

CAMDENTON R-III School District

District Assessment Plan

2013-2014

Why Do We Assess?

The Camdenton R-III School District shall assess student achievement annually using standardized assessments given at periodic grade levels as determined by the administration and approved annually by the Board of Education. The District Assessment Plan will include required components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education. The District will also incorporate multiple assessment strategies in the instructional process.

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;
- 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.

School personnel shall work to ensure that assessments or procedures are not differentiated or stereotyped on the basis of ethnicity, religion, gender, ancestry, national origin, or social or economic status. The District will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals With Disabilities Act (IDEA). The District will maintain confidentiality with regard to the individual scores and other information derived from the District's assessment program. Individual student scores will be provided to parents and discussed upon request. Tabulated results of standardized assessments will be made available to authorized school personnel and released as required by law. Some assessment summaries, such as the MAP, are public information.

The Board, in cooperation with the administrative and instructional staff, will annually review student performance data and use this information to evaluate the effectiveness of the District's existing curricular programs, making adjustments as necessary.

Components of the District Assessment Plan

As student learning and achievement are multi-dimensional, assessment in the Camdenon R-III School District is multi-dimensional as well. Multiple assessment strategies and measures provide a comprehensive view of individual and group achievement, are integrally linked to the curriculum, and provide meaningful data for program evaluation. When used for these purposes, assessment will ultimately lead to improved instructional decision-making and improved student learning.

The District Assessment Program includes the following components:

- Large-Scale Achievement Assessments, listing standardized assessments required by grade level and by subject;
- Supplemental Assessment Tools ;
- Pre-school Assessments;
- Health Screenings;
- English Language Assessments;
- Special Education Assessments;
- Gifted Assessments;
- Career and Technical Education Assessments;
- District-level Assessments;
- Classroom-Based Assessments;
- Show-Me Standards Not Assessed by MAP.

Classroom-Based Assessments

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

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

See the charts that follow for specific assessment information.

Camdenton R-III School District
Large Scale Assessments

Assessment	Grade Level(s)	Timeline	Purpose
CTBS Complete Battery	1 - 2	Fall and Spring	To assess individual and group achievement in communication arts, mathematics, science and social studies
PLAN	10	Fall	To measure skills in English, mathematics, reading and science reasoning To provide information about academic skills and development, personal interests and needs
ACT (required for college entrance)	11 - 12	Various	To measure academic achievement in English, mathematics, reading and science reasoning For college placement
MAP Communication Arts*	3 – 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
MAP Mathematics*	3 – 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
MAP Science*	5, 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
8 th Grade Tech Literacy*	8	Fall, Winter, Spring	To meet requirements as specified by DESE
EOC Biology*	10 th – 12 th	Fall, Winter, Spring	To assess individual and group achievement in biology To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC English I	9 th	Fall, Winter, Spring	To assess individual and group achievement in English To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC English II*	10 th – 12 th	Fall, Winter, Spring	To assess individual and group achievement in English To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC Government*	10 th	Fall, Winter, Spring	To assess individual and group achievement in Government To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC Algebra I*	9 th – 12 th	Fall, Winter, Spring	To assess individual and group achievement in Algebra To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements

Camdenton R-III School District
Large Scale Assessments

Personal Finance*	9 th – 12 th	Fall, Spring	To meet the state requirement for a course in personal finance.
MO Physical Fitness Assessment*	5, 9	Fall, Spring	To provide information regarding 5 th grade students' fitness in areas of aerobic capacity, abdominal strength/endurance, and upper body strength Grade 9 students also test in flexibility and body composition to provide data for monitoring of fitness levels
ASVAB	11 – 12		Measures developed abilities and helps predict future academic and occupational success in the military.
Missouri Constitution Test*		Spring	To measure student knowledge of the Missouri Constitution against a minimum standard
US Constitution Test*		Spring	To measure student knowledge of the US Constitution against a minimum standard

**Required to meet state and/or federal accountability requirements*

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Supplemental Assessment Tools

