

# Comprehensive Assessment Plan



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## **CSIP Goal: Student Performance**

### **Overview and Purpose of District Assessment Plan**

Orchard Farm School District administers various types of assessments to evaluate the learning process and individual student progress on the Missouri Learning Standards, Grade Level Expectations/Course Level Expectations/Course Level Expectations as well as local Graduate Goals. The assessment process involves informing students, parents, teachers, guidance counselors, administrators, the Board of Education and state and federal education departments about the academic growth of individual students and of the district as a whole.

The state of Missouri uses standardized tests as one of the determiners of school accreditation. One of these tests, the Missouri Assessment Program (MAP) assesses a student's understanding and application of Missouri Learning Standards and Grade Level Expectations/Course Level Expectations.

The Orchard Farm School District Assessment Plan defines the types and appropriate uses of assessments in the district. The plan addresses the following Missouri School Improvement Program requirements:

- what tests are used and the purpose of each test
- guidelines for including students with disabilities in district testing programs
- specific strategies for assessing the Show-Me Standards (still the umbrella under which the new Missouri Learning Standards sit), which are not assessed through the MAP/end of course exams
- a description of how assessment results will be used and disseminated
- provisions for staff development activities directly related to the assessment program
- provisions for teaching test-taking skills to students
- a test security policy

The Orchard Farm School District administers six major types of assessments: formative and summative classroom tests, screening instruments, specialty diagnostic assessments, standardized achievement tests and college and career tests. The audiences for results from these assessments include students, parents, teaching staff, Board of Education, and the Orchard Farm community, Missouri's State Board of Education and Missouri's Department of Elementary and Secondary Education. Also, if randomly selected by the National Department of Education testing services, specific grade-level Orchard Farm Students would take the National Assessment of Educational Progress (NAEP).

### **Missouri Revised Statute (160.570.2)**

The school board of each school district shall establish a written policy on student participation in statewide assessments. The policy shall be provided to each student and the parent, guardian or other person responsible for every student under eighteen years of age at the beginning of each school year and a copy of the policy shall be maintained in the district office and shall be available for viewing by the public during business hours of the district office. A school board may establish a policy designed to encourage students to give their best efforts on each portion of any statewide assessment established pursuant to section 160.518 which may include but is not limited to incentives or supplementary work as a consequence of performance.

**ASSESSMENT PROGRAM**

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

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

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

**District Assessment Plan**

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

The purposes of the 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 can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
  - 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.
  - c. Help the Board of Education adopt instructional policies.

4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district maintains accreditation.

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

### **Reading Assessment**

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

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

### **English Proficiency Assessments**

The district will annually assess the English reading, writing and oral language skills of district 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 standards adopted by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

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

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.***

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### **Annual Review of Plan**

The Orchard Farm School District's Assessment Plan is reviewed on an annual basis and in support of the district's Comprehensive School Improvement Plan. Participants in the review process involve representatives from a number of groups including building and district-level administration, guidance, the Instructional Advisory Council and the Professional Development Committee. Review of the Assessment Plan is facilitated by the Assistant Superintendent.

### **Test Coordinator(s)**

The test coordinator for the district-wide testing is the Assistant Superintendent. The district test coordinator oversees the facilitation of the Missouri Assessment Program (MAP) and end of course exams and insures the training of the building counselors in MAP assessment and end of course exam procedures.

The guidance counselors serve as building-level test coordinators and are responsible for test security, coding verification, distribution and collection of testing materials within each building. The building-level coordinators are also responsible for training teachers in the process of test administration and security.

## **Confidentiality**

Confidentiality is maintained with regard to all test materials, test scores and additional information derived from the district-wide, building level or individual classroom-testing program. Individual student test scores are discussed with students and their parents/guardians.

Tabulated results are interpreted by a trained professional staff member and made available to school personnel who are categorized as having a “need to know.”

## **Provisions for the Teaching of Test Taking Skills**

Test-taking skills are addressed in the guidance curriculum at all levels via the “Educational and Vocational Development Category and via the “Improving Study and Learning Skills” strand. This test-taking instruction by guidance counselors is a component of the *Missouri Comprehensive School Counseling Program*.

Test-taking skills are also a part of the general education curriculum in grades K-12. Strategies to improve test scores are also provided at the secondary level.

Classroom teachers provide students with regular instruction in test-taking skills by using developmentally appropriate strategies that are integrated into checkpoint (formative-for learning) and benchmark (summative- or of learning) assessments. Types of assessment questions include multiple choice, constructed response and performance events and tasks or projects. Additionally, classroom teachers develop formative and summative scoring guides in a variety of formats for use by students during self-evaluation and by teachers during evaluation of student progress and instructional effectiveness.

The district’s Professional Development Committee also assumes responsibility for continued improvement of classroom curriculum and assessment development through ongoing, high-quality professional development opportunities for K-12 teachers. This includes collaborative time to write and improve both formative and summative classroom assessments. Additionally, teachers are encouraged through professional development opportunities to analyze assessment data and to devise new and improved methods to teach test-taking skills to all students.

The Assistant Superintendent, Instructional Advisory Coordinators, the Professional Development Committee, Building Administrators, along with the Building Leadership Teams join in a unified effort to ensure all assessments – including individual student, whole class and district-wide – are of the best quality and serve the intended purpose.

## **Types of Assessments**

The Orchard Farm School District administers six major types of assessments on a regular basis. These include:

1. Formative and summative, teacher created classroom tests
2. Screening devices for student admission to specific programs
3. Specialty diagnostic tools to accommodate individual student needs
4. Standardized achievement tests to compare Orchard Farm students individually and collectively to various achievement norms
5. College entrance tests
6. Career interest inventories

## **Use of Assessment Data**

The district-wide testing plan provides information for the following purposes.

### **State and federal education departments and the Missouri Board of Education**

The Missouri Assessment Program (MAP) assesses a student's understanding and application of state and grade-level standards. The end of course exams assess a student's understanding and application of state and course level expectations. The results of the MAP and end of course exams are used by Missouri's State Board of Education to determine the district's accreditation status. This accreditation process is a component of the Missouri School Improvement Program (MSIP).

### **Student Achievement**

Standardized assessments provide teachers, students and parents a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information can also be used to provide measures of both student and district progress.

The results of formative, teacher prepared, classroom assessments provide teachers and students information about ongoing academic achievement including the identification of learner strengths and challenge areas.

Summative, teacher prepared, assessments provide information regarding the resulting competency level a student has reached upon completion of a class or course of study.

### **School Counseling Program**

Assessment results serve as a tool in the counseling and guidance of students. Information provided via assessment results support services to students such as:

1. Understanding student cognitive and achievement levels;
2. Identifying academic needs;
3. Planning a program of studies such as the 5-year plan at the secondary level;
4. Making vocational and career decisions;
5. Planning for college entrance or advanced training; and
6. Making wise decisions regarding personal responsibility.

### **Instructional Change**

Assessments provide data which assist in the preparation of recommendations for instructional program changes to include:

1. Helping teachers make instructional decisions regarding differentiation, instructional timelines, assessment development and program implementation.
2. Establishing a professional development model that ties directly to student achievement.
3. Guiding the Board of Education in the adoption of instructional policies.

### **Administration**

Results from various types of assessments support sound educational decisions and provide indicators of progress toward established goals by both individual buildings and the district as a whole.

1. Individual student assessment results are used in combination with other information to screen and select students for participation in appropriate school programs.
2. Information about the test performance of students in a building or district is used by building and district-level administration to inform parents, the school board, and the public about the effectiveness of schools.



3. The analysis of student performance by administrators reveals trends that aid in setting priorities, planning the curriculum, revising instructional practices, and evaluating the progress of educational programs.

### **Teacher-Generated Classroom Assessments**

Classroom assessments measure student understanding and application of competencies found in the Orchard Farm content area curriculum. Classroom assessments can be either formative or summative.

\* Formative assessments are tests that teachers use as “checkpoints” to determine the degree to which students have developed skill mastery, concept understanding, process application and complex reasoning. They are assessments for additional learning. Formative or checkpoint assessments can include but are not limited to:

- constructed response
- observation checklists
- performance projects
- anecdotal observation
- performance events
- end of “unit” assessments
- multiple choice
- true/false, matching

Checkpoint assessments often look more like instruction in that they include tasks typically used during the instructional process and are curriculum based. They serve as a diagnostic tool for students and teachers to pinpoint specific learner and re-teaching needs.

Summative assessments are tests that teachers use as “benchmarks” to determine if students have “mastered” concept understanding, process application and complex reasoning. Emphasis is placed on assessing enduring or long-term understanding that might require analysis, synthesis and/or evaluation.

Summative assessments can provide assistance with individual student course selection, four-year plans and the college and career selection process. They can also provide programmatic information for large groups of students and direction for school district curriculum revision.

Another important and appropriate use of summative assessment data is in determining specific professional development needs, both within school buildings and throughout the district as a whole.

### **Screening Assessments**

Screening assessments provide baseline information about the knowledge and skill base of the student. They are useful for determining the most appropriate starting point for instruction and for planning instruction groups. Screening tests usually include formal and informal measures with clear mastery targets.

