STRAFFORD R-VI SCHOOL DISTRICT

Districtwide Assessment Plan

2019-2023

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Part I- Introduction

Rationale: The Strafford R-VI School Board supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about data analysis, test-taking strategies, test security policies, and motivating students to perform well;
- increased public awareness of student achievement.

Overview

The Strafford R-VI School District's local assessment plan includes all components as specified in the following <u>MSIP 5 Performance Standards:</u>

MSIP 5 Performance Standard 1: *Academic Achievement—The district administers assessments in accordance with the Missouri Assessment Program (MAP) to measure academic achievement and analyzes student performance over time*.

MSIP 5 Performance Standard 3: *College and Career Readiness—The district provides adequate post-secondary preparation for all students.*

The Strafford R-VI School District's local assessment plan includes all components as specified in the following <u>MSIP 5 Resource and Process Standards:</u>

MSIP 5 Standard I-2: *Instructional staff uses effective assessment practices to monitor student learning and adjust instruction.*

MSIP 5 Standard I-4: *The district administers state- required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices.*

In compliance with the standards, Strafford's local assessment plan includes:

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used and disseminated;
- guidelines for including students with special needs into the state and district-wide assessment programs;
- guidelines for professional development in relation to state and local assessments;
- an overview of data review and analysis decision making process.
- guidelines for teaching test-taking strategies;

- strategies to motivate students to do well on district and state assessments;
- and a district test security policy.

Process and Involvement: The school district used varied processes to develop the different components of the local assessment plan. Faculty and administrators who are involved in the assessment process reviewed the previous local assessment plan. Updates were made to the information to reflect current assessment practices, schedules and tools used at the local and state level. This plan reflects input from teachers, administrators, school board members, students, parents, and the community. It is the belief of the Strafford R-VI School District that the local assessment plan reflects local autonomy in order to obtain desired outcomes.

Committee members for the District Assessment Plan include the following:

Role	Role
Special Education Director	Middle School Principal
District Test Coordinator	Elementary Science Teacher
Elementary Counselor	Middle School Math Teacher
Middle School Counselor	High School English Teacher
High School Counselor	Parent
Nurse	School Psychological Examiner

Part II- Testing of Student Achievement

Purpose and Types:

1. **Student Achievement:** This involves the assessment of student mastery of the intended learner outcomes. Information is gathered by educators based on testing, projects, guided discussions, learning activities, observations, as well as oral and written exams. This information helps with local decisions regarding instructional effectiveness, appropriate placement for student learning, and necessary curriculum changes or improvement. Additionally, this information can be highly useful when measuring student engagement, research-based instructional strategies, and indicators for necessary professional development.

2. **School and District Evaluation:** Students are put into situations at the end of their learning in specific content areas and courses to demonstrate their mastery of specified learner outcomes. These can take various forms: mid-terms, finals, unit assessments, benchmarks, performance tasks, or high stakes testing. It is the last form of summative assessment that meets compliance for MSIP 5. These include grade level assessments, grade-span assessments, end of course exams, and end of high school exams. Additionally, there are skills assessments in specialized subjects: technology, physical fitness, and US Constitution.

3. **Instructional and Curriculum Changes:** While more difficult to assess, program evaluation is critical for the periodic examination of the overall effectiveness. Areas evaluated annually include: success of the program (in relation to goals and objectives), analysis of the effectiveness (how does the data relate to the goals and objectives), recommended changes and further action to be taken. Each content area examines the data and analyzes the effectiveness in October of each school year. These evaluations are then compiled and submitted to the local school board for review and questions. Administrators work with the content areas on the recommended changes and accountability of the evaluations.

4. **Student Counseling and Placement:** Student performance in courses can determine placement in the next class along the pathway to graduation. Decisions regarding this placement are made at the building level by teams of professionals, as well as the parents and/or student. Additionally, some assessments are treated as interest inventories that are predictors for future academic placement and prerequisites, including:

- understand his/her achievement and academic needs;
- plan a school program of studies;
- make career decisions;
- plan for college or advanced training;
- and make wise personal decisions.

Note:
- Instruments used for health screenings are described in the district comprehensive health plan.

- Individual diagnostic tests used for the purpose of placement in special education can be found in the office of the special education office.
- Interest inventories used for career education/exploration can be found in the middle and high school guidance offices.

Development and Implementation:
In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the statewide assessment standards to monitor the progress of all students in meeting the Missouri Learning Standards. Other assessments given on a district-wide basis is described in the chart contained in the appendix section of this plan.

The districtwide assessment program is used as a vehicle for furnishing the needed information to decision makers, including the School Board, administrators, teachers, parents/guardians, and students. The School Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The School Board will annually review performance data disaggregated for the super subgroup, as defined by the state. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide districtwide decisions.

There shall be involvement in the development of the districtwide assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program effectively.

The tests included in the district-wide assessment program include:
- tests mandated by federal and state programs;
- tests mandated by federal and state law;
- tests mandated by the district-wide assessment plan for specific grades and subgroups.

In compliance with the Fifth Cycle MSIP Standard 1, the chart in this section will:
- list what tests and assessments are included in the district-wide assessment program;
- list the grade the test is given;
- describe how the results are used;
- describe how the results are disseminated.

A testing calendar is prepared and updated each year by members of the assessment committee, as well as school administration. It is a working document for the district and includes test date windows for administering specific tests *(see Appendix).*

Part III- Guidelines for Including Students with Special Needs in Districtwide Assessment Program

Rationale: Missouri promotes an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and is included in districts' assessment programs.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Senate Bill 319 states that IEP Students are exempt from SB319.

Every Student Succeeds Act (ESSA) was signed into law in 2015 by President Obama. The measure reauthorized the ESEA of 1973, with updates reflecting best research practices for students today. ESSA is designed to ensure that all students have a significant opportunity to have a fair and equitable high-quality education and to close educational achievement gaps. This is a component of the MSIP effort through these provisions:

- Requires all students in America be taught by high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress towards those high standards.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Individuals with Disabilities Education Act (IDEA)(Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs.

