



RAYTOWN  
QUALITY  
SCHOOLS  
Expect the Exceptional

**Raytown Quality**  
**Schools Assessment**  
**Plan**

**2023-2024**

**Revised: July 2023**

# Raytown Quality Schools Assessment Plan 2023 - 2024

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# Raytown Quality Schools Assessment Plan

## Definition, Purpose and Goals

**Definition:** This Assessment Plan has been written in accordance with Board of Education Policy IL and meets with the requirements set by this policy and state and federal guidelines and practices.

The University of Oregon defines assessment as:

“...the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.” Therefore, any assessment given to a student should be used for the purpose of improving student achievement. Assessment is presented in three forms:

- Diagnostic Assessment: Assessment *for* Evaluation:
  - Results from diagnostic assessments can be used to screen, place or diagnose student performance or ability for the purpose of placement in a program or group or for information to enhance the educational experience for the student.
- Summative Assessment: Assessment *of* Learning:
  - Results from summative assessments can be used to adjust district curriculum and/or audit student achievement. Summative data is information provided after the fact and is usually not results from students currently in the classroom. Summative assessment data is reported in either Cohort or Program form. Cohort data results show learning over time by the same group of students year to year on the same test. Program data compares results on the same test taken by a different group of students each year. Examples of summative assessments would be the state mandated MAP (Missouri Assessment Program) tests given in grades three through eight; and the EOC (End of Course) exams given at the high school level.
- Formative Assessment: Assessment *for* Learning:
  - Results from formative assessments can be used to inform or adjust instruction in the classroom. Formative assessments produce “real time” data for the students currently in the classroom. Formative assessments are an integral part of the teaching and learning process and are influenced by student need and teacher feedback.

**Purpose:** For educational purposes, assessment is used in four ways:

1. To screen, diagnose and place (Diagnostic: Example: WISC-R)
2. To gauge learning (Summative: Example: MAP; EOC)
3. To inform instruction (Formative: Example: Benchmark; NWEA)
4. To adjust curriculum (Formative and Summative)

**The state and federal governments also use assessment results to determine:**

- Accreditation
- Accountability
- Placement results on the Annual Performance Report (APR/State) or Adequate Yearly Progress (AYP/Federal No Child Left Behind-NCLB)

**Goals: The Raytown C-2 School District's goals for Assessment use and results are:**

- Standardized assessment in the instructional setting to allow for accurate and useful data to inform instruction
- To provide accurate and timely assessment results to facilitate appropriate placement in programs and/or groups for learning
- To instruct all staff in effective and accurate review, analysis and planning through the use of assessment results
- Provide all students the opportunity to benefit from effective assessment in learning, self-direction, and in planning for their future.

# District Assessments by Program, Grade, and/or Content Area

## Preschool

### Preschool Screening

- ❑ **Ages and Stages:** to identify potential problems in the areas of language, cognitive, fine motor, gross motor and personal/social development; used 3 months - 36 months
- ❑ **Parent Questionnaire (adapted from Parents As Teachers Manual):** to gather information regarding prenatal care, birth health and developmental history, social skills, self-help skills, appearance of eyes, responsiveness to stimuli, immunizations, adaptive behavior, etc.
- ❑ **Hearing Observation:** to assess ability to respond to sounds of different frequencies in different locations
- ❑ **Tympanometry:** to identify potential problems in the middle ear
- ❑ **Functional Assessment of Vision including alternate cover testing:** to identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching
- ❑ **Physical Measurement:** to compare height, weight, and head circumference to expected standards (available to all)
- ❑ **Dental Check:** to identify possible problems with teeth or gums

### Ages Three to Four

- ❑ **The Brigance Early Childhood Screens III:** to screen skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help and social-emotional skills.
- ❑ **The Desired Results Developmental Profile (DRDP):** an assessment to measure the learning and progress of individual children in early care and early childhood education programs.
- ❑ **DIAL IV:** to identify young children in need of further diagnostic assessment. This test is 45 minutes in length and assesses motoric, conceptual, and language behaviors demonstrated by children from the ages of three years to six years and 11 months. This test is administered individually.
- ❑ **Parent Questionnaire (adapted from DIAL IV parent questionnaire):** to gather information regarding prenatal care, birth health and developmental history, social skills, self-help skills, immunizations, adaptive behavior
- ❑ **Hearing Observation:** to assess ability to respond to sounds of different frequencies in different locations
- ❑ **Pure Tone Audiometry:** to screen for possible deficits in hearing acuity
- ❑ **Tympanometry:** to identify potential problems in the middle ear (optional)

- ❑ **Functional Assessment of Vision including alternate cover testing:** to identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, and tracking
- ❑ **Lighthouse Flash Cards:** to screen for possible deficits in visual acuity when appropriate
- ❑ **Physical Measurement:** to compare height and weight to expected standards
- ❑ **Dental Check:** to identify possible problems with teeth or gums

### **Utilization of Screening Results**

An appropriate course of action will be determined for each child based on the results of the initial screening. If a child still appears to be having difficulty, they will be referred to appropriate persons for further assessment. Results of screenings will be used to help plan further evaluation in the following manner:

Children scoring exceedingly low on standardized instruments and who are observed and/or reported by parents to be experiencing difficulty that information will be shared with New Trails. As a result of this assessment, the child might eventually be placed in the school's preschool program for children with disabilities. A list of referral sources are made available to parents.

Children screening low in the vision, hearing or health areas will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become a part of the multidisciplinary assessment.

Screening results will be forwarded to teachers in the District's preschool program for instructional use. Screening results are used as a part of the criteria for placement in the Title I preschool program.

