

Marshfield R-I

Assessment Plan 2025-2026



“Preparing each student for a successful future”

Lead ~ Learn ~ Inspire ~ Serve

ASSESSMENT PLAN

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Introduction

The Marshfield R-1 School District Comprehensive Assessment Plan meets the requirements of the Missouri School Improvement Plan (MSIP-5 Resource and Process Standard I-4.1 and MSIP6 Standards and Indicators AS2-B), Sections 160.257 and 160.570 of Missouri Revised Statutes, and the Outstanding Schools Act. All students in the Marshfield R-1 School District are assessed from preschool through grade 12. All assessments given are designed to assess student performance on Show-Me Standards, and, more specifically, the most recent version of the grade-level or course-level expectations of the Missouri Learning Standards. The district is accountable for all students in all populations, including students with disabilities who are eligible to receive special education services, students whose first language is not English, migrant students, and Academic Resource Classroom students.

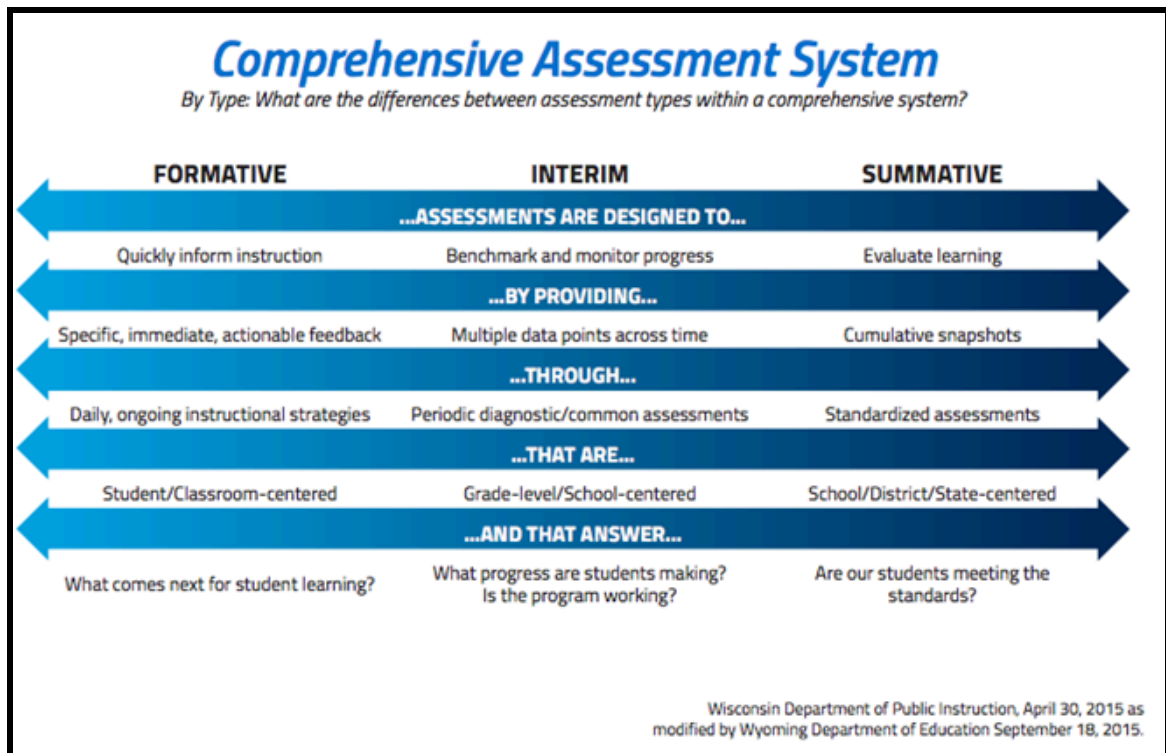
The purpose of the district wide assessment program is to facilitate and provide information for the following:

1. *Student Achievement* - To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Counseling* - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. *Instructional Change* - To provide data which will assist in the preparation of recommendations for instructional program changes in the following areas:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - b. Help the professional staff formulate and recommend instructional policy, and
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* - To provide indicators of the progress of the district toward established goals.

The District Test Coordinator is responsible for coordinating the assessment program.

II. Philosophy of Assessment

The Marshfield R-1 School District is committed to preparing students to be college and career ready upon graduation. A vital component to this mission is evaluating, appraising, and estimating the skills and knowledge of our students. To accomplish this mission, the Marshfield R-1 School District believes in using a comprehensive assessment system, including formative, interim, and summative assessments as outlined in the graphic below.



The assessments given within the Marshfield R-1 School District fall within the comprehensive assessment system outlined above and will embrace the following principles and ideas.

- 1) The ultimate purpose of the assessment will be to support and enhance student learning.
- 2) Assessment data will be analyzed and used for the good of the student.
- 3) Assessments given by classroom teachers will be internally aligned to the written and taught board-approved curriculum which is to be aligned to state and national standards, as appropriate.
- 4) Classroom assessments are expected to include assessments, which are to be used formatively or summatively, to be completed formally and informally to assist the teacher in determining the knowledge and skill sets of their students.
- 5) Assessments created and used within the classroom will include the use of higher order thinking and problem solving skills, as well as complex reasoning skills.

- 6) Classroom assessments will accurately measure student progress towards mastery of the standards set-forth and adopted by the Department of Elementary and Secondary Education, the Missouri Learning Standards. The Missouri Learning Standards include grade-level and course-level expectations for the following subjects: English Language Arts & Literacy, Mathematics, Science, Social Studies, World Languages, Fine Arts, Health/Physical Education, Guidance & Counseling, and Career and Technical Education. In the event that no state standards exist, the classroom teacher will align the curriculum with the national standards for that area as appropriate.
- 7) Students will be provided the opportunity to engage in assessment activities mirroring the question types and formats most typically seen on the various assessments required by the state.
- 8) Assessment data obtained from state required MAP tests will be communicated to students, parents, and the community, as appropriate, on a timely basis.
- 9) Information on how to interpret assessment results will be provided regularly to parents and students through building counselors.

III. Marshfield R-1 Assessment Plan Committee

The following individuals, both present and former employees, have reviewed and provided input for their respective building and for the overall 2024-2025 Assessment Plan in general.

HIGH SCHOOL

Nicki Thompson
Brad Hurley
Kylie McCoy
Amanda Badgett
Lindsey Baedke
Hayley Duneman

JUNIOR HIGH

Preston Hyde
Andrea George
Paula Dowler
Connie Guzman

SHOOK

Becky Weigand
Taylor Young
Leah Loftin
Kristi McBride

WEBSTER

Natasha Adams
Calen Van Ness
Angela Neil
Tara McBride

HUBBLE

Missy Basnett
Sara Reynolds
Jennifer Catron
Cinda Terry

DISTRICT LEVEL

Mike Henry
Josh Hume
Garrett Lowder
Sherry Davis
Stacy Robinson
Sharon Deese

EARLY LEARNING CENTER

Stephanie Walker

IV. Assessment Windows for 2025-2026 School Year

The tables which follow show the *expected* dates for Marshfield R-1 assessments. While every effort will be made to adhere to this calendar, unforeseen circumstances may result in dates being adjusted. In such cases the building counselors or classroom teachers will notify parents of the updated test date. In the case where a window range of dates has been listed, building counselors will send out information regarding specific testing dates at least two weeks prior to the test date.

MARSHFIELD EARLY LEARNING CENTER ASSESSMENT DATES

Preschool Assessment Calendar

Date	Assessment	Use
08/20/25 - 09/05/25	Preschool pre-assessment	District
10/01/25 - 10/10/25	Quarterly Assessment	District
03/2/26 - 03/13/26	Quarterly Assessment	District
03/09/26 - 03/13/26	DIAL-4 Kindergarten Screening for 25-26 SY	District
04/07/26 - 04/10/26	DIAL-4 Preschool Screening for 25-26 SY (Brigance if 2-year old)	District
05/01/26 - 05/13/26	Quarterly Assessment	District

HUBBLE ELEMENTARY ASSESSMENT DATES

Kindergarten Assessments

Date	Assessment	Use
08/18/25 - 11/14/25	Beginning of Year Foundational Reading Assessment Window	State
08/20/25 - 09/06/25	Kindergarten Entry Assessment - KOF	Local, State
08/20/25 - 09/06/25	LDA Kindergarten pre-assessment	Local
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
10/01/25 - 10/15/25	Evaluate (Form A)	Local
10/08/25 - 10/18/25	End of First Quarter LDA	Local
12/02/25 - 12/12/25	End of Second Quarter LDA	Local
12/05/25 - 12/15/25	2nd Quarter DRA & Evaluate (Form B)	Local
BY NOV. 15th	STAR-Renaissance Dyslexia Screener	Local, State
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
02/18/26 - 02/28/26	End of Third Quarter LDA	Local
02/18/26 - 02/28/26	3rd Quarter DRA & Evaluate (Form C)	Local
04/06/26 - 5/29/26	End of Year Foundational Reading Assessment Window	State
05/05/26 - 05/16/26	4th Quarter DRA	Local
05/07/26 - 05/16/26	End of Fourth Quarter LDA & Evaluate (Form A)	Local
Within Last 30 Days	STAR-Renaissance Dyslexia Screener	Local, State

1st Grade Assessments

Date	Assessment	Use
08/18/25 - 10/17/25	Beginning of Year Foundational Reading Assessment Window	State
08/20/25 - 08/30/25	Reading Recovery Observation Survey	
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
Within 1st 30 Days	STAR-Renaissance Dyslexia Screener	Local, State
10/08/25 - 10/15/25	End of First Quarter LDA & Evaluate (Form A)	Local
10/07/25 - 10/18/25	1st Quarter DRA	Local
12/04/25 - 12/13/25	End of Second Quarter LDA & Evaluate (Form B)	Local
12/02/25 - 12/12/25	2nd Quarter DRA	Local
Mid-Year	STAR-Renaissance Dyslexia Screener (Progress Monitoring)	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
01/14/26 - 01/17/26	Reading Recovery Observation Survey	
02/18/26 - 02/28/26	End of Third Quarter LDA & Evaluate (Form C)	Local
03/03/26 - 03/13/26	3rd Quarter DRA	Local
04/06/26 - 5/29/26	End of Year Foundational Reading Assessment Window	State
05/07/26 - 05/16/26	4th Quarter DRA & Evaluate (Form A)	Local
	Reading Recovery Observation Survey	
Within Last 30 Days	STAR-Renaissance Dyslexia Screener	Local, State
05/13/26 - 05/20/26	End of Fourth Quarter LDA	Local

In addition to the assessments listed above for Kindergarten and 1st grade, students will also take the Evaluate benchmark assessments for ELA & Math. For easy access, a

separate calendar has been created with targeted testing windows for each benchmark assessment.