FastBridge is a web-based tool that provides universal screening, progress monitoring, and data management for Grades K-8 for early literacy, fluency, reading comprehension, early math, math computation and math application. These screening assessments are given to all Orchard Farm Students in grades K-8 to screen for students with potential reading or math difficulties. This is one of multiple assessments used to determine if students are meeting the state statute (Section 167.645 RS MO) requirements regarding reading criteria, and to screen for possible dyslexia per state statute (House Bil 2379).

The Cognitive Abilities Test™ (CogAT) measures general reasoning abilities in three domains: verbal, quantitative, and nonverbal. CogAT Form 7 reflects the most current research in the

measurement of cognitive abilities and learning styles. This screening is used to identify students who may qualify for the Orchard Farm Gifted Program, and is a precursor to intelligence testing. All students in First Grade and Third Grade will be screened with the CogAT, and students in grades K-8 may be screened upon referral.

## **Test Security Procedures**

### **Staff Responsibilities for Standardized Testing**

Teamwork is necessary for the standardized testing process to run smoothly and efficiently. Each member of the team is important in supporting the process. To ensure an effective test administration process, each individual's responsibility is defined.

**\*NOTE: Practices and procedures are adjusted accordingly to administer online assessments and are adapted based on state recommendations and/or best practices.**

- **Teacher:** Secure materials during testing to avoid theft or copying, return materials in precisely the manner prescribed by the counselor, administer the test according to prescribed time lines and procedures, set a positive tone with students, promote a comfortable testing environment, actively proctor the test by focusing on student needs (e.g. walking about the room, answering questions about testing procedures, helping students stay on task). Share results with students and engage students in using the results for learning growth.
- **Counselor:** In-service staff on how to administer the test according to prescribed time lines and procedures, disseminate and collect materials, ensure materials are secure at all times in the building, prepare materials for shipment in precisely the manner prescribed by the testing company. Help the principal (or assistant principal) develop the testing schedule. Ensure make-up tests are completed within the allotted time. Disseminate test results to teachers and assist the teaching staff interpret test results.
- **Principal:** Set the building tone for testing. Develop the testing schedule and oversee that the test is administered according to prescribed time lines and procedures and that test materials are secure during testing to avoid theft or copying. Insure that staff uses the test results for curriculum and instructional planning and that the building school improvement team and other planning groups use results for instructional decision-making. Annually report building progress to the Board of Education.
- **Assistant Superintendent for Planning and Assessment:** Set the district tone for testing. Develop the district testing schedule and oversee that the test is administered according to prescribed time lines and procedures and that test materials are secure prior to and after testing to avoid theft or copying. Order testing materials and disseminate to buildings, arrange for pick up of shipment-ready building test materials from a central location. Ensure that the district and individual schools use results for curriculum and instructional planning and that district and building planning teams use results for decision-making and program evaluation. Annually report district progress to the Board of Education.

### **Storage and Access Before Test Administration**

1. All Missouri assessment documents and standardized test booklets are locked, immediately upon receipt, in a secured area.

2. If the standardized tests are sent directly to the district office, the district's testing coordinator and administrative assistant 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 school.
3. If the standardized tests are sent directly to each building, the counselor/building testing coordinator and secretary will check all materials and sort them in preparation for administration, making a written record of the number of booklets received. Student demographic data and all pre-coded information will be reviewed for accuracy by the building test coordinator.
4. The district testing coordinator or building testing coordinator, depending upon whether the tests are shipped to the district office or to the building, will assume responsibility for contacting the appropriate testing agency if any test order is inaccurate and for providing secured storage of any materials received as a result of the inaccuracy. The district test coordinator will be contacted on all other standardized tests orders if there is an inaccuracy.
5. Once test materials have been received, sorted and counted, test booklets will remain in a secured area until they are distributed for administration to students.
6. Only the district test coordinator and building administrators and testing coordinators will have access to test materials prior to distribution.
7. No teacher shall have access to test booklets before the test is distributed unless authorized by the district testing coordinator and only after permission has been obtained by the coordinator from the publisher or DESE. The only exception would be a special education teacher in accordance with a student's Individualized Education Program (IEP) and with approval as stated above.
8. Teachers will have access to the test administration manuals upon arrival.

#### **Training for Test Administration**

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in training led by the building testing coordinator/counselor, building principal or district testing coordinator, designed to train the teachers in the test administration procedures.
2. The training will stress the maintenance of test security during test administration. Security issues addressed will include the handling, distribution, collection, and storage of test materials during the test administration, providing directions to students, responding to students' questions, and monitoring the test setting.
3. Prior to any standardized testing and/or statewide testing, staff will receive written directions, which outline in a step-by-step manner the procedures to follow to ensure test security.

#### **Test Administration**

1. All group standardized tests will be administered in the classroom by a certified teacher and in compliance with testing guidelines.

2. Test booklets will be delivered to each building and kept in a secure location prior to the day of testing. Materials will be distributed by the building test coordinator 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 any standardized test 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 test 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 collected each day immediately following testing, counted by the building testing coordinator, and stored in a secured area.
7. All make-up tests will be given within the time line recommended by the test administration manual.

#### **Collection and Storage of Test Materials Following Testing**

1. Test booklets and answer sheets will be organized according to instructions, delivered to the building test coordinator immediately following testing.
2. All test materials will be collected by the building testing coordinator the last day of testing and returned to the secure area provided in each building.
3. Test booklets and answer sheets will be recounted by the building testing coordinator. These counts will be documented and checked against preadministration counts.
4. Answer sheets and test booklets will be sorted and packaged by the building testing coordinator, according to directions, and delivered to the district testing coordinator. The district testing coordinator will finalize sorting per district-level directions and send the tests for scoring as expediently as possible and within the allotted time line.

#### **Sanctions Against Unfair Testing Practices**

Security measures have been put into place to 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 response to items on an answer sheet;
6. Indications to students during testing that they have missed items and need to change them, giving students clues or answers to questions, allowing students to give each

- other answers to questions or to copy off each other's work, or altering test administration procedures in any other way to give students an unfair advantage; and
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 employee is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent, or his designee, and appropriate disciplinary action will be taken.

### **Local Assessment of Standards**

In keeping with regulations from the Department of Elementary and Secondary Education concerning the testing of the Missouri Learning Standards and Grade Level Expectations, the district locally assesses competency standards that are not addressed on the Missouri Assessment Program (MAP) test/end of course exam.

Students are asked to demonstrate their content knowledge and/or ability and to apply that knowledge or skill through a product, performance, or exhibit a standard on a norm-referenced test.

1. **Standards-Referenced Testing**: assesses a student's knowledge and ability to do certain performance tasks specific to state and/or local standards.

Implementation: Missouri Assessment Program (MAP). The state of Missouri requires school districts to assess students by means of a performance test. It is designed to compliment traditional test methods. It encourages learners to understand and apply basic academic skills more effectively in today's society.

Implementation: Missouri requires administration of the MAP Test including but not limited to both the MAP assessments given in grades 3-8 as well as the End of Course Examinations given at the completion of particular courses as opposed to grade levels. This data will be used to provide performance measurements for districts. The state uses this data to monitor progress of districts and their schools according to the Missouri School Improvement Program (MSIP); and reported through Annual Performance Reports (APR).

2. **Norm-Referenced Testing**: determines a student or group achievement by comparison to a reference group of others who have taken the same test.

Implementation:

1. Missouri Assessment Program – Terra Nova (MAP)
2. Missouri Assessment Program Alternative (MAPA)
3. American College Testing (ACT)
4. Preliminary Scholastic Aptitude Test (PSAT)
5. End of Course Examinations

3. **Criterion-Referenced Testing**: compares what a student can do in a specific area without reference to others' performance, but relative to an established standard or criterion and similar to Standards-referenced testing noted above.

Implementation:

1. Missouri Assessment Program
2. Teacher-made formative and summative assessments
3. Unit/chapter tests published by adopted textbook series
4. End of Course Examinations

4. Teacher-Generated Assessments: are designed to accommodate different learning styles. Different tests are made to cover the same material. Various types of assessments might include, but are not limited to, multiple-choice, true/false, matching, objective tests, short answer or essays, or mixed media performances, portfolios, anecdotal observations, or checklists.

5. Authentic Assessments: require students to demonstrate knowledge and understanding through a product, performance, or exhibition. A wide variety of measurement techniques may be designed to correspond as closely as possible to real-world student experiences. Assessment is interwoven throughout the entire educational process and becomes on going and an integral part of the teaching and learning process.

Examples would include portfolios that include samples of student work or performance events that capture a student's ability to think critically and apply concepts to problem solve through essays, research papers, products demonstrations or projects.

6. Surveys/Interviews/Inventories: are instruments used to assess opinions, preferences, skills, and interests. The means of gathering this data may be formal, through published instruments, or informal through local design.

7. Aptitude/Cognitive Assessments: measure a student's ability or potential to perform in new situations.

Implementation:

1. American College Testing (ACT)
2. Scholastic Aptitude Test (SAT)
3. Preliminary Scholastic Aptitude Test (PSAT)
4. Armed Services Vocational Aptitude Battery (ASVAB)

8. Multiple Criterion Measures: a combination of assessment strategies to provide a deeper, more specific picture of an individual student's performance.

