

Perry County School District #32

Assessment Plan
2023-2024



“Create an environment where students, staff, and community members become problem-solving leaders who positively impact the world.”

Perry County School District #32 embodies the relentless pursuit of excellence

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I. Introduction

The Perry County School District #32 Comprehensive Assessment Plan meets the requirements of the Missouri School Improvement Plan (MSIP6 Standards and Indicators AS2-B), Sections 160.257 and 160.570 of Missouri Revised Statutes, and the Outstanding Schools Act. All students in the Perry County School District #32 are assessed from preschool through grade 12. All assessments given are designed to assess student performance on Show-Me Standards, and, more specifically, the most recent version of the grade-level or course-level expectations of the Missouri Learning Standards. The district is accountable for all students in all populations, including students with disabilities who are eligible to receive special education services, students whose first language is not English, migrant students, and gifted students.

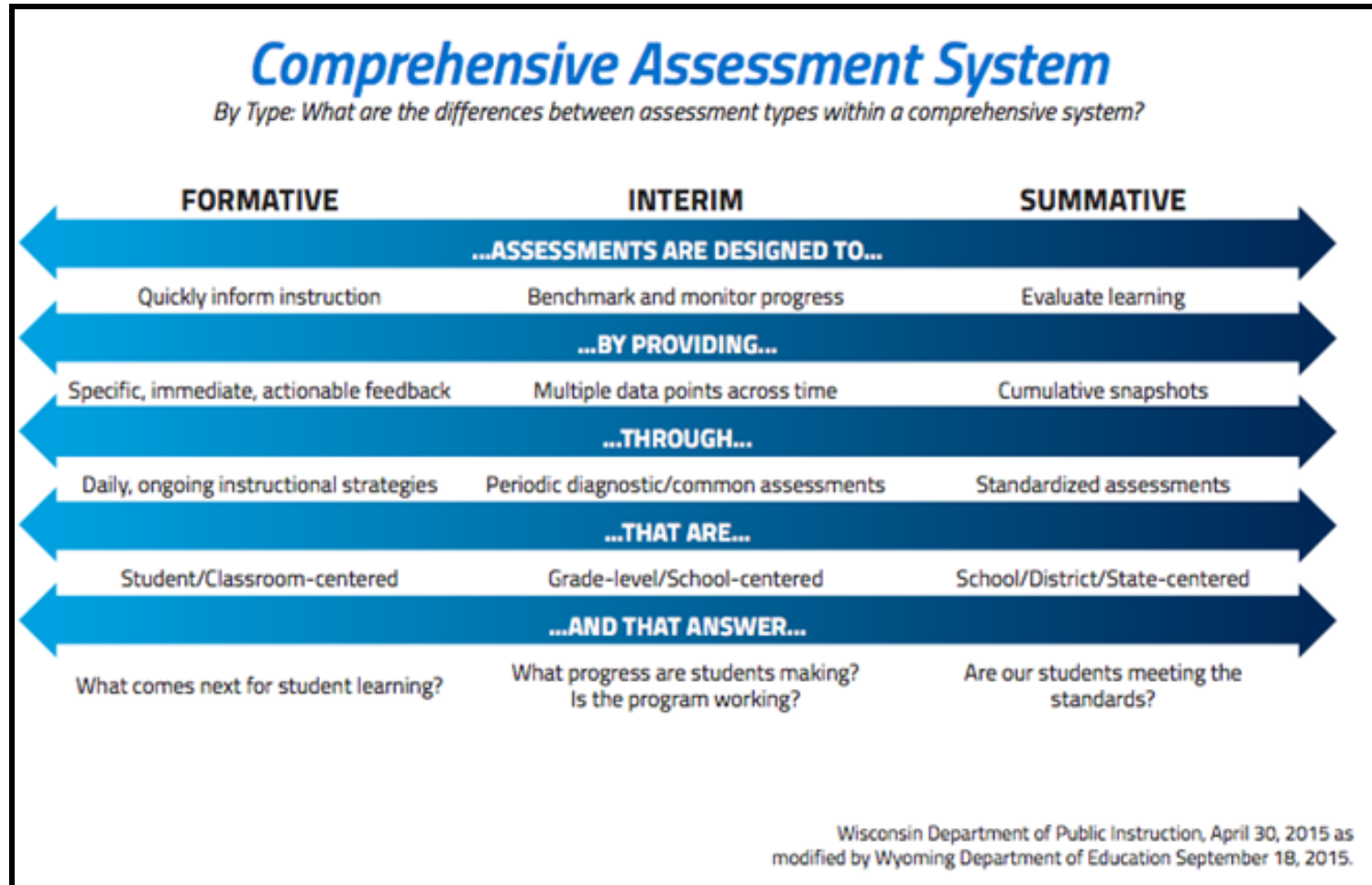
The District Assessment Plan will be used to:

- inform students, parents, and staff of student progress and achievement;
- determine students' strengths and needs;
- identify students' relative standings within groups (national, state, grade);
- assist teachers in making ongoing instructional and curricular decisions to ensure alignment vertically and horizontally;
- evaluate the success of our curriculum and assist in making appropriate revisions;
- guide staff development activities;
- help access and/or allocate resources to meet student needs;
- improve home/school partnerships by giving parents specific information that will enable them to support their child's learning;
- provide colleges, universities, and other post-secondary institutions with a profile of our students' achievement;
- identify the District's standing in comparison to other districts;
- provide mandated data to outside monitoring agencies, such as the Department of Elementary and Secondary Education, as well as the community at large
- assist in the selection of students for advanced placement
- evaluate the college and career readiness of students
- evaluate the overall curriculum and instructional practices of the district

The Chief Academic Officer is responsible for coordinating the assessment program.

II. Philosophy of Assessment

The Perry County School District #32 is committed to preparing students to be college and career ready upon graduation. A vital component to this mission is evaluating, appraising, and estimating the skills and knowledge of our students. To accomplish this mission, the Perry County School District #32 believes in using a comprehensive assessment system, including formative, interim, and summative assessments as outlined in the graphic below.



The assessments given within the Perry County School District #32 fall within the comprehensive assessment system outlined above and will embrace the following principles and ideas.

