

INSTRUCTIONAL SERVICES

Evaluation Services

Assessment Plan

## INTRODUCTION

### **District Data and Assessment Coordinator**

The District Data and Assessment Coordinator is responsible for the purchase, storage, security, dissemination, and administration, of standardized testing. District counselors will serve as building-level test coordinators under the supervision of the District Data and Assessment Coordinator. The Principal of Early Childhood Education will serve as Test Coordinator for pre-kindergarten and the Parents As Teachers Program screening and assessment.

### **Professional Development**

The District Data and Assessment Coordinator along with building-level test coordinators are responsible for organizing professional development for all District staff on standardized testing to ensure skilled administration of tests in an appropriate test environment, coordination of testing program, effective teaching of test-taking skills, and appropriate use of test results in improving individual and group instruction at all grade levels. Documentation shall be maintained showing that targeted professional development activities have been provided.

Professional development will be provided for counselors on an annual basis prior to the beginning of the fall testing period. Professional development will include discussion of the testing calendar, updates on procedures for administering new tests, test security in school buildings, procedures for returning materials, test-taking strategies for students and information on the interpretation and use of test results. Counselors will conduct building professional development activities for teachers and proctors regarding appropriate test administration procedures and effective teaching of test-taking skills.

### **Test-Taking Strategies**

Teachers and counselors will teach test-taking strategies to ensure that students will be able to do their best to perform within a variety of testing formats. Supplemental materials will be used as well as teacher-made materials. Critical thinking strategies and abstract reasoning will be stressed.

## TEST SECURITY AND ADMINISTRATION PRACTICES

### Storage of Standardized Testing Materials

1. Immediately upon receipt of standardized test booklets, the District Data and Assessment Coordinator will count and record the number of booklets received for each grade level.
2. All standardized test booklets purchased by the District or supplied by DESE will be stored in a locked storage facility in the District Central Office. All booklets will remain in this facility at all times except during those times specifically designated for standardized testing in the schools.
3. Only designated personnel will have access to test booklets.
4. No teacher shall have access to test booklets before the designated testing dates.
5. Appropriate measures will be taken by District and building-level test coordinators to insure locked storage of all test materials after delivery to individual buildings.

### Test Administration

1. Standardized test materials will be delivered to each building in sufficient time before testing to provide for organization and preparation before the test. The building-level test coordinator will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be stored in a designated secure area.
2. Designated staff will receive answer sheets one day prior to testing so that they may code demographic information for their students on the answer sheets.
3. All test materials will be distributed to staff responsible for administering the test immediately prior to testing. Students will not receive test booklets until time for testing to begin.
4. All staff responsible for administering the test will strictly follow the procedures outlined in the test administration manual. Students will be actively monitored during the duration of standardized testing.
5. Attention will be given to ensuring that the classroom and building environment provides an appropriate testing setting, reasonably free of distractions and impediments. When necessary, end of period bells will be altered to accommodate the testing schedule.
6. Testing materials will be returned to the building designated secure area immediately after each day's testing session. Under no circumstances are testing materials to be left in the teacher's classroom after each testing session.
7. District and building administrators and the building-level test coordinator will move among classrooms and other designated testing areas during test administration to aid in monitoring and to provide assistance as needed.

### **Accommodations for Students with Disabilities**

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

1. the assessment setting (for example, testing individually or in a small group);
2. how test items are presented (for example, oral reading of assessment with the exception of communication arts);
3. how students are required to respond (for example, dictation to a scribe); and/or
4. timing of the assessment (for example, more frequent breaks during testing).

Permissible accommodations for students who are Language Minority (LM) or English Language Learners (ELLs), Individual Education Plans (IEPs), and Individual Accommodation Plans (IAPs) must be followed as listed in the *Missouri Assessment Program MAP Examiner's Manual* which accompanies assessments for each subject area.

Identification of students with eligible conditions or disabilities for testing accommodations must be made by an educational team (IEP/IAP/ELL/LM or Care/Building Level Team) annually, based on the student's disability. Students whose educational team determines they cannot participate in testing will be assessed by means of an alternate assessment. Decisions about participation will not be based on program setting, category of disability, or percentage of time in the regular classroom. Reasons for exclusion from *MAP* and/or District standardized testing must be documented in the IEP/IAP/ELL/LM.

### **LEP/LM Accommodations**

Identified ELL students cannot be exempted from taking the MAP following the date of their enrollment in a United States of America school. Once the ELL student has been enrolled in a Missouri school, that student should be given the MAP. DESE currently provides a one-year exemption to the Communication Arts portion for new arrivals, but no other exemptions may be made. The No Child Left Behind Act of 2001 requires that all ELL students be given the MAP.

Individual accommodations—including Timing Accommodations, Administration Accommodations, Response Accommodations, and Setting Accommodations—will be provided according to the current Test Coordinator's Manual and through recommendations from the ESOL and/or the classroom teacher.

