

2025 – 2026 District Assessment Plan



Presented to the Board of Education on June 19, 2025



Francis Howell School District Assessment Plan

Table of Contents

Acknowledgments	3
Assessment Plan	4
Assessments: Birth to Kindergarten	6
Assessments: District-wide K-12	8
Advanced Screening and Identification of Giftedness	17
Assessments: Health Screening	18
Appendix A: Assessments by Grade Level	22
Appendix B: District Approved Assessment Instruments for Building Use	35
Appendix C: FHSD Assessment Instruments	36

Acknowledgments

The following FHSD staff provided support in the review of the Assessment Plan:

Beth Roberts, Alternative Learning
Joseph Henke, Alternative Learning
Angela Underwood Olsen, RN, District Nurse Coordinator
Sandy Torbeck, Parents as Teacher Administrator
Dr. Stephanie Evans, Content Leader
Julie Ragusky, Content Leader
April Burton, Content Leader
Dr. Kara Dalton, Content Leader
Jen Stege, Content Leader
Tim Besse, Content Leader
Dr. Meredith Bates, Content Leader
Dr. Matt Van Horn, Content Leader
Katie Vargas, College and Career Specialist
Kevin Hollinger, Assistive Technology, Orientation Mobility & Vision Specialist
Cathy Fortney, Therapeutic Services Coordinator
Holly Kea-House, Lead Speech-Language Pathologist
Ginger Chico, District Diagnostician
Dr. Melinda Scheetz, K - 12 Literacy Coordinator
Mike Siebe, Mental Health Coordinator
Dr. Connie Buckman, Chief Academic Officer
Dr. Jessie Altman, Director of Adult Learning
Dr. Chris Garland, Director of Elementary and Middle Schools
Dr. Kevin Morrison, Director of Student Services
Dr. Luke Lammers, Director of Curriculum
Dr. Will Vanderpool, Director of Alternative Learning
Dr. Angeline O'Neal-Hogrefe, Director of Data, Assessment and High Schools



Francis Howell School District

Assessment Plan

The Francis Howell School District Comprehensive Assessment Plan is a document that details the instruments and strategies used to monitor the quality of the district's instructional program and screening for participation in special programs. The plan establishes guidelines for individual as well as group assessment. In general, individual assessment data is gathered as a means for providing parents/guardians*, teachers, administrators, and counselors with information to monitor a given student's capabilities, learning, and progress. This individual data is used for planning educational programming specific to the student's identified needs. Group assessment data is used to identify strengths and weaknesses within a given curriculum and/or within classroom instruction.

The Assessment Plan is based on guidelines developed by the Missouri Department of Elementary and Secondary Education. Upon approval by the Board of Education, this document will provide guidance to District personnel regarding all aspects of the Francis Howell Assessment Plan.

The District's Academic Team and District Schools examine building, grade level, and content area testing data annually, as well as disaggregated assessment data of various student groups to determine the effectiveness of Francis Howell education programs.

The Francis Howell School District uses formal assessment data to monitor student progress and program effectiveness through early childhood screening, health screening, state-required achievement assessments, assessments for program planning, and assessments to determine student eligibility for special programs. The district also administers standardized tests to monitor progress in general academic achievement and to measure the effectiveness of district programs. Additionally, the District has developed local benchmark assessments to provide periodic progress checks for student mastery of the Missouri Learning Standards.

The district is committed to the Professional Learning Communities Model, and therefore is also committed to the development of common summative and formative assessments. All Professional Learning Communities continue to develop these assessments to be responsive to student needs. These are given at various grade levels in various subject areas. This data is then used to improve instruction within the classroom, the grade-level/content areas, and among buildings.

District assessments can be categorized in three ways: opt-out, opt-in, and required/mandated by District policy and/or state and federal legislation. Opt-out assessments allow a parent to request a student not participate in certain assessments. Note that some opt-out assessments could be included in a student's grade. Opt-in assessments require the district to gain permission from a parent/guardian* before assessing a student. Required or mandated assessments must be administered to all students as prescribed by District policy or state and/or federal legislation.

The Francis Howell School District Comprehensive Assessment Plan contains:

- Francis Howell School District Statement of Purpose for Assessment
- Descriptions of the assessment instruments, use of results, and dissemination of the results
- Testing schedule overview
- Overview of assessments used at specific grade levels and the purposes for each
- Guidelines for including students with disabilities
- Provisions for teaching test-taking skills
- Test security procedures

*The district recognizes that not all students reside with or are in the care of their parents. In addition to students' parents there are various forms of caretakers and guardians that provide care for District students. For ease, parent/guardian will be the term used in the Assessment Plan

Assessments: Birth to Kindergarten

Test	Target Age or Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Health Questionnaire (Opt-In)	3 months to 3 years	Yearly	To gather information regarding prenatal care, health, immunizations, dental, vision, and hearing.	<p>District personnel will confer with parents to discuss results and share suggested activities which may further the child's development. If children appear to be having difficulty, they will be referred directly to appropriate agencies such as early intervention programs or through the parents to appropriate medical personnel. When needed, students will be rescreened by District personnel. Screening results will be shared with the child's future elementary site for instructional purposes and placed in the child's permanent record file.</p>
Health Questionnaire (Opt-In)	3 years to Kindergarten Entry	Yearly	To gather information regarding prenatal care, health and developmental history, social skills, language development, vision, hearing, immunizations, and adaptive behavior.	
Functional Hearing Screening (Opt-In)	3 months to 3 years	Yearly	To identify potential hearing concerns.	
Otoacoustic Emissions (Opt-In)	3 years to Kindergarten Entry	Yearly	To identify potential hearing problems.	
Functional Vision Screening (Opt-In)	3 months to Kindergarten Entry	Yearly	To identify potential vision concerns.	
Visual Acuity (Opt-In)	30 months to Kindergarten Entry	Yearly	To identify potential concerns with visual acuity.	
Ages and Stages Questionnaire (Opt-In)	3 months to Kindergarten Entry (Will only be administered for 3 years -Kindergarten Entry when a DIAL is not administered)	Yearly	To assess current level of development and to identify potential concerns in the areas of communication, gross motor, fine motor, problem solving, and personal social.	