- 1) The ultimate purpose of the assessment will be to support and enhance student learning.
- 2) Assessment data will be analyzed and used for the good of the student.
- 3) Assessments given by classroom teachers will be internally aligned to the written and taught board-approved curriculum which is to be aligned to state and national standards, as appropriate.
- 4) Classroom assessments are expected to include assessments, which are to be used formatively or summatively, to be completed formally and informally to assist the teacher in determining the knowledge and skill sets of their students.
- 5) Assessments created and used within the classroom will include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
- 6) Classroom assessments will accurately measure student progress towards mastery of the standards set-forth and adopted by the Department of Elementary and Secondary Education, the Missouri Learning Standards. The Missouri Learning Standards include grade-level and course-level expectations for the following subjects: English Language Arts & Literacy, Mathematics, Science, Social Studies, World Languages, Fine Arts, Health/Physical Education, Guidance & Counseling, and Career and Technical Education. In the event that no state standards exist, the classroom teacher will align the curriculum with the national standards for that area as appropriate.
- 7) Students will be provided the opportunity to engage in assessment activities mirroring the question types and formats most typically seen on the various assessments required by the state.
- 8) Assessment data obtained from state required MAP tests will be communicated to students, parents, and the community, as appropriate, on a timely basis.
- 9) Information on how to interpret assessment results will be provided regularly to parents and students through building counselors.

III. Perry County School District #32 Assessment Plan Committee

During the school year 2022-23, the following individuals reviewed and provided input for their respective building and for the overall 2023-2024 Assessment Plan in general.

Laura Buchheit - Perryville Primary Center Counselor

Emily Koenig - Perryville Primary Center Principal

Sandy Weber - Perryville Elementary School Counselor

Jane Narrow - Perryville Elementary School Principal

Michael Ann Buchheit - Perry County Middle School Counselor

Nicholas Cowell - Perry County Middle School Principal

Cassie Cole - Perryville High School Counselor

Shadrick Shafer - Perryville High School Principal

Lisa Martin - Perryville High School Assistant Principal

Sherry Stief - Perryville Area Career and Technology Center

Craig Hayden - Perryville Area Career and Technology Center

Stacey Seabaugh - Director of Special Services

Carrie Tripp - Director of Curriculum and Instruction

IV. School Building Test Coordinators and Counselors

Laura Buchheit - Perryville Primary Center Counselor
Emily Koenig - Perryville Primary Center Principal
Sandy Weber - Perryville Elementary School Counselor - STC
Jeff Steffens - Perryville Elementary School Principal
Michael Ann Buchheit - Perry County Middle School Counselor - STC
Nicholas Cowell - Perry County Middle School Principal
Cassie Cole - Perryville High School Counselor - STC
Shadrick Shafer - Perryville High School Principal
Lisa Martin - Perryville High School Assistant Principal
Sherry Stief - Perryville Area Career and Technology Center
Dan Hecht - Perryville Area Career and Technology Center
Stacey Seabaugh - Director of Special Services
Jane Narrow - Chief Academic Officer - DTC
Dan Querry - Director of Technology
Jonathan Tucker - Assistant Director of Technology

Building counselors serve as school building (site) test coordinators (STCs). STCs disseminate all testing material to the testing administrators. The principals and assistant principals serve as supervisors of the counselors and teachers. In addition, the STCs enforce proper procedures and test security.

V. Assessment Windows for 2023-24 School Year

The information which follows show the **expected** dates for Perry County School District #32 assessments. While every effort will be made to adhere to this calendar, unforeseen circumstances may result in dates being adjusted. In such cases the building counselors or classroom teachers will notify parents of the updated test date.

Classroom Assessments

PPC Grade Level Common Formative Assessments (CFAs) **Testing Date:**ongoing

Purpose: Assessing student growth and providing actionable data for intervention

Quality Assurance Provisions: Common assessments - co-created by teacher teams using standards as the target.

Only teachers with applicable students have access to test and results.

Assessment Results Disseminated: Assessment results are used as part of the evidence for grade-reporting to parents.

Primary purpose is to drive instruction.

Preparing Students for Assessment: Whole group direct instruction and small group differentiation.

PES Grade Level CFAs **Testing Date:**ongoing

Purpose: Assessing student growth and providing actionable data for intervention

Quality Assurance Provisions: Common assessments - co-created by teacher teams using standards as the target.

Only teachers with applicable students have access to tests and results.

Assessment Results Disseminated: Assessment results are used as part of the evidence for grade-reporting to parents.

Primary purpose is to drive instruction.

Preparing Students for Assessment: Whole group direct instruction and small group differentiation.

Grades 6-8 CFAs **Testing Date:**Ongoing

Purpose: Assessing student growth and providing actionable data for intervention

Quality Assurance Provisions: Common assessments - co-created by teacher teams using standards as the target.

Only teachers with applicable students have access to test and results.

Assessment Results Disseminated: Assessment results are used as part of the evidence for grade-reporting to parents.

Primary purpose is to drive instruction.

Preparing Students for Assessment: Whole group direct instruction and small group differentiation.

Grades 9-12 CFAs **Testing Date:**Ongoing

Purpose: Assessing student growth and providing actionable data for intervention

Quality Assurance Provisions: Common assessments - co-created by teacher teams using standards as the target.
Only teachers with applicable students have access to test and results.

Assessment Results Disseminated: Assessment results are used as part of the evidence for grade-reporting to parents.
Primary purpose is to drive instruction.

Preparing Students for Assessment: Whole group direct instruction and small group differentiation.

PACTC ACT WorkKeys **Testing Date:**September

Purpose: Applied Mathematics

Quality Assurance Provisions: Proctors administer and supervise the test setting/location

Assessment Results Disseminated: Students & Parents via ACT Workkeys

Preparing Students for Assessment: ACT 101 Curriculum & Pre-Test

Professional Development provided: Yearly training via Zoom, Web or In-person training

PACTC ACT WorkKeys **Testing Date:**April

Purpose: Graphic Literacy

Quality Assurance Provisions: Assessment questions developed by business/industry

Assessment Results Disseminated: Students & Parents via ACT Workkeys

PACTC ACT WorkKeys **Testing Date:** ongoing

Purpose: Workplace Documents

Quality Assurance Provisions: Rigor, relevance & application of employment-related skills/knowledge

Assessment Results Disseminated: Students & Parents via ACT Workkeys

PACTC Technical Skills Attainment (TSAs) **Testing Date:**April

Purpose: Program specific

Quality Assurance Provisions: Proctors administer and supervise the test setting/location

Assessment Results Disseminated: Students & Parents via PACTC + Teacher individual classes

Preparing Students for Assessment: Program curriculum/competencies

Any Professional Development provided: Program-specific PD

PACTC SkillsUSA Technical Information **Testing Date:**January

Purpose: Program specific

Quality Assurance Provisions: Proctors administer and supervise the test setting/location

Assessment Results Disseminated: Students & Parents via PACTC

Preparing Students for Assessment: Program curriculum/competencies

Any Professional Development provided: Program-Specific PD

District Assessments

Grade 1 COGAT **Testing Date:**spring semester

Purpose: This is administered to all 1st grade students as a universal screener for our students. The COGAT is also a Gifted indicator for our referral process.