With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
- Children with disabilities be included in state and district-wide assessment programs*, with appropriate accommodations provided as necessary
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000.
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

In order to comply with federal laws and state mandates, the Strafford R-VI School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:

- MAP Grade Level, Grade Span or End of Course Assessments without Accommodations: Students with disabilities for whom this option is appropriate would participate in the MAP assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

- MAP Grade Level or End of Course Assessments with Accommodations: Students with disabilities for whom this option is appropriate would participate in the MAP assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

- MAP Alternate Assessment: A very small number (1% district-wide) of students with significant disabilities will not be able to participate in the MAP grade level or EOC assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

2. The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment program.

Is the student working toward the same instructional goals as other students?

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of each of the MAP assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.

Is the student working toward modified instructional goals?
Students are working toward modified instructional goals if attainment of these goals will typically prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in general education curriculum. These students will participate in all parts of the MAP assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will likely require accommodations in testing procedures.

Is the student working toward different instructional goals than other students?
Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.

3. The IEP team will use the following key points as premises when making state and local assessment participation decisions.

- 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 program 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.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.
- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.

- It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.

4. The IEP Team will use the following process to make judicious decisions about accommodations during participation in the state assessment program and the district-wide assessment program.

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessments. Team members should look through the MAP released items and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP assessments, the MAP Alternate Assessment, and the assessments included in the district-wide assessment program should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program to identify potential accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program.

IEP team members should ask themselves:
- *Does this accommodation change what is tested?*
- *If this accommodation is used, is the integrity of the test protected?*
- *Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?*
- *Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?*
- *Does the accommodation threaten test security?*

Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team needs to document the reasoning behind using these non-approved accommodations. (Note:

The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)

5. The following information related to assessment will be included in the IEP:

- a description of how a student will participate in the state and district-wide assessment programs.
- statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
- a statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed. (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)

6. Parents of students with special needs will be part of the IEP team discussion and will be informed about:

- options for their child's participation in the state and district-wide assessment programs;
- the benefits to be gained as a result of participating in standardized testing;
- the reporting policies of IDEA regarding student achievement;
- accommodation options for the state and district-wide assessments;
- any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.

7. Once the test results are obtained from DESE and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students. The district will comply with IDEA, DESE, and ESSA guidelines in the reporting of state and district-wide test results.

8. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.

*District-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e. all 2nd grade students, all students enrolled in 6th grade reading classes, all boys in the district, all kindergarten students, etc.)

Placement in Special Services:
Placement for special services are determined through a series of screenings, observations, and evaluations. The following chart details the information regarding the evaluation tools used to determine needs of these students.

Part IV- Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Strafford R-VI School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the needs of the School Improvement Plan. The information contained in this narrative will address professional development related to student assessment.

The topics related to state and district-wide assessment that will be addressed in in-service opportunities will be:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of the super subgroup to determine changes that need to be made to improve performance that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of Strafford R-VI School District will work in conjunction with administrators to provide professional development opportunities for all staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups/focus groups/vertical teams;
- building level/district-wide in-services facilitated by Assessment Coordinator and department chairs; promote attendance to local, regional, and statewide opportunities hosted by organizations which support improving student achievement (e.g., RCET, GOCSD, professional organizations, DESE)
- peer coaching through the mentor/protégé program and teacher observations;
- teacher collaboration by common planning and/or departmental meetings;
- enrollment in on-demand training opportunities provided by organizations such as EdHub, DESE, NWEA, or professional groups specific to improving assessment readiness and improving performance.
- attendance at state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending meetings offered by teacher organizations, and/or colleges/universities;

- enrollment in graduate-level courses related to profession.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators.

Strafford R-VI School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, foster data-driven decision-making, and create learning cultures within each building.

Part V- Teaching Test-Taking Skills to Students

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, the Strafford R-VI School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject area MAP Assessments contain multiple types of items.

- Selected response items in which students choose the correct answer from given choices.
- Technology Enhanced response items make use of technology in the presentation of the item, the ways in which students respond, or both. TECR Questions include embedded selected response, hot text, table fill in, drop-down equation, multiple choice/multiple answers, matching tables, numeric, etc.
- Constructed Response or Short Text items require students to supply an appropriate response rather than making a selection from a list of choices.
- The performance event or writing prompt requires students to write an extended response to apply knowledge. The performance event or writing prompt usually takes more time to complete and requires students to give reasoning to support the answers. In English Language Arts, the student will have multiple text selections to read and examine that will build the context for the writing prompt. Students will need to reference these in order to construct a sophisticated piece of writing. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim. Thus, the performance event or writing prompt require students to apply knowledge in a variety of ways.

Strategies for all types of assessment should occur regularly within the instructional process. Teachers will teach skills and processes needed for students to be successful in responding to different types of assessment items. Emphasis and practice will also be ongoing to prepare students for computer-based assessment scenarios that are similar to those on MAP.

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- address all parts of the question;
- include specific examples from the text in the response;
- make reference to specific characters and titles in the response;
- give specific examples to support a claim;

- show the major steps in the solution process (math);
- give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- include a title and labels when creating a graphic organizer;
- not stop at just one correct answer but to think about and write more correct answers;
- make sure pronouns are preceded by antecedents in the response;
- use major elements of the question/item stem as statements in the answer.

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

- Formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- Consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- Consider multiple criteria when solving problems or answering questions (or creating
- answer/solutions that meet required specifications); interpret data (i.e., a picture, graph,
- data, etc.) to make an inference needed to answer a question; organize data in different
- forms to show meaning (construct a graphic organizer that shows…, make a chart to
- show…, draw a series of pictures to show…, design a poster that shows…, etc.);
- Describe the process used for finding the solutions or tell why the proposed solution is the best.

The Strafford R-VI School District views teaching students the skills and processes needed to be successful on the MAP assessment as synonymous with teaching students to be successful in life.

