pinpoints comprehension deficits through listening and independent reading questions aligned to specific standards.	Administered and analyzed formally, 2-3 times each quarter.
Foundations Foundational Reading Skills Assessment: Phonics and Phonemic Awareness (Summative Assessment)	Grade-Level curriculum aligned and spiraling skill level assessments on foundational reading skills.	Data collected pinpoints reading foundational gaps and specific areas where students have and have not mastered reading basics.	Administered and analyzed in Kindergarten every 6-9 weeks, and in 1st every 2-3 weeks.
Teacher Created Common Formatives-Reading Comprehension, Fluency, and Vocabulary	Teacher - created assessments that are used to guide instructional practices.	Used to guide classroom instructional practices, ensuring the rigor and evidence of learning aligns with summative expectations.	Administered and analyzed weekly or as necessary to guide instruction.
Teacher Created Common Formatives - Math	Quick checks for specific support on the power standards,	Used to guide classroom instructional practices ensuring the rigor and evidence of learning aligns with summative expectations.	Administered and analyzed weekly or as necessary to guide instruction.
Phonics Screener (Diagnostic)	Given to students who score at-risk on STAR screener.	Provides pinpointed, discrete data that shows exact skills students need to work on/master.	Administered to at-risk students as needed and analyzed by teachers and interventionists.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Phonemic Awareness Screener (Diagnostic)	Given to students who scored at-risk on STAR screener.	Provides pinpointed, discrete data that shows the exact skills students need to work on/master.	Given to all students no later than October 30th (First grade), January 30th (Kindergarten) to identify students for Reading Success Plans. Shared with parents at conferences.
P.A.S.T. Phonological Awareness Skills Test (Diagnostic)	Given to students who scored at-risk on STAR screener.	Provides pinpointed, discrete data that shows the exact skills students need to work on/master.	Administered as needed to at-risk students, and shared with parents at conferences.

3-4 Assessment Plan

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
MAP Test (State Accountability Assessment)	A state-required standardized assessment given in 3rd and 4th grade for Math and ELA.	Item benchmark results are analyzed for student, school, and District progress.	Administered late Spring and results are analyzed and disseminated late Summer/early Fall.
Access/WIDA (State Accountability Assessment)	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12.	Results are used to monitor ELL student progress.	The results are analyzed annually in Winter and Spring by teachers and administrators. Parents are provided with student reports.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Renaissance STAR (Norm - Referenced Universal Screener)	Norm-referenced universal screener that measures math and reading foundational skills (not standards), given in grades 2-4 that provides information to teachers and administrators about which skills individual students have and/or are lacking. This assessment also serves as our universal dyslexia screener.	Used to frame RTI work and interventions. Utilized to support Reading Success Plans.	Administered and analyzed three times per year (Fall, Winter, and Spring), and provided to parents in conferences.
eValuate (Benchmark Assessment)	Normed Math and ELA benchmarks tied to Missouri Learning Standards that measure student growth on standards over time.	Growth data on standards are measured at the grade, building, and individual student levels. Helps to inform instruction.	Results are analyzed by teachers and administrators monthly; reports are shared during parent-teacher conferences.
MAP Practice Assessments	State standardized practice assessments given in 3rd/4th grade Math and ELA. They help to prepare students for the MAP test and gain predictable data on student mastery of standards.	The results give predictable data on student mastery of standards, and therefore informs instruction.	Administered and analyzed annually in January to predict student growth and performance.
Foundations Reading Skills Assessments (Benchmark Assessment)	Spiraling skill level assessments on foundational reading skills.	Results provide data that pinpoint reading foundational gaps and specific areas where students have/have not mastered basic reading skills.	Administered and analyzed every 2-3 weeks in grade 3.
Teacher - Generated Summative Assessments	Summative exams given over priority standards based on formative work throughout each quarter.	Evidence of where students are in relation to identified standards on the standards-based report card. Summative evidence showing retention levels of students on information assessed through the weekly formatives.	Administered and analyzed ongoing and as needed.

