

AVA R-I SCHOOL DISTRICT



District Assessment Plan

2025-2026

AVA R-I SCHOOLS DISTRICT ASSESSMENT PLAN

District Test Coordinator:	Melissa Payne
Elementary Test Coordinator:	Cara Roberts
Middle School Test Coordinator:	Brooke Melton
High School Test Coordinators:	Kati Burkdoll
Special Education Director:	Melissa Dalton

Testing Conditions and Personnel Duties

The counselors in each building will be responsible for the distribution and collection of tests and for ensuring ease of administration. The counselor will work with teachers to help them follow appropriate procedures for administration and will work with special education teachers to help them follow appropriate procedures when modifying test administration. The designated district test coordinator will be responsible for ordering test materials. Building counselors will be responsible for ordering career materials, other achievement and skills tests, and ability tests. The counselors will be responsible for ensuring that parents and students are aware of the opportunity to take optional tests, and for administering the test according to district policy.

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, initiating alternative intervention strategies, and participating on screening and evaluation teams as needed.

The school nurse will conduct vision and hearing screens and health checks periodically throughout the school year.

Special Education Testing Conditions and Personnel Duties

As outlined in the student's IEP, the student's classroom teacher and/or administrators will give tests as appropriate. Efforts will be made to ensure that the testing environment is comfortable and free of distractions. The teacher will remain in the classroom at all times while the test is being given.

IEP students and speakers of other languages who require modification in testing will be grouped according to their testing needs when possible. The special education teachers in their respective classrooms will administer tests for these students.

The MAP/EOC will be administered by the student's classroom teacher, with modifications and administrators as outlined on IEPs for certain students. The assigned special education staff, as outlined on the student's IEP, will administer MAP-A.

Utilization of Results

At the beginning of each school year, or as soon as available, teachers will have access to individual student reports for each student coming into classrooms. Teachers will be encouraged to verify and supplement these results with other achievement data and formative test results and provide instruction as needed. Teachers will have access to student reports for the grade and subjects they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Teachers will also be encouraged to use the test results to set goals to ensure coordination.

Curriculum committees for each subject will review the test results to aid in evaluating the district's curriculum. Where necessary, modifications in curriculum or instructional emphasis may occur. Curriculum committees will work across grade levels and subject areas to ensure coordination.

Results of the achievement tests, interest inventories, and aptitude batteries will be utilized in conjunction with other information to help students plan their educational programs and make wise personal and career decisions. Standardized test results will never be used alone to guide students into careers or courses.

Standardized test results will be used along with data gathered informally and from parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluation. The screening team will utilize all available information to make decisions regarding students who may be in need of special educational services, remedial education, or vocational education.

If delays are noted AIS (Alternative Intervention Strategies) will be provided. If AISs are unsuccessful, referrals may be made for individual evaluation.

Students who do not pass all parts of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary assessment.

Dissemination Procedures

Two weeks prior to testing, parents will receive a letter notifying them of test dates, explaining the purpose of the test, and describing what they can do to help prepare their child for testing. One week prior to testing, notice will be given indicating that testing will occur and describing the purposes and dates of testing.

If test results come back before the end of the year, teachers will visit with students about skills mastered and not mastered. Students will receive feedback throughout the year regarding their progress toward mastering both tested and non-tested goals.

In-service Needs

The district test coordinator will have the opportunity to participate in a workshop offered by the Department designed to help use the test results effectively in the classroom to evaluate individual students' performance, curriculum, and instruction. The district coordinator or the building counselors will annually provide in-service teachers regarding appropriate test administration and use. All staff will have the opportunity to participate in in-service offers by the special needs staff on topics such as recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs students in the classroom.

The counseling staff will be available to provide information to teachers regarding the teaching of study skills and test-taking skills. Counselors also may provide units for students in the classroom or study and test-taking skills.

Test Instrument Review Procedures

Individual test instruments used in the evaluation and diagnosis of students in the Ava R-1 School system will be reviewed every three years. A determination will be made as to whether the instrument is current and appropriate to its intended use. The district test coordinator will collect and review the manuals of tests currently in use in the district. Recommendations will be made concerning possible needs for updating the test instrument. Guidance departments in each building will provide resources or determine which department in their building is responsible for purchasing updated materials.