Quality Assurance Provisions: Tool-1st grd only-group Abilities used in Sped/Gift/At-Risk referrals

Assessment Results Disseminated: Results are placed in each student's permanent record. Results are also given to each classroom teacher.

Preparing Students for Assessment: Students are given a test preparation session with the school counselor prior to students taking the test.

Kindergarten Observation Form **Testing Date:**First 6 weeks of school

Purpose: The KOF determines school readiness in the areas of Language and Literacy Development, Cognition and General Knowledge, Social and Emotional Development, Approaches to Learning, and Physical Well-Being and Motor Development.

Quality Assurance Provisions: Teachers have been trained to administer test.

Assessment Results Disseminated: Results are given to parents at the fall parent-teacher conference. A copy is also placed in the student's permanent record.

K DIAL-4 **Testing Date:**Kindergarten Registration - Spring

Purpose: The DIAL-4 is used to screen incoming Kindergarten students.

Quality Assurance Provisions: Teachers have been trained to administer test.

Assessment Results Disseminated: A counseling session explaining the results with each family takes place immediately following the testing session with each student.

1-2 OLSAT **Testing Date:**Spring

Purpose: Gift Screening Tool-1st/2nd grade, in addition to/alternative to CogAT

Assessment Results Disseminated: Administered by Gift referral only, counselor records

1-2 CAP **Testing Date:**Spring

Purpose: Gift Screening Tool -1st/2nd grade-Fine Arts referral option

Assessment Results Disseminated: Administered by Gift referral only, counselor records

K-2 SAGES-3 **Testing Date:**Spring

Purpose: Gifted Selection/Identification Tool

Assessment Results Disseminated: Administered by Gift referral only, counselor records, POST WISC

K-2 NWEA MAP Growth: math, reading. **Testing Date:**Beginning, middle and end of year

Purpose: Assesses student's current academic performance in math, reading, and science.

Quality Assurance Provisions: Teachers are trained to administer the test and follow proper testing protocol.

Assessment Results Disseminated: Assessment results are used to inform students, teachers and parents on current achievement. Data will be used to inform instruction.

Preparing Students for Assessment: Practice tests available

K-2 NWEA MAP Fluency (required Dyslexia screening) **Testing Date:**Beginning, middle, and end of year

Purpose: Assesses reading fluency, oral reading, and foundational skills.

Quality Assurance Provisions: Teachers are trained to administer the test and follow proper testing protocol.

Assessment Results Disseminated: Assessment results are used to inform students, teachers and parents on current achievement. Data will be used to inform instruction.

3-5 NWEA MAP Growth: math and reading **Testing Date:**Beginning, middle and end of year

Purpose: Assesses student's current academic performance in math and reading.

Quality Assurance Provisions: Teachers are trained to administer the test and follow proper testing protocol.

Assessment Results Disseminated: Assessment results are used to inform students, teachers and parents on current achievement. Data will be used to inform instruction.

Preparing Students for Assessment: Practice tests available

Grade 3 ONLY NWEA MAP Fluency (required Dyslexia screening)

Testing Date:Beginning, middle, and end of year

Purpose: Assesses reading fluency, oral reading, and foundational skills.

Quality Assurance Provisions: Teachers are trained to administer the test and follow proper testing protocol.

Assessment Results Disseminated: Assessment results are used to inform students, teachers and parents on current achievement. Data will be used to inform instruction.

Grades 3-5 WRAT 4 **Testing Date:**when needed

Purpose: One test to help determine if the students group ability score is high enough for IQ testing

Quality Assurance Provisions: The test is in a locked cabinet in the counselor's room until needed to be used. The students are spaced apart in desks in group parts of the test. The students leave their own personal devices in the classroom with their grade level teacher when testing. The counselor gives the tests each year when needed. The counselor was trained in their graduate classes.

Assessment Results Disseminated: When testing is finished the results are given to the administrator and Testing School Psychologist. A pass / fail result is given to parents and teachers when testing is finished. When the parents or teachers request more result information it is given to them in a face to face meeting.

Preparing Students for Assessment: Classroom achievement & experience

Grades 3-5 OLSAT **Testing Date:**when needed

Purpose: One test to help determine if the students group ability score is high enough for IQ testing

Quality Assurance Provisions: The test is in a locked cabinet in the counselor's room until needed to be used. The students are spaced apart in desks in group parts of the test. The students leave their own personal devices in the classroom with their grade level teacher when testing. The counselor gives the tests each year when needed. The counselor was trained in their graduate classes.

Assessment Results Disseminated: The test is in a locked cabinet in the counselor's room until needed to be used. The students are spaced apart in desks in group parts of the test. The students leave their own personal devices in the classroom with their grade level teacher when testing. The counselor gives the tests each year when needed. The counselor was trained in their graduate classes.

Preparing Students for Assessment: Classroom achievement & experience

Grades 3-5 CAPS **Testing Date:**when needed

Purpose: One test to help determine the students creative level and if it is high enough for IQ testing

Quality Assurance Provisions: The test is in a locked cabinet in the counselor's room until needed to be used. The students are spaced apart in desks in group parts of the test. The students leave their own personal devices in the classroom with their grade level teacher when testing. The counselor gives the tests each year when needed. The counselor was trained in their graduate classes.

Assessment Results Disseminated: The test is in a locked cabinet in the counselor's room until needed to be used. The students are spaced apart in desks in group parts of the test. The students leave their own personal devices in the classroom with their grade level teacher when testing. The counselor gives the tests each year when needed. The counselor was trained in their graduate classes.

Preparing Students for Assessment: Classroom achievement & experience

Grades 6-8 NWEA MAP Growth: math and reading **Testing Date:**Beginning, middle and end of year

Purpose: Assesses student's current academic performance in math, reading, and science.

Quality Assurance Provisions: Teachers are trained to administer the test and follow proper testing protocol.

Assessment Results Disseminated: Assessment results are used to inform students, teachers and parents on current achievement. Data will be used to inform instruction.

Preparing Students for Assessment: Practice tests available

Grades 9-12 ASVAB **Testing Date:**late October

Purpose: military entrance/post secondary planning tool

Quality Assurance Provisions: ASVAB proctors bring in the testing books and answer sheets

Assessment Results Disseminated: Scores are mailed to PHS about 4 weeks later. Military reps come in to go over results.

