

Neelyville R-IV School District

TIGERS

Together **I**nspiring **G**rowth **E**nsuring **R**epeated **S**uccess

District Assessment Plan 2025-2026



Approved by the Board of Education - March 17, 2025

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Updates

2025-2026 Update(s) Include:

WIDA Screener and WIDA ACCESS - Added to all grade levels under Assessment Descriptions beginning with Kindergarten on page 6 continuing through page 28.

2024-2025 Update(s) Include:

Implementation of i-Ready as the state-approved reading readiness assessment replacing Aimsweb Plus in grade levels K-6.

Introduction

Rationale: The Board supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- A comprehensive testing program that monitors a variety of achievement targets for a variety of purposes;
- Data-driven decision-making in regard to curriculum, assessment, instruction, and programs;
- Teachers and administrators who are knowledgeable about analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- Increase public awareness of student achievement.

Overview: The district's local assessment plan includes all components as specified. In compliance, the district's local assessment plan includes:

- A description of tests included in the district-wide assessment program, the purpose of each, and how the result will be used;
- Guidelines for including students with special needs into the state and district-wide assessment programs;
- A description of how and in what subjects the district is assessing the Show-Me Standards which are not assessed by the MAP;
- guidelines for staff development in relation to state and local assessment;
- Guidelines for teaching test-taking strategies;
- A test security policy.

The district's local assessment plan includes an additional component. One component addresses the motivation of students to do well on state and local tests. The inclusion of this component provided some sense of direction for possible ways and means of motivating students.

Process and involvement: *The district used varied processes to develop the different components of the local assessment plan. Representatives from the district attended a workshop on how to create a local assessment plan. The district used some ideas from this workshop and input received from various entities within the district to create its local assessment plan. At some point in the process, the district used input from teachers, administrators, parents, the school board/community, and students to develop its local assessment plan. It is the belief of the district, the local assessment plan reflects local autonomy and will bring about valued outcomes.*

Assessment Descriptions and Results

PRESCHOOL			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dial 4	Developmental Screening	To determine developmental stages of preschool and early childhood age kids.	The results are given to the parents and discussed with them. Information is placed in permanent records.
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
Speech and Language Screening	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Azusa Scale - Form G	To determine age equivalency for pre-schoolers or children who can not take a verbal or non-verbal I.Q. test.	To determine age equivalency for pre-schoolers and for children who are not able to take verbal or non-verbal I.Q. test.	Results are given to parents and placed in the permanent records.
Parent Questionnaire/ Observation & Oral Screening	To gather the most recent health and personal information about students to update records, assist with referral	To compile a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.

KINDERGARTEN			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
Speech and Language Screening	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	Results are shared with parents and placed in the permanent records.
Audiometer	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are shared with parents and placed in the permanent records.
Snellen Chart	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are shared with parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Observation & Oral Screening	To gather the most recent health and personal information about students to update records, assist with referral	To compile a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are shared with parents and placed in the permanent records.
WIDA Screener for Kindergarten <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a language other than English is spoken or understood by the student.	The results are used to determine whether the student meets the eligibility criteria be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
Kindergarten ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

FIRST GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
Speech and Language Screening	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Observation & Oral Screening	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a language other than English is spoken or understood by the student.	The results are used to determine whether the student meets the eligibility criteria to be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

SECOND GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
Speech and Language Screening	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Observation & Oral Screening <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a language other than English is spoken or understood by the student.	The results are used to determine whether the student meets the eligibility criteria to be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

THIRD GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
MAP ELA (<i>English Language Arts</i>) MAP Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall students achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with students reports.
Speech and Language Screening	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Heights and Weights	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who</i>	To identify students who are potentially English learners as	The results are used to determine whether the student meets the eligibility criteria be placed in the	Test results are shared with classroom teachers, principals, reading and math specialists, and

<i>complete the LUS</i>	noted during enrollment that a language other than English is spoken or understood by the student.	district Language Instruction Educational Program (LIEP) and take the ACCESS.	resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

FOURTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
MAP ELA (English Language Arts) MAPMath	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall students achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with students reports.
Speech and Language Screening	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Heights and Weights	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a	The results are used to determine whether the student meets the eligibility criteria to be placed in the district Language Instruction Educational Program (LIEP) and	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed

	language other than English is spoken or understood by the student.	take the ACCESS.	in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

FIFTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
MAP ELA (English Language Arts) MAPMath MAP Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall students achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with students reports.
Fitness Test	All 5th grade students enrolled in a PE class will take the fitness test as required by state mandate	The results will be sent in core data reports to DESE and will be used to evaluate programs and the content of the curriculum.	The results will be included in the annual review by the board. The students will be informed as to the results of their fitness test.
Speech and Language Screening Referrals Only	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Heights and Weights	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.