Implementation:

1. For placement in Special Services Programs
2. For placement in the Title I Program

9. Summative Course Examinations: assesses the total curriculum objectives presented in a course.

Implementation: This assessment is used as a means to determine whether a student has met course objectives and is prepared for the next level of learning.

10. Individual Education Plan (IEP) and other Special Services Assessments test students with special needs according to provisions established by federal and state law. Students referred by parents and staff will be assessed through the appropriate strategies and other procedural requirements. The assessment will be monitored, written, and approved by the educational staff and parents.

11. Assessment of Student Developmental Progress for preschool Children tests for developmental skills and continuing developmental progress.

Implementation: Parents and P.A.T. personnel will join in an effort to observe, record, and intervene when necessary to see that children develop according to established norms. (Refer to testing calendar for a complete list and description.)

12. Vision/Hearing/Health Screening tests looks at the preschool children for vision, hearing, height and weight. Any student new to the district is also screened for vision, hearing, height, and weight. Additional screenings in the areas of vision and hearing occur at other grade levels.

### **Assessment of Programs and Individual Schools**

Various assessments may be used to report class and school level group performances. Schools and/or programs may be assessed by:

1. Standard-Referenced Testing
2. Norm-Referenced Testing
3. Criterion-Referenced Testing
4. Grades
5. Attendance (Consistent follow-up on absences and utilization of data to develop strategies and implementation of ways to improve attendance)
6. Surveys/Interviews/Inventories (To obtain a building needs assessment, student needs assessment, and opinions of students, parents, and community)
7. Data Analysis (attendance, graduation rate, suspensions, discipline referrals, parental involvement, achievement levels)
8. Aptitude or Cognitive Testing (ACT, SAT, PSAT, MAP, and end of course exams)

### **District Performance Assessment Processes**

As applicable, assessment data from the individual assessment processes and school program assessment will be compiled by the district for a comparison with other districts in the state and with national scores.

1. Standard-Referenced Testing
2. Norm-Referenced Testing
3. Criterion-Referenced Testing
4. Authentic Assessment
5. Surveys/Interviews/Inventories
6. Data Analysis (Attendance, dropout rates, achievement, and performance)
7. Aptitude Testing (ACT, SAT, PSAT, MAP, and end of course exams)

### **ACT – District Offering**

In lieu of the State of Missouri no longer offering the ACT Census Testing, the district will offer the ACT to Juniors or Seniors who have expressed an interest and who are also planning on attending a two or four-year college/university to continue their education after graduation from Orchard Farm High School. Additionally, for those Seniors who have chosen to pursue their career after graduation, the high school will offer the ACT WorkKeys. This assessment measures foundational skills and students can earn different levels (Bronze, Silver, Gold, and Platinum) of the National Career Readiness Certificate. Note: The high school will continue to partner with the United States Military to offer the ASVAB test.

### **Reading Promotion/Retention Program**

Enacted in 2001, Senate Bill 319 clarified reading assessment as defined in Section 167.645 RS MO. SB319, among other things, calls for early assessment of students' reading skills and

intervention as appropriate including calling for students in grade 4 to be retained if they are reading below the third-grade level. In an effort to meet the intent of the law, the Orchard Farm School District has adopted a Reading Promotion/Retention Program which is outlined in Appendix "A" of this document.

### **Testing Calendar**

The testing calendar for the Orchard Farm School District is delineated for special programs, the P.A.T. program, and K-12 grade levels.

### **Acknowledgements for Contributions to this Plan:**

District and Building Administrators  
District Literacy Coach  
Gifted Facilitator  
Guidance Counselors  
Student Services Team Members  
Other Building Staff as Directed By Administration



**Orchard Farm School District  
Promotion/Retention Guidelines  
Based on Reading Level (SB 319)**

**Background:**

Section 167.645, RSMo provides specific requirements for identifying and assisting elementary students who are substantially below grade level in reading and restricts the prospect of mandatory retention to grade 4.

In an effort to meet the intent of the law, the Orchard Farm Promotion/Retention guidelines listed below will be applied when making the decision to retain or promote a student based on the reading level of that student. These guidelines apply to the law mentioned above and are not meant to imply that reading level will be the only factor when retention is considered. Board Policy IKE adopted 01/18/2000 outlines procedures to follow in other decisions regarding student promotion or retention.

**Guidelines for Implementing Policy IKE:**

- Orchard Farm will assess and determine the grade-level reading ability of students in grade 3 and students in grades 4-6 who transfer in during the year. This determination must be made within 45 days of the end of the school year. This assessment is NOT required for students who have already been determined to be reading at or above grade level.
- Students with disabilities or limited English proficiency may be exempted from the mandatory reading assessment. In addition, assessment is not required for students who have been determined “prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement [of this law].”
- Orchard Farm will develop an individualized “Reading Improvement Plan,” to be implemented during grade 4, for any third-grader who was determined to be reading below second-grade level. This plan will require the student to receive intervention through RTI.
- Students in grade 4 who are reading below third-grade level at the end of grade 4 will be required to have summer reading instruction; they will be assessed again at the end of summer school. Mandatory retention in grade 4 will be applied for students who are still reading below third-grade level at the end of summer school (and who don’t qualify for an exemption). Summer reading instruction will include a minimum of 40 hours of instruction. This may be in conjunction with a regular summer school program.
- The process of conducting annual reading assessment and developing Reading Improvement Plans “shall be repeated as necessary through the end of the sixth grade, with the target grade levels rising accordingly.” Minimally, this means that Orchard Farm will re-assess students who have Reading Improvement Plans at the end of grades 5 and 6.
- At the end of grade 6, Orchard Farm will make a notation on the permanent record of any student who is determined to be reading below the fifth-grade level. This notation may be removed at any time the child reaches his/her appropriate reading level.

## Promotion, Acceleration and Retention of Students

The Orchard Farm School District is committed to the continuous development of students enrolled in the district's school, and for a student's achievement of the skills for the current grade assignment, to pass to the higher grade.

Students will normally progress annually from grade to grade. Retentions may be considered when, in the judgment of the professional staff, it is in the best educational interest of the students involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration. State law requires that no student shall be promoted to a higher grade level unless that student has a reading ability at or above one grade level below the student's grade level, except that the law does not apply to students receiving special education services under state law.

When retention is being considered in grades K-5 the following procedures will be implemented:

1. Student Referral – Teachers shall notify the principal in writing of a consideration to retain.

2. Personnel Conference

The principal will appoint a student study team

The study team will consist of those individuals who are directly involved with the student.

Members of this team may include the principal, counselor, teacher, special teachers, psychological examiner or the school nurse.

The study team will identify variables which will assist in making the decision to retain. A list of these variables may include:

- i. Performance in the basic skill areas
- ii. Work habits
- iii. Age
- iv. Attendance
- v. Size
- vi. Emotional and/or social growth
- vii. Reading ability as mandated by state law

The study team and screening committee will be responsible for providing suggestions concerning activities/methods to improve the student's performance.

3. Initial Parent Contact

If the student's progress is not satisfactory by the end of the second quarter, the parents will be contacted and invited to attend a meeting, usually with the teacher or principal/teacher.

The purpose of the meeting will be to discuss the student's lack of progress and to review all efforts which have been attempted to date. At this time the parents are made aware that retention is a possibility if the student's performance does not improve.

The study team and parents will initiate additional objectives and methods to help the student during the next quarter.

4. Follow-Up Conference

During the fourth quarter, a meeting will be held with the study team and parents to review the student's progress and make a final decision on retention.

5. Decision to Retain

The decision for retaining a student will be based upon data provided through observation of performance, record of the student's achievement, and the recommendation from the student's teacher.

While the final decision to retain will be made by the building principal, this decision will be greatly affected by the parent's attitude regarding retention, unless the district is required by state law to retain the student due to the student's reading level.

Parents may appeal the decision to the Assistant Superintendent. Parents may appeal the decision of the Assistant Superintendent to the Superintendent. Parents may appeal the decision of the Superintendent to the Board of Education as the final authority.

6. Students Enrolling During the Year

These students will be considered on an individual basis.

Previous schools will be contacted to determine the child's progress and recommendations.

7. Follow-Up on Retention

The retained child's progress will be monitored on a monthly basis by member of the screening committee.

Retention Guidelines for Grades 6-8 are as follows:

Must pass at least ten (10) of the 14 classes taken each year.

If a student fails to pass three (3) classes the first semester, their promotion status will be determined by the individual teachers and principal based on their second semester performance.

This is the basic guideline and each student still must be considered on an individual basis with consideration given for individual ability.

Proper consideration will be given to the concern and wishes of the parents or legal guardian; however, the final decision will be determined by the school principal.

Parental contact will be initiated at the earliest indication of a possible retention.

Summer school, when provided, is a consideration for students who fail to meet these guidelines.

The Board strongly urges the staff to see that students are assisted in moving ahead as rapidly as they wish in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade level for all subjects, or advance a student to the next grade level for a particular subject of strength. Acceleration ahead in a grade level should take all student data under advisement. Capable students may be so advanced but only after thorough discussion, assessment and decision of a team consisting of: the student's guidance counselor, current and future teachers, the school psychologist, and the student's parents/guardians - provided joint approval is granted by the parents/guardians and the principal and the Superintendent of Schools.