<p>Ages and Stages Questionnaire 2 (ASQ:SE 2) (Opt-In)</p>	<p>3 months to Kindergarten Entry (Will only be administered for 3 years -Kindergarten Entry when a DIAL is not administered)</p>	<p>Yearly</p>	<p>To assess the social-emotional competence and identify potential concerns.</p>	
<p>Articulation/Language Screener (Opt-In)</p>	<p>30 months to Kindergarten Entry</p>	<p>Yearly</p>	<p>To identify potential concerns in the areas of speech and language.</p>	
<p>Developmental Indicators for Assessment of Learning 4 (DIAL-4) (Opt-In)</p>	<p>3 years to Kindergarten Entry</p>	<p>Yearly</p>	<p>To assess current level of development and to identify potential problems in the areas of motor, concepts, language, self-help, social emotional and behavior.</p>	
<p>Francis Howell School District Preschool Common Assessment (Opt-Out)</p>	<p>3 years to Kindergarten Entry</p>	<p>Each Semester</p>	<p>To assess skills in literacy and mathematics.</p>	<p>Early childhood classroom teachers will report to parents the results of the assessments. If children appear to be having difficulty, they will be referred for further developmental screening or Early Childhood Special Education evaluation, as appropriate. Assessment results will be shared with the child's future elementary site and placed in the child's permanent record file</p>

Assessments: District-wide K-12

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Kindergarten Observation Form (KOF) (Mandated)	Kindergarten	2 nd – 6 th week of school	The assessment is designed to measure a child’s skills and behaviors within the first few weeks of entering kindergarten. The data from the assessment can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten. The assessment evaluates the following five domains; Language and Literacy, Cognition and General Knowledge, Social-Emotional Development, Approaches to Learning and Physical Development.	Shared with building administration and teachers. Results will be reported to the Department of Elementary and Secondary Education (DESE) as required by MSIP 6.
Star Reading Assessment (Mandated)	Grades K – 8, Grades 9 - 12 as needed	August, December and May and used throughout the year to progress monitor	To universally screen students to determine additional reading assistance needs. STAR Reading Assessments provide an estimated rate of improvement, identifies student progress in response to instruction and to measure efficacy of instruction. STAR Reading Assessments serve as the district’s dyslexia screener. To assist in determining a student’s reading level, Senate Bill 681 eligibility and as one of several indicators for middle school placement.	Shared with building literacy specialists, administration (building & district), parents, teachers, and future teachers.
Cognitive Abilities Test (CogAT) Screening for Gifted (Opt-Out)	Grades 1, 3	Throughout the school year as necessary	To universally screen students in first and third grade to determine those who may qualify for gifted programming.	Shared with building gifted teachers, building administration, and parents.
English Language Arts (ELA) Common Assessments (Opt-Out)	Grades K - 12	Throughout the school year in alignment to the scope/sequence of the curriculum	To determine ELA achievement on Missouri Learning Standards.	Reviewed by teachers, Professional Learning Communities, content leaders, and building and district administration.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
English Language Arts Benchmark Assessments (Opt-Out)	Grades 9-12	Three times per year	To determine ELA achievement on Missouri Learning Standards.	Reviewed by teachers, Professional Learning Communities, content leaders, and building and district administration.
Math Common Assessments (Opt-Out)	Grades K - 12	Quarterly	To determine mathematics achievement on Missouri Learning Standards.	Reviewed by teachers, Professional Learning Communities, content leaders, and building and district administration.
Math Benchmark (Opt-out)	Algebra I, Algebra II, Geometry	Three times per year	To determine mathematics achievement on Missouri Learning Standards.	Reviewed by teachers, Professional Learning Communities, content leaders, and building and district administration.
Science Common Assessments (Opt-Out)	Grades 3 - 8	Quarterly	To determine Science achievement on Missouri Learning Standards.	Reviewed by teachers, Professional Learning Communities, content leaders, and building and district administration.
Biology Benchmark Assessment (Opt-Out)	Grades 9 - 12	Three times per year	To determine science achievement on Missouri Learning Standards.	Reviewed by teachers, Professional Learning Communities, content leaders, and building and district administration.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
<p>Missouri Assessment Program (MAP) – Grade Level Assessments (GLA) (Mandated)</p>	<p>Grades 3 - 8</p>	<p>April – May</p>	<p>To evaluate school district English Language Arts, Math and Science programs and overall student achievement. Results also may be used to assist in class/program placement in middle school and high school 4-year planning. MAP Assessments are required by the Department of Elementary and Secondary Education (DESE).</p>	<p>Reviewed by the Board annually for performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are also analyzed by teachers and administrators. Students and parents are provided with student reports. Assessment results are placed in the child’s permanent record file.</p>
<p>Missouri Assessment Program (MAP) – Alternative (MAP – A) (Mandated)</p>	<p>Grades 3 – 11 Special Education Setting</p>	<p>Throughout school year</p>	<p>To assess students’ progress on goals in English Language Arts, Math and Science as identified through their Individualized Education Program (IEP). For students with the most significant cognitive disabilities. IEP teams use a checklist provided by the Department of Elementary and Secondary Education (DESE) to determine student eligibility. Linked to the grade-level specific expectations in the Missouri Learning Standards.</p>	
<p>Missouri Assessment Program (MAP) – End of Course (EOC) (Mandated)</p>	<p>Grades 7 - 12</p>	<p>Fall: Oct-January Spring: Feb-May Summer: June August</p>	<p>To evaluate school district programs in Algebra I (middle and high school), Biology, English II, Government, and overall student achievement. Middle school students completing Geometry are required to take the Geometry EOC. High school students who completed Algebra I in middle school are required to take the Algebra 2 EOC in high school. End of Course assessments in the core areas are required by law. As a condition of Every Student Succeeds Act (ESSA) Waiver, all students must take an Algebra level assessment prior to graduation.</p>	

