

District Assessment Plan



GRAIN VALLEY
SCHOOLS

Updated August, 2025

Purpose of the Assessment Program

[\(ref. Grain Valley Schools Board Policy IL\)](#)

Educators of Grain Valley Schools believe that assessment must be an ongoing, systematic, standards-based measure of student learning. Information about student learning and development will inform instruction, direct resources, and lead to improved student achievement.

The district supports the establishment of the Assessment Plan as one indicator of the success and quality of the total education in Grain Valley Schools. The assessment plan is designed to provide information for the following per Policy IL:

1. Student Achievement
2. Student Guidance
3. Instructional Change
4. School and District Evaluation
5. Accreditation

The Grain Valley Schools Assessment Program consists of a variety of assessment types and formats, including norm-referenced tests, criterion-referenced tests, nationally-developed tests, and locally-developed assessments in core content areas. The primary goal of the assessment program is to monitor and improve student performance and achievement. The plan also serves to provide the necessary information to improve curriculum and instructional practices. These two goals are inextricably linked and cannot be considered separately.

No single assessment or assessment type can serve all the information needs; therefore, the assessment program includes a wide range of instruments and procedures. Using multiple sources of assessment information can frame the answers to key student performance and school improvement questions, including:

- Is Grain Valley achieving at high levels academically?
- What academic areas need improvement?
- Are district and building educational programs improving learning outcomes for students?
- Are educational programs achieving the results for which they were designed?
- Which students need alternative instructional strategies or intervention?
- How much value is being added for Grain Valley students?

The answers to some questions carry high stakes for individual students and schools (i.e., district, state, and national accountability). The higher the stakes, the more vital it is to ensure that assessments used to gather information are reliable and valid for the intended use and administered in a standardized manner. Lower-stakes questions can be answered with frequent, informal assessments and varying assessment types because the answers to these questions do not carry such serious consequences (i.e.,

questions about trying a different instructional strategy). The purpose of an assessment is always considered when selecting/developing an assessment instrument and interpreting results.

DISTRICT ASSESSMENTS

Assessment	Overview	Purpose	Schedule & Time	How Data is Used and Shared
ACCUPLACER	ACCUPLACER is a comprehensive, computer-adaptive assessment tool used by colleges and universities to evaluate a student's current skill levels in reading, writing, and mathematics. Its primary purpose is course placement, meaning it helps college administrators and academic advisors determine which level of courses a student should initially take to ensure their success.	By accurately identifying skill levels, ACCUPLACER aims to prevent students from being placed into courses they are not ready for (leading to frustration and potential failure). Prevent students from being placed into courses that are too easy (saving time and money on unnecessary developmental coursework). Provide students and advisors with a clear picture of academic strengths and areas that might need improvement.	*Opportunity to Excel Day [OTED] (Fall) <i>[OTED]: On a dedicated fall date, GVHS students follow an alternative schedule to complete an assessment that informs their future academic and career plans.</i>	<ul style="list-style-type: none"> ● Optional assessment ● Students receive results as an immediate print out at MCC ● Information may be shared with colleges/universities
ACT	ACT tests collect and report a wide range of information on a student's academic achievement, interests, and educational goals. Tests cover academic areas, career analysis, and measure skills needed for success in college.	ACT scores are used to meet college entrance requirements, as well as state APR used for district data.	<i>ACT at GV</i> (October for Seniors and March for Juniors) & other Nationally scheduled dates	<ul style="list-style-type: none"> ● Optional assessment ● Students receive results through a MYACT account ● Scores will be sent to GVHS and student selected colleges/

				<ul style="list-style-type: none"> • universities
AP Exams	The Advanced Placement program is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material through involvement in an AP course and then allows them to show what they have learned by taking the AP exam in May.	College Preparation Post-secondary credit advancement	Nationally Scheduled (Spring)	<ul style="list-style-type: none"> • Assessment is taken as part of any GVHS AP course (List of AP courses) • Students receive results through a College Board account • Scores will be sent to GVHS and student selected colleges/ universities
ACT WorkKeys	ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics, and essential skills. WorkKeys helps identify how students' skills compare to the requirements of job skills.	All students will take the WorkKeys assessments during their Junior year in high school.	Opportunity to Excel Day [OTED] - Junior year	<ul style="list-style-type: none"> • Assessment will be taken as part of the GVHS Eagle Time program • Students receive scores from their test administrator
ASVAB	The ASVAB is not just a test to take for those students planning on joining the military. For college-bound students, the ASVAB may well help them decide on a college major/minor. The ASVAB is an aptitude test. Students who are still undecided	Used to assist college-bound students in selecting a college major/minor and identifying abilities for career choice for students not college-bound.	Opportunity to Excel Day [OTED]	<ul style="list-style-type: none"> • Optional assessment for those interested in a career in the military • Results are distributed to

