

Webster Groves School District

Academic Assessment Plan



2026-2027

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Our Purpose

Inspiring students' lives and communities through learning.

Our Principles

*We **ensure** academic excellence and continuous growth.*

*We **promote** a safe, inclusive, and equitable environment.*

*We **nurture** trusting and supportive relationships.*

*We **hear** and **value** diverse voices and multiple perspectives.*

*We **prioritize** personal well-being and the well-being of others.*

*We **empower** lifelong learners to embrace challenges
and explore creative solutions.*



Our Profile of a WGSD Graduate

WGSD students will develop the following knowledge, skills, and traits to flourish as global citizens.

Self-Aware

- Believe in their capacity to learn and grow.
- Understand and appreciate their uniqueness.
- Prioritize care for their physical, social, and emotional well-being.
- Identify and access the necessary support for their needs.
- Demonstrate independence, confidence, and resilience.
- Exemplify personal accountability and effective work habits.

A Critical and Creative Thinker

- Identify and critique sources for credibility when exploring questions and issues.
- Demonstrate curiosity and adaptability when seeking unique solutions to problems.
- Utilize new and existing resources to efficiently solve problems, complete tasks, and accomplish goals.
- Demonstrate a growth mindset and embrace failure as an opportunity to grow.

An Effective Communicator

- Listen to understand others with an open mind.
- Interact with all people in an inclusive and respectful manner.
- Articulate well thought-out and clear ideas.

Knowledgeable

- Demonstrate mastery of core content knowledge.
- Apply knowledge to novel situations.
- Make thoughtful and informed decisions.

Engaged and Empathetic

- Seek to understand the varied experiences and realities of others.
- Advocate for themselves and others using a lens of equity and inclusion.
- Demonstrate integrity and ethical behavior.
- Stand up for what they believe.
- Show care and compassion for others.

A Collaborator

- Invest in shared goals, work, and responsibilities.
- Value, respect, and leverage the diverse thoughts, strengths, and talents of others to achieve common goals.
- Advocate for their ideas and demonstrate willingness to seek and respond to constructive feedback.

Webster Groves School District

Introduction

In alignment with our beliefs and purpose (listed below), along with Board Policy IL and ILA, the Academic Assessment Plan outlines the various academic assessments utilized in the Webster Groves School District. The assessments detailed in this plan, range from Pre-K to 12th grade.

The results from these assessments are used to support plans for individual students, inform decision-making, and monitor academic success. However, the results from the academic assessments are not the only measures used to monitor performance and accountability. In addition to the academic assessments, other measures, such as participation rates, attendance, culture and climate survey results, demographic information, Board of Education policy, and State and Federal guidelines, also inform decision-making and impact how we monitor academic success and overall district performance.

The results of these measures result in our district's Annual Performance Report (APR) from the Missouri Department of Elementary and Secondary Education. This report is released annually to the community and shared with the WGSD Board of Education in an annual performance report. The measures listed above are directly tied to our Strategic Plan and used to monitor the implementation of the plan.

This Academic Assessment Plan contains:

- Description of the assessment instruments
- Guidelines for including students with disabilities
- Provisions for teaching test-taking skills
- Test security procedures
- District assessments
- Assessment calendars

Beliefs about Assessment

The Webster Groves School District believes that assessment plan should:

- Provide a clear sense of purpose for each assessment;
- Articulate a schedule that is designed for efficient and effective use of all assessment data gathered;
- Communicate and clarify the assessment process and expectations;
- Provide clear expectations for educators;
- Provide the professional development needed for use of the data obtained;
- Provide time and training to assist with common scoring;
- Support and assess the articulated and aligned curriculum;

- Provide a reporting system that reflects the assessments and expectations of our students.

Purpose of Assessments

The WGSD conducts a variety of assessments in all subject areas. A listing of assessments and calendar is provided in *Appendix B* of this document.

District assessments are designed to monitor the academic and personal success of every student throughout the school year. There are three purposes for administering and then analyzing and sharing results:

1. Assessments provide feedback regarding a student's learning.
2. Results of assessments are used at the teacher, team, school, and district level to evaluate student learning, to make decisions regarding learning design, and to determine eligibility and needs for special programming.
3. Results of assessments are used by the **District and Board of Education** to monitor district-wide student learning and performance on local, state, and national measures.

These purposes for assessment are in direct support of the district assessment policy. A complete copy of this policy is located in *Appendix A* of this document.