Part VI- Test Security Policy for all Standardized Tests

Storage and Access Before Test Administration

1. All Missouri assessment documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The test coordinator or individual responsible for the program will assume responsibility for contacting the appropriate testing coordination site if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).
7. Teachers will have access to the appropriate documents including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions and monitoring the test setting.
3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

Test Administration

All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.

1. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.
2. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.

3. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
4. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
5. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.
4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all afore-stated precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:
2. Copying any part of a standardized test booklet for any reason.
3. Removal of a test booklet from the secure storage area except during test administration.
4. Failure to return all test booklets following test administration.
5. Directly teaching any test item included on a standardized test.
6. Altering a student's responses to items on an answer sheet.
7. 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 to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
8. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any unfair practice, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken.

All district personnel involved in administering standardized tests will be given a copy of the sanctions of unfair practices from the district assessment plan and be asked to verify they have read and understand the ramifications for not adhering to all prescribed security measures. Verification must be obtained once every three years, or when policy changes are made.

School Board Policy: ILA *Test Security*
Adopted: October 18, 2001; Revised July 17, 2014

Part VII- Motivating Students to Do Well on State and Districtwide Assessments

Strafford R-VI School District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the MAP assessments.

Each building within the district will decide what strategies to use to motivate students to do their best. Some incentives **may** include:

- tangible incentives such as field trips, coupons, tickets, books, etc.
- certificates or medals for individual students
- class recognition or rewards such as parties, extra recess, special lunch, etc.
- goal setting and reflection of previous performance
- small group instruction related to specific concepts, strategies, or skills
- grade enhancements, additional credit for final grades, etc.
- required summer school attendance or remedial instructional requirements
- use of a scoring guide to assign points for appropriate testing behavior, which includes a positive attitude and the appearance of putting forth an effort on the test

As a way of motivating student prior to spring testing, teachers in each building will develop a program for providing recognition for students' previous performance, shortly before the MAP testing. During the MAP, testing behavior such as a positive attitude, good attendance, and the appearance of putting forth an effort will be used on a scoring guide. Students will earn ongoing incentives related to their performance on the scoring guide which will be given throughout the week(s) of assessment.

Students taking courses that have a required End of Course Exam will be notified through the course syllabus that the exam will represent 10% of their semester grade. The compressed curved formula will be applied to the raw score, which factors in the different levels of difficulty represented in the questions. Further details regarding EOC test administration policies can be found in the appendix of this plan.

Part VIII- Data Analysis Purpose and Procedures

Strafford R-VI School District believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, polices, and student placement. All types of data, both aggregate and disaggregate, are reviewed on a continual basis. In regards to MAP and EOC data, teachers will analyze the data in multiple ways, these include:

- Data Analysis using Item Benchmark Data Reports and Goal Process Data Reports (when available from DESE).
- Examine trends in low performing standards and document how the standard is currently taught and assessed. Research best strategies for improvement.
- Share and investigate vertical trends in content areas, as well as closer examination of scope and sequence between neighboring grades or courses to ensure alignment and progression is appropriate.
- Review scores for individual students and make decisions about interventions, services, and appropriate instruction for students in Below Basic and Basic Achievement Levels.
- Review scores for individual students and make decisions about interventions and appropriate motivation strategies for students on the cusp of improvement from Basic to Proficient and Proficient to Advanced Achievement Levels.

The individuals involved in the analysis process will include, but not be limited to, administrators, curriculum and assessment coordinator, and teachers. The types of data to be analyzed will include state and district-wide tests, ACT results, dropout data/ persistence to graduation, vocational placement, post-graduation studies, demographic, etc.

The district realizes that using data to make appropriate changes is an on-going process. The data results will be used to take further action in: planning for professional development, determining areas of concern in the curriculum, instructional improvements, adjustments and evaluation of the CSIP, and the data will be used within content areas for decision making tools. The district will conduct an ongoing review of this data to make needed changes.

Appendix

A. *Districtwide Assessments- Large and Small Scale*
   Pre-K Testing
   Kindergarten- Second Grade
   Third – Fifth Grade
   NWEA Testing, K-8
   Sixth- Eighth Grade
   Ninth- Twelfth Grade
   Health and Physical Fitness
   Special Education

B. *EOC Testing Guidelines*

C. *Yearly Testing Calendar*

A. Districtwide Assessments- Large and Small Scale

Pre-Kindergarten through School Entry

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Ages and Stages Questionnaire (ASQ)	Children who participate in PAT program	12, 24, and 36 months old	Parent Educator	A measure of developmental progress in the areas of: language, fine and gross motor, and personal/social development.	The results are reviewed with parents to show developmental progress, emerging skills, and possible delays. Results may be shared with other agencies to secure services for special needs.
Developmental Indicators for Assessment of Learning (DIAL-4)	Students preparing to enter kindergarten	March-August	Educators assisting with Kdg Screening	Measures the development of concepts, language and motor skills	Verbal and written results are shared with parents after screening. Students who have deficiencies are referred for further evaluation.
Beltone Audiometer, Pure Tone Screening				Identify deficiencies in hearing.	
Strafford Speech & Hearing Screening Protocol				Various tools are used to measure articulation, production, language to determine if the student is meeting age-appropriate development.	
Physical Measurements				Measurement of child's height and weight.	
Lighthouse Cards, Vision Screening				Determine possible vision concerns.	
SpeechEase				Identify articulation and expressive/receptive language concerns.	