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

1. Answer sheets and test booklets will be collected from staff responsible for administering the test in each building immediately following each testing session. The building-level test coordinator will be responsible for counting, organizing according to instructions, and storing test materials in a designated secure area.

2. The District Data and Assessment Coordinator will collect all test materials from each building on a designated date following the last day of testing.
3. The District Data and Assessment Coordinator will again inventory all test booklets and answer sheets, record counts and check them against pre-administration counts.
4. Answers sheets will be sorted and packaged by the District Data and Assessment Coordinator according to instructions and will be sent for scoring to the Department of Elementary and Secondary Education (*MAP*) or to CTB-McGraw-Hill (*TerraNova*) or to the Assessment Resource Center (Stanford Achievement Test 9).
5. All testing materials owned by the District will be returned to the Central Office storage facility where they will remain under locked security until the following year testing begins.

### **Sanctions Against Unfair Practices**

Following is a list of unfair practices which the District forbids:

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 by copying the item from the test verbatim, or coaching or supplying the exact appearance or sequence of answers.
5. Altering a student's responses to items on an answer sheet.
6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions or to copy off each others work; or altering test administration procedures in any other way to give students an unfair advantage.
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
8. Any other practice which violates administration procedures established by the test producer and which positively or negatively affects student performance beyond normal instruction or student variance.

If a District staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. The investigation procedures and participants will be under the supervision of the District Data and Assessment Coordinator and Assistant Superintendent of Personnel. Established due process and appeal procedures will be followed. The Board of Education may assess penalties for a verified unfair practice including, but not limited to: written reprimand in personnel file, unpaid suspension from work, or, depending upon the nature or impact of such verified unfair practices, further actions such as long-term suspension, reassignment of personnel, termination of employment, or petition for removal of licensure.

## REPORTING TEST RESULTS

The District shall regularly inform students, parents, other constituents and the general public about its assessment program. Information shall include the purposes for which assessments are administered, test dates, groups of students tested, the results of testing (group achievement test data), changes in scores from previous years, and plans for utilizing test results to improve instruction.

According to federal and state requirements, assessment results will be disaggregated by gender, by each major racial and ethnic group, by English proficiency status, by gifted and talented students, by students with disabilities, and by economically disadvantaged students. In accordance with Missouri law, all assessment data identifying individual students will be confidential. Group data reported at the classroom, building, District and state will be available to the general public.

Annually, the Board will review test results, including longitudinal student performance data to evaluate the effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resources allocations and curricula.

District and disaggregated building results will be reviewed by the Assistant Superintendent of Curriculum & Instruction, other Central Office Administration and all principals. Building principals and the Data and Assessment Coordinator will present testing results to faculty. Each classroom teacher will receive results for his/her students and the appropriate grade level, building, and District results in a timely manner.

### Utilization of Test Results

Test results are also used:

1. to identify building and Department of Curriculum & Instruction goals for the school year. Trends in test scores will be utilized in revising curriculum and instruction.
2. to qualify the District for federal, state, foundation and program funds, and to insure District compliance with all legislative requirements.
3. to identify and assess the educational needs of the following groups:
  - a. qualified students with disabilities under Section 504;
  - b. qualified students with disabilities under IDEA;
  - c. students whose native or home language is other than English;
  - d. gifted/talented students;
  - e. educationally disadvantaged students;
  - f. students with reading difficulties;
  - g. students at risk of educational failure;
  - h. migratory students; and
  - i. homeless students.

Identification guidelines will be followed as described in DESE's "Assessment Standards for Missouri Public Schools."

## IMPLEMENTATION CRITERIA

### Department of Elementary and Secondary Education (DESE) Standardized Testing Requirements

<b>Preschool</b>	shall	offer developmental screening ages one through entrance to Kindergarten in general development, language, hearing, vision, and physical development.  Family participation is voluntary.  Preschool screening is conducted by certified Parent Educators through the Parents As Teachers Program. Screening continues on an ongoing basis throughout the school year by appointment in the child's home. Trained teacher assistants work with certified teachers to administer the screens.
<b>Kindergarten</b>	shall recommends	screen for possible disorders of hearing and vision  Special Needs Assessment screening prior to or during the first two weeks of Kindergarten
<b>Grade 1</b>	does not require offers	standardized tests at this grade level  a test to help identify students for Title I programs
<b>Grade 2</b>	does not require	standardized tests at this grade level
<b>Grade 3</b>	requires	communication arts and mathematics <i>MAP</i> Assessment reading assessment(s) for students not reading at grade level
<b>Grade 4</b>	requires	communication arts and mathematics <i>MAP</i> Assessment reading assessment(s) for transfer-in students not reading at grade level
<b>Grade 5</b>	requires	communication arts, mathematics and science <i>MAP</i> Assessment reading assessment(s) for transfer-in students not reading at grade level
<b>Grade 6</b>	requires	communication arts and mathematics <i>MAP</i> Assessment reading assessment(s) for transfer-in students not reading at grade level
<b>Grade 7</b>	requires	communication arts and mathematics <i>MAP</i> Assessment
<b>Grade 8</b>	requires	communication arts, mathematics and science <i>MAP</i> Assessment
<b>Grade 9</b>	does not require	standardized tests at this grade level
<b>Grade 10</b>	requires	mathematics <i>MAP</i> Assessment
<b>Grade 11</b>	requires	communication arts and science <i>MAP</i> Assessment
<b>Grade 12</b>	does not require	standardized tests at this grade level

Fine arts, health, physical education and social studies assessments have been postponed by DESE due to state funding limitations.