WEBSTER ELEMENTARY ASSESSMENT DATES

2nd Grade Assessments

Date	Assessment	Use
08/18/25 - 10/17/25	Beginning of Year Foundational Reading Assessment Window	State
Within 1st 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency	Local, State
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
10/07/25 - 10/18/25	1st Quarter DRA	Local
12/02/25 - 12/12/25	2nd Quarter DRA <i>--For select students only--</i>	Local
Mid-Year	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency (Progress Monitoring)	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
03/04/26 - 03/14/26	3rd Quarter DRA <i>--For select students only--</i>	Local
04/06/26 - 5/29/26	End of Year Foundational Reading Assessment Window	State
Within Last 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency	Local, State
05/05/26 - 05/16/26	4th Quarter DRA	Local

3rd Grade Assessments

Date	Assessment	Use
08/18/25 - 10/17/25	Beginning of Year Foundational Reading Assessment Window	State
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
Within 1st 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
10/07/25 - 10/18/25	1st Quarter DRA <i>--All Students--</i>	Local
12/02/25 - 12/12/25	2nd Quarter DRA <i>--For select students only--</i>	Local
Mid-Year	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency (Progress Monitoring)	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
03/03/26 - 03/13/26	3rd Quarter DRA <i>--For select students only--</i>	Local
02/09/26 - 05/15/26	MAP-A Instructionally Embedded Spring Window	Local, State
04/06/26 - 05/15/26	MAP Grade-Level Assessment Window ELA & Math	Local, State, Fed
04/06/26 - 5/29/26	End of Year Foundational Reading Assessment Window	State
Within Last 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency	Local, State
05/05/26 - 05/16/26	4th Fourth Quarter DRA <i>--All Students--</i>	Local

In addition to the assessments listed above for 2nd and 3rd grade, students will also take the Evaluate benchmark assessments for ELA & Math. For easy access, a separate calendar has been created with targeted testing windows for each benchmark assessment.

SHOOK ELEMENTARY ASSESSMENT DATES

4th Grade Assessments

Date	Assessment	Use
08/18/25 - 10/17/25	Beginning of Year Foundational Reading Assessment Window	State
10/07/25 - 10/18/25	1st Quarter DRA	Local
Within 1st 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency <i>--For select students only--</i>	Local, State
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
12/02/25 - 12/12/25	2nd Quarter DRA <i>--For select students only--</i>	Local
Mid-Year	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency (Progress Monitoring) <i>--For select students only--</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
03/03/26 - 03/13/26	3rd Quarter DRA <i>--For select students only--</i>	Local
02/09/26 - 05/15/26	MAP-A Instructionally Embedded Spring Window	Local, State
04/06/26 - 05/15/26	MAP Grade-Level Assessment Window ELA & Math	Local, State, Fed
04/06/26 - 5/29/26	End of Year Foundational Reading Assessment Window	State
Within Last 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency <i>--For select students only--</i>	Local, State
05/05/26 - 05/16/26	4th Fourth Quarter DRA	Local

5th Grade Assessments

Date	Assessment	
08/18/25 - 10/17/25	Beginning of Year Foundational Reading Assessment Window	State
10/07/25 - 10/18/25	1st Quarter DRA	Local
Within 1st 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency <i>--For select students only--</i>	Local, State
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
12/03/25 - 12/13/25	2nd Quarter DRA <i>--For select students only--</i>	Local
Mid-Year	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency (Progress Monitoring) <i>--For select students only--</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
02/09/26 - 05/15/26	MAP-A Instructionally Embedded Spring Window	Local, State
03/03/26 - 03/13/26	3rd Quarter DRA <i>--For select students only--</i>	Local
04/06/26 - 05/15/26	MAP Grade-Level Assessment Window ELA, Math, and Science	Local, State, Fed
04/06/26 - 5/29/26	End of Year Foundational Reading Assessment Window	State
Within Last 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency <i>--For select students only--</i>	Local, State
05/05/26 - 05/16/26	4th Fourth Quarter DRA	Local

In addition to the assessments listed above for 4th and 5th grade, students will also take the Evaluate benchmark assessments for ELA & Math. For easy access, a separate

calendar has been created with targeted testing windows for each benchmark assessment.

JUNIOR HIGH ASSESSMENT DATES

6th Grade Assessments

Date	Assessment	
Within 1st 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency <i>–For select students only–</i>	Local, State
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
Mid-Year	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency (Progress Monitoring) <i>–For select students only–</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
02/09/26 - 05/15/26	MAP-A Instructionally Embedded Spring Window	Local, State
04/06/26 - 05/15/26	MAP Grade-Level Assessment Window ELA & Math	Local, State, Fed
Within Last 30 Days	STAR-Renaissance Dyslexia Screener & Oral Reading Fluency <i>–For select students only–</i>	Local, State

7th Grade Assessments

Date	Assessment	
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
02/09/26 - 05/15/26	MAP-A Instructionally Embedded Spring Window	Local, State
04/06/26 - 05/15/26	MAP Grade-Level Assessment Window ELA & Math	Local, State, Fed

8th Grade Assessments

Date	Assessment	
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
02/09/26 - 05/15/26	MAP-A Instructionally Embedded Spring Window	Local, State
04/06/26 - 05/15/26	MAP Grade-Level Assessment Window ELA & Math	Local, State, Fed

In addition to the assessments listed above for 6th, 7th and 8th grade, students will also take the Evaluate benchmark assessments for ELA and Math. For easy access, a separate calendar has been created with targeted testing windows for each benchmark assessment.

HIGH SCHOOL ASSESSMENT DATES

9th Grade Assessments

Date	Assessment	
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
11/12/25 - 11/22/25	Fall Career Ed IRCs (some TSAs) <i>--Specific dates TBD--</i>	Local, State
12/03/25 - 12/06/25	ACT WorkKeys	Local, State
12/03/25 - 12/12/25	High School Fall EOCs <i>--Personal Finance Administered, others as needed only--</i>	Local, State
12/17/25 - 12/19/25	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
04/06/26 - 05/07/26	High School End-of-Course Exams: Alg 1, Alg 2, Eng 2, Bio, Govt <i>--District Dates TBD--</i>	Local, State
05/19/26 - 05/21/26	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local

10th Grade Assessments

Date	Assessment	Use
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
11/12/25 - 11/22/25	Fall Career Ed IRCs (some TSAs) <i>--Specific dates TBD--</i>	Local, State
Fall	PreACT Secure <i>--Specific dates TBD--</i>	Local, State
12/03/25 - 12/06/25	ACT WorkKeys	Local, State
12/03/25 - 12/12/25	High School Fall EOCs <i>--Personal Finance Administered, others as needed only--</i>	Local, State
12/17/25 - 12/19/25	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
Spring	PreACT Secure Paper-Based? <i>--Specific dates TBD--</i>	Local, State
04/06/26 - 05/07/26	High School End-of-Course Exams: Alg 1, Alg 2, Eng 2, Bio, Govt <i>--District Dates TBD--</i>	Local, State
05/19/26 - 05/21/26	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local

In addition to the assessments listed above, students in Algebra 1, Algebra 1A, Algebra 1B, Algebra 2 and English II classes (along with their Scholar counterparts) will take the Evaluate benchmark assessment. For easy access, a separate calendar has been created with targeted testing windows for each benchmark assessment.

11th Grade Assessments

Date	Assessment	Use
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
11/20/2025	ASVAB <i>--Dates subject to change based upon availability--</i>	Local, State
10/13/25	PSAT (Optional)	Local
11/12/25 - 11/22/25	Fall Career Ed IRCs (some TSAs) <i>--Specific dates TBD--</i>	Local, State
12/03/25 - 12/06/25	ACT WorkKeys	Local, State
12/03/25 - 12/12/25	High School Fall EOCs <i>--Personal Finance Administered, others as needed only--</i>	Local, State
12/17/25 - 12/19/25	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
04/22/26 - 05/09/26	Career Ed IRCs (some TSAs) <i>--Specific dates TBD--</i>	Local, State
02/09/26 - 05/15/26	MAP-A: ELA, Math, Science <i>--District dates TBD--</i>	Local, State
04/06/26 - 05/07/26	High School End-of-Course Exams: Alg 1, Alg 2, Eng 2, Bio, Govt <i>--District Dates TBD--</i>	Local, State
05/19/26 - 05/21/26	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local

12th Grade Assessments

Date	Assessment	
Within 1st 30 Days	WIDA ACCESS Placement Window (W-APT) <i>--Administered as needed only--</i>	Local, State
09/08/25 - 12/19/25	MAP-A Instructionally Embedded Fall Window	Local, State
11/12/25 - 11/22/25	Fall Career Ed IRCs (some TSAs) <i>--Specific dates TBD--</i>	Local, State
12/03/25 - 12/06/25	ACT WorkKeys	Local, State
12/03/25 - 12/12/25	High School Fall EOCs <i>--Personal Finance Administered, others as needed only--</i>	Local, State
12/17/25 - 12/19/25	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local
01/05/26 - 02/27/26	WIDA ACCESS for ELLs Window <i>--District Dates TBD--</i>	Local, State
04/22/26 - 05/09/26	Spring Career Ed IRCs (some TSAs) <i>--Specific dates TBD--</i>	Local, State
04/06/26 - 05/07/26	High School End-of-Course Exams: Alg 1, Alg 2, Eng 2, Bio, Govt <i>--District Dates TBD--</i>	Local, State
05/19/26 - 05/21/26	High School Finals <i>--Scheduled to take place last week of semester --</i>	Local

In addition to the assessments listed above, students in Algebra 1, Algebra 1A, Algebra 1B, Algebra 2 and English II classes (along with their Scholar counterparts) will take the Evaluate benchmark assessment. For easy access, a separate calendar has been created with targeted testing windows for each benchmark assessment.

V. Benchmark Assessment Windows

Evaluate: Kindergarten & 1st Grade

Form A	08/20/25 - 10/15/25
Form B	10/16/25 - 01/15/26
Form C	01/16/26 - 03/15/26
Post Test (Duplicate of Form A)	03/16/26 - 05/30/26

Evaluate: 2-8, Algebra 1, English II

Recommended testing weeks.

August	08/20/25 - 08/29/25 (Teacher Optional)
September	09/02/25 - 09/12/25
October	10/01/25 - 10/15/25
November	11/04/25 - 11/14/25
December	12/02/25 - 12/12/25
January	01/06/26 - 01/16/26
February	02/03/26 - 02/13/26
March	3/03/26 - 03/13/26
April (Duplicate of August)	04/01/26 - 04/10/26
May (Duplicate of September)	05/01/26 - 05/08/26 (Teacher Optional)

Note: There is a difference between Benchmark reporting windows and district testing windows. Please try to stay within these district testing windows as much as possible to stay within reporting windows created by testing companies and to collect comparable data for discussion in PLC Teams.

VI. Assessment Descriptions and Use of Data

The Marshfield R-1 School District is committed to student achievement and success. A vital part of this commitment is a thorough understanding of the student's current level of performance. To obtain each student's level of performance, the faculty at each building utilizes various forms of assessment, ranging from classroom formative assessments to state and federally mandated assessments. Different assessments serve different purposes, and the data obtained from those tests are used in different ways. The assessments listed in this section are those assessments which are: mandated to meet state and federal accountability rules, used to determine present levels of performance to aid in remediation and intervention strategies, or used as standardized assessments to fulfill a specified need.

- **ACCESS for ELLs®** stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. ACCESS assesses the academic English language proficiency of students and meets the requirements of NCLB.

Students that meet the following criteria are required to take the ACCESS assessment:

- Those K-12 students that are eligible for ELL services
- Enrolled in a Missouri public school or charter school

Students who are in monitored status do not take the assessment. There are six grade clusters: Kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8, and grades 9-12. Each grade cluster assessment has three Tiers (A, B, and C) to maximize accuracy and validity of test results. For placement in the appropriate Tier, English language learners must meet at least one of the predetermined criteria for the Tier.

Data obtained from the ACCESS for ELLs Assessment is used to

- Monitor student progress on an annual basis
- Establish when ELLs have attained English language proficiency according to Missouri's criteria
- Inform classroom instruction (modification and differentiation) and assessment
- Aid in program-decision making

Results of ACCESS are also calculated to determine if school districts have met the Annual Measurable Achievement Objectives for their ELL population. States and districts are accountable for meeting three Annual Measurable Achievement Objectives (AMAOs) that relate to Title III-served LEP students' development and attainment of English proficiency and academic achievement.