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
World-Class Instructional Design and Assessment (WIDA) WIDA-ACCESS Placement Test W-APT (Mandated)	Grades K – 12 (English Learners)	First 30 days of school and then as students enter the district	To determine if a student who identify a language other than English is spoken on the Home Language Survey (HLS) at enrollment will receive ESOL services. Districts are required to screen all possible ELs using the W-APT screening assessment. Current English Learners (ELs) ELs DO NOT have to be re-screened.	The results are analyzed by teachers, building and district administrators. Students and parents are provided with student reports. Assessment results are placed in the child's permanent record file.
Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0) (Mandated)	Grades K – 12 (English Learners)	January-March	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.	
Fitness Gram (Mandated)	Grades 5, 7, 9	September-May	To assess health-related fitness for students in grades 5, 7 and 9.	Required by the Department of Elementary and Secondary Education, and shared with teachers and students.
Missouri & United States Constitution Exam and Civics Exam (Mandated)	Grade 11	October-April	To assess students' knowledge of Missouri & United States Constitution as required by the Department of Elementary and Secondary Education.	Reported on transcripts and students receive individual results. Results are available to parents, teachers, building and district administrators.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
American College Testing (ACT) (Opt-Out)	Grades 11 - 12	March - April	To assess college readiness. The district provides all junior students an opportunity to take a National Collegiate Athletic Associate (NCAA) approved administration of the ACT during the school day.	Sent by ACT to the college(s) of the students' choice; results shared by ACT with the student and parents. FHSD teachers, content leaders, building and district administrators review results. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.
American College Testing (ACT) WorkKeys (Opt-Out)	Grades 11 - 12	Throughout the year as needed	To assess foundational hard and soft skills required for success in the workplace as well as identify areas that need improvement as students plan for their future. Students who succeed on the assessment qualify for ACT's National Career Readiness Certificate.	Sent by ACT to student and parents. FHSD teachers, content leaders, building and district administrators review results. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.
Armed Services Vocational Aptitude Battery (ASVAB) (Opt-Out)	Grades 10 - 12	Throughout the year as needed	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests.	Shared with students, parents, counselors, building and district administrators. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.
Accuplacer (Opt-Out)	Grades 10-12	Throughout the year as needed	ACCUPLACER is a placement test used by many colleges and universities to assess a student's readiness for college-level coursework. It helps institutions determine which students need additional support or if they are prepared to enter more advanced classes. ACCUPLACER tests evaluate skills in reading, writing, and math, and can also assess English language proficiency for ESL students.	Shared with students, parents, counselors, building and district administrators. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.

Industry Recognized Credential (IRC) Certificates – Business (Opt-Out)	Grades 10 - 12	April-May	To earn certification for students upon successful completion of the assessment in the areas of Adobe Premiere Pro, Adobe Photoshop, and A*S*K Marketing. Scores on IRC assessments utilized in MSIP-6 accreditation.	Distributed to students and parents, content leaders, building and district administrators, as well as submitted to DESE for MSIP-6 evaluation purposes.
Industry Recognized Credential (IRC) Certificates – Family and Consumer Sciences (Opt-Out)	Grades 10 - 12	December, April and May	To earn certification for students upon successful completion of the assessment in the areas of ProStart 1, ProStart 2, American Association of Family and Consumer Sciences (AAFCS) Fashion, and AAFCS Education Fundamentals, and AAFCS Early Childhood. Scores on IRC assessments utilized in MSIP-6 accreditation.	Distributed to students and parents, content leaders, building and district administrators, as well as submitted to DESE for MSIP-6 evaluation purposes.
Project Lead the Way (PLTW) Engineering Assessment (Opt-Out)	Grades 9 - 12	May	To assess subject-specific knowledge along with creativity, critical thinking, problem-solving, collaboration, communication, ethical reasoning and mindset. To provide DESE information for MSIP-6 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, content leaders, building and district administrators, as well as submitted to DESE for MSIP-6 evaluation purposes.
Project Lead the Way (PLTW) Biomedical Assessment (Opt-Out)	Grades 9 - 12	May	To assess subject-specific knowledge along with creativity, critical thinking, problem-solving, collaboration, communication, ethical reasoning and mindset. To provide DESE information for MSIP-6 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, content leaders, building and district administrators, as well as submitted to DESE for MSIP-6 evaluation purposes.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Project Lead the Way (PLTW) Computer Science Assessment (Opt-Out)	Grades 9 - 12	May	To assess subject-specific knowledge along with creativity, critical thinking, problem-solving, collaboration, communication, ethical reasoning and mindset. To provide DESE information for MSIP-6 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, content leaders, building and district administrators, as well as submitted to DESE for MSIP-6 evaluation purposes.
Career Cluster Inventory (Opt-Out)	Grades 6, 8	Throughout the school year	To match student interests and activities they enjoy with occupations in the sixteen national Career Clusters.	Shared with students and counselors to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Learning Styles Inventory (Opt-Out)	Grade 6	Throughout the school year	To identify for students the type of learning style that is their strength and their preferred learning style.	Shared with students and counselors to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Interest Profiler (IP) (Opt-Out)	Grade 7	Throughout the school year	To produce a list of occupations that best fit a student's interests.	Shared with students and counselors to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Employability Skills Survey (Opt-Out)	Grade 7	Throughout the school year	To assist students in the exploration of occupations that match student self-assessed skills. It helps students recognize how skills can be transferred between occupations.	Shared with students and counselors to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Reality Check (Opt-Out)	Grade 8	Throughout the school year	To inform student awareness to the kind of education and finances that are associated with the lifestyle they want as an adult. The Reality Check allows students to find out how much money is needed to earn to cover their expenses. It also shares which occupations support this lifestyle.	Shared with students and counselors to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) (Opt-Out)	Grades 11 - 12	Spring	To measure if a student qualifies for the Seal of Biliteracy. To assess the ability of a student to engage in linguistic tasks on topics of personal, social, and academic relevance across the three modes of communication.	Shared with student, parent, teacher, content leaders, building and district administrators.
i-Ready Diagnostic (Opt-Out)	Grades 5 - 8	August, December, March	To assess students' mathematics abilities and provide individual Quantile levels. Math Inventory is a computer-adaptive assessment that provides teachers with the data they need to create, implement, and adjust personalized instruction.	Shared with student, parent, teacher, content leader, and administrators (building and district).

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Language Reading Scale (LRS) (Opt-Out)	Grades 6 - 12	3 times per year	To measure an instructional level Lexile level for students in Language Live! who are several years behind grade level in reading.	Shared with student, parent, teacher, and building administrators.
Test of Silent Contextual Reading Fluency (TOSCRF) (Opt-Out)	Grades 6 - 12	3 times per year	To measure silent contextual reading fluency of students in Language Live! To measure the speed with which students can recognize individual words in a series of printed passages that become progressively more difficult in their content, vocabulary, and grammar.	Shared with student, parent, teacher, and building administrators.
Test of Written Spelling 4 th Edition (TWS-4) (Opt-Out)	Grades 6 - 12	3 times per year	To document overall improvement in spelling as a result of intervention instruction. TWS-4 is a norm referenced test of spelling.	Shared with student, parent, teacher, and building administrators.

