

# Wellsville-Middletown R-I School District

## Assessment Plan 2018-2022



Wellsville-Middletown R-1 School District  
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Wellsville, MO 63384

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***Approved by the  
Board of Education  
June 14, 2018***

## ***Part 1: Introduction***

**Mission Statement:** The Wellsville-Middletown R-1 School District's mission is to educate every student by providing the learning atmosphere, opportunity and encouragement for each child to succeed educationally commensurate with his or her abilities.

**Rationale:** The Board supports the establishment of the Assessment Plan as one indication of the success and quality of the total education in the district. With time and effort, the Assessment Plan will produce:

- a comprehensive assessment program which monitors a variety of learning indicators for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about types of assessments and their uses, data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- increased public awareness of student achievement.

**Overview:** This Assessment Plan includes all components as specified in MSIP Standard 6.2. In compliance to the standard, the District's Assessment Plan includes:

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used;
- guidelines for including students with special needs into the state and district-wide assessment programs;
- a description of how and in what subjects the district is assessing the Show-Me Standards/Missouri Learning Standards which are not assessed by the MAP;
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking strategies;
- a test-security policy.

Additional components of the Assessment Plan include:

- motivation of students to perform well on assessments;
- informing instruction through data analysis;

**Description of the Process and Involvement:** The district used varied processes to develop the different components of the Assessment Plan. Input provided by teachers, administrators, parents, and the school board were used to develop this local assessment plan. Representatives from the district collaborated with neighboring school districts. The district believes the Assessment Plan reflects local autonomy and will bring about valued outcomes, including but not limited to improved student learning.

## ***Part 2: Testing of Student Achievement***

**Rationale:** The district-wide assessment program is designed to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population and subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
  - a. Inform classroom instruction
  - b. Inform curriculum revision
  - c. Inform instructional policy
  - d. Inform the Board of Education in the adoption of instructional policy
4. School and District Evaluation: To provide indicators of progress of the district toward the goals and objectives of the CSIP.

The district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me Standards/Missouri Learning Standards. Other assessments given on a district-wide basis are described in the chart contained in this section of the district's local assessment plan.

Although the chart is intended to be comprehensive, changes in assessment requirements and needs will necessitate changes in this plan. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic) to guide district-wide decision. The plan will be monitored and modified to reflect the changing needs of the district.

Grade/Age	Name of Test	Purpose	How Results are Used	Dissemination of Results
Pre K	Dial-4	<p>To identify potential problems or advanced abilities in the areas of number concepts, auditory skills, fine motor skills, language concepts, visual skills and gross motor skills</p> <p>To obtain a broad sampling of a student's skills and behaviors.</p> <p>To identify an improvement of skills from 3-4 age to 4-5 age and determine PreK eligibility.</p>	<p>To provide parents with suggestions of developmentally appropriate activities</p> <p>To identify students who would benefit from additional screenings</p> <p>To provide parents with suggestions of further assistance if needed</p> <p>To assist teachers in planning appropriate programs</p>	The results are discussed with the parents and a letter is sent home
Kindergarten	Kindergarten Observational Survey	To evaluate student's skills in letter identification and basic phonemic awareness skills	<p>To evaluate curriculum and instruction strategies</p> <p>For program placement</p> <p>To determine the need for remediation and/or retention and to monitor achievement</p>	The results are analyzed by teachers and shared with administration and parents
Grade 1	DRA (Developmental Reading Assessment)	Assess pre-reading skills. Identify a student's command of phonemic awareness, phonics, general readiness, graphophonemic knowledge,		The results are analyzed by teachers and shared with administration and parents

