



Southland C-9
District Assessment Plan

BOE Approved July 2022

SOUTHLAND C-9 SCHOOL DISTRICT DISTRICT ASSESSMENT PLAN

The following items are included in the District Assessment Plan:

Assessment Philosophy

Assessment of Student Achievement

Inclusion of Students with Special Needs

Accommodation Guidelines

Local Assessment of Standards not Assessed by MAP

Guidelines for PD Related to Student Assessment

Teaching Test Taking Strategies

Test Security Policy

Motivating Students for Best Performance

Making Changes as a Result of Data Analysis

Appendix A: Assessment Programs Board Policy

Appendix B: Test Security Board Policy

Appendix C: Dyslexia Handbook/ Board Policy

District Assessment Schedule

ASSESSMENT PHILOSOPHY

The Southland C-9 District's Assessment Plan is expected to positively impact both individual students and the district's overall educational program. Assessment must help key stakeholder such as parents, students and staff identify a student's academic strengths and weaknesses, evaluate his/her academic potential and level of achievement, identify needs for additional educational services and provide a basis for a student's career exploration and decision making. It is hoped that assessment will help students be realistically self-aware, achieve up to their academic potential and make wise decisions about post-secondary education or a job search. Assessment must also provide indicators of the progress of the District toward established goals, data/feedback to assist in reviewing and revising curriculum and instructional practices, and the means through which to meet all State assessment standards. Educators in the Southland C-9 School District believe that assessment is a necessary component of student instruction. We believe that assessments must be ongoing and systematic, following a plan determined by administrators in conjunction with their staffs and approved by the Board of Education. Information from assessments will provide direction for student instruction and lead to improved student achievement.

Rationale: The Missouri Department of Elementary and Secondary Education accredits schools through the Missouri School Improvement Process (MSIP). MSIP Standard 6.2 states:

***AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.**

Indicators within this standard include:

- A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
- B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
- C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
- D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
- E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
- F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.

G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.

H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

Evaluation of the Assessment Plan: The district believes that its Assessment Plan reflects local autonomy and state mandates and will lead to improved student learning. The Assessment Plan will be reviewed on an annual basis by a committee of teachers, specialists, and administrators, and changes will be made as needed.

District Testing Calendar

In July of each year, the District's Test Coordinator, with the input of other district administrators and staff, will generate a document, The District Test Calendar, which will specify administration dates or windows for all assessment instruments and be communicated to all District certificated staff.

SOUTHLAND C-9 ASSESSMENT OF STUDENT ACHIEVEMENT

Assessment Plan Coordination

Coordination of the District's Assessment Program (Ability, Achievement and Interest Assessments) is the responsibility of the Director of Curriculum. Health Screening Assessment is coordinated by the Lead Nurse of Health Services. Administration, scoring, interpretation and use of instruments within individual components of the assessment plan are the responsibilities of district Guidance Counselors, Director of Curriculum, and Superintendent. Provisions for staff development activities directly related to the assessment program will be provided and coordinated by the Director of Curriculum/Instruction/Assessment. The Director will also coordinate periodic meetings throughout the year utilizing data teams to disseminate data to drive instruction for student improvement based on assessment results.

Rationale: The district-wide assessment program is designed to provide information in the following areas:

Student Achievement: Provide information about student achievement so that parents/guardians, students, and teachers can monitor individual achievement, as well as general population and sub-group achievement.

Student Counseling: Provide data and information about student achievement to use in the counseling and guidance of students for specific academic, career preparation, and remediation purposes.

Instructional and Curriculum Change: Provide data that will assist in preparation and revision of instructional strategies and curriculum documents.

School and District Evaluation: Provide indicators of progress of the schools and district toward the goals and objectives of the Comprehensive School Improvement Plan (CSIP) and the indicators on the Annual Performance Report (APR).

The district-wide assessment program will include the assessments of the Missouri Assessment Program (MAP, including both grade level and end-of-course exams) to monitor the progress of all students in meeting the Show-Me Standards.

GUIDELINES FOR INCLUDING STUDENTS WITH SPECIAL NEEDS IN STATE AND DISTRICT-WIDE ASSESSMENTS

Rationale: Missouri requires an assessment program that is all-inclusive. Districts are accountable for the assessment of all students on statewide tests, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP, which includes both grade-level and end-of-course exams) developed for specific content areas or the MAP-A Alternate Assessment (DLM).

There are additional federal and state laws that call for higher standards of learning for all students. These laws require that all students be accounted for and be included in all assessment programs.

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

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

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

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

Guidelines for Placement:

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

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

With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state;
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards;
- Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary;
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment;
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students; and
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

In order to comply with federal and state laws and mandates, the Southland C-9 School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program:

1. An assessment appropriate for the individual will be utilized. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on the student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics.
2. Students with disabilities will participate in the district-wide assessment program one of three ways: without accommodations, with accommodations, or alternate assessments.

