

Macon County R-1 Schools
District Assessment Plan
2019-2024



Macon County R-1 School District
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Approved by the Macon County R-1 Board of Education
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Forward

This edition of the District Assessment Plan for the Macon R-1 School District is an update and revision of previous plans approved for the District. Counselors, teachers, and administrators representing each instructional level contributed to the information prepared in this document.

It should be noted that the term "assessment" is used in place of "testing". "Testing" constitutes only one aspect of a comprehensive plan. Assessment implies the use of a variety of means to determine students' capabilities, including periodic formative tests, teacher observations, and evaluation of student performance in real-life situations, along with traditional, end-of-year summative tests.

Included in this plan are assessment plans for children 0-4 years of age, identification of children who are academically gifted, children with handicapping conditions, and children in need of remedial assistance. Appropriate use of assessment results of the plan should assist parents, teachers, administrators, and the Board of Education in making instruction more effective for each student.

Table of Contents

Section A:	Reasons For Assessment Program	4
Section B:	Testing Student Achievement The district-wide assessment program which tells what tests are given, the purpose of each, how results are used and disseminated	5
Section C:	Including Students with Special Needs in State and District-wide Assessments Guidelines for including students with disabilities in the district-wide assessment program	6
Section D:	Guidelines for Professional Development Related to Student Assessment Provisions for staff development activities directly related to the assessment program	6
Section E:	Teaching Test-taking Strategies to Students	7
Section F:	Test Security Policy for all Standardized Tests	7
Appendix	Macon R-I District Assessments	9

Section A: Reasons for Assessment Program

Assessment is a critical part of school improvement and student learning. The district assessment program allows the district to gather information for a variety of purposes. Assessment involves sampling student performance so judgments and decisions can be made concerning individual students, groups of students, and educational programs. The validity of judgments and decisions that are made depends on the wise choice of assessment procedures and the appropriate administration and interpretation of these procedures. The primary justification for assessment is that the information obtained can be used to make better and more informed educational decisions or judgments. Well-designed and appropriately used assessments provide the following benefits:

- Teachers gain information about individual students' strengths and weaknesses.
- Teachers can evaluate the effectiveness of their instruction
- Students are made aware of their individual strengths and weaknesses
- Teachers, parents, students, and policy makers make more informed decisions.
- Programs can be evaluated for their impact on learning-focus learning and instruction to state standards and key concepts
- School buildings and the district as a whole can report on academic progress, performance and improvement to the public

The District Assessment Program consists of a variety of assessment types and formats including norm-referenced tests, criterion-referenced tests, nationally developed tests, and locally-developed assessments in core content areas. The primary goal of the assessment program is to monitor and improve student performance and achievement. A second equally important role of assessment is to provide the necessary information to improve curriculum and instructional practices. These two goals are inextricably linked and cannot be considered apart from each other.

No single assessment or assessment type can serve all of the needs for information; therefore, the assessment program includes a wide range of instruments and procedures. Using multiple sources of assessment information can frame the answers to key student performance and school improvement

The Assessment Plan includes components as specified in the Missouri School Improvement Process (MSIP) Instructional Standards 2 and 4 along with their respective indicators:

I-2—Instructional staff use effective assessment practices to monitor student learning and adjust instruction.

1. Instructional staff use both formative and summative assessments to monitor student learning and adjust instruction.
2. Instructional staff regularly and systematically uses assessment results and other student work to make adjustments to curriculum, instruction and intervention strategies to assist students in meeting state achievement standards.
3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
4. Timely, descriptive, and constructive feedback from assessments is provided to students and parents.

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

1. The district has a written assessment plan that includes the required components.
2. The district uses a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform district-wide decisions.
3. The local board of education annually reviews performance data disaggregated for any subgroup of five (5) or more students at a grade level in order to effectively monitor student academic achievement and persistence to graduation rates.
4. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

Section B: Testing Student Achievement

In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purpose of the district-wide assessment program is to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - help teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - help the district make needed changes in the curriculum;
 - 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 progress of the district towards the goals and objectives of the CSIP and Goals for Graduation.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting set standards. Other assessments given on a district-wide basis are described in the table contained in Appendix A of the district's local assessment plan.

