School District of WASHINGTON

2023-2024 **Local Assessment Plan**

Revised April 2023

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Local Assessment Plan

SCHOOL DISTRICT OF WASHINGTON

The Board supports the establishment of a district-wide assessment program as one indication of the success and quality of the total education program in the school district. This assessment plan is designed in alignment with MSIP 6 (L3, L4, L7, TL1, TL2, TL3, DB1, DB2, DB4, AS1, AS2, EA1, and EA2) and with the School District of Washington CSIP focus area of increase student achievement, engagement, and support. Assessment data is gathered as a means to provide students, parents, teachers, counselors, and administrators information in understanding students' success of skill and standard acquisition and assist in career planning. Teachers utilize data to evaluate instructional impact, make instructional changes, and to ensure students are prepared for promotion. Assessment data is used by administration to make curricular changes, evaluate and initiate programs, and determine the need for instructional professional development.

The assessment plan is designed based on the premise that students learn at different rates through different modalities. Learning must be assessed to determine strengths and weaknesses and monitor success, thus enabling staff members to provide a comprehensive educational program, as early as possible, to provide students with time to grow to their full potential.

The School District of Washington is committed to the Professional Learning Communities model and is continually striving to develop quality common formative and summative assessments. Time must be dedicated to writing assessments and evaluating assessment data to improve instruction, determine intervention needs, adjust curriculum and provide professional development.

This comprehensive assessment plan includes various forms of assessments measuring a student's academic performance, motor abilities, vision, speech, hearing, health, and general intelligence.

Assessment Program Board Policy (IL-1)

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 the assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will 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, mathematics, social studies and civics, as required by law.

The assistant superintendent of curriculum, instruction and assessment is responsible for the assessment program and with the directors, principals and teaching staff shall be responsible for developing an integrated basic and supplemental assessment plan and a procedure for interpreting results. The school counselor may assist with giving and interpreting assessments.

The purposes of the district-wide assessment program 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 the academic progress.
2. *Student Counseling:* To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change:* To provide data which will assist in the preparation of recommendations for instructional program changes to:
    - help teachers with instructional decisions, plans and changes in 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 a 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 the testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer reading assessments at the beginning, middle and end of the year to students in grades K–8 to determine whether additional reading instruction, reading success plans and/or retention are needed. The

district will also administer a reading assessment to all students who transfer to the district in grades K-8. Having a strong reading assessment plan is in alignment with SB681 and is required by law.

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

English Proficiency Assessments

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

Statewide Assessments

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

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the content area departments will determine through consensus 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 Board of Education 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.

High School Equivalency Examination

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

Parental Notice

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

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

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.

Local Assessment Plan

The district-wide assessment program is used as a vehicle for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students. The Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated students performance data in order to effectively monitor student academic achievement and dropout persistence to graduation rates. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to support district-wide decisions.

The district operates from the premise that effective testing will increase achievement for all students, facilitate differentiated instruction and data-driven decision-making and create learning cultures within each building.

With the continual effort to improve the effectiveness and efficiency of instruction, the district-wide assessment program will address the following:
- what tests are included in the district-wide assessment program, the purpose of each test, and how the results are used and disseminated;
- guidelines for including students with special needs into the district-wide assessment program;
- a description of how the district is assessing the Show-Me Standards which are not assessed by the Grade Level/EOC assessments;
- guidelines for staff development as related to state and district assessment;
- guidelines for teaching test-taking strategies;
- a test security policy;
- guidelines for motivating students to do well on state assessments;
- a written record of review of data by teachers, administrators, and Board members of test results.

The School District of Washington Assessment Program strives to be in full compliance with all testing standards set forth by the Department of Elementary and Secondary Education in Missouri.

Local Assessment Plan

School District of Washington
Tests Included in the District-Wide Assessment Program

In compliance with the MSIP 6, the documents following this page will:

- Describe what tests and assessments are included in the district-wide assessment program

- List the grade level each test is given and typical testing period of time

- List the name of each test

- Outline the purpose of each test

- Describe how the results are used

- Outline how the results are disseminated

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Parents As Teachers and Preschool				
Ages and Stages Questionnaire (ASQ)	Screening takes place within 90 days of enrollment and then at least annually thereafter for children 3 months to 3 years	To identify potential delays or strengths in the areas of communication, gross motor, fine motor, problem solving and personal-social.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment. A child may be referred to First Steps for possible services.	Information/results will be shared with parents. Results will be reviewed and activities will be shared to promote development. If there is a significant delay, the child will be referred to First Steps, or through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.
Audiometer OAE	Annually, and as needed based on concerns from age 3 to K entry	To observe and assess hearing to identify if there are potential concerns or deficits.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment.	Information/results will be shared with parents. Results will be reviewed and resources will be shared to promote development. If there is a significant delay, the child will be referred through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.
Dial-4	Annually, and as needed based on concerns from age 3 to K entry	To identify potential delays or strengths in the areas of motor, concepts, language, self-help and social-emotional.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment. A child may be referred to special education for possible services. This instrument also serves as our kindergarten screening tool.	Information/results will be shared with parents. Results will be reviewed and activities will be shared to promote development. If there is a significant delay, the child may be referred to special education personnel or through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.
Functional Vision Assessment, including Alternate Cover Testing	Annually, and as needed based on concerns from 3 months to 3 years	To identify potential problems with vision by examining pupillary response, corneal light reflex, tracking and reaching. as well as potential problems with near/far-sightedness and muscle balance.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment. A child may be referred to First Steps for possible services.	Information/results will be shared with parents. Results will be reviewed and activities will be shared to promote development. If there is a significant delay, the child will be referred to First Steps, or through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.