**Scholastic Aptitude Battery:** At grades 10, 11 and 12, each student shall be informed of and assisted in registering for and taking scholastic aptitude batteries such as the *PSAT*, *SAT*, *PACT* and *ACT* as appropriate for individual student needs and choice of college. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling.

**Career Assessment and Career Interest Inventory:** At least once in grades 7 or 8 and in grades 10 or 11, students should have the opportunity and be encouraged to complete a career assessment or career interest inventory to provide information with which to systematically develop a 4- to 6- year educational plan. All students should complete a career assessment or career inventory in order to effectively plan short-range and long-range educational/ career paths.

**Vocational Interest Inventory and Vocational Aptitude Battery:** During the first semester of grade 11, all students should have the opportunity and be encouraged to complete a vocational interest inventory and a vocational aptitude battery.

The results of career assessments, career interest inventories, vocational interest inventories and vocational aptitude batteries should be used in combination with other information in the development of long-range career plans. Districts are encouraged to continue the administration of career assessments and vocational aptitude batteries, as necessary, to meet the educational and career planning needs of students.

As an alternative to standardized testing, districts may provide a comprehensive career awareness, career exploration, and career planning program, K-12, to assist students in determining early career interests and planning appropriate courses of study. Districts using such a program must ensure that all students have access to the program and are encouraged to participate.

**Special Education:** All children, birth to age 21, must be screened to identify potential problems in: vision, hearing, health/motor, cognitive, academic or developmental readiness, speech/ language and social/emotional/behavioral.

**Gifted Education:** All eligible gifted students in grades 2-8 can be served by the federally funded gifted education program. This federal grant program is supplemented by District funds. The identification process shall include:

1. screening and referral
2. individual evaluation and selection
  - a. general mental ability;
  - b. academic ability;
  - c. creativity, reasoning, and problem-solving ability; and
  - d. performance.

**Title I:** Students must be identified for Title I services through multi-factored criteria including standardized testing, teacher referral, parent request, and grades.

**Students Whose First Language Is Not English:** English Language Learners/Language Minority students (ELL/LM) must be identified upon entering the District and must be further assessed to determine level of English proficiency and identified for services, if necessary.

The following instruments are used:

**Language Assessment Scales (LAS) Guidelines:**

All identified ELL/LM students are given the LAS (Language Assessment Scales) to determine their English language proficiency. The purpose of the language assessment screening is to help the school district determine if the student would benefit from specialized English language services. The Department of Elementary and Secondary Education in Missouri requires English screening of all identified LM students. Scores from the LAS may also be used in the process of admitting or exiting an ELL student and/or evaluating an ELL student's progress in English.

**Maculaitis II (Mac II) - State of Missouri Annual Assessment:**

In accordance with current Department of Elementary and Secondary Education guidelines, all current LEP and monitored English language learners are given the Mac II assessment as scheduled by DESE. Scores from the Mac II may also be used in the process of admitting or exiting an ELL student and/or evaluating an ELL student's progress in English.

**Reading Assessment:** SB 319 requires that students not reading at grade level or above at the end of the third grade year shall be given a reading assessment or set of assessments within forty-five (45) days of the end of the third grade year; the method(s) of assessment shall be determined by the District. The following students are exempt from the reading assessments:

1. Students who have an Individualized Education Program (IEP) pursuant to Section 162.670 to 162.999 RSMo.
2. Students who are receiving special education services pursuant to Section 504 of the Rehabilitation Act of 1973 whose services plan includes an element addressing reading.
3. Students determined to have limited English proficiency. The score on any assessment test of any student for whom English is a second language shall not be counted until such time as such student has been educated for three full school years in a school in this state, or in any other state, in which English is the primary language.
4. Students who have been determined, prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement set out in this regulation. The District shall provide reading improvement plans for students determined to have such insufficient cognitive ability.

The reading assessment shall also be required for each student who enters the District in grades four, five or six unless such student has been determined in the current school year to be reading at grade level or above.

The procedures for assessment, remediation and retention for students who fail to meet District and DESE objectives for reading are contained in Regulation 2530.

## ASSESSMENT INSTRUMENTS

### EARLY CHILDHOOD

#### INFANT AND ONE YEAR OLDS

Routine Functional Vision Testing including alternate cover testing is completed to identify possible vision problems.

Gross noise hearing screening is done to identify auditory problems.