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Common Formative Assessments	Short formative assessment given in each content area. Questions are at higher levels of rigor measuring student performance of high-leverage or priority standards spiraled throughout the year.	Used to drive future instruction. Information on how well students understand and/or can perform key or priority standards. Explicit and objective measurements of where students are on standards at that point in time.	Results are analyzed weekly to inform instruction.
STAR Progress Monitoring	At-risk students who work with interventionists are given a weekly assessment to monitor progress.	Data provides information on student progress in regards to being on grade level.	Results are analyzed weekly to inform instruction.
Phonics Screeners (Diagnostic Screener)	Multiple diagnostic assessments to determine specific reading skill deficits and develop a targeted intervention plan. Given to students targeted At Risk or At Risk for Dyslexia on benchmark screeners	Provides pinpointed, discrete data that shows the exact skills students need to work on/master.	Administered and analyzed three times a year (Fall, Winter, Spring), and ongoing as needed.
P.A.S.T. Phonological Awareness Skills Test (Diagnostic Assessment)	An assessment given to students who scored at-risk for reading on benchmark screener.	Provides math interventionists targeted data on students to specifically identify gap areas and target instructional intervention groups.	Administered and analyzed as needed.
Number Readiness Assessments (Diagnostic Screener)	Math foundational knowledge assessment.	Provides math interventionists targeted data on students to specifically identify gap areas and target instructional intervention groups.	Administered and analyzed ongoing and as needed.

5-8 Assessment Plan

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
MAP Test (State Accountability Assessment)	A state-required standardized assessment given in each core content area, created for accountability purposes.	Item benchmark results are analyzed for student, school, and District progress.	Administered late Spring and results are analyzed and disseminated late Summer/early Fall.
Access/WIDA (State Accountability Assessment)	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12.	Results are used to monitor ELL student progress.	The results are analyzed annually in Winter and Spring by teachers and administrators. Parents are provided with student reports.
Teacher - Generated Summative Assessments	Summative exams given over priority standards and necessary content.	Evidence of where students are in relation to identified standards on the evidence-based report card.	Administered and analyzed twice a semester per priority standard. Results are disseminated as part of their grade card.
eValuate (Benchmark Assessment)	Normed Math and ELA benchmarks tied to Missouri Learning Standards that measure student growth on standards over time.	Growth data on standards are measured at the grade, building, and individual student levels. Helps to inform instruction.	Results are analyzed by teachers and administrators monthly; reports are shared during parent-teacher conferences.
IXL	Math and ELA, teacher assigned lessons and formative assessments that are aligned to Missouri learning standards to provide intervention for individual students	Results are used to help plan future classroom lessons and differentiated scaffolds for students.	Results are analyzed by teachers weekly.
STAR Assessment (Normed Benchmark Assessment)	The assessment is given by teachers to all 5th-grade students and older students who obtain a reading success plan. This assessment will be given	Results are used to show evidence of student progression toward reading on grade level.	Administered and analyzed three times a year.

	three times a school year. Beginning, Middle, and End..		
Standards-Based Formative Assessments	Questions are designed at higher levels of rigor to measure student performance of high-leverage or priority standards.	Results are used to drive future instruction.	Administered and analyzed twice weekly.

9-12 Assessment Plan

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
ACT	The ACT is available for students to take through the national ACT testing site. Students are responsible for the cost of the test, but vouchers may be available for students on free/reduced lunch through the guidance office. It is a measure of college readiness and is necessary for acceptance into four-year universities and colleges.	Results are used to assist students in post-secondary and career planning, and scholarship and college applications. Results are also a measure of district-wide instructional programs and curriculum.	Administrators, teachers, and the Board of Education annually review performance data in both aggregated and disaggregated forms in order to effectively monitor student achievement, programs, and curriculum. Students and parents are provided with student reports and the data is included in the district's Annual Report Card.
AP	Advanced Placement courses are offered to challenge students and allow the opportunity to earn college credit by earning a qualifying score on the AP exam given at the end of the course. Cost is paid by the student.	Results are used to determine the effectiveness of instructional programming and also a student's performance can earn them college credit.	Results are analyzed by teachers and administrators to determine the effectiveness of instructional programming and are included as a measure of college/career readiness on the district's Annual Report Card.

ASVAB	The Armed Services Vocational Aptitude Battery is given to all sophomores to assist in planning careers and exploring post-secondary education options.	Results are used to match interests and abilities to career options and to develop post-secondary education and career plans. Students who wish to pursue a career in the military would need to retake the ASVAB as a junior or senior.	Students/parents receive a profile of scores in the ten assessed areas and a profile of the student's interests.
Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Access/WIDA (State Accountability Assessment)	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12.	Results are used to monitor ELL student progress.	The results are analyzed annually in Winter and Spring by teachers and administrators. Parents are provided with student reports.
MO and US Constitution and Civics Exam	Prior to graduation, students are required to pass a locally created assessment over the MO and US constitution, as well as the Civics exam similar to the United States Citizenship test in accordance with RSMO 170.345	Results are used to meet graduation requirements.	Results are analyzed by teachers to improve instruction and are included in students' government grades and on student transcripts.
eValuate (Benchmark Assessment)	Normed Math and ELA Benchmarks tied to MLS that measures student growth on standards over time.	Growth data on standards, measured at grade, building, and individual student levels.	Administered and analyzed monthly. Reported on report cards.
First Aid/CPR	Students in high school will receive 30 minutes of first aid/CPR training as required by RSMO 170.310 prior to graduation.	Results are submitted in core data reports to DESE.	Results are noted on student transcripts.
Missouri Connections	Missouri Connections is administered to assist students in exploring career pathways.	Results of Missouri Connections are used to assist students in exploring careers and high school course planning.	Students/parents receive a copy of the student interest profile.