Assessment	Grade Level(s)	Purpose
Observation Survey (Clay)	1	To determine competency in letter and word identification, concepts of print, writing, and text reading
Developmental Reading Assessment 2	K - 4	To determine independent reading level and guide reading instruction for students
Fontas and Pinnell Benchmark	5 - 6	To determine independent reading level and guide reading instruction for students
PSAT	11	Measure verbal and mathematical reasoning abilities
Advanced Placement Examinations	10-12	Measure learning for students enrolled in Advanced Placement courses
International Baccalaureate Examinations	11-12	Measure learning for students enrolled in International Baccalaureate courses
Test of Visual-Perceptual Skills	PK – 12	To test for problems involving visual discrimination, visual memory, visual-spatial relationships, form constancy, visual sequential memory, visual figure-ground, and visual closure
Scholastic Reading Inventory (SRI)	1 – 8	Measure growth in reading comprehension of students
Acuity Predictive	1 – 8	Indicate student growth and progress relative to end-of-year goals and state accountability exams

PAT/Preschool Assessments
(Birth – Age 5)

Test Name	Purpose	Age/ Grade Given
Batelle Developmental Inventory Screening	Screening of cognitive, adaptive, language, motor	0 – 5
Ages and Stages Questionnaire	Child development	0 - 3
Denver Articulation Screening Exam	Articulation	2 - 5
Denver Developmental Screening II	Language, motor	0 – 2
Health screenings	Functional vision, hearing	0 - 5
Health Questionnaire	Health history, immunizations, general development, dental screening, car safety, vision and hearing	0 - 5
Tympanometry	Identify potential problems in the middle ear	0 – 5
Physical Measurement	Height and weight	0 - 5

Health Screenings

Assessment	Grade Level(s)	Purpose
Vision Screening	PK, K, 1, 3, 5, 6, 7, 8, 11	To identify children who have vision defects that requires further examination
Hearing Screening	PK – 5	To identify children who have hearing defects that requires further examination
Scoliosis Screening	5, 6, 8, 9	To identify students who exhibit signs of scoliosis, kyphosis, lordosis, or other evidence of abnormal spinal development that requires further examination
Growth Screening	PK, K, 5, 6	To identify children who are experiencing or may be at risk for abnormal growth pattern for their age, weight, and heredity, requiring further examination
Dental Checks	PK – 12	To identify children who have dental problems that requires further examination (for those who report they do not have routine dental checkups)
Blood Pressure	6, 7, 9	To identify children who have blood pressure outside the normal range for the age

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English Language Assessments

Assessment	Grade Level(s)	Purpose
ACCESS	K - 12	To measure English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year

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Special Education Assessments

Assessment	Purpose	Normed for Age/Grade
Adaptive Behavior Evaluation Scale (ABES-R)	Adaptive Behavior (MR,PI,OI)	13-18
Arizona Articulation Proficiency Scale-3rd (ARIZONA-3)	Speech Articulation	1.6y -18y11m
Autism Screening Instrument for Educational Planning -3	Autism	2y - 13y11m
Battelle Developmental Inventory (BDI-2)	Social Emotional Adaptive Motor Communication Cognitive	0-6 yr
Becker work Adjustment Profile-2 (BWAP-2)	Transition	HS
Beery Buktenica Developmental Test of Visual Motor Integration -5 (Beery VMI-5)	Visual Motor	2y - 18y11m
Boehm Test of Basic Concepts - 3 Preschool	Language	3y-5y11m
Bruininks-Oseretsky Test of Motor Proficiency	Motor	4.5y - 14y11m
Childhood Autism Rating Scale (CARS)	Autism	2y - Adult
Clinical Assessment of Articulation and Phonology (CAAP)	Articulation/phonology	2y6m - 8y 11m
Clinical Eval. Language Fundamentals (CELF-4)	Rec/Recep. Language	6y-21y11m
Clinical Eval. Language -Screen (CELF-4)	Rec/Express Language	5yr-21yr
Clinical Eval. Of Language Fundamentals - Preschool (CELF-P 2)	Rec/Express Language	3 - 6 yrs
Comprehensive Receptive & Expressive Vocab. Test (CREVT-2)	Rec/Expres Language	4y-89y11m
Conners Rating Scale -R3(CRS-3)	Social/Emotional (ED)	3y-17y
Developmental Assessment for Individuals w/Severe Disabilities-2nd (DASH-2)	Severe Disabilities on a less than 2 year old level.	Birth-6y
Differential Test of Conduct & Emotional Problems	Social/Emotional	K-12
Emotional or Behavior Disorder Scale-R (EBDS-R)	Social/Emotional	5y - 18y
Expressive Language Test (ELT)	Language	5y-11y
Expressive One Word Picture Vocabulary Test-Preschool	Language	
Expressive Vocabulary Test-2 (EVT-2)	Language	2y 6m-90+
5 Minute Kits	Sound System Disorders	