		comprehension, structural analysis and vocabulary.		
	SRI Reading Test	To identify each student's instructional reading level and grade equivalent	To monitor student progress, address the individual needs of each student, and modify curriculum	The results are analyzed by teachers and shared with administration and parents
	i-Ready Reading and Math	To evaluate individual student reading and math skills across many domains	To evaluate curriculum, programs, and instructional strategies and to evaluate student achievement  To plan intervention strategies to promote student achievement	The results are analyzed by teachers and shared with administration and parents
Grade 2	DRA (Developmental Reading Assessment)	Assess pre-reading skills. Identify a student's command of phonemic awareness, phonics, general readiness, graphophonemic knowledge, comprehension, structural analysis and vocabulary.	Program placement  Determine the need for remediation and/or retention  Monitor Achievement	The results are analyzed by teachers and shared with administration and parents
	SRI Reading Test	To identify each student's instructional reading level and grade equivalent	To monitor student progress, address the individual needs of each student, and modify curriculum	The results are analyzed by teachers and shared with administration and parents
	i-Ready Reading and Math	To evaluate individual student reading and math skills across many domains	To evaluate curriculum, programs, and instructional strategies and to evaluate student achievement	The results are analyzed by teachers and shared with administration and parents

			To plan intervention strategies to promote student achievement	
Grade 3	MAP Grade-Level ELA & Mathematics	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and student achievement	Evaluate individual student performance. Evaluate curriculum and instruction.	Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.  The Board of Education and all teachers will receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.
	i-Ready Reading and Math	To evaluate individual student reading and math skills across many domains	To evaluate curriculum, programs, and instructional strategies and to	The results are analyzed by teachers and shared with administration and parents



			evaluate student achievement  To plan intervention strategies to promote student achievement	
Grade 4	MAP Grade-Level ELA & Mathematics	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and student achievement	Evaluate individual student performance. Evaluate curriculum and instruction.	Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.  The Board of Education and all teachers will receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.
	i-Ready Reading and Math	To evaluate individual student reading and math skills across many domains	To evaluate curriculum, programs, and instructional	The results are analyzed by teachers and shared with

			<p>strategies and to evaluate student achievement</p> <p>To plan intervention strategies to promote student achievement</p>	administration and parents
Grade 5	<p>MAP Grade-Level ELA, Mathematics, &amp; Science</p>	<p>MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and student achievement</p>	<p>Evaluate individual student performance. Evaluate curriculum and instruction.</p>	<p>Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.</p> <p>The Board of Education and all teachers will receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.</p>
	<p>i-Ready Reading and Math</p>	<p>To evaluate individual student reading and math</p>	<p>To evaluate curriculum, programs, and</p>	<p>The results are analyzed by teachers and</p>

		skills across many domains	instructional strategies and to evaluate student achievement  To plan intervention strategies to promote student achievement	shared with administration and parents
Grade 6	MAP Grade-Level ELA & Mathematics	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and student achievement	Evaluate individual student performance. Evaluate curriculum and instruction.	Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.  The Board of Education and all teachers will receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.
	i-Ready Reading and Math	To evaluate individual student	To evaluate curriculum,	The results are analyzed by

		reading and math skills across many domains	programs, and instructional strategies and to evaluate student achievement  To plan intervention strategies to promote student achievement	teachers and shared with administration and parents
Grade 7	MAP Grade-Level ELA & Mathematics	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and student achievement	Evaluate individual student performance. Evaluate curriculum and instruction.	Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.  The Board of Education and all teachers will receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.

Grade 8	MAP Grade-Level ELA, Mathematics, & Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and student achievement	Evaluate individual student performance. Evaluate curriculum and instruction.	<p>Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.</p> <p>The Board of Education and all teachers will receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.</p>
Grade 9-12	End of Course Assessments	End-of-course (EOC) Assessments are a required component of the Missouri Assessment Program. The assessments are used as a means to evaluate school districts, programs	Evaluate individual student performance. Evaluate curriculum and instruction.	<p>Individual student reports will be made available to parents and the teachers. This information will be shared via mail or during individual conferences.</p> <p>The Board of Education and all teachers will</p>

		and student achievement		receive an annual report of overall student performance, as well as a comparison of the district's performance to both state performance and state targets. The curriculum committee and grade/subject level teachers will address areas of low student achievement. Curriculum guides will identify state and locally assessed items.
Grade 11	ACT	All juniors in Missouri are required to take the ACT	State accountability College entrance	Student reports

### ***Part 3: Guidelines for Including Students With Special Needs in State and District-Wide Assessments***

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

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

**Section 504 of the Rehabilitation Act of 1973** protects the rights of students with disabilities, ensuring that free appropriate public education will be provided to each qualified student with a disability.