This district plan includes both the state mandated assessments as well as those selected by the district. Generally assessments are described by three different types: Formative, Interim, and Summative. The majority of the formative assessments are classroom based and will not be listed in this plan. Formative assessments often occur in the teaching moment and are used to provide immediate feedback on student progress. The nature of formative assessments do not allow for large scale tracking or data collection. Interim assessments are assessments administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policy maker or educator decisions at the classroom, school, or district level. The specific interim assessment designs are driven by the purposes and intended uses, but the results of any interim assessment must be reported in a manner allowing for aggregation across students, occasions, or concepts. Finally, summative assessments occur less frequently and are administered at the end of the instruction, e.g. semester tests, MAP assessments.

The table in Appendix A will:

- tell what tests and assessments are included in the district-wide assessment program;
- tell the grade the test is given;
- tell the purpose of each test;
- describe how the results are used;
- tell how the results are disseminated.

Section C: Including Students with Special Needs in State and District-wide Assessments

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

A number of federal and state laws have been enacted that call for higher learning standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs. Modification of the standardized testing procedures is allowable under the conditions specified in the 1989 Assessment Standards for students with an Individualized Education Program (IEP), English Language Learner (ELL) students, or students with a Section 504 Individualized Accommodation Plan (IAP). Under certain circumstances, students with an IEP and ELL students may be exempted from certain testing. Accommodation and exemption procedures follow those currently outlined by the Department of Elementary and Secondary Education.

In order to compliance with federal laws and state mandates, Macon County R-I Schools has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:
 - **MAP Subject Area 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 modifications in testing procedures.
 - **MAP Subject Area 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:** The Missouri Assessment Program-Alternate Assessment (MAP-A) is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.
2. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternative assessments.
3. The student's IEP or 504 team will use accommodation procedures that are outlined by the Department of Elementary and Secondary Education. Including the following key points as a premise when making all assessment participation decisions:

Section D: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Macon County R-I School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, and results of teachers requested needs. This will be in collaboration between the Macon County R-1 assessment coordinator and the professional development team.

Topics related to state and district-wide assessment that will be addressed in in-service opportunities or other staff training opportunities may be:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on standardized tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- how to motivate students to take testing seriously

Section E: Teaching Test-taking Strategies to Students

There are two types of test-taking strategies: short-term strategies that can be done shortly before the test and long-term strategies that need to occur over time within the instructional process. Shortly before the MAP test 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 items and performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

To be prepared for the MAP and other tests students will be taught how to:

- work through long test periods;
- manage their time during testing;
- sit quietly when finished with testing.
- formulate quality answers to multiple choice items.
- decide between two close answers.
- formulate quality answers to constructed response items.
- formulate quality answers on performance events.
- utilize calculators and testing devices to become familiar with them

Section F: Test Security Policy

In accordance with the Department of Elementary and Secondary Education, District and School Test Coordinators, Test Examiners, translators, proctors, and any other district and/or staff who have testing responsibilities must follow test security procedures. The tests must not be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, photographed, texted, or made accessible to personnel not responsible for testing. Both written and/or verbal discussion of specific MAP Grade-Level and EOC assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes. Test items or answers must not be discussed with anyone at any time. When hard-copy editions of the test are not in use, they must be stored in a secure, locked location outside of the classroom. Large Print, Braille, and paper/pencil editions of the tests must be transcribed into testing sites and shipped back following the procedures once testing is complete.

Storage and Access Before Test Administration- if testing booklets are utilized for students

1. All Missouri assessment documents and standardized test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive at the district, the test coordinator will carefully check all materials and sort them in preparation for administration.
3. Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration.
4. Only the test coordinator and other designated individuals will have access to test materials.
5. No teacher shall have access to test booklets or be told what is in them before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).
6. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

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

Test Administration

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Testing materials will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test materials until time for testing to begin.
3. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed on how to pause testing.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
6. If a test is to be administered over a series of days, test materials will be collected each day immediately following testing, and dealt with according to the protocols of each test.

Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test for any reason.
2. Removal of a test materials from the secure storage area except during test administration.
3. Failure to return all test materials following test administration.
4. Altering a student's responses to items.
5. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
6. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

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

Appendix A

Macon R-I District Assessments

Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
PAT	Ages and Stages Questionnaire: Social-Emotional (ASQ:SE-2)	Screening tool that identifies infants and young children show social-emotional development requires further evaluation to determine if referral for intervention is necessary.	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Usually done in the home at time of personal visit, but can be done by appointment for those children not enrolled in P.A.T.
	Dial- 4	To determine ability in areas of speech and language, social, emotional, and behavioral, health or motor problems, cognitive ability, adaptive behavior, and academic ability	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Mass screening dates scheduled in the spring. Individual screening appointments at parents' convenience
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
PS (goes to age 90)	Vineland II Adaptive Behavior Scales	Standardized assessment of personal/social and communication/motor sufficiency of individuals	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
	Dial- 4	To determine ability in areas of speech and language, social, emotional, and behavioral, health or motor problems, cognitive ability, adaptive behavior, and academic ability	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Mass screening dates scheduled in the spring. Individual screening appointments at parents' convenience
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
K	District-created Kindergarten Screening Battery	To determine readiness for Kindergarten, including speech/language and medical needs	Screening results are used to determine classroom placement	Screening results are shared with parents immediately following the screening
	DRA2 - Developmental Reading Assessment - 2nd edition	Provides a text reading level	Results are used to determine eligibility for Title reading services, as well as classroom group and/or independent reading level placement	Results are shared with title teachers and parents
	easy CBM	To identify and service students at-risk for dyslexia.	Results are used to identify students with deficits and provide specific identified instructional focus in areas of concern.	Results are shared by teachers to target intervention.
	Arkansas Rapid Screener	Assessment supplement to use to screen dyslexia in students.	Results are used in conjunction with other assessments to screen rapid automatic naming.	Results are shared by teachers to target intervention.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills as well to determine instructional needs.	Results are accessed by teachers to target instruction.
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math as well as to determine instructional needs within the classroom.	Results are accessed by teachers to target instruction.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
1	DRA2 - Developmental Reading Assessment - 2nd edition	Provides a text reading level	Results are used to determine eligibility for Title reading services, as well as classroom group and/or independent reading level placement.	Results are shared with title teachers and parents

	easy CBM	To identify and service students at-risk for dyslexia.	Results are used to identify students with deficits and provide specific identified instructional focus in areas of concern.	Results are shared by teachers to target intervention.
	Arkansas Rapid Screener	Assessment supplement to use to screen dyslexia in students.	Results are used in conjunction with other assessments to screen rapid automatic naming.	Results are shared by teachers to target intervention.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills as well to determine instructional needs.	Results are accessed by teachers to target instruction.
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math as well as to determine instructional needs within the classroom.	Results are accessed by teachers to target instruction.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
2	DRA2 - Developmental Reading Assessment - 2nd edition- Word Analysis	Provides a means to observe readers various components of spoken and written words. Assessment	Results are used to determine eligibility for Title reading services, as well as classroom group and/or independent reading level placement, as well as dyslexia screening.	Results are shared with teachers to target interventions.
	Diagnostic Decoding Surveys	Assessment supplement used to detect reading difficulties and specific decoding weaknesses in dyslexia learners.	Results are used in conjunction with the DRA2 to determine interventions for students with dyslexia	Results are shared by teachers to target intervention.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills as well to determine instructional needs.	Results are accessed by teachers to target instruction.
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math as well as to determine instructional needs within the classroom.	Results are accessed by teachers to target instruction.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
3	DRA2 - Developmental Reading Assessment - 2nd edition- Word Analysis	Provides a means to observe readers various components of spoken and written words. Assessment	Results are used to determine eligibility for Title reading services, as well as classroom group and/or independent reading level placement, as well as dyslexia screening.	Results are shared with teachers to target interventions.
	easy CBM	To identify and service students at-risk for dyslexia.	Results are used to identify students with deficits and provide specific identified instructional focus in areas of concern.	Results are shared by teachers to target intervention.
	Diagnostic Decoding Surveys	Assessment supplement used to detect reading difficulties and specific decoding weaknesses in dyslexia learners.	Results are used in conjunction with the DRA2 to determine interventions for students with dyslexia	Results are shared by teachers to target intervention.
	MAP Communication Arts Math Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and

			Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	administrators. The students and parents are provided with student reports.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills as well to determine instructional needs.	Results are accessed by teachers to target instruction.
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math as well as to determine instructional needs within the classroom.	Results are accessed by teachers to target instruction.
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
4	MAP Communication Arts Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills as well to determine instructional needs.	Results are accessed by teachers to target instruction.
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math as well as to determine instructional needs within the classroom.	Results are accessed by teachers to target instruction.
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
5	MAP Communication Arts Math Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.