	as a junior are encouraged to consider the ASVAB as a career exploration tool.			students by their Eagle Time teacher
CTE	Career and Technical Education (CTE) courses are specialized high school programs that combine academic learning with practical, hands-on training directly related to specific career fields. Students enrolled in CTE courses at GVHS will be given EOC (end of course exam) or IRC (industry recognized credential) assessments to meet the requirements for dual credit and/or credentials.	<p>The following End-of-Course (EOC) and Interim Required Curriculum (IRC) assessments are administered annually in their respective courses:</p> <ul style="list-style-type: none"> ➤ Advanced Marketing - NOCTI ➤ Graphic Arts - NOCTI ➤ Apparel & Textiles - AAFCS ➤ Early Child Internship - AAFCS ➤ Culinary - AAFCS ➤ Culinary - ProStart 1 & 2 ➤ Intro to Engineering Design - PLTW EOC ➤ Principles of Engineering - PLTW EOC ➤ Digital Electronics - PLTW EOC ➤ Civil Engineering & Architecture - PLTW EOC ➤ Principals of BioMed - PLTW EOC ➤ Human Body Systems - PLTW EOC ➤ Medical Interventions - PLTW EOC ➤ Computer Science - PLTW EOC ➤ Cybersecurity - PLTW 	April/May (Spring)	<ul style="list-style-type: none"> ● EOC and IRC are required in order to earn dual credit and/or credentials and certificates ● Students are given preliminary scores by the test proctor

		<p>EOC</p> <ul style="list-style-type: none"> ➤ Computer Science Principles - PLTW EOC ➤ Computer Science-A - PLTW EOC 		
KEA	<p>Kindergarten Entry Assessment (KEA) is a one-time assessment designed to measure a child's skills and behaviors within the first few weeks of entering kindergarten. Using KEA data can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten. This is a state requirement.</p>	<p>Kindergarten students will be screened using the KOF (Kindergarten Observation Form) in the first thirty days of school by their teacher. The results of this assessment will be used to inform instruction and the readiness level of our kindergarteners.</p>	<p>First 30 days of the school year (Fall)</p>	<ul style="list-style-type: none"> ● Required by DESE's Office of Childhood Education ● Results are shared with DESE, and classroom teachers use them to refine instruction
Kindergarten Screening	<p>Locally developed screener to determine kindergarten readiness.</p>	<p>Incoming Kindergarten students</p>	<p>Spring of each school year, during Kindergarten round-up</p>	<ul style="list-style-type: none"> ● Students are required to be screened as part of the kindergarten enrollment process ● The results inform administrators, teachers, and counselors, enabling them to ensure kindergarten

				readiness and to effectively balance class placements
EOC	<p>End-of-Course Exam - End-of-Course assessments are taken when a student has received instruction on the Missouri Learning Standards for a course, regardless of grade level. Students in Missouri, including Missouri Option Program students, have four End-of-Course assessments that are required before high school graduation: Algebra I, Biology, English II, and Government.</p> <p>For students who complete the Algebra I EOC assessment before high school, Algebra II is the required high school mathematics assessment for accountability purposes.</p>	<p>Assessments used in Missouri are designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual student strengths and weaknesses concerning the instruction of the MLS and to gauge the overall quality of education throughout Missouri.</p> <p>All assessments are administered online unless determined by an IEP/504 plan or otherwise noted.</p>	April/May (Spring)	<ul style="list-style-type: none"> EOC are required for graduation and accountability in Algebra I, Biology, English II, and Government <i>(Or, Algebra II for students who previously completed Algebra I in middle school)</i> Student-level reports are provided to families in the summer following spring testing
HiSET	The HiSET® exam is one of three tests U.S. states and territories use to measure high school equivalency skills. The General Educational Development (GED®) and the Test Assessing Secondary Completion® (TASC™) are the	Students participating in the Missouri Options program through Sni Valley Academy are eligible to prepare and sit for the HiSET exam.	When students have met benchmark requirements, they are eligible.	<ul style="list-style-type: none"> This high school equivalency exam is given to students who do not complete the traditional high