Under Section 504, a student may be considered disabled if he or she:

- has a mental or physical impairment which substantially limits one or more of such person's major life activities.
- has a record of such an impairment.
- is regarded as having such an impairment.

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

Specific accommodations and/or modifications in testing are allowed for eligible students if determined necessary and appropriate by a group of individuals knowledgeable about the student (504 team). Tests are administered so as best to ensure that, when a test is administered to a 504 eligible student, the test results accurately reflect the student's aptitude or achievement level or whatever other fact the test purports to measure, rather than reflecting the student's impairment (except where those skills are the factors that the test purports to measure).

**Individuals with Disabilities Education Act (IDEA 2004)** 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 under IDEA 2004. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs.

With regard to assessment programs, IDEA requires that:

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

In order to comply with federal laws and state mandates, Wellsville-Middletown R-1 has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP/EOC) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:
  - **MAP/EOC Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
  - **MAP/EOC Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
  - **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.
2. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.



3. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.
  - 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/EOC) 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/EOC 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/EOC 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/EOC 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, a description of how the student will be assessed, and a statement of why the alternate assessment selected is appropriate. MAP-A is the only alternate assessment for the MAP/EOC assessments. (Note: The statements are only needed if the IEP team determines the student cannot participate in the MAP/EOC assessments any part of an assessment contained in the district-wide assessment program.)
  
5. The district will comply with IDEA 2004 guidelines in the reporting of state and district-wide test results.

**Note:**

**Consideration for assessment, alternative assessment, and accommodations/modifications are IEP and 504 team decisions, and must be based on evaluation data, and implemented as written in the IEP or 504 Plan.**

#### ***Part 4: Local Assessment of Standards Not Assessed by MAP***

Some of the Show-Me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to statewide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulatives and/or interaction within student groups or the workplace. Assessing these types of standards at the state-level is impractical, and results in the need for these to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district has developed an Assessment Plan to assess these standards.

Below are factors the district considered when developing the plan to assess standards not assessed by MAP:

- 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 disaggregated groups;
- documentation for MSIP;
- the validity and reliability of multilevel or multi-curricular assessments;
- the logistics and ease of administration;
- how to track student achievement on the standards not assessed by MAP;
- alignment with current assessment practice.

#### **Process Used to Develop a Plan for Assessing Standards Not Assessed by MAP**

Curriculum coordinators used the listing of standards specified for local assessment to examine the district's curriculum to determine where in the curriculum each of the locally assessed standards was addressed and assessed. In order to show where each of the locally assessed standards occurs in the written curriculum, a listing is provided.

<b>1.2: Conducts research to answer questions and evaluate information and ideas</b>	
Elementary	4 <sup>th</sup> Grade Science
Middle School	7 <sup>th</sup> Grade Science
High School	10 <sup>th</sup> Grade Science
<b>2.3: Exchanges information, questions, and ideas while recognizing the perspective of others</b>	
Elementary	4th Grade Communication Arts
Middle School	6th Grade Social Studies
High School	English II
<b>2.5: Performs and produces works in the fine arts and practical arts</b>	
Elementary	3 <sup>rd</sup> Grade Art
Middle School	6 <sup>th</sup> Grade Art
High School	Art I
<b>2.6: Applies communication techniques to the job search and workplace</b>	
Elementary	4 <sup>th</sup> Grade Communication Arts
Middle School	8 <sup>th</sup> Grade Communication Arts
High School	English III
<b>2.7: Uses technological tools to exchange information and ideas</b>	
Elementary	5 <sup>th</sup> Grade Science
Middle School	7 <sup>th</sup> Grade Exploratory Computers
High School	English III
<b>4.4: Recognizes and practices honesty and integrity in academic work and in the workplace</b>	
Elementary	5 <sup>th</sup> Grade Communication Arts
Middle School	8 <sup>th</sup> Grade Communication Arts
High School	English II
<b>4.8: Explores, prepares for, and seeks educational job opportunities</b>	
Elementary	3 <sup>rd</sup> Grade Communication Arts
Middle School	7 <sup>th</sup> Grade Communication Arts
High School	English II
<b>CA 5: Comprehends and evaluates the content and artistic aspects of oral and visual presentations</b>	
Elementary	5 <sup>th</sup> Grade Science
Middle School	6 <sup>th</sup> Grade Social Studies
High School	English I
<b>CA 6: Participates in formal and informal presentations and discussion of issues and ideas</b>	
Elementary	5 <sup>th</sup> Grade Science
Middle School	6 <sup>th</sup> Grade Communication Arts
High School	English III
<b>CA 7: Evaluates relationships between language and culture</b>	
Elementary	4 <sup>th</sup> Grade Communication Arts
Middle School	8 <sup>th</sup> Grade Communication Arts
High School	English I, II, and III
<b>FA 3: Acquires a solid foundation that includes the knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater, visual arts</b>	
Elementary	5 <sup>th</sup> Grade Music
Middle School	7 <sup>th</sup> Grade Art