	Physical Fitness Test	All 5th grade students enrolled in a PE class will take the fitness test as required by state mandate.	The results will be sent in core data reports to DESE and will be used to evaluate programs and the content of the curriculum.	The results will be included in the annual review by the board. The students will be informed as to the results of their fitness test.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills as well to determine instructional needs.	Results are accessed by teachers to target instruction.
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math as well as to determine instructional needs within the classroom.	Results are accessed by teachers to target instruction.
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
6	MAP Communication Arts Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills.	Results are shared with ELA teachers, and are graphed by students
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math. These interventions include school time RTI and after school math tutoring. The results are also used as part of the criteria for math placement.	Results are shared with the Middle School Math team teachers, and are shared with the students. The students can access the site to see their strengths, weaknesses, and growth through the inventories website.
	Orleans-Hanna Algebra Prognosis Test-3rd ed.	To determine students' readiness for algebra	Results are used as one measure to place students' in 7th grade pre-algebra	Results are shared with teachers and placement is shared with parents
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
7	MAP Communication Arts Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.

	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills.	Results are shared with ELA teachers, and are graphed by students
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math. These interventions include school time RTI and after school math tutoring. The results are also used as part of the criteria for math placement.	Results are shared with the Middle School Math team teachers, and are shared with the students. The students can access the site to see their strengths, weaknesses, and growth through the inventories website.
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
8	MAP Communication Arts Math Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	Evaluate ELA	Provides a general assessment in the area of reading and writing skills.	Results are used to determine the need for intervention in the areas of reading and writing skills.	Results are shared with ELA teachers, and are graphed by students
	Evaluate Math	Provides a general assessment of math achievement.	Results are used to determine the need for intervention in the area of math. These interventions include school time RTI and after school math tutoring. The results are also used as part of the criteria for math placement.	Results are shared with the Middle School Math team teachers, and are shared with the students. The students can access the site to see their strengths, weaknesses, and growth through the inventories website.
	Careers Cluster Inventory	Measures a student's skills, abilities, work values and interests in regard to occupational areas.	Results are used for creating ICAP	Students receive results immediately following the assessment
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
9	Physical Fitness Test	All 9th grade students enrolled in a PE class will take the fitness test as required by state mandate.	The results will be sent in core data reports to DESE and will be used to evaluate programs and the content of the curriculum.	The results will be included in the annual review by the board. The students will be informed as to the results of their fitness test.
	English I EOC	Assess students at the end of their English I course to determine their depth of knowledge in the reading and writing curriculum	Results are used to make changes within the instructional strategies.	The results will be included in the annual review by the board. The students will be informed as to the results of their fitness test.
	EOC Algebra I	All students will take the algebra I EOC upon completion of the course as required by state mandate.	Results are used to make changes within the instructional strategies.	The results will be included in the annual review by the board.

	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
10	EOC English II	Assess students at the end of their English II course to determine their depth of knowledge in the reading and writing curriculum.	Results from the EOC assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	EOC Biology	Assess students at the end of their Biology course to determine their depth of knowledge of the curriculum.	Results from the EOC assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	EOC Algebra II	Assess students at the end of their Algebra II course to determine their depth of knowledge in the reading and writing curriculum.	Results from the EOC assessments 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
	CPR Assessment	The health class is aimed at equipping students to provide on-the-spot care safely and effectively in a crisis situation.	Results are recorded on student transcripts and submitted to DESE.	CPR instruction is a requirement for all Missouri Students before they graduate from high school. The results are reported annually to DESE.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
11	EOC American Government	Assess students at the end of their Biology course to determine their depth of knowledge of the curriculum.	Results from the EOC assessment 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 of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.