The district may adopt a policy that requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level by the Board. The district may require parents or guardians of such students to commit home-based tutorial activities with their children.

Such remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.

Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement consistent with a free appropriate education, shall be made in accordance with the student's IEP.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests, other measures of skill and content mastery, standardized-test results, and teacher observation of student performance. The principal will direct and aid teachers in evaluations, and will review grade assignments in order to ensure uniformity of evaluation standards.

The Superintendent, in cooperation with the professional staff, shall develop administrative guidelines for the promotion, acceleration and retention of students at the elementary, middle school and high school levels

**ASSESSMENT PROGRAM**

**SPECIAL EDUCATION**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONSIBLE
All Ages As Needed	Informal Speech and Language Sampling	Judging quality of spoken & written Language	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
0 – 6 yrs As Needed	Preschool Language Scale - 5	Assess receptive and expressive language skills in infants and young children	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
K – 12 As Needed	Test of Adolescent Language – Third Edition (TOAL-3)	Designed to measure language proficiency in listening, speaking, reading and writing	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
4 to 8 yrs As Needed	Test of Language Development-Primary 5th Edition (TOLD-P-5)	Measure a student's competency in language development	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
2 to 18 yrs As Needed	Expressive One-Word Picture Vocabulary Test, 4 <sup>th</sup> Edition	An assessment of an individual's English speaking vocabulary	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
2 to 21 yrs As Needed	Khan-Lewis Phonological Analysis – 3rd Edition	Assessment of occurring speech patterns	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
2 to 18 yrs As Needed	Receptive One-Word Picture Vocabulary Test, 4 <sup>th</sup> Edition	An assessment of an individual's English hearing vocabulary	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
3 – 6 yrs As Needed	Clinical Evaluation of Language Fundamentals Preschool, 2 <sup>nd</sup> Edition	Standardize clinical tool for identifying, diagnosing and performing follow-up of language deficits in preschool children	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
6 – 21 yrs As Needed	Clinical Evaluation of -Language Fundamentals-V	Clinical tool used for the identification, diagnosis, and follow up of language skills deficits in school age children	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP

2 – 21 yrs As Needed	Goldman Fristoe Test of Articulation -3	Individual test to determine severity and type of speech articulation errors	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
Kindergarten/F irst Grade As Needed	Speech Ease Screening Inventory	To determine need for further speech-language testing	Determine if an assessment is necessary	Through screening	Testing personnel are trained in their college program	SLP
11-17 yrs	Test of Language Development-In termediate (TOLD-I) :4	Clinical tool used for the identification, diagnosis, and follow up of language skills deficits in elementary, middle and high school.	Placement decisions and/or diagnostic information	Through staffing and/or diagnostic information	Testing personnel are trained in their college program	SLP
12 – 17 yrs	Test of Problem Solving – 2 (TOPS-2) Adolescent	Diagnostic test of problem solving & critical thinking for adolescent students	Scores indicate strength & weaknesses relating to higher order thinking skills & social appropriateness. Used for qualifying students for services.	Through staffing and/or diagnostic information	Testing personnel are trained in their college program	SLP
6 – 12 yrs	TOPS-3E: NU (Test of Problem Solving 3rd Edition, Normative Update)	To assess problem solving & reasoning skills	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
5 – 13 yrs	Test of Pragmatic Language (TOPL) 2nd Edition	Assessing difficulty in pragmatic (social) skills	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
3—21 yrs.	Comprehensive Assessment of Spoken Language 2 <sup>nd</sup> edition (CASL-2)	Measures language processing skills—comprehension, expression, and retrieval—in four language structure categories	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
6—11 yrs.	Social Language Development Test – Elementary	Identifies atypical social language behaviors in students and how they compare to typically-developing peers.	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
12—17 yrs	Social Language Development Test- Adolescent	Identifies atypical social language behaviors in students and determines how they compare to typically-developing peers.	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP

Birth—3 yrs.	Receptive-Expressive Emergent Language Test, 3rd Edition (REEL-3)	Identifies infants and toddlers who have language impairments or other disabilities that affect language development	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
3 – 21 yrs	Oral and Written Language Scales II	To assist in determining the existence of language delays and disabilities	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Experience required in speech and language, child development, psychology, and/or education	SLP
5 – 21 yrs	Clinical Evaluation of Language Fundamentals-5th Edition Screening Test	Can be given as classwide screener, or to determine if further language assessment is needed or not as part of sped evaluation	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
0 – 3 yrs As Needed	Rosetti Infant – Toddler Language Scale	To determine child's level of preverbal and verbal means of communication and interaction	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
All Ages As Needed	Stuttering Severity Instrument for Children & Adults- 4th Edition	To determine an individual's level of fluency	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
3 – 6 yrs As Needed	Fluharty Speech and Language Screening Test: 2nd Edition (Fluharty-2)	To determine if a student needs further evaluation in the areas of speech & language	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP
4 yrs, 0 months to 18 yrs, 11 months/as needed	Test of Auditory Processing Skills-3rd Edition (TAPS-3)	Standardized measure of auditory skills necessary for the development, use, and understanding of language commonly utilized in academic and everyday activities	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, SLP
2 yrs to 18 yrs As needed	Conners Early Childhood/Conners Comprehensive Behavior Rating Scales (Conners CBRS)	Indicates areas of concern in area of social-emotional behavioral functioning	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
6-18 years As needed	Vineland Adaptive Behavior Scales	Standardized individual measure of educationally	Placement decisions and/or diagnostic information	Through staffing	Testing personnel are trained in their college program	School Psychologist,

	Third Edition (Vineland-3)	relevant adaptive behavior skills		and/or evaluation report		School Psychological Examiner,
Birth to 12 yrs. 11 mos.	Developmental Profile- 3rd Edition (DP-3)	The DP-3 provides a General Development score as well as the following scale scores: Physical, Adaptive Behavior, Social-Emotional, Cognition, and Communication.	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, OT, PT, SLP
Birth – 5 yrs, 11 months/as needed	Development Assessment of Young Children- 2 <sup>nd</sup> edition (DAYC-2)	Measure the five areas of assessment mandated by IDEA: cognition, communication, social-emotional development, physical development and adaptive behavior	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP, School Psychologist, School Psychological Examiner, OT, PT



## Cognitive Assessments

LEVEL/DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONSIBLE
3yrs – 75yrs As Needed	Leiter International Performance Scale-3 <sup>rd</sup> Edition (Leiter 3)	Standardized individual measure of nonverbal intelligence including reasoning skills, memory skills and attention abilities	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychological Examiner,
Ages 3 to 18 yrs As Needed	Kaufman Assessment Battery for Children - 2nd Edition Normative Update (KABC-2NU)	Standardized individual measure of general intelligence	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychological Examiner,
2 yrs to 23 yrs As Needed	Stanford-Binet Intelligence Scale: Fifth Edition	Standardized individual measure of intellectual abilities including verbal reasoning skills, abstract/visual reasoning skills, numerical reasoning skills, short-term visual memory skills and short-term auditory memory skills	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychological Examiner,
16 yrs to 89 yrs As Needed	Wechsler Adult Intelligence Scale – Fourth Edition	Standardized individual measure of general intelligence	Placement decisions and /or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychological Examiner,
6 to 16 yrs As Needed	Wechsler Intelligence Scale for Children – 5 <sup>th</sup> Edition	Standardized individual measure of general intelligence	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychological Examiner,
2 yrs, 6 months to 7 yrs 3 months As Needed	Wechsler Preschool and Primary Scale of Intelligence – 4 <sup>th</sup> Edition	Standardized individual measure of general intelligence	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychological Examiner,
Birth – 5 yrs, 11 months/as needed	Development Assessment of Young Children- 2 <sup>nd</sup> edition (DAYC-2)	Measure the five areas of assessment mandated by IDEA: cognition, communication, social-emotional development, physical development and adaptive behavior	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP, School Psychologist , School Psychological Examiner, OT, PT
Birth to 12 yrs. 11 mos.	Developmental Profile- 3rd Edition (DP-3)	The DP-3 provides a General Development score as well as the following scale scores: Physical,	Placement decisions/diagnostic information	Through staffing and/or	Testing personnel are trained in	School Psychologist ,

		Adaptive Behavior, Social-Emotional, Cognition, and Communication.		evaluation report	their college program	School Psychologic al Examiner, OT, PT, SLP
4 yrs, 0 months to 21 yrs, 11 months/as needed	Wechsler Nonverbal Scale of Ability (WNV)	Standardized individual measurement of general cognitive ability using a variety of nonverbal subtests	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist , School Psychologic al Examiner,

