

**Lindbergh Schools**  
Teaching and Learning

District Assessment Plan 2025-26

<b>District and State Testing Windows (Year at a Glance)</b>			
	<b>Fall Window</b>	<b>Winter Window</b>	<b>Spring Window</b>
iReady Reading	August 21-September 5	December 1-19	April 6-17
iReady Math	August 21-September 12	December 1-January 16	April 6-24
NWEA (English I/Algebra I)	August 25-September 5	January 6-16	March 23-April 3
Panorama (3-12)	September 29th-October 16th		February 23-March 13
Grade-Level Assessment (3-8)			April 24-May 15
End-of-Course Assessment (9-12)		December 1-5 (selected students only)	April 13-17 (High School) May 4-7 (Middle School Algebra/Geometry)
ACT (11th Grade)	Practice ACT - September 16		March 10
Accuplacer (11th Grade)			April 1st
ASVAB	TBD	TBD	TBD
ACCESS for ELL (k-12)		January 5- February 27	

PSAT	October 21		
Advanced Placement (AP)			May 4-15 May 18-22 (late testing)
FAST ( <b>Special School District Only</b> ) <ul style="list-style-type: none"> <li>• aReading</li> <li>• aMath</li> <li>• Comprehension Efficiency</li> </ul>	September 1-30	December 5-January 31	April 1-May 15

**Introduction:**

Lindbergh Schools understands that assessments are an important part of the learning process. Students, at Lindbergh, will participate in the classroom, district, and state-level assessments. Outside of state-mandated requirements, the district-level assessments are selected with input from the district assessment committee along with the teaching and learning department.

Learning growth is the primary focus of district assessments. Utilizing assessments that not only collect performance data, but also collect growth data is a priority when determining which assessments are useful for program evaluation, classroom instruction, intervention, and enrichment.

Purpose of Assessments:

- Measure student performance and growth
- Inform teacher instruction
- Guide decisions regarding personalized learning and differentiated instruction.
- Assist in the determination of appropriate course placement and instructional needs.
- Evaluate district programs
- Inform decisions regarding the allocation of district resources
- Evaluate the college and career readiness of students
- Provide accountability for the district's stakeholders

**Test Security: (Policy ILA)**

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment

plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors, and any district staff who have responsibilities in providing, monitoring, or overseeing student testing as designated by the superintendent or designee.

### Test Security

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

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

Similar test security precautions apply to online testing.

### Training

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

#### Test Coordinator Roles

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

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners, and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives, passwords, or other access to electronic testing materials.
5. Ensure that, beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.

10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

#### General Test Administration

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

#### Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expeditiously as possible.

#### Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops, and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books, and other information.
3. The district will perform site certification procedures before each testing window.

4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

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

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

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

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

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with the specific testing protocol.

## Lindbergh Assessments by Grade-Level

Preschool/Early Childhood			
Test	Testing Window	Purpose	Results
Ages and Stages Questionnaires (ASQ)	Year Round by Appointment (all students)	To assess development in the areas of	If the child scores below the cut-off for

Blrth-36 months		communication, gross motor, fine motor, problem-solving, and personal-social skills. Screening is conducted by Parents As Teachers (PAT).	their age, further intervention is indicated.
Ages and Stages Questionnaires Social-Emotional (ASQ)-SE Blrth-60 months	Year Round by Appointment (all students)	To access development in the areas of communication, gross motor, fine motor, problem-solving, and personal-social skills. Screening is conducted by Parents As Teachers (PAT).	If the child scores below the cut-off for their age, further intervention is indicated.
Speech Cassette Audiometer Puretone Audiometer Age: 2-6	Year Round by Appointment (Referral)	Screen for possible hearing problems. Screening is coordinated by Parents As Teachers.	If the child scores below the cut-off for their age, further intervention is indicated.
Developmental Indicators for the Assessment of Learning, 4th edition (DIAL 4)	Fall only for referral from the teacher or the parent. Year-round by Appointment	To access development in the areas of communication, gross motor, fine motor, problem-solving, and personal-social skills.	If the child scores below the cut-off for their age, further intervention is indicated.

Kindergarten			
Test	Testing Window	Purpose	Results
Desired Results Developmental Profile (DRDP)	(Fall Only) September	A formative assessment tool used to measure a child's progress towards six desired outcomes, aligning with state learning and development foundations and kindergarten content standards.  <u>Six Outcomes include:</u> Learning - Self-Regulation (ATL-REG), Social and Emotional Development (SED),	Required testing is mandated by the Department of Elementary and Secondary Education. The results are shared with the state for state-level accountability.