Gilliam Asperger's Disorder Scale (GADS)	Autism	
Gilliam Autism Rating Scale-2 (GARS)	Autism	3y -22y
Goldman Fristoe Test of Articulation-2 (GFTA-2)	Speech Articulation	2y -21y
Gray Oral Reading Tests-Fourth edition (GORT-4)	Reading Fluency	6y - 18y11m
Language Processing Test 3	Processing Language	5y-11y11m
Leiter International Performance Scale-R (LIPS-R)	Cognitive	2y-17y
Motor Free Visual Perception Test - 3 (MFVP-3)	Visual Perception	4y - 85y
Occupational Aptitude Survey-3rd (OASIS)	Vocational	grades 8-12+
Occupational Interest Schedule-3rd (OASIS)	Vocational	grades 8-12+
Oral Speech Mechanism Expressive Exam-R (OSMSE-3)	Language	5y-78y
Oregon Projects	Visual Impairment/Blind	
Peabody Developmental Motor Scales (PDMS)	Motor	Birth-5y
Peabody Picture Vocabulary Test (PPVT-4)	Receptive Language	2.6y-90+y
Preschool Language Scale 4 (PLS-4)	Receptive/Expressive Language	Birth-6y11m
Reading Free Vocational Interest Inventory-2 (R-FVII)	Vocational	13 yr to Adult
Receptive One-Word Picture Vocabulary Test-2000 (ROWPVT-2000)	Receptive Language	2y - 18y11m
Rossetiti Infant-Toddler Scale	Communication Assessment Scale	Birth - 3yrs
School Function Assessment (SFA)	Physical/Cognitive	K-6
Secord Contextual Articulation Tests (S-CAT)	Articulation/Phonological	4 y to adult
Social Emotional Dimension Scale (SEDS)	Social/Emotional	6y - 18y11m
Social Skills Rating System (SSRS)	Social/Emotional	3y-18y
Spanish Articulation Measures 2	Articulation	3 and up
Stanford-Binet Intelligence Scale 5	Cognitive	2y-Adult
Test of Auditory Comprehension Language-3 (TACL-3)	Grammar Syntax Receptive Language	3y-9y11m
Test of Early Language Dev.-3 (TELD-2)	Language	2y-7y11m
Test of Early Mathematics Ability-3 (TEMA-3) Form A	Academics-Math	3y-8y11m
Test of Early Mathematics Ability -3	Academics-Math	3y-8y11m

