



PK-12 Assessment Plan

**Aligned to
MSIP 6 Standard EA 1**

The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

**Approved by the Board of Education
September 21, 2026**

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Carl Junction R-1 School District Mission and Vision

Mission: Carl Junction Schools, in partnership with our community, cultivates a vibrant and diverse learning environment that prepares students to be productive citizens.

Vision: Carl Junction Schools seeks to create a challenging learning environment that empowers our students to be positive community members who have a sense of understanding and compassion for others along with the courage to act on their beliefs.

Introduction

The use of test results is an essential component of the district's ability to evaluate individual students, student groups, and overall educational programs.

The Carl Junction R-1 School District recognizes three primary purposes for assessment results:

- **Improving instruction** for each student,
- **Providing information for guidance and counseling**, and
- **Supporting curriculum and program decisions** to ensure all students have opportunities to develop their abilities and skills.

The district's assessment program meets the requirements of the Missouri Department of Elementary and Secondary Education, as outlined in the *Assessment Standards for Missouri Public Schools (1998)* and the Missouri School Improvement Program (MSIP) Standards.

Rationale for Testing

The district's assessment program provides information to support instructional, guidance, and administrative decisions. Assessments recognize that students develop abilities, aptitudes, and skills at different rates. Identifying student strengths and needs early enables the district to help all students reach their potential. The primary purpose of assessment is to provide valid information that guides educational decisions. Results are used in three major areas: Instructional, Guidance and Counseling, and Administrative.

Use of Tests

The district's assessment program is a continuous, cooperative process designed to:

- Provide teachers with data to guide instruction and identify student strengths and needs.
- Assist students and families in understanding academic performance, planning educational pathways, and making personal and vocational decisions.
- Support administrators in planning, decision-making, and communicating school performance to the Board of Education, parents, and the community.

Types of Assessments

The district administers a variety of assessments, including:

- Nationally standardized tests
- Missouri state assessments (MAP, EOC, and other DESE-required assessments)
- District common assessments
- Teacher-developed classroom assessments.

Validity of Test Scores

Assessment results reflect multiple factors and are not a perfect measure of student ability. When viewed over time, however, results provide a reliable profile of student strengths and areas for growth, while also guiding district-level evaluation of instruction and curriculum.

Parent and Guardian Rights

Parents and guardians are encouraged to review their child's assessment results. Student records are confidential, but parents have the right to access their child's cumulative record. Due process procedures are available if concerns arise regarding assessment or placement decisions. For additional information, parents may contact the school principal or guidance counselor.

Special Services Testing

Additional assessments may be required to support instructional decisions or placement in special programs. The district complies with all federal and state screening and testing requirements for special education, gifted education, Title I, and other specialized services.

Minimum Assessment Requirements and Testing Calendar

The district maintains a comprehensive assessment plan for students in preschool through grade 12. This plan:

- Meets or exceeds Missouri's minimum assessment requirements.
- Is reviewed and approved annually by the Board of Education.
- Includes grade-level assessment schedules, purposes, reporting procedures, staff training, student preparation, and test security measures.

The District Test Coordinator is responsible for implementing and monitoring the program.

General Assessment Requirements

The district administers grade-level and content-specific common assessments to track student progress and prepare students for state-level assessments. Locally developed assessments address Missouri Learning Standards not measured at the state level. The district is accountable for assessing all students, including students with disabilities, English learners, migrant students, and gifted students, except as exempted by DESE guidelines. All enrolled students are required to participate in applicable assessments. Non-enrolled resident students may request participation if notice is given at least one month prior to test administration. Testing windows are published annually on the district website.

Instructional Improvement

Assessment results are analyzed by the Curriculum Director and Test Coordinator, principals, and teachers to identify trends, strengths, and areas for improvement. Longitudinal data is used to adjust curriculum, instruction, and professional development.

Test Security

In compliance with Board of Education policy, the district maintains strict test security procedures:

- Test items may not be viewed, shared, or copied prior to, during, or after administration.
- Test materials may not be duplicated.
- During state testing, students may not possess cell phones or smartwatches unless medically required; in such cases, devices are secured by the test examiner. Smart glasses are not permitted during testing.
- Staff may use devices only for communication with designated assessment personnel.

Test-Taking Skills

The district ensures students are prepared for assessments by:

- Providing instruction in test-taking strategies.
- Creating a testing environment free from unnecessary distractions.
- Supporting equitable conditions for all student groups.

Professional Development

The district provides ongoing professional development to staff regarding:

- Proper test administration and coordination.
- Effective test preparation and use of results.
- Analysis of MAP/EOC data to inform instructional planning.
- Development of action plans for continuous improvement.

Program Evaluation

Assessment results, including longitudinal data, are analyzed to evaluate program effectiveness. Data is used to inform decisions regarding curriculum, instructional strategies, and resource allocation.

Dissemination of Results

Assessment results are communicated to teachers, parents, and students. Support is provided to assist in interpreting results and using them to guide educational decisions.

District Assessment Policies

Policy IL-1: ASSESSMENT PROGRAM

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 districtwide 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 assess the reading level or reading readiness of all students enrolled in kindergarten through grade three using state-approved reading assessments at the beginning and end of each school year. The district will also assess any newly enrolled students in grades one through five. The assessment results will be used to determine the student's need and eligibility for a reading success plan.

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 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 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 opt-out 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.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if there is no cost to the district.

Policy ILA: TEST INTEGRITY AND SECURITY

Accurate information about student performance is integral to the district's mission of improving student achievement. 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.

Districtwide Test Coordinator

The superintendent or designee will appoint a districtwide test coordinator who will perform the duties as described in the most recent version of the Guide to the Missouri Assessment Program published by the Department of Elementary and Secondary Education (DESE).

Training on Integrity and Security for Each Assessment

Each assessment has a testing manual that includes the security and integrity requirements for the assessment to produce valid results. The board requires that test-specific integrity and security measures be implemented as directed by the manual and that any breach, or suspected breach, of those integrity and security measures be reported promptly to the districtwide test coordinator.

Prior to test administration, the districtwide test coordinator must require, as part of general staff training for the assessment, that all staff associated with the assessment process familiarize themselves with the testing manual's section for the security and integrity requirements and practices for the relevant test(s) and participate in any other district-created training.