Routine health check observations are completed to gather information about height, weight, and dental observations to detect possible developmental lags.

The *Denver Developmental Scale* is an individually administered assessment designed for children between the ages of six months to six years. Through observing the child perform specific tasks at various stages of development and by asking parents about milestones they have observed, the assessor can determine if a child is in the average range of development in language, motor, social, personal and adaptive skills.

#### TWO YEAR OLDS

Allen Cards screen vision by using drawings of common items with same-size pictures. The screener moves forward in five (5) feet increments with each picture until the distance of vision is determined.

Continuous administration of the *Denver Developmental Screening Test* is maintained.

#### THREE AND FOUR YEAR OLDS

Routine Functional Vision Screening is maintained, with the addition of Allen Cards to identify possible vision problems.

The *VASC (Verbal Auditory Screen for Children)* is an audiometer designed to screen a child's hearing acuity at different decibels. Through headphones, the child hears a taped voice naming various objects at a controlled volume, which decreases gradually throughout the test. As the child hears the voice s/he points to the object on the accompanying picture board. A child who can't respond at or below 19 decibels is referred for further testing.

The *DIAL-III (Developmental Indicators for the Assessment of Learning - Revised)* is an individually administered screening test designed to identify children between the ages of two and five who may need further diagnostic testing or curriculum modification. It takes 45 to 60 minutes to administer and assesses motor, conceptual, and language skills. Social/emotional behavior is observed during the screening process.

Screening instruments required to identify three and four year old children for services under the Early Childhood Special Education (ECSE) program are described in the Board approved Local Plan for Compliance with State Regulations for Pre-K Through 5 Year Old Children. Disability categories eligible for ECSE services include:

1. Autism
2. Deaf/Blindness
3. Emotional Disturbance
4. Hearing Impairment and Deafness
5. Mental Retardation
6. Multiple Disabilities
7. Orthopedic Impairment
8. Other Health Impairments
9. Specific Learning Disabilities
10. Speech or Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment/Blind
13. Young Child with Developmental Delay(s) (YCDD)

## **KINDERGARTEN**

### **Developmental Indicators for the Assessment of Learning - Revised (DIAL-III)**

The *DIAL-III (Developmental Indicators for the Assessment of Learning - Revised)* is an individually administered screening test designed to identify children between the ages of two and five who may need further diagnostic testing or curriculum modification. It takes 45 to 60 minutes to administer and assesses motor, conceptual, and language skills. Social/emotional behavior is observed during the screening process.

## **KINDERGARTEN through EIGHT**

### ***Developmental Reading Assessment (DRA)***

Developmental Reading Assessment (DRA) 4-8 is designed to be a classroom-based reading assessment that works in conjunction with DRA K-3. The primary purposes of the assessment are to:

1. monitor student growth on a variety of crucial skills and strategies that successful readers utilize;
2. help teachers diagnose student needs and plan for timely instruction;
3. prepare students to be successful at meeting today's classroom and District expectations; and
4. support teachers and school districts in keeping parents and other stakeholders informed about the level of student achievement.

With this comprehensive perspective of each student's reading achievement, DRA 4-8 assesses student reading achievement in engagement, oral reading fluency, and comprehension skills and strategies. It also provides teachers with information that helps them determine student independent reading levels.

DRA 4-8 is intended to be used in middle-childhood classrooms. It is a versatile assessment that can be used in:

1. self-contained classrooms;
2. elementary classrooms that are structured according to curricular areas;
3. middle school environments; and
4. reading intervention programs.

This reading assessment has been designed to scaffold real reading situations in which students are placed daily. In this context, teachers can make objective decisions about student achievement based on observations and a careful analysis of student responses using well-researched criteria.

DRA can be used on an annual or semi-annual basis to monitor and document changes in student achievement within a school year and across the middle grades. It can also be used more frequently with struggling readers to assure continued progress.

## **GRADES ONE through ELEVEN**

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

The Missouri Department of Elementary and Secondary Education (DESE) has identified the knowledge, skills and competencies that Missouri students should acquire by the time they complete high school, known as the "Show-Me Standards." The *Missouri Assessment Program (MAP)* was developed by DESE to evaluate students' proficiencies represented by these "Show Me Standards."

The MAP includes Mathematics Assessments for Grades 3, 4, 5, 6, 7, 8 and 10; Communication Arts Assessments for Grades 3, 4, 5, 6, 7, 8 and 11; Science Assessments for Grades 5, 8, and 11. DESE requires MAP Communication Arts, and Science. DESE offers an Alternate Assessment, modified for Special Education students.

The MAP includes three types of test items: multiple-choice, constructed-response, and performance events:

Multiple-choice: The multiple-choice component of the assessment is the survey portion of a new nationally normed test developed by CTB-McGraw-Hill. It presents students with a question followed by four or five response options, one of which is correct.

Constructed-response: The constructed-response items require students to supply (rather than select) an appropriate response. Students will be asked to show their work in solving a problem. In addition to measuring students' content knowledge, constructed-response items can provide information about how students arrive at their answers.