#### **Testing conditions and Personnel**

Screening will be conducted throughout the school year by a multidisciplinary team which may include parent educators, early childhood teachers, speech clinicians, special educators, school nurses, and parent volunteers. The Parents As Teachers Coordinator is responsible for coordinating all screening.

### **Dissemination Procedures**

The District will make an effort to notify parents of upcoming screenings through a number of different channels. Notes announcing screenings are sent home with preschool and elementary children. Flyers are disseminated throughout the District. Screening information is included in Parents As Teachers newsletters and on the District web page.

Results of screenings will be shared with parents and other appropriate individuals. A conference will be held with each child's parents to discuss results and suggest activities which may help to further the child's development. All parents will be given information about the District's Parents As Teachers Program. Appropriate screening results will also be forwarded to appropriate preschool teachers for instructional use.

### **In-service Needs:**

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for those who have participated in previous screenings. Those team members responsible for meeting with parents will receive training in parent conference skills and techniques. Following screenings, parent educators will provide opportunities for parents to attend meetings that discuss child development and suggest activities that can be done in the home to promote development.

## Ages Four to Kindergarten

- ❑ **The Brigance Early Childhood Screens III:** to screen skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help and social-emotional skills.
- ❑ **The Desired Results Developmental Profile (DRDP):** an assessment to measure the learning and progress of individual children in early care and early childhood education programs.
- ❑ **DIAL IV:** to identify young children in need of further diagnostic assessment. This test is 30 minutes in length and assesses motoric, conceptual, and language behaviors demonstrated by children from the ages of three years to six years and 11 months. This test is administered individually
- ❑ **Parent Questionnaire (adapted from DIAL IV parent questionnaire):** to gather information regarding prenatal care, birth health and developmental history, social skills self-help skills, immunizations, adaptive behavior
- ❑ **Pure Tone Audiometry:** to screen for possible deficits in hearing acuity
- ❑ **Tympanometry:** to identify potential problems in the middle ear
- ❑ **Functional Assessment of Vision including alternate cover testing:** to identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, and tracking
- ❑ **Lighthouse Flash Cards:** to screen for possible deficits in visual acuity when appropriate
- ❑ **Physical Measurement:** to compare height and weight to expected standards
- ❑ **Dental Check:** to identify possible problems with teeth or gums

## Utilization of Screening Results

The screening team will meet to discuss test results and determine the appropriate course of action for each child. Appropriate referrals to early childhood programs will be made.

Children scoring in the 40<sup>th</sup> percentile or below in one or more areas on the DIAL III are referred to early childhood for Title I preschool.

Children who demonstrate potential problems with vision, hearing or health will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary approach.

Kindergarten age students who appear to be functioning well above average (at or above the 95<sup>th</sup> percentile, particularly in the area of language) may have these results considered, along with parent and teacher observations and classroom performance, for possible referral to the CHALLENGE program.

Parents of all children screened will receive recommendations concerning things that can be done in the home to promote child development.

## Testing conditions and Personnel

Screening will be done through the school year by a multidisciplinary team that may include parent educators, classroom teachers, nurses, and speech clinicians. Additional screening will be offered in the fall for students

who have moved into the District since the spring screening. Flexible scheduling of screening appointments is offered.

### **Dissemination Procedures**

The District will make an effort to notify parents of upcoming screenings through a number of different channels. Notes announcing screenings are sent home with preschool and elementary children. Flyers are disseminated throughout the District. Screening information is included in Parents As Teachers newsletters and on the District web page.

Results of screenings will be shared with parents and other appropriate individuals. A conference will be held with each child's parents to discuss results and suggest activities which may help to further the child's development. All parents will be given information about the District's Parents As Teachers Program. Appropriate screening results will also be forwarded to appropriate preschool teachers for instructional use.

### **In-service Needs**

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for those who have participated in previous screenings. Those team members responsible for meeting with parents will receive training in parent conference skills and techniques.

Following screenings, parent educators will provide opportunities for parents to attend meetings that discuss child development and suggest activities that can be done in the home to promote development.



## Elementary

### Kindergarten

#### Name and Purpose of Each Instrument Used

- ❑ **Vision/Hearing/Health Screen:** to screen for possible disorders in hearing and visual acuity and functional assessment, and health
- ❑ **District-Developed Kindergarten Progress Report:** to assess the attainment of skills and Missouri Learning Standards taught in kindergarten and includes the areas of reading readiness, math readiness, study skills, and emotional and social development.
- ❑ **Individual Intelligence Tests (in kindergarten as appropriate to meet individual needs):** to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.
- ❑ **KOF: Kindergarten Observation Form:** a criterion-referenced summative assessment used to determine readiness for kindergarten.
- ❑ **NWEA MAP Reading Fluency:** an adaptive universal screening and progress monitoring assessment for early reading skills.
- ❑ **NWEA MAP Growth MAP Growth Mathematics:** a computerized math skills assessment that is to be given at the beginning, middle, and end of each school year.
- ❑ **Missouri Assessment Program - MAP:** Assessments required by the Missouri Department of Elementary and Secondary Education (DESE):
  - ❑ **ACCESS for English Language Learners (ELL):** to measure English language learners' social and academic proficiency in English.
  - ❑ **WIDA Screener for English Language Learners (ELL):** to assist in determining whether or not a student is a candidate for English language services.

#### Utilization of Results

Results of vision/hearing/health screen will be reported to parents and any area of concern will be referred to the parents for further evaluation as appropriate.