Name and Purpose of Each Instrument/Assessment Used

MAP (grades 3-8) **EOC (End of Course Exams – HS)** will be used to evaluate individual student performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in the guidance and counseling of students; to aid in the screening and selection of students for special programs. MAP/EOC (Grade 3-8 and HS) tests will be given in the classroom by the student's classroom teacher. Ancillary personnel will be available to provide a small group structure for students who require it. IEP and ESL (English as a Second Language) students who require modification in testing will be grouped according to their testing needs and IEP. Efforts will be made to ensure that the testing environment is comfortable and free of distractions. The teacher will remain in the classroom at all times while the test is being given.

Dynamic Learning Maps--The Dynamic Learning Maps™ (DLM) project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics.

KINDERGARTEN SCREENING will be conducted in the fall by the speech/language specialists as needed. Additionally, screening may be conducted to determine kindergarten readiness as a part of spring enrollment.

CURRICULUM-BASED MEASUREMENTS (CBM) (GRADES K-2) will be conducted three times per year for a universal screening (early identification) and general education progress monitoring. Follow-up strategic monitoring and progress monitoring will be conducted on students academically at risk.

CAREER ASSESSMENT/ MISSOURI CONNECTIONS CAREER PLAN (grades 7-8) will assist students to learn about and analyze occupations through observation and studies; to appraise students in school and out of school work experiences in areas related to their interest; to reveal the extent to which students are able to understand themselves, the requirements of various occupations, and the experiences they have that relate to their interests. To help determine how well students understand themselves in relation to the traits of occupational requirements needed for various jobs.

EVALUATE BENCHMARK MONITORING

(GRADES K-8) will be conducted monthly as a universal screening tool and general education progress monitoring. Follow-up strategic monitoring and progress monitoring will be conducted by teachers to determine instructional decisions for Tier I instruction.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

(grade 11 and as requested by grade 12) will be used to identify areas of potential vocational aptitude for career exploration and decision-making. Dissemination of results includes the administration of a vocational interest survey.

TECHNICAL SKILLS ASSESSMENT (TSA)

will be given to vocational high school students after the student becomes a concentrator and completes a program. TSA measures the percentage of Career and Technical Education (CTE) concentrators who pass a skill assessment aligned with industry-recognized standards.

PURE TONE AUDIOMETER (Grades 1-3)

To screen for possible deficits in hearing acuity and as referred.

VISION TESTER (Grades PK-5, 7th, 9th and 11th – as referred)

To screen for possible problems with nearsightedness, farsightedness, and muscle balance.

HEALTH CHECK (Grades PK-5th)

To screen for possible health disorders.

SAT PROGRAM (Grades 10-12 as appropriate to meet individual student needs)

To measure scholastic aptitude for college admission, to help students compare their reasoning ability and academic strengths to other students, and to help them qualify for scholarships.

ACT (AMERICAN COLLEGE TESTING) (Available to all students, Grades 9-12) To measure scholastic aptitude for college admission; to help students compare their reasoning ability and

academic strengths to other students; and to help qualify for scholarships.

ACT WorkKeys Career Assessment

(Available to all students in grade 11) The assessment measures foundational skills required for success in the workplace, and helps measure the workplace skills that can affect job performance

MISSOURI COMPREHENSIVE STUDENT NEEDS SURVEY (Grade 4-12 random sampling).

Needs survey to assist in the revision of the curriculum in the comprehensive guidance program. This is not given yearly, just during MSIP years.

WISC-V/WAIS-IV/WPPSI/Stanford Binet-5/Leiter-3/WIAT-IV/Woodcock Johnson

To evaluate individual students' ability and to aid in the screening of students for special programs.

OLSAT

Utilized to screen students (Grades 4-12) for gifted identification

SCREENING PROCEDURES

Including observation and evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral (Grades K-12) to provide information about speech and language, behavior, health, academic performance, cognition, and motor skills that will aid in students for special programs.

FITNESSGRAM

K-12 students are screened quarterly to determine their fitness level. Muscular strength, aerobic Capacity, flexibility, and body composition are all factored into the final score. Results are sent Home with all students in physical education.

ACCESS for ELLs 2.0

Utilized to assess English language proficiency (K-12) for students who have been identified as English Language Learners (ELLs). Results are used to monitor students' progress in acquiring academic English.

STAR Reading Assessment

Utilized to assess K-3 students' academic growth and proficiency in reading. This is a computerized, adaptive test recommended by the state to track reading proficiency and screen students for signs of dyslexia. This assessment will be administered at least 3 times per year, with progress monitoring checks as needed.