Advanced Screening and Identification of Giftedness

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Cognitive Abilities Test (CogAT) (Opt-Out)	Grades K - 5	Continuous	To provide advanced screening or for the identification of giftedness.	Parents are notified of results in writing within ten (10) business days.
Gifted Rating Scale (Opt-Out)	Grades 2 – 8	Continuous		
Kaufman Test of Educational Achievement (KTEA) (Opt-Out)	Grades 1 – 5	Continuous		
Wechsler Abbreviated Scale Intelligence, 2 nd Edition (WASI-II)	Grades 1 - 8	Continuous		

Assessments: Health Screening

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Snellen Distance Near Vision Cards (Opt-Out)	Grades 1, 3, 6, 9 All referred students	September-December	To screen for problems with near/far-sightedness.	Results for all health screenings will be maintained in individual student medical files. Students are re-screened two (2) weeks after initial hearing screening if concerns are noted. Parents will be notified if their child does not pass a health screening. Referral letters will be sent, advising families to follow up with their child's healthcare provider. Results of screenings will be shared with district staff and special education personnel on a need-to-know basis.
Hearing Pure Tone Audiometry Screening (Opt-Out)	Grades 1, 3, 6, 9 All referred students	September-October	To screen for deficits in hearing acuity.	
Columbia Suicide Severity Rating Scale (C-SSRS)	Grades K-12	As needed	An assessment for risk of suicide is conducted when a student makes an attempt to die by suicide or indicates intent to do so through verbal, written or behavioral communication. The assessment is intended to determine if there is a risk for suicide and the degree to which that risk is present so that safety can be addressed and support services can be provided.	A copy of the screener or full assessment is provided to the parent(s)/legal guardian. With written consent, this assessment may also be provided to a hospital or other mental health professional for the purposes of coordination of safety planning and/or treatment.

Compliance Requirements

Guidelines for Including Students with Disabilities

Individual students with Individualized Educational Programs (IEP)s or Section 504 accommodation plans will participate in assessments administered by the district as indicated by the student's IEP or Section 504 plan. Accommodations, if applicable, will be designed to provide all students with an equal opportunity to demonstrate what they have learned and typically reflect the accommodations that are used in the student's daily instructional program. Accommodation procedures may include adjustments in the assessment setting, item presentation, student response methods, as well as timing of the assessment. Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category or disability, or percentage of time in a particular placement or classroom. The school staff should expect that all students, including those with disabilities and or eligible under Section 504, will participate in the Grade Level Assessments or End of Course assessments and other district-wide assessments. Eligibility for MAP-A and alternative district-wide assessments will be determined by IEP teams.

Provisions for Teaching Test-Taking Skills

Classroom teachers will provide students with regular instruction in test-taking skills. Teachers will also provide students with opportunities to practice test format types including multiple choice, constructed response questions, and technology-enhanced Items. Technology-enhanced Items are question format types such as multiple responses, drag and drop, sequence, fill-in-the-blank, and matching. Classroom teachers will provide feedback regarding student performance following practice opportunities. Preparing students to participate in state and national assessments will be the responsibility of all classroom teachers. School faculties will develop strategies for improving student performance on state and national assessments on an annual basis.

Test Security - Overview

Board Policy 6420 addresses test security. The building/school test coordinator is required to distribute and review testing materials, as well as have teachers/proctors sign to indicate receipt of the materials prior to testing. Changes to the Missouri Assessment Program presents differing test security issues. With the introduction of online assessments in state testing and the continuation of paper and pencil assessments, test security for any given assessment may be handled in a different manner, but in all cases, test security is of utmost importance.

The use of an electronic device, such as a cell phone or smart watch, by a teacher/proctor during a testing session is not to be allowed. Students should not have access to electronic devices, such as a cell phone or smart watch, during a testing session. A student may use a cell phone or other electronic device during testing to track medical issues such as blood pressure, heart rate, and blood sugar. If student uses a cell phone or other electronic device for a medical issue, they may have it in the testing room, but it should be held onto by the test examiner or proctor and not by the student. No pictures of the testing screen are to be taken unless directed to do so by technical support provided by the testing vendor. When a paper and pencil form of a test is needed, this document will be treated as secure test materials. This includes the storage, printing, and access of test print materials. All Missouri assessment documents and other standardized test booklets whether received in a shipment or printed locally, as allowed by specific testing procedures, are to be stored immediately upon receipt/printing in a secured area. When the test documents arrive at the district, the district test coordinator or designee will check to make sure all cartons/boxes have been received. The test coordinator or their designee will assume responsibility for contacting the appropriate assessment vendor assigned if the order is inaccurate, and for providing secured storage of any materials received. Beyond the initial checking and sorting, test booklets will remain untouched until they are prepared for distribution for administration. Only the District Test Coordinator and other designated individuals will have access to test materials. No teacher should have access to test books or their content prior to distribution except as provided under state guidelines for IEP test accommodations. Teachers will have access

to the appropriate documents, including the Test Administration Manual.

Test Security – Instructions for Administration

All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. District staff who are required as part of their job to be involved with the handling or viewing of secure test content or materials shall attend the appropriate test security training. A signature of their participation in the training will also be required prior to any testing duties being performed. It is the responsibility of the building/school test coordinator to ensure all appropriate training has been completed for the staff in their building, including the training of the building/school test coordinator.

Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in staff training, led by the building/school test coordinators, regarding testing procedures. Building/school test coordinators are trained in administration of all standardized tests at least annually. The staff development will stress the importance of test security during test administration. Security issues addressed will include expectations for electronic devices such as cell phones and internet accessible devices, as well as the handling of materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting.

When paper and pencil versions of the tests are used, the tests must be stored in a secure, locked location outside of the classroom. Accountability of the printed test materials will remain the responsibility of the building/school test coordinator. Specific check-in/check-out procedures and required documentation can usually be found in the Test Administration Manual (TAM), a secure testing manual provided to building/school test coordinators prior to the testing window for the associated testing window.