Results of the District-Developed Kindergarten Progress Report will be used by kindergarten classroom teachers to assist in planning instruction for students throughout the year. These results will also aid in the evaluation of the current kindergarten curriculum. First grade teachers may also use these results as they plan for the incoming instructional needs of their students. The results may be used for individual students in planning for alternative strategies and possible referral for CHALLENGE (district gifted program) or special educational services.

NWEA MAP Reading Fluency test results are utilized to plan instruction for students, identify students who

may need additional assistance through our response to intervention procedures by participation in Title I reading or math support, and provide data for additional evaluations of the student as needed.

Individual Intelligence Tests results along with other assessment outcomes will be used to determine if students qualify for CHALLENGE or special educational services. Parent approval is required.

Results of the ACCESS for ELL and WIDA Screener will be used to determine student eligibility in special programs for ELL students.

### **Testing Conditions and Personnel**

Vision, hearing, and health screens will be conducted by the school or district nurse.

All appropriate staff will be responsible for assisting in monitoring student progress, generating alternative strategies, developing differentiated instructional lessons, making referral for evaluation for special programs, and participating in multidisciplinary teams for individual students as appropriate.

### **Dissemination Procedures**

Teachers provide parents with grade level expectations each fall. These correspond to the progress report that goes home at the end of each nine-week period.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.

### **In-service/Staff Development Needs**

Teachers will receive professional development in curriculum and instruction, data analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Teacher Leaders, Building Principals, and the Associate Superintendent.

## **Grade One**

### **Name and Purpose of Each Instrument Used**

- Vision/Hearing/Health Screen:** to screen for possible disorders in hearing and visual acuity and functional assessment, and health.
- Informal observation, evaluation of classroom performance, diagnostic teaching:** to provide information about behavior, health, academic performance, learning, and cognition.
- District-Developed First Grade Progress Report (updated each quarter):** to assess the attainment of skills and Missouri Learning Standards taught in first grade and includes the areas of language arts (reading, English, spelling), math, social studies, science, handwriting, art, music, physical education,

social development, and work habits. This progress report includes teacher observations and informal evaluation of classroom performance.

- ❑ **NWEA MAP Growth:** a computerized reading skills assessment that is to be given at the beginning, middle, and end of each school year.
- ❑ **NWEA MAP Reading Fluency:** an adaptive universal screening and progress monitoring assessment for early reading skills.
- ❑ **Individual Intelligence Tests (in grade 1 as appropriate to meet individual needs):** to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.
- ❑ **Missouri Assessment Program - MAP:** Assessments required by the Missouri Department of Elementary and Secondary Education(DESE):
  - ❑ **ACCESS for English Language Learners (ELL):** to measure English language learners' social and academic proficiency in English.
  - ❑ **WIDA Screener for English Language Learners (ELL):** to assist in determining whether or not a student is a candidate for English language services.

#### **Utilization of Results**

Results of vision/hearing/health screen will be reported to parents and any area of concern will be referred to the parents for further evaluation as appropriate.

Results of Informal Observations and the District-Developed First Grade Progress Report will be used by first grade classroom teachers to assist in planning instruction for students throughout the year. These results will also aid in the evaluation of the current first grade curriculum. Second grade teachers may also use these results as they plan for the incoming instructional needs of their students. The results may be used for individual students in planning for alternative strategies and possible referral for CHALLENGE (district gifted program) or special educational services.

NWEA MAP Reading Fluency test results are utilized to plan instruction for students, identify students who may need additional assistance through our response to intervention procedures by participation in Title I reading or math support, and provide data for additional evaluations of the student as needed.

Individual Intelligence Tests results along with other assessment outcomes will be used to determine if students qualify for CHALLENGE or special educational services. Parent approval is required.

Results of the ACCESS for ELL and WIDA Screener will be used to determine student eligibility in special programs for ELL students.

#### **Testing Conditions and Personnel**

Vision, hearing, and health screens will be conducted by the school or district nurse.

All appropriate staff will be responsible for assisting in monitoring student progress, generating alternative strategies, developing differentiated instructional lessons, making referral for evaluation for special programs, and participating in multidisciplinary teams for individual students as appropriate.

Progress on the District-Developed Progress Report, informal observation checklists will be recorded and reported to parents.

### **Dissemination Procedures**

Teachers provide parents with grade level expectations each fall. These correspond to the progress report that goes home at the end of each nine-week period.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.

### **In-service/Staff Development Needs**

Teachers will receive professional development in curriculum and instruction, data analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Teacher Leaders, Building Principals, and the Associate Superintendent.

## **Grade Two**

### **Name and Purpose of Each Instrument Used**

- Vision/Hearing/Health Screen:** to screen for possible disorders in hearing and visual acuity and functional assessment, and health
- Informal observation, evaluation of classroom performance, diagnostic teaching:** to provide information about behavior, health, academic performance, learning, and cognition
- District-Developed Second Grade Progress Report (updated each quarter):** to assess the attainment of skills and Missouri Learning Standards taught in second grade and includes the areas of language arts (reading, English, spelling), math, social studies, science, handwriting, art, music, physical education, social development, and work habits. This progress report includes teacher observations and informal evaluation of classroom performance.
- Individual Intelligence Tests (in grade 2 as appropriate to meet individual needs):** to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.
- NWEA MAP Reading Fluency:** an adaptive universal screening and progress monitoring assessment for early reading skills.
- NWEA MAP Growth:** a computerized math skills assessment that is to be given at the beginning, middle, and end of each school year.
- NNAT - Naglieri Nonverbal Ability Test:** to assess how a student thinks instead of what a student knows by utilizing shapes and figures to evaluate the problem-solving and reasoning abilities of a child.