Performance Events: The performance events used in Missouri's statewide assessment require students to work through more complicated problems. Performance events often allow for more than one approach to arrive at a correct answer. The advantage of this type of assessment is that it provides insight into a student's ability to apply knowledge and understanding in various situations.

The Missouri Department of Elementary and Secondary Education requires school districts to assess students on the Show-Me Standards and Grade Level Expectations (GLEs) that are not assessed on the MAP. The following is a listing of those Show-Me Standards that must be assessed locally.

### ***Communication Arts Content Standards***

5. Comprehending and evaluating the content and artistic aspect of oral and visual presentations such as story-telling, debates, lectures, multi-media productions),
6. Participating in formal and informal presentations and discussions of issues and ideas,
7. Identifying and evaluating relationships between language and culture.

### ***Fine Arts Content Standard***

3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

**Goal 1, Process Standard**

2. Conduct research to answer questions and evaluate information and ideas.

**Goal 2, Process Standard**

3. Exchange information, questions, and ideas while recognizing the perspectives of others,
5. Perform or produce works in the fine and practical arts,
6. Apply communication techniques to the job search and to the workplace,
7. Use technological tools to exchange information and ideas.

**Goal 4, Process Standards**

4. Recognize and practice honesty and integrity in academic work and in the workplace,
8. Explore, prepare for, and seek education and job opportunities.

All District curriculum requires an assessment consisting of multiple-choice, constructed response or performance events. A sample of the assessment must be included in the curriculum guide.

**TerraNova**

Beginning with the school year 2006-07, the District previously adopted student achievement test TerraNova will be administered in the spring at grade 9.

*TerraNova* subtests include:

*Reading/Language Arts*: measures reading comprehension, language, vocabulary, and study skills;

*Mathematics*: Section I measures computation, computation in context and estimation items. Section II measures a broad range of core skills including the use of manipulatives and calculators. Both sections require critical thinking, reasoning, and problem solving;

*Science*: measures inquiry skills, knowledge of physical science, life science, earth and space science, science and technology, science in personal and social perspectives and the history and nature of science. This subtest requires higher-order thinking skills and the ability to analyze, infer, synthesize, and evaluate;

*Social Studies*: measures understanding of the interrelationships of history, geography, government, and economics. This subtest requires ability to interpret, synthesize, and evaluate information.

Scores are both norm- and curriculum-referenced.

### ***K-BIT: Kaufman Brief Intelligence Test***

The K-BIT is a brief, individually administered screening of verbal and nonverbal intelligence for ages 4 through adult. The Vocabulary Subtest (Verbal) contains expressive Vocabulary and Definitions. It measures crystallized thinking -- knowledge of words and their meanings. The Matrices Subtest (Nonverbal) measures fluid thinking -- the ability to solve new problems through perceiving relationships and completing analogies. Administration time ranges from 15 to 30 minutes. Scores are reported on the typical IQ range where the mean = 100 and the standard deviation = 15. The K-BIT is administered by District counselors to students for the purposes of:

1. assessing student's cognitive skill level;
2. screening to substantiate referral to Special School District; and
3. meeting entrance requirements for gifted academic programs.

### **GRADES TWO through EIGHT**

#### **Gifted and Talented Education Program (GATE)**

To make identification of the gifted student an objective, systematic, and defensible process and to assure that the same selection standards are applied to all students across the District, the following Referral and Identification Process is utilized:

#### **Gifted Referral and Identification Process:**

Step 1: Initial Screening: Beginning in 2006-07, a student whose math total or reading total score on the Stanford 9 or comparable achievement test is at the 96% national percentile or higher will take the William's CAP (Creativity Assessment Packet) - Divergent Thinking Section only. When a parent gives permission for his/her child to take the CAP, the parent will be asked to complete a student information survey. A student scoring 94 points or more on the CAP will be in the Step 1 Eligibility Pool.

Step 2: A student in the Step 1 Eligibility Pool will take the WISC-IV, an individual intelligence test. A student whose WISC-IV score is 127 or higher will be eligible to participate in the District GATE program. A student's eligibility for the district GATE program extends through the eighth grade. If funding is limited, enrollment will be based on a rank order of WISC-IV scores.

A student in the Step 1 Eligibility Pool who scored below 127 on the WISC-IV, may retake the WISC-IV prior to the start of sixth grade.

A student enrolled in the District GATE program prior to SY 2000-2001 may continue in the program through eighth grade.

#### **Tungsten Learning Benchmark Assessment**

The Tungsten Learning Benchmark Assessment System features monthly online benchmark assessments in mathematics and reading for grades 2-8. The assessments are written to the Missouri Show Me Standards and Grade Level Expectations. The program provides immediate feedback on group and individual student performance. Teachers are given teaching notes and instructional strategies to use in the classroom.