Levels at which data is used:

✓ Locally ✓ State ✓ Federally

Estimated Total Time:

Assessment	Guidelines
ACCESS Listening	40-50 min
ACCESS Reading	35-45 min
ACCESS Speaking	30-35 min
ACCESS Writing	35-65 min
Kindergarten	45 min total. High proficiency students will likely take longer
Alternate ACCESS	20 min per modality

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- **Advanced Placement (AP) Exams** - Advanced Placement (AP) exams are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. Currently there are no courses classified as “AP Courses” at Marshfield High School, however students are able to take an AP exam in an effort to earn college credit should they feel they have sufficient knowledge in an assessed area.

AP Exams are offered as a way for students to earn college credit. Unlike dual credit courses that result in credit being awarded from one particular college or university, AP credits are listed as such and are recognized by higher education institutes as valid credits upon entry into the university or college. In order for the student to receive the college credit a score of 4 or 5 must be earned on the AP Exam, however some colleges also accept a score of 3 on select exams.

Levels at which data is used:

✓ Locally ✓ State Federally

Estimated Total Time:

Varies based upon AP exam taken

- **American College Test (ACT)** – The ACT is a college entrance test required by some colleges and universities to determine placement and to forecast success. Students may take the ACT throughout the year on any of the ACT administration dates, with the student paying all the testing fees. Beginning with the 2018-2019 school year, the Marshfield R-1 School District will pay for one (1) ACT administration per high school student prior to graduation. For more information regarding this policy, please contact the high school counseling office.

Preparation for the ACT test is provided in several ways at the high school. ACT review units are embedded within many high school courses. Prior to each test date faculty members at the high school offer review sessions focusing on different aspects and topics to help students improve their scores on the test.

Results of the ACT are reported to the individual student, as well as specific schools, colleges, or universities of the student's choice. Some colleges and universities use ACT scores to determine placement and to forecast student success. The ACT is also used by the state of Missouri to determine eligibility for the Bright Flight Scholarship.

Levels at which data is used:

✓ Locally ✓ State Federally

Estimated Total Time:

Regular ACT exam: 2 hours and 55 minutes
Including Breaks: 3 hours and 30 minutes total

ACT Plus Writing: 3 hours and 40 minutes
Including Breaks: Just over 4 hours

- **ACT WorkKeys Assessments** - The ACT WorkKeys® assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance. Each assessment offers varying levels of difficulty. The levels build on each other, incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5.

Students in select classrooms and students opting out of ASVAB are given the opportunity to take the assessments needed to earn the WorkKeys National Career Readiness Certificate: Applied Math, Graphic Literacy, and Workplace Documents.

Levels at which data is used:

✓ Locally ✓ State Federally

Estimated Total Time:

Applied Math -- 55 minutes
Graphic Literacy -- 55 minutes
Workplace Documents -- 55 minutes

- **Armed Service Vocational Aptitude Battery (ASVAB)** - The ASVAB is administered to students in the 11th grade to determine their aptitude for various vocations, as well as to forecast their success in military related occupations. In addition, it is administered to students receiving special

services as a vocational inventory for IEP purposes. Currently there is no fee to students or districts. Military personnel administer the test on the district campus. Although this assessment is required by all 11th graders, parents may opt for their child to not take the assessment should a conflict of interest exist due to it being administered by the Armed Forces.

This test is completely funded by the Armed Forces. Because of this, there may be years where federal budget cuts make it impossible to offer this service. In such a case the Marshfield R-1 school district will look at alternative measures (i.e. funding the test) in order to provide this assessment for the students.

Data from the ASVAB is released to the student, the school district and Armed Services personnel. High School counselors discuss how to interpret the ASVAB with the students and use the information when discussing career paths and choices with the students.

Levels at which data is used:

✓ Locally

✓ State

Federally

Estimated Total Time:

Test	Test Length	Time Limit
GS	25 Questions	11 Minutes
AR	30 Questions	36 Minutes
WK	35 Questions	11 Minutes
PC	15 Questions	13 Minutes
MK	25 Questions	24 Minutes
EI	20 Questions	9 Minutes
AS	25 Questions	11 Minutes
MC	25 Questions	19 Minutes
AO	25 Questions	15 Minutes
Total	225 Questions	149 Minutes

- **Brigance Screens III** – The Brigance is a collection of quick, highly accurate assessments and data-gathering tools to use with children three through five years of age. Screenings can be done quickly, usually within 10-15 minutes, allowing screeners to readily identify children who may be developmentally delayed or advanced.

Assessment items in the Screen III have been nationally standardized. Assessment items in the age-specific screens are norm-referenced as well as criterion-referenced and cover a broad sampling of a child's skills and behaviors. Key developmental areas include:

- Physical Development
- Language Development
- Academic Skills/Cognitive Development (Literacy and Mathematics)

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

15 minutes in a one-on-one setting

- **Developmental Reading Assessment (DRA)** – The Developmental Reading Assessment, DRA, provides teachers with a method for assessing and documenting primary students' development as readers over time. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of leveled texts which increase in difficulty are used for the assessment. The DRA is given at the beginning of the year, where it is used as a formative assessment, and the end of the year, where it is used as a summative assessment. It is often given mid-year to those students who are reading below grade level, which is determined by daily formative assessments, such as running records. The DRA evaluates the major aspects of reading that are critical to independence as a reader.

The purpose of the DRA is to identify students' reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, monitoring reading growth, and, for the grades 3-5, preparing students to meet classroom testing expectations.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

Varies based on student. Average time spent is roughly 15 to 30 minutes

- **Concepts About Print (CAP)** - CAP is designed to help teachers observe young children's growing recognition of the conventions and rules of printed language. 'Concepts of print' refers to the child's awareness of how printed language works, including knowledge of text (how a text conveys a message), concept of a book (how

a book works, how different texts are organized), directionality (that English books are read from left to right, top to bottom), and other mechanical features (including spacing, punctuation, the difference between letters, numerals, and other symbols). The knowledge of the conventions and concepts of print is a very important milestone on a young child's literacy journey and the child's first steps towards reading.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time: 10 minutes per student

- **DIAL-4 (Developmental Indicators for the Assessment of Learning-Fourth Edition-** The DIAL-4 is an individually administered developmental screening test designed to identify young children who need further testing or who need help with academic skills. The DIAL-4 tests a child's motor skills, conceptual skills, and language skills. In addition, the Parent Questionnaire measures a child's self-help skills and social-emotional skills. The skills measured by the DIAL-4 are proven to help predict a child's success in the classroom. This information can help with planning the child's education. The DIAL-4 provides scores that show how the child's developmental skills compare with those of a national norm group- a group of typical children from across the United States who are the same age as the child.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

Approximately 45 minutes

- **Dynamic Learning Maps (DLM)** - The Dynamic Learning Maps system is used to assess those students in the district who have been identified as having significant cognitive disabilities and is administered in grades 3-8 and 11 for English language arts, mathematics, and science. The DLM system allows students with significant cognitive disabilities to show what they know in ways that traditional testing cannot.

Levels at which data is used:

✓ Locally ✓ State ✓ Federally

Estimated Total Time:

Instructionally Embedded Assessment Times Total Duration per Testlet in Minutes	
Subject	Average Duration in Minutes per Testlet
ELA Reading	10–15
ELA Writing	10–15
Mathematics	5–10
Science	5–15

Spring Assessment Total Duration per Subject	
Subject	Average Overall Duration in Minutes
ELA	50–75
Mathematics	25–50
Science	45–135

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- **End-of-Course MAP Tests (EOCs)** – End-of-Course exams, EOCS, are criterion-referenced tests that are delivered to middle and high school students when course-level expectations for a particular content area have been covered. English II, Algebra I, Biology, and Government are required EOCs for all students to satisfy the Federal and state requirements. Students who take the Algebra 1 EOC during their 8th grade year, and who do not repeat Algebra 1 at the high school level, will be required to take the Algebra 2 EOC to satisfy Federal requirements. Optional EOCs which may be administered, depending on budget constraints, include: Modern American History, Physical Science, Geometry, and English I.

Data obtained from the EOCs is used at both the state and local level. Locally the data is used to evaluate the curriculums of those courses covering the content evaluated through the EOCs. Item-benchmark descriptors (IBDs) obtained from multiple years for the EOCs are used to determine strengths and weaknesses of the programs.

At the state level, scores obtained from the EOCs are used in calculating district and building level scores on MSIP-5 Standard 1, Academic Achievement, and Standard 2, Subgroup Achievement. Standard 1 displays the percent of students proficient or advanced and the MAP Performance Index (MPI) for all MAP assessments, including both Grade-Level MAP Assessments and EOCs, by subject area at the district level and EOCs solely for the high school level. Algebra 1 scores obtained by students enrolled at Marshfield Junior High are used in calculating that buildings MSIP-5 points. Subgroup Achievement, Standard 2, displays the percent proficient or advanced and the MPI by subject area for students who are

included in the super subgroup (Hispanic, Black, Direct-Certified Students, IEP, LEP). The MPI is used to calculate the status and progress.

Levels at which data is used:

✓ Locally ✓ State ✓ Federally

Estimated Total Time:

Content	Session 1	Session 2
Algebra I	90-110 minutes	90-110 minutes
Algebra II	90-110 minutes	90-110 minutes
American History	60-80 minutes	
Biology	60-80 minutes	
English I	100-120 minutes	90-110 minutes
English II	100-120 minutes	90-110 minutes
Geometry	90-110 minutes	90-110 minutes
Government	60-80 minutes	
Personal Finance	60-80 minutes	
Physical Science	60-80 minutes	

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- **Evaluate** -- Evaluate is Catapult Learning's benchmark assessment system that combines monthly benchmark assessments with easy-to-use reporting and analysis tools. Evaluate is available for both reading and math, and is given once a month. Even months assess one-half of the appropriate grade-level Missouri Learning Standards, while odd months assess the other half of standards. Kindergarten and first grade Evaluate assessments are given only four times a year.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

Varies based on the student.

Approximately 35-60 minutes per subject per diagnostic

- **Grade-Level MAP Assessments** – As part of the Missouri Assessment Program, the Grade-Level MAP Assessments are yearly standards-based tests which measure specific skills defined for each grade by the state of Missouri. Grade-Level MAP Assessments may include any of the following: multiple choice items, selected response items, constructed response items, or performance events/extended writing prompts.

All students in grades 3-8 in Missouri take the Grade-Level MAP assessments. English Language Arts and Mathematics are administered in each of these grades. Science is administered in grades 5 and 8. A few groups of students may be exempt from certain portions or all of the assessments. Those include:

- Students whose IEP teams have determined that the MAP-A is the appropriate assessment do not have to take the Grade-Level assessment.
- English Language Learners (ELL) who have been in the United States 12 months or fewer at the time of administration may be exempted from taking the Communication Arts portion. All other content areas must be assessed.
- Foreign exchange students are allowed, but are not required to take the assessment. This is a district decision.
- Homeschooled students may take part in the assessment at the local district's discretion.
- Private school students are not required to take the Grade-Level Assessments.

Data obtained from the Grade-Level MAP Assessment is used at both the state and local level. Locally the data is used to evaluate the curriculums of grades 3 through 8 Communication Arts, Mathematics, and Science.