❑ **Missouri Assessment Program - MAP:** Assessments required by the Missouri Department of Elementary and Secondary Education(DESE):

❑ **ACCESS for English Language Learners (ELL):** to measure English language learners' social and academic proficiency in English.

❑ **WIDA Screener for English Language Learners (ELL):** to assist in determining whether or not a student is a candidate for English language services.

### **Utilization of Results**

Results of vision/hearing/health screen will be reported to parents and any area of concern will be referred to the parents for further evaluation as appropriate.

Results of Informal Observations and the District-Developed Second Grade Progress Report will be used by second grade classroom teachers to assist in planning instruction for students throughout the year. These results will also aid in the evaluation of current second grade curriculum. Third grade teachers may also use these results as they plan for the incoming instructional needs of their students. The results may be used for individual students in planning for alternative strategies and possible referral for CHALLENGE (district gifted program) or special educational services.

Individual Intelligence Tests results along with other assessment outcomes will be used to determine if students qualify for CHALLENGE or special educational services. Parent approval is required.

NWEA MAP Reading Fluency test results are utilized to plan instruction for students, identify students who may need additional assistance through our response to intervention procedures by participation in Title I reading or math support, and provide data for additional evaluations of the student as needed.

The NNAT results will be used as a screening tool to determine if further testing is needed to determine if students qualify for CHALLENGE.

Results of the ACCESS for ELL and WIDA Screener will be used to determine student eligibility in special programs for ELL students.

### **Testing Conditions and Personnel**

Vision, hearing, and health screens will be conducted by the school or district nurse.

All appropriate staff will be responsible for assisting in monitoring student progress, generating alternative strategies, developing differentiated instructional lessons, making referral for evaluation for special programs, and participating in multidisciplinary teams for individual students as appropriate.

Progress on the District-Developed Progress Report, informal observation checklists will be recorded and reported to parents.

## Dissemination Procedures

Teachers provide parents with grade level expectations each fall. These correspond to the progress report that goes home at the end of each nine-week period.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.

## In-service/Staff Development Needs

Teachers will receive professional development in curriculum and instruction, data analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Teacher Leaders, Building Principals, and the Associate Superintendent.

## Grades Three-Five

### Name and Purpose of Each Instrument Used

- ❑ **Vision/Hearing/Health Screen:** to screen for possible disorders in hearing and visual acuity and functional assessment, and health
- ❑ **Informal observation, evaluation of classroom performance, diagnostic teaching:** to provide information about behavior, health, academic performance, learning, and cognition
- ❑ **District-Developed Third-Fifth Grade Progress Report (updated each quarter):** to assess the attainment of skills and Missouri Learning Standards taught in third-fifth grade and includes the areas of language arts (reading, English, spelling), math, social studies, science, handwriting, art, music, physical education, social development, and work habits. This progress report includes teacher observations and informal evaluation of classroom performance.
- ❑ **Individual Intelligence Tests (in grade 3-5 as appropriate to meet individual needs):** to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.
- ❑ **Missouri Assessment Program - MAP:** Assessments required by the Missouri Department of Elementary and Secondary Education(DESE):
  - ❑ **Grade Level Assessment (GLA) :** to evaluate individual student performance on the Show Me Standards; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in guidance and counseling planning for students; and to aid in the screening and selection of students in special programs. English Language Arts and Math are administered in 3<sup>rd</sup>-5<sup>th</sup> Grade. Science is administered in 5<sup>th</sup> Grade.
  - ❑ **MAP-A (Dynamic Learning MAPS):** to evaluate students with the most significant cognitive disabilities who meet grade level and eligibility criteria determined by the student's Individualized Education Program (IEP) team. It is administered three times a year, with two-embedded instructional windows and one summative window in the spring.

- ❑ **ACCESS for English Language Learners (ELL):** to measure English language learners' social and academic proficiency in English.
- ❑ **WIDA Screener for English Language Learners (ELL):** to assist in determining whether or not a student is a candidate for English language services.
- ❑ **NWEA MAP Reading Fluency - Grade 3:** an adaptive universal screening and progress monitoring assessment for early reading skills.
- ❑ **NWEA MAP Growth Reading - Grades 4-5:** a computerized reading skills assessment that is to be given at the beginning, middle, and end of each school year.
- ❑ **NWEA MAP Growth Math - Grades 3-5:** a computerized math skills assessment that is to be given at the beginning, middle, and end of each school year.
- ❑ **National Assessment of Educational Progress (NAEP)-at selected schools only:** to measure student achievement according to federal guidelines. Only schools selected by the federal government are administered the NAEP.

### **Utilization of Results**

Results of vision/hearing/health screen will be reported to parents and any area of concern will be referred to the parents for further evaluation as appropriate.

Results of Informal Observations and the District-Developed Third-Fifth Grade Progress Report will be used by third through second grade classroom teachers to assist in planning instruction for students throughout the year. These results will also aid in the evaluation of the current second grade curriculum. Subsequent teachers may also use these results as they plan for the incoming instructional needs of their students. The results may be used for individual students in planning for alternative strategies and possible referral for CHALLENGE (district gifted program) or special educational services.

Individual Intelligence Tests results along with other assessment outcomes will be used to determine if students qualify for CHALLENGE or special educational services. Parent approval is required.

GLA results will be used in the evaluation of the district's curriculum alignment to the Missouri Learning Standards. Each teacher will use test results to set goals for the following year. Remediation will be provided for students scoring at Basic or Below Basic.

Results of the ACCESS for ELL and WIDA Screener will be used to determine student eligibility in special programs for ELL students.