		Language and Literacy Development (LLD), English-Language Development (ELD), Cognition (COG), and Physical Development - Health (PD-HLTH)	
Benchmark Assessment System	Optional Assessment to provide diagnostic information for students reading considerably beyond grade level	A diagnostic tool measuring reading accuracy, fluency, and comprehension. Used for analysis of a student's application of reading skills (decoding and comprehension) to inform instruction.	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Fastbridge <ul style="list-style-type: none"> <li>● aReading</li> <li>● CBMReading</li> <li>● aMath</li> <li>● Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

First Grade			
Test	Testing Window	Purpose	Results

Benchmark Assessment System (BAS)	(Spring) *May be administered Fall and Winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading accuracy and comprehension. Used for analysis of student ability to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Fastbridge <ul style="list-style-type: none"> <li>● aReading</li> <li>● CBMReading</li> <li>● aMath</li> <li>● Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

Second Grade			
Test	Testing Window	Purpose	Results
Benchmark Assessment System (BAS)	(Spring) *May be administered Fall and Winter as a	A diagnostic tool measuring reading	Results are used by teachers to inform

	diagnostic tool for Tier 2/3	accuracy and comprehension. Used for analysis of student ability to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Fastbridge <ul style="list-style-type: none"> <li>● aReading</li> <li>● CBMReading</li> <li>● aMath</li> <li>● Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

Third Grade			
Test	Testing Window	Purpose	Results
Benchmark Assessment System (BAS)	(Spring) *Maybe administered Fall and Winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading accuracy and comprehension. Used for	Results are used by teachers to inform classroom instruction. Parents are

		analysis of student ability to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Panorama	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measures areas of success and opportunities for social and emotional growth. Survey questions are aligned to Casel (Collaborative for academic and social and emotional learning) competencies.	Results are used by teachers, administrators, and counselors to inform social, emotional, and academic support. Parents are informed if there is an area of need.
Fastbridge <ul style="list-style-type: none"> <li>● aReading</li> <li>● CBMReading</li> <li>● aMath</li> <li>● Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

Fourth Grade			
Test	Testing Window	Purpose	Results
Benchmark Assessment System (BAS)	(Spring) *May be administered in fall and winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading comprehension. Used for analysis of student ability to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Panorama	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measures areas of success and opportunities for social and emotional growth. Survey questions are aligned to Casel (Collaborative for academic and social and emotional learning) competencies.	Results are used by teachers, administrators, and counselors to inform social, emotional, and academic support. Parents are informed if there is an area of need.
Fastbridge <ul style="list-style-type: none"> <li>• aReading</li> <li>• CBMReading</li> <li>• aMath</li> <li>• Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

goals as part of their individual education plan (IEP).		word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	
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Fifth Grade			
Test	Testing Window	Purpose	Results
Benchmark Assessment System (BAS)	(Spring) *May be administered fall and winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading comprehension. Used for analysis of student ability to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Panorama	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measures areas of success and opportunities for social and emotional growth. Survey questions are aligned to Casel (Collaborative for academic and social and emotional learning) competencies.	Results are used by teachers, administrators, and counselors to inform social, emotional, and academic support. Parents are informed if there is an area of need.
Fastbridge	<i>Fall, Winter, and Spring benchmark</i>	<u>aReading</u> and <u>aMath</u> : a	Results are shared with parents, teachers,

<ul style="list-style-type: none"> <li>• aReading</li> <li>• CBMReading</li> <li>• aMath</li> <li>• Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<p><i>windows and progress monitoring.</i></p> <p><i>Dates determined by special education teacher.</i></p>	<p>computer-administered adaptive measure of broad reading and math that is individualized for each student.</p> <p><u>CBMReading</u>: Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.</p>	<p>and administrators as part of showing growth in IEP goals.</p>
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Sixth Grade			
Test	Testing Window	Purpose	Results
Benchmark Assessment System (BAS)	(Spring) *May be administered fall and winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading comprehension. Used for analysis of student ability and to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Panorama SEL Screening Survey	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measures areas of success and opportunities for social and emotional growth. Survey questions are aligned to	Results are used by teachers, administrators, and counselors to inform social, emotional, and academic support.