At the state level, scores obtained from the Grade-Level Assessments are used in calculating district and building level scores on MSIP-5 Standard 1, Academic Achievement, and Standard 2, Subgroup Achievement. Standard 1 displays the percent of students proficient or advanced and the MAP Performance Index (MPI) for all MAP assessments, including both Grade-Level MAP Assessments and EOCs, by subject area at the district level and Grade-Level Assessment scores solely for Webster and Shook Elementary. Algebra 1 scores obtained by students enrolled at Marshfield Junior High are used in calculating that building's MSIP-5 points along with that building's Grade-Level MAP Assessments. Subgroup Achievement, Standard 2, displays the percent proficient or advanced and the MPI by subject area for students who are included in the super subgroup (Hispanic,

Black, Direct-Certified Students, IEP, LEP). The MPI is used to calculate the status and progress.

Levels at which data is used:

✓ Locally

✓ State

✓ Federally

Estimated Total Time:

Grade	ELA	Math	Science
3	Session 1: 45-105 minutes Session 2: 25-55 minutes Session 3: 15-35 minutes	Session 1: 30-55 minutes Session 2: 30-55 minutes Session 3: 15-30 minutes	
4	Session 1: 100-130 minutes Session 2: 40-90 minutes Session 3: 15-40 minutes Session 4: 15-35 minutes	Session 1: 30-55 minutes Session 2: 30-55 minutes Session 3: 15-30 minutes	
5	Session 1: 45-95 minutes Session 2: 25-50 minutes Session 3: 15-35 minutes	Session 1: 35-60 minutes Session 2: 35-60 minutes Session 3: 15-30 minutes	Session 1: 60-80 minutes Session 2: 60-80 minutes
6	Session 1: 40-95 minutes Session 2: 20-40 minutes Session 3: 15-30 minutes	Session 1: 30-50 minutes Session 2: 30-50 minutes Session 3: 30-40 minutes	
7	Session 1: 40-80 minutes Session 2: 20-40 minutes Session 3: 15-25 minutes	Session 1: 30-50 minutes Session 2: 30-50 minutes Session 3: 30-40 minutes	
8	Session 1: 100-130 minutes Session 2: 35-75 minutes Session 3: 15-30 minutes Session 4: 15-25 minutes	Session 1: 30-50 minutes Session 2: 30-50 minutes Session 3: 30-40 minutes	Session 1: 55-75 minutes Session 2: 55-75 minutes

- Kindergarten Observation Form (KOF)** - The KOF is used to satisfy the DESE Kindergarten entry assessment. The Kindergarten entry assessment (KEA) is a one-time assessment designed to measure a child's skills and behaviors within the first few weeks of entering kindergarten. The LEA is required to report results of the KEA in the DESE MOSIS student data system in the October Cycle. The following entries are those which will be marked as Yes, NO, or Unknown:
 - Kindergarten Readiness** - Child has overall age-appropriate skills and behaviors that indicates the child is ready for kindergarten.
 - KG Physical Well-being and Motor-** Child has age-appropriate growth, health, physical abilities, such as gross and fine motor skills, that indicates the child is ready for kindergarten.

- o **KG Social and Emotional-** Child has age-appropriate behavioral health and learning abilities, including the abilities to interact with others and self-regulate (social), as well as perceptions of self, abilities to understand the feelings of others and express their own feelings (emotional), that indicate the child is ready for kindergarten.
- o **KG Cognition and General Knowledge-** Child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works (including mathematical knowledge, abstract thought and imagination) that indicate the child is ready for kindergarten.
- o **KG Approaches Toward Learning-** Child has age-appropriate use of skills and knowledge (Including enthusiasm, curiosity, creativity, confidence, persistence, and initiative) that indicate the child is ready for kindergarten.
- o **KG Language and Literacy-** Child has age-appropriate literacy and communication skills such as listening, speaking, and writing (emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds) that indicate the child is ready for kindergarten.

Levels at which data is used:

✓ Locally

✓ State

Federally

Estimated Total Time:

Varies based on student.

Six district assessment items; 14 observation-based items

- **Locally Developed Assessments** – LDAs are locally developed instruments designed to assess district pre-Kindergarten, Kindergarten, and first grade students' progress toward mastery of the Show-Me Standards. Items are aligned to the Missouri Learning Standards with special emphasis given to the areas of Communication Arts and Math.

Results of student LDAs are used to assess student progress towards mastery of Missouri's Show-Me Standards and Missouri Learning Standards. Data obtained from the LDAs helps classroom teachers determine strengths and weaknesses of each student and assists the classroom teacher in developing appropriate remediation and intervention.

Levels at which data is used:

✓ Locally

State

Federally

Estimated Total Time: Various based on grade

- MSIP IRC (Missouri School Improvement Program Industry Recognized Credential)** – The Missouri School Improvement Program 6 (MSIP-6) works to prepare every child for success in school and life. MSIP-5 is the state's school accountability system for reviewing, and accrediting public school districts in Missouri. The Department of Elementary and Secondary Education believes high expectations, a clear vision and a few very focused, high impact goals will be critical to drive the improvement efforts necessary to bring about positive results.

Standard TL1-J.1 of MSIP6 focuses on postsecondary readiness skills, including whether a student meets or exceeds the state standard for the given IRC. The assessments mentioned in this indicator are a very specific list, however, and must result in the student earning an Industry Recognized Credential or Certificate upon successful completion (i.e. passing) of the assessment.

To avoid double-testing, the Marshfield R-1 school district makes every effort possible to find Technical Skills Attainment exams that satisfy both the Perkins V and MSIP IRC requirements.

Administration of appropriate TSAs resulting in an Industry Recognized Credential is done to satisfy MSIP6. Data, as well as pass/fail rates of students, are used to determine strengths and weaknesses of Career and Technical Education programs within the high school and used to evaluate the overall effectiveness of the programs to prepare students for post-secondary careers.

Levels at which data is used:

✓ Locally

✓ State

✓ Federally

Estimated Total Time:

Varies based upon test

Ranges from 90 minutes to 180 minutes

- NAEP (National Assessment of Educational Progress)** – The NAEP monitors what America's students know and can do in key subject areas at the elementary, middle and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP, referred to as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state level. The NAEP is administered in mathematics and reading at grades 4 and 8, science at grade 8, and mathematics and writing at grades 8 and 12. Participation in the NAEP test is by invitation only. Select districts are notified from late May to early August of their participation.

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

Data obtained from the NAEP test is used at the national level only. Individual student scores are not returned to participating districts. Released NAEP items come with a scoring guide, sample student responses, and performance data by state.

NAEP released items can be used as a helpful educational resource in the classroom. Teachers can use actual NAEP items that have been released to see how a student's performance compares to national, state, and regional results on specific items.

Levels at which data is used:

Locally

State

✓ Federally

Estimated Total Time:

Approximately 120 minutes

- **Personal Finance Assessment** – As part of their graduation requirements, students in Missouri must earn a ½ credit in the area of personal finance. This credit may be achieved through a stand-alone course, through embedded coursework, or by “testing out” of the course. Students attempting to “test out” of the course must attain a 90% or higher to receive personal finance credit. Students who are receiving personal finance credit from embedded coursework are required to take the personal finance assessment. The pass rate is set by each administering district. This test is optional for those students enrolled in a stand-alone personal finance course. Beginning in the 2018-2019 school year, the Personal Finance assessment began being considered an End-of-Course exam and, as such, now follows the guidelines and administration rules of the other EOCs mentioned earlier in this document.

Marshfield R-1 currently offers embedded Personal Finance coursework in Ag Business Management and Consumer Mathematics. Students must score a minimum of 60 to earn their Personal Finance Credit. The Personal Finance Assessment is administered during the fall and spring (if needed) assessment windows. Juniors enrolled in an embedded credit course who do not pass the assessment are required to either 1) take the Personal Finance assessment in the spring assessment window or 2) enroll in the stand-alone Personal Finance course for their senior year. Seniors who score below a 60% on the

Personal Finance Assessment will be required to enroll in Personal Finance in the spring of their senior year.

The only purpose of the Personal Finance Assessment is to determine mastery of personal finance competencies required graduation for students earning personal finance credit through embedded coursework.

While not required, instructors of the Personal Finance courses have the option of administering the Personal Finance Assessment to their students during the regularly scheduled assessment windows to obtain data to assist in the development of their program.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

Ranges from 60 to 80 minutes

- **PreACT Secure (Practice for the ACT Test)** – The PreACT Secure is an early indicator of College and Career Readiness, allows early experience with ACT test items, and provides a predicted ACT test score. The PreACT Secure helps identify areas of academic strength and opportunity and makes career suggestions based on student profile and inventory. Students may opt to share information with colleges and scholarship agencies to increase opportunities for recruitment and scholarship awards.

The PreACT Secure Math score may be used for students to meet A+ math qualifications. This is an online assessment that will be offered to all sophomores and will take place through the school in the Fall with the student paying all testing fees. For more information regarding this policy, please contact the high school counseling office.

Preparation for the ACT test is provided in several ways at the high school. ACT review units are embedded within many high school courses. Prior to each test date faculty members at the high school offer review sessions focusing on different aspects and topics to help students improve their scores on the test.

Results of the PreACT Secure are reported to the individual student, as well as specific schools, colleges, or universities of the student's choice. The ACT Secure is also used by the state of Missouri to determine A+ eligibility.

Levels at which data is used:

✓ Locally ✓ State Federally

Estimated Total Time:

PreACT Secure exam: 2 hours and 35 minutes
Including Breaks: Just over 3 hours

- **PSAT** – The PSAT is a standardized test that provides first hand practice for the SAT and serves as a pre-qualifier for National Merit scholarship administered to 11th grade only. The test has five sections: two verbal, two math, and one writing skills. It is administered on campus in October and the student pays all the fees. This assessment is optional and students must sign-up in advance to take this assessment.

The primary purpose and use of the scores from the PSAT is to serve as a pre-qualifier for the National Merit Scholarship.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

Ranges from 2 hours 45 minutes

- **W-APT (WIDA-ACCESS Placement Test™)** – The W-APT, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. Ideally, a student will only take the W-APT one time. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level. Districts are required to screen all possible ELL students using the W-APT screening assessment within 30 days once the school year begins. Students who enroll after the first month should be screened within two weeks of enrollment. Students moving from another district in Missouri who already has a W-APT or ACCESS score report do not need to be re-screened.

Assessment results from the W-APT are used to determine the level of intervention and support needed for ELL students within the Marshfield R-1 school district.

Levels at which data is used:

✓ Locally State Federally

Estimated Total Time:

Untimed. Will vary based on student exposure to the English language

VII. 2022-2023 School Building Counselors and Administrators

District Test Coordinator
Stacy Robinson

Early Learning Center
Stephanie Walker, director

Hubble Elementary
Missy Basnett, principal
Sara Reynolds, assistant principal
Jennifer Catron, counselor

Webster Elementary
Natasha Adams, principal
Calen Van Ness, assistant principal
Angela Neil, counselor

Shook Elementary
Becky Weigand, principal
Taylor Young, assistant principal
Leah Loftin, counselor

Junior High School
Preston Hyde, principal
Andrea George, assistant principal
Connie Guzman, counselor
Paula Dowler, counselor

Senior High School
Nicki Thompson, principal
Brad Hurley, assistant principal
Kylie McCoy, assistant principal
Amanda Badgett, counselor
Lindsey Baedke, counselor
Hayley Duneman, counselor

Building counselors serve as school building (site) test coordinators (STCs). STCs disseminate all testing material to the testing administrators. The principals and assistant principals serve as supervisors of the counselors and teachers. In addition, the STCs enforce proper procedures and test security.

VIII. Test Security: Paper/Pencil Exams

A. Storage and Access before Test Administration

1. All test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive in the district, the District Test Coordinator, DTC, will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The DTC or individual responsible for the program will assume responsibility for contacting the appropriate assessment center if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed.
7. Teachers will have access to test administration manuals prior to the assessment so they can familiarize themselves with the administration and procedures used for the assessment.
8. Assessment instruments must only be released to individuals qualified to take part in the local testing program. Testing instruments will NOT be reproduced nor made available, in whole or in part, to any media sources, nor administered to individuals other than those qualified to take part in the local testing program.
9. Test Administrators/Teachers will sign out testing materials the morning testing takes place and will sign in the materials when testing has concluded.