Kindergarten through Second Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
District Standards Checklist	All Kdg students	Quarterly	Classroom teachers	Monitor student progress in attaining skills and concepts identified by teachers to be high priority during kindergarten.	Results are posted to student information system which are viewable by parents/guardians. Classroom teachers keep record of student progress.
Developmental Reading Assessment, 2nd edition (DRA-2)	All K-2 students	Fall, Winter, Spring	Classroom teachers, Title I Teachers	To identify instructional priorities for individual students. These include phonemic awareness, phonics, fluency, vocabulary, comprehension)	Results are analyzed by classroom teachers, Title I Interventionists, and administrators to monitor growth of students' reading performance and to make recommendations for further interventions.
SAGES-3	All 1st grade students	Spring	Classroom teachers, Gifted teachers	Group-administered instrument used to identify students for further evaluation for academic gifted interventions.	Results are analyzed by the gifted teachers and counselors to make determinations. Results are also shared with first grade teachers.
NWEA MAP Growth: Math, Reading	All K-2 students	Kdg: Winter, Spring 1-2: Fall, Winter, Spring	Classroom teachers	Identify and monitor math and reading skills/concepts learned by individual students over time.	Results are analyzed by classroom teachers, reading specialist, and resource teachers. Results are shared with students and parents at least one time per year.
NWEA Skills Checklists	Students selected for dyslexia screening	First 30 days of school	Classroom teachers, School Testing Coordinator (STC)	Used as screening to meet state guidelines for identification of dyslexia. Checklists used include: Letter ID, Decoding Patterns, Matching Letters/Sounds	Results are analyzed by the counselor, reading specialists, and special education staff. A record of screening is indicated on student's permanent file with notes regarding further intervention.

Third through Fifth Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Developmental Reading Assessment, 2nd edition (DRA-2)	3rd- 5th grade	September, December, May	Reading Interventionists, Classroom teachers	Students reading below 4.0 grade-level equivalency are evaluated to identify instructional priorities for reading. This assists in the decision-making process to provide reading intervention services for students.	Results are shared with classroom teachers, interventionists, and administrators to determine needs to provide services. Parents are notified if services are recommended.
Basic Reading Inventory (BRI)	Identified 3rd-5th grade students	Fall	Title I teachers	Individually administered informal reading assessment used for identfifying students who would benefit from additional reading interventions.	Results are shared with classroom teachers, parents, and administrators. The results are used to make decisions regarding services for students with reading needs.
SAGES-3	Identified 3rd-5th grade students	Spring	Gifted teachers	Individual or group-administered instrument used to identify students for further evaluation for academic gifted interventions.	Results are analyzed by the gifted teachers and counselors to make determinations. Results are also shared with referring teachers and counselor.
NWEA MAP Growth: Math, Reading (2-5)	3rd- 5th grade	September, December, March	Classroom teachers	Identify and monitor student growth related to concepts/skills at student's independent level. Data reports allow for use with students and teachers to make instructional adjustments to meet student needs.	Fall- students participate in goal setting. Winter- students reflect on performance and make new goals for spring. Spring- parents/students receive report of progress for the year. During each window, teachers analyze group data and use individual data for instructional planning.

Third through Fifth Grade (cont'd)

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Missouri Assessment Program (MAP)- English Language Arts and Math Grade Level Assessment (GLA)	3rd- 5th grade	April, May	Classroom teachers and proctors	MAP assessments are given in compliance with state/federal guidelines. Assessments are used as means to evaluate school districts, programs, and overall student achievement	The board annually reviews aggregated and disaggregated data in order to effectively monitor student achievement. Teachers and administrators analyze the results. Students and parents are provided student reports.
MAP- Science Grade-Span Assessment	5th grade	April, May	Classroom teachers and proctors	MAP Science assessment is given in compliance with state/federal guidelines. This assessment measures student achievement for grades 3-5 science concepts and skills.	The board annually reviews aggregated and disaggregated data in order to effectively monitor student achievement. Teachers and administrators analyze the results. Students and parents are provided student reports.
MAP- Alternate (ELA, Math, Science)	Identified Special Education students	Fall, Winter, Spring Science- 5th only	Special Education Teacher	Administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.	Results are analyzed by special education teachers and administrators. Results are also included with school board review of assessment data. Individual student results are disseminated to parents/guardians in compliance with state guidelines.
WIDA Access Test for ELLS	Identified ELL students	Winter	Special Education Teachers, Director	This test meets DESE requirements to monitor students who qualify for ELL services. The test measures the student's progress in becoming a English Language Learner.	Results are reported to the district and are accessible for teachers, parents, and administrators. Thes are kept on file in the special education office and in the student's test record.

NWEA Testing, Kindergarten through Eighth Grade

Test Name	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Growth: Algebra I MO 2016	8th Grade Algebra Students	classroom teacher	Fall, Winter, Spring	Identify and monitor student growth related to concepts/skills taught in Algebra I. Used for comparison to and prediction of performance on statewide testing.	Fall- students participate in goal setting. Winter- students reflect on performance and goal set in fall. Spring- parents/students receive report of progress for the year
Growth: Math 2-5 MO 2016 Growth: Reading 2-5 MO 2016	2nd-5th Grade Students	classroom teacher	Fall, Winter, Spring	Identify and monitor student growth related to concepts/skills at student's independent level. Data reports allow for use with students and teachers to make instructional adjustments to meet student needs.	Fall- students participate in goal setting. Winter- students reflect on performance and goal set in fall. Spring- parents/students receive report of progress for the year. During each window, teachers analyze group data and use individual data for instructional planning.
	6th-8th SpEd Students	resource teacher, para-professional	Fall, Winter, Spring		
	6th Grade Students	classroom teacher	Fall only	Students in 6th grade have not yet been exposed to 6th grade instruction. The Growth: 2-5 test is appropriate for the fall window.	
Growth: Math 6+ MO 2016 Growth: Reading 6+ MO 2016	6th Grade Students	classroom teacher	Winter, Spring	Identify and monitor student growth related to concepts/skills at student's independent level. Data reports allow for use with students and teachers to make instructional adjustments to meet student needs.	Fall- students participate in goal setting. Winter- students reflect on performance and goal set in fall. Spring- parents/students receive report of school year progress.
	7th-8th Grade Students	classroom teacher	Fall, Winter, Spring		
Growth: Math K-2 MO 2016 Growth: Reading K-2 MO 2016	Kindergarten Students	classroom teacher	Winter, Spring	Identify and monitor student growth related to concepts/skills at student's independent level. Data reports allow for use with students and teachers to make instructional adjustments to meet student needs.	Teachers analyze data for goal setting at the grade level. Use individual data for interventions. Spring- parents receive report detailing student progress during the year.
	1st Grade Students	classroom teacher	Fall, Winter, Spring		
	MAP-A Students	resource teacher, paraprofessional	Winter only	Students identified with significant cognitive deficiencies will participate in NWEA testing at the most appropriate difficulty level for their individual ability.	Results are available for parents. Results may be useful for IEP goals, evaluation results, or to make other instructional decisions regarding the student.