		Casel (Collaborative for academic and social and emotional learning) competencies.	Parents are informed if there is an area of need.
<p>Fastbridge</p> <ul style="list-style-type: none"> <li>• aReading</li> <li>• CBMReading</li> <li>• aMath</li> <li>• Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<p><i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i></p> <p><i>Dates determined by special education teacher.</i></p>	<p><u>aReading and aMath</u>: a computer-administered adaptive measure of broad reading and math that is individualized for each student.</p> <p><u>CBMReading</u>: Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.</p>	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

<b>Seventh Grade</b>			
<b>Test</b>	<b>Testing Window</b>	<b>Purpose</b>	<b>Results</b>
Benchmark Assessment System (BAS)	(Spring) *May be administered fall and winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading comprehension. Used for analysis of student ability and to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
iReady Math	(Fall) August 21-September 5 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.

		and growth.	
Panorama SEL Screener Survey	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measures areas of success and opportunities for social and emotional growth. Survey questions are aligned to Casel (Collaborative for academic and social and emotional learning) competencies.	Results are used by teachers, administrators, and counselors to inform social, emotional, and academic support. Parents are informed if there is an area of need.
Fastbridge <ul style="list-style-type: none"> <li>• aReading</li> <li>• CBMReading</li> <li>• aMath</li> <li>• Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

Eighth Grade			
Test	Testing Window	Purpose	Results
Benchmark Assessment System (BAS)	(Spring) *May be administered fall and winter as a diagnostic tool for Tier 2/3	A diagnostic tool measuring reading comprehension. Used for analysis of student ability and to inform instruction.  <i>Required for students at/below instructional-level benchmark only</i>	Results are used by teachers to inform classroom instruction. Parents are informed of areas of strength/need through progress reports.
iReady Reading	(Fall) August 21-September 5 (Winter) December 1-19 (Spring) April 6-17	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is a criterion and nationally normed assessment that measures achievement	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading

		and growth.	concerns.
iReady Math	(Fall) August 21-September 12 (Winter) December 1-January 9 (Spring) April 6-24	Computer adaptive assessment aligned to Missouri Learning Standards. iReady is criterion and nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Panorama SEL Screener Survey	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measures areas of success and opportunities for social and emotional growth. Survey questions are aligned to Casel (Collaborative for academic and social and emotional learning) competencies.	Results are used by teachers, administrators, and counselors to inform social, emotional, and academic support. Parents are informed if there is an area of need.
Fastbridge <ul style="list-style-type: none"> <li>● aReading</li> <li>● CBMReading</li> <li>● aMath</li> <li>● Comprehension Efficiency</li> </ul> <p><i>*For students who have reading and math goals as part of their individual education plan (IEP).</i></p>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

**Ninth-Twelfth Grade**

- *High school assessments are often contingent upon course completion, which students complete at different times according to their Personal Plan of Study. For that reason, assessments for 9th-12th grade are consolidated into one table.*

<b>Test</b>	<b>Grade-Level</b>	<b>Testing Window</b>	<b>Purpose</b>	<b>Results</b>
Civics Assessment	11th Grade	Duration of US History Course	The civics exam is a state-mandated assessment required for high school students to pass before graduation. The questions on this assessment	Results are shared with students upon completion of the test.

			are similar to the United States Citizenship Exam.	
Constitution Assessment	10th Grade	Duration of US Government	The Constitution exam is a state-mandated assessment required for high school students to pass before graduation. The assessment covers US and Missouri constitutional topics.	Results are shared with students upon completion of the test.
NWEA MAP Growth Reading	9th Grade (English I)	(Fall) August 25-September 5 (Winter) January 6- 19 (Spring) March 23- April 3	Computer adaptive assessment aligned to Missouri Learning Standards. NWEA is a nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of reading concerns.
NWEA MAP Growth Math	9th-12th grade students enrolled in Algebra I, IA, or IB	(Fall) August 25-September 5 (Winter) January 6- 19 (Spring) March 23- April 3	Computer adaptive assessment aligned to Missouri Learning Standards. NWEA is a nationally normed assessment that measures achievement and growth.	Results are shared with parents, teachers, and administrators. Results are used to determine instructional needs and identify students who are at risk of math concerns.
Practice ACT	11th Grade	September 16	11th Grade: A retired version of the NCAA- approved ACT assessment. Allows students to practice participating in the nationally-normed assessment to see areas of strength and areas to grow before taking the national version of the assessment.  It is also used to support students in areas of need.	Results are shared with students upon completion of the test.
PSAT	10th & 11th Grade	October 21	Optional, fee-based assessment. The PSAT is a multiple-choice assessment designed by the College Board that shows the reading, mathematics, and writing skills	Results are shared with parents, teachers, and administrators.

			necessary to succeed in college. 11th-grade students enter the National Merit Scholarship competition with their PSAT score. 11th-grade students who are in the top 3% nationwide will receive National Merit Commended recognition and those who are in the top 1% nationally will earn National Merit Semifinalist recognition.	
College/Career Selected Assessment: <ul style="list-style-type: none"> <li>● ACT</li> <li>● Accuplacer</li> <li>● ASVAB</li> </ul>	11th Grade	ACT/Accuplacer (Spring) ASVAB (multiple dates)	11th grade students select a college and career assessment that aligns with their Individual Career and Academic Plan (ICAP).	Results are shared with students and on available on Infinite Campus student and parent portal.