Goodlight Vision Acuity Screening	Annually, and as needed based on concerns from age 3 to K entry	To screen for potential problems with visual.acuity	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment.	Information/results will be shared with parents. Results will be reviewed and activities and/or resources will be shared to promote development. If there is a significant delay, the child will be referred through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.
Noisemakers Functional Hearing Test	Annually, and as needed based on concerns from 3 months to 3 years	To gather information about response to voice, ability to locate sounds, general development, etc.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment. A child may be referred to First Steps for possible services.	Information/results will be shared with parents. Results will be reviewed and resources will be shared to promote development. If there is a significant delay, the child will be referred to First Steps,or through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.
Parent Questionnaires (Dial-4,and/or ASQ-SE)	Annually, and as needed based on concerns from 3 months to K entry	To gather information regarding social skills, self-help skills, responsiveness to stimuli, and adaptive behavior.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment. A child may be referred to First Steps or special education for possible services.	Information/results will be shared with parents. Results will be reviewed and activities and/or resources will be shared to promote development. If there is a significant delay, the child will be referred to First Steps, special education personnel, or through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.
PAT Health Record	Annually, and as needed based on concerns from 3 months to K entry	To observe and discuss any relevant health information including prenatal, birth, health and developmental history, immunization, height, weight, and dental.	Educator will discuss the child's results with parents. Children with concerns may be referred to a medical professional and may be rescreened at a later date. If the area continues to be a concern, the child will be referred to appropriate personnel for further assessment.	Information/results will be shared with parents. Results will be reviewed and resources will be shared to promote development. If there is a significant delay, the child will be referred to First Steps, special education personnel, or through parents to the appropriate medical personnel. Results will be placed in the student's permanent record file.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Kindergarten				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Diagnostic Reading Assessments (DRA, QRI)	As Needed	At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support.	Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills.	Students, parents and teachers keep track of student progress.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including numeral identification, subitizing, match quantity, quantity discrimination (most & least), number sense, decomposing (missing whole in a part-part-whole problem), decomposing (missing part in a part-part-whole problem), counting objects, equal partitioning, verbal addition, verbal subtraction, story problems, and place value.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.

FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, onset sounds, letter names, letter sounds, word rhyming, word blending, word segmenting, sight word reading (50), sight word reading (150), decodable words, nonsense words, sentence reading, oral repetition, and syllable reading.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Kindergarten Readiness Screening (KOF)	September (within 4-6 weeks after the start of the school year)	To measure a child's skills and behaviors within the first few weeks of entering kindergarten. Evaluates overall kindergarten readiness, physical well-being and motor, social and emotional, cognition and general knowledge, approaches toward learning,language and literacy. Required by DESE.	Classroom teachers and administrators will use data to determine the number of students ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten.	Teachers will share areas of concern with families in relation to the child's skills and behaviors. Reported to DESE.
Screening Hearing	Annually	To identify individuals with possible hearing deficits at the earliest possible stage in order to refer for diagnosis and treatment, if required.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	A hearing referral form will be sent to parents of students who have failed the hearing test.
Screening Vision	Annually	To identify eye defects and ensure proper correction as early as possible.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	Parents will be notified if the child fails the age appropriate screening.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
First Grade				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Diagnostic Reading Assessments (DRA, QRI)	As Needed	At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support.	Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills.	Students, parents and teachers keep track of student progress.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including numeral identification, subitizing, match quantity, quantity discrimination (most & least), number sense, decomposing (missing whole in a part-part-whole problem), decomposing (missing part in a part-part-whole problem), counting objects, equal partitioning, verbal addition, verbal subtraction, story problems, and place value.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, onset sounds, letter names,	Reading services can be determined based on the assessment results and	Results are reviewed by teachers and administrators. Students, parents and teachers keep track

		letter sounds, word rhyming, word blending, word segmenting, sight word reading (50), sight word reading (150), decodable words, nonsense words, sentence reading, oral repetition, and syllable reading.	grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Screening Hearing	Annually	To identify individuals with possible hearing deficits at the earliest possible stage in order to refer for diagnosis and treatment, if required.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	A hearing referral form will be sent to parents of students who have failed the hearing test.
Screening Vision	Annually	To identify eye defects and ensure proper correction as early as possible.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	Parents will be notified if the child fails the age appropriate screening.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Second Grade				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Diagnostic Reading Assessments (DRA, QRI)	As Needed	At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support.	Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills.	Students, parents and teachers keep track of student progress.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness,	Reading services can be determined based on the assessment results and	Results are reviewed by teachers and administrators. Students, parents and teachers keep track

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		phonics, comprehension, and vocabulary.	grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Screening Hearing	Annually	To identify individuals with possible hearing deficits at the earliest possible stage in order to refer for diagnosis and treatment, if required.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	A hearing referral form will be sent to parents of students who have failed the hearing test.
Screening Vision	Annually	To identify eye defects and ensure proper correction as early as possible.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	Parents will be notified if the child fails the age appropriate screening.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Third Grade				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Diagnostic Reading Assessments (DRA, QRI)	As Needed	At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support.	Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills.	Students, parents and teachers keep track of student progress.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.

FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
MAP English Language Arts Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Math Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
Screening Hearing	Annually	To identify individuals with possible hearing deficits at the earliest possible stage in order to refer for diagnosis and treatment, if required.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	A hearing referral form will be sent to parents of students who have failed the hearing test.
Screening Vision	Annually	To identify eye defects and ensure proper correction as early as possible.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	Parents will be notified if the child fails the age appropriate screening.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Fourth Grade				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Diagnostic Reading Assessments (DRA, QRI)	As Needed	At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support.	Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills.	Students, parents and teachers keep track of student progress.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.

FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
MAP English Language Arts Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Math Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Fifth Grade				
Common Assessments* (ELA, math, science, and social studies)

*May be modified based on IEP/504 as needed. | At the end of each instructional unit (throughout the year) | To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning. | Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement.

Data is also used to assist in instructional planning for varied levels of student abilities. | Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file. |
| Diagnostic Reading Assessments (DRA, QRI) | As Needed | At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support. | Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills. | Students, parents and teachers keep track of student progress. |
| ELL ACCESS | January | To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing. | Used to determine ELL service programming and content to be taught in pull out and push in sessions.

