Southwest R-5

School District

Washburn, MO

District Assessment Plan

Southwest R-5 School District

529 E. Pineville Rd.

Washburn, MO 65772

www.swr5.k12.mo.us

SOUTHWEST SCHOOL DISTRICT ASSESSMENT PHILOSOPHY

Assessment is critical to student learning and to overall school improvement. The Southwest R-5 School District is committed to the concept of assessment for learning. District benchmarks and the use of formative assessments are intended to diagnose student understanding, measure performance, inform instruction, focus instructional time—and drive achievement.

The Southwest R-5 School 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. The primary goal is to monitor and improve student performance. A second important role of assessment is to provide necessary information to adjust curriculum and improve instructional practices.

Requirements from MSIP 5 document accepted by the Missouri State Board of Education are foundational to this plan.

MSIP 5: The district administers state- required tests and other assessments and uses disaggregated and longitudinal assessment data to inform and adjust curriculum and instructional practice.

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. In accordance with school improvement plans, each building provides structures for instructional staff to regularly and systematically use common assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies and to determine the extent in which expectations for student work are aligned with state standards.
3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.

COMPONENTS OF THE DISTRICT ASSESSMENT PLAN

Beyond those concepts foundational to MSIP 5, this assessment plan includes several important components:

- Large-Scale Achievement Assessments, listing standardized assessments required by grade level and by subject;
- Supplemental Assessment Tools;
- Pre-school Assessments;
- Health Screenings;
- English Language Assessments;
- Special Education Assessments;
- District-level Assessments;
- Classroom-Based Assessments;
- Standards Not Assessed by MAP;
- Guidelines for Students with Disabilities;
- Guidelines for ELL Students;
- Professional Development and Assessment;
- Provisions for Teaching Test-Taking Skills;
- Test Security
- Sanctions Against Unfair Practices;
- SWR-5 Board of Education Policies Governing Assessment

LARGE SCALE ASSESSMENTS

Assessment	Grade Level(s)	Date	Purpose
ACT	9-12	Various	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.
ACT	11	Spring	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.
Armed Services Vocational Battery (ASVAB)	11	Fall	Provides students with aptitude scores for various areas and for career interests. A military screening tool for possible armed services candidates.
BEAR Spelling Assessment	K-2	Ongoing	Provides a general assessment of phonological awareness achievement.
Discovery	K-12	Ongoing	To assess individual and group achievement in ELA, mathematics and science.
EOC Algebra I	8-12	Fall, Spring	EOC Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.
EOC American Government	11-12	Fall, Spring	EOC Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.
EOC Biology	9-12	Fall, Spring	EOC Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.
EOC English II	10-12	Fall, Spring	EOC Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.
MAP-A	Math (Grades 3-8, 10); CA (Grades 3-8,11); Science (Grades 5,8,11)	Spring	Used as an assessment for students identified through their IEP. MAP-A assess accuracy, independence and connection of students to the Alternate Performance Indicators (APIs) instead of GLEs and CLEs. This assessment replaces the Grade Level Assessment and End of Course.
MAP Science	5,8	Spring	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.
MO Connections (Career Cluster Survey)	5-12	Ongoing	Used for creating Personal Plans of Study and career planning
MO Physical Fitness Assessment	5,9	Spring	All 5th & 9th grade students will take the fitness test as required by state mandate.
Reading Counts	1-4	Ongoing	Monitor student progress in reading.
Scholastic Reading Inventory (SRI)	K-12	Ongoing	Monitor student progress in reading.
Scott Foresman Assessments	K-4	Ongoing	Monitor student progress in developing priority skills and achieving state reading educational objectives.
US & MO Constitution Test	11-12	Spring	To measure student knowledge of the US & Missouri Constitution.

SUPPLEMENTAL ASSESSMENT TOOLS

Assessment	Grade Level(s)	Date	Purpose
PSAT	10	Fall	Measure verbal and mathematical reasoning abilities. Selected students tested to determine eligibility for National Merit Honors Scholarships.
Advanced Placement (AP) Examinations	11-12	Spring	Measure learning for students enrolled in AP Courses. Required by College Board. Grade of 3 or higher earns student college credit for the class.
PAST	Title I K-2	Ongoing	Provides a general assessment of phonological awareness and phonics.
A-Z Running Records	Title I K-4	Ongoing	Provides a general assessment of reading grade level and comprehension.
Missouri Student Survey	6-12 (random sample)	March (even years only)	This state survey is a valuable way to learn more about students' tobacco, drug and alcohol use, as well as bullying, mental health, and other information.
Parent Survey	Parents	Fall	This is a local assessment/survey given to parents to aid schools in measurement of school climate.
Student Survey	K-12	December	This is a local assessment/survey given to all students to aid schools in measurement of school climate and teacher performance.
Technology Survey	8	Spring	
COMPASS Test	11-12	Ongoing	Used to assess college and career readiness in all juniors and seniors. Specific scores required for dual credit, duall enrollment and Advanced Placement.
Technical Skills Assessments	12 TSAs: to fulfill Perkins reporting requirements, students must earn 3 or more credits in a CTE sequence of courses to be tested.	End of school year prior to graduation.	End-of-course assessment of technical skill attainment in CTE courses, required by DESE for Perkins & MSIP 5. Measures level of technical competencies and skills mastered by students in their CTE area of concentration.