WIDA Screener Online <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a language other than English is spoken or understood by the student.	The results are used to determine whether the student meets the eligibility criteria be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

SIXTH GRADE			
ASSESSMENT NAME	ASSESSMENT NAME	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
MAP ELA (English Language Arts) MAPMath	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall students achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with students reports.
Speech and Language Screening <i>Referrals Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
i-Ready	To identify students who may be at risk for a reading and/or math deficiency	The results are used to determine which students would benefit from extra reading and/or math instruction outside of classroom instruction.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Heights and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a language other than English is spoken or	The results are used to determine whether the student meets the eligibility criteria to be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

	understood by the student.		
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

SEVENTH GRADE

ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
MAP ELA (<i>English Language Arts</i>) MAPMath	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with students' reports.
Fitness Test	All 7th grade students enrolled in a PE class will take the fitness test as required by state mandate	The results will be sent in core data reports to DESE and will be used to evaluate programs and the content of the curriculum.	The results will included in the annual review by the board. The students will be informed as to the results of their fitness test.
Progress Learning	To identify students who may be struggling with mastery of reading, math, science, and/or social studies Missouri Learning Standards.	The results are used to determine which students would benefit from differentiated and/or additional instruction.	Test results are shared with core team teachers, tiger time teacher, principals, and resource teachers. Information could be disseminated to parents as needed.
Speech and Language Screening <i>Referral Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>Referral Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>Referral Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Parent Questionnaire/ Heights and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To compile a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online	To identify students who are potentially English	The results are used to determine whether the student meets the	Test results are shared with classroom teachers,

<i>New Students who complete the LUS</i>	learners as noted during enrollment that a language other than English is spoken or understood by the student.	eligibility criteria be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

EIGHTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
MAP ELA (<i>English Language Arts</i>) MAP Math MAP Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs, and overall students achievement.	Results from the MAP assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with students reports.
Speech and Language Screening <i>Referral Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>Referral Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>Referral Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Progress Learning	Benchmark tool to identify students who may be struggling with mastery of reading, math, science, and/or social studies Missouri Learning Standards.	The results are used to determine which students would benefit from differentiated and/or additional instruction.	Test results are shared with core team teachers, tiger time teacher, principals, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Heights and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who complete the LUS</i>	To identify students who are potentially English learners as noted during enrollment that a language	The results are used to determine whether the student meets the eligibility criteria be placed in the district Language Instruction	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as

	other than English is spoken or understood by the student.	Educational Program (LIEP) and take the ACCESS.	needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

NINTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
Fitness Test	All 9th grade students enrolled in a PE class will take the fitness test as required by state mandate	The results will be sent in core data reports to DESE and will be used to evaluate programs and the content of the curriculum.	The results will included in the annual review by the board. The students will be informed as to the results of their fitness test.
End of Course Exam Per Specific Course	This assessment measures students knowledge about the grade level expectations from specific subject areas.	The tests results will be used to modify teacher lessons based on the MLS and students results. The test results will be 10% of students grade for final grade.	Test results are shared with classroom teachers, principals, students and parents.
Speech and Language Screening <i>Referrals Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Progress Learning	Benchmark tool to identify students who may be struggling with mastery of reading, math, science, and/or social studies Missouri Learning Standards.	The results are used to determine which students would benefit from differentiated and/or additional instruction.	Test results are shared with core team teachers, tiger time teacher, principals, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/ Heights and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener	To identify students who	The results are used to	Test results are shared with

Online <i>New Students who complete the LUS</i>	are potentially English learners as noted during enrollment that a language other than English is spoken or understood by the student.	determine whether the student meets the eligibility criteria be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

TENTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
End of Course Exam Per Specific Course	This assessment measures students knowledge about the grade level expectations from specific subject areas.	The tests results will be used to modify teacher lessons based on the MLS and students results. The test results will be 10% of students grade for final grade.	Test results are shared with classroom teachers, principals, students and parents.
Counselor Questionnaire	Career Interest Inventory	The results are used by students to research and provides career explooration opportunites.	Student can print inventory reports as they work on the program.
Speech and Language Screening <i>Referrals Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrent a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriatley identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Progress Learning	Benchmark tool to identify students who may be struggling with mastery of reading, math, science, and/or social studies Missouri Learning Standards.	The results are used to determine which students would benefit from differentiated and/or additional instruction.	Test results are shared with core team teachers, tiger time teacher, principals, and resource teachers. Information could be disseminated to parents as needed.
Parent Questionnaire/Height s and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To complice a Studetn Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online <i>New Students who</i>	To identify students who are potentially English learners as noted during	The results are used to determine whether the student meets the elegibiligy criteria be placed in	Test results are shared with classroom teachers, prinicipals, reading and math specialists,

<i>complete the LUS</i>	enrollment that a language other than English is spoken or understood by the student.	the district Language Instruction Educational Program (LIEP) and take the ACCESS.	and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

ELEVENTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
ACT American College Test	College Prep	Result can be used by colleges to offer scholarships and results can offer high school incentives as well.	Students are given score reports from the ACT with an explanation letter.
End of Course Exam Per Specific Course	This assessment measures students knowledge about the grade level expectations from specific subject areas.	The tests results will be used to modify teacher lessons based on the MLS and students results. The test results will be 10% of students grade for final grade.	Test results are shared with classroom teachers, principals, students and parents.
Progress Learning	Benchmark tool to identify students who may be struggling with mastery of reading, math, science, and/or social studies Missouri Learning Standards.	The results are used to determine which students would benefit from differentiated and/or additional instruction.	Test results are shared with core team teachers, tiger time teacher, principals, and resource teachers. Information could be disseminated to parents as needed.
Speech and Language Screening <i>Referral Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for a speech/language/voice/or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>New Students Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>New Students Only</i>	To appropriately identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Parent Questionnaire/ Heights and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To complete a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener Online	To identify students who are potentially	The results are used to determine whether the student meets the	Test results are shared with classroom teachers, principals,

<i>New Students who complete the LUS</i>	English learners as noted during enrollment that a language other than English is spoken or understood by the student.	eligibility criteria be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

TWELFTH GRADE			
ASSESSMENT NAME	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Dyslexia Screening (see Dyslexia Plan)	To measure student's academic achievement	The results are used to determine which students would benefit from extra reading instruction.	The SESAT Test results are disseminated to the parent of each child and to each classroom teacher for review.
End of Course Exam Per Specific Course	This assessment measures students knowledge about the grade level expectations from specific subject areas.	The tests results will be used to modify teacher lessons based on the MLS and students results. The test results will be 10% of students grade for final grade.	Test results are shared with classroom teachers, principals, students and parents.
ASVAB Aremend Service Vocational Aptitude Battery	The Military uses the score for enlisting purposes to match enlistee with assigned job and entry (for most must by 31)	Students are given the results with a workbook. They may use the results/workbook for career exploration.	Students are given their score report and workbook in a large brown envelope with a letter encouraging them to complete the book for career exploration.
ACT American College Test	College Prep	Result can be used by colleges to offer scholarships and results can offer high school incentives as well.	Students are given score reports from the ACT with an explanation letter.
Progress Learning	Benchmark tool to identify students who may be struggling with mastery of reading, math, science, and/or social studies Missouri Learning Standards.	The results are used to determine which students would benefit from differentiated and/or additional instruction.	Test results are shared with core team teachers, tiger time teacher, principals, and resource teachers. Information could be disseminated to parents as needed.
Counselor Questionnaire	Career Interest Inventory	The results are used by students to research and provides career explooration opportunites.	Student can print inventory reports as they work on the program.
Speech and Language Screening <i>Referral Only</i>	Speech and Language Screening	The results are used to determine (at each grade level) which students would benefit from a referral for speech/language/voice/ or fluency evaluation.	The classroom teachers are notified of the screening results and so are the parents.
Audiometer <i>Referral Only</i>	To appropriately identify students with a hearing problem.	To determine if a student has a significant enough hearing problem to warrent a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Snellen Chart <i>Referral Only</i>	To appropriatley identify students with a vision problem.	To determine if a student has a significant enough vision problem to warrant a referral for professional screening and possible treatment.	Results are given to parents and placed in the permanent records.
Parent Questionnaire/ Heights and Weights <i>New Students Only</i>	To gather the most recent health and personal information about students to update records, assist with referral	To compile a Student Health Concerns List for teachers and staff to make familiar those students with existing health problems.	Results are given to parents and placed in the permanent records.
WIDA Screener	To identify students who	The results are used to determine	Test results are shared with

