# 2026 – 2027 District Assessment Plan

Francis Howell SCHOOL DISTRICT

HOME SCHOOL COMMUNITY

LEARNING TOGETHER

Presented to the Board of Education on May 21, 2026

# Francis Howell School District Assessment Plan

## Table of Contents


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

# Acknowledgments

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

Beth Roberts, Alternative Learning
Joseph Henke, Alternative Learning
Angela Underwood-Olson, RN, District Nurse Coordinator
Kandess Brownfield, Parents as Teacher Administrator
Dr. Stephanie Evans, Content Leader
Julie Ragusky, Content Leader
Dr. April Burton, Content Leader
Dr. Kara Dalton, Content Leader
Jen Stege, Content Leader
Tim Besse, Content Leader
Dr. Meredith Bates, Content Leader
Dr. Matt Van Horn, Content Leader
Katie Vargas, College and Career Specialist
Kevin Hollinger, Assistive Technology, Orientation Mobility & Vision Specialist
TBD, Therapeutic Services Coordinator
Holly Kea-House, Lead Speech-Language Pathologist
TBD, District Diagnostician
Dr. Melinda Scheetz, K – 12 Literacy Coordinator
Jessica Freesmeier, Mental Health Coordinator
Glenn Hancock, Chief Academic Officer
Dr. Jessie Altman, Director of Adult Learning
Dr. Tim Scholle, Director of Elementary
Dr. Erin Thurston, Director of Secondary
Dr. Dan Harmon, Director of Student Services
Dr. Angeline O'Neal-Hogrefe, Director of Curriculum and Assessment
Dr. Will Vanderpool, Director of Alternative Learning

# Francis Howell School District

## Assessment Plan

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

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

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

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

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

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

The Francis Howell School District Comprehensive Assessment Plan contains:

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

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

# Assessments: Birth to Kindergarten

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

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

# Assessments: District-wide K-12

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

## Assessments: District-wide K-12 (continued)

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

## Assessments: District-wide K-12 (continued)

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

## Assessments: District-wide K-12 (continued)

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

## Assessments: District-wide K-12 (continued)

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

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

## Assessments: District-wide K-12 (continued)

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

## Assessments: District-wide K-12 (continued)

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

# Advanced Screening and Identification of Giftedness

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

# Assessments: Health Screening

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

# Compliance Requirements

## Guidelines for Including Students with Disabilities

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

## Provisions for Teaching Test-Taking Skills

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

## Test Security - Overview

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

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

to test books or their content prior to distribution except as provided under state guidelines for IEP test accommodations. Teachers will have access to the appropriate documents, including the Test Administration Manual.

## Test Security – Instructions for Administration

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

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

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

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

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

## Test Security – Sanctions against Unfair Practices

The test security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. The following is a list of unfair practices which the district considers inappropriate: a) Copying any part of a standardized test booklet or screen for any reason, including taking pictures of test booklets or screen. b) Removing a test booklet from the secure storage area except during test administration.

c) Failing to return all test booklets following test administration.

d) Directly teaching any test item included on a standardized test.

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

If a District staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven to have occurred, a report will be forwarded to the superintendent/designee and appropriate disciplinary action will be taken.

# Appendix A: Assessments by Grade Level

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

## Assessments by Grade Level (continued)

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

## Assessments by grade level (continued)

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

## Assessments by grade level (continued)

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

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

## Assessments by grade level (continued)

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

## Assessments by grade level (continued)

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

## Assessments by grade level (continued)

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

## Assessments by grade level (continued)

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

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

## Assessments by grade level (continued)

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

## Assessments by grade level (continued)

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

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

## Assessments by grade level (continued)

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

## Assessments by grade level (continued)

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

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

## Assessments by grade level (continued)

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

# Appendix B: District Approved Assessment Instruments for Building Use

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

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

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

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

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

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

**LANGUAGE: (choose two (2) and include a language sample)**
All initial language evaluations will be completed by the K-12 diagnostic team. Re-evaluations will be completed by the diagnostic team, unless otherwise discussed. Secondary schools will be provided appropriate instruments as needed.
Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)
Oral and Written Language Scales-Second Edition (OWLS-II)
Test of Language Development-Primary, Fifth Edition (TOLD-P:5) or Test of Language Development-Intermediate, Fifth Edition (TOLD-I:5)
Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)

**SPEECH-Sound System Disorder:**
(All listed below must be completed)
Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3)
Speech sample
Oral peripheral exam
***If you have an unusual situation and the tests listed above are not appropriate for a specific student, please consult with your diagnostic team representative for guidance.**

# Appendix C: FHSD Assessment Instruments

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

The assessments listed below are considered opt-in assessments.

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

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

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

## FHSD ASSESSMENT INSTRUMENTS (continued)

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

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

## FHSD ASSESSMENT INSTRUMENTS (continued)

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

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

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

## FHSD ASSESSMENT INSTRUMENTS (continued)

| | |
|---|---|
| Conners-Fourth Edition Conners 4 | Personality/Behavior |
| Early School Personality Questionnaire (ESPQ) | Personality |
| High School Personality Questionnaire (HSPQ) | Personality |
| Rotter Incomplete Sentence Blank (RISB) | Personality |
| Minnesota Multiphasic Personality Inventory (MMPI) | Personality |
| Behavior Rating Inventory of Executive Function-Second Edition (BRIEF-2) | Personality |

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

## FHSD ASSESSMENT INSTRUMENTS (continued)

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

| | |
|---|---|
| 9 Hole Peg Test | Strength/Endurance/Coordination |
| Individual Systematic Assessment of Visual Efficiency (ISAVE) | Vision |
| Functional Vision and Learning Media Assessment-American Printing House for the Blind (FVLMA Kit) | Vision |
| The Oregon Project for Visually Impaired & Blind Preschool Children: Skills Inventory-Sixth Edition (The OR Project) | Vision |
| Basic Reading Inventory: Student Word Lists, Passages, and Early Literacy Assessments-Eleventh Edition | Vision |
| Cortical Visual Impairment Rating Scale | Vision |
| New Tools for Functional Vision and Learning Media Assessment (NewT) | Vision |
| Illinois Functional Vision Screening Tool | Vision |
| Tools for Assessment and Development of Visual Skills (ToAD) | Vision |
| Sensory Learning Kit (SLK) | Vision |
| Braille Assessment Inventory (BAI) | Vision |
| Braille Readiness Grid | Vision |
| New Mexico School for the Blind and Visually Impaired Orientation and Mobility Inventory Updated Version 5.2 (NMSBVI O & M) | Vision |
| Preschool Orientation and Mobility Assessment | Vision |
| Teaching Age-Appropriate Purposeful Skills - Orientation and Mobility | Vision |
| Michigan Severity Rating Scales | Vision |
| Orientation and Mobility Assessment: Early Years of Birth through Three Years | Vision |
| Beery-Butkenica Developmental Test of Visual Motor Integration-Sixth Edition (Beery VMI-6) | Visual-Motor |
| Developmental Test of Visual Perception-Third Edition (DTVP-3) | Visual-Motor |

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