●**MAP subject area or end-of-course assessments without accommodations:**

Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

●**MAP subject area or end-of-course assessments with accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

●**MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area or end-of-course assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

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

Decision-makers should start from the premise that all students, including those with disabilities, will participate to the greatest extent possible in the state assessment (MAP, including grade-level and end-of-course exams) and the district-wide assessment program.

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

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

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

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

Note: In order to get a reportable score for the MAP subject assessments, students need to attempt one item. When deciding which parts of the MAP subject area or end-of-course assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise that students should attempt as many items as possible to ascertain the highest possible level of achievement.

Accommodation Guidelines

Full participation of students with disabilities in state and district-wide assessments is required by a number of state and federal laws and regulations. Most important is the expectation that students with disabilities can achieve the standards that have been established for all students, and participation in these assessments lead to improved teaching and learning.

Accommodations are practices and procedures in the areas of administration, response, setting, timing and scheduling that provide equitable access during instruction and assessment for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of the student's disability; they do not reduce learning expectations. Accommodations provided for students with disabilities are typically the same for classroom instruction, classroom assessments, and district and state assessments. There may be consequences (e.g., invalidating a student's score) for the use of some accommodations for both district and state assessments.

IEP/504 teams must possess strong knowledge concerning state and district academic standards and assessments.

All decisions regarding how a student with a disability will participate in state and district assessment are made by the student's IEP/504 team and documented in the IEP/504 plan. It is the expectation that all students will participate in the state assessments (MAP) and district-wide assessments. If the IEP team determines that a particular district-wide assessment, in whole or part, is not appropriate for an individual student, the IEP team must document in the IEP why the assessment is not appropriate and how the student will be assessed. If the purpose of the district assessment is to determine levels of student achievement an alternative assessment method must be identified, documented and implemented.

Additional resources:

<http://www.dese.mo.gov/divimprove/assess/special.html>

<http://dese.mo.gov/divspecec/Compliance/TAB/TABState-DistrictAssessments.pdf>

LOCAL ASSESSMENT OF STANDARDS NOT ASSESSED BY MAP

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

- each content standard specified for local assessment needs to be addressed and assessed a minimum of two times (once at elementary level, once at the middle school level);
- each process standard specified for local assessment needs to be addressed and assessed two times at levels and within content areas chosen by the district;
- the variance in staff, resources, course offerings, and curriculum among buildings and grade levels;
- the district's achievement scores and areas of weakness;

- the district and building level improvement plans;
- the achievement of subgroups;
- documentation for MSIP;
- the validity and reliability of multi-level or multi-curricular assessments;
- the logistics and ease of administration;
- methods for tracking student achievement on the standards not assessed by MAP.

The following Show-Me Standards must be assessed locally:

Communication Arts Content Standards

5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions),
 - Participating in formal and informal presentations and discussions of issues and ideas,
 - Identifying and evaluating relationships between language and culture.

Fine Arts Content Standard

- The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.

Goal 1, Process Standard

- Conduct research to answer questions and evaluate information and ideas.

Goal 2, Process Standards

- Exchange information, questions, and ideas while recognizing the perspectives of others,
5. Perform or produce works in the fine and practical arts,
 - Apply communication techniques to the job search and to the workplace,
 - Use technological tools to exchange information and ideas.

Goal 4, Process Standards

- Recognize and practice honesty and integrity in academic work and in the workplace,
- Explore, prepare for, and seek educational and job opportunities.

Below is where these locally-assessed standards are addressed within the Southland C-9 District's curriculum.

Communication Arts, Content Standard 5: Comprehends and evaluates the content and artistic aspects of oral and visual presentations.

E	Grade: 3	Subject/Course: Communication Arts, 3 rd grade
MS	Grade: 6	Subject/Course: Communication Arts, Reading and Writing

Communication Arts, Content Standard 6: Participates in formal and informal presentations and discussions of issues and ideas.

E	Grade: 4	Subject/Course: Communication Arts, 4 th grade
M	Grade: 7	Subject/Course: Communication Arts, 7 th grade

Communication Arts, Content Standard 7: Identifies and evaluates relationships between language and culture.

E	Grade: 2	Subject/Course: Communication Arts, Second
M	Grade: 8	Subject/Course: Communication Arts, Reading and Writing

Fine Arts, Content Standard 3: Acquires a solid foundation, including the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

E	Grade: 3	Subject/Course: Art, 3 rd grade
M	Grade: 6	Subject/Course: Art, 6 th grade

Goal 1, Process Standard 2: Conducts research to answer questions and evaluate information and ideas.

Grade: 3	Subject/Course: Communication Arts, 3 rd grade
Grade: 6	Subject/Course: Communication Arts, Reading and Writing

Grade: 8 Subject/Course: Communication Arts, Reading and Writing

Goal 2, Process Standard 3: Exchanges information, questions, and ideas while recognizing the perspective of others.