A complete calendar of these assessments is provided in *Appendix B* of this document. The following pages provide more detailed information on the assessments conducted in each subject area.

Screening Assessments

Descriptions of the Assessment Instruments

Pre-Kindergarten Developmental Assessments

Assessment	Target Grade Level	Purpose	Testing Conditions and Personnel	Utilization of Results
ASQ Ages and Stages Developmental Screen	6 months-5 years	Developmental screening designed for parent report/child demonstration to paint a developmental picture of a student to determine current levels and need for further referral. Assesses developmental skills in motor, concepts, language, self-help, and social/emotional.		Offered to all children/families at Ambrose Family Center and the WGSD community at large. Used as a tool to identify strengths and weaknesses in multiple developmental areas.
Pre-KOF	4 and 5 year olds	Authentic, ongoing assessment of children through a daily collection of data that measures curricular outcomes using progressions that have research based age lines as expectations. Outcome data is used in responsive planning and implementation of curriculum.		All teachers and ancillary staff at AFC collect data daily. Three checkpoints are completed yearly as a review of data and to finalize curricular outcome levels.
Portfolios	2-5 years	Documents each child's growth		Used as formative assessment to

		focusing on social/emotional, cognitive, language, fine and gross motor skills using MO Early Learning standards. Contains work samples, anecdotes, developmental checklist, conference form, etc.		determine individual student goals. Moves with child to each class at ECEC and is sent home before kindergarten entry.
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Academic Assessments

Grades K - 12

Assessment	Grade Level	Purpose	Utilization of Results
Missouri Assessment Program (MAP)	3 – 8	To measure individual and group achievement in English Language Arts, Math, and Science.	Content strands evaluated for strengths and weaknesses
End of Course Exams (EOC)	9 - 12 7 & 8 Alg1, Geometry, and/or Alg2 Students	Evaluation by subject area. Biology, Algebra, English 10, U.S. Government, U.S. History	Content strands evaluated for strengths and weaknesses.
WIDA ELL Assessment	K - 12	Assess language ability and proficiency of English language learners.	Accurately place English learners in the appropriate proficiency level for bilingual or ESL programs, or determine if they are ready to exit these programs.
iReady Reading and Math Benchmark Assessments	K-10 ELA K-8 Math	To measure individual and group achievement in English (K-10) and Math (K-8)	Content strands evaluated for student academic growth. ELA Specific: Teachers can target each of the 5 pillars of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
American College test (ACT)	11	Provide information relative to college planning and admission. Proven valid and reliable.	Request system-wide (i.e., Illinois). If this was system-wide, that data could be used. For individual student evaluation and college entrance.
Scholastic Aptitude Test (SAT)	11 - 12	Provide information relative to college planning and admission.	For individual student evaluation and college entrance.
Final Exams	9 - 12	To assess student learning. (This could drive teaching by department)	Used to evaluate individual student mastery and curriculum strengths as well as possible areas of concern.
Math 6 Placement Assessment	5	To determine math placement in 6th grade: based on the results of this assessment students	Scores are used to determine math placement and do not affect student grades

		are placed in either Math 6 or Math 7.	
Math 7 Placement Assessment	6	To determine math placement in 7th grade: based on the results of this assessment students are placed in either Math 7 or Math 8.	Scores are used to determine math placement and do not affect student grades
Math 8 Placement Assessment	7	To determine math placement in 7th grade: based on the results of this assessment students are placed in either Math 8 or Algebra.	Scores are used to determine math placement and do not affect student grades
Student writing portfolios	K - 5	To provide on-going assessment regarding students' writing performance.	Portfolios follow students from grades K-5th.
Missouri Physical Fitness Assessment	5,7, 9	Measure individual and group fitness.	State requirement.
U.S. and Missouri Constitution Tests	American History / American Civics / US Government	Determine understanding and knowledge of U.S. and Missouri constitutions.	Graduation requirement.
SORT R-3	K-8	Determine eligibility for reading services and determine students' word recognition level.	Reading specialists administer this assessment prior to placing a student in reading services.
Naglieri General Ability Test	1 and 4	Preliminary screening for further gifted evaluation.	Top 10-20% of scores taken as GT testing / nomination screening depending on grade level
Career Explorer	7	Determine student career area interests.	
School Links	11	Determine student career area interests.	Used optional as needed.
Preliminary Scholastic Aptitude Test (PSAT)	10 and 11	Provide information <i>relative to college planning</i> . This is not system-wide.	Student elects to take this assessment.