## Academic Achievement Assessments

LEVEL/D ATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATIO N METHOD	INSERVICE NEEDS	PERSON RESPONSIBLE
PreK - 12	Kaufman Test of Educational Achievement-3 rd Edition (KTEA-3)	Standardized individual measure of basic reading skills, reading comprehension, reading fluency, written expression, math reasoning, math calculation, oral expression, listening comprehension	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, Special Services Teachers, Director of Special Services, and Process Coordinator
PreK - 12 As Needed	Wechsler Individual Achievement Test (WIAT-4)	Standardized individual measure of basic reading skills, reading comprehension, reading fluency, written expression, math reasoning, math calculation, oral expression, listening comprehension	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, Special Services Teachers, Asst Director of Special Services, and Process Coordinator
K-12	Woodcock-Joh nson Tests of Achievement, 4th edition	Standardized individual measure of basic reading skills, reading comprehension, reading fluency, written expression, math reasoning, math calculation, oral expression, listening comprehension	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, Special Services Teachers, Asst Director of Special Services, and Process Coordinator
3 to 21 yrs As Needed	Diagnostic Teaching Lessons	Short mini-lessons in basic skill areas to assess student's potential learning strengths and weaknesses	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	Special Services Teachers
High School As Needed	Self-Directed Search	A career interest test that can be used to find occupations and fields of study that match well with an individual's personality.	Diagnostic information	Through IEP and/or evaluation report	Testing personnel are trained through requested PD	Special Services Teachers
Ages 4-7 As Needed	Young Children's Achievement Test (YCAT)	Determines early academic abilities	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, Special Services Teachers , Asst Director of Special Services, and Process Coordinator

Ages 3-6 As Needed	Bracken Basic concept Scale, 3 <sup>rd</sup> Edition	Standardized measure of conceptual knowledge	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, SLP: Special Services Teachers and Process Coordinator
K-12 <sup>th</sup> Grades	WIDA-ACCES S Placement Test (W-APT)	Screening tool used to measure English language proficiency (ELP)	Identify students who may be ELLs, determine appropriate levels and amounts of ESL services, determine appropriate placement for ACCESS for ELLs	Results are given to administrators, parents and ELL tutor	Training provided by DESE	ELL instructor
K-12 <sup>th</sup> Grades	ACCESS for ELLs/January- February	Annual assessment to measure English language proficiency (ELP) progress	Placement and program decisions	Results are given to administrators, teachers, parents and ELL tutor	Training provided by DESE	ELL instructor

### Occupational Therapy/Physical Therapy Assessments

LEVEL/DA TE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATIO N METHOD	INSERVICE NEEDS	PERSON RESPONSIBLE
3 to 17 yrs As Needed	The Beery-Buktenica Developmental Test of Visual-Motor Integration	Standardized measure of fine motor skills, visual perceptual skills and motor coordination	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, and Occupational Therapist
4 to 14 yrs As Needed	Bruininks-Oseretsky Test of Motor Proficiency- 2 <sup>nd</sup> Edition	Individual measure of gross and fine motor development	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	Occupational Therapist and Physical Therapist
3 to 10 yrs As Needed	Sensory Profile	Individual profile of student's ability to process sensory information	Placement decisions and/or diagnostic information	Through staffing and evaluation report	Testing personnel are trained in their college program	Occupational Therapist
3 to 11 yrs 11 months	Sensory Profile School Companion	Sensory processing skills in the classroom	Placement decisions and/or diagnostic information	Through staffing and evaluation report	Testing personnel are trained in their college program	Occupational Therapist
2 to 5 yrs	Sensory Processing Measure- Preschool	Sensory processing skills in the preschool classroom	Placement decisions and/or diagnostic information	Through staffing and evaluation report	Testing personnel are trained in their college program	Occupational Therapist

5 to 12 yrs	Sensory Processing Measure	Sensory Processing skills in the classroom	Placement decisions and/or diagnostic information	Through staffing and evaluation report	Testing personnel are trained in their college program	Occupational Therapist
11 yrs or older	Adolescent/Adult Sensory Profile	Identify sensory processing patterns and effects on functional performance	Placement decisions and/or diagnostic information	Through staffing and evaluation report	Testing personnel are trained in their college program	Occupational Therapist
Kindergarten to 6 <sup>th</sup> Grade As Needed	School Function Assessment	A measure of the student's performance of functional tasks that support his/her participation in the academic and social aspects of an elementary school program	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	Occupational Therapist Physical Therapist
Birth to 6 yrs As Needed	Peabody Developmental Motor Scales- 2nd Edition	Standardized individualized measure of gross and fine motor skills	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	Occupational Therapist and Physical Therapist
4 to 10 yrs As Needed	Developmental Test of Visual Perception- 2 <sup>nd</sup> Edition	Standardized individual measure of visual perceptual skills	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	Occupational Therapist
6 – 21 yrs As Needed	The Print Tool	Handwriting assessment	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	District professional development	Occupational Therapist
Birth to 12 yrs. 11 mos.	Developmental Profile- 3rd Edition (DP-3)	The DP-3 provides a General Development score as well as the following scale scores: Physical, Adaptive Behavior, Social-Emotional, Cognition, and Communication.	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, OT, PT, SLP
Birth – 5 yrs, 11 months/as needed	Development Assessment of Young Children- 2 <sup>nd</sup> edition (DAYC-2)	Measure the five areas of assessment mandated by IDEA: cognition, communication, social-emotional development, physical development and adaptive behavior	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP, School Psychologist, School Psychological Examiner, OT, PT

## Social-Emotional Behavioral Assessments

LEVEL/D ATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATI ON METHOD	INSERVICE NEEDS	PERSON RESPONSI BLE
5 – 18 years As Needed	Emotional Disturbance Decision Tree (EDDT)	To assist in the identification of children who qualify for the federal Special Education category of Emotional Disturbance (ED)	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologis t, School Psychologic al Examiner,
6-18 years As Needed	Conners - CBRS	Measures social-emotional and behavioral functioning	Placement decisions/diagnos tic information	Through staffing and/or evaluation report	Testing personnel are trained in their college programs	School Psychologis t, School Psychologic al Examiner,
3-21 yrs As Needed	Behavioral Assessment System for Children, 3rd Edition (BASC-3)	Indicates areas of concern in area of social-emotional behavioral functioning	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college programs	School Psychologis t, School Psychologic al Examiner,
5-18 yrs As Needed	Behavior Rating Inventory of Executive Functioning, 2nd Edition (BRIEF-2)	To assess children with executive functioning weaknesses	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college programs	School Psychologis t, School Psychologic al Examiner,
3 to 12 yrs As Needed	Vineland Adaptive Behavior Scale II	Standardized individual measure of student's adaptive behavior skills	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologis t, School Psychologic al Examiner,
3 – 22 yrs As Needed	Gilliam Autism Rating Scale, Third Edition (GARS 3)	To assess children with severe behavioral issues possibly indicative of autism	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologis t, School Psychologic al Examiner,
5 – 18 yrs As Needed	Asperger Syndrome Diagnostic Scale (ASDS)	Assessment of individuals who manifest characteristics of Asperger Syndrome	Placement decisions and/or diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologis t, School Psychologic al Examiner,

Birth to 21	Adaptive Behavior Assessment System, Third Edition (ABAS-3)	Standardized individual measure of educationally relevant adaptive behavior skills	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
4-18	Social Responsiveness Scale, 2 <sup>nd</sup> Edition	Measures the severity of various dimensions of interpersonal behavior, communication, and repetitive/stereotypic behavior that are characteristic of autism spectrum disorder.	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
5 yrs. To 18 yrs 11 mos.	Scales for Assessing Emotional Disturbance	Addresses the US Department of Education category of education disability called emotional disturbance.	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
2-6 years	Conners Early Childhood Scale	Measures social-emotional and behavioral functioning in early childhood years	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
Birth to 12 yrs. 11 mos.	Developmental Profile- 3rd Edition (DP-3)	The DP-3 provides a General Development score as well as the following scale scores: Physical, Adaptive Behavior, Social-Emotional, Cognition, and Communication.	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner, OT, PT, SLP
Birth – 5 yrs, 11 months/as needed	Development Assessment of Young Children- 2 <sup>nd</sup> edition (DAYC-2)	Measure the five areas of assessment mandated by IDEA: cognition, communication, social-emotional development, physical development and adaptive behavior	Placement decisions/diagnostic information	Through staffing and/or evaluation report	Testing personnel are trained in their college program	SLP, School Psychologist, School Psychological Examiner, OT, PT

### Gifted Assessments

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATIO N OF RESULTS	DISSEMINATIO N METHOD	INSERVICE NEEDS	PERSON RESPONSIBLE
K-12 As Needed	Stanford Achievement Test Series 10th Edition (SAT-10)	Multiple-choice assessment identifies student academic strengths and needs in reading and math	Determine gifted placement	Shared with administrators, teachers, and parents	Testing personnel are trained in their college program	Gifted Education Teacher , School Psychologist, School Psychological Examiner, classroom teachers
5 yrs to adults/as needed	Torrance Tests of Creative Thinking: Figural (TTCT: F)	Instrument uses picture-based exercises to assess five mental characteristics of creative thinking: fluency, originality, abstractness of titles, elaboration, and resistance to premature closure	Determine eligibility into gifted program	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
6 yrs to adults/as needed	Torrance Tests of Creative Thinking: Verbal (TTCT: V)	Instrument uses word-based exercises to assess three mental characteristics of creative thinking: fluency, flexibility and originality	Determine eligibility into gifted program	Through staffing and/or evaluation report	Testing personnel are trained in their college program	School Psychologist, School Psychological Examiner,
Kindergarte n through 12th grade	Cognitive Abilities Test - Form 6 (CogAt)	To assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols	Gifted program screening tool	Through staffing and/or evaluation report	Testing personnel are trained in their college program	Gifted Facilitator, School Psychologist, School Psychological Examiner