Grade: 1 Subject/Course: Communication Arts, 1st grade

Grade: 3 Subject/Course: Communication Arts, 3rd grade

Grade: 5 Subject/Course: Communication Arts, 5th grade

Goal 2, Process Standard 5: Performs and produces works in the fine and practical arts.

Grade: 4 Subject/Course: Art, 4th grade

Grade: 7 Subject/Course: Art, 7th grade

Goal 2, Process Standard 7: Uses technological tools to exchange information and ideas.

Grade: 3 Subject/Course: Computer Class

Grade: 7-8 Subject/Course: Computer Class

Goal 4, Process Standard 4: Recognizes and practices honesty and integrity in academic work and in the workplace.

Grade: K Subject/Course: Communication Arts, Kindergarten

Grade: 3 Subject/Course: Communication Arts, 3rd grade

Grade: 5 Subject/Course: Communication Arts, 5th grade

Goal 4, Process Standard 8: Explores, prepares for, and seeks educational and job opportunities.

Grade: 4 Computer Class / Social Studies

Grade: 8 Subject/Course: Business/Careers, General Business

GUIDELINES FOR PROFESSIONAL DEVELOPMENT RELATED TO STUDENT ASSESSMENT

Rationale: Time spent on assessment is wasted unless the information gained is put to use. There is a distinction between assessment OF learning and assessment FOR learning. Assessments OF learning happen after learning is supposed to have occurred to determine if it did. They are used to make statements of student learning status at a given point in time to someone outside the classroom. State assessments, local standardized tests, college admission tests, and even unit final exams are examples of assessment OF learning. In contrast, assessments FOR learning happen while learning is still underway; they are conducted throughout learning to diagnose student needs, plan next steps of instruction, give feedback to students so they can improve the quality of their work, and help students see their own progress toward clear learning targets. Instead of being about accountability, assessments FOR learning are about getting better (adapted from Stiggins et.al., 2004). The district's assessment procedures address both types of assessments, and professional development should enable educators to learn to use both types of information well.

The teachers and administrators of Southland C-9 Schools will participate in professional development opportunities to improve student performance. Professional development is tied to the goals and objectives of the Comprehensive School Improvement Plan (CSIP), areas of needs based on data analysis of student performance, MSIP requirements, and the results of other needs assessments. A more detailed description of professional development based on student assessments can be found in the district's Professional Development Plan.

The following topics will be addressed in professional development opportunities:

- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use disaggregated data (race, gender, disability, etc.) to determine changes that need to be made to improve performance of subgroups;
- how to implement instructional and test-taking strategies that will promote success on MAP and other assessments;
- how to create and score a variety of assessments (performance, constructed response etc.).

The Professional Development Committee will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff to improve student performance:

- establishment of district-wide MAP teams/school improvement teams/study groups;

- teacher collaboration during common planning/departmental meetings and early release days;
- attending workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers;
- early release days for buildings and district-wide collaboration.

TEACHING TEST-TAKING STRATEGIES FOR MAP AND DISTRICT-WIDE ASSESSMENTS

Rationale: It is necessary that students be taught test-taking skills to enable them to perform at their full potential on all assessments. The assessments should gauge their knowledge and skills, not their familiarity with the item presentation. Therefore, some tasks within the classroom should provide this familiarity.

Standardized assessments such as the MAP and district-wide assessments generally utilize three question types: multiple-choice (or selected response) items, constructed response items, and performance event items. Multiple choice or selected response items require the student to choose one of several answers provided. Constructed response items require the student to create a brief response, such as by filling in words or listing some information. Performance event items require the student to organize a more complicated product, such as writing an essay that explains his/her thinking or designing and labeling a graph or table to illustrate a concept.

In addition, the Missouri Assessment Program (grade-level and end-of-course) incorporates a level of complexity, called Depth of Knowledge. The levels are recall/reproduction (DOK 1), skill/concept (DOK 2), strategic thinking (DOK 3), and extended thinking (DOK 4). It is important that students engage with content at the more complex levels and not work solely at the lowest level.

Guidelines for Test-Taking Strategies: Test-taking strategies need to be integrated into the instructional process. Strategies should address adjusting to the conditions of testing and answering various testing formats.

Teachers throughout the district will teach the skills and processes required for students to successfully respond to multiple choice, constructed response, and performance event items. Teachers will also use these types of items in assessments that they create for unit and semester assessments. In addition, teachers will use sample assessments and MAP released items to acquaint students with actual assessments.

TEST SECURITY POLICY FOR STANDARDIZED TESTS

Rationale: In order to ensure the integrity of information gathered from assessments, to comply with copyright laws, and to follow state guidelines, the district will implement a test security policy. All employees of the district will handle assessment materials appropriately, administer assessments competently, and interpret results accurately and appropriately, according to their respective duties. See also Board of Education policy.