Sanctions Against Improper or Unethical Practices

All district staff are required to take action to prevent improper or unethical practices regarding test administration and report any concerns to the districtwide test coordinator. Improper and unethical practices include, but are not limited to:

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 or device except during test administration unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Accessing test questions prior to when the test is given unless authorized by the test coordinator and otherwise allowed by test protocol.
5. 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.
6. Failing to return all test materials following test administration.
7. Directly teaching any actual test item or taking actions to discover test items included on a test.
8. Altering in any way a student's responses on a test.

9. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; and allowing students to give each other answers to questions or copy off each other's work.
10. Altering test administration procedures in any other way to give students an unfair advantage or otherwise permitting students to breach security and integrity protocols applicable to the test-taker.
11. Administrators or other staff members pressuring or encouraging teachers to engage in any practice that is contrary to test integrity and security.

District employees are required to immediately report any suspected violation of this policy to the districtwide test coordinator. The districtwide test coordinator or designee will immediately investigate to determine whether a district employee engaged in any improper or unethical practices. If the allegations against the employee are proven, the districtwide test coordinator or designee will generate an investigation report and forward it to the superintendent, who will take appropriate disciplinary action, up to and 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.

The districtwide test coordinator is responsible for reporting to and cooperating with DESE in the event of a suspected or known breach of the security and integrity requirements for an assessment.

If the districtwide test coordinator is alleged to be involved in behavior prohibited by this policy, the report shall be made to the superintendent or designee, who shall assume the responsibilities of the districtwide test coordinator for purposes of the report.

Carl Junction School District Test Security Policy/Documentation

Each year, the Department of Elementary and Secondary Education (DESE) holds districts, educators, and administrators accountable for maintaining test security for all standardized assessments. The district's test security policy outlines required protocols as well as consequences and penalties for any violations. It is imperative that all district staff carefully read and follow this policy.

Carl Junction School District considers test security and adherence to testing procedures to be of the highest importance. Any violation is treated as a serious matter. Protecting the integrity of test administration is essential to ensure valid and reliable results. Staff are expected to take every precaution to prevent the compromise of testing materials, results, or procedures for all assessments, including but not limited to ASVAB, ACT, PSAT, MAP Grade-Level, and EOC.

To maintain test security and integrity:

- All faculty and staff must attend a required in-service session addressing test security policies, procedures, schedules, and state testing requirements.
- All test administrators must secure testing materials under lock and key except during designated testing times.
- All test administrators must strictly follow the testing schedule provided by the building-level testing coordinator(s). Administering a test section out of schedule constitutes a test security violation.
- All test administrators must comply with all security and testing procedures outlined in the examiner's manual.
- Test administrators must report any testing irregularities immediately to the building administrator and/or building-level testing coordinator(s).
- All faculty and staff must sign this document to verify attendance at the in-service and acknowledge their responsibilities related to test security, policies, and procedures.
- The District Testing Coordinator will investigate any alleged breach of test security or procedures. Substantiated violations may result in disciplinary action and/or dismissal.

Staff Acknowledgment

- ☐ Attended required in-service session
- ☐ Read the Directions for Administration thoroughly for the assigned test(s)
- ☐ Acknowledge responsibilities related to test security, policies, and procedures

By signing below, I confirm that I have:

1. Read and understand this document.
2. Reviewed the District Test Security Policy ILA (provided with this document) and the Examiner's Manual for the assigned test(s).
3. Understand the penalties that may be imposed for any violation of this policy.

This signed document will be placed in my personnel file.

Signature _____ **Date** _____

**CARL JUNCTION R-1 SCHOOL DISTRICT
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE
2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
0- TO 3-YEAR-OLD SCREEN Approximately 30 min.	<u>Health</u> Parent Questionnaire Nutritional Assessment Dental Check	On-going Parent Educators If Needed If Needed	Gain background information from parents in regard to health history & immunizations. Nutritional assessment & needs. Dental Check.	To make referrals to physicians if necessary.	Parent conferences at conclusion of screening.	Training session for staff if needed.
Approximately 30 minutes	Ages and Stages Questionnaire (ASQ)	If Needed Parent Educators	Helps identify children with serious developmental lags or learning difficulties. Measures language, fine motor, gross motor, and personal-social development.	Alert parents to developmental lags that may lead to potential problems.	Files & records. Results are reported to parents.	Training if needed.
Approximately 15 minutes	<u>Speech & Language Development</u> Informal Screening	SLP Parent Educators On-going	To check the need for further speech or language evaluation. Determine appropriateness of speech & language skill	Alert parent to possible speech & language delays. Identify and refer those in need of further evaluation.	Files & records. Results are reported to parents.	Training if needed.

**CARL JUNCTION R-1 SCHOOL DISTRICT
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2026-2027**

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0- to 3-year-old screen continued Approximately 10 minutes	<u>Auditory</u> Hearing Observation & Audiometer or tympanometer as appropriate informal hearing	On-going SLP Parent Educators	Check response to voice and other sounds. To test hearing. Check condition of middle ear.	Referral to physician if needed.	Parent conferences.	Training if needed.
	Parent Questionnaire	On-going Parent Educators	Gain background information from parent concerning child's hearing.	Referral if needed.	Parent conferences.	Training if needed.
Approximately 15 min.	<u>Visual</u> Functional Assessment and Parent Questionnaire	On-going Parent Educators	Checks appearance of eyes: redness, encrusted lids, pupillary response, blink reflex, reaching, tracking, etc. Penlight.	Referral to physician if needed.	Parent conferences.	Training if needed.

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3-YEAR-OLD SCREEN 45 minutes Approximately 15 min.	<u>Health</u> Brigance	On-going Parent Educators	Diagnostic only. Helps identify children with serious developmental lags. Measures fine motor, gross motor, and development.	Alert parents to developmental lags that may lead to potential problems.	Parent conferences. File results in records.	Training if needed.
	Parent Questionnaire	On-going Parent Educators	Gain background information from parents regarding health history, immunizations, prenatal & birth history.	Referrals and file information in records.		Provide information to appropriate staff.
	Nutritional Assessment Measurements	If Needed Parent Educators	To obtain height and weight measurements.			
	Dental Check	If Needed Parent Educators	Determine if physical problem inhibits learning process.			