**ASSESSMENT PROGRAM**

**KINDERGARTEN**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Kindergart en Thro ugh out the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals Letter/Sound I.D.	Informal assessment of cognitive abilities	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Kindergart en	FastBridge	To obtain universal benchmark assessment data three times per year and progress monitoring as needed for struggling learners in reading and screen for dyslexia	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; and teachers	Local professional development	Classroom teacher / interventio nist
Kindergart en	Arkansas Rapid Naming Screener	Measure of rapid naming skills	Placement decisions.	Results given to interventionist; administrators; and teachers	Local professional development	Screening Team
Kindergart en	Fountas and Pinnell Benchmark Assessment Kit	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator ; teacher; interventio nist
Kindergart en	Into Reading Unit Tests	Measure English Language Arts Skills	Used to form groups for reading instruction	Results given to the teachers	Discuss during Kindergarten team meetings	Teachers

**ASSESSMENT PROGRAM**

**FIRST GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
First Grade Thro ugh out the year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement skills	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
First Grade	FastBridge	To obtain universal benchmark assessment data three times per year and progress monitoring as needed for struggling learners in reading and screen for dyslexia	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; teachers and parents	Local professional development	Classroom teacher / interventio nist
First Grade	Fountas and Pinnell Benchmark Assessment Kit	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator ; teacher; interventio nist
First Grade	Into Reading Unit Tests	Measure English Language Arts Skills	Used to form groups for reading instruction	Results given to the teachers	Discuss during Kindergarten team meetings	Teachers

**ASSESSMENT PROGRAM**

**SECOND GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Second Grade Througho ut the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Second Grade	FastBridge	To obtain universal benchmark assessment data three times per year and progress monitoring as needed for struggling learners in reading and screen for dyslexia	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; teachers and parents	Local professional development	Classroom teacher / interventio nist
Second Grade	LETRS Basic Spelling Screener	Samples the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns.	Placement decisions	Results given to interventionist; administrators; teachers and parents	Local professional development	Screening team
Second Grade	Fountas and Pinnell Benchmark Assessment Kit	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator ; teacher; interventio nist
Second Grade	Into Reading Unit Tests	Measure English Language Arts Skills	Used to form groups for reading instruction	Results given to the teachers	Discuss during Kindergarten team meetings	Teachers

**ASSESSMENT PROGRAM**

**THIRD GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Third Grade *Three times each year	FastBridge	Determine grade level reading equivalent score	Determine reading level for promotion or retention; Senate Bill 319 compliance	Results are available to administrators via the School Information System (SIS) portal	To be provided by district personnel	Principals and Teachers
Third Grade April – May	Missouri Assessment Program (MAP) – English Language Arts, Math	Measures mastery of basic skills and a student's ability to demonstrate how information can be used to solve problems or create solutions	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Third Grade	FastBridge	To obtain universal benchmark assessment data three times per year and progress monitoring as needed for struggling learners in reading & math is given to obtain universal benchmark assessment data and screen for dyslexia	To inform strategic interventions to teach skills or strategies for reading. Intervention groups are not created for mathematics.	Results given to interventionist; administrators; teachers and parents	Local professional development	Classroom teacher / interventionist
Third Grade	LETRS Advanced Spelling Screener	Samples the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns.	Placement decisions	Results given to interventionist; administrators; teachers and parents	Local professional development	Screening team

Third Grade	Into Reading Unit Tests	Measure English Language Arts Skills	Used to form groups for reading instruction	Results given to the teachers	Discuss during Kindergarten team meetings	Teachers
Third Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Unit Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers

Third Grade	Missouri Assessment Program Alternative (MAP-A) – English Language Arts, Math	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	(Same method as MAP)	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Third Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services
Third Grade All students – end of year & as needed	Fountas and Pinnell Benchmark Assessment	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator; teacher; interventionist

throughout the year						
Third Grade Fall & Spring	Presidential Fitness Award Test	To determine students' current fitness level	Reviewed with classes to monitor progress throughout school year	Results are kept on file locally with the physical education instructor; students who meet fitness test standards receive appropriate award	To be provided by district personnel	Physical Education Teachers

**ASSESSMENT PROGRAM**

**FOURTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Fourth Grade *Three times each year	FastBridge	Determine grade level reading equivalent score	Determine reading level for promotion or retention; Senate Bill 319 compliance	Results are available to administrators via the School Information System (SIS) portal	To be provided by district personnel	Principals; teachers; literacy coach; and reading teachers
Fourth Grade April – May	Missouri Assessment Program (MAP) – Math, English Language Arts	Measures mastery of basic skills and a student's ability to demonstrate how information can be used to solve problems or create solutions	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Fourth Grade	Missouri Assessment Program Alternative (MAP-A) – Math, English Language Arts	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	(Same method as MAP)	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator

Fourth Grade	Into Reading Unit Tests	Measure English Language Arts Skills	Used to form groups for reading instruction	Results given to the teachers	Discuss during Kindergarten team meetings	Teachers
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Fourth Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Fourth Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services
Fourth Grade	FastBridge	To obtain universal benchmark assessment data three times per year and progress monitoring as needed for struggling learners in reading & math (Math is given in fall and spring—2 times a year)	To inform strategic interventions to teach skills or strategies for reading. Interventions not given for mathematics via AIMSweb.	Results given to interventionist; administrators; and teachers	local professional development	Classroom teacher / interventionist; Literacy Coach; Reading Teachers
Fourth Grade	LETRS Basic Spelling Screener	Samples the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns.	Placement decisions	Results given to interventionist; administrators; teachers and parents	Local professional development	Screening team
Fourth Grade	Fountas and Pinnell Benchmark Assessment Kit	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator; teacher; interventionist
Fourth Grade Fall & Spring	Presidential Fitness Award Test	To determine students' current fitness level	Reviewed with student to monitor progress throughout school year	Results are kept on file locally with the classroom instructors; results are	To be provided by district personnel	Physical Education Teachers

				provided to parents for students with the highest scores who subsequently receive awards		
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**ASSESSMENT PROGRAM**

**FIFTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Fifth Grade *Three times each year	FastBridge	Determine grade level reading equivalent score	Determine reading level for promotion or retention; Senate Bill 319 compliance	Results are available to administrators via the School Information System (SIS) portal	To be provided by district personnel	Principals and Teachers; Literacy Coach; Reading Teachers
Fifth Grade April - May	Missouri Assessment Program (MAP) – Math, English Language Arts, Science	Measures mastery of basic skills and a student's ability to demonstrate how information can be used to solve problems or create solutions	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Fifth Grade April-May	Missouri Assessment Program Alternative (MAP-A) – Math, English Language Arts, Science	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	(Same method as MAP)	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator

Fifth Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
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Fifth Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services
Fifth Grade September January May	FastBridge	To obtain universal benchmark assessment data three times per year and progress monitoring as needed for struggling learners in reading	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; teachers and parents	Results given to administrators, teachers and parents; local professional development	Classroom teacher / interventionist
Fifth Grade	LETRS Basic Spelling Screener	Samples the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns.	Placement decisions	Results given to interventionist; administrators; teachers and parents	Local professional development	Screening team
Fifth Grade	Fountas and Pinnell Benchmark Assessment Kit	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator; teacher; interventionist
Fifth Grade Fall & Spring	Presidential Fitness Award Test	To determine students' current fitness level	Reviewed with student to monitor progress throughout school year	Results are kept on file locally with the classroom instructors; results are provided to parents for students with the highest scores who subsequently receive awards	To be provided by district personnel	Physical Education Teachers
Fifth Grade September-May	FastBridge	To obtain benchmark assessment data three times a year	To measure student mathematical growth over the course of the	Results given to teachers and administrators	Local professional development	Classroom teachers; instructional coach

			school year, and to inform instructors regarding areas of math progress and/or deficiencies			
Fifth Grade	Into Reading Unit Tests	Measure English Language Arts Skills	Used to form groups for reading instruction	Results given to the teachers	Discuss during Kindergarten team meetings	Teachers
Fifth Grade	Fountas and Pinnell Benchmark Assessment Kit	Measure accuracy, fluency and comprehension	Used to organize and inform appropriate grade level instructional groups using the Fountas & Pinnell guided reading levels	Results given to interventionist; administrators and teachers	Literacy coach and reading IAC coordinator provide ongoing training	Reading team; literacy coach; IAC coordinator ; teacher; interventionist