(TEMA-3) Form B		
Test of Early Reading Ability -3 (TERA-3)	Academics - Reading	3y6m -8y6m
Test of Early Written Lang-2 (TEWL-2)	Academics - Writing	3y -10y11m
Test of Gross Motor Development-2	Gross Motor	3y - 10 yr
Test of Language Development Intermediate-4(TOLD I-4)	Receptive Expressive Language	8y -12y11m
Test of Non-Verbal Intelligence (TONI-3)	Cognitive	6y-8y11m
Test of Phonological Awareness in Spanish	Language	
Test of Pragmatic Language (TOPL-2)	Pragmatics Language	5y - 13y-11 m
Test of Written Language-3 (TOWL-3)	Academics - writing	7y-17y11m
The WORD Test 2 -Intermediate	Expressive Vocabulary & Semantics	12y - 17y-11
The WORD Test 2 -Elementary	Expressive Vocabulary & Semantics	12y - 17y-11
Transition Planning Inventory (TPI)	Transition	14y - 22y
Underlying Characteristics Checklist High Functioning	Autism	
Vineland Adaptive Behavior Scales -Second Edition	Adaptive Behavior (MR,PI,OI)	Birth-age 90
Wechsler Adult Intelligence Scale III (WAIS-III)	Cognition Intelligence	16 y - 89y
Wechsler Intelligence Scale for Children-III (WISC-III)	Cognition Intelligence	6y-16y11m
Wechsler Intelligence Scale for Preschool Children-Revised (WPPSI-III)	Cognition Intelligence	2y6m - 7y3m
Wechsler Intelligence Scale for Children, IV (WISC-IV)	Cognitive Intelligence	6y-16y11m
Woodcock Johnson III Test of Achievement Normative Update (WJ-III NU) Form A	Reading, Math, Science, Social Studies, Spelling	2y-40+y

Gifted Education Assessments

Test Name	Purpose	Age/ Grade Given	Timeline/ When Given
SAGES-2 K-3	Reasoning, Analogies	6-9 years old	K – Dec/Jan 1 st – 3 rd April/May
SAGES-2 4-8	Reasoning, Analogies	9+ years old 3 rd – 8 th	April/May
NNAT Naglieri Non-Verbal Ability Test	Cognitive Assessment	3+ years old K – 8 th	K – Dec/Jan 1 st – 8 th April/May
SB-V Stanford Binet Fifth Edition	Individual Intelligence Quotient	2+ years old K – 8 th	K – Dec/Jan 1 st – 8 th April/May
WISC-IV Wechsler Intelligenece Scale for Children Fourth Edition	Individual Intelligence Quotient	6+ years old K – 8 th	K – Dec/Jan 1 st – 8 th April/May
WPPSI Wechsler Preschool and Primary Scale of Intelligence	Individual Intelligence Quotient	2 – 7 years old K – 2 nd	K – Dec/Jan 1 st and 2 nd April/May
EXPLORE	Measure of Academic Development in English, Math, Reading and Science	5 th – 8 th	January
Learning Styles Inventory	General Guide to Personal Learning Style	4 th – 8 th originally, then following with 4 th only thereafter	September
Pre/Post Unit Tests	Pre – assess knowledge base Post – assess gained knowledge	4 th – 8 th	Fall Pre – September Fall Post – December Spring Pre – December Spring Post – April
CTBS	National norms	1 st – 8 th	October

Career and Technical Education Assessments

Test Name	Purpose	Age/ Grade Given	Timeline/ When Given
COMPASS Test	Pre- & Post- testing of students to measure progress in Communication Arts & Mathematics	11 th & 12 th Grades 10 th Grade by request of program instructor	Pre-testing of all new incoming CTE students in Fall – Post-testing of all exiting CTE Seniors in Spring
Common CTE Mathematics Assessment	Pre- & Post-testing of students to measure level of common CTE-related math proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit Math
CTE Program Mathematics Assessment	Pre- & Post-testing of students to measure level of CTE program-specific math proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit Math
CTE Communication Arts Pre- & Post-Writing Assessments	Pre- & Post-testing of students to measure level of CTE-related communication arts proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit English
Technical Skills Assessments: Agriculture/Horticulture – NOCTI Tests – Production Agriculture, Horticulture-Landscaping, Floriculture-Greenhouse Automotive Tech – NATEF National Automotive Student Skills Standards Assessment– Electronic Systems, Engine Performance, Brakes, Suspension & Steering Building Trades – National Construction Career Tests – Carpentry	End-of-course assessment of technical skill attainment in CTE courses, required by DESE. Measures level of technical competencies & skills mastered by students in their CTE area of concentration. NOTE: Technical Skills Assessments are a new requirement for CTE in 2008-2009. Assessments & examinations currently used may be subject to change in future years.	12 th Grade Student must earn 3 or more credits in a CTE sequence of courses to be tested.	End of school year prior to graduation.

