



SJSD Formative Assessment Protocol

Small group testing can be utilized in Kindergarten and 1st grade to support students' developmental needs and provide a more focused testing environment. A gradual release approach should be implemented in 2nd grade to help prepare students for whole-group testing, which becomes more prevalent in 3rd grade and continues through high school.

Setup & Preparation

- Communicate with all stakeholders, including building leaders, colleagues, students, and parents, regarding when the assessment will be administered.
- Signage should be placed on the door to indicate that testing is occurring so that disturbances are kept to a minimum.
- Arrange all appropriate resources and materials to help students use strategies effectively in demonstrating their learning.
- Ensure students are aware of the goals they are striving to achieve before the assessment, providing clarity on expectations.
- Organize seating to ensure that all students are at tables or desks, arranged to allow the proctor or teacher to circulate and monitor effectively. Set up the space to minimize distractions and maintain student privacy, creating an environment conducive to focus and success.
- Prepare student notes ([math notes](#)) and scratch paper to ensure they have the tools needed to organize thinking and work through problems.
- Prepare a meaningful and engaging activity or learning opportunity for students who finish the assessment early, ensuring it can be completed without using a computer.

Instructions & Accommodations

- Provide clear, concise instructions prior to the assessment and testing expectations.
- Implement all accommodations outlined in students' IEPs, 504 plans, or other approved documentation, such as extended time, alternate testing environments, or the use of tools consistent with state assessment guidelines.
- Allow time for students to ask questions before beginning the assessment.
- The test examiner may pronounce a single word within a sentence to a student if clarification is required.

Monitoring & Supervision

- Ensure all phones and watches are turned off or securely stored to maintain a focused and distraction-free testing environment.
- Actively monitor students to ensure they remain on task and follow instructions.

- Walk around the room to observe and address student needs or technical difficulties.
- Maintain a quiet, focused atmosphere with overhead lights on and no music to create an environment that supports student concentration.
- Collect all testing materials, including notes, scratch paper, or any student work, to maintain security and confidentiality.

Addressing Issues

- Address technical difficulties promptly. For unresolved issues, contact your building principal, Help Desk (816-671-4444 or [Tech Ticket](#)), or instructional coach for assistance.
- Ensure that all students complete their testing before the district administration window officially closes. This includes ensuring assessments are completed for any students who were absent during the initial testing period.

Reflection & Adjustment

- Celebrate and acknowledge the contributions of all stakeholders in the assessment process, highlighting their role in driving student growth and achievement.
- Analyze assessment data to identify trends, inform future instruction, and pinpoint areas for growth.
- Adjust assessment practices to enhance efficiency, equity, and alignment with instructional goals.
- Collaborate with colleagues to reflect on the assessment process, identify areas for improvement, and develop solution-oriented strategies to enhance future assessments (a formative practice NOT used during state-wide testing).
- Collaborate with special programs and support staff to review the effectiveness of accommodations provided during the assessment and plan follow-up interventions or supports to ensure continued growth and success for students with special needs.
- Share results with families in a clear and timely manner, including actionable strategies to support ongoing learning at home.

This protocol does not replace the statewide summative assessment outlined in the [Guide to the Missouri Assessment Program](#).