The District Testing Coordinator (DTC) will be the school counselor, who will be under the direct supervision of the Director of Curriculum. The District Testing Coordinator (DTC) and the Director of Curriculum will serve as the primary sources of testing security. The Director of Curriculum should be accessible throughout the testing day and have the authority to implement this policy, as the DTC reports directly to the Director of Curriculum regarding testing procedures and security.

Many of the following guidelines pertain to the use of materials for the Missouri Assessment Program (grade-level and end-of-course exams), the assessment process that is largest in scale for the district; however, as online assessments continue to be implemented, these procedures will evolve.

TEST SECURITY POLICY FOR ALL PAPER/PENCIL STANDARDIZED TESTS

Storage and Access before Test Administration

Secure items are defined as student test tickets or any material that has the actual test questions/student answers that have not been released to the public by the publisher for viewing. Examiner's manuals, instruction manuals, and student practice test booklets are non-secure items.

- All standardized student test tickets used by the district will be kept in a locked storage facility when not in use. Student test tickets will remain in this facility except during those time periods necessary for processing, or delivery to and from locations as part of the testing process.
- Testing materials (scratch paper, etc) will be delivered to each building approximately a week before the testing period. The district test coordinator (DTC) will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be kept in locked storage until distributed to teachers.
- Teachers should not have access to student test tickets until they are distributed before the testing period. No teacher (regular classroom, specialist, or special education) will have access to the test tickets or be told their contents before the test is distributed.

- On occasion, schools may be asked to, or volunteer to, administer tests with secure materials that are on loan to the district. Common examples are secure forms of NAEP, SAT, or ACT. These materials will also be counted and stored in a secure location.

In-Service Prior to Testing

Prior to testing, each DTC will distribute an examiner's manual to each teacher and will provide an in-service. The in-service will emphasize the following:

- The importance of test security during test administration and closely following the standardized procedures as stated in the examiner's manual should be emphasized. Other security issues to be covered include: the handling and storage of the test tickets, providing directions to students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the rooms in which tests are to be administered. Some examples include maps, multiplication tables, periodic tables, etc.
- Completing all forms, i.e., student information sheets, inventory sheets, validity forms, completed testing envelopes, etc.;
- Actual test administration including publisher security and administration guidelines;
- Procedures for collecting completed student test tickets; and
- Special procedure for IEP students, make-ups for absentees, required time schedules, etc.

Test Administration

- Regular, certificated staff members will normally administer standardized tests in the classroom utilizing a Chrome Book or desktop with the testing kiosk securely in place on the computer, to maintain testing security.
- For each major standardized test, the DTC shall prepare a testing schedule for their buildings. When necessary, end-of-period bells will be altered to accommodate the testing schedule or eliminated altogether to reduce distractions.
- Students will not receive test tickets until the time for testing has begun.
- Teacher/examiners will actively monitor students at all times during the test administration.
- Building administrators, DTC and the Director of Curriculum will discreetly move between classrooms during the test administration to assist in monitoring and to provide assistance as needed.
- Each day, prior to testing, the examiner will get his/her tickets from the secure area and will return them to this same area each day after test administration. Make-up tests will be given as soon as possible. The DTC or designated individual will administer the test according to procedures and take all previously mentioned precautions to ensure test security. Make-ups will be given to students who were absent or, for one reason or another, unable to take an entire subject area of the test. Make-ups may NOT be given to students to finish sections

started but not completed on the previous day. Once a test section is started, it must be completed that day, in the time allotted according to the examiner's manual. As a result, the DTC should try to avoid scheduling un-timed MAP testing periods to begin near the end of the school day.

Collection of Test Materials Following Testing

- The DTC will collect all answer documents and test tickets from the teachers/examiners immediately following the last testing session.
- The DTC will be responsible for counting test materials, organizing them according to instructions, and storing them in a secure area.
- The DTC will prepare all student test tickets, scratch paper for answer sheets, etc. for pick-up. No test tickets may be retained within the district.
- No parent or volunteer should be involved with the handling of the test tickets or scratch paper.
- Everything must be done in a timely manner with the goal of having testing materials sent for processing as soon as possible.

TEST SECURITY POLICY FOR ALL ONLINE STANDARDIZED TESTS

- Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and/or tablet devices.
- All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books, and other information that could be used to assist in answering questions, and a testing kiosk applied for easy transition to the secure test.
- The district will perform site certification procedures prior to each testing window.
- Student workstations will have adequate space between them so that students are not able to view each other's screens.
- When planning any assessment online, the DTC (District Testing Coordinator) should address any issues that may arise due to the nature of the assessment, such as the number of technological devices needed for online assessments and changes in testing protocol and should reference the district's Board Approved Policy Handbook under the section title *Instruction: General Test Administration*.