NWEA Testing, Kindergarten through Eighth Grade (cont'd)

Test Name	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Screening: Math 2-5 MO 2016 Screening: Reading 2-5 MO 2016	2nd-5th Grade Transfer Students	school counselor	Ongoing	As students enroll in a new school, it may be appropriate to get baseline academic information. The screening allows the counselor and classroom to teacher to determine placement, as well as math and reading instructional levels.	Classroom teacher receives summary of results.
Screening: Math 6+ MO 2016 Screening: Reading 6+ MO 2016	6th-8th Grade Transfer Students	school counselor	Ongoing		
Screening: Math Early Numeracy Screening: Reading Early Fluency	Kdg- 2nd Grade Transfer Students	classroom teacher, school counselor	Kdg- Fall 1st/2nd- as needed Transfer-ongoing	To get baseline information on general foundational skills.	Classroom teacher receives summary of results.
Skills Checklist: Math Computation-10/20 Numbers; 10/20 Problem Solving Skills Checklist: Math NumberSense-10/20 Count-Order-Place Value	1st Grade Students	classroom teacher	Ongoing	Gauge student mastery of skills appropriate at this grade level. Checklists are given after instruction related to the skill.	Classroom teacher receives individual and summary of results.

NWEA Testing, Kindergarten through Eighth Grade (cont'd)

Test Name	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Skills Checklist: Math Computation- 10 Numbers Number Sense- 10 Count-Order-Place Value; 10 Representation	Kindergarten Students	Classroom teacher	Ongoing	Gauge student mastery of skills appropriate at this grade level. Checklists are given after instruction related to the skill.	Classroom teacher receives individual and summary of results.
Skills Checklist: Reading Letter Identification	Kindergarten Students	classroom teacher	Ongoing	Gauge student mastery of skills appropriate at this grade level. Checklists are given after instruction related to the skill.	Classroom teacher receives individual and summary of results.
	1st-2nd Identified Students for Dyslexia Screening	school counselor	First 30 days of school	Determine if student has discrepancy in attainment of foundational reading skills which might result from traits related to dyslexia.	Reading interventionists, Special Education Director, and School Counselor review results to make any necessary decisions regarding interventions.
Skills Checklist: Reading Matching Letters to Sounds	Kindergarten Students	classroom teacher	Ongoing	Gauge student mastery of skills appropriate at this grade level. Checklists are given after instruction related to the skill.	Classroom teacher receives individual and summary of results.
	3rd-5th Students for Dyslexia Screening	school counselor	First 30 days of school	Determine if student has discrepancy in attainment of foundational reading skills which might result from traits related to dyslexia.	Reading interventionists, Special Education Director, and School Counselor review results to make any necessary decisions regarding interventions.
Manipulation of Sounds / Syllable Types- CVC-CVCe-R-Controlled	1st Grade Students	classroom teacher	Ongoing	Gauge student mastery of skills appropriate at this grade level. Checklists are given after instruction related to the skill.	Classroom teacher receives individual and summary of results.
Skills Checklist: Reading Decoding Patterns- Word Families	2nd-5th Students for Dyslexia Screening	school counselor	First 30 days of school	Determine if student has discrepancy in attainment of foundational reading skills which might result from traits related to dyslexia.	Reading interventionists, Special Education Director, and School Counselor review results to make any necessary decisions regarding interventions.

Sixth through Eighth Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
NWEA MAP Growth: Math, Reading	6th- 8th: Math, Reading	Math/Reading: Fall, Winter, Spring	Classroom Teachers	To evaluate growth of students' reading and math achievement over time.	Results are analyzed by classroom and resource teachers. Results are shared with students and parents at least one time per year.
MAP - English Language Arts and Math GLA	6th- 8th grade	April, May	Classroom teachers and proctors	MAP assessments are given in compliance with state/federal guidelines. The assessments are used as means to evaluate school districts, programs, and overall student achievement	The board annually reviews aggregated and disaggregated data in order to effectively monitor student achievement. Teachers and administrators analyze the results. The students and parents are provided student reports.
MAP- Alternate (ELA, Math, Science)	Identified Special Education Students	Fall, Winter, Spring Science- 8th only	Special Education Teacher	Administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.	Results are analyzed by special education teachers and administrators. Results are also included with school board review of assessment data. Individual student results are disseminated to parents/guardians in compliance with state guidelines.
WIDA Access Test for ELLS	Identified ELL students	Winter	Special Education Teachers, Director	This test meets DESE requirements to monitor students who qualify for ELL services. The test measures the student's progress in becoming a English Language Learner.	Results are reported to the district and are accessible for teachers, parents, and administrators. Thes are kept on file in the special education office and in the student's test record.
Developmental Reading Assessment, 2nd edition (DRA-2)	All 6th grade Identified 7th/8th grade	Fall, Spring	English Teachers	To identify instructional priorities for individual students. These include phonemic awareness, phonics, fluency, vocabulary, comprehension)	The results will be shared and analyzed with appropriate personnel to determine appropriate services. Results are provided for the parent and student.
MAP- Science Grade-Span Assessment	8th grade	May	Classroom teachers and proctors	MAP assessments are given in compliance with state/federal guidelines. The assessments are used as means to evaluate school districts, programs, and overall student achievement	The board annually reviews aggregated and disaggregated data in order to effectively monitor student achievement. Teachers and administrators analyze the results. The students and parents are provided student reports.