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3-year-old screen continued Speech: Approximately 15 minutes Joliet: Approximately 5 minutes	<u>Speech & Language Development</u> Informal Screening Brigance Joliet 3 minute preschool speech & language screen	On-going SLP Parent Educators	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skills.	Alert parent to possible speech & language delays. Identify those in need of further evaluation.	Files & records. Results are reported to parents.	Group inservice.
Approximately 10 min.	<u>Auditory</u> Audiometry Tympanometry Parent Conference Informal Hearing Observation	On-going SLP Parent Educators	To test hearing. Check condition of middle ear. Gain information.	Referral if needed. Referrals. Referrals.	Parent conferences. Parent conference. Parent conferences.	Training if needed. Training if needed.
Plusoptix 5 minutes Functional Assessment 5 minutes Lighthouse symbols 5 minutes	<u>Visual</u> Parent Questionnaire Functional Assessment Lighthouse Visual Acuity Lea Symbols Plusoptix	On-going Parent Educators On-going Nurse/Parent Educators On-going Parent Educators	To check the appearance of eyes, redness, encrusted lids, etc. Penlight pupillary response, blink reflex, tracking, & reaching. Check for vision problems.	To place in files. To make referrals if necessary.	Parent Conferences.	Training if needed.

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2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
4-YEAR-OLD SCREEN Approximately 15 min.	<u>Health</u> Parent Questionnaire Measurement, Nutritional Assessment, Dental Check	February & on-going. Parent Educators	To obtain health history, immunizations, measurements, and nutritional assessments.	Parent conference.	Parent conferences.	Appropriate training.
Approximately 45 min.	<u>Motor/Perceptual</u> Parent Interview	February & on-going Parent Educators & Support Staff	Background information.	Files and records.		Provide information to appropriate staff.
	Brigance	February & on-going Parent Educators & Support Staff	Diagnostic only. To measure paper-pencil skills, and gross & fine motor development.	Identification of children for Special Education Early Childhood Program.	Parent conference.	Training if needed.
DIAL 4: Approximately 45 min. Joliet: Approximately 5 min.	<u>Speech & Language Development</u> Informal Screening Brigance Joliet 3 minute preschool speech & language screen	February & on-going SLP Parent Educators	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skills.	Alert parent to possible speech & language delays. Identify those in need of further evaluation.	Files & records. Results are reported to parents.	Group inservice

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2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
4-year-old screen continued Approximately 10 min.	<u>Auditory</u> Parent Questionnaire & Observation Informal Hearing Audiometry Tympanometry	February & on-going SLP Parent Educators	To test hearing & condition of middle ear.	Referrals if needed. Referrals.	Parent conference. Parent conference.	Training if needed. Training if needed.
Plusoptix 5 minutes Lighthouse Symbols 5 minutes	<u>Visual</u> Functional Assessment Visual Acuity Lighthouse Lea Symbols Plusoptix Parent Questionnaire	February & on-going SLP Parent Educators Nurse	To check appearance of eyes, redness, encrusted lids, check tracking, pupillary response, blink reflex, etc. Check for vision problems. Identify number of children with problems.	Referrals to physicians if needed. Referrals. To make referrals	Parent conference. Parent conference. Parent conference.	Training if needed. Training if needed N/A
PRE-KINDER- GARTEN Approximately 5 minutes Hearing: Approximately 10 minutes	<u>Speech & Language Screen</u> Joliet 3 minute speech & language screen. Puretone Hearing Screen & Tympanogram	Spring before Kindergarten when they enroll. Must be 5 years old by August 1. SLP	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skills. Screen hearing acuity for possible loss. Check middle ear condition.	Identify those in need of speech & language evaluation. Referral if needed.	Files & records. Results are reported to parents. Parents notified if loss is found.	Inservice If needed. Training if needed.

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2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
Pre-kinder- garten continued	<u>Motor/Perceptual</u> Parent Interview	Spring K enrollment	Background information.	Files and records.	Parent conference.	Information to appropriate staff.
Approximate ly 45 min.	Brigance	Spring K enrollment Counselor & Teachers	Diagnostic only. To measure language understanding & usage, cognitive skills, visual discrimination and memory, listening and recall, mathematical reasoning, paper-pencil skills, and gross & fine motor development.	Identification of children for Title I, Early Childhood Program; & plan an appropriate developmental program for Title I kindergarteners.		Training if needed
Approximate ly 15 min.	<u>Health</u> Parent Questionnaire, Enrollment Form	Spring and during the year. Nurse	To obtain health history, immunizations.	Parent conference.	Parent conferences.	Appropriate training.
Plusoptix 5 minutes	<u>Visual</u> Plusoptix	Spring	Checks appearance of eyes: redness, encrusted lids, check tracking, pupillary response, blink reflex, etc.	Referrals to physicians if needed.	Parent conference.	Training if necessary.
Lighthouse 5 minutes	Visual Acuity Lighthouse	Nurse	Check for vision problems.	Referrals.	Parent conference.	Training if needed
Random Dot E 5 minutes	Random Dot E		Identify number of children with problems.	To make referrals.	Parent conference.	N/A

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KINDER- GARTEN Approximately 20 minutes	Brigance	Spring prior to Kindergarten or Fall if new enrollee	Helps identify children with serious developmental lags or learning difficulties who may require further evaluation and services.	Identification of children for Title I, Early Childhood Program; & plan an appropriate program.	Parent conference with PAT.	Training session on administration scoring and interpretation of results.
Ongoing	Checklist and Observation	Quarterly Classroom teachers	Observational measure of growth in fundamental areas of vocabulary, reading, language arts, study skills, math, science and social studies.	Plan curriculum changes and revisions; planning for individual needs of students; qualification for Title I.	Parent conference.	Yearly review.
Plusoptix 5 minutes Hearing: Approximately 10 minutes	Vision & Hearing from Kindergarten Screening Referral Plusoptix	Fall Nurse SLP	Recheck any students that we had concerns about from the pre-kindergarten screening; screen new K students who were not screened in the spring.	Identify students who will need speech and language evaluation. Refer to appropriate sources.	Referrals if needed. Files and records. Parents informed.	