Sanctions for Unfair Practices

Security measures in this document must be followed closely. Violation of security will result in immediate investigation. If allegations are proven, a report will be forwarded to the district Superintendent and appropriate action will be taken. The following is a list of practices considered inappropriate:

- Copying any part of a standardized student test for any reason;
- Removing a student test Chrome Book while testing from the building's secure storage area without the permission of the DTC or Director of Curriculum;
- Failing to return all student test tickets (used or unused) following test administration;
- Directly teaching any test item included on a standardized test (however, teaching practice test items and approved materials from published teachers guidebooks for assistance and guidance in teaching test-taking strategies are encouraged);
- Failure to follow testing guidelines as specified in the examiner's manual;
- Altering a student's responses to items in the test;
- Indicating to the student during testing that he/she has missed items and needs to change them, giving answers or clues to questions, allowing students to give each other answers, or altering test administration procedures to give students an unfair advantage;
- Grading tests with students;
- Altering test administration procedures in any way that violates agreements with the test publisher or sponsor; and/or
- Undue pressure or encouragement on the part of school or district administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.

MOTIVATING STUDENTS TO DO WELL ON STATE AND DISTRICT-WIDE ASSESSMENTS

The Southland C-9 School District has implemented strategies to motivate students to do their best on required tests and to recognize students who perform well. We encourage all students to perform at their optimal level, and we also offer incentives to encourage this behavior.

Each building will decide what strategies to use to motivate students to do their best on all assessments.

Pre-Assessment

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

During Assessment

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

Post Assessment

- Celebrations may be held after completion of testing.
- Certificates and/or medals are given to students scoring proficient and advanced.
- Incentives such as pizza parties, trips, coupons, etc. are given.
- Assemblies are held to recognize proficient and advanced achievement.
- Articles are placed in the newspaper, listing students who scored proficient and advanced.

MAKING CHANGES AS A RESULT OF DATA ANALYSIS

Rationale: Assessment is an expensive and time-consuming activity, which would have no value if the information gained from the process were not utilized.

The Southland C-9 District believes it is important to use student achievement data as a means of making decisions for curriculum, instruction, programs, policies, and student placement. All types of data, both aggregated and disaggregated, are reviewed on an ongoing basis. The district Comprehensive School Improvement Plan (CSIP) and building improvement plans use student performance as the main focus because all of the activities within the school are about making certain that students acquire knowledge, skills, and dispositions that they will use throughout their lives.

The individuals involved in the data analysis process will include, but not be limited to, administrators, guidance personnel, teachers, parents, students, board of education members, and community members. The types of data to be analyzed will include state and district-wide tests, common district assessments, and high school readiness. Most data will be disaggregated based on demographics, special needs, etc.

Some of this data will be used to fine-tune curriculum, lesson plans, and instructional strategies. The results are also used to assist in determining future staff development activities.

Data from these district-wide assessments along with other assessments will also be used to make decisions about placement of individual students. These placements might include remedial programs, special services programs, gifted and enrichment programs, etc.

When assessments are given to all students within the district, parental permission is not required; however, if the district desires to administer individual assessments to a few specific students for the purpose of determining educational programming, parental permission is required. For example, such circumstances might include assessments when a disability is suspected or a special education re-evaluation is due or when the district is seeking to identify students who might require gifted education programming or specialized reading instruction. In most circumstances, parental permission is required before a student's educational placement can be changed from that which is typical for most students.

ASSESSMENT PROGRAM

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).

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 district-wide 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 to 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 Every Child Succeeds 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, listening, and speaking 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 and Missouri Learning 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 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, the Director of Curriculum, 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.

* * * * *

Adopted: 02/14/2019

Legal Refs: §§ 160.257, .518, .570, 167.645, RSMo.

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

Every Child Succeeds Act, P.L. 107-110
Southland C-9 School District, Home of the Rebels; Cardwell, Missouri

Appendix B

FILE:
Instructional
Services P6420

TEST SECURITY

Storage and Access Before Test Administration

1. All Missouri assessment documents and standardized test tickets are to be stored, immediately upon receipt, in a secured area as designated by the administration.
2. When the test tickets are printed, 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 tickets 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 tickets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials, including printed test tickets.
6. No teacher shall have access to test tickets or be told content on the test before the test tickets are distributed , except special education teachers in accordance with a student's Individualized Education Program (IEP), as needed for MAP-A and otherwise.
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 tickets will be delivered to each building before the start of the test and distributed by building staff immediately prior to testing. Students will not receive test tickets 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. If a test is to be administered over a series of days, test tickets and scratch 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 tickets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test tickets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Test tickets 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 make-ups.
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 aforesaid 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 testing for any reason.
2. Removal of a test ticket from the secure storage area except during test administration.
3. Failure to return all test tickets following test administration.
4. Directly teaching any test item included on a standardized test.
5. Altering a student's responses to items on the test.
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 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.

Appendix C

Dyslexia Handbook Introduction

The purpose of this handbook is to communicate the district's plan for serving students with dyslexia or students who show the risk of dyslexia. This handbook is an explicit plan that parents, teachers, and community members can use to understand the initiative to identify, intervene, and accommodate students who struggle with dyslexia. This plan is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

Definition

The following definition of dyslexia has been adopted by Missouri:

“Dyslexia, a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Southland Schools is committed to providing intervention for students who struggle with reading. We will continue our learning of best instructional practices so that we may serve the needs of all students, including those exhibiting characteristics of dyslexia.