Sixth through Eighth Grade (cont'd)

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
MAP- Algebra I End of Course (EOC) Exam	8th grade Algebra students	May	Algebra I Teacher	In accordance with state guidelines, students participate in EOC exams after earning course credit in Algebra I.	Results are reviewed and analyzed by the teacher, administrators, and school board. Individual results are disseminated to students, parents/guardians.
Technology Proficiency	8th grade Technology Classes	Ongoing	Technology Teacher	In compliance with DESE, all 8th grade students must be able to demonstrate technological skills that are proficient, as determined by the ISTE and NETS standards.	Students who do not demonstrate proficiency at this level are highly encouraged to enroll in a Computer Applications course to further their skill development and proficiency.
Missouri Connections Interest Inventory	8th grade Careers Classes	Ongoing	Careers Teacher, School Counselor	Students enrolled in the Careers Class take an inventory test in order for the students to gain a better understanding about their potential and interests. This also helps the student to set academic goals.	Results are collected by the Middle School Counselor to assist in goal setting, course selection, and counseling with students. The students are also given the results.

Ninth through Twelfth Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
MAP- End of Course (EOC) Exams	Algebra I, Biology, English II, Government Algebra II (10th only)	Government-Winter All others-Spring	Classroom teachers and proctors	In accordance with state guidelines, students participate in EOC exams after earning course credit in Algebra I, English II, Biology, and Government. Students who took Algebra I EOC in eighth grade will take the Algebra II EOC.	Results are reviewed and analyzed by the teacher, administrators, and school board. Individual results are disseminated to students, parents/guardians.
Missouri Connections-Learning Styles Inventory	All 9th grade students	Winter	School counselor	The learning styles inventory is used to evaluate students' strengths and weaknesses. The survey also helps students identify the way they learn best.	Results will be reviewed with students and are available to school personnel and parents.
Missouri Connections- Career Assessment	All 10th grade students	Winter	School counselor	The career assessment and interest profiler is used to help students evaluate future career options and educational planning.	Results will be reviewed with students and are available to school personnel and parents.
American College Test (ACT)	9th- 12th grade students who plan to enroll in four-year colleges or universities	ACT National Test Dates	ACT Test Supervisors	The assessments are used as a means to assess knowledge and skills in preparation for college.	The school board, administrators, and teachers review performance data to effectively monitor student achievement, programs, and curriculum. The ACT Profile Report can be beneficial to identify trends and areas for instructional improvements.
Scholastic Aptitude Test (SAT)	9th- 12th grade students who plan to enroll in four-year colleges or universities	SAT National Test Dates	SAT Test Supervisors	The assessments are used as a means to assess knowledge and skills in preparation for college.	Students receive an individual report and submit scores to potential colleges/universities. The school also receives an individual report.
Preliminary SAT/ National Merit Scholarship Qualifying Test (NMSQT)	Identified 10th grade and 11th grade students (NMSQT)	October	School counselor	The PSAT test meets the criteria for 10th graders eligible for Missouri Scholars Academy. In 11th grade, students who take the PSAT can become eligible for the National Merit Program.	Students receive an individual report and will be notified regarding National Merit in 12th grade. The school also receives an individual report.

Ninth through Twelfth Grade (cont'd)

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Armed Services Vocational Aptitude Battery (ASVAB) test	All 11th grade students	November or January	Military personnel, school counselor	All 11th grade students participate in the ASVAB to meet state requirements. It measures a young adult's strengths, weaknesses and potential for future success.	Students receive individual results which are reviewed with the school counselor. Scores are kept on file in the counseling office.
Technical Skills Assessment (TSA)	Students who meet criteria through practical arts courses	Winter	Ozark Technical Community College, Classroom teacher	Students identified as concentrators in specific areas of Career/Technical Education are required to demonstrate their skill level, as required in MSIP 5th Cycle.	Scores are reported locally to administration, instructors, and students. Compliance of the skills assessment is reported to DESE through Core Data.
MO & US Constitution Exam	Students earning credit for Civics coursework	During Civics course	Classroom teacher	As part of the DESE requirements for graduation, students complete this exam in their Civics coursework, typically 11th or 12th grade	Results are submitted through Core Data to DESE, appear on student's grade card through student information system, and shared with administration upon request.
ACT Writing Field Test	10th, 11th grade students	Fall, even years only	Classroom teacher	Students participate in the ACT field test in order to gain confidence and experience in high stakes testing.	Results are returned to the school in late winter. The teacher reviews the test scoring guide while students examine their own.
ACT Work Keys	Identified seniors	Spring	MO Job Center Personnel, school counselor	Measures foundational skills for career readiness and workplace skills. Seniors aged 18 test for free, others' fees paid by district.	Students receive individual results which can be used for career readiness and employment applications School keeps results on file.

Health and Physical Fitness, Kdg- 12th Grade

Assessment Instrument or Process	Population	Assessment Window	Examiner	Purpose	Dissemination of Results
Dental Screening	K-5th grade	September, October	School nurse, dental professionals	1st, 3rd, 5th Grades- Screen students for decay, prophylaxix or orthodontic needs. Some of these needs will be addressed through Jordan Valley Mobile Health Services.	Results for all health screenings will be maintained in individual student health files. Parents are notified and referrals to appropriate medical personnel will be sent to parents of all students who fail a health screening. Results of screenings will be shared with district staff and special education personnel on a need-to-know basis.
Vision Screening	K-8th grade	September, October	School nurse, MSU Vision Screening Program	Identify students with vision concerns, which are referred to parents for interventions.	
Strafford Speech & Hearing Screening Protocol	1st and 3rd grades	Fall	Speech Language Pathologist	Battery of screening to observe the child's production of speech sounds along with vocal and nasal quality to determine if that student is performing at an age-appropriate level. The student is also observed briefly in the area of language to include areas such as vocabulary, following directions, and grammar usage. A hearing screening is completed to help identify if there is concern for a possible temporary or permanent hearing loss.	
Scoliosis Screening	6th-8th grade	January, February	School nurse	Screen for scoliosis	
Random Drug Screening	Eligible 9th-12th grade students	Ongoing	School nurse, Tomo Drug Testing Agency	Positive results are sent to the lab for confirmation and shared with the parents. Students that test positive are banned from participating in an extra cirricular activity.	Building administrator retains all records.
Presidential Fitness Test	5th- 9th grade students	End of each semester	Physical education teachers	All students enrolled in physical education classes will be tested over the skills from the Presidential Fitness Exam. Students in 5th and 9th grade will be tested over ALL skills as mandated by federal government.	Results will be included in the annual review by the board. The students will receive their results from the fitness test.