KEA

An assessment tool that serves as an indicator of a child's skills and behaviors of students entering school, this is used to set a baseline of the five essential areas of school readiness. This assessment will be administered within the first 6 weeks of school to all kindergarten students.

CTOPP2

A comprehensive test of phonological processing was utilized to screen identified students for additional signs of dyslexia (K-12).

AVA R-1 SCHOOLS TEST CALENDAR 2025-2026

August-September

STAR Reading Assessment

Activity: Reading Proficiency and Dyslexia Screening for grades K-3

Coordinator: Elementary Principal

Staff Responsible: Reading Intervention Teachers and Classroom Teachers

KEA- KOF Assessment

Activity: Kindergarten entry assessment

Coordinator: Elementary Principal and Kindergarten Teachers

Staff Responsible: Classroom Teachers

September

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

September/October

Ava R-1 Board Meeting

Activity: Report Assessment Plan

Coordinator: Test Coordinator

Staff Responsible: Administrator

Activity: Formative assessments designed to mirror MAP/EOC

Coordinator: Test Coordinator

Staff Responsible: District Test Coordinator

September/December

Dynamic Learning Maps

Activity: Fall/Winter instructionally embedded assessments

Coordinator: Special Education Director

Staff Responsible: Special Education Teachers

October

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

November

Armed Services Vocational Aptitude Battery for Grades 11 And Interested Students in Grade 12

Activity: Administer aptitude battery

Coordinator: High School Counselors

Staff Responsible: High School Counselors

November

Total Health Screening

Activity: Vision, Hearing, and Health screening

Coordinator: School Nurse

Staff Responsible: School Nurse

December

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

January/March

ACCESS for ELLs 2.0

Activity: Assessment available for ELL students

Coordinator: ELL Coordinator

Staff Responsible: ELL Teachers

Missouri Connections Career Plan

Activity: Online assessment administered

Coordinator: Middle School Counselor

Staff Responsible: Middle School Counselor

February

ACT Work Keys

Activity: Available for all students, specifically grade 11

Coordinator: High School Counselor

Staff Responsible: High School Counselor

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

February/May

Dynamic Learning Maps

Activity: Spring summative assessments available

Coordinator: Special Education Director

Staff Responsible: Special Education Teachers

April

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

April –May

MAP Testing and End of Course Exams

Activity: MAP testing and EOC exams at appropriate grade levels in specific subject areas.

Coordinator: Building counselors

Staff Responsible: Counselors and Classroom teachers

Technical Skills Assessment

Activity: Assess skills aligned with industry-recognized standards.

Coordinator: High School Counselor

Staff Responsible: High School Counselor

Star Reading Assessment

Activity: Reading Proficiency and Dyslexia Screener

Coordinator: Elementary Principal

Staff Responsible: Reading Intervention Teachers and Classroom Teachers

May

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

June

ACT Available

Activity: ACT test date open to all interested students

Coordinator: High School Counselor

Staff Responsible: High School Counselor

Other assessment items occur throughout the year in each class in order to determine growth, improve teaching and learning, and shape our curriculum and methods.

POLICY ON TEST SECURITY

AVA R-1 SCHOOLS

Storage of Test Booklets Purchased by the District

1. All MAP-type/EOC testing this year will be online, with exceptions for students requiring paper/pencil accommodations. Teachers/counselors will no longer have to keep track of all students' tests. Testing will result in a student ID/password-style system where students are able to log in and complete a test online.
2. Upon receipt of purchased test booklets, the district testing coordinator or administrator responsible for the testing program will count and record the number of booklets received for each grade level.
3. Standardized test booklets purchased by the district and login IDs will be stored in a locked storage facility in the building test coordinator's office. All booklets will remain in the facility at all times except during those times specifically designated for standardized testing. New state testing will be administered online, and only in special circumstances will test booklets have to be handled by the district for state testing purposes.
4. Only the building and district testing coordinators and the superintendent will have access to test booklets and login IDs.