End of Course Exams Algebra 1 English 2 Biology Government MAP-A	MAP assessments are required by state law and are used as a means to evaluate school districts, programs, and overall student achievement. MAP-A is a required assessment for a small percentage of special education students as required by their IEP.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement to determine the need for remediation and/or retention, and to monitor the achievement of subpopulations.	Teachers, administrators, and the school board annually review performance data in both aggregated and disaggregated forms in order to effectively monitor student achievement, programs, and curriculum. Students and parents are provided with student reports and the data is included in the district's Annual Report Card.
Name of Test	Purpose	How Results are Used	Analysis/Dissemination
Pre-ACT	The PreACT is given to sophomores to assist in their preparation for college and provide valuable information about their strengths and weaknesses in core tested areas. It is a measure of college readiness and is necessary for acceptance into four-year universities and colleges.	Results are used to assist students in post-secondary and career planning. Results are also a measure of district-wide instructional programs and curriculum.	Administrators and teachers review performance data in both aggregated and disaggregated forms in order to effectively monitor student achievement, programs, and curriculum. Students and parents are provided with student reports.
PSAT	The PSAT is given to sophomore students and its purpose is to measure students' academic strengths and weaknesses, as well as determine students' eligibility for the national merit scholarship.	Results are used to provide feedback to students and parents about academic strengths and areas of focus. Counselors may use results to help guide students toward more advanced coursework in high school.	Counselors and students analyze results. Reports are provided to students and parents.
Standards Based Formative Assessments	3 question formative assessment given in each content area. Questions are at higher levels of rigor measuring student performance of high-leverage or priority standards. Used to drive future instruction.	Information on how well students understand and/or can perform key or priority standards. Explicit and objective measurements of where students are on standards at that point in time.	Administered and analyzed every two weeks.

Summative Unit Exams	Assessments given by teachers based on unit objectives and often, necessary content. The purpose of these is often to generate a grade.	Evidence that students meet content knowledge expectations and can do what standards expect (in some cases).	As needed to end units of study. Students are allowed the opportunity to re-take to demonstrate proficiency.
WorkKeys	The ACT WorkKeys is offered to seniors who are planning to enter the workforce or attend a technical or certification program. It is a measure of students' technical math and reading knowledge, as well as their ability to solve workplace problems.	Results are used to assist students in post-secondary and career planning, and as a way to certify them as a work-ready student. Results are also a measure of district-wide instructional programs and curriculum.	Administrators, teachers, and the Board of Education annually review performance data in both aggregated and disaggregated forms in order to effectively monitor student achievement, programs, and curriculum. Students and parents are provided with student reports and the data is included in the district's Annual Report Card.

Guidelines for Including Students with Special Needs

Missouri has had academic and performance standards since 1986. Core content academic standards for some, but not all, subjects underwent revision from 2014-2015, prior to the directive in ESSA. School improvement standards are currently under revision as a part of the Missouri School Improvement Program (MSIP) 6 update. While MSIP is often seen primarily as a tool for district accreditation, the ancillary reports provide a summary analysis of achievement data for all students, subgroups, and super-subgroups for ELAs and schools. These reports can and do drive improvement for all students, helping to close educational achievement gaps.

The following will be used for accountability purposes:

- * Proficient Algebra I in middle school + Algebra II in high school
- * Proficient Algebra I and Geometry in middle school + Algebra II in high school
- * Proficient Algebra I, Geometry and Algebra II in middle school + plan from LEA

For accountability purposes, LEAs and schools will need to determine which assessment, the Grade Level Assessment (GLA) or EOC, is the most appropriate measure for each individual student. When a student fails to score proficient or better on Algebra I prior to ninth grade, the student may be reassessed on the same or a higher mathematics examination in high school for school accountability purposes.