Grades 9-12 PSAT/NMSQT **Testing Date:**mid October-College Board sets date

Purpose: prepare students if they choose to take the SAT and qualify for the NMSQT scholarship

Quality Assurance Provisions: The test books and answer sheets are locked until testing and mailed off immediately after testing.

Assessment Results Disseminated: Results are given out in December. The counselor meets with students to review results.

Preparing Students for Assessment: PSAT/NMSQT study guides

Grades 9-12 NWEA MAP Growth: math and reading (content specific).

Testing Date:Beginning, middle and end of year

Purpose: Assesses student's current academic performance in math, reading, and science for certain courses.

Quality Assurance Provisions: Teachers are trained to administer the test and follow proper testing protocol.

Assessment Results Disseminated: Assessment results are used to inform students, teachers and parents on current achievement. Data will be used to inform instruction.

Preparing Students for Assessment: Practice tests available

PACTC ACT WorkKeys **Testing Date:**September

Purpose: Applied Mathematics

Quality Assurance Provisions: Certified proctors administer and supervise the test & setting/location

Assessment Results Disseminated: Students & Parents via ACT Workkeys

Preparing Students for Assessment: ACT 101 Curriculum & Pre-Tests

Any Professional Development provided: Yearly training via Zoom, Web or In-person training

PACTC ACT WorkKeys**Testing Date:** April**Purpose:** Graphic Literacy**Quality Assurance Provisions:** Assessment questions developed by business/industry**Assessment Results Disseminated:** Students & Parents via ACT Workkeys**PACTC ACT WorkKeys****Testing Date:****Purpose:** Workplace Documents**Quality Assurance Provisions:** Rigor, relevance & application of employment-related skills/knowledge**Assessment Results Disseminated:** Students & Parents via ACT Workkeys**State Assessments****3 Grade Level MAP: ELA & Math****Testing Date:** April & May**Purpose:** To assist in evaluating individual student performance in meeting the grade level expectations - To assist in evaluating curriculum and instruction - to meet State law**Quality Assurance Provisions:** Our district goes through all test security statements at the time of the training. Everyone is trained (grade level, special area, special education, resource teachers and administrators) a month before testing each year and must sign that they were there. We give them a paper with statements and we have them read the TE manual page with the security statement. We space out desks that students will test from. Some also put up dividers on the desks. The used scratch paper is given to the STC right after each testing session. The STC shreds the scratch paper and test tickets. By district policy, all students turn off their personal devices and put them in their backpack, away from their desk before each test session.**Assessment Results Disseminated:** Individual results are sent home to parents - School, classroom, and individual results sent to building principals for formative use - District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. - District and grade level results are shared with Board of Education to effectively monitor student achievement**Preparing Students for Assessment:** Tutorial, OTT, and Practice Forms**Any Professional Development provided:** March/April assessment training**4 Grade Level MAP: ELA & Math****Testing Date:** April & May**Purpose:** To assist in evaluating individual student performance in meeting the grade level expectations - To assist in evaluating curriculum and instruction - to meet State law

Quality Assurance Provisions: Our district goes through all test security statements at the time of the training. Everyone is trained (grade level, special area, special education, resource teachers and administrators) a month before testing each year and must sign that they were there. We give them a paper with statements and we have them read the TE manual page with the security statement. We space out desks that students will test from. Some also put up dividers on the desks. The used scratch paper is given to the STC right after each testing session. The STC shreds the scratch paper and test tickets. By district policy, all students turn off their personal devices and put them in their backpack, away from their desk before each test session.

Assessment Results Disseminated: Individual results are sent home to parents - School, classroom, and individual results sent to building principals for formative use - District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. - District and grade level results are shared with Board of Education to effectively monitor student achievement

Preparing Students for Assessment: Tutorial, OTT, and Practice Forms

Any Professional Development provided: March/April assessment training
April

5 Grade Level MAP: ELA, Math and Science **Testing Date:** April & May

Purpose: To assist in evaluating individual student performance in meeting the grade level expectations - To assist in evaluating curriculum and instruction - to meet State law

Quality Assurance Provisions: Our district goes through all test security statements at the time of the training. Everyone is trained (grade level, special area, special education, resource teachers and administrators) a month before testing each year and must sign that they were there. We give them a paper with statements and we have them read the TE manual page with the security statement. We space out desks that students will test from. Some also put up dividers on the desks. The used scratch paper is given to the STC right after each testing session. The STC shreds the scratch paper and test tickets. By district policy, all students turn off their personal devices and put them in their backpack, away from their desk before each test session.

Assessment Results Disseminated: Individual results are sent home to parents - School, classroom, and individual results sent to building principals for formative use - District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. - District and grade level results are shared with Board of Education to effectively monitor student achievement

Preparing Students for Assessment: Tutorial, OTT, and Practice Forms

Any Professional Development provided: March/April assessment training

6 Grade Level MAP, ELA & Math**Testing Date:** April & May

Purpose: • To assist in evaluating individual student performance in meeting the grade level expectations - To assist in evaluating curriculum and instruction - to meet State law

Quality Assurance Provisions: Our district goes through all test security statements at the time of the training. Everyone is trained (grade level, special area, special education, resource teachers and administrators) a month before testing each year and must sign that they were there. We give them a paper with statements and we have them read the TE manual page with the security statement. We space out desks that students will test from. Some also put up dividers on the desks. The used scratch paper is given to the STC right after each testing session. The STC shreds the scratch paper and test tickets. By district policy, all students turn off their personal devices and put them in their backpack, away from their desk before each test session.

Assessment Results Disseminated: Individual results are sent home to parents - School, classroom, and individual results sent to building principals for formative use - District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. - District and grade level results are shared with Board of Education to effectively monitor student achievement

Preparing Students for Assessment: Tutorial, OTT, and Practice Forms

Any Professional Development provided: March/April assessment training

7 Grade Level MAP, ELA & Math**Testing Date:** April & May

Purpose: • To assist in evaluating individual student performance in meeting the grade level expectations - To assist in evaluating curriculum and instruction - to meet State law

Quality Assurance Provisions: Our district goes through all test security statements at the time of the training. Everyone is trained (grade level, special area, special education, resource teachers and administrators) a month before testing each year and must sign that they were there. We give them a paper with statements and we have them read the TE manual page with the security statement. We space out desks that students will test from. Some also put up dividers on the desks. The used scratch paper is given to the STC right after each testing session. The STC shreds the scratch paper and test tickets. By district policy, all students turn off their personal devices and put them in their backpack, away from their desk before each test session.