Students may be released from ELL services based on assessment results. | Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file. |
| ELL WIDA Screener | Within 2 weeks of student enrollment | To assess the oral language proficiency of students. | Results will be utilized to determine the need for ELL services. | Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file. |
| FastBridge Math | Fall
Winter
Spring | To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability. | Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. | Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file. |

FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
MAP English Language Arts Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Math Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Science Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
Physical Fitness Assessment/Presidential Fitness Program	Twice per course	To assess a student's fitness level: aerobic capacity, abdominal strength, upper body strength, and flexibility.	Used to determine a student's overall fitness and to promote physical activity and fitness. Students typically take the assessment early in the course and set goals and	Results are shared with students and parents. Within healthy fitness range, tested but failed to meet healthy fitness range, and not tested are reported to DESE.

			take a final assessment later in the course to determine if they met their goals and/or are within the healthy fitness range.	
Screening Vision	Annually, as time permits	To identify eye defects and ensure proper correction as early as possible.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	Parents will be notified if the child fails the age appropriate screening.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Sixth Grade				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Diagnostic Reading Assessments (DRA, QRI)	As Needed	At this grade level, diagnostic reading assessments may be administered to determine specific skills to address during intervention support.	Classroom teachers will use the data to form guided reading groups in their classroom and provide instruction to fill the gaps students have in literacy skills.	Students, parents and teachers keep track of student progress.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations,	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.

		functions, and statistics and probability.		
FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
MAP English Language Arts Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Math Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Seventh Grade				
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.

			Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	
MAP English Language Arts Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Math Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
Physical Fitness Assessment/Presidential Fitness Program	Twice per course	To assess a student's fitness level: aerobic capacity, abdominal strength, upper body strength, and flexibility.	Used to determine a student's overall fitness and to promote physical activity and fitness. Students typically take the assessment early in the course and set goals and take a final assessment later in the course to determine if they met their goals and/or are within the healthy fitness range.	Results are shared with students and parents. Within healthy fitness range, tested but failed to meet healthy fitness range, and not tested are reported to DESE.
Screening Hearing	Annually, as time permits	To identify individuals with possible hearing deficits at the earliest possible stage in order to refer for diagnosis and treatment, if required.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	A hearing referral form will be sent to parents of students who have failed the hearing test.
Screening Vision	Annually, as time permits	To identify eye defects and ensure proper correction as early as possible.	Used as a screener and discussed to ensure special seating in the classroom or other arrangements that need to be made are addressed.	Parents will be notified if the child fails the age appropriate screening.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Eighth Grade				
Career Interest Inventory	January	To determine a student's area of career cluster interest and identification.	Counselors will use the career planning information to develop the student's Individual Career and Academic Plan (ICAP).	Results will be shared with students and parents.
Common Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in interventions, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.
FastBridge Math	Fall Winter Spring	To assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.

FastBridge Reading	Fall Winter Spring	To assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
MAP English Language Arts Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Math Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
MAP Science Grade Level Assessment or MAP-A	April/May	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
High School				
Civics Exam	US History Course Requirement	To assess student knowledge of civics. Required by DESE.	Results will be utilized to reteach students to enable passing of the assessment. Students must pass as per DESE graduation requirement. Curriculum content, pacing, and course design and materials will be evaluated based on results.	Results are provided to students and parents, kept on file and placed on student transcript. Successful completion of the test is required for graduation.
Common Unit Assessments* (ELA, math, science, and social studies) *May be modified based on IEP/504 as needed.	At the end of each instructional unit (throughout the year)	To assess content area achievement in relation to the Missouri Learning Standards and and/or pre-assess upcoming standards for instructional planning.	Results will be used to reteach areas of concern, evaluate the curriculum and standards pacing, to determine need of professional development. Results are used as a component of data used for placement in Language Arts Lab, Title I programs, after school tutoring, summer school and potentially course placement. Data is also used to assist in instructional planning for varied levels of student abilities.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
CPR Training	9th Grade (December or May)	To assess student knowledge of CPR and the Heimlich maneuver. Students are provided with 30 minutes of training in CPR instruction and the proper performance of the Heimlich maneuver during health class.	Used as a graduation requirement Required by law	Assessments are given by instructors and results are provided through the student grading system.
ELL ACCESS	January	To assess the academic English language proficiency of English Learners in listening, speaking, reading and writing.	Used to determine ELL service programming and content to be taught in pull out and push in sessions. Students may be released from ELL services based on assessment results.	Results will be provided to ELL teachers, classroom teachers and parents. The Board of Education is kept informed of general achievement results. Results will be kept on file.
ELL WIDA Screener	Within 2 weeks of student enrollment	To assess the oral language proficiency of students.	Results will be utilized to determine the need for ELL services.	Results will be given to teachers, counselors, and administrators for proper academic placement in ELL programs. Results will be shared with parents and kept on file.

FastBridge Math	As Needed	May be administered to students, based on need, to assess academic achievement in math, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations-fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.	Intervention services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
FastBridge Reading	As Needed	May be administered to students, based on need, to assess academic achievement in reading, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.	Reading services can be determined based on the assessment results and grade equivalent scores as one indicator in the multi-criteria requirement for intervention and class placement. Assessment results will also be used as an indicator to identify characteristics of dyslexia as required by law.	Results are reviewed by teachers and administrators. Students, parents and teachers keep track of student progress. The Board of Education is kept informed of general grade-level achievement and results are kept on file.
Missouri and United States Constitution Exam	Government Course Requirement	To assess student knowledge of the Missouri and United States Constitution. Required by DESE.	Results will be utilized to reteach students to enable passing of the assessment. Students must pass as per DESE graduation requirement. Curriculum content, pacing, and course design and materials will be evaluated based on results.	Results are provided to students and parents, kept on file and placed on student transcript. Successful completion of the test is required for graduation.
Physical Fitness Assessment/Presidential Fitness Program	9th Grade Twice per course	To assess a student's fitness level: aerobic capacity, abdominal strength, upper body strength, and flexibility.	Used to determine a student's overall fitness and to promote physical activity and fitness. Students typically take the assessment early in the course and set goals and take a final assessment later in the course to determine if they met their goals and/or are within the healthy fitness range.	Results are shared with students and parents. Within healthy fitness range, tested but failed to meet healthy fitness range, and not tested are reported to DESE.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
College and Career Readiness				
ACT (Voluntary)	11th Grade 12th Grade (Throughout the year on weekends, student choice)	To fulfill college admission requirements	Used by colleges for admission. Can be used by the district to evaluate curriculum, achievement and placement. Used by DESE for accreditation purposes.	Students and colleges receive information on the scores. The school district keeps individual scores on file as well as average scores for each class. ACT results are reviewed annually by the Board of Education.
ACT-WorkKeys (Voluntary)	12th Grade Adult (March)	To measure foundational and essential skills related to careers/jobs. ACT WorkKeys helps ensure that individuals are ready for work. Students take these assessments to help them understand the skill levels required for the careers they are considering. Students take three assessments: Applied Mathematics, Graphic Literacy, and Workplace Documents.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	WorkKeys results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate at various levels of proficiency. The students also earn credentials in their National Career Readiness Certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews WorkKeys performance.
AP Exams (Includes but not limited to: Biology, Calculus AB, Chemistry, Computer Science A, Computer Science Principles, Drawing, English Language Composition, English Literature and Composition, Environmental Science, French Language and Culture, Physics 1, Psychology, Research, Seminar, Statistics, United States Government and Politics, United States History, Music Theory, Spanish and Culture)	9th-12th Grade (May)	To determine whether the student will receive college credit for the Ap course by scoring a 3, 4, or 5.	Guidance counselors, administrators and teachers will assess student performance and curricular delivery of content to prepare students for AP exams.	Results are individually mailed to students by AP. Administration and teachers analyze overall assessment scores to ensure curricular alignment and rigor. Overall AP exam results are reviewed by the Board of Education annually.
Armed Services Vocational Aptitude Battery (ASVAB)	10th Grade (November)	To evaluate interests and aptitude to assist students in planning their educational programs and make informed course and career choices.