Results of the NAEP will be used by the U. S. Government to measure and evaluate student achievement.

## **Testing Conditions and Personnel**

Vision, hearing, and health screens will be conducted by the school nurse.

All appropriate staff will be responsible for assisting in monitoring student progress, generating alternative strategies, developing differentiated instructional lessons, making referral for evaluation for special programs, and participating in multidisciplinary teams for individual students as appropriate.

Progress on the District-Developed Progress Report, informal observation checklists, and MAP results will be recorded and reported to parents.

The district assessment coordinator will be responsible for ordering testing materials, distributing the materials, and coordinating district-wide test administration.

Building counselors will coordinate the administration of the Missouri Assessment Program in the appropriate grade levels during the state mandated testing window. All state requirements will be followed and closely monitored. Classroom teachers will be responsible for the administration of these assessments to their students.

Every effort will be made to ensure that the testing environment is comfortable and free of distraction. IEP, 504, and ELL students who require modifications in testing will be grouped according to their individual plans. Tests for these students will be administered in accordance with their modification specifications.

## **Dissemination Procedures**

Teachers will provide parents with grade level expectations each fall. These correspond to the progress report that goes home at the end of each nine-week period.

Parents will be notified of GLA administration, notified when test results have been provided to the district by the state, and receive test results during fall parent-teacher conferences.

District GLA results will be reported to the Board of Education, the Chamber of Commerce, real estate offices, and local news agencies.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.

## **In-service/Staff Development Needs**

Teachers will receive professional development in curriculum and instruction, data-analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Teacher Leaders, Building Principals, and the Associate Superintendent.

The District Assessment Coordinator will attend annual in-services provided by the Missouri State



Department of Elementary and Secondary Education and by the CTB/McGraw-Hill regarding MAP testing procedures. The coordinator is responsible for any special handling instructions and for any special mailing of specific grade level(s) that have been selected to be part of the state sample. The coordinator attends in-services regarding new forms of other tests used in the district at different grade levels.

Building Counselors will attend in-services with the District Assessment Coordinator to ensure that they have all state-required information regarding MAP administration and procedures.

In accordance with MAP regulations, elementary teachers will receive training from building counselors in correct testing and proctoring procedures.

## Secondary

### Grades Six-Twelve

#### Name and Purpose of Each Instrument Used (Grades 6-12 unless indicated otherwise)

- ❑ **Vision/Hearing/Health Screen:** to screen for possible disorders in hearing and visual acuity and functional assessment, and health
- ❑ **Informal observation, evaluation of classroom performance, diagnostic teaching:** to provide information about behavior, health, academic performance, learning, and cognition
- ❑ **District-Developed Progress Report (updated each quarter or trimester):** to assess the attainment of skills and Missouri Learning Standards taught in each grade and includes the areas of language arts (reading, English, spelling), math, social studies, science/health, handwriting, art, music, physical education, social development, work habits, conduct, and attendance. This progress report includes teacher observations and informal evaluation of classroom performance.
- ❑ **Individual Intelligence Tests (in grade level appropriate to meet individual needs):** to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.
- ❑ **Missouri Assessment Program - MAP:** Assessments required by the Missouri Department of Elementary and Secondary Education(DESE):
  - ❑ **Grade Level Assessment (GLA) -Grades 6-8:** to evaluate individual student performance on the Show Me Standards and grade level expectations (MLSs); to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in guidance and counseling planning for students; and to aid in the screening and selection of students in special programs. Reading and Math is administered in 6<sup>th</sup>-8<sup>th</sup> Grade. Science is administered in 8<sup>th</sup> Grade. \*Note: Plans are also in place within the curriculum at each grade level or course to assess those standards and MLSs that are not assessed on GLA tests. These assessments are given by the appropriate classroom teacher as a part of students' classroom expectations. The format of these assessments varies with the type of content. For example, physical education might use the President's Physical Fitness Awards as a measure of the framework standards and Speech and Debate might use an oral performance. In other settings, it could also be a written evaluation.
  - ❑ **End of Course Exams (EOC)- Grades 8-12 as appropriate to meet individual student needs:** to evaluate individual student performance on the Show Me Standards and Course Level Expectations in Algebra I, Biology, English II, Government, and Algebra II; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist guidance and counseling planning for students.
  - ❑ **MAP-A (Dynamic Learning MAPS) - Grades 6-8 & 11:** to evaluate students with the most significant cognitive disabilities who meet grade level and eligibility criteria determined by

the student's Individualized Education Program (IEP) team. It is administered three times a year, with two-embedded instructional windows and one summative window in the spring.