WISC-V, Stanford Binet	2 -12	Provide information used to determine identification for gifted services.	Student tested individually by the examiner in a quiet location in the school.
Explorer Test	8	Career and student progress that measures the ACT areas.	Used to ascertain academic progress in English, math, reading and science reasoning and to plan possible course of studies related to career interests. Scores also used to determine eligibility for Baldwin Academy at Truman, a 3 week summer enrichment program
National Occupational Competency Testing Institute (NOCTI)	9-12	Determine achievement and understanding in business and marketing courses after 3 or more business classes.	Necessary for students who are seen as “completers” by DESE for Perkins Funding.
Advanced Placement (AP) Testing	9-12	Part of the College Board Program, AP tests are used to determine master of the subject matter of selected courses.	Acceptable scores (3+) can earn the student college credit depending on the College expectations.
STAMP 4S Language Proficiency	11-12	Language Proficiency Test in Reading, Writing, Listening and Speaking	Required for the Seal of Biliteracy (4) and Distinguished Seal of Biliteracy (4.7)
KOF (Kindergarten Observation Form)	K	Kindergarten Readiness Assessment covering the Essential Domains of School Readiness	Reporting on Kindergarten Readiness, Physical Well-Being and Motor Development, Social and Emotional Development, Cognition and General Knowledge Development, Approaches Toward Learning, and Language and Literacy Development.
* Fountas & Pinnell Benchmarks <i>(Only for students needing this assessment -</i>	K - 5	To monitor reading achievement and to guide instruction.	Teachers use this reading record to determine independent and instructional reading levels. Identify strengths and areas for growth in decoding

<i>teacher discretion)</i>			(accuracy), fluency, and comprehension.
Content Unit Assessment	K - 8	For the teacher to assess student learning and make instructional decisions; for teams of teachers to discuss, consider, and share effective strategies to promote student success.	Used to determine academic progress in each content area. Information gained from content assessments are used to inform data shared on student progress reports.
Comptia A+ Certification Exam	10 - 12	An industry recognized test, it shows that a student can successfully install, upgrade, and repair computers and peripheral devices.	
C ++ Certification Exam	10-12	C++ Certification measures your ability to accomplish coding tasks related to the more advance C++ topics.	
Test Out PC Pro Certification	10-12	PC Pro Certification verifies necessary skills to work as an IT support professional.	

Use of Results: Individual results from MAP and EOC assessments will be sent home to parents of elementary and secondary children with a letter of explanation. Reports will be included in student permanent record files. Individual and group results as well as results disaggregated by race/ethnicity, gender, LEP, migrant, or identified disability from MAP or EOC will be shared with appropriate staff in order to facilitate instruction designed to promote individual growth and group achievement and to modify curriculum. Group and disaggregated results will be provided to the Board of Education at the annual assessment workshop, and group MAP and EOC results will be provided to the public in the annual district report card.

Missouri Physical Fitness Assessment results will be disseminated to students in physical education classes. Group results will be reported to the Missouri Department of Elementary and Secondary Education by the Assistant Superintendent for Curriculum and Instruction.

Reading assessment results will be used to facilitate the identification of students for enrollment in intervention programs (such as after-school reading, summer school, and Title I) and retention/promotion.

U.S. and Missouri Constitution test results will be provided to students in American Government classes and will be utilized in determining course grades.

The high school guidance counselor will discuss information from **Preliminary Scholastic Aptitude Test (PSAT), American College Testing (ACT), and Scholastic Aptitude Test (SAT)** with individual students, who will take the assessment results home to parents. ACT and SAT results will also be mailed directly to the student's home from the testing company. Results from PSAT, ACT, and SAT will be used for developing individual educational and career plans. PSAT, ACT, and SAT results will be placed in student permanent files. Information from the district's ACT Profile Report, including disaggregated data, will be incorporated in the Annual Assessment Report provided to the Board of Education and will be used in evaluating and improving curriculum and instruction.

GUIDELINES FOR INCLUDING STUDENTS WITH DISABILITIES

Individual students with disabilities will participate in assessments administered by the district as indicated by the student's IEP or 504 plan with appropriate accommodations. Accommodations will be designed to provide all students with an equal opportunity to demonstrate what they know and are able to do. Accommodation procedures include adjustments in the assessment setting, how items are presented, how students are required to respond, and the 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 of disability, or percentage of time in a particular placement or classroom. Decision-makers should start from the premise that all students, including those with disabilities, will participate in: the state assessment and the district-wide assessment programs; and, to the greatest extent possible, in all parts of the MAP subject area assessments; and, all parts of the assessments included in the district-wide assessment program. When an IEP team determines that a student should not participate in MAP after consideration of the student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics, the student will instead participate in the MAP-A.