Online <i>New Students who complete the LUS</i>	are potentially English learners as noted during enrollment that a language other than English is spoken or understood by the student.	whether the student meets the eligibility criteria be placed in the district Language Instruction Educational Program (LIEP) and take the ACCESS.	classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.
ACCESS for ELs (English Learners)	To monitor student progress in acquiring academic English in the domains of speaking, listening, reading, and writing	The results are used help educators make decisions about student academic language and facilitate language development.	Test results are shared with classroom teachers, principals, reading and math specialists, and resource teachers as needed. Information will be disseminated to parents and placed in the students permanent records.

Assessment and Screenings Timeline

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Preschool	Dial 4 (Developmental Indicators for the Assessment of Learning) 4th Edition	Developmental Screening	August - May	Teacher
	Observation	Speech/Language	August - May	Speech Pathologist
	Audiometer	Hearing	August - May	Nurse
	Snellen Chart/ HOTV	Vision	August - May	Nurse
	Parent Questionnaire / Observations Oral Screening	Health	August - May	Nurse

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Kindergarten	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language	Fall	Speech Pathologist
	Audiometer	Hearing	Fall	Nurse
	Snellen Chart	Vision	Fall	Nurse
	Parent Questionnaire Heights/Weights	Health	Fall	Nurse
	WIDA Kindergarten Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Kindergarten Access (EL)	English Language	Winter	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
First Grade	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language <i>All Students</i>	Fall	Speech Pathologist
	Audiometer	Hearing <i>All Students</i>	Fall	Nurse
	Snellen Chart	Vision <i>All Students</i>	Fall	Nurse
	Parent Questionnaire Height/Weight	Health <i>All Students</i>	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Second Grade	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language	Fall	Speech Pathologist
	Audiometer	Hearing <i>All Students</i>	Fall	Nurse
	Snellen Chart	Vision <i>All Students</i>	Fall	Nurse
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Third Grade	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Academic Achievement	Grade-Level Assessment	Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
	Audiometer	Hearing <i>Referrals Only</i>	Fall	Nurse
	Snellen Chart	Vision <i>Referrals Only</i>	Fall	Nurse
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	Fall	Nurse
	WIDA Screener	English Language	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Fourth Grade	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Academic Achievement	Grade-Level Assessment	Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
	Audiometer	Hearing <i>Referrals Only</i>	Fall	Nurse
	Snellen Chart	Vision <i>Referrals Only</i>	Fall	Nurse
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Fifth Grade	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Academic Achievement	Grade-Level Assessment	Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
	Audiometer	Hearing <i>Referrals Only</i>	Fall	Nurse
	Snellen Chart	Vision <i>Referrals Only</i>	Fall	Nurse
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Sixth Grade	i-Ready Diagnostic	Academic Achievement	Fall/Winter/Spring	Teacher
	i-Ready Growth Monitoring	Readiness Skills	Fall/Winter/Spring	Teacher
	Academic Achievement	Grade-Level Assessment	Spring	Teacher
	Joliet Speech / Language Screening	Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
	Audiometer	Hearing <i>Referrals Only</i>	Fall	Nurse
	Snellen Chart	Vision <i>Referrals Only</i>	Fall	Nurse
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Seventh Grade	Progress Learning	Academic Achievement	Fall/Winter/Spring	Teacher
	Academic Achievement	Grade-Level Assessment	Spring	Teacher
	Career Interest Inventory	Career Game	Fall	Counselor
	Joliet Speech / Language Screening	Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
	Audiometer	Hearing <i>Referrals Only</i>	August - May	Nurse
	Snellen Chart	Vision <i>Referrals Only</i>	August - May	Nurse
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	August - May	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Eighth Grade	Progress Learning	Academic Achievement	Fall/Winter/Spring	Teacher
	MAP - Missouri Assessment	Grade-Level Assessment	Spring	Teacher
	MAP - Missouri Assessment	End of Course (EOC) Exams * Algebra I * depends on individual math progression if taken in 8th Grade + DESE optional exams Missouri Requirement	Spring	Teacher
	Career Interest Inventory	Explore	Fall	Counselor
	PPVT/ Joliet Speech / Language Screening	Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
	Audiometer	Hearing <i>Referrals Only</i>	August - May	Nurse
	Snellen Chart	Vision	August - May	Nurse