IX. Test Security: Online Exams

A. *Access Before Test Administration and Test Day Administration*

1. For assessments given online, DTCs and STCs will store appropriate passwords (for both students and teachers) in a secure location. Passwords and login information will be provided to students on the day of their testing as specified in the appropriate test administration manual.
2. Teachers will have access to test administration manuals prior to the assessment in order to familiarize themselves with the administration and procedures used for the assessment.
3. Teachers will not have access to the testing software prior to the assessment unless to provide pre-loaded practice tests or to offer practice using online training tutorial items..

B. *Test Day Administration*

1. Test administrators/examiners will sign out test tickets or student login information from the STC the morning of the exam. If multiple test session tickets are distributed to teachers at the same time, then teachers will be expected to keep extra tickets in a secure location when not in use.
2. Test administrators are not to leave test tickets, login information, or testing devices unattended at any time. If the test administrator has to leave the room after the testing devices have been distributed, then all students must leave the room as well and the door must be locked or the test administrator must wait until he or she is relieved by a trained test proctor.
3. Any scratch/grid paper or reference sheets used during online assessments must 1) be approved for use by the testing company and listed in the test administration manual, and 2) be collected by the test administrator and returned to the STC for shredding. At no point should the test administrator/teacher keep student work on scratch paper for grading or for review.
4. Electronic devices, including any portable device which can connect to the internet or to anyone inside or outside of the classroom, must not be accessible during the testing session. Such items include, but are not limited to: cell/mobile phones, electronic music players, digital cameras, handheld scanners, portable gaming devices, or any other device which can connect to the internet. If students are allowed to enter the testing room with cell phones, the phones **must** be collected prior to testing and returned at the end of the testing session. Students are not allowed to have cell phones in their pockets, purses, or backpacks during testing.
5. Adequate space must exist between student workstations so that students are not able to view one another's screens.

6. Test examiners or proctors are not to copy test questions down, orally record read test questions, ask students to remember specific questions for discussion post-assessment, and should not purposely read any test questions with the intent of remembering test items. It is fully understood that test examiners who are asked to read one word to a student will be exposed to the test question. These individuals are to not copy these items down or make an effort to remember test items.
7. Test examiners who are satisfying the accommodation of Human Reader are not to share any test items read with any other individual (both school personnel or individuals outside of the school setting), must not record the reading of the test items, must not write down any of the test questions, or share with the student's teacher how the student answered any questions.

X. Testing Administration and Procedures

A. *Instructions for Administration*

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator designed to train test administrators in administration procedures.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing direction to students, responding to students' questions, and monitoring the test setting. Both paper-pencil and online test security will be covered by the site-test coordinators as appropriate.
3. Prior to any standardized testing, staff will receive a handout, which outlines in a step-by-step manner the procedures to follow when administering a standardized test in a secure manner.
4. Parents will be notified of the testing schedule prior to the test dates before any standardized testing. This letter will contain pertinent information regarding test content and purposes.

B. *Test Administration*

1. All standardized tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets and login tickets, as applicable, will be delivered to those individuals administering a test on the day of the test. Students will not receive test booklets until time for testing to begin. If an assessment is to be given online, the students will receive login information and passwords as they begin the test.
3. Students will be expected to use restroom facilities, get drinks, etc., before starting to take the test to allow for minimum distractions during the testing period.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
5. Testing schedules are determined prior to the day of assessment. All test administrators are to follow the testing schedule, including beginning and ending times, as well as scheduled group breaks. There is to be no variance in when tests are offered except through prior approval (e.g., a student will be gone during the content test dates). Start time indicates when the teacher needs to begin the process of testing. This will vary depending on the assessment, but in general terms the start time is when the teacher should begin distributing the materials.
6. Prior to test day, instructional materials must be removed or covered, including, but not limited to, information that might assist students in answering questions that is displayed on bulletin boards, chalkboards,

dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematical formulas). In addition, any items which could be potentially used to signify the correct answer from a multiple selected response test item must be removed or covered.

7. While the test is being given, the assessment proctor will quietly walk around the room to monitor proper behavior, to discourage cheating by proximity, and to ensure that students are following all directions.
8. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed. In-house Quality Assurance visits will be made at each building during state-testing windows to spot-check the adherence of test administration guidelines.
9. If a test is to be administered over a series of days, test booklets and answer sheets, as well as any login tickets used for online assessments, will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.
10. At the end of the testing period all test booklets are to remain secure while waiting for the appropriate STC to collect the testing materials. "Being kept secure" means that either the test booklets are locked within the teacher's personal classroom closet (preferred method) or in a locked filing cabinet or teacher desk.
11. Test booklets, test tickets, and testing devices are never to be left unattended by the classroom teacher or proctor. If multiple sessions are done in one day with bathroom breaks between, then test booklets are to be collected, stored in the locked closet, and then redistributed prior to starting the next session. At no point should test booklets be left out on the desks of students while the teacher and students are out of the room. If participating in an online assessment, then the student should log out of the testing session completely.

C. *Collection and Storage of Test Materials Following Testing*

1. All materials will be signed out by the test administrator/teacher through the STC the morning of testing and signed back in at the completion of testing.
2. Test booklets and answer sheets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Answer sheets and test booklets will be sorted and packaged by test coordinator or person who has been designated as responsible, according to directions and sent for scoring as expediently as possible while allowing for make-ups.
4. The school test coordinator will schedule all make-up tests. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.

5. All scratch paper used for both online assessments and paper-pencil assessments will be collected by the proctor, returned and signed in to the appropriate STC for immediate shredding. Individual teachers, and STCs, are not allowed to review students' work nor are they allowed to make copies of the student work. Evidence of such behavior will be dealt with as outlined under the "Sanctions against Unfair Practices" section of this plan.

XI. Sanctions Against Unfair Practices

- A. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices which this district considers inappropriate:
1. Copying any part of a standardized test booklet for any reason.
 2. Copying any part of an online test for any reason.
 3. Removal of a test booklet from the secure storage area except during test administration.
 4. Accessing any online test using student information at any given time.
 5. Failure to return all test booklets following test administration.
 6. Directly teaching any test item included on a standardized test.
 7. Altering a student's response to items on an answer sheet.
 8. Indications 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 to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
 9. Copying or printing information from any computer in which the test is being administered online.
 10. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
 11. Discussing/sharing of test items which may have been seen while monitoring the test progress or reading a word or item to a student.
- B. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.
- C. Violations of other testing protocols will be dealt with in the following manner.
1. 1st Offense – Meeting with the building administrator to review proper testing protocol and to clear any confusion or miscommunication as to the proper behavior to be exhibited during testing sessions. The test administrator will acknowledge this meeting by signing a document indicating such they have been reminded of the proper procedures to follow. Documentation will be forwarded to the District Test Coordinator to keep on file in case the test proctor is suspect of additional testing violations.
 2. 2nd Offense – Meeting with the building administrator and District Testing Coordinator. Allegations of the testing misdemeanor will be formally written and reviewed with the test administrator. The test administrator will be given the opportunity to respond to the

allegations in writing. Both documents will be kept in the teacher's permanent file.

3. 3rd Offense – Test administrator's actions will be classified as insubordination and will be referred to the Superintendent of Schools or Assistant Superintendent to be dealt with accordingly.
4. Step 1 may be bypassed should the teacher/test administrator's file indicate a history of blatant disregard to proper testing protocol.

XII. Test-Taking Skills

All students in the Marshfield School District will learn test-taking skills. These skills are taught in various ways. Regular classroom teachers incorporate skills in daily lesson plans. School Counselors routinely teach study and test-taking skills in classroom sessions at the elementary level.

The District Testing Coordinator provides materials, when available, to school counselors, classroom teachers, and building principals for the primary purpose to assist in the teaching of test taking skills.

Students will be given adequate time to master online tools which may be used during the online assessments. Specific online training tutorials (OTTs) will be distributed to all test examiners with specific guidelines as to how often and when students will be exposed to the online tools.

As appropriate, classroom formative assessments and summative assessments will mirror the format of Grade-Level and EOC MAP tests. This practice will allow students to work with various types of questions to be familiar with MAP test items. These assessments will match the DOK level and level of rigor, including higher order thinking skills and problems solving skills, as well as complex reasoning skills, students will be exposed to on the MAP test. Prior to these assessments teachers will model for students the metacognitive processes used when working through to a solution.

XIII. Accommodations and Universal Tools

The accommodations for the Grade-Level and End-of-Course assessments have gone through changes and phases since the beginning of the MAP assessments. What was previously known as accommodations has now been split into two categories: Universal Tools and Accommodations.

Universal Tools

Universal tools are those items which may be made available for all students taking Grade-Level or End-of-Course exams. Some Universal Tools need to be marked in the testing program prior to the assessment while others are embedded.

The current list of embedded Universal Tools include the following items:

- Breaks/Pauses
- Calculator
- Color contrast –(Grades 3-8) adjust background and font color
- English Dictionary -- all students may have access to a physical English dictionary only on the writing prompts in grades 5 and 8 and on the English I and II EOCs
- Grammar Handbook -- all students may have access to a physical Grammar Handbook only on the writing prompts in grades 5 and 8 and on the English I and II EOCs. Note: The Grammar Handbook must be one that is published and can NOT be a district, school, or classroom made handbook.
- Graphing Tool
- Highlighter
- Line Guide
- Masking
- Magnifier
- Mark for Review
- Protractor and Ruler (as allowed by test)
- Reference Sheet
- Scratch Paper/Sticky Notes
- Strikethrough/Cross Off
- Thesaurus -- students may have access to a physical Thesaurus for use only on the ELA writing prompt in grades 5 and 8 and on the English I and II EOCs
- Writing Tools – ability to bold, italicize, underline, undo/redo, justify text left or center, cut/copy/paste.

Since these tools are made available within the system, teachers will be expected to provide training opportunities to students in order for the students to become experienced with the different items. Through these trainings the instructor will emphasize when each item should be used.

The most commonly used Universal Tools which must be selected in the testing system prior to test date include the following items:

- Bilingual Dictionary -- applies only to ELL students and can be used only on the 5th and 8th grade writing prompts
- Answer Masking
- Color Contrast – EOC
- Color Overlay
- Read Aloud (Not Including ELA Reading Passages) - Text to Speech
- Read Aloud (Not Including ELA Reading Passages) - Human Reader
- Scribe
- Separate Setting

While these tools are classified as universal, not all students directly benefit from the use of these tools. The Department of Elementary and Secondary Education does not recommend the use of these tools for students unless it is a part of their everyday learning in the classroom. Because of this, specific guidelines will be put into place at each building outlining the procedure used in identifying which students would benefit from and should receive these specific Universal Tools.

Accommodations

The statutory language of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require students with disabilities to be included in statewide and district assessment programs, with appropriate accommodations where necessary. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do.

Permissible accommodations for use on the Grade-Level Assessments and EOCs are available only to students with the accommodation in their IEP/504 plan. These accommodations must be marked in the testing system prior to the test date. Special attention will be paid to those accommodations which may end up invalidating a student test and or may result in the student receiving the Lowest Obtainable Scale Score (LOSS).

English Language Learners

EL students may have access to a physical Bilingual Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the Bilingual Dictionary is electronic, it may not connect to the Internet.