### **GRADES THREE through SIX**

#### **Stanford Achievement Test 9 (Ninth Edition)**

The Stanford Achievement Test 9 (Stanford 9 or SAT 9) is a nationally normed, multiple-choice academic achievement test battery written to the same standards that are captured in the Show-Me Standards. The Stanford 9 results provide a detailed look at what students know and can do. The District will utilize the Abbreviated Battery, Form S, subtest for Reading, Vocabulary and Comprehension to meet the DESE requirements for assessing students not reading on grade level at the end of third grade and transfer-in students not reading on grade level at the end of fourth, fifth and sixth grades. However, all students in grades 3, 4, 5, and 6 will be tested with the Stanford 9 in the spring of each year. Second grade students will take Stanford 9 in the fall to determine eligibility for GATE.

### **GRADES SEVEN and EIGHT**

#### **Scholastic Reading Inventory**

The Scholastic Reading Inventory (SRI) is a nationally normed, reading comprehension test that can be administered quickly as a pre- and post-test to assess and monitor a student's reading level for grades 7-8. The SRI test will be administered in an on-line lab setting in approximately 45 minutes and the computer-generated results are compiled in 20 minutes.

The SRI's fall testing date is designed to give teachers immediate feedback as to students' reading level upon entering grades 7 and 8. The spring post-test measures one year's growth. The SRI uses authentic fiction and non-fiction text passages for validity, provides results including a suggested reading list for each student based on the Lexile Framework for Reading and supports the requirements of the No Child Left Behind Act of 2002.

### **GRADE SEVEN**

At Grade Seven, students have the opportunity to complete the *ACK!TIVITY BOOK* (American Careers for Kids), which serves as a foundation to completing *EXPLORE*, a career assessment instrument described in the following section. Although not strictly an assessment tool, the *ACK!TIVITY BOOK* is included in this document because it is an important element in the process of helping students to identify academic strengths and general interests.

As students work through the *ACK!TIVITY BOOK*, they complete work sections on *Arts and Communications, Business, Management and Technology, Health Services, Human Services, Industrial and Engineering Technology, Natural Resources/Agriculture* and a *Business Game*. In each section, students solve problems and complete projects in language arts, math, science, social studies and life/work skills which relate to each career area. In addition, one section is devoted to "*Think About Yourself*", which helps students to identify interests and aptitudes which match skills and talents required for success in various career fields. The final activity, "*Exploring a Career Path*", guides students through a process which distills and integrates information gained from the career/academic assessment and the self-exploration components.

## **GRADE EIGHT**

*EXPLORE* is a standardized academic/career inventory which serves as a point of entry into the American College Testing Program's (ACT) Educational Planning and Assessment System. Used together, *EXPLORE*, *PLAN* (administered at 11<sup>th</sup> grade) and the *ACT* (for 12<sup>th</sup> graders) serve as an interrelated sequence of instruments which monitors, documents and assesses student development from eighth grade until graduation from high school.

*EXPLORE* contains four multiple-choice subtests in *English*, *Mathematics*, *Reading* and *Science Reasoning*. These subtests are designed to measure students' curriculum-related knowledge and the cognitive skills important for future education and careers.

The *EXPLORE English* subtests measures understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style).

The *EXPLORE Mathematics* subtests measures the student's mathematical reasoning and emphasizes quantitative reasoning rather than memorization of formulas or computational skills, particularly those required for success in middle-school and high school.

The *EXPLORE Reading* subtest measures the student's level of reading comprehension as a product of referring and reasoning skills. The test requires students to derive meaning by referring to content and drawing conclusions, comparisons, and generalizations.

The *EXPLORE Science Reasoning* subtest measures scientific reasoning skills. Scientific information is presented by data representation (graphs, tables, and other schematic forms), research summaries (descriptions of related experiments), or conflicting viewpoints (expressions of related but inconsistent hypotheses).

The *EXPLORE Interest Inventory* helps students to identify and explore relevant job possibilities through a 90-item, self-analysis instrument. The *ACT World-of-Work Map* and interpretive materials facilitate the process of career exploration.

The *EXPLORE Needs Assessment* asks students to provide identification information as well as information about interests, needs, current education and career plans and selected background characteristics. This information builds profiles for individual students which serves as a valuable resource in counseling activities.

Scoring of *EXPLORE* is done by the American College Testing Program, and students are provided with individual Score Reports which serve as a foundation to planning for high school and beyond.

## **GRADE TEN**

### ***PLAN* (2 hours academic testing - 1 hour non-academic assessment)**

*PLAN*, (not an acronym) is an assessment tool offered by ACT. As a "pre-ACT" test, *PLAN* is a good predictor of performance on the ACT Assessment. *PLAN* includes academic tests in English, mathematics, reading science, and a career interest inventory. *PLAN* is designed to benefit all students, whether they plan to enter the workplace, military service, go to college, seek vocational training, or are still undecided about their future plans. *PLAN* is a required assessment for all 10<sup>th</sup> grade students. *PLAN* is administered at the building level during September through December.