Screening Practices

The Southland School District has implemented STAR Early Literacy, STAR Reading, STAR CBM and DIBELS assessments to assess phonological/phonemic awareness, fluency and automaticity, and comprehension. These assessments support our efforts to identify students who are at risk or not at risk of reading failure.

The following actions will be taken in accordance with state department guidance and board policy (P6445):

- First through third grade will be screened within the first thirty days of the school year, mid-, and end- of year benchmarking. Progress monitoring will be done for those not meeting norms.
- Kindergarten will be screened by January 31 and at the end of the year. Progress monitoring will be done for those not meeting norms.
- New students to the district will be screened.
- A student in grades 4-12 may be screened if experiencing consistent difficulty in phonological awareness, phonics, fluency or comprehension as noted by teacher or parent/guardian.
- Exemptions from screening will be made for those with a diagnosis of dyslexia, those with sensory impairment, and those with severe intellectual disabilities.

The following information will be submitted annually as Core Data to DESE for grades K-3:

- screened
- exempt
- screening tool used
- at risk/not at risk

Analysis of Data, Intervention, Supports, and Accommodations

Assessment results will be analyzed in data chats. Students with deficits will receive focused instruction in those areas. Students will receive Tier 1 core instruction as outlined in the Missouri Learning Standards. If a student is found to have a deficit, the district will provide support consistent with the findings of the assessments. "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods. The following is a list of example accommodations that benefit students with dyslexia. Note that not all students at risk for dyslexia will require all the possible supports. It is important to match and scaffold the supports with the student's individual need.

General

- Establish repeated exposure & review
- Check often for understanding
- Balance individual, small group and large group activities
- Provide extended time for oral responses
- Provide extended time for written responses
- Make available teacher-provided study guides
- Offer teacher-provided lecture or movie notes
- Provide taped or recorded lecture
- Reduce copying by providing information on worksheets or handouts avoid copying notes or outlines from boards or overheads, allowing students to focus on processing information instead of laboring to write it and losing the intent and meaning.
- Avoid far and near-point copying
- Avoid use of worksheets that require "page flipping," e.g. map on one side of page, questions on other side. Provide students with two sheets of paper so that questions and source material can be in the same field of vision.
- Provide chapter/subject outline of curriculum for each semester/course syllabus
- Provide list of relevant curriculum-specific vocabulary in advance
- Present new information in small sequential steps
- Present curriculum using a "top-down" approach -- provide meaning first, then fill in facts
- Present curriculum through a variety of modalities
- Use manipulatives when possible in math & science
- Provide models or examples
- Use graphic organizers
- Use visual aids
- Provide two sets of textbooks -- one for home and one for school
- Use marker to highlight important textbook sections
- Use peer readers
- Provide interesting reading material at or slightly above the student's comfortable reading level
- Maintain daily routines
- Encourage use of planners & calendars
- Provide accommodations for directions

- Use both oral and printed directions
- Chunk directions into small steps using as few words as possible
- Outline number and sequence steps in a task
- Have student repeat the directions for a task
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz)
- Stand near the student when giving directions or presenting a lesson to provide proximity.
- Provide visual aids
- Consider page layout and font usage when creating classroom material; avoid script, irregular columns, break information into smaller chunks on page. Use 12 to 14-point font in evenly spaced sans serif fonts such as Ariel and Comic Sans; avoid underlining, italics, and text in bold caps. Provide ample space for written responses. Arrange work from easiest to hardest.

Environment

- Provide structured time for organization of materials (set up laptop at beginning of class; allow additional time to update planner)
- Offer preferential seating, e.g. close to positive role model, close to board, close to teacher
- Guide opportunities for student response in manner that supports memorization challenges
- Post charts, graphs, number line, etc. in class, including alphabet charts and number charts (assists with letter & number formation & working memory issues)
- Do not use round-robin reading or read out loud unless student volunteers
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.)
- Keep the classroom quiet during intense learning times
- Provide noise buffers such as headphones, ear phones or ear plugs
- Reduce visual distractions in the classroom
- Keep workspaces clear of unrelated materials
- Technology
- Consult with Technologist Specialist
- Provide technology tools- laptop, tablet, headphone, microphone, printer, scanner for teachers & students
- Provide training for use of technology for teachers & students
- Provide a computer for written work
- Allow student to type written work
- Provide access to digital text & materials (textbooks, workbooks, chapter books)
- Provide access to audiobooks through services like Learning Ally and Bookshare memberships
- Permit the student to record class lectures/use a Livescribe Smartpen
- Provide access to word prediction software, text-to-speech software, extensions, typewriter to edit fillable forms; PDF worksheets (teacher scans worksheet & worksheet can then be edited by student using tools; document conversion)
- Provide access to word prediction software, text-to-speech & speech-to-text software or extensions for written assignment
- Have an integrated, consistent technology "package" in place when the student begins the school year
- Provide access to assisted listening device
- Social / Emotional
- Gauge frustration levels
- Provide a variety of activities in which the student can demonstrate mastery and success
- Allow for frequent breaks and vary activity (when frustrated)
- Provide frequent positive feedback and reinforcement
- Praise effort and process, not just final output
- Allow access to school counselor if needed