		<i>Referrals Only</i>		
	Parent Questionnaire Height/Weight	Health <i>New Students Only</i>	August - May	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Ninth Grade	Progress Learning	Academic Achievement	Fall/Winter/Spring	Teacher
	MAP - Missouri Assessment	End of Course (EOC) Exams * Algebra I * +Algebra II - Required if Alg. I taken in 8th Grade * +Geometry +American History + English I + Personal Finance +Physical Science * depends on individual math progression + DESE optional exams Missouri Requirement	Spring	Teacher
	Career Interest Inventory	CHOICES (Computer Program)	August - May	Counselor
	Audiometer	Hearing	Fall	Nurse
	Snellen Chart	Vision	Fall	Nurse
	Parent Questionnaire Height/Weight	Health	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Tenth Grade	Progress Learning	Academic Achievement	Fall/Winter/Spring	Teacher
	MAP - Missouri Assessment	End of Course (EOC) Exams * Algebra I * + Algebra II * + Geometry Biology English II + Personal Finance * depends on individual math progression + DESE optional exams Missouri Requirement	Spring	Teacher
	ASVAB (Armed Services Vocational Aptitude Battery)	CCR (College and Career Readiness)	Fall	Counselor
	Career Interest Inventory	CHOICES (Computer Program)	August - May	Counselor
	PPVT/ Joliet Speech / Language Screening	Speech/Language Referrals Only	August - May	Speech Pathologist
	Audiometer	Hearing New Students Only	Fall	Nurse
	Snellen Chart	Vision New Students Only	Fall	Nurse
	Parent Questionnaire Height/Weight	Health All Students New Students Only	Fall	Nurse
	WIDA Screener	English Language New Students Only who complete LUS	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Eleventh Grade	Academic Achievement	Progress Learning	Fall/Winter/Spring	Teacher
	Academic Achievement	End of Course (EOC) Exam * Algebra I * +Algebra II * +Geometry American Government + Personal Finance * depends on individual math progression + DESE optional exams Missouri Requirement	Spring	Teacher
	Career Interest Inventory	CHOICES (Computer Program)	August - May	Counselor
		Speech/Language <i>Referrals Only</i>	August - May	Speech Pathologist
		Hearing <i>New Students Only</i>	Fall	Nurse
		Vision <i>New Students Only</i>	Fall	Nurse
	Parent Questionnaire	Health All Students <i>New Students Only</i>	Fall	Nurse
	American College Testing (ACT)	College Prep	Spring	Counselor
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

GRADE LEVEL	ASSESSMENT Name/Platform	PURPOSE	DATE	RESPONSIBLE PERSON(S)
Twelfth Grade	Progress Learning	Academic Achievement	Fall/Winter/Spring	Teacher
	MAP (Missouri Assessment Program)	End of Course (EOC) Exam Algebra I Biology English II American Government <i>Note: Any required EOC not taken during the 9, 10, or 11 year must be taken during the 12th grade year.</i> Missouri Requirement	Spring	Teacher
	American College Testing (ACT)	College Prep	Oct/Dec/Feb/ Apr/June	Counselor
	ACT WorkKeys	CCR (College and Career Readiness)	Spring	Counselor
	PPVT/ Joliet Speech / Language Screening	Speech/Language Referrals Only	August - May	Speech Pathologist
	Audiometer	Hearing <i>New Students Only</i>	Fall	Nurse
	Snellen Chart	Vision <i>New Students Only</i>	Fall	Nurse
	Parent Questionnaire	Health All Students <i>New Students Only</i>	Fall	Nurse
	WIDA Screener	English Language <i>New Students Only who complete LUS</i>	During first 30 day of Enrollment	Counselor
	WIDA-Access Online (EL)	English Language	January-February	Counselor