To identify areas of potential vocational aptitude. | Results will be used to guide students in course selection and understanding of aptitude strength. | Students will be provided with their results which will be reviewed by the counselors. Data will be used to make instructional changes in curriculum and to determine additional courses to be offered. |

Pre-ACT (Voluntary)	10th Grade (February/March)	To stimulate the ACT testing experience and determine college readiness and strength in content areas. Data will be used to assist students in preparing for the ACT assessment.	All post secondary bound students will be encouraged to take either the ACT or SAT and preparation assessments. Results are used to help students predict future success on the ACT test and provide educators, parents, and students with actionable insights to help make important future decisions. Test information, fees, dates, and student preparation materials will be provided to students one month prior to the test date.	Students, counselors and teachers are provided with reports. These reports are used to help advise students in thinking about college majors and careers.
PSAT (Voluntary)	10th Grade 11th Grade (October)	To stimulate the SAT testing experience and determine college readiness and strength in content areas. Data will be used to assist students in preparing for the SAT assessment.	All post secondary bound students will be encouraged to take either the ACT or SAT and preparation assessments. Results are used to help students predict future success on the SAT test and provide educators, parents, and students with actionable insights to help make important future decisions. Test information, fees, dates, and student preparation materials will be provided to students one month prior to the test date.	Students, counselors and teachers are provided with reports. These reports are used to help advise students in thinking about college majors and careers.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
End-of-Course Exams				
Algebra I or MAP-A	Upon successful completion of Algebra I course	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
Algebra II	Upon successful completion of Algebra II course, if Algebra I course was completed prior to high school	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
American Government	Upon successful completion of Government course	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
Biology or MAP-A	Upon successful completion of Biology course	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.
English II or MAP-A	Upon successful completion of English II course	To evaluate individual student performance in regard to the Missouri Learning Standards. To evaluate the curriculum and instruction in the classroom, building and district. To determine the need for professional development and/or additional programming or instructional materials. Provided and required by DESE.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement.	Results are reviewed by the Board of Education, teachers and administrators and shared annually to evaluate performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The students and parents are provided with a student report outlining assessment results. Results are kept on file.

Name of Test	Typical Test Date	Purpose	How the Results are Used	Dissemination of Results
Technical Skills Assessment/Industry Recognized Credential				
ServSafe Food Handler plus ServSafe Food Production Manager Certification (stackable credential) MOSIS/IRC Code: S-SSFH&PM	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Culinary. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Adobe Certified Specialist Certification IRC Code: ADOBE-ACP	12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Graphic Communications. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Automotive Technicians Examination ASE IRC Code: ASE	12th Grade Adult	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Automotive Technology or Collision. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.

TSA/IRC Carpentry Career Connections IRC Code: CCC	12th Grade (April) Adult	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Building Trades. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC CompTIA A+ Certification IRC Code: COMPTIA	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Information Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC CompTIA Network + IRC Code: COMPNTIA	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Information Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.

TSA/IRC CompTIA Security IRC Code: COMPSECTIA	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Information Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Education Fundamentals AAFCS IRC Code: AAFCS-EF	12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Early Childhood Education. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Fundamental Business Concepts ASK IRC Code: ASK	12th Grade (April) Adult	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Business. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.

TSA/IRC Fundamental Marketing Concepts ASK IRC Code: ASK-MKTG	12th Grade (April) Adult	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Marketing. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Introduction to Graphic Communications SkillsUSA IRC Code: GCOM-SUSA	12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Graphic Communications. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Machine Tool Technology IRC Code: NIMS	12th Grade (April) Adult	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Precision Machine Tool. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.

| TSA/IRC Missouri Paraprofessional Test

IRC Code: MPT | 12th Grade (April) | To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in the Teaching Profession Career Pathway..

An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area. | Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district. | TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance. |
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| TSA/IRC MO Agriculture Skills and Knowledge Assessment MOASK

IRC Code: AGSK | 11th Grade 12th Grade (April) | To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Agriculture.

An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area. | Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district. | TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance. |
| TSA National Health Science Certificate NCHSE | 12th Grade (April) | To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Health Occupations.

An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area. | Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district. | TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance. |

Local Assessment Plan

TSA/IRC Network Pro IRC Code: TONETWPRO	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Information Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC PC Pro IRC Code: TOPCPRO	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Information Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC ProStart I & II IRC Code: PROSTART	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Culinary. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.

TSA/IRC Security Pro IRC Code: TOSECPRO	11th Grade 12th Grade (April)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Information Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.
TSA/IRC Welding SENSE IRC Code: AWS	11th Grade 12th Grade (November and January)	To measure skill proficiency of Career and Technical Education (CTE) students who are concentrators in Welding Technology. An Industry Recognized Credential is a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area.	Results are reviewed by administration, teachers, and coordinators. Data is analyzed to determine changes in curriculum and provide input for professional development to ensure teachers understand the standards, are teaching the standard in its entirety and to the appropriate level of rigor. PLCs are used to share strategies, create lesson plans, and determine utilization of materials across the district.	TSA/IRC Results are shared with students immediately after the test. Testing data is analyzed into competency areas. Passing competency standards earn the student a certificate. This certificate is included in the student's file and provided to them at graduation. Additionally, the Board of Education annually reviews TSA/IRC performance.