### ***Part 5: Guidelines for Professional Development Related to Student Assessment***

The teachers and administrators in Wellsville-Middletown R-1 will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. This section addresses professional development related to student assessment. For a more detailed, comprehensive description of the district's Professional Development Plan, consult the district's documentation as required by MSIP Standard 6.7.

The topics related to national, state, district-wide and classroom assessments that will be addressed in professional development opportunities include:

- 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 (i.e. by race/ethnicity, gender, disability, LEP, or transient) 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 (i.e., performance, constructed response).

The Professional Development Committee of Wellsville-Middletown R-1 Schools will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following will be used to attain the realization of the objectives contained in the CSIP:

- establishment of district-wide MAP teams/school improvement data teams/study groups;
- teacher collaboration during common planning/departamental meetings;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers;
- appointed time during monthly teacher in-services for curriculum planning, goal setting, data analysis, and vertical teaming

Wellsville-Middletown R-1 School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

## ***Part 6: Teaching Test-Taking Strategies for MAP and District-Wide Assessments***

**Rationale:** In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Wellsville-Middletown R-1 School District has developed guidelines for teaching test-taking strategies to students.

**Background information:** The Grade-Level and End-of-Course Missouri Assessment Program Exams, standardized, and district-wide assessments contain four question types.

- **Selected Response (also known as multiple choice)** items are composed of a question followed by a series of possible responses. Students must select the correct response or responses.
- **Constructed Response or Short Text** items require students to supply an appropriate response rather than making a selection from a list of choices.
- **Performance Tasks/Events** allow students to work through more complicated items using real-world scenarios.
- **Technology Enhanced** items make use of technology in the presentation of the item, the ways in which students respond, or both. For example, students might watch a video and then drag and drop labels into a diagram, or click on specific parts of a text to provide a response.

**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 selected response and constructed response (open and closed) items and performance events. Explicit teaching in test-taking strategies will be provided, when appropriate, to introduce students to the novel conditions, item types, and strategies for managing anxiety.

There are two types of test-taking strategies: short-term strategies that can be done shortly before the test and long-term strategies that need to occur over time within the instructional process.

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

Strategies for answering the open-ended constructed response items, performance events, and technology enhanced items need to occur over time within the instructional process.

Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

**In order to formulate quality answers to constructed response items, students will be taught to:**

- address all parts of the question;
- include specific example from the text;
- provide a specific example to support a position;
- show the major steps in the solution process (math);
- provide multiple likenesses and corresponding differences when asked to compare and contrast;
- include a title and labels when creating graphic organizers.

**In order to formulate quality answers on performance events, teachers will teach students the following strategies.**

- Formulate a strategy or plan to complete a complex problem or task (e.g., writing to a prompt).
- Consider multiple possibilities when completing a problem or task; select the most effective possibility, and justify the response when appropriate.
- Interpret data (i.e. a picture, graph, data, etc.) needed to answer a question.
- Organize data in different forms to show meaning (construct a graphic organizer that shows... make a chart to show... draw a series of pictures to show... design a poster that shows... etc.).
- Describe the process used for solving a problem or explain why the proposed solution is optimal.