English Learners (ELs) who have been in the United States for 12 cumulative months or fewer as of April 1 may be exempted from one administration of the English Language Arts assessment. All other content areas must be assessed.

XIV. In-Service Activities

The Marshfield R-1 school district shall provide in-service training to its educational staff to ensure skilled administration of tests in an appropriate testing environment, coordination of the testing program, effective teaching of test-taking skills and appropriate use of test results in improving individual and group instruction at all grade levels. The Marshfield R-1 School District recognizes that student performance on assessments is the responsibility of all professional staff, not just that of the teacher of the grade levels at which any MAP or other building-wide assessment is administered.

XV. Program Evaluation

The Marshfield R-1 School District is required to evaluate the educational programs in all instructional areas for all student populations at all levels. The Board of Education will be provided a summary of test results, including longitudinal students' performance data to evaluate effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resource allocations, and curriculum.

This report to the Board is made as soon as all test results are available.

XVI. Dissemination of Test Results

The Marshfield R-1 School District regularly informs students, parents, and patrons about its assessment program. Information shall include the purpose for which assessments are administered, test dates, groups of students tested, the results of group achievement test data, changes in scores from previous years, and plans for utilizing test results to improve instruction.

A letter and or notification will be sent to parents concerning the dates of administration of group tests before the testing window begins. The purpose of this correspondence will be to notify and encourage parents to ask any questions regarding assessments. Teachers shall be given the results of tests and shall be provided assistance in interpreting these results.

Marshfield Schools utilizes many methods of achieving test result dissemination. These include letters home to parents or results sent home in grade cards. Group test results will be reported in newspaper articles, to the school Board, and during teacher in-services.

Counselors may conduct voluntary in-services to parents for the purpose of explaining MAP results during the parent-teacher conferences held in the fall.

XVII. Show-Me Standards Not Assessed on the MAP

As indicated in the Assessment Standards for Missouri Public Schools, June 1998, school districts must have a written assessment plan that includes “a comprehensive strategy for locally assessing student progress on those Show-Me Standards which are not assessed at the state level.” The following tables document how the Marshfield R-I Schools’ curriculum assesses these standards. Additional information related to non-tested standards can be found within the district’s written curriculum.

Additionally, state assessments for Health/Physical Education are no longer given to students in Missouri schools. The Marshfield R-1 School District regularly assesses students in these areas. Students are given written tests, skills tests, individual performance tests, the Presidential Physical Fitness Test, the state’s physical fitness assessment, and observations. The written curriculum for each subject area details goals and objectives that students will master and how mastery of those objectives will be assessed.

Content Standards			
Performance Area	Show-Me Standard	Grade Level	Measure
Communication Arts	CA5: Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debate, lectures, multi-media productions).	English Language Arts classes for grades 1, 4, and 7	Scoring Guides Unit tests
	CA6: Participate in formal and informal presentations and discussions of issues and ideas.	English Language Arts classes grades 4 and 5	Scoring Guides
		High School Scholars Courses	Scoring Guides
		High School English Language Arts Courses	Scoring Guides
	CA7: Identifying and evaluating relationships between language and culture	English Language Arts class grade 1	Scoring Guide
		World Cultures grade 6	Scoring Guide
Fine Arts	FA3: The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts	Art grade 7	Quiz, Student Checklists
		Music Appreciation High School	Listening assignments, oral and written quizzes, in-class discussions
		High School Advanced Drama	Self-evaluation rubric

Process Standards			
Performance Area	Show-Me Standard	Grade Level	Measure
Goal 1	1.2 Conduct research to answer questions and evaluate information and ideas	English Language Arts Grade 4	Scoring Guide
		Science Grade 7	Written paper
		High School Biology	Notebook and written assessments
Goal 2	2.3 Exchange information, questions, and ideas while recognizing the perspective of others	English Language Arts Grade 4	Scoring Guide
		High School Scholars Government	Unit test
		Science Grade 8	Space almanac/Scoring guide
	2.5 Perform or produce works in the fine and practical arts	High School Band	Rubric/Scoring Guide
		Music 7th Grade	Peer and teacher evaluations
		High School Business Technology	Rubric/Scoring Guides
	2.6 Apply communication techniques to the job search and to the workplace	Guidance and Counseling Grade 5	Teacher/Counselor Checklist
		High School Computer Applications	Production of documents with scoring guide
High School Business Economics		Written paper scoring guide	
2.7 Use of technological tools to exchange information and ideas	High School Social Studies	Teacher observation	
Goal 4	4.4 Recognize and practice honesty and integrity in academic work and in the workplace	Guidance and Counseling Grade 2	Teacher/Counselor Checklist
		English Language Arts Grade 6	Library Search
		High School Business Economics	Creation of business plan with scoring guide
	4.8 Explore, prepare for, and seek educational and job opportunities	Guidance and Counseling Grade 4 and 8	Oral presentation and rubric Completion of five-year plan of study

APPENDIX A

WHAT THE LAW SAYS ABOUT STANDARDS, CURRICULUM FRAMEWORKS AND ASSESSMENT

*Excerpts from sections 160.257, 160.514, 160.518, 160.526, 160.570, and 167.950
Revised Statutes of Missouri*

160.257

- Each local school district shall have a testing program. District testing programs may include minimal promotion standards and shall give due consideration to the research on the influence of cultural diversity on testing performance.
- The testing program of each local school district shall include, but shall not be limited to, criterion-referenced tests approved by the department of elementary and secondary education. This testing program shall test all students at periodic grade levels. The testing program may test students annually. The tests shall monitor progress on key skills and shall identify areas for instructional improvement. The department of elementary and secondary education may develop criterion-referenced tests and assist districts with their testing programs upon the district's request.
- Each local school district shall provide testing information upon request to the department of elementary and secondary education.

160.514 (Revised 2014 Spring Legislative Session truly agreed upon and passed)

- By rule and regulation...the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for postsecondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people
- Whenever the state board of education develops, evaluates, modifies, or revises academic performance standards or learning standards, it shall convene workgroups composed of education professionals to develop and recommend such academic performance standards or learning standards. Separate work groups composed of education professionals with appropriate expertise shall be convened for the following subject areas: English language arts; mathematics; science; and history and governments.
- The state board of education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks incorporate the academic performance standards...The curriculum frameworks shall provide guidance to school districts but shall not be mandates for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.

- Not later than one year after the development of written curriculum frameworks...the board of education of each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills and competencies established pursuant to subsection 1... Local school boards are encouraged to adopt or develop curricula that are rigorous and ambitious and may, but are not required to, use the curriculum frameworks... Nothing in this section or this act shall prohibit school districts, as determined by local boards of education, to develop or adopt curricula that provide for academic standards in addition to those identified by the state board of education...
- Local school districts and charter schools may adopt their own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain.

160.518

- ...the state board of education shall develop a statewide assessment system that provides maximum flexibility for local school districts to determine the degree to which students in the public schools of the state are proficient in the knowledge, skills and competencies [defined by the state performance standards]. The statewide assessment system shall assess problem solving, analytical ability, evaluation, creativity and application ability in the different content areas and shall be performance-based to identify what students know, as well as what they are able to do, and shall enable teachers to evaluate actual academic performance...

160.526

- The commissioner of education shall establish a procedure for the state board of education to regularly receive advice and counsel from professional educators at all levels in the state, district boards of education, parents, representatives from business and industry, and labor and community leaders pertaining to the implementation of [the provisions above]. The procedure shall include, at a minimum, the appointment of ad hoc committees and shall be in addition to the advice and counsel obtained from the [commission on performance].

160.570

- The school board of each school district shall establish a written policy on student participation in statewide assessments. The policy shall be provided to each student and the parent, guardian or other person responsible for every student under eighteen years of age at the beginning of each school year and a copy of the policy shall be maintained in the district office and shall be available for viewing by the public during business hours of the district office. A school board may establish a policy designed to encourage students to give their best efforts on each portion of any statewide assessment established pursuant to section 160.518 which may include but is not limited to incentives or supplementary work as a consequence of performance.
- In no case shall the state board of education or any other state agency establish any single test or group of tests as a condition or requirement for high school graduation or as a requirement for a state-approved diploma.

161.855

- By October 1, 2014, the state board of education shall convene workgroups composed of education professionals to develop and recommend new academic performance standards in place of the common core state standards.
- The Department of Elementary and Secondary Education shall pilot assessments from the Smarter Balanced Consortium during the 2014-2015 school year for every school district and charter school in the state. The results of the statewide pilot shall not be used for high stakes accountability or public school district accreditation decisions or teacher evaluation for the 2014-15 school year.
- The state board of education shall adopt and implement new academic performance standards beginning in the 2016-2017 school year. The state board of education shall align the statewide assessment system to the new academic performance standards as needed within three years of adopting new academic performance standards.

167.950

- By December 31, 2017, the department of elementary and secondary education shall develop guidelines for the appropriate screening of students for dyslexia and related disorders and the necessary classroom support for students with dyslexia and related disorders. Such guidelines shall be consistent with the findings and recommendations of the task force created under section 633.420.
- In the 2018-19 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the guidelines developed by the department of elementary and secondary education.

APPENDIX B

Missouri Laws & Regulations Regarding Student Data

Missouri has statutes and regulations that pertain to student records. A summary of these laws as they relate to Missouri assessments follow.

- Section 167.020 requires that school districts enrolling a transfer student must request records from all schools previously attended by the student within two business days of enrollment. In addition, school districts that receive a request for records of a transferring student must respond to the request within five business days of receipt of the request. This section also specifies that school districts may disclose education records to law enforcement or juvenile justice authorities.
- Section 160.522 describes the school accountability report card that must be provided by school districts. It specifically says that personally identifiable information for students shall not be reported.
- Section 452.376 describes the non-custodial parent's right to a child's records.
- Sections 610.010, 610.023, 610.024, and 610.026 (Sunshine Law) describe public records of a governmental body, and requirements related to acting on requests for copies of the records no later than the third business day following the date of the request. Requests that are denied must be explained in writing.
- DESE regulation 5 CSR 50-340.200 Annual Public Reporting of Information by School districts specifies the need to use statistical procedures to suppress data about small groups of students in annual public reports.
- The State Plan for Special Education contains a description of the restrictions related to student records contained in FERPA. The penalty for failing to comply with these provisions is the withholding of payment of federal and/or state funds.