PROVISIONS FOR TEACHING TEST-TAKING SKILLS

Classroom teachers will provide students with regular instruction in test-taking skills and will provide students with opportunities to practice responding to multiple choice and constructed response questions, as well as performance events and tasks. Classroom teachers will also provide feedback regarding student performance following practice opportunities.

TEST SECURITY PROCEDURES

Board policy ILA details the general test security provisions (see policy in *Appendix A*)

PROFESSIONAL DEVELOPMENT

It is the belief of the Webster Groves School District that assessment plans should:

- Provide a clear sense of purpose for each assessment;
- Articulate a schedule that is designed for efficient and effective use of all assessment data gathered;
- Communicate and clarify the assessment process and expectations;
- Provide clear expectations for educators;
- **Provide the professional development needed for use of the data obtained;**
- **Provide time and training to assist with common scoring;**
- Support and assess the articulated and aligned curriculum;
- Provide a reporting system that reflects the assessments and expectations of our students.

Grade level meetings, department meetings, and summer professional development days provide time for ongoing professional development on student assessment.

Results of assessments are used by teachers and specialists to evaluate individual student learning, to make instructional decisions, and to determine eligibility and need for special programming. Professional development is provided in this area to help educators use tools effectively to make instructional decisions for individual students.

Results of assessments are used by teams of teachers (collaborative learning teams) at the building and district level to discuss, consider, and share effective strategies that promote success for all students on the benchmark assessments, thus achieving our district's stated learning outcomes. The results of assessments are also used to design school, program and district improvement plans.

Results of assessments are used by the District and Board of Education to monitor district-wide student achievement and to evaluate the programs. Decisions about professional development support, resources, and instructional design can be made by analyzing assessment results. The District Professional Development Committee reviews the student assessment report annually to identify professional development needs of the District.

Appendix A

Board Policy On

Test Integrity and Security

and Assessment Program

Policy ILA: TEST INTEGRITY AND SECURITY

Status:
ADOPTED

Original Adopted Date: 12/08/1997 | Last Revised Date: 04/13/2015

Accurate information about student performance is integral to the district's mission of achieving academic and personal success for every student. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

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

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

Similar test security precautions apply to online testing.

Training

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

Test Coordinator Roles

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

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

General Test Administration

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

Paper-and-Pencil Testing

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

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

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

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.

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

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

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

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

<http://www.webster.k12.mo.us/pages/WGSD/Departments/Curriculum/Curric/Elements/curriculumdevelopment>

Policy IL: ASSESSMENT PROGRAM

Status:
ADOPTED

Original Adopted Date: 09/13/1993 | Last Revised Date: 03/11/2021 | Last
Reviewed Date: 03/11/2021

(K–12 Districts)

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the district wide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:

- ▶ Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation
- ▶ Help the professional staff formulate and recommend instructional policy.
- ▶ Help the Board of Education adopt instructional policies.

4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.

5. *Accreditation* – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent or designee will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the superintendent or designee to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Appendix B

District Academic Assessment Calendar

District Academic Assessment Calendar

2026-2027 K – 5 Academic Assessment Calendar Webster Groves School District

Assessment	Fall Testing Window	Winter Testing Window	Spring Testing Window
iReady Reading and Math Assessments	Aug. 25 – Sept. 18 * K will test the month of October	Jan. 5 - 29	Apr. 19 – May 14
KOF (Kindergarten Observation Form)	Aug. 25 – Sept. 25		
* Fountas & Pinnell Grades K-5 (Only students needing the assessment)	Aug. 25 – Sept. 19 Due on district spreadsheet Sept. 19	Jan. 5 – 30 Due on district spreadsheet Jan. 30	Apr. 20 – May 15 Due on district spreadsheet May 15 * 5th Grade will not assess in the Spring
Naglieri General Ability Test 1st Grade			Mar. 29 - Apr. 16
Naglieri General Ability Test 4th	Sept. 28 - Oct. 15		
MAP 3rd - 5th			4/5/27 – 5/14/27
Math Placement Assessment			<i>TBD</i>