- Be sensitive about pull-out services; Does the child always miss gym? Is gym a class that helps the child “get through the day?” Assignments
- Give directions in a variety of ways
- Give oral prompts or cues
- Avoid penalizing for penmanship or spelling errors
- Allow student to record or type assignments
- Offer use of scribe
- Provide extended time for completion
- Reduce pen-to-paper assignments
- Give option to give oral presentations instead of written reports
- Shorten assignments or break large assignments into chunks
- Give advance notice of assignments
- Provide clear expectations for assignments; provide rubrics
- Model or give examples of expected finished output
- Provide opportunities for interest-based projects • Avoid word searches, crossword puzzles, letter jumbles or “fill in the letter” riddle math sheets

Tests / Exams

- Consider performance-based measures
- Use alternative test formats o fewer selections for multiple choice o Chunk matching questions into smaller sections o Give word bank for fill in the blank, and short answer o Provide word bank for “labeling tests,” such as states & capitals, parts of a microscope, etc. o Avoid essay questions
- Allow extended time for completion
- Read test to student
- Provide alternative seating for testing (so test can be read to student away from peers)
- Allow tests to be taken in a room with few distractions (e.g., the library)
- Conduct testing over multiple days
- Avoid penalizing for spelling, punctuation or grammar
- Allow oral responses or scribe
- Allow the student to complete an independent project as an alternative test
- Give advance notice of test and exams, allowing additional time for studying

Math Assignments & Tests / Exams

- Read and explain word problems, or break problems into smaller steps.
- Allow use of times tables chart or math charts / calculator on assignments & exams
- Allow use of graph paper for working math problems or allow students to turn lined paper vertically creating columns for numbers

Professional Development for Dyslexia

The Southland School district will provide two hours of dyslexia inservice training to all teachers grades K-12 each year. The training may include an introduction to dyslexia, provide information on intervention, screening, progress monitoring, data-based decision making, fidelity, and classroom supports.

Communication to District Staff and Board of Education

The Southland staff and board of education will be provided information regarding the dyslexia plan/handbook in the fall of 2020. The school district will continue to update and provide information to the staff and the board of education on a routine basis as needed.

Parent Communication

All students in grades K-3 will be screened and scores recorded. Parents will be contacted by the teacher if students are deemed at risk. A district approved at risk parent letter is found on the next page.

Dyslexia Screening Board Policy

<http://moconed.com/district/SouthlandC9/district.php?pol=1511>

Student _____ Grade _____
Date of Birth _____ Date of Screening _____

Universal screening of essential reading skills and risk factors related to dyslexia was completed as part of the district assessment plan and indicates that your child needs more instruction in the following skill area(s):

To help improve your child's foundational reading skills, targeted intervention will be provided _____ times a week. Each intervention session will last approximately _____ minutes. Interventions will be provided by teachers or district staff under teacher supervision. Strategies and interventions to be implemented will include the following:

_____.

Progress monitoring will be completed _____ (frequency) to measure your child's response to the intervention and to guide decisions about further intervention.

_____/_____/_____
Principal Date

Note: This is a plan for intervention and not a special education or related service under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Screening was completed in accordance with the Missouri requirement to identify children who may be at risk for dyslexia. If your child's response to intervention indicates a long-term problem which may require special education and related services, a referral will be made for evaluation. You may also request an evaluation to determine if your child has a disability and is eligible for special education and related services by notifying your child's teacher or me.