	other options.			<p>school courses and want to be considered for a state-issued diploma</p> <ul style="list-style-type: none"> • Students receive their raw scores immediately
Imagine Learning: Language and Literacy	Embedded in the regular use of the adaptive computer program are three testing windows: fall, winter, and spring. These provide benchmark data for all students and Lexile scores for more proficient readers.	Additional data for K-5 students participating in the ELD program.	Interim Testing (three times per year)	<ul style="list-style-type: none"> • Required for K-5 ELD students • Results are shared with the ELD teacher to adjust instruction and support
iReady <i>Fall, Winter, Spring</i>	iReady - i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product. iReady is computer-adaptive and serves as our universal screener and progress monitor for grades K-6 in math and reading.	iReady is administered in the first 30 and last thirty days of school for all students in grades K-3. iReady is also used as a universal screener for students in K-6 to determine Tier 1 (class-wide), Tier 2 (small group or individual), and Tier 3 interventions in reading and math. iReady is used in grades 7-9 as a diagnostic for those with a deficit.	Interim Testing (three times per year)	<ul style="list-style-type: none"> • Required by DESE in grades K-3 and required by the district in grades 4-6 • Results are shared with families at the close of each testing window

<p>MAP <i>April - May</i></p>	<p>Missouri Assessment Program - The Grade-Level assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri. All students in grades 3-8 in Missouri public and charter schools take the Grade-Level assessment.</p> <ul style="list-style-type: none"> • English language arts (ELA) is administered in grades 3-8. • Mathematics is administered in grades 3-8. • Science is administered in grades 5 and 8. 	<p>MAP was created to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and evaluate student progress toward those standards. Assessment results are used to improve teaching and learning and to evaluate school and district programs.</p>	<p>April/May (Spring)</p>	<ul style="list-style-type: none"> • Required by DESE in grades 3-8 • Student level reports are shared with families in the summer following spring testing
<p>MAP-A (Alternate) <i>Ongoing through May</i></p>	<p>MAP-A (Dynamic Learning Maps/SLM) - MAP-A is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria. No student may be tested outside of his or her assigned grade level. The MAP-A must be</p>	<p>The Dynamic Learning Maps (DLM®) alternate assessment project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career</p>	<p>April/May (Spring)</p>	<ul style="list-style-type: none"> • Required by DESE in grades 3-8 • Student level reports are shared with families in the summer following spring testing

	<p>administered by educators in three content areas:</p> <ul style="list-style-type: none"> • English language arts in grades 3-8 and 11 • Mathematics in grades 3-8 and 11 • Science in grades 5, 8, and 11 	<p>readiness standards in English language arts, mathematics, and science.</p>		
Practice ACT	<p>Juniors who are college-bound can take the Practice ACT. The Practice ACT tests collect and report a wide range of information on a student's academic achievement, interests, and educational goals. Tests cover academic areas, career analysis, and measure skills needed for success in college.</p>	<p>The Practice ACT is offered to college bound students to predict college readiness, provide data for teachers to improve instruction, and assist students in identifying areas for possible career choices.</p>	<p>Opportunity to Excel Day [OTED]</p>	<ul style="list-style-type: none"> • Optional assessment for juniors who are college-bound • Results are shared with students by their Eagle Time teacher
PreACT	<p>All sophomores are given the PreACT. The PreACT measures critical reading, mathematics, and writing skills.</p>	<p>The PreACT is given to all sophomores to predict college readiness, provide data for teachers to improve instruction, and assist students in identifying areas for possible career choices.</p>	<p>Opportunity to Excel Day [OTED]</p>	<ul style="list-style-type: none"> • Optional assessment for sophomores who are college-bound • Results are shared with students by their Eagle Time teachers
PLAN	<p>All freshmen are given the</p>	<p>The PLAN test helps identify</p>	<p>Opportunity to</p>	<ul style="list-style-type: none"> • All freshmen