**Wellsville-Middletown R-1 School District views teaching students the skills and processes needed to be successful on the MAP assessments synonymous with teaching students to be successful in life.**

## ***Part 7: Test Security Policy for all Standardized Tests***

### **Individuals Responsible for Testing Program:**

The District Testing Coordinator (DTC) will receive the Examiner's materials and follow the LEA Guide To The Missouri Assessment Program prior to the opening of the test window. from Office of Research and IITS personnel (referred to as District Testing Coordinator Assistants (DTCA)).

Security measures outlined by the DTC's Manuals will be followed. All tests will be administered and stored according to the directions and in a manner in compliance with the testing guidelines.

### **Inservice Prior to Testing**

At least one week prior to testing, the DTC will distribute an examiner's manual and a testing coordinator's manual to each teacher and will provide an inservice.

The inservice will emphasize the following:

1. The importance of test security during test administration and close adherence to the standardized procedures as stated in the examiner's manual should be covered. Other security issues that will be addressed will include the handling and storage of the test booklets and/or passwords, 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. Anything that may give specific clues to correct answers should be removed.
2. Completing all forms, i.e., student information sheets, inventory sheets, validity forms, completed testing envelopes, etc.
3. The test administration including publisher security and administration guidelines.
4. Procedure for collecting completed student test booklets and/or scratch paper.
5. Special procedure for IEP students, make-ups for absentees, required time schedules, etc.

Any staff member unable to attend this meeting must contact the DTC and obtain a summary of the guidelines and instructions for the administration of the test.

### **Test Administration**

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

2. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
3. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
4. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.

### **Sanctions for 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 practices this district considers inappropriate.

- Copying any part of a standardized student test booklet for any reason. This includes taking pictures or copying by hand any items from the booklet or on-line platform.
- Removing a student test booklet from a building's secure storage area without the permission of the DTC.
- Failing to return all student test booklets (used and unused) following test administration.
- Directly teaching any test item included on a standardized test (teaching practice test items and approved materials from published teachers guidebooks for assistance and guidance in teaching test taking strategies are excluded).
- Failure to follow testing guidelines as specified in the examiner's manual.
- Altering a student's responses to items in the booklet.
- Indicating to the student during testing that they have missed items and need 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 the students.
- Altering test administration procedures in any way that violate agreements with the test publisher or sponsor.
- Undue pressure or encouragement on the part of the administrators for examiners 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 be initiated. If allegations are proven, a report will be forwarded to the DTC and appropriate disciplinary action will be taken.



## ***Part 8: Motivating Students to Do Well on State and District-Wide Assessments***

Wellsville-Middletown R-1 has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on all assessments.

Each building within the district will decide what strategies to use to motivate students to do their best on all assessments. These strategies may include:

- Tangible incentives such as field trips, coupons, tickets, books, etc.
- Certificates or medals for individual students
- Class recognition or rewards such as parties, flags, etc.
- Grade enhancements, additional credit for final grades, bonus points, etc.
- Required summer school attendance or remedial instructional requirements
- Use of a scoring guide to assign points for appropriate testing behavior which includes a positive attitude and the appearance of putting forth an effort on the test

## ***Part 9: Making Changes as a Result of Data Analysis***

The district believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data, both aggregate and disaggregate, are reviewed on an ongoing basis. To ensure the results of analyzing data are being used to make needed changes for all subpopulations, progress toward school improvement goals is monitored. Changes made resulting from this process are documented. This will be done as part of the building level school improvement plan and will include:

- all types of data reviewed;
- the findings based on the review of data;
- a description of how the areas deemed as weaknesses were/will be addressed (strategies or action steps and how their effect will be measured);
- the impact of the changes; and
- a description of further action (if any) to be taken.

The strategies or activities to be implemented are defined based on teacher/team evaluation of the available data identifying students' strengths/weaknesses, etc. (Note: The classroom teacher collects a wealth of data through in-class assessments, reading logs, observations, one-on-one student teacher conferences, etc.) Annually, schools evaluate the effectiveness of their strategies and degree of goal attainment before revising and updating their school improvement plan.

The individuals involved in the data analysis process will include, but not be limited to, administrators, curriculum coordinator, guidance personnel, and teachers. The types of data to be analyzed will include state and district-wide tests, AP/ACT results, common district assessments, dropout data/persistence to graduation, and post-graduation studies, with most analyses disaggregated based on demographics, special needs, etc.