<p>Collision Repair – NATEF National Automotive Student Skills Standards Assessments – Painting & Refinishing, Non-structural Analysis & Damage Repair Computer Technology – SkillsUSA Assessment -- Computer Maintenance Culinary Arts – National Restaurant Association – ServSafe Food Protection Manager Certification Examination Graphics – SkillsUSA Assessments – Photography & Advertising Design Health Occupations I – NOCTI Test – Nursing Assisting Health Occupations II – MO Assn. of Nursing Home Administrators Certified Nurse Assisting Exam Marketing – NOCTI Test – Workplace Readiness Metal Fabrication – SkillsUSA Assessment – Welding Project Lead The Way (PLTW – Pre-Engineering) – PLTW End of Course Assessments Parts A & B or C Teacher Education – NOCTI Education & Training Pathway (Pilot ONLY for 08-09)</p>			
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Guidelines for Students With Disabilities

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

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

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

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

Guidelines for ELL Students

The U.S. Department of Education issued *No Child Left Behind* (NCLB) provisions concerning English Language Learners' (ELL), formerly Limited English Proficient (LEP) students, participation in state assessments in February 2004. These provisions offer increased options in testing first-year ELL students, increased flexibility in the administration of the MAP, and some additional latitude in the reporting of scores for AYP purposes. *The NCLB provision does not preclude or exempt an ELL student from participation in the LAS-B English-language-acquisition assessment.*

Assessment of ELL students in the Camdenton R-III School District is ongoing and includes program evaluation, standardized student English proficiency level assessment, reading, writing, speaking, listening, and classroom performance evaluation. Assessment is based on National TESOL Standards and enduring

understandings outlined in the English Language (EL) curriculum. Upon registration, parents complete the district enrollment form and provide information about the child's home language and perceived level of English proficiency. The Language Assessment Scales are administered to determine placement level when the child is enrolled. The EL teacher conducts an informal assessment at this time. Level I-III students are considered English Language Learners (ELL) and receive EL services.

Professional Development and Assessment

The District has an Assessment Team which studies and promotes best practices regarding assessment, along with revising and recommending the annual assessment plan. In addition, collaborative teams (of teachers) meet periodically to design performance assessments aligned to District curricula, examine the results of those assessments, and appropriately revise curricula, instruction, or the assessments themselves.

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

Provisions for Teaching Test-Taking Skills

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

Test Security

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

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

Test Administration: All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until testing begins. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the teacher, and stored in a locked facility.

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

Sanctions Against Unfair Practices:

Following is a list of unfair practices which this district considers inappropriate:

- copying any part of a standardized test booklet for any reason;
- removal of a test booklet from the secure storage area except during test administration;
- failure to return all test booklets following test administration;
- directly teaching any test item included on a standardized test;
- altering a student's response to items on an answer sheet;
- indications to students during testing that they have missed items or need to change response;

- giving students clues or answers to questions;
- allowing students to give each other answers to questions or to copy off each other's work;
- altering test administration procedures in any other way to give students an unfair advantage;
- pressure or encouragement on the part of the administrators for teachers to engage in any of the aforementioned practices.

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Local Assessment of Show-Me Standards Not Assessed Through the Missouri Assessment Program

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

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

ASSESSMENT PROGRAM

The district will use 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 annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

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

District Assessment Plan

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

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

1. *Student Achievement* -- To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Counseling* -- To serve as a tool in the counseling and guidance of students for advisement and further direction.
3. *Instructional Change* -- To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - b. Help the professional staff formulate and recommend instructional policy and curriculum; and
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* -- To provide indicators of the progress of the district toward established goals.
5. *Adequate Yearly Progress* -- To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and

responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

Reading Assessment

The district will administer a reading assessment to students in kindergarten through sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of its students with limited English proficiency.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education.