Special Education Placement Testing, Pre-K – 12th Grade

Any of the following evaluations will be used by the district to determine the educational and behavioral needs of students. All results are disseminated to a multidisciplinary team who reviews the results and determines appropriate programming.

Assessment Instrument or Process	Population	Examiner	Purpose
Adaptive Behavior Evaluation Scale- Revised (ABES-R2)	Ages 5-18 yrs	Classroom teacher	Determine eligibility, placement, and program-programming for students with behavior problems.
Attention Deficit Disorders Evaluation Scale- 2nd Ed (ADDES-2)	Ages 4.5-10.11 yrs	Special Services Staff	Evaluate and diagnose Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder in young children.
Attention Deficit Disorders Evaluation Scale- Secondary Age (ADDES-Secondary Age)	Ages 11-18 yrs	Special Services Staff	Evaluate and diagnose ADHD or ADD in secondary age youth.
Autism Spectrum Disorder Evaluation Scale (ASDES)	Ages 3-18 yrs	Special Services Staff	Measure autism spectrum disorder characteristics in the school and residential environments.
Behavior Assessment System for Children, 3rd ed (BASC-3)	Ages 2-21.11 yrs	Classroom teacher	Identify behavior problems as required by IDEA.
Behavior Evaluation Scale- 4	Grade K-12	Special Services Staff	Determine a current level of behavior disorder.
Brigance Inventory of Early Development III	Ages 0-5 yrs	Special Services Staff	Assess key school readiness skills including pysical development, language development, literacy, math and science, daily living and social and emotional development.
Callier-Azusa	Ages 0-99 yrs	School Psychological Examiner	Developmental scale designed to aid in the assessment of deaf-blind and severely and profoundly handicapped children.
Childhood Autism Rating Scale, 2nd ed (CARS-2)	Ages 2+	Special Services Staff	Helps to identify children with autism and determine symptom severity through quantifiable ratings based on direct observation
Clinical Evaluation of Language Fundamentals, 5th ed (CLEF-5)	Ages 6-21 yrs	Special Services Staff	Diagnose language disorders in children, adolescents, and adults
Clinical Evaluation of Language Fundamentals-Preschool, 4th ed (CELF-P4)	Ages 3-6 yrs	Special Services Staff	Measure a broad range of expressive and receptive language skills in preschool and early elementary-aged children.

Special Education Placement Testing, Pre-K – 12th Grade (cont'd)

Assessment Instrument or Process	Population	Examiner	Purpose
Comprehensive Assessment of Spoken Language (CASL)	Ages 3-21 yrs	Speech-Language Pathologist	In-depth assessment of problems with language processing skills in preschool and early elementary-aged children.
Expressive and Receptive One-Word Picture Vocabulary Tests, Revised (EOWPVT-R & ROWPVT-R)	Ages 2-18.11 yrs	Special Services Staff	Compare an individual's expressive and receptive vocabulary skills.
Goldman- Fristoe Test of Articulation (GFTA-2)	Ages 2-21 yrs	Speech-Language Pathologist	Assess a child's articulation ability with particular attention to errors made in initial, medial, or final position sounds in words.
Kaufman Test for Educational Achievement, 3rd ed (KTEA-3)	Ages 4.0- 25.11	School Psychological Examiner	Comprehensive assessment of key academic skills in reading, math, written language, and oral language.
Khan-Lewis Phonological Analysis (KLPA)	Ages 2-21 yrs	Speech-Language Pathologist	Provide a comprehensive analysis of articulation ability and the use of phonological processes.
Preschool Language Scale, 4th ed	Ages birth-7 yrs	Speech-Language Pathologist	Assesses receptive and expressive language skills in preschool-aged children
Stanford-Binet Intelligence Scale, 5th ed (SB-5)	Ages 2-15.11 yrs	School Psychological Examiner	Assess the intellectual and cognitive abilities of an individual.
Test of Language Development- Intermediate, 4th ed (TOLD-I:4)	Ages 8-12 yrs	Speech-Language Pathologist	Measure components of spoken language.
Test of Language Development- Primary, 4th ed (TOLD-P:4)	Ages 4-8 yrs	Speech-Language Pathologist	Measure components of spoken language.
Test of Pragmatic Language	Ages 6:0- 18:11	Speech-Language Pathologist	Evaluates social communication in context, telling how well students listen, choose appropriate content, express feelings, make requests, and handle other aspects of pragmatic language.
Transition Behavior Scale, 3rd ed	Ages 12-18 yrs	Special Services Staff	Measure a student's readiness for transition employment and independent living.
Vineland Adaptive Behavior Scales II- Classroom Ed.	Ages Birth-18.11 yrs	Special Services Staff	Measure personal and social skills.
Vineland Adaptive Behavior Scales II- Interview	Ages 3-12.11 yrs	Special Services Staff	Provide a general assessment of adaptive behavior.

Special Education Placement Testing, Pre-K – 12th Grade (cont'd)

Assessment Instrument or Process	Population	Examiner	Purpose
Wechsler Adult Intelligence Scale, 4th ed (WAIS-IV)	Ages 16-89 yrs	School Psychological Examiner	Determine a current level of cognitive ability.
Wechsler Intelligence Scale for Children- 5th Ed (WISC-V)	Ages 6-16 yrs	School Psychological Examiner	Determine a current level of cognitive ability.
Wechsler Preschool and Primary Scale of Intelligence, 4th ed (WPPSI-IV)	Ages 3.10.16- 6.7.15 yrs	School Psychological Examiner	Measure intellectual ability in young children.
Woodcock- Johnson-3	Ages 2-90 yrs	School Psychological Examiner	Provide a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and achievement.