Students with Disabilities

Students who demonstrate significant deficits in the areas of reading, math and/or written expression may be evaluated to determine their eligibility for special services under the Individuals with Disabilities Act (IDEA). The education evaluation may include the following assessments:

Cognitive:

Wechsler Intelligence Scale for Children V w/scoring software (WISC-V)	Psy Examiner
Stanford-Binet: Fifth Edition w/scoring software	Psy Examiner
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	Psy Examiner
Wechsler Adult Intelligence Scale-IV (WAIS-IV)	Psy Examiner
Wechsler Nonverbal Intelligence Scale	

Academic Achievement:

Formal Observation	Teacher
4th Edition Wechsler Individual Achievement Test (WIAT 4th Edition)	Teacher
Gray Oral Reading Test-5	Teacher
Key Math - 3rd Edition	Teacher
The Attention Deficit Disorders Evaluation Scale (ADDES)-5th Edition	Teacher
TOWL-4 (Test of Written Language)	Teacher
GORT-4	Teacher

Adaptive Behavior:

Vineland Adaptive Behavior Scale - 3rd Edition	Teacher & Parent
Brigance Inventory of Basic Skills - 2nd Edition	Teacher & Parent
Adaptive Behavior Evaluation Scale ABES - Revised 2nd Edition	Teacher & Parent

Visual/Motor:

Beery Test of Visual/Motor Integration (VMI)	Teacher
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Transition:

RIASEC Inventory	Student
TBS - Transition Behavior Scale	Student/Teacher/Parent

Behavior:

BASC-2 Behavior Assessment of School Children - 2nd Edition	Student/Teacher/Parent
BDIS-2 Behavior Disorders Identification Scale - 2nd Edition	Teacher & Parent
Social Responsiveness Scale (SRS)	Teacher & Parent
Children's Autism Rating Scale (CARS)	Teacher & Parent
Gilliam Autism Rating Scale - 3rd Edition (GARS)	Teacher & Parent
Students who do not pass the Speech and Language screenings will have their articulation and/or language evaluated. A speech and/or language evaluation may include the following assessments:	

Articulation:

Speech Sample	Speech Path
Goldman Fristoe Test of Articulation - 2nd Edition	Speech Path
Oral Exam	Speech Path
Informal Assessment of Phonological Processes	Speech Path

Language:

Expressive One Word Picture Vocabulary Test (EOWPVT)	Speech Path
Receptive One Word Picture Picture Vocabulary Test	Speech Path
Test of Language Development - Intermediate (TOLD-P) 4th Edition	Speech Path
Test of Language Development - Primary (TOLD-P) 4th Edition	Speech Path
Clinical Evaluation of Language Fundamentals Preschool (CELF-P) 3rd	Speech Path
Clinical Evaluation of Language Fundamentals 3 (CELF-3)	Speech Path
Preschool Language Scale - 4th Edition	Speech Path
Language Sample	Speech Path
Comprehensive Assessment of Spoken Lang. (CASL) 3rd Edition	Speech Path

Students with disabilities will take the MAP and other assessments based on decisions made by their IEP team.

Decisions about a student's in the MAP can be:

- 1) Participation in a MAP subject area with or without universal tools and accommodation.
- 2) Participation in the MAP-A (Missouri Assessment Program-Alternative). The MAP-A is required for selected IEP students based on eligibility received from MO DESE.