- ❑ **ACCESS for English Language Learners (ELL):** to measure English language learners' social and academic proficiency in English.
- ❑ **WIDA Screener for English Language Learners (ELL):** to assist in determining whether or not a student is a candidate for English language services.
- ❑ **District-Created Summative Assessments-Grades 6-11:** to evaluate individual student performance in communication arts, math, and science. Assessments are aligned to grade level or course level expectations and are administered at the end of each instructional unit.
- ❑ **NWEA MAP Growth-Grades 6-11:** a computerized reading skills assessment that is to be given at the beginning, middle, and end of each school year.
- ❑ **NWEA-Grades 6-11:** a computerized math skills assessment that is to be given at the beginning, middle, and end of each school year.
- ❑ **Industry Recognized Credential - Grades 11-12 (Herndon Career Center):** to assess students in career and technical education programs to validate an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, in a single occupational area, or a cluster of related occupational areas.
- ❑ **Preliminary Scholastic Aptitude Test (PSAT)-Grades 9-12 as appropriate to meet individual student needs:** to provide test-taking practice for the SAT and provide the opportunity to qualify for the National Merit Scholarship Program. (Optional Assessment: Student pays for testing fees.)
- ❑ **Scholastic Aptitude Test (SAT) and American College Test (ACT)-Grades 9-12 as appropriate to meet individual student needs:** to partially satisfy college entrance requirements. (Optional Assessment: Student pays for testing fees.)
- ❑ **Advanced Placement Exams-Grades 9-12 as appropriate to meet individual student needs:** offered to high school students in the areas of U.S. history, European history, statistics, studio art, music theory, calculus, and biology. Successful completion of an AP exam equates to college credit and/or placement by 90% of the colleges and universities in the United States. (Optional Assessment: Student pays for testing fees.)
- ❑ **Technical Skills Assessment:** a measurement of knowledge and skill proficiency in a specific career education program by using a third-party assessment for students in career and technical education classes.
- ❑ **ACCUPLACER:** a measurement of knowledge and skill proficiency in reading, writing, and math to assist college administrators place students in courses that match their skills.

- ❑ **ACT: Workkeys:** to measure foundational skills required for success in the workplace.
- ❑ **ASVAB: Armed Services Vocational Aptitude Battery:** to measure developed abilities and helps predict future academic and occupational success.
- ❑ **National Assessment of Educational Progress (NAEP) - at selected schools only:** to measure student achievement according to federal guidelines. Only schools selected by the federal government are administered the NAEP.
- ❑ **Trends in Mathematics and Science Study (TIMSS) – at selected schools only:** TIMSS is the longest ongoing international assessment of student achievement in mathematics and science. Since 1995, TIMSS has measured trends in academic achievement at grades 4 and 8 in countries around the world, including the United States.
- ❑ **ACTLF Assessment of Performance toward Proficiency in Languages (AAPPL) - Grade 12:** to measure student language proficiency in a Language Other Than English in the domains of reading, writing, listening, and speaking; the AAPPL is a DESE approved assessment for the Missouri Seal of Biliteracy program
- ❑ **TABE:** academic-based, nationwide assessment that provides valid and reliable measurement of the skills that adults need to succeed, both on the job and in life. TABE 11&12 is aligned with College and Career Readiness (CCR) standards and complies with today’s rigorous Workforce Innovation and Opportunity Act (WIOA) regulations
- ❑ **HiSet:** to certify a test taker's attainment of academic knowledge and skills equivalent to those of a high school graduate.

### **Utilization of Results**

Results of vision/hearing/health screen will be reported to parents and any area of concern will be referred to the parents for further evaluation as appropriate.

Results of Informal Observations and the District-Developed Sixth-Twelfth Grade Progress Report will be used by teachers to assist in planning instruction for students throughout the year. These results will also aid in the evaluation of current curriculum. The results may be used for individual students in planning for alternative strategies and possible referral special educational services.

Individual Intelligence Tests results along with other assessment outcomes will be used to determine if students qualify for special educational services. Parent approval is required.

MAP results will be used in the evaluation of the district’s curriculum alignment to the Missouri Learning Standards. Each teacher will use test results to set goals for the following year. Remediation will be provided for students scoring at Basic or Below Basic.

Results of district created benchmark assessment will be used to evaluate curriculum and to determine if students are mastering benchmark objectives. Teachers will use this information in planning future

instructional strategies and content.

Results of the NWEA MAP Growth Reading and NWEA MAP Growth Math will be considered for placement in remedial programs designed to improve student achievement.

Practice ACT and PreACT will be used to evaluate current academic development and prepare students for high school courses, college, and careers. Results will be used to review and revise curriculum and evaluate instructional effectiveness.

Result of the PSAT, ACT, SAT, and Advanced Placement Exams will be used to fulfill college placement and scholarship requirements. Results will be used to review and revise curriculum and evaluate instructional effectiveness.

Results of the ACT WORKKEYS tests are designed to assist students with initial college placement decisions as well as provide students with scores indicating if they are 'work ready'.

Results of the ASVAB are intended to assist students in identifying aptitudes in varying areas and connect to post-high school decisions related to college and career.

Results of the ACCUPLACER are intended to assist with placing college students in the courses which match their skills.

Results of the ACCESS for ELL and WIDA Screener will be used to determine student eligibility in special programs for ELL students.

Results of the IAAT will be used as one indicator for student placement in Pre-Algebra and Algebra courses. Other criteria include grades, teacher recommendation, and MAP GLA scores.

Results of the NAEP will be used by the U. S. Government to measure and evaluate student achievement.

Results of Industry Recognized Credentials, Technical Skill Attainment, and Stackable Credentials will be used to determine student eligibility for the Career & Technical Education Certificate in addition to Perkins and state accountability measures.

Results of the AAPPL will be used as one portion of qualifying scores for students seeking the Missouri Seal of Biliteracy award.

### **Testing Conditions and Personnel**

Vision, hearing, and health screens will be conducted by the school nurse.

The classroom teacher will be responsible for sharing progress report results and information obtained through informal observations in the classroom with parents at the end of each six-week period.

The district assessment coordinator will be responsible for ordering testing materials, distributing the materials, and coordinating district-wide test administration.

Building test coordinators will coordinate the administration of the Missouri Assessment Program in the appropriate grade levels during the state mandated testing window. All state requirements will be followed and closely monitored. Classroom teachers will be responsible for the administration of these assessments to their students.