B. End of Course Exam District Guidelines

Background and Rationale

State Level
The End of Course (EOC) Assessment was created by the Missouri Department of Elementary and Secondary Education (DESE) in an effort to adapt testing to the needs of Missouri districts, schools, teachers, and students while meeting state and federal requirements.

The EOC Assessment is the right test at the right time. By enabling districts to evaluate their schools, courses, teachers, and students with the most appropriate data, EOC Assessments facilitate productive coaching and assessment for success for all concerned. The responsibility and authority for testing students belongs to the school district.

DESE has made the allowance for EOC exams be tied to individual student accountability. DESE suggests the EOC count for 10%- 25% of a student's grade and encourages use of this option to increase student motivation on these assessments.

District Level
Local control and accountability are high priorities for the Strafford R-VI Schools. Stakeholders are in constant discussion regarding the impact of the EOC Assessments and how best to prepare students. Topics that surface in these discussions include: course scheduling, testing windows, special education students, and accountability. The district feels prepared to make decisions and implement the test according to the state guidelines.

Local Accountability
A compressed curve will be applied to the raw score obtained by the student. This is in order to take into account the difficulty of some questions over others. For example:

      Points Possible – 50   Raw Score – 42 (84.0%)   Adjusted % - 91.65%
      Points Possible – 50   Raw Score – 39 (79%)   Adjusted % -- 88.31%

The equation used to calculate the adjusted percentage is the square root curve: [square root of (number correct divided by the number possible)] x 100.

Local Percentage Criteria
Strafford High School has established that the EOC exam will count toward 10% of the final semester grade in all courses. Teachers will communicate this accountability to students in advance in order to motivate their performance and assist with goal setting and achievement. A universal statement will be included in each course syllabus stating the expectations and criteria used for making decisions.

District Decision to Delay
DESE has also recommended that local decisions be made at the time of testing regarding whether a student ought to enter the assessment or not. Strafford High School has established the following criteria:

- Students who are earning 61% or below by the time of testing will not take the EOC exam and will re-enroll for the course the following academic semester. A locally developed alternative assessment will be administered to the student on the day of testing. The assessment will use the same blueprint and test structure as the EOC and the square root curve will be applied to the raw score. This assessment will also be worth 10% of the current semester grade. The course instructor reserves the right to exempt a student from this local assessment if the student's grade cannot be raised by the performance on this assessment.

- In 1.0 credit courses, students who passed the first semester but are earning 61% or lower by mid-fourth quarter will be delayed in taking the EOC. It will be the district's recommendation that the student enroll in the equivalent semester at the next opportunity.

- Alternative school placement may be the best option for certain students. If the stakeholders make this decision, then all efforts will be made for the student to enter into the present EOC assessment window. This is to the student's advantage in relation to understanding of the content. If that decision is not made, then the student will be reconsidered for EOC testing at the next test window.

Any student who retakes an entire course will be required to take the EOC at the conclusion of the course, regardless if they have previously taken the EOC. Each time they take the EOC, it will contribute to the district assessment for state accountability.

Special Education Students
Strafford High School recognizes that the needs of special education students may vary from regular education students. It is the district's belief that these students deserve and should receive high quality instruction and be accountable for the curriculum. However, due to their diagnosis and Individual Education Plans (IEP), adjustments may need to be made to the local accountability. It will be the decision of the IEP team to make individual decisions regarding Local Proficiency Percentages, Curve for Local Grade, the percentage assigned for the semester grade, or if the student will enter the assessment at all. These decisions will be based on their diagnosis and goals documented in their IEP. Revisions or addendums will be made as necessary. In order to be in compliance with the IEP, all special education students will enter into appropriate EOC assessments prior to graduation.

Level Not Determined
Annually, the district must reconcile a report from DESE called the EOC History Report. This allows the district to account for exceptions and capture any EOC data from graduating students. Decisions will be made by the principal, counselor, course instructor, and district test coordinator in regard to which students to test at that time.

As stated in the background and rationale, districts maintain local control over decisions regarding when students enter into the EOC assessment. In some isolated cases, it may not be the most appropriate decision for a student to do so. Examples include (but are not exclusive to): a senior who has failed the course and is repeating the coursework but continues to perform at 61% or below; or a student who has less than optimal attendance in a course, thus diminishing his/her comprehension of the course content. Although these extreme cases are rare, the district feels strongly that assessment decisions related to situations similar to these be handled individually.

As part of the state accountability, the district reports both the number of "accountable students" and the number of "participating students". The difference between these two pools can be no greater than 5%. It is the goal of the district to maintain this percentage, while recognizing that ultimately, the decision is always to do what is best for each student. The district test coordinator will keep close watch on these numbers to ensure to stay within the necessary guidelines.

- ❖ *This document was approved by the local school board of education in November 2018.*

C. Yearly Testing Calendar

First Semester Assessments

Grade Spans	July-August	September	October	November	December
ELEMENTARY (PK-5)	Kindergarten Screening	NWEA Fall Window Health Screenings		NWEA Winter Window	NWEA Winter Window
MIDDLE (6-8)		NWEA Fall Window Health Screenings		NWEA Winter Window	
HIGH (9-12)	SAT & Subject Tests	ACT	SAT & Subject Tests PSAT ACT	SAT & Subject Tests	ACT EOC- Government

Second Semester Assessments

Grade Spans	January	February	March	April	May	June-July
ELEMENTARY (PK-5)			NWEA Spring Window	SAGES-3 Screening MAP: ELA, Math, Science		Kindergarten Screening
MIDDLE (6-8)	Scoliosis Screening		NWEA Spring Window	MAP: ELA, Math	MAP: Science	
HIGH (9-12)	ASVAB	ACT Technical Skills Assessment	SAT & Subject Tests ACT Work Keys	ACT	EOC- Algebra I & II EOC- English II EOC- Biology SAT & Subject Tests	ACT SAT & Subject Tests

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