Assessment Results Disseminated: Individual results are sent home to parents - School, classroom, and individual results sent to building principals for formative use - District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. - District and grade level results are shared with Board of Education to effectively monitor student achievement

Preparing Students for Assessment: Tutorial, OTT, and Practice Forms

Any Professional Development provided: March/April assessment training

6 Grade Level MAP, ELA, Math and Science Testing Date: April & May

Purpose: • To assist in evaluating individual student performance in meeting the grade level expectations - To assist in evaluating curriculum and instruction - to meet State law

Quality Assurance Provisions: Our district goes through all test security statements at the time of the training. Everyone is trained (grade level, special area, special education, resource teachers and administrators) a month before testing each year and must sign that they were there. We give them a paper with statements and we have them read the TE manual page with the security statement. We space out desks that students will test from. Some also put up dividers on the desks. The used scratch paper is given to the STC right after each testing session. The STC shreds the scratch paper and test tickets. By district policy, all students turn off their personal devices and put them in their backpack, away from their desk before each test session.

Assessment Results Disseminated: Individual results are sent home to parents - School, classroom, and individual results sent to building principals for formative use - District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. - District and grade level results are shared with Board of Education to effectively monitor student achievement

Preparing Students for Assessment: Tutorial, OTT, and Practice Forms

Any Professional Development provided: March/April assessment training

Algebra 1/Alg II EOC

Testing Date: May

Purpose: To assist in evaluating curriculum and student performance

Quality Assurance Provisions: Testing security is discussed in the mandatory training. We review the Local Assessment Plan. All staff members involved in testing are trained. Student login information is printed on index cards. The STC collects all log in tickets, scratch paper, and reference sheets to shred immediately after testing. If students are absent, the STC collects the testing tickets and stores them until the student is present to test. All students turn off all electronic devices, proctors collect them, and store them until testing is finished.

Assessment Results Disseminated: Copies of results are sent home with students. Administrators disseminate reports for teachers to use to reflect on data of student achievement for curriculum and instruction.

Preparing Students for Assessment: practice forms and tutorials

Any Professional Development provided: March/April assessment training

Biology EOC

Testing Date: May

Purpose: To assist in evaluating curriculum and student performance

Quality Assurance Provisions: Testing security is discussed in the mandatory training. We review the Local Assessment Plan. All staff members involved in testing are trained. Student login information is printed on index cards. The STC

collects all log in tickets, scratch paper, and reference sheets to shred immediately after testing. If students are absent, the STC collects the testing tickets and stores them until the student is present to test. All students turn off all electronic devices, proctors collect them, and store them until testing is finished.

Assessment Results Disseminated: Copies of results are sent home with students. Administrators disseminate reports for teachers to use to reflect on data of student achievement for curriculum and instruction.

Preparing Students for Assessment: practice forms and tutorials

Any Professional Development provided: March/April assessment training

Government EOC **Testing Date:**May

Purpose: To assist in evaluating curriculum and student performance

Quality Assurance Provisions: Testing security is discussed in the mandatory training. We review the Local Assessment Plan. All staff members involved in testing are trained. Student login information is printed on index cards. The STC collects all log in tickets, scratch paper, and reference sheets to shred immediately after testing. If students are absent, the STC collects the testing tickets and stores them until the student is present to test. All students turn off all electronic devices, proctors collect them, and store them until testing is finished.

Assessment Results Disseminated: Copies of results are sent home with students. Administrators disseminate reports for teachers to use to reflect on data of student achievement for curriculum and instruction.

Preparing Students for Assessment: practice forms and tutorials

Any Professional Development provided: March/April assessment training

English II EOC **Testing Date:**May

Purpose: To assist in evaluating curriculum and student performance

Quality Assurance Provisions: Testing security is discussed in the mandatory training. We review the Local Assessment Plan. All staff members involved in testing are trained. Student login information is printed on index cards. The STC collects all log in tickets, scratch paper, and reference sheets to shred immediately after testing. If students are absent, the STC collects the testing tickets and stores them until the student is present to test. All students turn off all electronic devices, proctors collect them, and store them until testing is finished.

Assessment Results Disseminated: Copies of results are sent home with students. Administrators disseminate reports for teachers to use to reflect on data of student achievement for curriculum and instruction.

Preparing Students for Assessment: practice forms and tutorials

Any Professional Development provided:March/April assessment training

PACTC Technical Skills Attainment

Testing Date: April

Purpose: Program specific

Quality Assurance Provisions: Certified proctors administer and supervise the test setting/location

Assessment Results Disseminated: Students & Parents via PACTC

Preparing Students for Assessment: Program curriculum/competencies

Any Professional Development provided: Program-specific PD

Speech/Language Diagnostic Assessments ([Link](#))

**Intellectual/Cognitive, Academic, Social/Behavioral, Physical, Adaptive Diagnostic Assessments:
([Link](#))**

VI. Types of Assessments

The Perry County School District #32 is committed to student achievement and success. A vital part of this commitment is a thorough understanding of the student's current level of performance. To obtain each student's level of performance, the faculty at each building utilizes various forms of assessment, ranging from classroom formative assessments to state and federally mandated assessments. Different assessments serve different purposes, and the data obtained from those tests are used in different ways. The assessments listed in this section are those assessments which are: mandated to meet state and federal accountability rules, used to determine present levels of performance to aid in remediation and intervention strategies, or used as standardized assessments to fulfill a specified need.

Types of assessments given within the district include the following:

- Classroom-Based Assessments
- District-Level Assessments
- Benchmark/Interim Assessments
- Missouri Assessment Program (MAP) Assessments
- Supplemental Assessments
- Large-Scale Achievement Assessments
- Career and Technical Education Assessments
- Gifted Assessments
- Special Education Assessments
- English Language Assessments for ELL Students
- Pre-School Assessment Screener
- Kindergarten Screener and Readiness Assessments
- Dyslexia Screening
- Health Screenings
- Assessments addressing standards NOT assessed on the MAP

VI.a. Classroom-Based Assessments

Classroom-Based Assessments, including Common Formative and Summative assessments should be designed in a way that they match both the rigor and assessment methods used on state assessments, as appropriate. Information received from classroom-based assessments should provide the teacher with information related to student mastery of skills and knowledge necessary to achieve proficiency on state and national priority standards; proficiency of priority standards; and or information needed to adjust classroom instruction for the benefit of student knowledge.