2026-2027 6-8 Academic Assessment Calendar Webster Groves School District

Assessment	Fall Testing Window	Winter Testing Window	Spring Testing Window
iReady Reading and Math Benchmark Assessments	Aug. 25 – Sept. 18	Jan. 5 - 29	Apr. 19 – May 14
MAP 6-8			4/5/27 – 5/14/27
EOC Testing			4/6/27 – 5/14/27
Math 6 and Math 7 Students Placement Assessments			<i>TBD</i>
5th Grade Math Placement Assessments			<i>TBD</i>

2026-2027 9-12 Academic Assessment Calendar Webster Groves School District

Assessment	Fall Testing Window	Winter Testing Window	Spring Testing Window
iReady Reading Assessment Grades 9-10	Aug. 25 – Sept. 18	Jan. 5 - 29	Apr. 19 – May 14
STAMP 4S Exam Seal of Biliteracy			Month of Feb.
EOC Testing	12/01/26 – 1/22/27		4/6/27 – 5/14/27
ACT Testing (National)	Sept. 19 Oct. 17 Dec. 12		Feb. 27 Apr. 10 June 12
SAT Testing (National)	<i>N/A</i>		<i>N/A</i>
ACT Testing (Only WGHS Students)	<i>N/A</i>		Week of Apr. 9 (possibly multiple days w/ test changes)
PSAT Testing (Only WGHS Students)	Oct. 8 10th grade Oct. 9 11th grade		<i>N/A</i>

Appendix C

District Report Card Timelines

K-5 Progress Report Term Timeline 2026-2027

Term 1: August 25 – October 23

Grading Window: Friday, October 9 (6 pm) – Monday, November 13

- Nov. 3 Full Day Data Day
- Nov. 9 Comments peer-reviewed and due to principals by 8:00AM
- Nov. 11 Reports back to teachers by 8:00 AM
- Nov. 13 Progress Reports must be completed by 4 pm - **FIRM DEADLINE**
(Please note: Grading window will be closed at 4 pm)
- Nov. 16 Central Office will create progress report file
- Nov. 16 **Parent portal online viewing will be sent out to parents; printing at schools (as needed)**
- Nov. 16-19 Conferences

Term 2: October 26 - February 11

Grading Window: Friday, January 22 (6 pm) – Monday, March 5

- Feb. 12 ½ District PD / ½ Day Data Day
- Feb. 26 Comments peer-reviewed and due to principals by 8:00AM
- Mar. 2 Reports back to teachers by 8:00 AM
- Mar. 5 Progress Reports must be completed by 4 pm - **FIRM DEADLINE**
(Please note: Grading window will be closed at 4 pm)
- Mar. 8 Central Office will create progress report file
- Mar. 8 **Parent portal online viewing will be sent out to parents; printing at schools (as needed)**
- Mar. 8 - 11 Conferences

Term 3: February 16 - May 28

Grading Window: Friday, April 16 (6 pm) – Monday, May 28

- May 7 ½ day Data Day (Early Release day)
- May 14 Comments peer-reviewed and due to principals by 8:00AM
- May 20 Reports back to teachers by 8:00 AM
- May 26 Progress Reports must be completed by 4 pm - **FIRM DEADLINE**
(Please note: Grading window will be closed at 4 pm)
- May 27 Printing at Central Office only if requested (student file copy only)
- May 28 Progress reports delivered only if requested (student file copy only)
- May 28 **Parent portal online viewing will be sent out to parents**

6th - 8th Grade Report Card Timeline 2026-2027

	Begins	Ends	Grading Window Open	Report Cards Emailed
1st Quarter*	August 25	October 22	October 8 - October 26th	October 27
2nd Quarter/ 1st Semester	October 19	December 22	December 16 - January 4	January 8
3rd Quarter*	January 5	March 11	March 1 - 16	March 22
4th Quarter/ 2nd Semester	March 22	May 28	May 10 - May 28	June 1

***Every student must have a comment on the progress reports (1st and 3rd quarters).**

9th-12th Grade Report Card Timeline 2026-2027

	Begins	Ends	Grading Window Open	Report Cards Emailed
Progress 1	August 25	October 2	October 2 - October 7	October 9
Progress 2	October 5	November 13	November 13 - 18	November 20
Progress 3 Semester 1	August 25	December 22	December 22 - January 4	January 8
Progress 4	January 5	February 11	February 11-17	February 19
Progress 5	February 16	April 2	April 2 - 7	April 9
Progress 6 Semester 2	January 5	May 28	May 25 - 28	June 1