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TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE
2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
Kinder- garten continued Approximately 15 min.	WIDA Screener English Language Proficiency Test	Given to suspected ESL students or students without prior identification for ESL status. Given upon enrollment ESL Coordinator	Used only for ESL students to determine English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
Kindergarten continued Approximately 45 min.	WIDA ACCESS English Language Proficiency Test	Given to active ESL students in the spring every year to measure their language proficiency. ESL Coordinator	Use only for ESL students to measure progress in their English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
Approximately 20 minutes	Joliet 3-minute screening	Fall Speech & Language Pathologist	Check for need of further speech or language evaluation & determine appropriateness of speech & language skills.	Identify those in need of speech & language evaluation.	Files & records. Results are reported to teachers.	Group inservice for teachers.
Approximately 20 min	Foundations Reading Assessment	Winter & Spring Classroom Teachers	Determine student's ability to read on grade level and dyslexia diagnostic testing.	Student placement in reading groups and reading instructional strategies and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

**CARL JUNCTION R-1 SCHOOL DISTRICT
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE
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<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
Kindergarten continued Approximately 15 minutes each	i-Ready Literacy Assessments/ Dyslexia Screener	Fall, Winter & Spring Classroom Teachers	Determine early literacy foundational skills and dyslexia screening tool.	Students are placed on Reading Success Plans (RSP) and in Rtl Tier levels and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	New teacher training by Curriculum Associates and/or district instructional coach.
Approximately 2 hours each window	i-Ready Math Assessments	Winter & Spring (Dates TBD) Classroom Teachers	Determine baseline data and student growth.	Differentiation of students, grouping, growth targets, and used to identify and service students who are at-risk for math difficulties.	Teachers receive results. Parent notification.	New teacher training by district instructional coach and/or Curriculum Associates.
Kindergarten	Kindergarten Observation Form	First 6 Weeks of School Title 1 & Classroom Teachers	Determine Kindergarten readiness, as required by the State of Missouri	Data is collected to determine readiness in social emotional, physical, and academic skills. Data can be used to tailor instruction.	State Building level administrators, Teachers, Director of Academic and Human Services	Required training videos - yearly

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GRADE 1 Plusoptix 5 minutes HOTV 5 minutes Random Dot E 5 minutes	Vision Screening HOTV Random Dot E Plusoptix	Fall Nurse	Check for vision problems.	Referrals if problem is found. Record in SIS and cumulative folder.	Parent notification. Reported to teachers.	Information to teachers.
Approximately 10 minutes	Puretone Hearing Screen & Tympanogram on pure tone failures	Fall SLP	Screen hearing acuity for possible loss. Check middle ear condition, if Puretone failure.	Physician referral if needed.	Parents notified in writing.	Training for staff if needed.
Approximately 20 minutes	Joliet-3 Minute Speech and Language Screen	By referral Fall SLP	Check for need of further speech or language evaluation & determine appropriateness of speech & language skills.	Identify those in need of speech & language evaluation.	Files & records. Results are reported to teachers.	Group inservice for teachers.
Ongoing	Continuous reading assessment in the classroom including diagnostic teaching, daily observation, formative and summative testing.	Continually Classroom Teachers	Monitor the acquisition of reading skills to ensure that each child receives instruction to meet their needs.	Identify children in need of services and refer for further testing.	Parents are informed about the objectives taught during the year and regularly informed of their child's progress.	Teachers will receive information regarding the diagnosis and correction of reading problems.

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Grade 1 continued Approximately 80 min.	WIDA Screener Online 1-12	Given to suspected ESL students or students without prior identification for ESL status. Given upon enrollment 2 nd Semester 1 st Grade through Grade 12 (1 st semester Grade 1 students take K) WIDA Screener ESL Coordinator	Used only for ESL students to determine English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
Approximately 20 min	Foundations Reading Assessment	Fall, Winter & Spring Classroom Teachers	Determine student's ability to read on grade level and dyslexia screening and diagnostic testing.	Student placement in reading groups and reading instructional strategies and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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Grade 1 continued Approximately 15 minutes each	i-Ready Literacy Assessments / Dyslexia Screener	Fall, Winter and Spring Classroom Teachers	Determine early literacy foundational skills and dyslexia screening and diagnostic tool.	Student placement on Reading Success Plans (RSP) and in RtI Tier levels, and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	New teacher training by Curriculum Associates and/or district instructional coach
Approximately 2 hours each window	i-Ready Math Assessments	Fall (October), Winter (TBD) and Spring (TBD)	Determine baseline data and student growth	Differentiation of students, grouping, growth targets, and used to identify and service students who are at-risk for math difficulties.	Teachers receive results. Parent notification.	New teacher training by district instructional coach and/or Curriculum Associates.

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Grade 2 Approximately 20 min.	Vision - Plusoptix Hearing, Speech & Language Screen	Nurse/Teacher/ Parent referral New students SLP/ Teacher/ Parent referral as needed	Check for need of further vision, speech or language evaluation & determine appropriateness of speech & language skills.	Identify those in need of vision, speech & language evaluation.	Files & records. Failures are reported to teachers.	If needed.
Approximately 2 hours each window	i-Ready Math & Literacy Assessments/ Dyslexia Screener	Fall, Winter & Spring Classroom Teachers	Determine baseline data and student growth and dyslexia screening tool.	Differentiation of students, grouping, growth targets, and used to identify and service students who are on Reading Success Plans (RSP) and at-risk for dyslexia and other reading or math difficulties.	Teachers receive results. Parent notification.	New teacher training by district instructional coach and/or Curriculum Associates.
30 minutes	LETRS Basic Spelling Screener	Fall, Winter and Spring based on prior results Classroom Teachers	Dyslexia screening and diagnostic tool	Used to identify and service students who are at-risk for dyslexia and other reading difficulties	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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GRADE 3 ELA 85-195 min. Math 75- 140 min.	Missouri Assessment Program (MAP) MAP-A	Spring Counselor and classroom teachers. Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	Test “Show-Me Standards” as identified by Missouri DESE in areas of Communication Arts and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy sent home to parents. Information shared with various curriculum committees.	Training session for faculty. Counselor instructs students on completing answer sheets and test taking skills.
Approximately 20 min.	Vision Screen- Plusoptix Hearing, Speech & Language Screening	Nurse - By referral and new students. SLP/SL - By referral as needed.	Check for need of further speech, language or vision evaluation & determine appropriateness of speech & language skills.	Identify those in need of speech, language or vision evaluation.	Files & records. Failures are reported to teachers and parents.	As needed.