Sample classroom assessments which could be used include the following:

- Quizzes and tests
- Performance assessments
- Projects
- Labs and Experiments
- Reading Inventories/Running Records/Homework
- Participation (as appropriate)
- Holistic Writing
- Checklists
- Rubrics and Scoring guides
- Student Goal-Setting
- Discussion and Socratic Questioning

Classroom-Based Assessments should be directly tied to state or national standards and should have a purpose behind their administration.

VI.b. District-Level Assessments

District-Level Assessments are provided to all students across the district in a given grade level(s) and are used with a specific purpose in mind.

VI.c. Benchmark/Interim Assessments

Benchmark assessments are assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals.

VI.d. Missouri Assessment Program (MAP) Assessments

Assessments used in Missouri are designed to measure how well students acquire the skills and knowledge described in [Missouri's Learning Standards \(MLS\)](#). The assessments yield information on academic achievement at the student, class, school, district and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri.

VII. Test Security: Paper/Pencil Exams

1. All test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive in the district, the District Test Coordinator, DTC, will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The DTC or individual responsible for the program will assume responsibility for contacting the appropriate assessment center if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed.
7. Teachers will have access to test administration manuals prior to the assessment so they can familiarize themselves with the administration and procedures used for the assessment.
8. Assessment instruments must only be released to individuals qualified to take part in the local testing program. Testing instruments will NOT be reproduced nor made available, in whole or in part, to any media sources, nor administered to individuals other than those qualified to take part in the local testing program.

VIII. Test Security: Online Exams

1. For assessments given online, DTCs and STCs will store appropriate passwords (for both students and teachers) in a secure location. Passwords and login information will be provided to students on the day of their testing as specified in the appropriate test administration manual.
2. Teachers will have access to test administration manuals prior to the assessment in order to familiarize themselves with the administration and procedures used for the assessment.
3. Teachers will not have access to the testing software prior to the assessment unless to provide pre-loaded practice tests or to offer practice using online training tutorial items..

IX. Testing Administration Procedures

A. Instructions for Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator designed to train test administrators in administration procedures.
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 direction to students, responding to students' questions, and monitoring the test setting. Both paper-pencil and online test security will be covered by the site-test coordinators as appropriate.
3. Prior to any standardized testing, staff will receive a handout, which outlines in a step-by-step manner the procedures to follow when administering a standardized test in a secure manner.
4. Parents will be notified of the testing schedule prior to the test dates before any standardized testing. This letter will contain pertinent information regarding test content and purposes.

B. Test Administration

1. All standardized tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets and login tickets, as applicable, will be delivered to those individuals administering a test on the day of the test. Students will not receive test booklets until time for testing to begin. If an assessment is to be given online, the students will receive login information and passwords as they begin the test.
3. Students will be expected to use restroom facilities, get drinks, etc., before starting to take the test to allow for minimum distractions during the testing period.
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. Testing schedules are determined prior to the day of assessment. All test administrators are to follow the testing schedule, including beginning and ending times, as well as scheduled group breaks. There is to be no variance in when tests are offered except through prior approval (e.g., a student will be gone during the content test dates). Start time indicates when the teacher needs to begin the process of testing. This will vary depending on the assessment, but in general terms the start time is when the teacher should begin distributing the materials.
6. Prior to test day, instructional materials must be removed or covered, including, but not limited to, information that might assist students in answering questions that is displayed on bulletin boards, chalkboards, dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematical formulas). In addition, any items which could be potentially used to signify the correct answer from a multiple selected response test item must be removed or covered.
7. While the test is being given, the assessment proctor will quietly walk around the room to monitor proper behavior, to discourage cheating by proximity, and to ensure that students are following all directions.
8. 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. In-house Quality Assurance visits will be made at each

building during state-testing windows to spot-check the adherence of test administration guidelines.

9. If a test is to be administered over a series of days, test booklets and answer sheets, as well as any login tickets used for online assessments, will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.
10. At the end of the testing period all test booklets are to remain secure while waiting for the appropriate STC to collect the testing materials. "Being kept secure" means that either the test booklets are locked within the teacher's personal classroom closet (preferred method) or in a locked filing cabinet or teacher desk.
11. Test booklets, test tickets, and testing devices are never to be left unattended by the classroom teacher or proctor. If multiple sessions are done in one day with bathroom breaks between, then test booklets are to be collected, stored in the locked closet, and then redistributed prior to starting the next session. At no point should test booklets be left out on the desks of students while the teacher and students are out of the room. If participating in an online assessment, then the student should log out of the testing session completely.

C. Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test booklets and answer sheets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Answer sheets and test booklets will be sorted and packaged by the test coordinator or person who has been designated as responsible, according to directions and sent for scoring as expediently as possible while allowing for make-ups.
4. The school test coordinator will schedule all make-up tests. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.
5. All scratch paper used for both online assessments and paper-pencil assessments will be collected by the proctor and returned to the appropriate STC for immediate shredding. Individual teachers, and STCs, are not allowed to review students' work nor are they allowed to make copies of the student work. Evidence of such behavior will be dealt with as outlined under the "Sanctions against Unfair Practices" section of this plan.

X. Sanctions Against Unfair Practices

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

1. Copying any part of a standardized test booklet for any reason.
2. Copying any part of an online test for any reason.
3. Removal of a test booklet from the secure storage area except during test administration.
4. Accessing any online test using student information at any given time.
5. Failure to return all test booklets following test administration.
6. Directly teaching any test item included on a standardized test.
7. Altering a student's response to items on an answer sheet.
8. Indications to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
9. Copying or printing information from any computer in which the test is being administered online.
10. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
11. Discussing/sharing of test items which may have been seen while monitoring the test progress or reading a word or item to a student.

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

C. Violations of other testing protocols will be dealt with in the following manner.

1. 1st Offense – Meeting with the building administrator to review proper testing protocol and to clear any confusion or miscommunication as to the proper behavior to be exhibited during testing sessions. The test administrator will acknowledge this meeting by signing a document indicating such they have been reminded of the proper procedures to follow. Documentation will be forwarded to the District Test Coordinator to keep on file in case the test proctor is suspect of additional testing violations.
2. 2nd Offense – Meeting with the building administrator and District Testing Coordinator. Allegations of the testing misdemeanor will be formally written and reviewed with the test administrator. The test administrator will be given the opportunity to respond to the allegations in writing. Both documents will be kept in the teacher's permanent file.
3. 3rd Offense – Test administrator's actions will be classified as insubordination and will be referred to the Superintendent of Schools or Assistant Superintendent to be dealt with accordingly.
4. Step 1 may be bypassed should the teacher/test administrator's file indicate a history of blatant disregard to proper testing protocol.