## **GRADE ELEVEN**

### ***Armed Services Vocational Aptitude Battery (ASVAB) (approximately 3 hours)***

The Missouri Department of Elementary and Secondary Education requires that a vocational aptitude battery be administered to students as a part of their career development research. In addition to the PLAN, University City High School uses the *Armed Services Vocational Aptitude Battery (ASVAB)* because it can be administered at no cost to the District or students. The *ASVAB* is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and an exercise designed to help students explore the world of work. *ASVAB* results are reported to students and counselors on the *ASVAB Summary Results* sheet. This report shows grade-specific standard scores and score bands for all eight tests and three Career Exploration Scores, explanations of the scores and suggestions for their use. Two new features are My Educational and Career Plans and a Coursework Planner. The Coursework Planner helps students organize the information they need to begin making coursework decisions in line with their tentative career choices. A college Major Finder is also available to assist students who are planning to continue their education at a post-secondary institution. The *ASVAB* is administered at the high school by the military.

## **RECOMMENDED COLLEGE TESTING PROGRAM**

### **College Testing (SAT/ACT) Preparation Course**

University City High School offers a one semester elective course for SAT/ACT preparation. This course is offered both semesters every year.

### ***Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) (2 hours and 10 minutes - non-academic administration - 45 minutes)***

The *Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)* is a multiple choice test that measures critical reading, mathematical reasoning and writing.

Taking the *PSAT* provides juniors with a unique opportunity to practice for the SAT Reasoning Test; to obtain personalized feedback on academic skills to enhance learning and help prepare for the expectations of college; to participate in the Student Search Service, a secure, monitored service that connects students to colleges, universities and scholarship programs; to enter competitions for National Merit Scholarships and other recognition programs; to look at how their performance compares nationally to their sophomore or junior college-bound peers. The results include a report of scores, correct answers and the test booklet so that a student may review his/her performance, and MyRoad, an online college, major and career exploration tool.

The *PSAT* is an optional test for tenth and eleventh grade students, administered by the *PSAT* test coordinator at the high school on nationally designated testing dates.

### ***SAT Reasoning Test (formerly SAT-I) (3 hours and 45 minutes)***

The SAT Reasoning Test, administered seven times a year, consists of three sections: critical reading, math and writing. The SAT Reasoning Test measures the critical thinking skills and ability to analyze and solve problems that students need for academic success in college.

The SAT Reasoning Test is intended to provide an independent measure of a student's college readiness that is standardized across all students, schools, and communities, providing a common and objective scale for comparison.

The math section includes topics such as numbers and operations; algebra and functions; geometry and measurement, as well as data analysis, statistics, and probability. This section emphasizes topics such as linear functions, manipulations with exponents, and properties of tangent lines. Students are asked to apply concepts they have learned to solve problems in flexible ways, often in real-world applications. The test is scored using a 200 to 800 scale.

The one-hour writing section consists of one essay question and 49 multiple-choice questions. This section measures a student's mastery of developing and expressing ideas effectively. The essay measures skill in developing a point of view on an issue. The multiple-choice section assesses the ability to use language in a clear, consistent manner and to improve a piece of writing through revision and editing. Questions ask students to recognize sentence errors, to choose the best version of a piece of writing and to improve paragraphs. The writing section is scored using the 200 to 800 scale.

### ***SAT Subject Test***

The SAT Subject Tests are designed to measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, History, mathematics, science, and languages. Subject Tests are scored using a 200 to 800 scale. One to three of these exams may be required for college admission or placement.

### ***ACT (3 hours academic - 1 hour non-academic administration)***

This three hour, multiple choice test consists of four curriculum-based tests: English, Mathematics, Reading, Science Reasoning and an optional writing test. These standardized multiple-choice tests are based on the major areas of high school and post-secondary instructional programs. Results of the ACT yield subscores in English, Mathematics, Reading, and Science Reasoning as well as a composite score. The range for each is 1-36 with the composite representing an average of the four academic areas tested. An interest inventory and student assessment are included in the student's profile report. Taking the Writing Test will not affect students' scores on the multiple-choice tests in the ACT Assessment or their composite score. ACT is an optional test recommended for students in the spring of the eleventh grade and during the twelfth grade.

### ***Advanced Placement Program (AP)***

The Advanced Placement (AP) enables students to pursue college-level studies while still in high school. With 35 courses in 20 subject areas, AP offers many options for students from a wide array of interests and backgrounds to participate in a rigorous academic curriculum. Most U.S. colleges and universities grant credit, advanced placement, or both to students who earn qualifying scores of three or above on AP examinations (scores range from 1 to 5).

University City High School offers Advanced Placement Examination (AP) in May in the following subjects: United States History, Biology, Calculus AB, Calculus BC, Chemistry, English Language, English Literature, French Language, Latin Vergil, Physics B and/or C, and Spanish Language. The exams are administered by the designated District AP Coordinator.