PRE-SCHOOL ASSESSMENTS

Assessment	Grade Level(s)	Date	Purpose
Creative Curriculum Assessment	PK	Spring, Fall	To monitor student progress
DIAL IV	PK	Spring, Fall	To determine ability in areas of speech and language, social, emotional, and behavioral, health or motor problems, cognitive abiltity, adaptive behavior, and academic ability.

HEALTH SCREENINGS

Assessment	Grade Level(s)	Date	Purpose
Vision Screening (Lighthouse or Titmus)	PK-1; renewed IEPs	Ongoing	To identify children who have vision defects that require further examination.
Hearing Screening (Audiosweep or Impedence)	available to all students as needed; renewed IEPs	Ongoing	To identify children who have hearing defects that require further examination.
Dental Checks	available to all students upon parent request	Ongoing	To identify children who have dental problems. Screenings and treatment are done though the Dental Clinic.

ENGLISH LANGUAGE ASSESSMENTS

Assessment	Grade Level(s)	Date	Purpose
WIDA-ACCESS Placement Test (W-APT)	K-12	Ongoing	Identifies limited English proficiency students.
ACCESS	K-12	February	To measure English language learners' development of reading, writing, listening, speaking and comprehension skills throughout the year.

SPECIAL EDUCATION ASSESSMENTS

Assessment	Grade Level(s)	Date	Purpose
Arizona Articulation Proficiency Scale-III (AAPS-3)	Ages 1.5-18	Ongoing	Provides a measure of articulation proficiency in children
Behavior Disorders Identification Scale (BDIS)	Ages 5 - 18	Ongoing	To document the existence of behaviors which meet the criteria for identifying the student as behaviorally disordered
Bracken Basic Concept Scale-revised (BBCS-R)	Ages 2.6-7.11	Ongoing	Individual standardized measure of comprehension of foundational and functional relevant education concepts and assesses important conceptual and receptive language abilities; measures school readiness
Clinical Eval. Language Fundamentals (CELF-5)	Ages 5-21.11	Ongoing	Assesses receptive, expressive, and pragmatic language
Expressive Vocabulary Test-2 (EVT-2)	Ages 2.6-90+	Ongoing	Provides a measure of language proficiency.
Goldman Fristoe Test of Articualtion-2nd edition	Ages 2-21	Ongoing	Individual standardized assessment of articulation skills in all positions of single words and in sentences
Kaufman Test of Educational Achievement-II (KTEA-2)	Grades 1-12	Ongoing	Designed to measure school achievement of children.
Khan-Lewis Phonological Analysis	Ages 2-21	Ongoing	Compare individual articulation errors to phonological processes to determine phonological process disorders
Oral and Written Language Scales (OWLS)	Ages 3-21	Ongoing	Assesses receptive and expressive syntax and semantics
Peabody Picture Vocabulary Test-4th edition	Grades K-12	Ongoing	Assesses receptive vocabulary skills individually
Preschool Language Scale 5 (PLS-5)	Ages Birth – 6.11	Ongoing	Measures young children's receptive and expressive language
Vineland Adaptive Behavior Scales	Ages 3-13	Ongoing	Standardized assessment of personal/social and communication/motor sufficiency of individuals
Wechsler Adult Intelligence Scale (WAIS)	Ages 16 -adult	Ongoing	Individualized standardized test for general intelligence providing a verbal, performance, and full scale intelligence quotient
Wechsler Intelligence Scale for Children (3rdh edition) (WISC-IV)	Ages 6-16.11	Ongoing	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
Wechsler Preschool and Primary Scale of Intelligence-revised (WPPSI-III)	Ages 3-7.3	Ongoing	Individualized standardized test for general intelligence providing a verbal, performance, and full scale intelligence quotient
Woodcock-Johnson III	Ages 2-90+	Ongoing	Individual standardized achievement test which assesses general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and student achievement

DISTRICT ASSESSMENTS

District-developed assessments will be given at regular intervals to assess student achievement of the standards over the course of the school year. These assessments may be formative or summative in nature.