**ASSESSMENT PROGRAM**

**SIXTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Sixth Grade Septembe r	FastBridge	To determine reading comprehension on the Lexile framework	To identify student's reading performance level, select appropriate texts for instruction, and track student progress over time	Results given to administrators and teachers and parents at conferences.	To be provided by district personnel	Principals and Teachers
Sixth Grade April - May	Missouri Assessment Program (MAP) – Math, Communication Arts	Measures mastery of basic skills and a student's ability to demonstrate how information can be used to solve problems or create solutions	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Sixth Grade *three times each year	FastBridge	To obtain universal benchmark assessment data and progress monitoring as needed for struggling learners in reading	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; teachers and parents at fall conferences.	local professional development	Classroom teacher / interventionist
Sixth Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services

			counseling curriculum activities that best meets the needs of students.			
Sixth Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Sixth Grade	Missouri Assessment Program Alternative (MAP-A) – Math, Communication Arts	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	(Same method as MAP)	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Sixth Grade Fall & Spring	Fitness Gram	To determine students' current fitness level	Reviewed with student to monitor progress throughout school year	Results are kept on file locally with the classroom instructors; provided to parents for students with the highest scores; awards given	To be provided by district personnel	Physical Education Teachers



**ASSESSMENT PROGRAM**

**SEVENTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Seventh Grade Septembe r	FastBridge	To determine reading comprehension on the Lexile framework	To identify student's reading performance level, select appropriate texts for instruction, and track student progress over time	Results given to administrators and teachers	To be provided by district personnel	Principals and Teachers
Seventh Grade April – May	Missouri Assessment Program (MAP) – Communication Arts, Math	Measures mastery of basic skills and a student's ability to demonstrate how information can be used to solve problems or create solutions	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Seventh Grade *three times each year	FastBridge	To obtain universal benchmark assessment data and progress monitoring as needed for struggling learners in reading	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; teachers and parents	Results given to administrators, teachers and parents; local professional development	Classroom teacher / interventionist
Seventh Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services

Seventh Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
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Seventh Grade	Missouri Assessment Program Alternative (MAP-A) – Communication Arts, Math	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	(Same method as MAP)	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
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Seventh Grade Fall & Spring	Fitness Gram Testing	To determine students' current fitness level	Reviewed with student to monitor progress throughout school year	Results are kept on file locally with the classroom instructors; provided to parents for students with the highest scores; awards given	To be provided by district personnel	Physical Education Teachers
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**ASSESSMENT PROGRAM**

**EIGHTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Eighth Grade Septembe r	FastBridge	To determine reading comprehension on the Lexile framework	To identify student's reading performance level, select appropriate texts for instruction, and track student progress over time	Results given to administrators and teachers	To be provided by district personnel	Principals and Teachers
Eighth Grade *three times each year	FastBridge	To obtain universal benchmark assessment data and progress monitoring as needed for struggling learners in reading	To inform strategic interventions to teach skills or strategies	Results given to interventionist; administrators; teachers and parents	Results given to administrators, teachers and parents; local professional development	Classroom teacher / interventionist
Eighth Grade April – May	Missouri Assessment Program (MAP) – Math, Communication Arts, Science	Measures mastery of basic skills and a student's ability to demonstrate how information can be used to solve problems or create solutions	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Eighth Grade Every 3 Yrs.	Guidance Planning Survey	To determine students' priorities and needs as they relate to their personal/social, academic and career development	Guidance Program Guidance Curriculum Guide	Results provided to counselors by Guidance Department Chairperson	Reviewed with counselors by Guidance Department Chairperson	Department Chairperson for Guidance Counselors
Eighth Grade Througho ut the	Classroom Observation Daily Work Ongoing Formative Assessments	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers

school year	Summative Assessments Progress on IEP goals					
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Eighth Grade	Missouri Assessment Program Alternative (MAP-A) – Math, Communication Arts, Science	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	(Same method as MAP)	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Eighth Grade Fall & Spring	Fitness Gram Testing	To determine students' current fitness level	Reviewed with student to monitor progress throughout school year	Results are kept on file locally with the classroom instructors; provided to parents for students with the highest scores; awards given	To be provided by district personnel	Physical Education Teachers
Eighth Grade	United States Constitution Test	Assesses student's competency in the United States Constitution as required by Missouri law for promotion and graduation	Successful passing necessary for promotion and graduation	Results given to counselors, administrators	Testing personnel are trained in their college program	Classroom Teacher, counselor, administrator
Eighth Grade February, when selected.	National Assessment of Educational Progress- Math and Reading (NAEP)	To assess national and state levels in mathematics and reading.	Measures progress of students. Results are compared to state and national scores.	Parents receive notification of testing dates. District and building summary data is presented to the board of education and published in the annual district report.	District and school staff can view results for the nation, states and selected urban districts over time. Compare results for various demographic groups and access information designed for teachers, students and parents.	Principals, Counselors, Teachers
To be taken when student demonstrates mastery of the curriculum	End of Course Exam	State measurement of the annual proficiency targets as part of school district APR (Annual Performance Report)	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator

				data is presented to the board of education and published in the annual district report.		
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**ASSESSMENT PROGRAM**

**NINTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONSIBLE
Ninth Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Ninth Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services
To be taken when adequately exposed to subject area curriculum	End of Course Exam	State measurement of the annual proficiency targets as part of school district APR (Annual Performance Report)	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator

				the annual district report.		
Ninth Grade October (voluntary )	Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Preparation for SAT / Preparation for Junior Year National Merit / Identificational of Academic Strengths and Weaknesses	Evaluation tool utilized to prepare for the SAT on a norm referenced assessment. Results identify potential National Merit finalists.	Results given to administration, teachers, parents, and student	Summary of results is provided to teachers and principals by counselors	Counselors for test registration , Outside agencies
Ninth Grade	The ACT Sample Test	ACT Prep, communication of the values and benefits of scoring well on the ACT, early identification of relationships between student performance and college readiness benchmarks	Professional scoring by Kleitz Education Group. Individual results distributed to students and parents. Overall themes covered with building administration in order to assess and inform curriculum and instruction decisions.	Results given to administrators, teachers, students, and parents via individual and group score reports.	Building faculty is trained on procedures for proctoring the sample test.	High School Test Coordinator

## ASSESSMENT PROGRAM

### TENTH GRADE

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
2 to 23 yrs As Needed	Stanford-Binet Intelligence Scale: Fifth Edition	Standardized individual measure of intellectual abilities including verbal reasoning skills, abstract/visual reasoning skills, numerical reasoning skills, short-term visual memory skills and short-term auditory memory skills.	Evaluation tool utilized for Missouri Scholars Academy	Upon parental request and through Missouri Scholars Academy application	Testing personnel are trained in their college program	School Psychologi st, School Psychologi cal Examiner,
6 to 21 yrs As Determine d	Wechsler Intelligence Scales	Standardized individual measure of general intelligence	Evaluation tool utilized for Missouri Scholars Academy	Upon parental request and through Missouri Scholars Academy application	Testing personnel are trained in their college program	School Psychologi st, School Psychologi cal Examiner,
Tenth Grade	Missouri Assessment Program Alternative (MAP-A) - Math	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselor s, Testing Coordinato r
Tenth Grade October (voluntary )	Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Preparation for SAT / Preparation for Junior Year National Merit / Identificational of Academic Strengths and Weaknesses	Evaluation tool utilized to prepare for the SAT on a norm referenced assessment. Results identify potential National Merit finalists.	Results given to administration, teachers, parents, and student	Summary of results is provided to teachers and principals by counselors	Counselor s for test registration , Outside agencies
Tenth Grade November	Choices Interest Inventory	Identifies career opportunities, interests and aptitudes	Alignment of career pathway and course of study	Associated with English II curriculum in preparation for research paper	To be provided by district personnel	Counselor s
Taken as necessary	American College Testing (ACT)	Core areas are assessed. Students planning to attend college are strongly encouraged to take this	Results may determine college choice and scholarship	Classroom presentations, letters to parents, college nights.	Summary of results is provided to teachers and	Counselor s for test registration



		assessment throughout the year to obtain a college entrance score	opportunities. Additional testing attempts are recommended if scores are not sufficient for college of choice	Results are placed in student's permanent record	principals by counselors	, Outside agencies
Tenth Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Tenth Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselors; Executive Director of Student Services
To be taken when adequately exposed to subject area curriculum	End of Course Exam	State measurement of the annual proficiency targets as part of school district APR (Annual Performance Report)	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors review results with students/ parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education, published in the annual district report.	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Tenth Grade	Personal Finance Test	Test used to determine successful mastery of personal finance competencies	Missouri graduation requirement	Results electronically sent to teacher and district test administrator	On-line instructions	Classroom teacher, administrator
Tenth Grade	OASIS	To identify students qualifications for specific	Results are used to identify students that have met	Parents and students informed of	Results are given to OFHS staff by	Lewis and Clark Counselor

		programs offered through Lewis and Clark Career Center.	minimum requirements for programs. Scores are a part of the criteria used to determine the ranking of qualified students for limited openings in programs at Lewis and Clark.	testing. Test administered at OFHS. Test scored by Lewis and Clark counselors and scores reported to selection committee at enrollment meeting.	counselors from Lewis and Clark.	s and OFHS Career Center Liaison
Tenth Grade	The ACT Sample Test	ACT Prep, communication of the values and benefits of scoring well on the ACT, early identification of relationships between student performance and college readiness benchmarks	Professional scoring by Kleitz Education Group. Individual results distributed to students and parents. Overall themes covered with building administration in order to assess and inform curriculum and instruction decisions.	Results given to administrators, teachers, students, and parents via individual and group score reports.	Building faculty is trained on procedures for proctoring the sample test.	High School Test Coordinator