5. No teacher shall have access to test booklets or login IDs before the designated testing dates.

Instructions for Test Administration

1. All standardized tests will be administered in the classroom by the regular classroom teachers in grades 3-8 and by the designated core teacher in grades 9-12 with the exception of students with accommodations, including 504s or IEPs. When necessary, end-of-period bells will be altered to accommodate the testing schedule or eliminated altogether to reduce distraction.
2. Materials such as cell phones and smart watches are not permitted to be accessed by students during testing, and should be collected and stored by the test proctor prior to testing.
3. Testing materials will be delivered to each building before the test. The building testing coordinator will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be locked in the building test coordinator's office.
4. All test materials will be distributed to the test administrator immediately prior to testing. Students will not receive test materials until the time for testing begins.
5. All individuals administering the MAP, EOC, and Dynamic Learning Maps or any standardized test will strictly follow the procedures outlined in the administration manual. Test administrators will actively monitor students during the entire duration of the test.
6. Building administrators and the testing coordinator will move between classrooms during test administration to assist in monitoring and to provide assistance as needed.
7. If a standardized test is to be administered over a series of days, teachers will immediately return test material to the building testing coordinator's office. The coordinator will count the materials and store them in a secure area until the beginning of the next day's testing session.

Collection and Storage of Test Materials Following Testing

1. Answer sheets, test booklets, and login IDs will be collected from test administrators in each building immediately following the last testing session. The building testing coordinator will be responsible for counting test materials, organizing them according to instructions, and storing them in a secure area.
2. The building testing coordinator will collect all test materials from each building on the last day of testing and return them to the secure facility in their office.
3. The building testing coordinator will again count all test booklets and answer sheets, record counts, and check them against pre-administration counts.
4. Test booklets owned by the district will be returned to the central office storage facility, where they will remain until picked up for shipment.

5. A designated individual in each building will administer make-up tests according to the specified administration procedure, taking all necessary precautions to ensure test security. Test materials will be counted before distributions in each building and after collection, and both counts will be documented.

Dynamic Learning Maps Protocol

1. Verify student eligibility for participation in Dynamic Learning Maps. The checklist will be completed and placed in the student's Special Education file located in the Special Services Office.
2. Case managers will provide all Dynamic Learning Maps names to the Special Education Director by the first of September so they can be enrolled in the KITE website. Students who transfer in under the Dynamic Learning Maps eligibility can be added up to the first collection period.
3. Determine the instructional team that will assess the student and inform all participants about the Dynamic Learning Maps.
4. Start and complete the Dynamic Learning Maps assessment process according to the timelines provided. The Dynamic Learning Maps achievement standards are aligned with Missouri's Learning Standards, and students who take the Dynamic Learning Maps Assessment do not participate in Grade-Level, End-of-Course, or the ACT Assessments. MAP-A uses the Dynamic Learning Map (DLM®) instructionally embedded assessment model.

The Dynamic Learning Map is administered by educators in three content areas:

- English language arts in grades 3-8 and 11
- Mathematics in grades 3-8 and 11
- Science in grades 5, 8, and 11

NOTE: Districts may also wish to administer the Dynamic Learning Map ELA and Math assessments to students in grades 9, 10, and 12, and the Science assessment in grades 3, 4, 6, 7, 9, 10, and 12 for local assessment use. The Dynamic Learning Maps® (DLM®) alternate assessment project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System (see <http://www.dynamiclearningmaps.org>). By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts, mathematics, and science. The DLM system is accessible to students with significant cognitive disabilities, including those who also have hearing or visual disabilities, and/or neuromuscular, orthopedic, or other motor disabilities. Assessments produced by the DLM consortium are flexible. They allow for the use of common assistive technologies in addition to keyboard and mouse, and touch-screen technology.

Sanctions Against Unfair Practices

1. The security measures outlined in the document should help to prevent unfair practices. However, should they occur, the sanctions specified in the section will be put into motion. The following is a list of unfair practices, which the Ava R-1 District considers inappropriate.

- ❖ Copying any part of a standardized test for any reason.
- ❖ Removal of a test booklet or login ID from the secure area, except during test administration.

- ❖ Failure to return all test booklets and login IDs following test administration.
- ❖ Directly teaching any test items included on a standardized test.
- ❖ Altering a student's response to items on an answer sheet.
- ❖ Indicating to students during testing that they have answered items incorrectly; giving students clues or answers to questions; allowing students to give each other answers to questions to copy each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
- ❖ Undue pressure or encouragement on the part of the administrator for teachers to engage in any of the aforementioned inappropriate or unfair practices.

2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, up to one week's pay will be withheld from the checks of all individuals involved, and the Department of Elementary and Secondary Education will be notified. Depending on the final determination of the gravity of the breach of ethics, individuals may be fined or have their teaching certificates revoked by the State Board of Education.

3. The Superintendent will be responsible for investigating reports of unfair test practices.

Special Note:

Much of the information outlined in this document does not apply when testing IEP or LEP students. Modification of testing procedures for IEP or LEP students is allowable under the conditions specified in the appropriate test examiner's manual.