CLASSROOM-BASED ASSESSMENTS

Daily, ongoing assessment is interwoven with classroom instruction. Teachers document student learning and growth by collecting information through observations and student work. Classroom-based assessment in the Southwest R-5 School District includes, but is not limited to, the following practices:

Teacher Observation
- Quizzes and Tests
- Performance Assessments
- Projects
- Labs and Experiments
- Reading Inventories/Running Records
- Homework
- Participation
- Holistic Writing
- Checklists
- Rubrics and Scoring Guides
- Responses to Literature
- Goal-Setting
- Discussions

STANDARDS NOT ASSESSED BY MAP

Classroom-based assessments have been developed by teachers working in collaborative teams to address the following standards not assessed by the MAP. Assessments occur within the appropriate subjects and at appropriate grade levels.

Show-Me Standard

- 1.2 Conducts research to answer questions and evaluate information and ideas
- 2.3 Exchanges information, questions, and ideas while recognizing the perspective of others
- 2.4 Performs and produces works in the fine and practical arts
- 2.5 Applies communication techniques to the job search and the workplace
- 2.6 Uses technological tools to exchange information and ideas
- 4.4 Recognizes and practices honesty and integrity in academic work and in the workplace
- 4.8 Explores, prepares for, and seeks educational and job opportunities
- CA5 Comprehends and evaluates the content and artistic aspects of oral and visual presentations
- CA6 Participates in formal and informal presentations and discussions of issues and ideas
- CA7 Evaluates relationships between language and culture
- FA3 Acquires a solid foundation which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

GUIDELINES FOR STUDENTS WITH DISABILITIES

In June 1997, the reauthorization of the Individuals with Disabilities Education Act (IDEA) provided a clear direction for including students with disabilities in state assessment programs. The Missouri Assessment Program (MAP) should be appropriate for all students; therefore, the State Department of Elementary and Secondary Education has provided information to help IEP teams with the decision-making process for individual students. The following summary is intended to provide guidelines to the IEP teams during the decision-making process.

If the committee is faced with the decision of whether to exempt a student with a disability from standardized testing, the following reasoning needs to occur. Decisions about whether or not students participate should be based on the goals of the child's instruction. Students with disabilities, whose instructional goals are expected to lead to typical work and life experiences, should take the MAP. Students who are working only toward functional goals (self-care, life skills) will participate in the MAP-A alternate assessment.

Students with disabilities should participate in all subject areas in which they are receiving instruction in the content-oriented Show-Me Standards. Decisions about participation should be made based upon the instruction in the content-oriented Show-Me Standards. Decisions about participation should never be based on program setting, category of disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP for which that student receives instruction, regardless of where that instruction occurs. All decisions regarding participation and accommodations/adaptations must be made by the IEP team and documented in the IEP. Reasons for exclusion from testing must also be documented.

It is the responsibility of the District to assure that the results of assessments are ethical and equitable, and that no single group of the Southwest student body is disproportionately exempted from testing. Therefore, a basic guideline is to always assume that every student, even those with disabilities who may have previously been exempted, will participate in standardized testing.

GUIDELINES FOR ELL STUDENTS

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

Upon registration, parents complete the district enrollment form and provide information about the child's home language and perceived level of English proficiency. The W-APT are administered to determine placement level when the child is enrolled.

PROFESSIONAL DEVELOPMENT AND ASSESSMENT

Collaborative teams (of teachers) meet periodically to design performance assessments aligned to District curricula, examine the results of those assessments, and appropriately revise curricula, instruction, or the assessments themselves.

Each spring, the Curriculum Director reviews information about the administration of the statewide assessment (MAP and EOC) with the district test coordinator, who, in turn, works with school testing coordinators, administrators and staff to implement the assessment. In the fall of each year, the Curriculum Director compiles a District assessment report and building-specific reports which include group data, disaggregated information, and content standards reports. Throughout the year, the Director meets as needed with building staff, curriculum committees, and/or departments to guide the further analysis and use of assessment results. All building principals have access online to assessment data through the Department of Elementary and Secondary Education.

PROVISIONS FOR TEACHING TEST TAKING SKILLS

Teachers provide students with a variety of experiences throughout the school year that prepare them for standardized assessments. They incorporate performance tasks, scoring guides, open-ended responses, and selected response assessments into their classroom work. Unit assessments and homework assignments include varied question formats so students are familiar with multiple ways of responding. Through these experiences, students develop a sense of using rubrics to assess many forms of writing across the curriculum, practice strategies for approaching various types of items, and evaluate sample responses. Teachers have access to MAP released items, scoring guides, and other practice items. The curriculum in the Southwest R-5 School district is purposefully aligned with the Show-Me Standards and the Missouri Frameworks. This curriculum, coupled with instructional strategies that support the learning of all students, ensures that our students are well prepared to for both large-scale and classroom-based assessments.