<p>Advanced Placement (College Board)</p>	<p>10th-12th</p>	<p>Spring May 5-16 May 21-23 (late testing)</p>	<p>Overview: The AP Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. AP offers rigorous courses and exams in a variety of content areas. Most AP exams cover the equivalent of a full-year college course.</p> <p>Advanced Course Assessments include AP English, Literature AP, Language AP, Music Theory AP, Drawing AP, Calculus AB AP, Calculus BC AP, Statistics AP, French 5 AP, Spanish 5 AP, German 5 AP, Macroeconomics AP, Microeconomics AP, Computer Science A AP, Computer Science Principles AP, Biology 2 AP, Environmental Science AP, Chemistry 2 AP, Physics 1 AP, Physics 2 AP, Physics C: Mechanics AP, U.S. Government, and Politics AP, U.S. History AP, Human Geography AP, Psychology AP, and World History AP.</p>	<p>Results are shared with students upon completion of the test.</p>
<p>SchoolLinks Career Inventory and Interest Tools</p>	<p>9th--12th</p>	<p>Throughout the year</p>	<p>SchoolLinks is a comprehensive, online, career development and planning program. This program helps individuals learn about their talents, skills, and interests and makes the connection between planning for continued education and the work world.</p> <p>SchoolLinks Assessments Include:</p> <ul style="list-style-type: none"> <li>● Career Inventory</li> </ul>	

			<ul style="list-style-type: none"> <li>• Interest Inventory</li> <li>• Learning Style Inventory</li> </ul>	
Panorama SEL Screener Survey	9th-12th	(Fall)- October 6-24 (Winter)- February 23-March 13	Panorama measure areas of success and opportunities for social and emotional growth. Survey questions are aligned to Casel (Collaborative for academic and social and emotional learning) competencies.	Teachers, administrators, and counselors use results to inform social, emotional, and academic support. Parents are informed of areas of need.
ASVAB	11th and 12th	Fall	The ASVAB is an optional, timed, multi-aptitude test, which is given to 11th and 12th-grade students. The ASVAB test is developed and maintained by the Defense Department (DoD). The ASVAB helps the DoD not just determine whether a student is a good fit to join the service, but also which service branch they might be best for and even what military jobs they can hold after finishing basic training or boot camp.	Results are shared with students upon completion of the test.
Fastbridge <ul style="list-style-type: none"> <li>• aReading</li> <li>• CBMReading</li> <li>• aMath</li> <li>• Comprehension Efficiency</li> </ul>	<i>For students who have reading and math goals as part of their individual education plan (IEP).</i>	<i>Fall, Winter, and Spring benchmark windows and progress monitoring.</i>  <i>Dates determined by special education teacher.</i>	<u>aReading and aMath</u> : a computer-administered adaptive measure of broad reading and math that is individualized for each student.  <u>CBMReading</u> : Curriculum-Based Measurement for Reading). measures word reading efficiency (accuracy), which is an important ability that facilitates reading comprehension.	Results are shared with parents, teachers, and administrators as part of showing growth in IEP goals.

**Additional Testing:**

<b>Health Screening</b>				
<b>Test</b>	<b>Grade-Level</b>	<b>Testing Window</b>	<b>Purpose</b>	<b>Results</b>
Hearing	Grades K, 1, 3, 5, and 7  New Students in Grades 2, 4, 6, and 8	Throughout the school year	Screen for possible deficits in hearing acuity	If students fail the second screening, parents are contacted by the school nurse if the child fails to meet criteria specified by state recommendations (screening manuals).
Vision	Grades 1, 3, 5, and 7;  New Students in Grades 2, 4, 6, and 8	Throughout the school year	Identify deficits in vision. Administered by a school nurse or community resource  Vision of 20/50 or a two-line difference between eyes or worse for Kindergarten. Vision results of 20/40 or a two-line difference between eyes for grades 1-12. First-time failures are re-screened and if the second failure is - then referred. (State recommendations).	Follow-up for referrals sent home.