When online testing, the printed test tickets are considered secure documents and are to be treated in the same manner as printed test booklets. The test tickets are to be stored in a secure, locked location outside of the classroom until the need to distribute them for testing is present. Also, of importance in online testing environments, making every attempt to keep the screen from easily being viewed by anyone other than the student testing should be considered when establishing testing locations by the building/school test coordinators.

Students will be encouraged to use restroom facilities, get drinks, etc., before beginning the test. If a student must leave the room during testing, they will be instructed by the test examiner/proctor on what to do with their tests before leaving their seat. All individuals administering tests will strictly follow the procedures outlined in the TAM (Test Administration Manual). Test administrators/proctors will not leave the testing room while the test is being given. Building administrators/designees may transition between classrooms to help monitor test administration and to provide assistance as needed. If a test is to be administered over a series of days, procedures outlined in the TAM are to be followed. It is the responsibility of the building/school test coordinator to ensure the appropriate procedures are followed

Test Security – Sanctions against Unfair Practices

The test 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. The following is a list of unfair practices which the district considers inappropriate: a) Copying any part of a standardized test booklet or screen for any reason, including taking pictures of test booklets or screen. b) Removing a test booklet from the secure storage area except during test administration.

- c) Failing to return all test booklets following test administration.
- d) Directly teaching any test item included on a standardized test.
- e) Altering a student's responses to items on an answer sheet.

- f) Providing indications to students during testing that they have answered items incorrectly and need to change them, giving students clues, giving students answers to questions, allowing students to give each other answers to questions, allowing students to copy each other's work, or altering test administration procedures in any way to give students an advantage.
- g) Engaging in written and verbal discussion of secure test items.
- h) Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

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 to have occurred, a report will be forwarded to the superintendent/designee and appropriate disciplinary action will be taken.

Appendix A: Assessments by Grade Level

Grade Level	Test	Purpose
K	Formative and Summative Assessment for English Language Arts, Math, and Science (Opt-Out)	To determine achievement on Missouri Learning Standards.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. STAR Reading Assessments serve as the district's dyslexia screener.
	Assessing Comprehension and Communication in English State-to State for English Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	Kindergarten Observation Form (KOF) (Mandated)	The assessment is designed to measure a child's skills and behaviors within the first few weeks of entering kindergarten. The data from the assessment can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten. The assessment evaluates the following five domains; Language and Literacy, Cognition and General Knowledge, Social-Emotional Development, Approaches to Learning, and Physical Development.

Assessments by Grade Level (continued)

Grade Level	Test	Purpose
1 st	Formative and Summative Assessment for English Language Arts, Math, and Science (Opt-Out)	To determine achievement on Missouri Learning Standards.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Snellen Distance/Near Vision Cards (Opt-Out)	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening (Opt-Out)	To screen for deficits in hearing acuity.
	Assessing Comprehension and Communication in English State-to State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing
	Cognitive Abilities Test (CogAT) Gifted Screener (Opt-Out)	To universally screen students to determine those who may qualify for gifted programming.
	Writing Common Assessment (Opt-Out)	To determine English Language Arts achievement on the Missouri Learning Standards related to writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
2 nd	Formative and Summative Assessment for English Language Arts, Math, and Science (Opt-Out)	To determine achievement on Missouri Learning Standards.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
3 rd	Formative and Summative Assessment for English Language Arts, Math, and Science (Opt-Out)	To determine achievement on Missouri Learning Standards.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and Senate Bill 319 (SB681) eligibility. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Missouri Assessment Program (MAP) Grade Level Assessments-English Language Arts (ELA) & Math (MA) (Mandated)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. (Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Snellen Distance/Near Vision Cards (Opt-Out)	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening (Opt-Out)	To screen for deficits in hearing acuity.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

	Cognitive Abilities Test (CogAT) Gifted Screener (Opt-Out)	To universally screen students to determine those who may qualify for gifted programming.
--	--	--

Assessments by grade level (continued)

Grade Level	Test	Purpose
4 th	Formative and Summative Assessment for English Language Arts, Math, and Science (Opt-Out)	To determine achievement on Missouri Learning Standards.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Missouri Assessment Program (MAP) Grade Level Assessments English Language Arts (ELA) & Math (MA) (Mandated)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
5 th	Formative and Summative Assessment for English Language Arts, Math, and Science (Opt-Out)	To determine achievement on Missouri Learning Standards.
	iReady Math Diagnostic (Opt-Out)	To determine Middle School math course placement.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Missouri Assessment Program (MAP) Grade Level Assessments English Language Arts (ELA), Math (MA), & Science (SC) (Mandated)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Fitness Gram (Mandated)	To assess fitness for grades 5, 7, & 9. The Fitness Gram is required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
6 th	Math, English Language Arts, Science, and Social Studies Formatives & Summatives (Opt-Out)	To determine student achievement on Missouri Learning Standards.
	Missouri Assessment Program (MAP) Grade Level Assessments-English Language Arts (ELA) & Math (MA) (Mandated)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Snellen Distance/Near Vision Cards (Opt-Out)	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening (Opt-Out)	To screen for deficits in hearing acuity.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	I-Ready Math Diagnostic (Opt-Out)	To screen students for mathematical abilities in four domains: numbers and operations; algebra thinking; geometry; and data and probability. Utilized for course placement process.

Assessments by grade level (continued)

Grade Level	Test	Purpose
7 th	Math, English Language Arts, Science and Social Studies Formatives & Summatives (Opt-Out)	To determine student achievement on Missouri Learning Standards.
	Missouri Assessment Program (MAP) Grade Level Assessments English Language Arts (ELA) & Math (MA) (Mandated)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	I-Ready Math Diagnostic (Opt-Out)	To screen students for mathematical abilities in four domains: numbers and operations; algebra thinking; geometry; and data and probability. Utilized in the course placement process.
	Fitness Gram (Mandated)	To assess fitness for grades 5, 7, & 9. The Fitness Gram is required by the Department of Elementary and Secondary Education (DESE).
	You Science Discovery Snapshot (Opt-Out)	To assess student aptitude most critical in determining career success: numerical reassigning, sequential reasoning, spatial

		visualization, time frame orientation, and visual comparison speed.
--	--	---

Assessments by grade level (continued)

Grade Level	Test	Purpose
8 th	Math, English Language Arts, Science, and Social Studies Formatives & Summatives (Opt-Out)	To determine student achievement on Missouri Learning Standards.
	Missouri Assessment Program (MAP) Grade Level Assessments-English Language Arts (ELA), Math (MA) & Science (SCI), Algebra I End of Course (EOC) Exam, Geometry EOC Exam (Mandated)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	I-Ready Math Diagnostic (Opt-Out)	To screen students placed for mathematical abilities in four domains: numbers and operations; algebra thinking; geometry; and data and probability. Utilized for course placement process.