Students are able to participate in the assessment that is most appropriate to the content they have successfully completed at the middle school/junior high level. For example, students who take the Algebra I EOC in grade 7 and subsequently complete either Geometry or Algebra II content participate in the appropriate EOC, rather than the GLA.

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 be included in districts' assessment programs.

Missouri school districts are accountable for the assessment of all students, regardless of disability type or severity, including those receiving special services via an IEP or 504 Plan. All students in grades 3-12 will participate in either the Missouri Assessment Program (MAP) or End-of-Course Exam (EOC) developed for specific content areas, or the MAP Alternate Assessment (MAP-A).

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 violates the intent of Section 504.

Goals 2000: Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting

these standards. Goals 2000, which was signed on March 21, 1994, provides states with funds for school reform. It is very clear in its definition of “all students,” and in the requirement that students with disabilities be considered in all aspects of educational reform.

Improving America’s Schools Act (IASA) (Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning by promoting school wide reform that provides opportunities for all students to achieve at the highest levels of performance. This act, which is the revised Elementary and Secondary Education Act, was also signed into law in 1994. IASA authorized funding for Title 1 programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.

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. With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
- Children with disabilities be included in state and district wide assessment programs, with appropriate accommodations provided as necessary
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000
- States 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 non-disabled students
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

In order to comply with federal laws and state mandates, the Wright City R-II 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 in one of three ways:
 - a. MAP/EOC Subject Area Assessments without Accommodations: Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They will not use accommodations, so there would be no modifications in testing procedures.

- b. MAP/EOC Subject Area Assessments with Accommodations: Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but, accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
- c. MAP/EOC Alternate Assessment (MAP-A): A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

The district will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district wide basis.

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 programs.
 - a. 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 six MAP subject area assessments and all parts of the assessments included in the district wide assessment program. These students may require some accommodations in testing procedures.
 - b. Is the student working toward modified instructional goals?
Students are working toward modified goals if attainment of these goals will generally 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 six MAP subject area 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 probably require accommodations in testing procedures.
3. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.
 - a. 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 six MAP subject area assessments and all parts of the assessments included in the district wide assessment program.
 - b. 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.
 - c. 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.

- d. A student with disabilities should participate in all parts of the six MAP subject area assessments and all parts of the assessments included in the district wide assessment program that are instructionally relevant for that student.
 - e. Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
 - f. Students should not be exempted from any part(s) of the six 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.
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 subject area 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 sample item booklets 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 subject area 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 possible accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district wide assessments 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 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. A description of how a student will participate in the state and district wide assessment programs.
 - b. Statements regarding any individual accommodations needed in the administration of the state and district wide assessment programs.
 - c. 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:
 - a. Options for their child's participation in the state and district wide assessment programs;
 - b. The benefits to be gained as a result of participating in standardized testing;
 - c. Accommodation options for the state and district wide assessments;
7. Once the test results are obtained from MAP 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 non-disabled students. The district will comply with IDEA 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.

Local Assessment of Standards not Assessed by MAP

Rationale: In September of 1997, the State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students (including special populations) and that at a minimum, the plan shall include all components of the Missouri Assessment Program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show-Me Standards not assessed on the statewide assessment. The plan does not have to be submitted to the Department of Elementary and Secondary Education but will be reviewed by

the visiting Missouri School Improvement Team as part of the MSIP review program. This rule gives districts flexibility in planning off-grade assessments.

Some of the Show-Me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to state-wide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulates and/or interaction within student groups or the workplace. Assessing these types of standards at the state level is impractical; resulting in the need for these to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district developed a local assessment plan to assess these standards.

How the District Assess Standards Not Assessed by MAP

The knowledge, skills, and processes as described by the indicators are addressed in many classrooms throughout the district and are written into the curricula. However, the teachers will be responsible for collecting data related to the criteria and the Missouri Learning Standards.

Professional Development Related to Student Assessment

The teachers and administrators in Wright City R-II School District will participate in professional development opportunities related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The information contained in this narrative will address professional development related to student assessment. For a more detailed, comprehensive description of the District's Professional Development Plan, consult the District's documentation as required by MSIP standard 6.7.

The Professional Development Committee of Wright City R-II School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support 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.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators. Late Start Mondays have been included in the District's calendar to allow for in-service opportunities. To allow for teacher observation, peer coaching, MAP team training, and departmental meetings, the District has set up common planning time/will hire substitutes for release time out of the classroom/etc.