XI. Teaching Test Taking Skills

All students in the Perry County School District #32 will learn test-taking skills. These skills are taught in various ways. Regular classroom teachers incorporate skills in daily lesson plans. School Counselors routinely teach study and test-taking skills in classroom sessions at the elementary level.

The District Testing Coordinator provides materials, when available, to school counselors, classroom teachers, and building principals for the primary purpose to assist in the teaching of test taking skills.

Students will be given adequate time to master online tools which may be used during the online assessments. Specific online training tutorials (OTTs) will be distributed to all test examiners with specific guidelines as to how often and when students will be exposed to the online tools.

As appropriate, classroom formative assessments and summative assessments will mirror the format of Grade-Level and EOC MAP tests. This practice will allow students to work with various types of questions to be familiar with MAP test items. These assessments will match the DOK level and level of rigor, including higher order thinking skills and problems solving skills, as well as complex reasoning skills, students will be exposed to on the MAP test. Prior to these assessments teachers will model for students the metacognitive processes used when working through to a solution.

XII. Accommodations and Universal Tools

The accommodations for the Grade-Level and End-of-Course assessments have gone through changes and phases since the beginning of the MAP assessments. What was previously known as accommodations has now been split into two categories: Universal Tools and Accommodations.

Universal Tools

Universal tools are those items which may be made available for all students taking Grade-Level or End-of-Course exams. Some Universal Tools need to be marked in the testing program prior to the assessment while others are embedded.

The current list of embedded Universal Tools include the following items:

- Breaks/Pauses
- Calculator, grades 6-8 -- on items where calculator use is allowed on the Math assessment
- Contrasting Color -- between screen and text
- Color Choices -- screen background
- English Dictionary -- all students may have access to a physical English dictionary only on the writing prompts in grades 5 and 8 and on the English I and II EOCs
- Grammar Handbook -- all students may have access to a physical Grammar Handbook only on the writing prompts in grades 5 and 8 and on the English I and II EOCs. Note: The Grammar Handbook must be one that is published and can NOT be a district, school, or classroom made handbook.
- Graphing Tool
- Highlighter
- Line Guide
- Magnifier
- Mark for Review
- Masking
- Protractor and Ruler (as allowed by test)
- Scratch Paper/Sticky Notes
- Strikethrough/Cross Off
- Thesaurus -- students may have access to a physical Thesaurus for use only on the ELA writing prompt in grades 5 and 8 and on the English I and II EOCs

Since these tools are made available within the system, teachers will be expected to provide training opportunities to students in order for the students to become experienced with the different items. Through these trainings the instructor will emphasize when each item should be used.

The most commonly used Universal Tools which must be selected in the testing system prior to test date include the following items:

- Bilingual Dictionary -- applies only to ELL students and can be used only on the 5th and 8th grade writing prompts
- Read Aloud (Not Including ELA Reading Passages) - Text to Speech
- Read Aloud (Not Including ELA Reading Passages) - Human Reader
- Scribe

- Separate Setting

While these tools are classified as universal, not all students directly benefit from the use of these tools. The Department of Elementary and Secondary Education does not recommend the use of these tools for students unless it is a part of their everyday learning in the classroom. Because of this, specific guidelines will be put into place at each building outlining the procedure used in identifying which students would benefit from and should receive these specific Universal Tools.

Accommodations

The statutory language of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require students with disabilities to be included in statewide and district assessment programs, with appropriate accommodations where necessary. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do.

Permissible accommodations for use on the Grade-Level Assessments and EOCs are available only to students with the accommodation in their IEP/504 plan. These accommodations must be marked in the testing system prior to the test date. Special attention will be paid to those accommodations which may end up invalidating a student test and or may result in the student receiving the Lowest Obtainable Scale Score (LOSS).

XIII. Program Evaluation

The SMCAAR-1 School District is required to evaluate the educational programs in all instructional areas for all student populations at all levels. The Board of Education will be provided a summary of test results, including longitudinal students' performance data to evaluate effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resource allocations, and curriculum.

This report to the Board is made as soon as all test results are available.

APPENDIX A

WHAT THE LAW SAYS ABOUT STANDARDS, CURRICULUM FRAMEWORKS AND ASSESSMENT

*Excerpts from sections 160.257, 160.514, 160.518, 160.526, 160.570, and 167.950 Revised
Statutes of Missouri*

160.257

- Each local school district shall have a testing program. District testing programs may include minimal promotion standards and shall give due consideration to the research on the influence of cultural diversity on testing performance.
- The testing program of each local school district shall include, but shall not be limited to, criterion-referenced tests approved by the department of elementary and secondary education. This testing program shall test all students at periodic grade levels. The testing program may test students annually. The tests shall monitor progress on key skills and shall identify areas for instructional improvement. The department of elementary and secondary education may develop criterion-referenced tests and assist districts with their testing programs upon the district's request.
- Each local school district shall provide testing information upon request to the department of elementary and secondary education.

160.514 (Revised 2014 Spring Legislative Session truly agreed upon and passed)

- By rule and regulation...the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for postsecondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people
- Whenever the state board of education develops, evaluates, modifies, or revises academic performance standards or learning standards, it shall convene workgroups composed of education professionals to develop and recommend such academic performance standards or learning standards. Separate work groups composed of education professionals with appropriate expertise shall be convened for the following subject areas: English language arts; mathematics; science; and history and governments.
- The state board of education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks incorporate the academic performance standards...The curriculum frameworks shall provide guidance to school districts but shall not be mandates for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.
- Not later than one year after the development of written curriculum frameworks...the board of education of each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills and competencies established pursuant to subsection 1... Local school boards are encouraged to adopt or develop curricula that are rigorous and ambitious and may, but are not required to, use the curriculum frameworks... Nothing in this section or this act shall prohibit school districts, as determined by local boards of education, to develop or adopt curricula that provide for academic standards in addition to those identified by the state board of education...

- Local school districts and charter schools may adopt their own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain.

160.518

- ...the state board of education shall develop a statewide assessment system that provides maximum flexibility for local school districts to determine the degree to which students in the public schools of the state are proficient in the knowledge, skills and competencies [defined by the state performance standards]. The statewide assessment system shall assess problem solving, analytical ability, evaluation, creativity and application ability in the different content areas and shall be performance-based to identify what students know, as well as what they are able to do, and shall enable teachers to evaluate actual academic performance...