Assessments by grade level (continued)

Grade Level	Test	Purpose
9 th	Algebra I End of Course (EOC) Exam (Mandated)	To evaluate school district programs and overall student achievement. EOCs are required by the Department of Elementary and Secondary Education (DESE).
	Math, English Language Arts, Writing, Science, and Social Studies Benchmarks – (Opt-Out)	To determine student achievement on Missouri Learning Standards.
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education.
	Blood Pressure – (Opt-Out)	To screen for health concerns in blood pressure.
	Snellen Distance/Near Vision Cards – (Opt-Out)	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening – (Opt-Out)	To screen for deficits in hearing acuity.
	Fitness Gram (Mandated)	To assess fitness for grades 5, 7 & 9. The Fitness Gram is required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) – (Mandated)	To determine EL’s continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments (Opt-Out)	To determine student achievement on priority standards in each content area.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student’s reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments

		serve as the district's dyslexia screener.
	You Science Discovery (Opt-Out)	To assess student aptitude most critical in determining career success: Idea Generation, Inductive Reasoning, Numerical Reasoning, Sequential Reasoning, Spatial Visualization, Timeframe Orientation, Visual Comparison, Speed, Vocabulary and Work Approach and then provide career paths that will best use a student's aptitude and talents.

Assessments by grade level (continued)

Grade Level	Test	Purpose
10 th	Biology I End of Course (EOC) Exam English II End of Course (EOC) Exam Algebra II End of Course (EOC) Exam (Mandated)	To evaluate school district programs and overall student achievement. EOCs are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education.
	Math, English Language Arts, Writing, Science, and Social Studies Benchmarks – (Opt-Out)	To determine student achievement on Missouri Learning Standards.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments (Opt-Out)	To determine student achievement on priority standards in each content area.
	Armed Services Vocational Aptitude Battery (ASVAB) (Opt-Out)	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.

Assessments by grade level (continued)

Grade Level	Test	Purpose
11 th	Constitution and Civics Exams (Mandated)	To assess student knowledge of civics, and Missouri (MO) & the United States (US) Constitution as required by the Department of Elementary and Secondary Education (DESE).
	Government End of Course (EOC) Exam (Mandated)	To evaluate school district programs and overall student achievement. EOCs are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map (Mandated)	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0) – (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	American College Testing (ACT) – District Choice – (Opt-Out)	To assess college readiness.
	American College Testing (ACT) WorkKeys (Opt-Out)	To assess foundational hard and soft skills required for success in the workplace as well as identify areas that need improvement as students plan for their future. Students who succeed on the assessment qualify for ACT's National Career Readiness Certificate.
	Armed Services Vocational Aptitude Battery (ASVAB) (Opt-Out)	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests.
	District Common Assessments (Opt-Out)	To determine student achievement on priority standards in each content area.

	<p>Star Reading Assessments (Mandated)</p>	<p>To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.</p>
	<p>You Science Discovery Amplifiers (Opt-Out)</p>	<p>To assess student aptitude most critical in determining career success: numerical computations, associative memory, hand-eye coordination, visual memory, and pattern memory.</p>
	<p>Math, English Language Arts, Writing, Science, and Social Studies Benchmarks (Opt-Out)</p>	<p>To determine student achievement on Missouri Learning Standards.</p>

Assessments by grade level (continued)

Grade Level	Test	Purpose
12 th	Assessing Comprehension and Communication in English State-to State for English Language Learners 2.0 (ACCESS for ELs 2.0) (Mandated)	To determine EL's continued eligibility for services mandated through Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	American College Testing (ACT) WorkKeys (Opt-Out)	To assess foundational hard and soft skills required for success in the workplace as well as identify areas that need improvement as students plan for their future. Students who succeed on the assessment qualify for ACT's National Career Readiness Certificate.
	Armed Services Vocational Aptitude Battery (ASVAB) (Opt-Out)	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests.
	District Common Assessments (Opt-Out)	To determine student achievement on priority standards in each content area.
	Star Reading Assessments (Mandated)	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. Star Reading Assessments serve as the district's dyslexia screener.
	Math, English Language Arts, Writing, Science, and Social Studies Benchmarks (Opt-Out)	To determine student achievement on Missouri Learning Standards.

Appendix B: District Approved Assessment Instruments for Building Use

Below are the tests that are district-approved and appropriate for building usage to diagnose a student with a disability. Limit testing in the schools to the tests listed below. If, through formal evaluation, a student meets the criteria for a special education diagnosis, the decision to diagnose must be supported by examples of classroom performance and teacher input. The student must show adverse educational impact and require special education services. The assessments listed below are considered opt-in assessments.

The special education department will be supplying tests and protocols for these instruments only. Each building will be provided with at least one (1) achievement test (secondary only), Adaptive Behavior Assessment System-III (ABAS-III), and Behavior Assessment System for Children-Third Edition (BASC-3), along with the necessary protocols.

COGNITIVE

All cognitive testing for initial and re-evaluations will be completed by the K-12 diagnostic team.

ACHIEVEMENT

Kaufman Test of Educational Achievement, Third Edition (KTEA-3)

ADAPTIVE:

Adaptive Behavior Assessment System-Third Edition (ABAS-III) with manual & computer assist scorer provided to each school

BEHAVIOR:

Behavior Assessment System for Children-Third Edition (BASC-3) with manual & computer assist scorer provided to each school

LANGUAGE: (choose two (2) and include a language sample)

All initial language evaluations will be completed by the K-12 diagnostic team. Re-evaluations will be completed by the diagnostic team, unless otherwise discussed. Secondary schools will be provided appropriate instruments as needed.

Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)

Oral and Written Language Scales-Second Edition (OWLS-II)

Test of Language Development-Primary, Fifth Edition (TOLD-P:5) or Test of Language Development-Intermediate, Fifth Edition (TOLD-I:5)

Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)

SPEECH-Sound System Disorder:

(All listed below must be completed)

Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3)

Speech sample

Oral peripheral exam

***If you have an unusual situation and the tests listed above are not appropriate for a specific student, please consult with your diagnostic team representative for guidance.**

Appendix C: FHSD Assessment Instruments

The following list of assessments is available to district testing personnel for use as deemed appropriate.

The assessments listed below are considered opt-in assessments.

TEST	TYPE
Cognitive Abilities Test-Seventh Edition (CogAT-7)	Ability
Feiffer Assessment of Reading (FAR)	Achievement
Gray Oral Reading Test-Fifth Edition (GORT-5)	Achievement
Kaufman Survey of Early Academic and Language Skills (K-SEALS)	Achievement

Kaufman Test of Educational Achievement-Third Edition (KTEA-3)	Achievement
Test of Written Language-Fourth Edition (TOWL-4)	Achievement
Woodcock Johnson Achievement Test-Fourth Edition (WJ IV ACH)	Achievement
Wechsler Individual Achievement Test-Fourth Edition (WIAT-IV)	Achievement
Dynamic Assessment of Test Accommodations (DATA)	Achievement
Process Assessment of the Learner (PAL)	Achievement
PAT Phonological Abilities Test (PAT)	Achievement
Test of Early Written Language-Second Edition (TEWL-2)	Achievement
Formal Reading Assessment	Achievement
Reading Fluency Assessment	Achievement
Feiffer Assessment of Mathematics (FAM)	Achievement
Woodcock-Johnson III Priebus de provechamiento Bateria (WJ Bateria III)	Achievement
Woodcock-Johnson IV Tests of Achievement-Braille Adaptation (WJ IV ACH Braille)	Achievement
Adaptive Behavior Assessment System–Third Edition (ABAS-III)	Adaptive
Pediatric Evaluation of Disability Inventory (PEDI & PEDICAT)	Adaptive/ADL & IADL
School Function Assessment (SFA)	Adaptive/ADL & IADL
Scales of Independent Behavior-Revised (SIB-R)	Adaptive
Development Assessment of Young Children-Second Edition (DAYC-2)	Adaptive
Goal-Oriented Assessment of Life Skills (GOAL)	Adaptive/Functional Motor
Children’s Assessment of Participation and Enjoyment/Preferences for Activities of Children (CAPE/PAC)	Adaptive/Recreation & Leisure
The Roll Evaluation of Activities of Life (The REAL)	Adaptive/ADL

Vineland Adaptive Behavior Scales-Third Edition (Vineland-3)	Adaptive
Participation and Environment Measure for Children and Youth (PEM-CY)	Adaptive/Participation
The Assessment of Functional Living Skills	Adaptive/ADL
Enderle-Severson Transition Rating Scales (ESTR)	Adaptive/Transition
Transition Rating Scale (TRS)	Adaptive/Transition
Canadian Occupational Performance Measure (COPM)	Adaptive/ADL & IADL
Developmental Profile 4 (DP-4)	Adaptive
Tympanometry	Audiology
Acoustic Reflexes	Audiology
Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)	Autism
Autism Spectrum Rating Scale (ASRS)	Autism
Asperger Syndrome Diagnostic Scale (ASDS)	Autism
Social Communications Questionnaire (SCQ)	Autism

FHSD ASSESSMENT INSTRUMENTS (continued)

Autism Developmental Social History Questionnaire	Autism
Behavior Assessment System for Children-Third Edition (BASC-3)	Behavior
Preschool and Kindergarten Behavior Scales-Second Edition PKBS-2)	Behavior
Francis Howell School District Functional Behavior Assessment (FHSD FBA)	Behavior
Early Learning Accomplishment Profile (E-LAP)	Cognitive
Leiter International Performance Scale-Third Edition (Leiter-3)	Cognitive
Stanford-Binet Intelligence Scales, Fifth Edition (SB-5)	Cognitive

Test of Nonverbal Intelligence-Fourth Edition (TONI-4)	Cognitive
Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)	Cognitive
Wechsler Nonverbal Scale of Ability (WNV)	Cognitive
Wechsler Abbreviated Intelligence Scale-Second Edition (WASI-II)	Cognitive
Wechsler Intelligence Scale for Children-Fifth Edition WISC-V)	Cognitive
Woodcock-Johnson-Fourth Edition Test of Cognitive Abilities (WJ-IV COG)	Cognitive
Wechsler Preschool and Primary Scale of Intelligence–Fourth Edition (WPPSI-IV)	Cognitive
Reynolds Intelligence Assessment Scales-Second Edition RIAS-2)	Cognitive
Delis-Kaplan Executive Function System (D-KEFS)	Cognitive
Kaufman Assessment Battery for Children, Second Edition (KABC-II)	Cognitive
Kaufman Brief Intelligence Test, Second Edition (KBIT-II)	Cognitive
Wechsler Intelligence Scale for Children, Fifth Edition, integrated (WISC-V Integrated)	Cognitive
Woodcock-Johnson IV Test of Cognitive Abilities-Braille Adaption (WJ IV COG Braille)	Cognitive

FHSD ASSESSMENT INSTRUMENTS (continued)

Clinical Evaluation of Language Fundamentals-Third Edition Spanish Version (CELF-3 Spanish Version)	ESOL
TVIP Test de Vocabulario en Imagenes Peabody	ESOL
Swallowing Ability and Function Evaluation (SAFE)	Feeding/Swallowing
Gifted Rating Scales (GRS)	Giftedness
Detailed Assessment of Speed of Handwriting (DASH)	Handwriting
Evaluation Tool of Children’s Handwriting (ETCH)	Handwriting