APPENDIX C

Student Data Collected by Missouri Department of Elementary and Secondary Education

All data transmitted to the Missouri Department of Elementary and Secondary Education by local school districts are subject to the confidentiality provisions of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) which bars disclosure of personally identifiable student information without parental consent or unless authorized by federal law. This includes transmission of data to the federal government. The tables on the following pages include which data are collected, which law requires the data, and definitions. For easier viewing, please visit the following webpage:
<http://dese.mo.gov/sites/default/files/StudentDataCollected.pdf>

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Item Name	Requirement	Definition
Program Participation/Demographics		
Attending District Code	State	6 digit county district code for the district of attendance
Attending School Code	State	4 digit school code for the school of attendance
Reporting District Code	State	6 digit county district code for the district reporting
Reporting School Code	State	4 digit school code for the school reporting
Resident District Code	State	6 digit county district code for the district of residence
Resident School Code	State	4 digit school code for the school of residence
MOSIS Student ID	State	State assigned, randomly generated 10 digit unique ID
Local Student ID	Optional	Local student ID maintained by the district
Legal Last Name	State	Legal last name
Legal First Name	State	Legal first name
Legal Middle Name	Optional	Legal middle name
Legal Name Suffix	Optional	Legal name suffix
Date of Birth	State, IDEA	Date of birth
Social Security Number	Optional***	Social Security Number
County	State	County of residence
Student Grade Level	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Grade level as of the time data is being submitted unless otherwise specified
Gender	IDEA, PERKINS, ESEA	Gender
Race/Ethnicity	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Race / Ethnic code
Lunch Status	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Free or reduced lunch
Gifted	State 162.720 and 162.675	Gifted Status
Homeless	ESEA	Primary nighttime residence
Migrant	ESEA	Student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant
In building less than a year	State (Section 161.092 (9)), ESEA	Not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration
In district less than a year	State (Section 161.092 (9)), ESEA	Not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration
Voluntary Transfer Student	St. Louis Deseg. case, Federal Appeals 1981.	Designation for those who participate in the desegregation settlement agreement
A+ Student	Optional	Grade 09, 10, 11, or 12A+ codes that designate an A+ participant or completer
Number of Months in USA	State, ESEA	Number of months that an LEP/ELL student has been in the United States
Immigrant	ESEA	Students who are aged 3 through 21, were not born in any State
English Language Learner (ELL)	ESEA	Native language
Primary Language		
Limited English Proficient (LEP) / ELL	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	LEP/ELL status
ESOL Instructional Model	ESEA	Most frequent LEP Instructional Model used
Missouri Option Program	State	Participation
N.S. Career Ed Student	PERKINS	Designation for those in Grades 9-12 who have completed or are currently taking a Career Ed course
Title I	ESEA	Receiving services
Title III	ESEA	Receiving services
Residency Status	State 167.020, 163.011, 167.151	Residency status code
Membership FTE	State 163.012	Full time equivalent
One Prior 10 Day Attendance	State 167.020, 163.011, 167.151	Count for those in attendance one of the prior 10 days from the count date
Enrolled On Count Date	State, IDEA, ESEA	Enrollment on the count date
Enrolled All Year	State, ESEA	Enrollment in the district
GPA	Optional	Annual non-cumulative Grade Point Average (GPA)
GPA Scale	Optional	Grading scale (11 or 4) used by the district
8th Grade Tech Literacy	ESEA	Count of those who meet or exceed 8th grade technology literacy requirements
Physical Fitness Aerobic Capacity	State	Fitness Test code for grade 05, 07 and 09
Physical Fitness Abdominal Strength	State	Fitness Test code for grade 05, 07 and 09
Physical Fitness Upper Body Strength	State	Fitness Test code for grade 05, 07 and 09
Physical Fitness Flexibility	State	Fitness Test code for grade 05, 07 and 09
Individualized Education Program (IEP)	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Dominant disability
Special Education Placement	IDEA	Required for an IEP
SPED Program Exit Code	IDEA	Required for exiting Special Education
Truant	ESEA	Truant if 10 or more cumulative days of unexcused absence
Career Cluster	PERKINS	Primary career education path
Career Education Nontraditional Student	PERKINS	Persons entering a career education training program or occupation nontraditional to their gender
Career Education Single Parent	PERKINS	Those defined as a single parent— NOTE: Field identified for removal 2013-14 school year
Career Education Displaced Homemaker	PERKINS	Those defined as displaced homemakers – NOTE: Field identified for removal 2013-14 school year
CTE Technical Skills Attainment	PERKINS	Technical Skill Attainment result
K-4 Graduate District Code	Optional	6 digit district code of the K4 District
Early Childhood Outcomes (ECO)	IDEA	Date of entry into ECSE program
ECO Entry Indicator 1	IDEA	Positive social-emotional skills
ECO Entry Indicator 2	IDEA	Acquisition and use of knowledge and skills
ECO Entry Indicator 3	IDEA	Use of appropriate behaviors to meet needs
ECO Exit Date	IDEA	ECSE program
ECO Exit Indicator 1	IDEA	Positive social-emotional skills
ECO Exit Indicator 2	IDEA	Acquisition and use of knowledge and skills
ECO Exit Indicator 3	IDEA	Use of appropriate behaviors to meet needs
CTE Program Code	PERKINS	Career Education program code
Title III LEP	ESEA	Count of the LEP students who were Title III funded
Title III Immigrant	ESEA	Title III funded
First Freshman Year	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Required for those not previously enrolled in a Missouri public school district
Zip Code	ESEA	5 or 9-digit Postal Zip Code for the primary residence
Industry Recognized Credential	State Section 161.092 (9)	Industry-recognized credential/certification

*** Social Security Number is blocked from entry into the DESE data warehouse.

IDEA = Individuals with Disabilities Education Act (Pub L. 101-475)

PERKINS = Carl D. Perkins Career and Tech. Educ. Improvement Act of 2006

ESEA = Elem. and Sec. Educ. Act (ESEA) Pub.L. 89-10, 79 State. 27, 20 U.S.C. ch.70)

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Item Name	Requirement	Definition
Program Participation/Demographics		
Military	Optional	A student residing in the house of a person (family) who is on active duty or serving in the reserve component of a branch of the United States Armed Forces. Include children who are living with family due to parents being deployed.
MPP	State 5 CSR 20-400.130	Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program.
Enrollment And Attendance		
Regular Hrs Attended	State (Section 161.092 (9)) and 167.631 & 171.151	Number of full-time and part-time hours in attendance
Regular Hrs Absent	State (Section 161.092 (9)) and 167.631 & 171.151	Number of hours absent
Remedial Hrs Attended	State 167.340, 167.640, 167.345 RSMo	Number of remedial hours outside the normal school day
Hours In Session	State (Section 161.092 (9)) and 171.631	Total number of hours the school is in session
Summer Attendance	State 167.227 and 178.280	Hours attended summer school
Summer Membership	State 167.227 and 178.280	Total hours available attendance
Entry Date	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Date entered the school
Entry Code	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Type of Entry
Exit Date	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Date left school
Exit Code	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Type of Exit
Exit Destination District Code	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	5 digit county district code
Exit Destination School Code	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	4 digit school code of the school transfer
Exit Destination Comment	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Description of exit from the school or district
Extended School Hours	State Mo. Rev. Stat. §163.031	Number of extended school year hours of special education and related services provided to a child
Courses Completed		
CTE Program Type	PERKINS	Program type code of CTE approved program
Assignment Number	State (Section 161.092 (9))	Educator's course assignment
Local Section Number	Optional	Local Section Number
Local Course Number	Optional	Course code that identifies assignment
Local Course Name	Optional	Course name abbreviation
State Course Number	State (Section 161.092 (9))	Required if not a self-contained classroom
Course Time Unit	State (Section 161.092 (9))	Unit of time for which the grade and credit were earned
Dual Credit Site	State (Section 161.092 (9))	Site at which instruction of college credit course is given
Course Semester	State (Section 161.092 (9))	Semester
Student Credits Earned	State (Section 161.092 (9))	The amount of credit earned
Student Credits Scheduled	State (Section 161.092 (9))	The amount of credit the student was scheduled to earn
Student Grade Earned	State (Section 161.092 (9))	Grade the student earned for the course in the unit of time specified in CourseTimeUnit
Advanced Placement	State (Section 161.092 (9))	Course designated as an advanced placement course (AP)
Course Completion Comment	Optional	Notes
Course Sequence Number	State (Section 161.092 (9))	Sequence number that identifies the content of courses taught at more than one level
Follow-Up on Students 180 Days After Graduation		
CTE Attending District Code	PERKINS	5 digit county district code
CTE Attending School Code	PERKINS	4 digit school code
Perkins Concentrator	PERKINS	Completed three units of credit in an approved career education program
Follow-Up Status	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Follow-Up Status for End of Year Graduates
CTE Placement Relation	State, PERKINS	The relationship between Vocational education and Follow-up Status
CIP Code	PERKINS	Classification of Instructional Programs Code
CTE Program Code	PERKINS	Career Education program code
SPED Follow-up Definition Met	IDEA	Special Education follow-up status
Discipline Incidents		
Offense Date	State	Date offense occurred
Offense Type	State, IDEA	Nature of offense resulting in removal from regular school setting
Weapon Type	State, IDEA	Type of weapon involved in the offense
Discipline Removal	State, IDEA	Type of disciplinary action used
Length Removed	State, IDEA	Length of time for removal from current educational placement
Modified Length	State	Expelled count for those whose length of removal was modified by Superintendent of the school district
Alternate Placement Indicator	State, IDEA	Those expelled receiving educational services in an alternative educational setting
Career Technical Student Organization		
DECA	State, PERKINS	Distributive Education Clubs of America
FBLA	State, PERKINS	Future Business Leaders of America
FCCLA	State, PERKINS	Family, Career and Community Leaders of America
HOSA	State, PERKINS	Health Occupations Students of America - Future Health Professionals
SkillsUSA	State, PERKINS	Technical, Skilled and Service Occupations and Health Sciences
TSA	State, PERKINS	Technology Student Association
FFA	State, PERKINS	Future Farmers of America
FEA	State, PERKINS	Future Educators Association
Pathways	State, PERKINS	Pathways to Prosperity
Additional Data Elements		
College and Career Ready Measures	State (Section 161.092 (9))	Test scores for – ACT, COMPASS, SAT, WorkKeys, Advanced Placement (AP), International Baccalaureate (IB), PLTW, Armed Services Vocational Aptitude Battery (ASVAB)
Missouri Assessment Program Test Scores	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Test scores for required assessments
National Student Clearing House	State (Section 161.092 (9)), IDEA, PERKINS, ESEA	Follow Up Status http://www.studentclearinghouse.org/about/
First Steps Data	State	Date for payment purposes

Updated 02/15/2016

IDEA = Individuals with Disabilities Education Act (Pub L. 101-475)
 PERKINS = Carl D. Perkins Career and Tech. Educ. Improvement Act of 2006
 ESEA = Elem. and Sec. Educ. Act (ESEA) Pub.L. 89-10, 79 State. 27, 20 U.S.C. ch.70)

APPENDIX D

The Show-Me Standards

*Approved as a final regulation by the Missouri State Board of Education,
January 18, 1996*

Overview of the Performance Standards

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policymakers from around the state to create Missouri academic standards. These proposed standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and act as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

The academic standards are grouped around four goals:

- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information and ideas to different contexts as students, workers, citizens and consumers.



Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

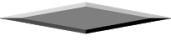
1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

Goal 3

Students in Missouri public schools will acquire the knowledge and skills to read, organize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions



Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Overview of the Knowledge Standards

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills will also be incorporated into courses in vocational education and practical arts. Students would acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence would build on the knowledge base acquired at a previous grade level or in a previous course.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

The Show-Me Standards are very broad in nature. To assist districts, the Department has created Missouri Learning Standards which indicate what students should be able to do at each grade level, as related to the Show-Me Standards.

Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

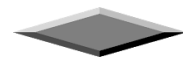
In Communication Arts, students in Missouri public schools will acquire a solid foundation, which includes proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation, which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)



Mathematics

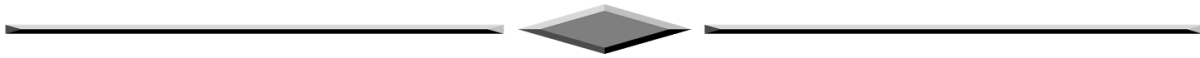
In Mathematics, students in Missouri public schools will acquire a solid foundation, which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation, which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performing arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of work in dance, music, theater and visual arts
4. inter relationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts



Science

In Science, students in Missouri public schools will acquire a solid foundation, which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motion of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation, which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

APPENDIX E

Title 5 – Department of Elementary and Secondary Education
Division 50 – Division of Instruction
Chapter 280 – Testing and Assessment

5 CSR 50-280.010 Student Assessment

PURPOSE: This rule interprets and implements the provisions of the Excellence in Education Act of 1985, section 160.257, RSMo, (1994), and the Outstanding Schools Act of 1993, section 160.518, RSMo (1994), which relate to assessment programs in local school districts.