160.526

- The commissioner of education shall establish a procedure for the state board of education to regularly receive advice and counsel from professional educators at all levels in the state, district boards of education, parents, representatives from business and industry, and labor and community leaders pertaining to the implementation of [the provisions above]. The procedure shall include, at a minimum, the appointment of ad hoc committees and shall be in addition to the advice and counsel obtained from the [commission on performance].

160.570

- The school board of each school district shall establish a written policy on student participation in statewide assessments. The policy shall be provided to each student and the parent, guardian or other person responsible for every student under eighteen years of age at the beginning of each school year and a copy of the policy shall be maintained in the district office and shall be available for viewing by the public during business hours of the district office. A school board may establish a policy designed to encourage students to give their best efforts on each portion of any statewide assessment established pursuant to section 160.518 which may include but is not limited to incentives or supplementary work as a consequence of performance.
- In no case shall the state board of education or any other state agency establish any single test or group of tests as a condition or requirement for high school graduation or as a requirement for a state-approved diploma.

161.855

- By October 1, 2014, the state board of education shall convene workgroups composed of education professionals to develop and recommend new academic performance standards in place of the common core state standards.
- The Department of Elementary and Secondary Education shall pilot assessments from the Smarter Balanced Consortium during the 2014-2015 school year for every school district and charter school in the state. The results of the statewide pilot shall not be used for high stakes accountability or public school district accreditation decisions or teacher evaluation for the 2014-15 school year.
- The state board of education shall adopt and implement new academic performance standards beginning in the 2016-2017 school year. The state board of education shall align the statewide assessment system to the new academic performance standards as needed within three years of adopting new academic performance standards.

167.950

- By December 31, 2017, the department of elementary and secondary education shall develop guidelines for the appropriate screening of students for dyslexia and related disorders and the necessary classroom support for students with dyslexia and related disorders. Such guidelines shall be consistent with the findings and recommendations of the task force created under section 633.420.
- In the 2018-19 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the guidelines developed by the department of elementary and secondary education.

APPENDIX B

Missouri Laws & Regulations Regarding Student Data

Missouri has statutes and regulations that pertain to student records. A summary of these laws as they relate to Missouri assessments follow.

- Section 167.020 requires that school districts enrolling a transfer student must request records from all schools previously attended by the student within two business days of enrollment. In addition, school districts that receive a request for records of a transferring student must respond to the request within five business days of receipt of the request. This section also specifies that school districts may disclose education records to law enforcement or juvenile justice authorities.
- Section 160.522 describes the school accountability report card that must be provided by school districts. It specifically says that personally identifiable information for students shall not be reported.
- Section 452.376 describes the non-custodial parent's right to a child's records.
- Sections 610.010, 610.023, 610.024, and 610.026 (Sunshine Law) describe public records of a governmental body, and requirements related to acting on requests for copies of the records no later than the third business day following the date of the request. Requests that are denied must be explained in writing.
- DESE regulation 5 CSR 50-340.200 Annual Public Reporting of Information by School districts specifies the need to use statistical procedures to suppress data about small groups of students in annual public reports.
- The State Plan for Special Education contains a description of the restrictions related to student records contained in FERPA. The penalty for failing to comply with these provisions is the withholding of payment of federal and/or state funds.

APPENDIX C

Student Data Collected by Missouri Department of Elementary and Secondary Education

All data transmitted to the Missouri Department of Elementary and Secondary Education by local school districts are subject to the confidentiality provisions of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) which bars disclosure of personally identifiable student information without parental consent or unless authorized by federal law. This includes transmission of data to the federal government. The tables on the following pages include which data are collected, which law requires the data, and definitions. For easier viewing, please visit the following webpage:

<http://dese.mo.gov/sites/default/files/StudentDataCollected.pdf>

APPENDIX D

Title 5 – Department of Elementary and Secondary Education
Division 50 – Division of Instruction
Chapter 280 – Testing and Assessment

5 CSR 50-280.010 Student Assessment

PURPOSE: This rule interprets and implements the provisions of the Excellence in Education Act of 1985, section 160.257, RSMo, (1994), and the Outstanding Schools Act of 1993, section 160.518, RSMo (1994), which relate to assessment programs in local school districts.

1. Each local school district shall develop a written plan for assessing all students (including such special populations as students with disabilities who are eligible to receive special education services; students whose first language is not English; migrant students; and gifted and talented students) which meets the standards for the classification and accreditation of public school districts as set forth in 5 CSR 50-340.010.
2. Each local plan shall include, at a minimum, all available components of the Missouri Assessment Program developed pursuant to the Outstanding Schools Act of 1993, section 160.518, RSMo (with the exception of those districts for whom a waiver has been granted pursuant to subsections 3 and 4 of section 160.518, RSMo). Such assessments shall be used to monitor the progress of all students (other than those who may be exempted as specified by Department of Elementary and Secondary Education guidelines) on the Show-Me Standards, and to identify areas for instructional improvement.
3. Local districts shall include ALL students in the accountability process as set forth in 5 CSR 30-345.010 and applicable federal regulations.
4. Local district assessment plans shall include methods to assess student progress on those Show-Me Standards, which are not assessed by the Missouri Assessment Program.
5. Upon request, each local school district shall provide the department its local assessment plan, information about test development procedures (if applicable) or any other assessment information the department may require.

AUTHORITY: sections 160.257 and 160.518, RSMo (1994). Original rule filed July 2, 1986, effective Oct. 27, 1986. Amended: Filed Sept. 26, 1988, effective Jan. 27, 1989. Amended: Filed June 30, 1997, effective Jan. 30, 1998.

APPENDIX E

Policy IL-1: ASSESSMENT PROGRAM

Original Adopted Date: 10/11/2017 | Last Revised Date: 04/10/2019

(K-12 Districts)

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

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, 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 can monitor academic 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:

- Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
- Help the professional staff formulate and recommend instructional policy.
- Help the Board of Education adopt instructional policies.

4. *School and District Evaluation* - To provide indicators of the progress of the district and individual schools toward established goals.

5. *Accreditation* - To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will assess the reading level or reading readiness of all students enrolled in kindergarten through grade three using state-approved reading assessments at the beginning and end of each school year. The district will also assess any newly enrolled students in grades one through five. The assessment results will be used to determine the student's need and eligibility for a reading success plan.

English Proficiency Assessments

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

Statewide Assessments

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

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where

EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

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

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The 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.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing

requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

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

Parental Notice

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

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

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable

and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if there is no cost to the district. These student scores shall not affect district accountability.

* * * * *

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

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Version IL-1C.1N (04/23)

Add Headings (Format > Paragraph styles) and they will appear in your table of contents.