Every effort will be made to ensure that the testing environment is comfortable and free of distraction. IEP, 504, and ELL students who require modifications in testing will be grouped according to their individual plans. Tests for these students will be administered in accordance with their modification specifications.

Building counselors will be responsible for ordering interest inventories. These counselors will also be responsible for ensuring that students are aware of the opportunity to take optional tests, and for administering the tests according to district guidelines.

### **Dissemination Procedures**

Teachers will provide parents with grade level expectations for each class at parent night at the middle school level. Students at the high school level are provided with a list of competencies for each class in which they enroll. These lists reflect curriculum alignment to the Show Me Standards, and they correspond to the progress report that goes home at the end of each nine-week or six week period.

Parents will be notified of GLA administration, notified when test results have been provided to the district by the state, and receive test results during fall parent-teacher conferences.

District MAP results will be reported to the Board of Education, the Chamber of Commerce, real estate offices, and local news agencies.

Students will be made aware of the opportunity to take optional tests through letters to parents, announcements in the daily bulletin, and classroom presentations to students by counselors.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.

Counselors and teachers will be responsible for going over test results with students. This may be done individually or in groups.

During the eighth and the beginning of ninth grade, counselors will meet with students through classroom presentations and then individually to develop a personal plan of study. Test results, grade interests, and student preferences will be taken into account. Follow-up classroom presentations with students will focus specifically on college or job application skills. Personal plans of study will be revised annually with students based on updated information and interest.

## **In-service/Staff Development Needs**

Teachers will receive professional development in curriculum and instruction, data-analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Building Principals, and the Chief Executive Academic Officer.

The District Assessment Coordinator will attend annual in-services provided by the Missouri State Department of Elementary and Secondary Education and by the Kansas City Regional Professional Development Center. The coordinator is responsible for ordering all MAP assessments, communicating all test administration guidelines, following special handling instructions, and ensuring accountability for all test materials.

The District Assessment Coordinator has the responsibility of providing in-service to all building administrators and counselors to ensure all current testing regulations are adhered to for the current year.

All staff members who administer or proctor the MAP GLA, End-of-Course assessments, and PSAT are required to attend in-services facilitated by the building administrators and counselors to ensure proper administration of the assessment. IEP, 504, or ELL students who require accommodations for testing will have tests administered in accordance with their individual plans and district guidelines.H

High School Building Counselors will attend workshops regarding college entrance requirements or changes in college entrance exams and requirements.

Teachers will receive periodic updated training in parent conference skills. In-service will be provided for all staff that focuses on recognizing children with special needs. Specific information is also offered regarding the referral process for assessing any special needs.

Career and Technical Education teachers will receive training in regards to Industry Recognized Credentials, Technical Skill Attainment, and Stackable Credentials as necessary.

## **C-2 Assessment Guidelines Regarding Test Security**

*Board of Education Policy ILA provides the guidelines for test integrity and security within the district and is included in this plan in its entirety.*

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

### **Test Security**

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, downloaded, stored electronically, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

### **Training**

The district will train all district staff associated with the assessment process in accordance with test protocol.

The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

### **Test Coordinator Roles**

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the



appropriate parties, if required.

4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

### **General Test Administration**

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including cell phones and smart watches, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session by both staff and students.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators, dictionaries, thesauri, manipulatives or reference sheets when directed by the specific test.

## **Paper-and-Pencil Testing**

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked room or cabinet in the school building, but outside the classroom.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

## **Online Testing**

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space and/or a physical barrier between them so that students are not able to view each other's screens.

## **Sanctions Against Improper or Unethical Practices**

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.

3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.
10. Sharing and/or using another user ID and password. A user will not be responsible for theft of IDs or passwords, but may be responsible if the theft was the result of user negligence.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators, test coordinators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

# **Missouri Assessment Program (MAP) Review of Assessment**

## **Review Prior to Administration**

Parents, guardians, and other Missouri citizens may review the Missouri Assessment Program (MAP) prior to the administration of the assessments. The following must be observed in order to protect test security:

- Review of the MAP will take place in the school district serving the individual who has made the request.
- The review may take place after receipt of the MAP materials from the assessment contractor, but prior to the local administration of the MAP.
- No more than two people may review the assessments at one time.
- The review of the assessment must take place under the supervision of a district administrator or counselor. Assessment materials may not be removed from the school district premises.
- No handwritten notes or any other recording of information may be done by the individual or individuals reviewing the assessments.
- A non-disclosure form should be kept on file by the building principal for one year. Any suspicion by the district that a violation of a non-disclosure agreement has occurred should be reported writing to:

Director of Assessment  
MO Department of Elementary and Secondary Education  
P.O. Box 480  
Jefferson City, MO 65102

## **Review of a Student's Test Responses**

Parents, guardians, and school administrators may review a student's test responses after the results are reported.

- Review of the completed MAP and the student's responses will take place in the school district serving the individual who has made the request.
- No more than two people may review the assessments at one time.
- A non-disclosure form must be signed by the individual, individuals, reviewing the assessments.
- A non-disclosure form should be kept on file by the building principal for one year. Any suspicion by the district that a violation of a non-disclosure agreement has occurred should be reported in writing to:

Director of Assessment  
MO Department of Elementary and Secondary Education  
P.O. Box 480  
Jefferson City, MO 65102

## **A Request to Have a Student NOT Participate in the MAP**

If a student attends public school, the student is expected to participate in the MAP unless they are specifically exempted under guidelines developed by the Division of Special Education, or if their first language is not English and English proficiency is limited (LEP), or if the student has had an extended absence due to serious illness. LEP students will be required to participate in the MAP assessment after being in one or more Missouri schools for more than one calendar year. Once LEP students have been exempted from any MAP assessment in a given year, those students may not be exempted from any MAP assessment in subsequent years. Accommodations for LEP students taking the MAP may be provided, as specified in the MAP examiner manual.