<b>Gifted Assessments</b>				
<b>Test</b>	<b>Grade-Level</b>	<b>Testing Window</b>	<b>Purpose</b>	<b>Results</b>
Parent Recommendation following eligibility screener	Kindergarten-8th Grade	Ongoing; part of identification process	This instrument provides guided observation for the identification of gifted behaviors.	Information is used to help identify students for gifted programs.
Wechsler Preschool Primary Scale of Intelligence - (WPPSI-IV)	Kindergarten (when a child is under 6 years old)	Ongoing; used for identification	Individual measures of global intelligence as part of the gifted evaluation process.	Results are shared with parents and appropriate instructional staff. Information is used to help

				identify students for gifted programs. A minimum full-scale score of 124 is utilized for acceptance.
Wechsler Scale of Intelligence (Abbreviated) (WASI-II)	1st-8th Grade	Ongoing; used for identification	Individual measure of global intelligence as part of the gifted screening process.	Results are shared with parents and appropriate instructional staff. Information is used to help identify students for gifted programs. A minimum full-scale score of 124 is utilized for acceptance.
Naglieri General Ability Test: NonVerbal	2nd grade	January-March each year; used as a screener	Nonverbal measure of general logical reasoning ability as part of the gifted screening process.	Results are shared with parents and appropriate instructional staff. Information is used to help identify students for gifted programs. A minimum score in the 95th percentile is required to move on to additional testing.
Ready Math and Reading	1st & 2nd	August-October as part of district testing; used a screener	A standardized test to assess general reading and math ability is used for overall academic screening and as part of the gifted screening process.	Results are shared with parents and appropriate instructional staff. Information is used to help identify students for the gifted program. Students scoring at the 95th percentile in reading or math and at the 84th percentile in the other content area are eligible for gifted testing.

<b>Missouri Assessment Plan (MAP)</b>				
<b>Test</b>	<b>Grade-Level</b>	<b>Testing Window</b>	<b>Purpose</b>	<b>Results</b>
English Language Arts	3rd-8th Grade	Spring: April 24-May 15	The Missouri Assessment	Results are shared with parents,

Grade-Level Assessment			Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri.	teachers, and administrators.
Math Grade-Level Assessment	3rd-8th Grade	Spring: April 24-May 15	The Missouri Assessment Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri.	Results are shared with parents, teachers, and administrators.
Science Grade-level Assessment	3rd-8th Grade	Spring: April 24-May 15	The Missouri Assessment Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri.	Results are shared with parents, teachers, and administrators.
Missouri Assessment Plan-Alternative	3rd-8th and 11th Grade <i>Participation is determined through the IEP process.</i>	September 8-December 15 Required Instructionally Embedded- October-December	The Missouri Assessment Program-Alternate Assessment (MAP-A) is administered to	Results are shared with parents, teachers, and administrators.

		February 9-May 15 Required Instructionally Embedded January-May	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.	
Access for ELL	K-12th Grade <i>*Participation determined by the ELL instructor based on need.</i>	January 5- February 27	WIDA's ACCESS for ELLs is the English language proficiency assessment that Missouri has selected to meet the requirement of the Every Student Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services, including students with disabilities. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing. This assessment is for students who are currently receiving ELL services.	Results are shared with parents, teachers, and administrators.
WiDA Screener	K-12th Grade <i>*Participation determined by the ELL instructor based on need.</i>	As Needed	As a part of federal requirements, districts are required to identify incoming students who qualify as English learners (ELs). Since the 2010-2011 academic year, Missouri districts have used the screening assessment	Results are shared with parents, teachers, and administrators.

			provided by WIDA. Given to any student that noted another language is spoken in the home at enrollment	
Algebra I End-of-Course Exam	Completion of Algebra 2 Honors, Algebra 2 College Prep or Algebra 1B	Winter (selected students only)- December 1-5 Spring: April 13-17	Assists in evaluating individual student and district performance in meeting the Missouri Learning Standards in curriculum and instruction	Results are shared with parents, teachers, and administrators.
English II End-of-Course Exam	Completion of English II, English II Honors	Winter (selected students only)- December 1-5 Spring: April 13-17	Assists in evaluating individual student and district performance in meeting the Missouri Learning Standards in curriculum and instruction	Results are shared with parents, teachers, and administrators.
Biology End-of-Course Exam	Completion of Biology, Biology Honors, or Biology 1B.	Winter (selected students only)- December 1-5 Spring: April 13-17	Assists in evaluating individual student and district performance in meeting the Missouri Learning Standards in curriculum and instruction	Results are shared with parents, teachers, and administrators.
Government End-of-Course Exam	Completion of U.S. Government, AP US Government	Winter (selected students only)- December 1-5 Spring: April 13-17	Assists in evaluating individual student and district performance in meeting the Missouri Learning Standards in curriculum and instruction	Results are shared with parents, teachers, and administrators.