	<p>PLAN. The PLAN measures critical reading, mathematics, and writing skills. The College Readiness Standards Report helps students identify whether or not they are on track and prepared for college level courses by graduation. Students can identify what they have learned, what they are ready to learn next, and what they must learn to be prepared for college. The PLAN test score can be used to qualify for Missouri Scholars. In addition, the data can be used by teachers to help improve instruction if weak areas are identified by a significant number of students. By using the data from the PLAN, early intervention can occur to help students get enrolled in classes that will improve their skills.</p> <p>The PLAN also has an interest inventory which helps students identify areas for possible career choices. Often students do not consider all the possible career choices because they have not been exposed to the information. As part of the career counseling curriculum, students are encouraged to research the top</p>	<p>individual student strengths and weaknesses and is used as a resource in four-year course of study planning.</p>	<p>Excel Day [OTED]</p>	<p>are given the PLAN test to inform their four-year course selection</p> <ul style="list-style-type: none"> • Results are shared with students by their Eagle Time teacher
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	three career paths identified on the PLAN World of Work Chart.			
PSAT	The PSAT measures critical thinking skills, including critical reading, math problem-solving, and writing skills. The individualized score report includes personalized feedback on skills that need attention, along with suggestions for improvement. Students also have free access to a personalized planning kit based on their test results to help improve skills and research colleges. In addition, the PSAT includes AP Potential Report which identifies students who can be successful in AP courses based on test scores. Teachers can also use the Summary of Answers and Skills to improve instruction if a significant number of students do not perform well in an area.	The PSAT is an optional test for freshmen, sophomores, and juniors. Sophomores can use the test scores to qualify for Missouri Scholars. <i>The PSAT is the only qualifying test for juniors competing for the National Merit Scholarship Program.</i>	October	<ul style="list-style-type: none"> • We encourage the top 15-20% of the sophomore class to take the test in preparation for the National Merit Scholars. Sent to school & students • Scores are sent to the school and shared with students and families of those who participate
SAGES-3	The SAGES-3 measures aptitude. Aptitude is measured via the reasoning subtest. The child is asked to solve analogical problems by identifying relationships among pictures and figures. The child selects answers from a series of pictures, symbols, or words.	The SAGES-3 assessment is a creativity, reasoning, and problem-solving assessment used for further evaluation following universal screening for the Eagle Talent (gifted program) in grades 2-5.	Given in the fall (3rd & 4th) & spring (2nd & 5th) as a piece of data in the second stage of our gifted education screening process.	<ul style="list-style-type: none"> • The 120 cut score is used, and this assessment is a piece of information indicating

	<p>While untimed, the reasoning subtest requires approximately 30 minutes to administer. The SAGES-3 reasoning subtest can be administered in small groups or individually.</p>			<p>further evaluation is needed for district gifted program</p> <ul style="list-style-type: none"> • A letter is sent to families after the second stage of testing to share that further evaluation is needed, or that no further evaluation is needed
<p>TORRANCE TEST OF CREATIVE THINKING (TTCT)</p>	<p>The Torrance Test of Creative Thinking (TTCT) is designed to identify and evaluate a student's creative potential using a figural test. The figural test has three subtests - picture construction, picture completion, and parallel lines. These subtests are scored on originality, elaboration, fluency, and flexibility. The test takes approximately 40 minutes to administer. The TTCT can be given individually or in small</p>	<p>The TTCT assessment is used as the second level of screening for the Eagle Talent (gifted program) in grades 2-5.</p>	<p>Given in the fall (3rd & 4th) & spring (2nd & 5th) as a piece of data in the second stage of our gifted education screening process.</p>	<ul style="list-style-type: none"> • The 90th percentile is used, and this assessment is a piece of information indicating further evaluation is needed for the

	groups.			<p>district gifted program</p> <ul style="list-style-type: none"> • A letter is sent to families after the second stage of testing to share that further evaluation is needed, or that no further evaluation is needed
<p>WIDA - Access for ELLs <i>January - March annually</i></p>	<p>World-Class Instructional Design and Assessment The English language proficiency assessment that DESE has selected to meet the requirements of ESSA to annually assess Missouri's students who are eligible for ELL services</p>	Used to determine eligibility for services for English Language Learners and instructional planning.	Winter	<ul style="list-style-type: none"> • Required as part of federal and state eligibility • Results are shared with DESE, ELD teachers, and ELD families
<p>WISC-V</p>	<p>Wechsler Intelligence Scale for Children - An intelligence test that can be administered to children between the ages of 6 and 16; can be completed</p>	Used in conjunction with achievement testing to determine discrepancies between ability and academic performance; can also be used	Given in the fall (3rd & 4th) & spring (2nd & 5th) as a piece of data in the final stage	<ul style="list-style-type: none"> • The 125 cut score is used, and this assessment

	<p>without the need for reading or writing. Made up of 10 core subtests and five supplemental tests that yield not only a Full Scale IQ but also composite scores that give useful information in the areas of Verbal Comprehension, Perceptual Reasoning, Processing Speed, and Working Memory.</p>	<p>to determine possible explanations for problems, uncover co-morbid issues, and supply valuable information in setting goals for students with special needs. It is also used to identify students for the Gifted Program.</p>	<p>of assessment for our gifted education screening process.</p>	<p>t is the final piece of data in our evaluation process for the district gifted program</p> <ul style="list-style-type: none"> ● A letter is sent to families after the WISC is administered to share qualification status for the district gifted education program
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Test Security

All Benchmark, Standardized, and State Tests will remain secure within the Grain Valley Schools. Benchmark testing will be coordinated by the District Test Coordinator, Building Test Coordinator, and Building Teachers. Standardized and State Testing will be coordinated by the District Test Coordinator and Building Test Coordinator. Staff members will receive training on distribution, usage, and collection of all testing materials prior to testing. All parties involved must comply with [Board Policy ILA](#).