Projected Testing Time for Standardized Assessments

Assessment	Session 1	Session 2	Session 3	Session 4	Total
ACT	45 minutes	60 minutes	35 minutes	35 minutes	2.5-3 hours
Algebra I	90-110 minutes	90-110 minutes	n/a	n/a	180-220 minutes
Algebra II	90-110 minutes	90-110 minutes	n/a	n/a	180-220 minutes
aMath (2-8)	15-30 minutes	n/a	n/a	n/a	15-30 minutes
aReading (2-8)	15-30 minutes	n/a	n/a	n/a	15-30 minutes
Arkansas Rapid Automatic Naming (K-1)	1 minute	n/a	n/a	n/a	1 minute
Armed Services Vocational Aptitude Battery (ASVAB) 10th	3.5 hours	n/a	n/a	n/a	3.5 hours
Biology	60-80 minutes	n/a	n/a	n/a	60-80 minutes
Civics Exam 11th	30 minutes	n/a	n/a	n/a	30 minutes
Developmental Reading Assessment (DRA) (K-1 and as needed)	15-45 minutes	n/a	n/a	n/a	15-45 minutes
earlyMATH (K-1)	40-50 minutes	n/a	n/a	n/a	15-30 minutes
earlyREADING (K-1)	15-30 minutes	n/a	n/a	n/a	15-30 minutes
English II	100-120 minutes	90-110 minutes	n/a	n/a	190-230 minutes
GLA/MAP Math 3rd	30-55 minutes	30-55 minutes	15-30 minutes	n/a	75-140 minutes
GLA/MAP Math 4th	30-55 minutes	30-55 minutes	15-30 minutes	n/a	75-140 minutes
GLA/MAP Math 5th	35-60 minutes	35-60 minutes	15-30 minutes	n/a	85-150 minutes
GLA/MAP Math 6th	30-50 minutes	30-50 minutes	30-40 minutes	n/a	90-135 minutes
GLA/MAP Math 7th	30-50 minutes	30-50 minutes	30-40 minutes	n/a	90-140 minutes
GLA/MAP Math 8th	30-50 minutes	30-50 minutes	30-40 minutes	n/a	90-140 minutes
GLA/MAP ELA 3rd	45-105 minutes	25-55 minutes	15-35 minutes	n/a	85-195 minutes
GLA/MAP ELA 4th	100-130 minutes	40-90 minutes	15-40 minutes	15-35 minutes	170-295 minutes
GLA/MAP ELA 5th	45-95 minutes	25-50 minutes	15-35 minutes	n/a	85-180 minutes
GLA/MAP ELA 6th	40-95 minutes	20-40 minutes	15-30 minutes	n/a	75-165 minutes
GLA/MAP ELA 7th	40-80 minutes	20-40 minutes	15-25 minutes	n/a	75-145 minutes

GLA/MAP ELA 8th	100-130 minutes	35-75 minutes	15-30 minutes	15-25 minutes	165-260 minutes
GLA/MAP Science 5th	60-80 minutes	60-80 minutes	n/a	n/a	120-160 minutes
GLA/MAP Science 8th	55-75 minutes	55-75 minutes	n/a	n/a	110-150 minutes
Government	60-80 minutes	n/a	n/a	n/a	60-80 minutes
MO and US Constitution Exam	45 minutes	n/a	n/a	n/a	45 minutes
Physical Fitness Assessment 5th, 7th, 9th	60 minutes	n/a	n/a	n/a	60 minutes
PSAT/Pre-ACT 11th, 12th	2.5-3.5 hours	n/a	n/a	n/a	2.5-3.5 hours
TSA/IRC 11th-adult	30 min-1 hour	Many TSA/IRC assessments consist of multiple tests.			1 hour/test
WIDA Screener (K-12)	75-85 minutes	n/a	n/a	n/a	75-85 minutes
WIDA ACCESS (K-12)	40-50 minutes	35-45 minutes	30-35 minutes	35-65 minutes	140-195 minutes
WorkKeys 12th-adult	45-60 minutes	45-60 minutes	45-60 minutes		2.5-3 hours

- Testing times vary, as tests are untimed. These projections are the length typically expected.

Students With Special Needs

School District of Washington

Guidelines for Including Students with Special Needs into the Local Assessment Plan

Both the passage of Missouri's Outstanding Schools Act (OSA) and the Reauthorization of the Individuals with Disabilities Education Act (IDEA), have called for greater focus on the accountability of educational services for students with disabilities. The Missouri School Improvement Program (MSIP), which accredits school districts in Missouri, uses the performance of **all** students on the Missouri Assessment Program (MAP, which includes both grade-level and end-of-course exams, or the Dynamic Learning Map/MAP-A) subject area assessments as one measure of performance. This focus on educational achievement and outcomes for students with disabilities is intended to direct attention to the accommodations and supports needed by students with disabilities to access and progress in the general education curriculum. Participation in state and district-wide assessments goes hand in hand with access to the general education curriculum. This participation, in addition to being required by state and federal laws/regulations, sets the expectation that students with disabilities can achieve the standards that have been established for all students. Participation in these assessments should lead to improved teaching and learning and will also allow local district administrators and Board of Education members to consider the needs of all students when instructional decisions are made. It is important to expect students with disabilities to meet the high standards and expectations that have been set for all students when they are provided the accommodations, modifications and specially designed instruction and related services designed through their Individualized Education Program (IEP) While the majority of students with disabilities identified under IDEA do not have significant cognitive disabilities which would inhibit their ability to participate and progress in the general education curriculum, it is important to note that students with the most significant cognitive and adaptive disabilities participate in highly individualized programs and are therefore eligible for alternative assessments in accordance with their IEPs. The IEP team considers and identifies accommodations needed to participate in district and state assessments.

Section 504 protects the right of students with disabilities, ensuring that a free appropriate public education be provided for each qualified student.