**ASSESSMENT PROGRAM**

**ELEVENTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
Eleventh Grade	Missouri Assessment Program Alternative (MAP-A) – Communication Arts, Science	To assess the student annual proficiency targets in mathematics and communication arts for those students who meet the eligibility requirements for an alternative examination methodology	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education and published in the annual district report.	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator
Taken as necessary	American College Testing (ACT)	Core areas are assessed. Students planning to attend college are strongly encouraged to take this assessment throughout the year to obtain a college entrance score	Results may determine college choice and scholarship opportunities. Additional testing attempts are recommended if scores are not sufficient for college of choice	Classroom presentations, letters to parents, college nights. Results are placed in student's permanent record	Summary of results is provided to teachers and principals by counselors	Counselors for test registration, Outside agencies
Eleventh Grade/ Spring Testing Date determine d by the State	American College Testing (ACT)	The State of Missouri is requiring all students to take the ACT during their Eleventh grade year.	The State of Missouri will use student achievement results in calculating APR through MSIP	The State of Missouri has not yet defined how results will be disseminated	Training for test coordinators and principals to ensure successful on day of the test	Counselors, Principals, Testing Coordinator
Eleventh Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that	Data from the survey will provide school counselors the information necessary to identify priority	School counselors will review data with building principals and Executive	To be provided by district school counselors.	School Counselors; Executive Director of Student Services

		should be addressed through the school counseling program.	grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	Director of Student Services		
Eleventh Grade Throughout the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
Eleventh Grade October (voluntary )	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT)	Preparation for SAT	Preparation for SAT, Qualification for Scholarship Money through National Merit Scholarship Corporation, Student Identification of Readiness for College and Career	Evaluation tool utilized to prepare for the SAT on a norm referenced assessment. Results identify potential National Merit finalists.	Results given to administration, teachers, parents, and student	Summary of results is provided to teachers and principals by counselors
To be taken when adequately exposed to subject area curriculum	End of Course Exam	State measurement of the annual proficiency targets as part of school district APR (Annual Performance Report)	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance. District and building summary data is presented to the board of education, published in the annual district report.	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselors, Testing Coordinator

Eleventh Grade	Personal Finance Test	Test used to determine successful mastery of personal finance competencies	Missouri graduation requirement	Results electronically sent to teacher and district test administrator	On-line instructions	Classroom teacher, administrator
Eleventh Grade	Career Education Concentrator Assessment	To measure competency in the area of career education concentration	Federally mandated assessment for justification of Perkins funding	Results provided to teacher, principal and guidance counselor for appropriate scribing on transcript as mastering successful competency	Training as needed based on choice of assessment	Instructor; guidance counselor; high school principal
Eleventh Grade (all students)	St. Charles Community College "Academic Skills Assessment" – Mathematics, Reading & English	College readiness and placement for mathematics, reading and English at the postsecondary level	College readiness and placement for the community college; local guidance counselors will enhance personal plans of study and course selection as well as assessment selection for the Orchard Farm guidance staff when counseling students; formative assessment of current progress in the high school curriculum	Results will be given to individual students, parents, as well as to the school district	Not applicable	High school guidance counselors ; high school principal; high school assistant principal
Eleventh Grade	Armed Services Vocational Battery (ASVAB)	Students are tested in academic and occupational composites. Career information is also provided	Provides students with aptitude scores for various areas. A military screening tool for possible armed services candidates	Copies of the ASVAB scores will be given to students as well as an explanation of scores and career information. Results are placed in the student's permanent record	Group review with students and counselors	Armed Forces representatives and counselors
Eleventh Grade	ACT WorkKeys	ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and	Students are able to utilize scores to determine the skill levels they have achieved, identify skills they could improve on, match skill levels to	Score reports given to students and staff members. Parents and guardians are alerted when	Building faculty is trained on procedures for assisting proctors with the WorkKeys (often in the accommodated setting).	High School Test Coordinator

		offers specialized assessments to target institutional needs.”	specific job requirements, and to demonstrate skill mastery to potential employers.	students receive score reports.		
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**ASSESSMENT PROGRAM**

**TWELFTH GRADE**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
As necessary	American College Testing (ACT)	Core areas are assessed. Students planning to attend college are strongly encouraged to take this assessment throughout the year to obtain a college entrance score	Results may determine college choice and scholarship opportunities. Additional testing attempts are recommended if scores are not sufficient for college of choice	Classroom presentations, letters to parents, college nights. Results are placed in student's permanent record	Summary of results is provided to teachers and principals by counselors	Counselor s for test registration , Outside agencies
Twelfth Grade Every 3 Yrs.	School Counseling Program Planning Survey - Student Version	To assist school counselors in identifying themes and priority areas within the counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the school counseling program.	Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing school counseling curriculum activities that best meets the needs of students.	School counselors will review data with building principals and Executive Director of Student Services	To be provided by district school counselors.	School Counselor s; Executive Director of Student Services
Twelfth Grade Througho ut the school year	Classroom Observation Daily Work Ongoing Formative Assessments Summative Assessments Progress on IEP goals	Informal assessment of achievement goals	Placement decisions and/or diagnostic information	Results given to administrators, teachers and parents	Testing personnel are trained in their college program	Teachers
To be taken when adequatel y exposed to subject area curriculum	End of Course Exam	State measurement of the annual proficiency targets as part of school district APR (Annual Performance Report)	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of students. Results are compared to state scores.	Parents receive notification of testing dates. Counselors go over results with students/parents as needed. Diagnostic results are placed in student permanent record. Parents are provided a summary of student performance.	Counselor will provide in-service to teachers concerning test administration and use. Testing coordinator meets with IAC and board of education to review achievement data and seek suggestions for improvement.	Principals, Teachers, Counselor s, Testing Coordinato r

				District and building summary data is presented to the board of education and published in the annual district report.		
Twelfth Grade	Personal Finance Test	Test used to determine successful mastery of personal finance competencies	Missouri graduation requirement	Results electronically sent to teacher and district test administrator	On-line instructions	Classroom teacher, administrator

Twelfth Grade	Career Education Concentrator Assessment	To measure competency in the area of career education concentration	Federally mandated assessment for justification of Perkins funding	Results provided to teacher, principal and guidance counselor for appropriate scribing on transcript as mastering successful competency	Training as needed based on choice of assessment	Instructor; guidance counselor; high school principal
Twelfth Grade ("Be Ready" Program Students)	St. Charles Community College "Academic Skills Assessment" – Mathematics, Reading & English	College readiness and placement for mathematics, reading and English at SCC (actually used for enrollment through "Be Ready")	College readiness and placement for the community college	Results will be given to individual students, parents, as well as to the school district	Not applicable	High school guidance counselors
Twelfth Grade February	Armed Services Vocational Battery (ASVAB)	Students are tested in academic and occupational composites. Career information is also provided	Provides students with aptitude scores for various areas. A military screening tool for possible armed services candidates	Copies of the ASVAB scores will be given to students as well as an explanation of scores and career information. Results are placed in the student's permanent record	Group review with students and counselors	Armed Forces representatives and counselors
Twelfth Grade	Missouri Constitution Test	Assesses student's competency in the Missouri Constitution as required by Missouri law for promotion and graduation	Successful passing necessary for promotion and graduation	Results given to counselors, administrators	Testing personnel are trained in their college program	Classroom Teacher, counselor, administrator
Twelfth Grade	ACT WorkKeys	ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs."	Students are able to utilize scores to determine the skill levels they have achieved, identify skills they could improve on, match skill levels to specific job	Score reports given to students and staff members. Parents and guardians are alerted when students receive score reports.	Building faculty is trained on procedures for assisting proctors with the WorkKeys (often in the accommodated setting).	High School Test Coordinator



			requirements, and to demonstrate skill mastery to potential employers.			
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**ASSESSMENT PROGRAM**

**GENERAL ASSESSMENT**

LEVEL/ DATE	NAME OF ASSESSMENT	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION METHOD	INSERVICE NEEDS	PERSON RESPONS IBLE
3 to 21 yrs As needed	Functional Assessment	Screening for possible deficits in vision and hearing PRN	Determine visual and hearing acuity	Parents and teachers are notified of results	To be provided by district personnel	School Nurse
3 to 21 yrs As Needed	Titmus Viewer	Screening for possible deficits in visual acuity (Grades 1, 3, 5, 7 and students new to the district)	Determine visual acuity	Parents and Teachers are notified of the results	To be provided by district personnel	School Nurse and UMSL School of Optometry students provide services
Pre K to 2 <sup>nd</sup> grade	Peek-A-Boo	Screening for possible deficits in visual acuity upon registration	Determine visual acuity	Parents and Teachers are notified of the results	To be provided by district personnel	School Nurse
3 – 21 yrs As Needed	Ear Scan 3	Screening for possible deficits in hearing acuity	Determine hearing acuity	Parents and teachers are notified of results	To be provided by district personnel	School Nurse
3 to 21 yrs As Needed	Health Screenings	Determine health related issues that may affect the educational or health needs of the student and verification of immunizations; PRN dental screen; height and weight by PE in elementary school	Determine any concerns in the area of health	Parents and teachers are notified of the results	To be provided by district personnel	School Nurse