TEST SECURITY

Storage and Access Before Test Administration: All Missouri Assessment Program documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area. Only the test coordinator and other designated individuals will have access to test materials. No teacher shall have access to test booklets or be told what is in them before the test is distributed. Teachers will have access to the appropriate documents, including the Test Examiner's Manual.

Instructions for Administration: Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator, designed to train test administrators in administration procedures. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handing materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting. All staff involved in the assessment process receive written information about the procedures to follow when administering a standardized test in a secure manner.

Test Administration: All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until testing begins. 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. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the teacher, and stored in a locked facility.

Collection and Storage of Test Materials Following Testing: All test makeups will be scheduled by the test coordinator. A designated individual will administer the test according to specified administration procedures, taking all of the previously described precautions to ensure security. Test materials will be counted. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts. Test booklets will be sorted and packaged according to directions by test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.

SANCTIONS AGAINST UNFAIR PRACTICES

The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices that this district consider inappropriate.

- copying in part of a standardized test booklet for any reason;
- removal of a test booklet from the secure storage area except during test administration;
- failure to return all test booklets following administration;
- directly teaching any test item included on a standardized test;
- altering a student's response to items on an answer sheet;
- indications 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;
- 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 of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent and appropriate disciplinary action will be taken.

SWR-5 BOARD OF EDUCATION POLICIES GOVERNING ASSESSMENT

The following two policies govern SWR-5's assessment practices:

- Board Policy IL

- Board Policy ILA

These policies are described in detail below.

SWR-5 BOARD POLICY IL (ASSESSMENT POLICY)

The district will use assessments as one (1) indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will annually 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).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
   a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
   b. Help the professional staff formulate and recommend instructional policy.
   c. Help the Board of Education adopt instructional policies.

4. *School and District Evaluation* – To provide indicators of the progress of the district toward established goals.
5. *Adequate Yearly Progress* – To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary Culture-free and culture-fair tests to assure that measurements are reasonably accurate.

Reading Assessment
The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law.

The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. 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 its students with limited English proficiency.

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 Show-Me Standards, as set forth by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an Individualized Education Program (IEP), the IEP team will make the determination.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent, guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

National Assessment of Educational Progress
If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.
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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.
Adopted: 10/14/2003
Last Revised: 03/13/2014
Cross Refs: JHD, Student Guidance and Counseling
JO, Student Records
KB, Public Information Program
MSIP Refs: 6.2
Legal Refs: §§ 160.257, .518, .570, 167.645, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

SWR-5 BOARD POLICY ILA (TEST SECURITY)

Storage and Access Before Test Administration

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

Instructions for Administration

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

Test Administration

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.
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 to

place their answer sheets in their test booklets and close these booklets before leaving their seats.

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 booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.

2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.

3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.

4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforestated precautions to ensure security. Test materials will be counted.

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 booklet for any reason.

2. Removal of a test booklet from the secure storage area except during test administration.

3. Failure to return all test booklets following test administration.

4. Directly teaching any test item included on a standardized test.

5. Altering a student's responses to items on an answer sheet.

6. 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.

7. 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.
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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.
Adopted: 10/14/2003

Southwest R-5 School District
2014-15 Assessment Schedule

Testing Window	Assessment	Grade Level	Student Group
August	Discovery	K-12	All
August	SRI	K-12	All
October	ASVAB	11	All
October	PSAT	10-11	Self-enrolled (contact counselor)
October	SRI	K-12	All
December	Discovery	K-12	All
December	SRI	K-12	All
January - May	US & MO Constitution Proficiency Exam	9-12	Students enrolled in US Gov't courses
January - February	WIDA - ACCESS	K-12	English-Language-Learner (ELL) Students
January - May	MAP-Alternate (Science)	5, 8, 11	Special Education Students not participating in MAP/EOC
March	Discovery	K-12	All
March	SRI	K-12	All
March - May	MAP-Alternate (ELA & Math)	3-11	Special Education Students not participating in MAP/EOC
April - May	End of Course	8-12	Students enrolled in Algebra I, Biology, English II, US Gov't courses
April - May	Fitness Testing	5,9	Students enrolled in PE courses
April - May	MAP Grade Level	3-8	All
April - May	District-wide ACT	11	All
May	Advanced Placement (AP) Exams	9-12	Students enrolled in AP Courses
May	SRI	K-12	All