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

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

National Assessment of Educational Progress

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

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

Adopted: 08/08/1994

Revised: 09/19/2002; 06/13/2005; 12/12/2005

Cross Refs: JHD, Student Guidance and Counseling
JO, Student Records
KB, Public Information Program

Legal Refs: §§ 160.257,.518, .570, 167.645, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g
No Child Left Behind Act of 2001, P.L. 107-110

Camdenton R-III School District, Camdenton, Missouri

DRAFT

TEST SECURITY

Storage and Access Before Test Administration

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

Instructions for Administration

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

Test Administration

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

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

Collection and Storage of Test Materials Following Testing

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.
3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expeditiously as possible while allowing for makeups.
4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test booklet for any reason.
2. Removal of a test booklet from the secure storage area except during test administration.
3. Failure to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test.
5. Altering a student's responses to items on an answer sheet.
6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any unfair practice, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the

superintendent, and appropriate disciplinary action will be taken.

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

Adopted: 08/08/1994

Revised: 09/19/2002

Camdenton R-III School District, Camdenton, Missouri

DRAFT

ASSESSMENT PROGRAM
(State-Mandated Reading Assessment Program)

Definitions

Reading Assessment: [District should insert a description of the district's chosen methods of assessing reading levels. MSBA recommends that the district utilize a range of tools.]

Reading Improvement Plan: A minimum of 30 hours of additional reading instruction or practice outside of the regular school day.

Summer School: A minimum of 40 hours of reading instruction and practice.

Exempted Students

The following students are exempt from the state-mandated reading assessment program:

- ▶ Students receiving special education services under an Individualized Education Program (IEP) pursuant to § 162.670, RSMo.
- ▶ Students receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose service plan includes an element addressing reading.
- ▶ Students who have limited English proficiency.
- ▶ Students who have been determined prior to the beginning of the school year to have a cognitive ability insufficient to meet the required reading levels set out in this section. The district must still provide reading improvement plans to these students.
- ▶ Students determined to be reading at or above grade level.

Reading Assessments

1. All third grade students who have not demonstrated a reading ability at or above grade level will be administered a reading assessment or set of assessments within 45 days of the end of the third-grade school year. If the student is reading below the second-grade level, the district will design and implement a reading improvement plan for the student's fourth- grade year. The district may require the student to attend summer school as a condition of promotion to fourth grade.
2. Each fourth-grade student the district has previously assessed in third grade and for whom a reading improvement plan has been designed or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.

3. At the end of summer school, each student shall be administered another reading assessment. If the student is reading below third-grade level, the student shall not be promoted to fifth grade and the parents or guardians of the students shall be notified. The district will design and implement a reading improvement plan for the student's repeated fourth-grade year.
4. Each fourth-grade student for whom the district has designed a reading improvement plan and retained for failing to meet the required reading standards shall be administered a reading assessment within 45 days of the end of the repeated fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
5. At the end of summer school, each student shall be administered another reading assessment. If the student is still reading below a third-grade level, the district will design and implement a reading improvement plan for the student's fifth-grade year. The district cannot retain the student again solely because of his or her inability to meet the reading assessment standards. The district may retain the student for other reasons when it is in the best interests of the student.
6. Each fifth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fifth-grade year. If the student is reading below the fourth-grade level, the student shall be required to attend summer school to receive reading instruction.
7. At the end of summer school, each student shall be administered a reading assessment. If the student is reading below the fourth-grade level, the district will design and implement a reading improvement plan for the student's sixth-grade year.
8. Each sixth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district shall be administered a reading assessment within 45 days of the end of the sixth-grade year. If the student is reading below the fifth-grade level, the district shall place a notation on the student's permanent record advising that the student has not met the minimal reading standards. The notation shall remain on the record until the district determines that the student has met minimal reading standards. The district must make summer school available to all students who have a reading improvement plan.

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 09/19/2002

Camdenton R-III School District, Camdenton, Missouri