Under Section 504, a student may be considered disabled if the answer to all the following questions is "yes":

- Does the student have a physical or mental impairment?
- Does the physical or mental impairment affect one or more major life activities*?
- Does the physical or mental impairment substantially limit the major life activities*?
- Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?

*Major life activities include functions such as caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing, or working.

Guidelines for Placement:

- Multidisciplinary team (team approach) to process/evaluate/analyze/determine placement
- Provide written documents as outlined in the 504 Plan
- Procedure for annual implementation (evaluation/reevaluation)

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 with an educational disability as defined within IDEA. This act provides clear direction for including students with disabilities in state assessment programs, as well as in 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 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 non-disabled students; and
- 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 and state laws and mandates, the School District of Washington has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program:

1. An assessment appropriate for the individual will be utilized. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on the student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics.

2. Students with disabilities will participate in the district-wide assessment program in one of three ways: without accommodations, with accommodations, or alternate assessments.

- **MAP subject area or end-of-course assessments without accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no alterations in testing procedures.
- **MAP subject area or end-of-course assessments with accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
- **MAP Alternate Assessment (MAP-A):** A very small percentage of students with the most significant cognitive disabilities will not be able to participate in the MAP subject area or end-of-course assessments even with accommodations. These students will participate in the MAP-A.

3. The IEP team will use the following key points when making decisions about a child's participation in state and local assessment:

- Decision-makers should start from the premise that all students, including those with disabilities, will participate to the greatest extent possible in the state assessment (MAP, including grade-level and end-of-course exams) and 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 student's present level of academic and functional performance, 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.

4. 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.)

5. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.

District Approved Assessment Instruments for Building Use

The following tests are district approved and appropriate for building usage in determining if a student has a disability. If through formal evaluation a student meets the criteria for special education eligibility, the decision would be supported by examples of classroom performance, teacher and parent input. The student must show adverse educational impact and require specially designed instruction.

The Special Services department will supply assessment materials for these instruments only.

COGNITIVE	LANGUAGE
CTONI-2 Comprehensive Test of Nonverbal Intelligence	Bracken Test of Basic Concepts
DAYC Developmental Assessment of Young Children	CASL-2 Comprehensive Assessment of Spoken Language
Leiter International Scale-R	CELF Metalinguistics
SB-5 Stanford Binet	CELF-5 Clinical Evaluation of Language Fundamentals
TONI-3 Test of Nonverbal Intelligence	CTOPP-2 Comprehensive Test of Phonological Processing
UNIT Universal Nonverbal Intelligence Test	DAYC Developmental Assessment of Young Children
WAIS-IV Weschsler Adult Intelligence Scale	EVT-2 Expressive Vocabulary Test
Weschsler Nonverbal Intelligence Scale	Expressive One Word Picture Vocabulary Test-4
WISC V Weschsler Intelligence Scale for Children	FCP Functional Communication Profile-Revised
WPPSI-IV	LAC-3 Lindamood Auditory Conceptualization Test
ADAPTIVE	Listening Comprehension Test-2
ABAS III Adaptive Behavior Assessment System	LPT-3 Language Processing Test
ABES-R Adaptive Behavior Evaluation Scales	OWLS II Oral and Written Language Scale
DAYC Developmental Assessment of Young Children	PAT Phonological Awareness Test
SFA School Function Assessment	PLS-5 Preschool Language Scale
SIB-R Scales of Independent Behavior	PPVT-4 Peabody Picture Vocabulary Test
Vineland Adaptive Behavior Scales-2	REEL-3 Receptive Expressive Emergent Language Test
SOCIAL/EMOTIONAL BEHAVIORAL	ROWPVT-4 Receptive One Word Picture Vocabulary Test
ADDES Attention Deficit Disorders Evaluation Scale	Social Language Development Test-Adolescent
BASC 3 Behavior Assessment System for Children	Social Language Development Test-Elementary
BRIEF-2 Behavior Rating of Executive Function	SPELT 3 Structured Phonetic Expressive Language Test
Conners' Behavior Rating Scale III	Symbol Imagery Test
EDDT Emotional Disturbance Decision Making Tree	TACL-3 Test of Auditory Comprehension of Language

PKBS-2 Preschool and Kindergarten Behavior Scales	TAPS-3 Test of Auditory Perceptual Skills
SAED Scale for Assessing Emotional Disturbance	The Word Test 2-Elementary and Adolescent
SSIS Social Skills Improvement Scale	TNL Test of Narrative Language
SPEECH	TOAL-4 Test of Adolescent and Adolescent and Adult Language
Boone Voice Program for Adults	TOLD I-5 Test of Language Development-Intermediate
Goldman-Fristoe 3	TOLD P-5 Test of Language Development-Primary
HAPP-III Hodson Assessment of Phonological Processes	TOPL-2 Test of Pragmatic Language
Kaufman Praxis	TOPS-2 Test of Problem Solving-Adolescent
KLPA-3 Khan-Lewis Phonological Analysis	TOPS-3 Test of Problem Solving-Elementary
OSMSE-3 Oral Speech Mechanism Screening Examination	**ACHIEVEMENT**
Photo Articulation Test	Brigance Test of Basic Skills
SSI-4 Stuttering Severity Instrument	CTOPP-2 Comprehensive Assessment of Phonological Processing
VAP Voice Assessment Protocol	GORT-5 Gray Oral Reading Test
AUTISM	KeyMath-3
CARS-2 Childhood Autism Rating Scale	K-TEA 3 Kaufman Test of Educational Achievement
GARS-3 Gilliam Autism Rating Scale	TEMA-3 Test of Early Mathematics Ability
UCC Underlying Characteristics Checklist Manual	TERA-3 Test of Early Reading Ability
MOTOR	TEWL-3 Test of Early Written Language
BOT-2 Bruininks Oserestsky Motor	TORC-4 Test of Reading Comprehension
Beery VMI-4 Visual Motor Integration	TOWL-4 Test of Written Language
DTVP 3 Developmental Test of Visual Perception	WJ-IV Woodcock-Johnson Achievement Test
See it Right	WIAT III & IV Weschsler Individual Achievement Test
SENSORY	YCAT Young Children's Achievement Test
Sensory Profile 2	**GIFTEDNESS**
SPM Sensory Processing Measure	Renzulli Scales
	Woodcock Johnson or equivalent standardized academic achievement test
	Weschsler Intelligence Scales or equivalent cognitive assessment

Addressing the
Show-Me-Standards

School District of Washington

Assessment of Standards Not Addressed by MAP

The MAP Assessments cannot assess some of the Show-Me Standards. These standards require demonstrations, creation of a product, or lengthy processes that can't be assessed through MAP. These standards are required to be assessed locally by the district.