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

Test-Taking Strategies

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, Wright City R-II School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject areas on the MAP and assessments given by the district contain various types of items that range in complexity and in open-endedness. The district will teach students to become proficient in answering the following:

- Multiple-choice items in which students choose the correct answer from four answer choices
- Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.
- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student is given a writing prompt and must use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. 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.

Test Security

1. The District Testing Coordinator (DTC) will receive the Examiner's Packets and the District Testing Coordinator's Packet a few weeks prior to testing. At this time, the DTC will check all the Building Testing Coordinator's Packets and the District Testing Coordinator's Packet to ensure all documents and materials have been received from CTB-McGraw Hill, Riverside, or alternate testing company. Then, the DTC will distribute the Building Testing Coordinator's Packets to each Building Testing Coordinator (BTC). The BTC will need to receive the packet well in advance of testing to allow for copying and distributing the Examiner's Manuals and to give an in-service about test administration to all proctors.
2. When the MAP, EOC, and other standardized tests arrive in the district, they will be stored in a secured area within each building. Teachers will access on-line tests during the testing administration time period. If booklets are required they may be stored in a locked room such as the counselor's office or the vault. The BTC will carefully check all materials and sort them in preparation for administration, making a written record that needs to be given to each examiner. If there are shortages, the BTC will contact the testing company for additional materials.
3. Beyond the initial check and sorting, the test booklets will remain untouched until they are distributed the day before testing. Only the BTC will have access to the testing materials.
4. No teacher or examiner will have access to the test booklets, online portal or be told their content before the test is distributed.

In-Service Prior to Testing

A few days prior to testing, the BTC will copy the Examiner's Manual and the Testing Coordinator's Manual for each examiner and will do an in-service describing the exact process for completion of forms and the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during test administration. Other security issues that will be addressed will include: the handling and storage of the test booklets, providing directions to students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the room in which tests are to be administered. Some examples include: maps, multiplication tables, word definitions, periodic tables, etc. Anything that may give specific clues to correct answers should be removed.

Test Administration

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Testing is completed using an on-line protected format. At the end of each testing period the assessment is electronically submitted upon completion. In the event a student requires a hard copy of the assessment: Each day, prior to testing, the examiner will get his/her test booklets from the secure area and will return them to this same area each day after test administration. The BTC will count the test booklets each day upon return to ensure all books are accounted for.

3. Students will be encouraged to use the restroom facilities, get drinks, etc, before the testing. If a student has to leave the room during testing, he/she will be instructed to close the test booklet and bring it to the examiner. It will be returned to the student upon his/her return to the room.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being given, designated individuals will move between classrooms to provide assistance as needed.

Collection of Test Material Following Testing

1. Upon completion of testing, the BTC will collect all test booklets, and ensure electronic assessments are submitted.
2. The BTC will complete the necessary building level reports and will pack test booklets as described in the Testing Coordinator's Manual. The boxes will be kept in a secure area.
3. The BTC will send the necessary information and materials to the DTC. The DTC will make arrangements to have the hard copy assessments shipped to the scoring center(s).
4. All makeups will be scheduled by the building test coordinator.

Sanctions for Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices this district considers inappropriate.
 - a. Copying any part of a standardized test booklet for any reason;
 - b. Removal of a test booklet from the secure storage area except during test administration;
 - c. Failure to return testing materials;
 - d. Directly testing any item in the test;
 - e. Altering a student's responses to items on the test or in the booklet;
 - f. Indications to the student during testing that they have missed items and need to change them; giving answers or clues to questions; allowing students to give each other answers; or altering test administration procedures to give students an unfair advantage;
 - g. Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

Analyzing Data for Making Decisions

Rationale: The District finds it 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 will be reviewed on an annual basis. In order to ensure the results of analyzing data are being used to

make needed changes for all subpopulations, a chart will be used to document and guide the process of data analysis. The chart will include the type of data reviewed, the finding based on the review of data, a description of how the areas deemed as weaknesses were/will be addressed (changes that need to be made), the impact of the changes, and a description of further actions (if any) to be taken.

The individuals involved in the analysis process will include, but not be limited to, administrators, curriculum coordinators, guidance personnel and teachers. The types of data to be analyzed will include MAP, EOC results, results from other tests given district wide, ACT results, dropout data, vocational placement, etc. Data will be utilized to alter instruction for all subpopulations, progress toward school and district improvement goals. Different types of data will be presented to and analyzed by people responsible for making needed changes/revisions based on results. Strategies for addressing weak areas will be developed through input from parents, teachers, students, community representatives, and administrators.