District Assessment Schedule

Southland C-9 District Assessment Plan

ASSESSMENT	PURPOSE	ASSESSED GRADE LEVEL	FREQUENCY OF ADMINISTRATION/DATE
DIAL-4 (Developmental Indicators for the Assessment of Learning-4)	Screens in areas of motor, cognitive, achievement, speech/language, social	Pre K -K	May
Dibels Next	Screening, Benchmark and Progress Monitoring of students' reading abilities	K-6, 7-8 as needed	August -May
STAR CBM Math/Reading	Determines student's fluency and ability in mathematics/reading/Screening & Benchmarking	K-8	August, January, April (as needed)
STAR Early Literacy, Renaissance Learning	Determines student's reading and vocabulary ability	pK-1	Quarterly: August-May (as needed)
STAR Reading, Renaissance Learning	Determines student's reading and vocabulary ability	1-10	Quarterly: August-May (as needed)
STAR Math, Renaissance Learning	Determines student's math abilities	1-10	Quarterly: August-May (as needed)
Kindergarten Readiness (KRT)	Measures aptitude for Kindergarten Readiness	Pre K	March
School Readiness (SRT)	Measures aptitude for First Grade/School Readiness	K	March
OLSAT (Otis Lennon School Ability Test)	Measures abstract thinking and reasoning ability.	2,4,6 3,5,7 (New students)	September as needed
STAA (Survey Test of Algebraic Aptitude)	Given to students in grade eight to determine who will be enrolled in the Algebra 1 class	8	April as needed
Basic Reading Inventory-IRI	Determine independent, instructional, and frustration reading levels along with identifying strengths and weaknesses in comprehension	4 th and struggling students in grades 5-8	August and April
Early Childhood Special Education Screening through PAT	Ages and Stages Questionnaire asses communication, gross motor, fine motor, problem solving, and social skills for possible delays	4 mos-5 yrs	Monthly
SAGES (Gifted Screening Assessment)	Screeners for identifying gifted students: For students scoring >125 on OLSAT or Advanced on MAP	2-8	As needed
MAP (Missouri Assessment Program)	ELA Math Science	3-8 3-8 5,8	Spring
MAP-A (Missouri Assessment Program-Alternative) DLM	Assesses special needs students' mastery levels in areas of ELA, math, science	3-8, as needed	By May
State Required End of Course Exams (EOCs)	Algebra I English II Govt Biology	9-12	Fall & Spring
ASVAB (Armed Services Vocational Aptitude Battery)	a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military	10 th graders	Fall

World Class Instructional Design and Assessment (WIDA) Access Placement Test (W-APT)	State screening, identification, and placement of English Language Learners	K-12	Within 30 days of the start of the school year or within two weeks of placement if not identified prior to the beginning of school
Speech and Language Screening Tools	To detect speech problems of children in elementary grades	K-6 as needed	September through May
ACT®	The ACT® college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college.	11	Spring (April)
Dyslexia Screening	Beginning in the 2018-2019 school year, and each subsequent year, each public school shall conduct dyslexia screenings for students and provide reasonable classroom support consistent with guidelines developed by DESE.	K-3, 4-12 as needed	Ongoing as designated by DESE guidelines
Wechsler Intelligence Scale for Children - IV (WISC-IV)	Individual, general intelligence test to appraise intellectual abilities for gifted placement	Grades 1-8, as referred	As needed
Stanford-Binet Intelligence Scale-V	Individual, general intelligence test to appraise intellectual abilities for gifted placement	Grades 1-8, as referred	As needed
Gilliam Asperger's Disorders Scale	Designed to evaluate behavioral areas associated with Autism	Ages 3-22	As referred/ as needed
Gilliam Autism Rating Scale	Designed to evaluate behavioral areas associated with Autism	Ages 3-22	As referred/ as needed
Wechsler Preschool & Primary Scale of Intelligence-III (WPPSI-III)	Individual, general intelligence test to appraise intellectual abilities for gifted placement	K	As referred
Kaufman Test of Educational Achievement	Measures achievement in all areas mandated by IDEA	Ages 4.6 – 90+	As referred/ as needed
Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)	To measure achievement in reading, math, writing, and/or oral language	Ages 4.0 – 50.11	As referred/ as needed
Adaptive Behavior Assessment System (ABAS - 2)	To identify adaptive skills	Ages 5.0 - 21.11	As referred/ as needed
Comprehensive Test of Non-Verbal Intelligence-II (C-TONI-2)	Individual non-verbal test of mental reasoning	Ages 5 to adult	As referred/ as needed
Behavior Evaluation Scale (BES-4)	Adaptive skills scale	Grades K-12	As referred/ as needed
Writing Assessments (Narrative, Opinion, and Information Writing)	To assess mastery of writing goals identified in K-6 communication arts curriculum	Grades K-6	Ongoing, Before and after each unit of study
Hearing Screening	Early detection of hearing deficits	Per Guidelines of MDHSS	To be determined by building
Vision Screening	Early detection of vision deficits	By end of 1 st and 3 rd grades and by parent request & MDHSS recommendation	To be determined by building

ACCESS for ELLs 2.0	ACCESS for ELLs 2.0 is a large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. This assessment is required by DESE.	K-12, ELL Only	As required by DESE deadlines, Spring
National Assessment of Educational Progress (NAEP)	NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. Selected schools represent Missouri and the nation, and their participation provides an accurate picture of national education progress	As required	March, if chosen to give
Technical Skills Assessments (TSA)	To meet the Perkins Act of 2006 requirements	11 - 12th grade program completers	Spring
Industry Recognized Credentials (IRC)	May be administered in place of a TSA at instructor's discretion and with DESE approval	11 - 12th grade program completers	Spring
ACT Work Keys	To measure a student's growth over a 2 year period for trades courses; for MSIP-V accountability for College and Career Readiness	Vo-Tech students and interested 12th graders	Fall and Spring

Revised: July 2022