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Grade 3 Continued Approximately 2 hours for each window	i-Ready Math & Literacy Assessments/ Dyslexia Screener	Fall, Winter & Spring Classroom Teachers	Determine baseline data and student growth and dyslexia screening tool.	Differentiation of students; grouping; growth targets and used to identify and service students who are on Reading Success Plans (RSP) and at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	New teacher training by district instructional coach and/or Curriculum Associates.
30 Minutes	LETRS Advanced Spelling Screener	Fall, Winter and Spring Classroom Teachers	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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GRADE 4 ELA 170-295 min. Math 75-140 min.	Missouri Assessment Program (MAP) MAP-A	Spring Counselor, resource and classroom teachers, and paraprofessionals. Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	Test “Show-Me Standards” as identified by Missouri DESE in areas of Communication Arts, and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy sent home to parents. Information shared with various curriculum committees.	MAP Manuals Training session for faculty. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on test taking skills.
Approximately 20 min.	Vision Screen- Plusoptix Hearing, speech, & language screen	Nurse - By referral and new students. SLP/SL - By referral as needed	Determine appropriateness of vision, hearing, speech, and language skills.	Identify those in need of further evaluation.	Reported to parents if warranted.	Information shared with faculty.
Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students on Reading Success Plans (RSP); Rtl grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by district instructional coach and Curriculum Associates staff.

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GRADE 5 ELA 85-180 min. Math 85-150 min. Science 120-160 min.	Missouri Assessment Program (MAP) MAP-A	Spring Counselor, resource and classroom teachers, and paraprofessionals. Efforts will be made to ensure test environment is comfortable and free of distractions.	To test “Show-Me Standards” identified by Missouri DESE in areas of Communication Arts, Math and Science.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy given to each student to take home. Information shared with principals and curriculum committees to facilitate curriculum planning.	MAP Manuals training session for faculty. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on test taking skills.
Approximately 20 min.	Vision Screen Plusoptix Hearing, Speech & Language Screening	Nurse - By referral and new students. SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records. Results are reported to parents and teachers if needed.	Group inservice for teachers.
Approximately 2 hours	MAP Physical Fitness Assessment	Spring Physical Education teachers	Assesses physical fitness aerobic capacity, abdominal strength, upper body strength, and flexibility.	Results are reviewed to make necessary revisions to PE programming.	Results are sent home with students and reported to DESE.	PE teachers review guidelines if necessary.

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Grade 5 Continued Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students on Reading Success Plans (RSP); Rtl grouping; growth targets	Teachers receive results. Parent notification.	New teacher training by instructional coach and/or Curriculum Associates.
GRADE 6 ELA 75-165 min. Math 90-135 min.	Missouri Assessment Program (MAP) MAP-A	Spring Counselor, resource and classroom teachers, and paraprofessionals. Efforts will be made to ensure test environment is comfortable and free of distractions.	To test “Show-Me Standards” identified by Missouri DESE in areas of Communication Arts, and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy placed in cumulative file. Copy given to each student to take home. Information shared with principals and teachers for curriculum planning.	MAP Manuals training session for faculty. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on test taking skills.
Approximately 20 min.	Vision Screen Plusoptix Hearing, Speech & Language Screen	Nurse - By referral and new students. SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records. Results are reported to parents and teachers as needed.	As needed.

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Grade 6 continued Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students on Reading Success Plans (RSP); Rtl grouping; growth targets	Teachers receive results. Parent notification.	New teacher training by instructional coach and/or Curriculum Associates.
GRADE 7 ELA 75-145 min. Math 90-140 min.	Missouri Assessment Program (MAP) MAP-A	Spring Counselor and classroom teachers. Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	To test “Show-Me Standards” as identified by Missouri DESE in areas of Communication Arts and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for student records to help monitor student progress. Copy given to each student to take home after the scores have been explained in the classroom setting. Information shared with principals, teachers, and curriculum committees to facilitate curriculum planning.	Group receives instruction on administration of test and interpretation of test results. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on completing answer sheets and test taking skills.

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Grade 7 continued Approximately 40 min.	MAP Physical Fitness Assessment	Fall, Spring Physical Education teachers	Assesses physical fitness, aerobic capacity, abdominal strength, upper body strength, and flexibility.	Results are reviewed to make necessary revisions to PE programming.	Results are sent home with students and reported to DESE.	PE teachers review guidelines if necessary.
Approximately 20 min.	Vision Screen- HOTV or Plusoptix Hearing, Speech & Language Screening	Nurse - By referral and new students. SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records. Results are reported to parents and teachers if needed.	Group inservice for teachers.
Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students on Reading Success Plans (RSP); grouping; growth targets	Teachers receive results. Parent notification.	New teacher training by instructional coach and/or Curriculum Associates
Approximately 40 min.	District-Created Advanced Math Readiness Test	Beginning of Year Math Teachers	To determine student's readiness for pre-algebra.	Used as one measure to determine math placement for 7 th grade.	Scores are given to 7 th grade math teachers and counselors. Given to parents upon request.	As needed.

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Grade 7 continued Approximately 40 min.	Cumulative Assessments for students in Pre-Algebra Prep 7	Assessment per unit by classroom teacher	To assess student's mastery of Algebra 1 concepts/standards.	Student placement in 8 th Grade Algebra 1 or Pre-Algebra	Parents and students receive results after each assessment.	Teacher collaboration time for assessment creation and evaluation.
Approximately 30 min.	Diagnostic and Placement Test for Algebra 1	End of Year, after MAP testing	To assess student's mastery of Algebra 1 concepts/standards.	Student placement in 8 th Grade Algebra 1 or Pre-Algebra	Students receive assessment results	Teacher collaboration time for assessment creation and evaluation.

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GRADE 8 ELA 165-260 min. Math 90-140 min. Science 110-150 min.	Missouri Assessment Program (MAP) MAP-A	Spring Counselor and classroom teachers. Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	To test "Show-Me Standards" identified by Missouri DESE in areas of Communication Arts, Math & Science.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for student records to help monitor student progress. Copy given to each student to take home after the scores have been explained in the classroom setting. Information shared with principals, teachers, and curriculum committees.	Group receives instruction on administration of test and interpretation of test results. Meetings to discuss results for teaching and curriculum improvement. Students learn to complete answer sheets and test taking skills.
Approximately 20 min.	Vision Screen HOTV or Plusoptix Hearing, Speech & Language Screen	Nurse - By referral and new students. SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records. Results are reported to parents and teachers if needed.	Group inservice for teachers.
Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students on Reading Success Plans (RSP); grouping; growth targets	Teachers receive results. Parent notification.	New teacher training by instructional coach and/or Curriculum Associates.