	PSAT/NMSQT (on a volunteer basis)	Verbal, math, and writing skills are assessed. Students planning to attend college are strongly encouraged to take this test.	Prepares students for SAT. Students are given an explanation of the results. A copy is taken home and a copy is placed in the permanent file. Students that qualify for National Merit Scholarships are notified.	Counselors go over results with students.
	ACT	Core areas are assessed. Students planning to attend college are strongly encouraged to take these assessments at the beginning and latter part of the junior year.	Results may determine college choice and scholarship opportunities. Retesting determined if scores are not sufficient for college of choice.	Classroom presentations. Letters to parents. Pre-College Night. Results placed in permanent record.
	Armed Services Vocational Battery (ASVAB)	Students are tested in academic and occupational composites. Career information is also provided.	Provides students with aptitude scores for various areas. A military screening tool for possible armed services candidates.	Copies of the ASVAB scores will be given to students as well as an explanation of scores and career information. Results in permanent file.
	MO Comprehensive Student Needs Survey (every 3 years)	To determine students' priorities and needs.	Results are used to make changes within the Comprehensive Counseling Program	Results collected by counselors and summary reported to School Board in program reports.
	Missouri Constitution	The Missouri Constitution will be given before students complete their Government course. It will be comprised of questions regarding Missouri Laws, Preamble, Bill of Rights, Legislative Branch, Senate, House of Representatives, etc.	Meets the graduation requirement. Teaches students of the Missouri Laws.	Results are put on permanent records and submitted to DESE.
	US Constitution	The US Constitution will be given before students complete their Government course. It will be comprised of questions regarding Missouri Laws, Preamble, Bill of Rights, Legislative Branch, Senate, House of Representatives, etc.	Meets graduation requirements. Teaches students of the US Laws.	Results are put on permanent records and submitted to DESE.
	Civics assessment	The Civics assessment will be given before students complete their government course. It will be an immigration assessment where students learn the US laws and regulations of becoming a US citizen.	Meets the graduation requirement. Teaches students the rules and regulations to becoming a US citizen.	Results are put on permanent records and submitted to DESE.
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
12	180 day Follow-up	To determine students' priorities and needs.	Results are used to make changes within the School Counseling Program.	Results provided to counselors by Career Center Counselor.
Assessments Available for Special Needs/Special Programs				
Intelligence/Cognitive Assessments				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
Ages 3-7.3	Wechsler Preschool and Primary Scale of Intelligence-revised (WPPSI-R)	Individualized standardized test for general intelligence providing a verbal, performance, and full scale intelligence quotient	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2 -adult	Stanford-Binet Intelligence Scale (4 th edition)	Individualized standardized test designed to measure intelligence by assessing verbal reasoning, abstract/visual reasoning, quantitative reasoning, and short-term memory	Placement decisions and/or diagnostic information/ used as a screening tool for the gifted program	Staffings and/or evaluation report
Ages 4-90	Kaufman Brief Intelligence Test (KBIT-2)	Brief measure of verbal and nonverbal intelligence.	Used as a screening tool for the gifted program	Resulted collected and kept by the Gifted Instructor

Ages 5-14.11	Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)	Assesses aptitude and achievement to identify gifted students.	Used as a screening tool for the gifted program	Results collected and kept by the Gifted Instructor
Ages 6-16.11	Wechsler Intelligence Scale for Children (4 th edition) (WISC-IV)	Individualized standardized test for general intelligence providing a verbal comprehension index, perceptual reasoning index, working memory index, processing speed index, and full scale intelligence quotient	Placement decisions and/or diagnostic information/used as a screening tool for the gifted program	Staffings and/or evaluation report
Ages 5-85.11.	Test of Non-Verbal Intelligence (4th edition) (TONI-4)	Individualized intelligence test that is language free, motor reduced, and culture reduced	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Grades 4-12	DRA2 - Developmental Reading Assessment - 2nd edition- Word Analysis	Provides a means to observe readers various components of spoken and written words. Assessment	Results are used to determine eligibility for Title reading services, as well as classroom group and/or independent reading level placement, as well as dyslexia screening.	Results are shared with teachers to target interventions for dyslexia.
Grades 4-12	easy CBM	To identify and service students at-risk for dyslexia.	Results are used to identify students with deficits and provide specific identified instructional focus in areas of concern.	Results are shared with teachers to target interventions for dyslexia.
Grades 4-12	Diagnostic Decoding Surveys	Assessment supplement used to detect reading difficulties and specific decoding weaknesses in dyslexia learners.	Results are used in conjunction with the DRA2 to determine interventions for students with dyslexia	Results are shared with teachers to target interventions for dyslexia.
Achievement/Academic Assessments				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
Ages 4 -85.11 Grades Pre K-16	Wechsler Individual Achievement Test-revised (WIAT-R)	Individual standardized achievement test which assesses reading, math, written expression, oral expression, and listening comprehension with age and grade based norms	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2-90+	Woodcock-Johnson III	Individual standardized achievement test which assesses general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and student achievement	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Grades K-12	Woodcock Reading Mastery Test-revised (WRMT-R)	Standardized individually administered reading test to assess mastery of letter identification, word identification, word attack, word and passage comprehension	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Early Childhood Development, Behavioral, Pre-Academic Assessments				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
Ages 36-71 mos.	Early Childhood Behavior Scale	Standardized rating of academic progress, social relationships, and personal adjustment	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 3-7.11	Test of Early Reading Ability (3 rd edition) TERA-3	Individual standardized assessment to identify children with special needs and to document progress in reading	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 3-10.11	Test of Early Written Language (2 nd edition) (TEWL-2)	Individual standardized measure of early writing ability	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2.6-7.11	Bracken Basic Concept Scale-revised (BBCS-R)	Individual standardized measure of comprehension of foundational and functional relevant education concepts and assesses important conceptual and receptive	Placement decisions and/or diagnostic information	Staffings and/or evaluation report