The following Show-Me Standards will be assessed locally:

Communication Arts Content Standards

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions),
6. Participating in formal and informal presentations and discussions of issues and ideas,
7. Identifying and evaluating relationships between language and culture.

Fine Arts Content Standard

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of
3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.

Goal 1 - Process Standard

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
Students will demonstrate within and integrate across all content areas the ability to
2. Conduct research to answer questions and evaluate information and ideas.

Goal 2 - Process Standards

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
Students will demonstrate within and integrate across all content areas the ability to
3. Exchange information, questions, and ideas while recognizing the perspectives of others,
5. Perform or produce works in the fine and practical arts,
6. Apply communication techniques to the job search and to the workplace,
7. Use technological tools to exchange information and ideas.

Goal 4 - Process Standards

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
Students will demonstrate within and integrate across all content areas the ability to
4. Recognize and practice honesty and integrity in academic work and in the workplace,
8. Explore, prepare for, and seek educational and job opportunities.

Professional Development on Assessments

School District of Washington

Professional Development on Assessments

Time spent on assessment is wasted unless the information gained is put to use. There is a distinction between assessment OF learning and assessment FOR learning. Assessments OF learning happen after learning is supposed to have occurred to determine if it did. They are used to make statements of student learning status at a given point in time to someone outside the classroom. State assessments, local standardized tests, college admission tests, and even unit final exams are examples of assessment OF learning. Assessments FOR learning happen while learning is still underway; they are conducted throughout learning to diagnose student needs, plan next steps of instruction, provide feedback to students so they can improve the quality of their work, and help students see their own progress toward clear learning targets. Instead of being about accountability, assessments FOR learning are about getting better.

Board Policy GCL recognizes the relationship between high-quality professional development and student achievement. The teachers and administrators of the School District of Washington will participate in high-quality professional development opportunities to improve student performance. Professional development is tied to the goals and objectives of the Comprehensive School Improvement Plan (CSIP), areas of needs based on data analysis of student performance, MSIP requirements, individual and aggregated NEE scores and the results of other needs assessments.

The following topics may be addressed in professional development opportunities:

- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use disaggregated data (race, gender, disability, ELL, etc.) to determine changes that need to be made to improve performance of subgroups;
- how to implement instructional and test-taking strategies that will promote success on MAP and other assessments;
- how to create and score a variety of assessments (performance, constructed response etc.)
- use of technology to ensure students are technologically capable to participate in electronic assessments
- legal requirements for test administration, data collection to be reported to administration for CSIP analysis and reporting data as designated by IDEA (for administrators).

The Professional Development Committee will allocate funding and work in conjunction with administrators to provide professional development opportunities sustained over time for teachers, administrators, and support staff to improve student performance.

The following committees may be formed to help address concerns and areas of improvements:

- establishment of district-wide MAP teams/school improvement teams/study groups/professional learning communities;
- teacher collaboration during common planning and departmental meetings;
- attending workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers;
- mentor/protege teacher observations;
- release days for building and district-wide collaboration.

Staff are required to attend district professional development offered on professional development days. Volunteer professional development opportunities will also be provided. Orientation activities for teachers new to the district will be held in August the week before school begins. Staff also has the opportunity to request professional development funds to attend out of district professional development on topics that relate to CSIP goals, professional goals and data analysis needs.

Test Taking Strategies

School District of Washington

**Teaching Test-taking Strategies for MAP Assessments (including End-of-Course Exams)
and Assessments Administered District-Wide**

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 School District of Washington has developed guidelines for teaching test-taking strategies to students.

The core subject area MAP Assessments contain different types of items, including but not limited to:
- Multiple-Choice, Selected-Response, or Multiple-Select (MC/SR/MS) items in which students choose the correct answer(s) from four answer choices.
- Short Answer (SA) or Short-text items in which students type an appropriate response.
- Constructed Response (CR) items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.
- The Performance Event (PE) or Writing Prompt (WP) requires students to write an extended response to apply knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. In English Language arts, the student may be given a writing prompt, and then asked to use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student may be asked 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.
- Technology-Enhanced (TE) items which use innovative technology designed to allow students to demonstrate their knowledge in ways that are not possible using paper/pencil assessments.
- Evidence Based Selected Response and Evidence Based Research (ESR/ESBR) combines selected response questions with questions asking students to provide evidence from the text.

In addition, district teaching staff will encourage higher level thinking by students through incorporating activities/assessments from all four levels of the Depth of Knowledge chart throughout their instruction. The levels are recall/reproduction (DOK 1), basic application of skills and concepts (DOK 2), strategic thinking (DOK 3), and extended thinking (DOK 4). It is important that students engage with content at the more complex levels and not work solely at the lowest level. State standards will be addressed.

EOC assessments, MAP assessments, and ACT are online assessments. Therefore, students must practice and perform other online testing formats throughout the school year in order to be familiar with an online testing format. Teachers are encouraged to use online formats with their students in the form of formative and summative assessments. Some factors that are important to consider may include:
- Online testing time limits/monitoring time limits
- Saving and returning to the test at a later point
- Sequence of answer questions
- Ability to review answers and change answers before submitting or moving on to the next question

- Review feature that lets students check their work, or check for unanswered questions
- Eliminating wrong answer choices
- Highlighting details in passages to lead to determination of answers
- How to save and exit so your work is not lost

Shortly before the MAP tests and district-wide assessments, strategies for answering multiple-choice items will be taught to students. This will be done within classrooms by grade-level or groups of teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response (CR) items and performance tasks 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 (CR) items, performance tasks (PT), and/or writing prompts (WP). In addition, specific classroom activities aligned with the MAP are administered in classrooms during the testing window, prior to the performance tasks (PT).