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GRADE 9 3-4.5 hours	MAP Physical Fitness Test	Spring Physical Education teachers 9 th Grade students enrolled in PE	Assesses physical fitness aerobic capacity, abdominal strength, upper body strength, and flexibility.	Results are reviewed to make necessary revisions to PE programming.	Results are provided to students and reported to DESE.	PE teachers review guidelines if necessary.
Approximately 3 hours for each window	IXL online Assessment	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by IXL staff.
Grades 10-11 3.5 hours	Preliminary Achievement Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Optional in Fall Counselor Efforts are made to ensure that the testing environment is comfortable.	Scholarships and college admission.	Scholarships and Awards.	Profile provided by test company and given to students.	Information provided as needed. Student Guide booklet provided to those choosing to test.

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Grades 10-12 4 – 4.5 hours (depending on whether writing section is completed)	ACT	Optional Offered several times per year. Tests are taken at CJ in designated months, nearby colleges, and high schools.	Scholarships and college admission.	Scholarships and Awards.	Profile provided by test company and given to students. Results recorded on transcripts.	Information provided as needed. Testing Program booklet provided upon request.
Grades 10-12 45-50 minutes per test (90-100 minutes total)	U.S. and Missouri Constitution Test	May and as needed. Social Studies department personnel.	State law graduation requirement.	Graduation requirement.	Results given to students and entered on transcripts.	Social Studies department personnel training.
Grades 11-12 3-4 hours (depending on writing section)	Scholastic Aptitude Test (SAT)	Optional Offered several times per year at nearby colleges.	Scholarships and college admission.	Scholarships and Awards.	Profile provided by test company and given to students. Results recorded on transcripts.	Information provided as needed. Testing Program booklet provided upon request.
3.5 hours	Advanced Placement Assessments in Biology, Physics, English Literature, Chemistry, Art, also as needed based on distance learning classes	Upon completion of course. Spring AP Test Coordinator	Determine pre-college success in the content areas. Students can earn college credit if qualifying score.	Earn college credit and placement in college	Students receive results from the College board.	AP instructors attend AP workshop prior to first year of classroom instruction.

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Grade 11 3 hours	Armed Services Vocational Aptitude Battery (ASVAB)	Fall Counselors coordinate the test. Armed Services personnel administer the test in the High School. Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	Career Planning and military placement. ROTC Scholarships and college admission.	Military enlistment and vocational guidance.	Profile provided by test company and given to students.	Information provided as needed. The Armed Services Personnel administer the test.
Grades 9-12 Approximately 30 min.	Vision, Hearing, Speech & Language Screen	By referral as needed. SLP/SL Nurse	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records. Results are reported to parents and teachers if needed.	Information distributed as needed.

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Grades 9-12, continued Algebra 1 180-220 min. Algebra 2 180-220 min. Biology 55-60 min. English 2 190-230 min. Government 60-80 min.	Algebra 1, Language Arts 2, Biology, Algebra 2, Government End of Course Exams (EOC) MAP-A	Upon completion of course. Counselor, department heads, and classroom teachers. Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	To test “Show-Me Standards” as identified by Missouri DESE.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered. Useful for school and career guidance. Score used as a percentage of student’s final class grade.	Copy placed in student records to help monitor student progress. Copy given to each student to take home after the scores have been explained in the classroom setting. Information shared with principals, teachers, and curriculum committees to facilitate curriculum planning. School Reach message to student’s homes.	Group receives instruction on administration of test and & interpretation of test results. Meetings to discuss results for teaching and curriculum improvement. Testing information given in daily bulletin and teacher handouts as needed.
60-90 min.	Wechsler Adult Intelligence Scale-III (WAIS III)	Given to ages 16 and up as needed.	Given to assess intellectual ability.	Placement for gifted programs or special education.	Results are reported to gifted/special education teachers. Parents are given assessment results.	Counselor training.
Grades 1-12 30 –60 min.	Scales for Identifying Gifted Students (SIGS)	Ongoing/As needed	Screening for gifted program.	Placement into gifted program.	Results are reported to gifted teacher and parents.	Gifted program teacher training.

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Grades 1-12, Continued 45 – 90 min.	Stanford Binet 5	As needed	Screening for gifted or special education programs.	Results are used to screen students for possible placement in gifted or special education program.	Results given to gifted/special education teacher and parents.	Counselor/Psychological Examiner training.
Approximately 80 min.	WIDA Screener Online 1-12	Given to suspected ESL students or students without prior identification for ESL status. Given upon enrollment 2nd Semester 1st Grade through Grade 12 (1st semester Grade 1 students take K Screener) ESL Coordinator	Used only for ESL students to determine English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
Grades 1-10 45-65 min.	Wechsler Intelligence Scale for Children Fourth Edition (WISC-V)	Used for ages 6 through 16. Ongoing/As Needed	Given to assess intellectual ability	Placement for gifted programs or special education.	Results are reported to gifted/special education teachers. Parents are given assessment results.	Counselor training.

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TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE
2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
Grades K-12 Kindergarten Approximately 45 min. Grades 1-12 Approximately 170 min.	Assessing Comprehension and Communication in English State-to-State (ACCESS)	Given to identified ESL. ESL Coordinator	Used only for ESL students to determine English proficiency level.	Used to measure student reading progress in speaking, listening, reading, & writing.	Results mailed to parents with letter of explanation. Reported to DESE.	Inservice to teachers as needed.
Grades 4-12 Approximately 2 hours	i-Ready Assessment	<u>When requested</u> by teacher/parent for dyslexia screening Classroom Teachers/ELA Instructional Coach	Dyslexia screening tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach and Curriculum Associates staff.
10 minutes	RAN/RAS	When requested by teacher/parent for dyslexia screening Classroom Teachers/ELA Instructional Coach	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

**CARL JUNCTION R-1 SCHOOL DISTRICT
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE
2026-2027**

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL & TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
Grades 4-12, Continued One hour	Flynt-Cooter Reading Inventory	When requested by teacher/parent for dyslexia screening Classroom Teachers/ELA Instructional Coach	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.
30 minutes	WIST – Word Identification and Spelling Test	As needed Classroom Teachers/ELA Instructional Coach	Dyslexia diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