1. Each local school district shall develop a written plan for assessing all students (including such special populations as students with disabilities who are eligible to receive special education services; students whose first language is not English; migrant students; and gifted and talented students) which meets the standards for the classification and accreditation of public school districts as set forth in 5 CSR 50-340.010.
2. Each local plan shall include, at a minimum, all available components of the Missouri Assessment Program developed pursuant to the Outstanding Schools Act of 1993, section 160.518, RSMo (with the exception of those districts for whom a waiver has been granted pursuant to subsections 3 and 4 of section 160.518, RSMo). Such assessments shall be used to monitor the progress of all students (other than those who may be exempted as specified by Department of Elementary and Secondary Education guidelines) on the Show-Me Standards, and to identify areas for instructional improvement.
3. Local districts shall include ALL students in the accountability process as set forth in 5 CSR 30-345.010 and applicable federal regulations.
4. Local district assessment plans shall include methods to assess student progress on those Show-Me Standards, which are not assessed by the Missouri Assessment Program.
5. Upon request, each local school district shall provide the department its local assessment plan, information about test development procedures (if applicable) or any other assessment information the department may require.

AUTHORITY: sections 160.257 and 160.518, RSMo (1994). Original rule filed July 2, 1986, effective Oct. 27, 1986. Amended: Filed Sept. 26, 1988, effective Jan. 27, 1989. Amended: Filed June 30, 1997, effective Jan. 30, 1998.

APPENDIX F

Board Policy I-195-P Assessment Program

All students will participate in the required statewide screening and assessment program or an alternative assessment as determined by a student's Individual Education Plan (IEP). The District will comply with all assessment requirements for students with disabilities. The District has a written assessment plan, which is updated and posted annually on the District's website. In addition, access to the assessment plan is included in the Student/Parent Handbook at the beginning of each year. The assessment plan is also available for review at the District office during standard business hours.

APPENDIX G

SPECIAL NEEDS ASSESSMENTS

The Missouri School Improvement Program and, in some cases, federal or state statutes require districts to develop systematic means to identify and assess the educational needs of the following groups:

1. Qualified individuals with disabilities under Section 504;
2. Children with disabilities under IDEA
3. Students whose native or home language is other than English;
4. Gifted/talented students;
5. Educationally disadvantaged students;
6. Students with reading difficulties;
7. Students at risk of educational failure;
8. Migratory children; and
9. Homeless children.

INDIVIDUALS WITH DISABILITIES UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973 provides that qualified individuals with disabilities cannot by reason of their disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The term program or activity includes all programs or activities of the Department and all school districts receiving federal funds regardless of whether the specific program or activity involved is a direct recipient of federal funds. A person is considered disabled under section 504 if he/she has a physical or mental impairment, which substantially limits one or more major life activities, has a record or history of such an impairment or is regarded as having such an impairment

Section 504 is much broader than the IDEA: there is no categorical listing of disabling conditions. However, if a child is IDEA eligible, he or she will also be protected under Section 504. The regulations also make clear that certain conditions, such as drug or alcohol addiction, heart disease, etc., which would not qualify a child under the IDEA, may be disabling conditions under Section 504. Examples of other potentially disabling conditions under Section 504 are; communicable diseases, temporary disabling conditions, attention deficit disorder (ADD) chronic asthma and severe allergies, physical impairments such as spina bifida, and diabetes. Further information regarding Section 504 is available from the Office of Civil Rights at (816) 880-4200.

CHILDREN WITH DISABILITIES AS DEFINED BY IDEA

The Individuals with Disabilities Education Act (IDEA) requires all children, ages birth 21, be screened to identify potential problems in vision, hearing, health/motor skills, cognition (including adaptive behavior), academic achievement (pre-academic for pre-kindergarten, transition/vocational for older students), speech/language, and social/emotional/behavioral development. Assessment information obtained for

instructional or guidance and counseling purposes should be considered in addressing these areas.

Review of screening data can assist the district in the identification of students who are in need of more in-depth, problem-specific assessment. Broad-spectrum screenings are not considered appropriate for diagnosing disabling conditions or determining placement for special education.

Diagnosis of an educational disability and eligibility for special education services should be part of a comprehensive evaluation process which also determines children's educational needs. Questions regarding the identification and diagnosis of students with disabilities and the requirements for reevaluation should be addressed to the Department's Division of special education (573) 751-0699.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Districts are required to identify all students whose first language is not English upon entry into the district. A brief screening questionnaire regarding the student's first language and the language spoken by members of the student's immediate family is the most effective method of identification.

Once a student has been identified as "language minority," an assessment of the student's English language proficiency is required. This assessment may be a combination of formal and informal measures, but must address all four areas of language proficiency: reading, writing, speaking and listening. In addition, some measure of the student's native language proficiency should be obtained. Sources for this information other than testing include teacher observation, family interviews, and prior school records. Students assessed as having English skills below their age appropriate "grade level" are considered "limited English proficient" (LEP).

Determination of appropriate educational services should take into account students' backgrounds, as well as information gleaned from the above sources. A district's program for addressing the needs of LEP students must include clear entry and exit criteria tied to students' ability to access the regular school curriculum. These criteria should be based on 1) formal and informal assessment tools; 2) classroom performance; and, 3) interviews with students, their teachers, and their families. Questions regarding the identification, assessment, and instruction of LEP students should be directed to the Department's Federal Grants Management at (573) 893-8931.

GIFTED/TALENTED STUDENTS

Gifted students should be identified at all grade levels in order to provide them with suitable differentiated instruction. The student selection process must consist of at least two stages:

1. screening through multiple criteria that, taken together, constitute a bias-free indicator of possible giftedness (for example, MAP and other test scores, class grades, teacher nominations, demonstrated accomplishments, etc.);
2. individual evaluation and selection based on general mental ability; academic achievement; assessments indicating outstanding creativity, reasoning, and problem-solving ability; and documented evidence of exceptional performance in an academic area or another area related to the design of the gifted program.

The Administrative Manual and Guidelines: State-Assisted Program for Gifted Students, available from the Department's Gifted Education section of at (573) 751-2453 specifies systematic steps educators should follow in the evaluation and selection of students for placement in a state-assisted program for gifted students.

EDUCATIONALLY DISADVANTAGED STUDENTS

Title I of the Improving America's Schools Act of 1994 (IASA) is intended to ensure that all students, particularly low-income students, reach higher learning goals. Title I service may target specific students or may be used for overall improvement in high poverty schools. To determine eligibility for services for students from pre-kindergarten to grade 12, Title I requires the use of at least two indicators. Districts should choose reliable and valid measures that address the educational objectives taught in the district. Students from preschool through grade 2 should be selected on the basis of such criteria as teacher checklists, interviews with parents, and other developmentally appropriate measures.

For grades 3-12, standardized test scores should be used as one criteria to determine Title I eligibility. However, if other students at a given grade level are not administered standardized tests, an alternative indicator may be used. Students demonstrating the greatest amount of need, as determined by test scores and other selection criteria, must be given first priority in allocation of services. Other measures, such as teacher observation and classroom performance, should be considered in conjunction with MAP scores and standardized test scores to ensure that all students in need are identified and are placed in appropriate programs. The eligibility and programmatic needs of Title I students must be reevaluated each year.

Further information regarding Title I regulations are available from the Department's Federal Grants Management Section at (573) 751-3468.

STUDENTS WITH READING DIFFICULTIES

Districts need to have a variety of reading assessment tools available for teachers to use in identifying specific reading problems. These assessment tools should range from formal, standardized reading tests appropriate for various grade levels to informal checklists of reading behaviors and informal inventories of word analysis and comprehension skills. In addition, teachers should be provided training in how to conduct and to interpret the results of these assessments and in how to plan instructional strategies based on their interpretations.

AT RISK STUDENTS

The school district must develop written procedures to identify students at risk of educational failure. In conjunction with community resources, the district will provide appropriate services to meet the needs of identified at-risk students and report school dropouts to the Missouri Literacy Hotline at (800) 521-7323.

MIGRATORY CHILDREN

The school district must systematically identify migratory children, ages 3-20, notify the director of the regional migrant center or the state director of their presence, and give full access to all programs and services provided to all other children.

HOMELESS CHILDREN

The district must identify and assess the educational needs of all homeless children living in the district. The district will develop policies and provide services that remove barriers to their education.

APPENDIX H

Missouri Statewide Assessments and Non-Enrolled Students

The Missouri Assessment Program gives districts the flexibility to administer statewide assessments to students who reside within district boundaries, but are not enrolled in the district. These students include those attending private schools and those students being homeschooled.

The scores of these students do not affect the district accountability or the district APR/Report Card. Because of this, the Marshfield R-1 School District does allow non-public school students residing within our district boundaries to participate in these assessments. Any parent or legal guardian of a non-enrolled student electing to have their child participate in a statewide assessment will be expected to complete the following application which can be obtained from the Central Office.

Information related to testing dates and the procedure parents should follow will be included in any press releases distributed to the local news agencies. For more information parents of non-enrolled students may call the Central Office at 417-859-2120 and ask to speak with the Assistant Superintendent of Academic Services or the District Test Coordinator.

MARSHFIELD R-1 SCHOOL DISTRICT
Application to Take Missouri Statewide Assessment
Non-Enrolled Students

Student Information

- Student's Name: Last _____ First _____
- Gender: ☐ Male ☐ Female
- Date of Birth: ____/____/____ (mm/dd/yyyy)
- Physical Street Address: _____
- City: _____ County: _____ Zip Code: _____

Parent/Guardian Information

- Parent's Name: Last _____ First _____
- Phone: Home _____ Cell _____
- Email Address: _____
- Preferred method of contact: ☐ Phone ☐ Email ☐ Either

Required Information

- Verification of residency within district boundaries
 - ☐ Tax Bill-Personal Property/Real Estate
 - ☐ Lease signed by both parties
 - ☐ Utility bill/deposit receipt
 - ☐ Other: _____ (attach copy of document)
- Verification of Student Grade-Level
 - o Current place of attendance / location where child is receiving primary education:
 - Name: _____
 - Address: _____
 - City: _____ Zip Code: _____
 - o Current Grade of Child: _____
 - ☐ Verified (*method*) _____
 - ☐ Non-verified
- Statewide assessment in which your child will participate:
 - ☐ Grade-Level MAP Assessment
 - ☐ EOC

Course or content area: _____

THIS PAGE IS TO BE COMPLETED ONLY IN THE PRESENCE OF A NOTARY

I certify the information provided by me on this document, and other information provided, is true and correct.

I understand Section 167.020 RSMo. states as follows: *Any person who knowingly submits false information to satisfy any requirements of (the residency requirement of the School District) is guilty of a Class A Misdemeanor.*

I understand transportation to and from the testing location on test day for my child is my responsibility.

I understand all school policies and rules must be followed by my child while they are on school grounds. These include general school policies as well as those established for testing purposes. It is my responsibility to become aware of said school policies prior to test day.

I further understand if any information provided proves to be inaccurate or if my child fails to abide by school policy then my student may not be allowed to test on the assigned date.

Signed: _____

Date: _____

On this ____ day of _____, 20____, before me, the undersigned witness, personally appeared _____, representing _____ (*student*), and is known to me to be the person whose name is subscribed to this Application to Take Missouri Statewide Testing in the Marshfield R-1 School District, and acknowledged the information provided by him/her is true and correct to the best of my knowledge.

Subscribed and sworn to before me at (city) _____, (state) _____.

Notary Public _____

My commission expires: _____