All teachers in the district will teach students strategies for being successful on performance events and writing prompts 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 (execute the major steps in the solution process for math)
- Consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications)
- Interpret data (i.e., a picture, graph, data, etc.) to make an inference needed to answer a question and use an effective writing process to do so
- Organize data in different forms to show meaning and include labels (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.
- Be able to write a well developed narrative, informational, and opinion/argumentative product at the appropriate grade level standard
- Restate the question and include specific details from the text in the response, including referencing specific characters and titles
- Cite examples in text to support an argument or claim
- Explain multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast, especially text to text comparisons

School District of Washington views teaching students the skills and processes needed to be successful on the MAP assessments as synonymous with teaching students to be successful in life.

Test Security Policy

School District of Washington

TEST INTEGRITY AND SECURITY POLICY

In accordance with Board Policy ILA, accurate information about student performance is integral to the district's mission of improving student achievement. Therefore, it is imperative that district-wide test security shall not be compromised. This applies not only to tests used throughout the year in classrooms, but especially to district-wide standardized tests – achievement tests, screening tests, etc.

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

Those school personnel responsible for such testing must ensure that all test materials are secure at all times. When not in use, all test masters and answers, test books with answer sheets, scoring guides, test tickets, etc., must be kept in a locked room or cabinet to prevent unauthorized access. **All state assessment materials will be handled according to DESE guidelines at all times.**

Training Prior to Testing for State Assessments

Prior to testing, each Site Testing Coordinator (STC) will distribute an examiner's manual to each teacher and will provide training. The training will emphasize the importance of test security during test administration and closely following the standardized procedures as stated in the examiner's manual. Other security issues to be covered include: the handling and storage of the test items, providing directions to students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers or content be removed from the walls of the rooms in which tests are to be administered. Some examples include maps, multiplication tables, periodic tables, content specific posters, etc. Technology devices connected to the internet and/or not being used for testing, including cell phones and smart watches, will not be permitted in the testing environment.

General Overall Guidelines Test Administration

- Regular, certificated staff members will normally administer standardized tests in the classroom or computer lab. When this is not the case, the STC must contact the District Test Coordinator (DTC) for clarification and approval.
- For each major standardized test, the STC shall prepare a testing schedule for their building.
- Students will not receive test materials until the time for testing has begun.
- Teachers/examiners will actively monitor students at all times during the test administration.
- Building administrators/STCs will discreetly move between classrooms during the test administration to assist in monitoring and to provide assistance as needed.
- Each day, prior to testing, the examiner will get his/her test materials from the secure area and will return them to this same area each day after test administration. Make-up tests will be given as soon as possible. The

STC or designated individual will administer the test according to procedures and take all previously mentioned precautions to ensure test security. Make-ups will be given to students who were absent or, for one reason or another, unable to take an entire subject area of the test.

Test Coordinator Roles

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

General Test Administration

- All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
- The district shall inform parents/guardians of the district's testing schedule.
- Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.

- No individuals other than the test administrator, principal, district test coordinator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
- Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
- After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
- Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

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

Online Testing

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

Sanctions Against Improper or Unethical Practices

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

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

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

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

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

Student Motivation

School District of Washington

Motivating Students to Do Well on State and District-Wide Assessments

The School District of Washington has implemented strategies to motivate students to do their best on required assessments and to recognize students who perform well. We encourage all students to perform at their optimal level, and we also offer incentives to encourage this behavior.

Each building will decide what strategies to use to motivate students to do their best on all assessments. Below is a list of some possibilities that may be considered.

Pre-Assessment

- Schools will send an informative letter to parents regarding test dates, the schedule, and tips for successful testing.
- Schools may provide motivational assemblies or classroom visits.
- Schools will encourage healthy eating and sleeping prior to assessments.
- Schools will emphasize learning as one of the most important things a school does all year.

During Assessment

- Healthy snacks and stretch breaks are encouraged to increase alertness and attention.
- Minimal homework is assigned to students taking assessments.
- Rewards may be given for attendance and good behavior during assessment.

Post Assessment

- Celebrations may be held after completion of testing.
- Certificates and/or medals may be given to students scoring proficient and advanced.
- Incentives such as parties, trips, coupons, etc. may be given.

Written Record of Data Analysis of Test Results

School District of Washington

Written Record of Data Analysis of Test Results

District assessment data from standardized achievement tests will be provided to appropriate personnel at all levels (central office, building administration, classroom teachers, special education teachers, for example).

At the **district level**, data will be analyzed by building and reported to the Board of Education to identify achievement levels. This data will also be discussed with building administration as they plan for improvement at the building level. Student achievement on standardized tests will be addressed in the district Comprehensive School Improvement Plan (CSIP) and placed on the district scorecard.

At the **building level**, data will be analyzed and discussed by building faculty at staff meetings and grade level/department meetings not only to recognize achievement gains but also to plan for improvement in any areas indicated. Strategies to improve scores will be included in the Building School Improvement Plan (BSIP).

At the **classroom level**, data will be reviewed by district teaching staff to highlight content skills or standards that need to be addressed. The results of this data analysis will be shared with building administration as building plans are reviewed and revised. Data will be discussed during professional learning community collaboration as teachers work together to strengthen student success.

Reports regarding individual student test data results will be provided to students in addition to being placed in student permanent records.

Dyslexia Plan

Universal Screening and Early Dyslexia Identification

As mandated by DESE, beginning in the 2018-2019 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the findings and recommendations of the task force created under section 633.420. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support.

Purpose of Universal Screening

Data from the National Institute of Child Health and Human Development (NICHD) indicate that brain plasticity decreases over time, therefore early intervention is essential to close the gap between struggling readers and their "normally developing" peers (Stanovich, 1986).

The Dyslexia Plan is designed to:
- Identify students who are at risk for dyslexia or reading failure
- Form small groups for instruction and intervention
- Set individual goals for student achievement
- Set exit criteria for intervention window

School District of Washington Identification and Service Plan for Students At-Risk for Dyslexia

An Identification and Service Plan for Students At-Risk for Dyslexia has been created and can be found via this Google Link: SDOW Dyslexia Plan. This plan is in alignment with SB681.

School District of Washington Important Dates Calendar

Annually, the District updates an Important Dates Calendar to keep staff informed of testing windows. This calendar is subject to change, and more dates will be added as they become available. Please check often for additions and adjustments to the Important Dates Calendar, found via this Google Link: Important Dates Calendar.