PERIODIC SCREENING CHART BY AREA

Carl Junction R-1 School District

AREA	<u>MEASUREMENT PROCEDURE</u>	<u>TIME LINE</u>	<u>PASS/FAIL CRITERIA</u>	<u>PERSONNEL</u>	<u>USE OF SCREENING RESULTS</u>
VISION	<p>Tracking/Reaching Functional Assessment LEA Symbols, Plusoptix</p> <p>Lighthouse Vision Screening, Random Dot E, Plusoptix</p> <p>10 ft. distance HOTV Chart Random Dot E, Plusoptix</p> <p>10 ft. distance HOTV Chart, Plusoptix</p>	<p>1-5 year olds annually</p> <p>3,4,5 year olds annually</p> <p>K Students New students Referrals</p> <p>1st Grade Fall</p> <p>K-12 new students and referrals</p>	<p>1-12 Failure = 20/40 or below in either eye</p> <p>3-5 year failure = 20/50 or below in either eye or large discrepancy between eyes</p> <p>20/30 or below</p>	<p>Nurse/Support Staff Parent Educators</p>	<p>Rescreen failures within 30 days using a different procedure.</p> <p>Referral for professional evaluation, if warranted. Share results with parents when referral criteria is met and record results on health record.</p> <p>Screening summary and evaluation plan, if applicable.</p>
HEARING	<p>Audiometric screening</p> <p>Tympanogram</p>	<p>Annually 3 & 4 year olds who go through preschool screening K, 1, New students and referrals</p> <p>Tympanogram done on pure tone failures for 1-4 year olds and grades K, 1 requests and referrals</p>	<p>Fail if student does not respond at 25dB to any one frequency in either ear, at 1K, 2K, 4K, 500K, Hz.</p> <p>Fail if tympanogram is abnormal.</p>	<p>Speech Language Pathologists (SLP) Parent Educators</p>	<p>Any student failing puretone and or tympanogram should be rescreened within 4-6 weeks.</p> <p>Results shared with parents when referral criteria is met. Referral for professional examination, if warranted. Screening summary and evaluation plan, if applicable.</p>

PERIODIC SCREENING CHART BY AREA

Carl Junction R-1 School District

<u>AREA</u>	<u>MEASUREMENT PROCEDURE</u>	<u>TIME LINE</u>	<u>PASS/FAIL CRITERIA</u>	<u>PERSONNEL</u>	<u>USE OF SCREENING RESULTS</u>
MOTOR	Ages & Stages Questionnaire (ASQ)	1-2 year olds; on-going	Developmental Norms and Professional judgment	Parents as Teachers	Share results with parents; refer if needed.
	DIAL 4 (diagnostic only)	3-4 year olds; April and on-going	Developmental Norms and Professional judgment	Parents as Teachers	Share results with parents; refer if needed.
HEALTH & PHYSICAL DEVELOPMENT	Periodic review of: 1. Attendance records and 2. Immunizations 3. Records of Medications 4. Continuous informal observations Voluntary ACHE Dental	1yr-4yr olds: April and on-going K-1st grade: Fall 2 yrs-12th grade and New students/referrals K-12: Ongoing Ongoing Education and Dental Days	Developmental Charts State regulations	Nurse Parent Educators	Results recorded in SIS Development of screening summary and evaluation plan if applicable. Advise parents to seek professional examination, if warranted.
COGNITIVE TO INCLUDE ADAPTIVE BEHAVIOR	DIAL 4 (diagnostic only)	3-4 year olds as referred	Referral if score is below the 16th percentile.	Parent Educators	Share information with parents.
	Stanford Binet 5	Grades 1-12 as referred	95th percentile for gifted; See DESE Standards & Indicators Manual for Special Education	Counselor/Psych-ol ogical Examiner	Used to refer to gifted program or special education. Special Education/Gifted Teachers and Parents are informed of results.
	Wechsler Intelligence Scale for Children - IV (WISC-V)	Ages 6-16 - as referred			
	Wechsler Adult Intelligence Scale - III (WAIS-III)	Ages 17 and up - as referred	95th percentile	Gifted Program teachers	To qualify for gifted program and determines if student advances to intelligence testing. Parents receive results in a letter.
	Scales for Identifying Gifted Students (SIGS)	1-12 grade -- as referred			

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Carl Junction R-1 School District

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SPEECH & LANGUAGE	Informal Screening	1-4 year olds who come through preschool screening and home visits	Developmental norms and Professional Judgment	Parent Educators SLP	Share results with parents. Refer if needed.
	DIAL 4 (diagnostic only)	3-4 year olds-on-going	Developmental norms and Professional Judgment	Parent Educators SLP	Share results with parents. Refer if needed.
	Joilet 3 minute preschool speech and language screening	3-4 year olds-on-going	Developmental norms and Professional Judgment	Parent Educators SLP	Refer for comprehensive evaluation and develop evaluation plan if warranted.
	Joilet 3 minute speech and language screening revised	K, 1 annually and new students	Professional Judgment	SLP	Instructional information for teacher.
	Informal Screening	2-12 grade by teacher referral	Professional Judgment	SLP	Monitor for possible referral.

PERIODIC SCREENING CHART BY AREA

Carl Junction R-1 School District

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DYSLEXIA	i-Ready	K & 1	i-Ready norms	Classroom Teachers	Used to determine if student is at-risk for dyslexia and to share information with parents. Helps to focus the Rtl Intervention.
	RAN/RAS Rapid Automatic Naming Rapid Alternating Stimulus	K & 1 & 4-12 as needed	RAN/RAS Norms	ELA Instructional Coach	
	i-Ready	2 & 3 & 4-12 as needed	i-Ready Norms	Title Teachers	
	LETRS Basic Spelling Screener	2 & 3	Assessment Norms		
	Flynt-Cooter Reading Inventory	4-12 as needed	Hasbrouck & Tindal ORF Norms (2017)		
	Heggerty (Diagnostic Only)	K-3 as needed	<90% on any section requires remediation		
	PAST (Diagnostic Only)	K-12 as needed	<80% requires remediation		

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Carl Junction R-1 School District

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SOCIAL & EMOTIONAL DEVELOPMENT	Continuous informal observations DIAL 4 parent questionnaire	3-4 year olds	Checklist of age appropriate behaviors, if difficulties are noted, the situation will be reviewed and a referral will be made, if warranted.	Classroom Teacher, Principal, Counselor, Parent Educators	Share information with parents.
	Parent conferences	K-12			
ACHIEVEMENT AND VOCATIONAL	DIAL 4 (diagnostic only)	Kindergarten: Spring or upon entry	None	Parent Educators SLP	Qualifier for special programs, instructional planning, and screening summary if applicable. Screening for special services.
	Missouri Assessment Program (MAP), MAP-A	Grades 3, 4, 5, 6, 7, 8, 9, 10, 11; Spring	State Norms	Counselors, Teachers, and Paraprofessionals	Information qualifiers for Title I Programs, screening summary, and instructional planning. Also, screening for Gifted, and Duke Talent Identification Program.
	EOC	Grades 8-12; Fall or Spring			