		language abilities; measures school readiness		
Ages Birth – 6.11	Preschool Language Scale 5	Measures young children's receptive and expressive language	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2.5-5.11	Dial 4	This is a screening tool to see if we need to test a child or not.	Testing decisions and/or diagnostic information	Staffings and/or evaluation report
Social/Emotional/Behavioral Assessments including Adaptive Behavior				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
Grades K-12	Behavior Evaluation Scale-2 (BES-2)	Provides a standardized rating of social and personal behavior	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 5 - 19	Adaptive Behavior Evaluation Scale (ABES)	Assesses adaptive behavior in the areas of Communication, Self-Care, Home Living, Social skills, Community Use, Self- Direction, Health and Safety, Functional Academics, Leisure, and Work	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 3-90	Vineland II Adaptive Behavior Scales	Standardized assessment of personal/social and communication/motor sufficiency of individuals	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Speech and Language Assessments				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
Ages 2-21	Goldman Fristoe Test of Articulation-2 nd edition (GFTA-2)	Individual standardized assessment of articulation skills in all positions of single words and in sentences	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2-adult	Stuttering Severity Instrument for Children and Adults-4 rd edition	Individualized standardized assessment of the level of dysfluency	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2-21	Khan-Lewis Phonological Analysis	Compare individual articulation errors to phonological processes to determine phonological process disorders	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 7-11.11	The Elementary Word-R Test	Assesses semantic concepts both receptive and expressive	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 3-21	Oral and Written Language Scales (Oral Sections)	Assesses receptive and expressive syntax and semantics	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Grades K-12	Peabody Picture Vocabulary Test-3 rd edition (PPVT-3)	Assesses receptive vocabulary skills individually	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 8-12.11	Test of Language Development-Intermediate-3 rd edition (TOLD-3)	Assesses receptive and expressive syntax, semantics, listening, and organizing of language	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 4-8.11	Test of Language Development-Primary-3 rd edition (TOLD-P:4)	Assesses receptive and expressive syntax, semantics, listening, and organizing of language	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 5-21	Clinical Evaluation of Language Fundamentals-4 th edition (CELF-4)	Assesses expressive and receptive language including semantics and syntax and provides a language organizing quotient and speaking and listening quotient	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2-7.11	Test of Early Language Development-3 rd edition (TELD-4)	Measures the components of spoken language	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2 -11.11	Expressive One-Word Picture Vocabulary Test	Assesses expressive vocabulary	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 2 -11.11	Receptive One-Word Picture Vocabulary Test	Assesses receptive vocabulary	Placement decisions and/or diagnostic information	Staffings and/or evaluation report

Motor Assessments				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
Ages Pre-school-Adults	The Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)	Uses a developmental sequence of geometric forms to be copied with paper and pencil to help identify children who may need special assistance	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Ages 4-21.11	Bruiniks-Oseretsky Test of Proficiency, Second Edition (BOT-2)	Measures gross and fine motor skills	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Birth-5	Peabody Developmental Motor Scales, Second Edition (PDMS-2)	In-depth assessment with training and remediation of gross and fine motor skills.	Placement decisions and/or diagnostic information	Staffings and/or evaluation report
Other Assessments Available English Language Learners				
Grade	Name of Assessment	Purpose	How Results are Used	Dissemination of Results
K – 12	WIDA (EL)Proficiency Tests	Identifies limited English proficiency students, then helps with designating these students as fluent English proficient for placement in mainstream classes after English instruction	Placement decisions	Staffings with teachers
K-12	ACCESS for ELLs 2.0	Yearly state-mandated assessment to evaluate the language acquisition skills and academic growth of ELL students	Guide ELL learning plans and determine readiness from exiting ELL services	Assessment results are shared with teachers and parents.