The Print Tool Evaluation	Handwriting
Test of Handwriting Skills-Revised (THS-R)	Handwriting
Shore Handwriting Screening: For Early Handwriting Development (SHS)	Handwriting
DeCoste Writing Protocol (DWP)	Handwriting/AT
Meadow-Kendall Social-Emotional Assessment Inventory for Deaf and Hearing Students (SEAI)	Hearing
Screening Instrument for Targeting Educational Risk (S.I.F.T.E.R)	Hearing
Apraxia Profile: A Descriptive Assessment Tool for Children	Speech
Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)	Language
Clinical Evaluation of Language Fundamentals-Fourth Edition Spanish Edition (CELF-4 Spanish Edition)	Language
Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)	Language
Expressive One-Word Picture Vocabulary Test-Fourth Edition (EOWPVT-4)	Language
Functional Communication Profile– Revised (FCP-R)	Language
Khan-Lewis Phonological Analysis-Third Edition (KLPA-3)	Speech
Oral and Written Language Scales-Second Edition (OWLS-II)	Language
Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)	Language
Receptive One-Word Picture Vocabulary Test-Fourth Edition (ROWPVT-4)	Language
Social Language Development Test-Elementary	Language
Social Language Development Test-Adolescent	Language
Test of Language Development-Intermediate-Fifth Edition (TOLD-I: 5)	Language
Test of Language Development-Primary-Fifth Edition (TOLD-P:5)	Language
Receptive Expressive Emergent Language Test-Third Edition (REEL-3)	Language

Test of Pragmatic Language–Second Edition (TOPL-2)	Language
Test of Integrated Language and Literacy Skills (TILLS)	Language
Expressive Vocabulary Test–Second Edition (EVT)	Language
Swassing-Barbe Checklist of Observable Modality Strengths Characteristics	Learning Styles
Bruiniks-Oserstsky Test of Motor Proficiency-Second Edition (BOT-2)	Motor
Fit 4 Work	Motor/Transition
Erhardt Developmental Prehension Assessment (EDPA)	Motor
Movement Assessment Battery for Children-Second Edition (Movement ABC 2)	Motor
Test of Gross Motor Development-Third Edition (TGMD-3)	Motor
Peabody Developmental Motor Scales-Second Edition (PDMS-2)	Motor
Peabody Developmental Motor Scales – Third Edition (PDMS-3)	Motor
Gross Motor Function Measure (GMFM)	Motor
Northeastern State University College of Optometry (NSUCO) Oculomotor Test	Oculo-Motor
Children’s Apperception Test (CAT)	Personality

FHSD ASSESSMENT INSTRUMENTS (continued)

Conners-Third Edition	Personality/Behavior
Early School Personality Questionnaire (ESPQ)	Personality
High School Personality Questionnaire (HSPQ)	Personality
Rotter Incomplete Sentence Blank (RISB)	Personality
Minnesota Multiphasic Personality Inventory (MMPI)	Personality
Behavior Rating Inventory of Executive Function-Second Edition (BRIEF-2)	Personality

Bender Visual-Motor Gestalt Test-Second Edition (Bender-Gestalt II)	Processing
Revised Token Test (RTT)	Processing
Kidscreen	Quality of Life/Health/Wellness
Protocol for Accommodations in Reading (PAR)	Reading Accommodations
Adolescent/ Adult Sensory Profile	Sensory
DeGangi-Berk Test of Sensory Integration (TSI)	Sensory
Sensory Profile-Second Edition	Sensory
Sensory Processing Measure-Second Edition (SPM-2)	Sensory
Carolina Picture Vocabulary Test (CPVT)	Sign Language Proficiency
Goldman-Fristoe Test of Articulation- Third Edition (GFTA-3)	Speech
Stuttering Severity Instrument-Fourth Edition (SSI-4)	Speech
Lexical Neighborhood/Multisyllabic Lexical Neighborhood (LNT-MLNT)	Speech Perception
Bramford-Kowal-Bench Speech in Noise Test (BKB-SIN)	Speech Perception

FHSD ASSESSMENT INSTRUMENTS (continued)

30 Second Walk Test (30SWT)	Strength/Endurance/Coordination
6 Minute Walk Test (6MWT)	Strength/Endurance/Coordination
Timed Up and Go (TUG)	Strength/Endurance/Coordination
Timed Floor to Stand (TFTS)	Strength/Endurance/Coordination
Timed Up and Down Stairs (TUDS)	Strength/Endurance/Coordination
Pediatric Balance Scale (PBS)	Strength/Endurance/Coordination
Dynamometer & Pinch Guage Testing (grip/pinch strength)	Strength/Endurance/Coordination

9 Hole Peg Test	Strength/Endurance/Coordination
Diagnostic Assessment Procedure (DAP)	Vision
Individual Systematic Assessment of Visual Efficiency (ISAVE)	Vision
Functional Vision and Learning Media Assessment-American Printing House for the Blind (FVLMA Kit)	Vision
The Oregon Project for Visually Impaired & Blind Preschool Children: Skills Inventory-Sixth Edition (The OR Project)	Vision
Barraga Visual Efficiency Program (BVEP)	Vision
Basic Reading Inventory: Student Word Lists, Passages, and Early Literacy Assessments-Eleventh Edition	Vision
Cortical Visual Impairment Rating Scale-Second Edition (CVI-2 nd Edition)	Vision
New Tools for Functional Vision and Learning Media Assessment (NewT)	Vision
Illinois Functional Vision Screening Tool	Vision
Tools for Assessment and Development of Visual Skills (ToAD)	Vision
Sensory Learning Kit (SLK)	Vision
Braille Assessment Checklist for Persons with Multiple Disabilities (BAC)	Vision
Braille Assessment Inventory (BAI)	Vision
Braille Readiness Grid	Vision
New Mexico School for the Blind and Visually Impaired Orientation and Mobility Inventory Updated Version 5.2 (NMSBVI O & M)	Vision
Preschool Orientation and Mobility Assessment	Vision
Teaching Age-Appropriate Purposeful Skills - Orientation and Mobility	Vision
Michigan Severity Rating Scales	Vision
Orientation and Mobility Assessment: Early Years of Birth through Three Years	Vision

Beery-Butkenica Developmental Test of Visual Motor Integration-Sixth Edition (Beery VMI-6)	Visual-Motor
Developmental Test of Visual Perception-Third Edition (DTVP-3)	Visual-Motor
Preschool Visual Motor Integration Assessment (PVMIA)	Visual-Motor
Wide Range Assessment of Visual Motor Abilities (WRAVMA)	Visual-Motor
Motor-Free Visual Perception Test-Fourth Edition (MVTP-4)	Visual-Perception
Jordon Left-Right Reversal Test-Third Edition (Jordan-3)	Visual-Perception
Test of Visual Perceptual Skills-Fourth Edition (TVPS-4)	Visual-Perception
VAP Voice Assessment Protocol	Voice