PERIODIC SCREENING CHART BY AREA

Carl Junction R-1 School District

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ACHIEVEMENT AND VOCATIONAL continued	Armed Services Vocational Aptitude Battery (ASVAB)	11 th grade: Fall	National Norms	Counselors and Armed Service Personnel	Results should be used with other information to develop career interests and awareness and assist in the planning of the high school program.
	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Selected Sophomores and Juniors: October	National Norms	Counselors	College entrance and scholarship information.
	ACT or Scholastic Aptitude Test (SAT). Information provided to the students	Sophomores, Juniors and Seniors October through June	National Norms	Counselors	College entrance and scholarship information.
	Missouri Connections	9-12	None	Counselors	Share information with students for career planning.

TESTING CALENDAR ***2026-2027***

<u>DATE</u>	<u>ACTIVITY</u>	<u>GRADE</u>	<u>Coordinator/Staff</u>
Ongoing: Referrals or notification of new students, if necessary	*Speech, Language, Hearing, & Vision Screening for new and referred students	K through 12	Speech Pathologist and School Nurse
March and April 2027	*Preschool Screening	3-4 years	Early Education Center Principal & Staff
August 24, 2026 through December 2026 & Ongoing	*Make-ups for Speech, Language, Hearing & Vision Screening	K	Speech Pathologist, Primary K-1 School Nurse
August 24, 2026 – September 25, 2026 & Ongoing (within 30 days of enrollment for new students)	*WIDA-ACCESS Placement Test WIDA Screener Online	Possible ELLs in K-12	ELL Coordinator
First Six Weeks of School	Kindergarten Observation	K	Title 1 Teachers, Classroom Teachers, Principal, Director of Academic & Human Services
Fall: 9/28-10/1 (1st) Winter: 1/25-1/29 (K) Spring: 4/26-5/5 (K-1)	Foundations Benchmark Testing	K-1	Principals, Classroom Teachers
Fall: 9/2-9/11 Winter: 1/19-1/29 Spring: 4/26-5/5	LETRS Spelling Screener	2-3	Classroom Teachers
	<i>*Required by the state</i>		
Fall: 8/27-9/4 (2-8) 10/5-10/12 (1) Winter: 1/6-1/15 (1-8) Spring: 5/10-5/21 (1-8)	i-Ready Inform Math Assessments*	1-8	Principals, Classroom Teachers

DATE	ACTIVITY	GRADE	Coordinator/Staff
Fall: 9/2-9/11 (1-8) 10/12-10/21 (K) Winter: 1/19-1/29 (K-8) Spring: 4/26-5/5 (K-8)	i-Ready Inform Literacy Assessments*	K-8	Principals, Classroom Teachers
Fall: 8/24 – 9/11 Winter: 12/1 – 12/18 Spring: 5/10 – 5/27	IXL – Algebra, Math Principles classes, ELA I & II	9-11	Principals, Classroom Teachers
October 2026-April 2027	*Vision Screening	1, 2, 3	Primary K-1 School Nurse
October 21, 2026	Preliminary Scholastic Aptitude Test (PSAT) optional for sophomores & juniors	10 th & 11 th	High School Counselors
September 22, 2026	Armed Service Vocational Aptitude Battery (ASVAB)	11 th	High School Counselors and Armed Service Personnel
January 4 – February 26, 2027	*Assessing Comprehension and Communication in English State-to-State (ACCESS)	ELL Students K-12	ELL Coordinator
Fall: 9/14/26-12/18/26 Spring: 2/1/27-5/21/27	*MAP-A Science *MAP-A English Language Arts and Mathematics	3 rd – 8 th , 11 th	Special Education Director, Special Education teachers
April 5 - May 14, 2027	*Missouri Assessment Program (MAP): ELA 3-8, MATH: 3-8 SCIENCE: 5 & 8	3rd - 8th grade 3-6 (4/20-5/5) 7 & 8 (4/20-4/29)	Building Principals, Counselors, Staff, and Satellite School Director and Staff
	<i>*Required by the state</i>		

Fall Window: 10/19/26 - 1/22/27 Spring Window: 3/8/27 - 5/14/27	*Missouri End of Course Assessments (EOC): Government ELA 2 JH/HS Algebra I Biology Algebra II	Fall testing in HS as needed Spring testing 8-12 TBD within DESE window	Junior High, High School, Alternative School Counselors and Staff
Fall 2026 Spring 2027	*Missouri Assessment Program (MAP): Locally Assessed PHYSICAL EDUCATION	5 (2/8-2/12) JH (8/31-9/4, 12/7-12/11, 1/11-1/15, 5/3-5/7) 9th PE (12/7-12/11, 5/3-5/7)	Int. Physical Ed. Staff, JH Physical Education Staff HS Physical Education Staff Satellite School Director and Staff
April – May 2027	*Checklist and Observations for Title I criteria	K through 6 th	Classroom Teachers
March 2027	*Kindergarten Enrollment & Screening	Pre-K	Primary Principal & Staff
May 2027 & as needed	*U.S. and Missouri Constitution Tests and American Civics	10 th -12 th	HS Social Studies Department
May 6, 2027 @ 12:00 pm	Advanced Placement Chemistry	11 th & 12 th	AP Test Coordinator
May 5, 2027 @ 8:00 am	Advanced Placement English Literature & Comp.	11 th & 12 th	AP Test Coordinator
May 14, 2027 @ 12:00 pm	Advanced Placement Psychology	11 th & 12 th	AP Test Coordinator
May 7, 2027 @ 8:00 am	Advanced Placement Government	10 th - 12 th	AP Test Coordinator
May 3-14, 2027	Various AP Exams as needed for online courses	10 th & 12 th	AP Test Coordinator

October 17, 2026 @ CJ December 12, 2026 @ CJ April 10, 2027 @ CJ ACT offered, but not at CJ: September 19, 2026 February 27, 2027 June 12, 2027 July 10, 2027	ACT-Testing dates	9 th , 10 th , 11 th , & 12 th	Counselors & ACT website www.act.org
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