# SYNOPSIS OF ASSESSMENT INSTRUMENTS

Grade Level	District	Early Ed. Title I	GATE	College/Career Testing	Health
Preschool		PAT Screening; DIAL-III, Allen Cards, Denver Devlp.			Vision/Hearing
Kindergarten	DIAL III, DRA, LAS, MACII	Rating Scale for Title I			Vision/Hearing
Grade 1	DRA, LAS, MACII				Vision/Hearing
Grade 2	Tungsten, Stanford 9, DRA, LAS, MACII		Stanford 9		
Grade 3	Tungsten, Stanford 9, DRA, LAS, MACII, MAP: CommArts, Math,		MAP, Stanford 9, WISC-IV, DTS		Vision/Hearing
Grade 4	Tungsten, Stanford 9, DRA, LAS, MACII, MAP: CommArts, Math		MAP, Stanford 9 WISC-IV, DTS		
Grade 5	Tungsten, Stanford 9, DRA, LAS, MACII, MAP: CommArts, Math, Science		MAP, Stanford 9 WISC-IV, DTS		Vision/Hearing
Grade 6	Tungsten, Stanford 9, DRA, LAS, MACII, MAP: CommArts, Math		MAP, Stanford 9 WISC-IV, DTS		
Grade 7	Tungsten, DRA, LAS, MACII, SRI, MAP: CommArts, Math		MAP, WISC-IV, DTS	ACK!TIVITY Book	Vision/Hearing
Grade 8	Tungsten, DRA, LAS, MACII, SRI, MAP: CommArts, Math, Science		MAP, WISC-IV, DTS	Explore	Scoliosis
Grade 9	TerraNova, LAS, MACII				Hearing
Grade 10	LAS, MACII, MAP: Math			PSAT/NMSQT, PLAN	
Grade 11	LAS, MACII, MAP: CommArts, Science			PSAT/NMSQT, ASVAB, SAT, ACT, AP	Hearing
Grade 12	LAS, MACII			SAT, ACT, AP	

**Abbreviation KEY:**

AP = Advanced Placement  
 ASVAB = Armed Services Vocational Aptitude Battery  
 DIAL-III = *Developmental Indicators for the Assessment of Learning - Revised*  
 DRA = Developmental Reading Assessment  
 DTS = Divergent Thinking Scale  
 LAS = Language Assessment Scales  
 MAC II = Maculaitis II

MAP = Missouri Assessment Program  
 PAT = Parents As Teachers  
 PSAT/NMSQT = *Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test*  
 SRI = Scholastic Reading Inventory  
 Tungsten = Tungsten Learning Benchmark Assessment  
 WISC-IV = Wechsler Intelligence Scale for Children, Fourth Edition

Revised: March 6, 2008  
 Revised: March 8, 2007  
 Revised: March 16, 2006  
 Revised: February 17, 2005  
 Revised: September 23, 2004  
 Revised: February 18, 2004  
 Revised: September 4, 2003  
 Revised: April 4, 2002  
 Revised: August 16, 2001  
 Approved: September 2, 1999  
 University City School Board

Evaluation Services

Assessment Plan

The Board directs the establishment of a district-wide educational testing program to be used as one indication of the success and quality of the total education program and its impact on student achievement and academic success.

In keeping with recommendations and requirements from the Department of Elementary and Secondary Education (DESE) concerning testing programs, the District will administer the *Missouri Assessment Program (MAP)* to all students in designated grades at specified levels throughout the K-12 program. Beginning with the 2005-06 school year, the Board adopts CTB/McGraw Hill's *Terra Nova* to be used as the locally administered standardized assessment to complement the *MAP* at grades 9-11 and *Tungsten Learning Benchmark Assessment* to be used as the locally administered standardized assessment to complement the *MAP* at grades 2-8. This will meet the DESE requirement for locally assessing student progress on those Show-Me Standards which are not assessed at the state level.

The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument(s) to be administered and the students who will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the District Office of Curriculum & Instruction during normal business hours.

Specifically, the purposes of the District assessment program are to facilitate and provide information for the following:

1. Student Achievement: to provide information about relative student achievement in order for parents/guardians, students, and teachers to have a baseline against which to monitor academic progress.
2. Student Counseling: to serve as a tool in the counseling and guidance of students for specific academic placement and planning for post-high school career education.
3. Instructional Change: to provide data which will assist in the evaluation of curriculum and when necessary, preparation of recommendations for instructional program changes.
4. School and District Assessment: to provide indicators of progress in the District toward established student achievement goals.

**Assessment Plan**

The Board directs that an Assessment Plan Regulation be developed which describes assessment guidelines and procedures as required by the Missouri State Department of Elementary and Secondary Education.

**Confidentiality**

Confidentiality will be maintained with regard to individual student test scores and other information derived from the District's assessment program.

01/19/06

Revised: February 2, 2006  
Reaffirmed: February 17, 2005  
Revised: December 2, 1999  
Adopted: September 2, 1999  
University City School Board