## **Including Students with Disabilities in the Missouri Assessment Program (MAP)**

Any decisions regarding participation in the state assessment program (MAP) must be made by the student's IEP or IAP team and documented in the individualized plan for that student. The beginning premise is that all students, including those with disabilities, will participate in the state assessment program, and to the greatest extent possible in the MAP subject area assessments. Decisions about how a student should participate in the MAP should be based on the goals and content of that student's instruction. Students may participate in the MAP without accommodations; they may be provided accommodations in order to successfully participate; or they may participate in the MAP alternative assessment.

### **Accommodations may be provided in the areas of:**

- Administration (example—oral reading of assessment)
- Timing (example---extending the time on a given section of the test)
- Response (example—giving a response in sign language)
- Setting (example—administering the test individually)

### **These accommodations must be approved by the Missouri Department of Elementary and Secondary Education and must not:**

- Change what is tested
- Threaten the integrity or change the purpose of the subject area assessment
- Give the student an unfair advantage of other students
- Threaten test security

Students with disabilities who participate in the general education curriculum and whose instructional goals are expected to lead to typical work, school, and life experiences, should take the MAP subject area assessment that relates to the content of their instruction. Students with disabilities who are working only toward functional goals (self-care, basic life skills) and who are not part of the general curriculum should participate in the alternate assessment.



## 2023 - 2024 RQS District Assessment Calendar Overview

| Assessment                        | Grades    | Aug     | Sept    | Oct      | Nov        | Dec    | Jan       | Feb     | Mar        | Apr     | May     |
|-----------------------------------|-----------|---------|---------|----------|------------|--------|-----------|---------|------------|---------|---------|
| AAPPL                             | 12        |         |         |          |            |        |           | 20 - 29 |            |         |         |
| ACCUPLACER                        | 12        |         |         |          |            |        |           | 27      |            |         |         |
| ACT (District Testing)            | 12        |         |         |          |            |        |           | 27      |            |         |         |
| ACT (National Dates)              | 9-12      |         | 9       | 28       |            | 9      |           | 10      |            | 13      |         |
| Advanced Math Testing             | 5 & 7     |         |         |          |            |        |           | 20 - 8  |            |         |         |
| AP (varies by test)               | 11 - 12   |         |         |          |            |        |           |         |            |         | 6 - 13  |
| ASVAB                             | 12        |         |         |          |            |        |           | 27      |            |         |         |
| EOC (End of Course Exams)         | 8 - 12    |         |         |          |            | 4 - 13 |           |         |            | 29 - 8  |         |
| ESGI Reading & Math Screener      | PK -1     |         | 5 - 20  |          |            |        | 8 - 26    |         |            |         |         |
| GLA (Grade Level Assessments)     | 3 - 8     |         |         |          |            |        |           |         |            | 29 - 17 |         |
| HiSet                             | 12        |         |         | on-going | throughout | the    | school    | year    | as         | needed  |         |
| IRC/TSA Exams                     | 12        |         |         |          |            |        |           |         | 1 - 22     |         |         |
| KOF                               | K         |         | 5 - 13  |          |            |        |           |         |            |         |         |
| MAP-A (Instructional)             | 3 - 8, 11 |         | 11 - 8  |          |            |        |           |         |            |         |         |
| MAP-A (Summative)                 | 3 - 8, 11 |         |         |          |            |        |           | 5 - 10  |            |         |         |
| NAEP (BR & RMS)*                  | 4 & 8     |         |         |          |            |        | 29 - 8    |         |            |         |         |
| NNAT                              | 1         |         |         |          |            |        |           | 1 - 30  |            |         |         |
| NOCTI, NCCT, ESCO, Skills Connect | 9-12      |         | 18 - 29 |          |            |        |           |         |            |         |         |
| NWEA MAP Algebra Growth**         | 9 - 11    | 28 - 12 |         |          |            | 4 - 15 |           |         | 4 - 19     |         |         |
| NWEA MAP Growth (math)            | 1 - 8     | 28 - 12 |         |          |            | 4 - 15 |           |         | 4 - 19     |         |         |
| NWEA MAP Growth (ELA)             | 4 - 11    | 28 - 12 |         |          |            | 4 - 15 |           |         | 4 - 19**** |         |         |
| NWEA MAP Reading Fluency/Math     | K         |         |         |          |            | 4 - 15 |           |         |            |         | 13 - 21 |
| NWEA MAP Reading Fluency/Math     | 1 - 3     | 28 - 12 |         |          |            | 4 - 15 |           |         |            |         | 13 - 21 |
| PSAT                              | 10        |         |         | 11       |            |        |           |         |            |         |         |
| TABE                              | 11 - 12   |         |         | on-going | throughout | the    | school    | year    | as         | needed  |         |
| TSA, Marketing, Finance, FCS      | 9 - 12    |         |         |          | 27 - 28    |        |           |         |            |         |         |
| WIDA/ACCESS for ELL               | K - 12    |         |         |          |            |        | 8 - 1     |         |            |         |         |
| Workkeys                          | 12        |         |         |          |            |        | 8 - 12*** | 27      |            |         |         |

\* specific dates for each building will be arranged between DESE and building principal in the fall.

\*\*\*Herndon Career Center testing

\*\*Algebra Growth will be administered only to students enrolled in Algebra I.

\*\*\*\*3rd Grade WILL participate in the MAP Growth window.