Dynamic Learning MAPs (DLM) assessments are administered to students identified as taking the alternative MAP as testlets in three content areas:

ENGLA 3-8, 11

MATH 3-8, 11

SCIENCE 5, 8, 11

Gifted and Talented Students: Students are screened for possible inclusion in the gifted program through an examination of cognitive ability, achievement, teacher checklist on gifted characteristics, and a referral. If a student meets the screening criteria and parental permission is given, the identification process will continue. All tests must meet state guidelines to qualify for the gifted program. The Neelyville R-IV School District has adopted a state-assisted program. The Neelyville Gifted Committee has also adopted these guidelines as well. A copy of the screening and identification process is available upon request to teachers, parents and students. Students who qualify to receive services from the gifted program must have parental permission to attend gifted classes and be placed in the program. The gifted program serves students in grades K-12.

Educationally Disadvantaged Students: Students in grades K-6 are eligible for services under a School Wide Title 1 Program of the Improving America's Schools Act of 1994 (IASA). Some students are eligible for additional small group instruction in reading and/or mathematics through an examination of their MAP and achievement test scores, classroom performance and grades, and teacher recommendations.

Students with Reading Difficulties: Students are screened for possible reading difficulties through several examinations, including the MAP, i-Ready, Running Records and Connections. Students with reading deficits can receive assistance in the development of reading skills in the classroom and the Title 1 Reading Program. Students in grades K-3 are screened and identified with the i-Ready assessment tool and served based on need. Students are screened three times a year to monitor progress. If students do not meet the identified score they will receive progress monitoring and 30 to 60 extra minutes in small group instruction.

At-Risk Students: Identifying factors that could place students at-risk for educational failure and listed below.

- ☐ Poor academic success demonstrated by low grades in any of the five basic academic subjects: Reading, Language Arts, Math, Social Studies, and/or Science.
- ☐ Poor academic success demonstrated by low scores on MAP testing.
- ☐ Grade placement below the grade placement for the student's age group.
- ☐ Poor attendance and/or attendance in more than one school within the same school year.
- ☐ Pregnancy or being a single parent.
- ☐ Eligibility as a migrant student.
- ☐ Eligibility as a student with limited English proficiency.
- ☐ A single parent family.
- ☐ A family that is economically disadvantaged.
- ☐ Parent(s) who have less than a high school education.

Students who are identified as being At-Risk for educational failure are provided services through a variety of programs, including, but not limited to: activities in the classroom, developmental guidance presentations, individual counseling, tutoring, parent-teacher conferences, Parents As Teachers, Early Childhood Program, TRCC Educational Talent Search, Title 1 Reading and Math Programs, anti-drug education, multicultural activities, and the Health curriculum.

Migrant Students: Students are screened to determine eligibility for Migrant Student Services at the time of enrollment. Parents are asked to complete the Missouri Migrant Education Center's Parental Survey. If a student is eligible for the service, the Migrant Education Center, in Malden, will be contacted. The school district will assess the educational, social and health needs of the students. The student will be provided with services comparable to services offered to other students.

Homeless Students: If a homeless child is enrolled in the Neelyville School District, the student will be provided with services comparable to services offered to other students. The district will comply with guidelines established by the Stewart B. McKinney Homeless Assistance Act and Missouri's Meeting the Needs of Missouri's Homeless Children and Youth Plan.

Students with Limited English Proficiency: Students are screened for Limited English Proficiency (LEP) at the time of their enrollment in the school district. A question on the enrollment form asks about a Student's English Language proficiency in four areas: Reading, Writing, Speaking, and Listening.

Students with Special Needs

Rationale: Missouri has moved to an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards.

Improving America's Schools Act (IASA)(Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning by promoting school-wide reform that provides opportunities for all students to achieve at the highest levels of performance. This act, which is the revised Elementary and Secondary Education Act, was also signed into law in 1994. IASA authorizes funding for Title I programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.

Individuals with Disabilities Education Act (IDEA)(Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs. With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state.
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards.
- Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students
- The IEP's of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons decision, and the accommodations needed

In order to comply with federal laws and state mandates, the Neelyville R-IV School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:

- **MAP Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
 - **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject areas assessment, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
2. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, the current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.
 3. The IEP team will ask the following three questions to determine how the student will participate in the state and district-wide assessment program..
 - **Is the student working toward the same instructional goals as other students?**
Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of each of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.
 - **Is the student working toward modified instructional goals?**

Students are working toward modified instructional goals if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in general education curriculum. These students will participate in all parts of the six MAP subject area assessment and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will probably require accommodations in testing procedures.
 - **Is the student working toward different instructional goals than other students:**
Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.
 4. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.
 - Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program.
 - Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team, and documented in the IEP along with the reasons for those decisions.

- Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on the goals and content of that student's instruction.
 - A student with disabilities should participate in all parts of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.
 - Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
 - Students should not be exempted from any part(s) of the six MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.
 - It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.
5. The IEP Team will use the following process to make judicious decisions about accommodation during participation in the state assessment program and the district-wide assessment program.

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP subject area assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessments.

Team members should look through the MAP-released items and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP subject area assessments, the MAP Alternate Assessment, and the assessments included in the district-wide assessment program should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program.

IEP team members should ask themselves:

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendor's approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor (s), the IEP team needs to

document the reasoning behind using these non-approved accommodations. (Note: The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)

6. The following information related to assessment will be included in the IEP.
 - A description of how a student will participate in the state and district-wide assessment programs.
 - Statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
 - A statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)
7. Parents of students with special needs will be part of the IEP team discussion and will be informed about:
 - Options for their child's participation in the state and district-wide assessment programs;
 - The benefits to be gained as a result of participating in standardized testing;
 - The reporting policies of IDEA regarding student achievement;
 - Accommodation options for the state and district-wide assessment;
 - Any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.
8. Once the test results are obtained from MAP and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.
9. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.
10. To ensure the anonymity of all students, test results will not be reported in the disaggregated form if there are fewer than 5 students in a given grade level.

Note:

In order to get a reportable score for the MAP core subject area assessments (Math, Science, English Language Arts, Math, Science, Social Studies (when applicable), students need to attempt one item in Session 1, one item in Session 2, and five items in Session 3 or get one correct. To get reportable scores for the Health/PE MAP and Fine Arts MAP, students need to attempt one item in each section. When deciding which parts of the six MAP subject area assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise the student should attempt as many items as possible to obtain the highest possible level of achievement. District-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e. all 2nd-grade students, all students enrolled in 6th-grade reading classes, all the boys in the district, all kindergarten students. etc.)

Planning Chart

Rationale

In September of 1997, the State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students (including special populations) and that at a minimum, the plan shall include all components of the Missouri Assessment Program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show-Me Standards not assessed on the statewide assessment. The plan does not have to be submitted to the Department of Elementary and Secondary Education, but will be reviewed by the visiting Missouri School Improvement Team as part of the MSIP review program. This rule gives districts flexibility in planning off-grade assessments.

Some of the Show-me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to statewide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulates and/or interaction within students groups or the workplace. Assessing these types of standards at the state-level is impractical; resulting in the need for these to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district developed a local assessment plan to assess these standards.

Below are some things that the district considered when developing the plan to assess standards not assessed by MAP.

- Each content standard specified for local assessment needs to be addressed and assessed three times at level, once at the middle level, and once at the high school level;
- Each process standard specified for local assessment needs to be addressed and assessed three times at levels the district chooses;
- The variance in staff, resources, course offerings, and curriculum among buildings and grade levels;
- The district's achievement scores and areas of weakness;
- The district and building level improvement plans;
- The achievement of subgroups;
- Documentation for MSIP;
- The validity and reliability of multilevel or multi-curricular assessments;
- The logistics and ease of administration;
- How to track student achievement on ths standards not assessed by MAP.

Process Used to Develop a Plan for Assessing Standards Not Assessed by MAP

The district followed a process to develop its plan for assessing locally the Show-Me Standards not assessed by the MAP Assessments. Using the list of standards specified for local assessment provided by the State, a group of teachers and administrators used a planning chart to: List the non-assessed standards, determine grade levels for assessment, determine people responsible for assessing the standards, and determine how the performance would be demonstrated, documented, and measured.

It was felt that quality indicators needed to be established for each non-assessed standard. The reasoning was to ensure that all teachers had a clear picture as to what a student should know and be able to do in relation to the Show-Me Standard and to effectively track student performance as it relates to the standard. The quality indicators are included in this plan and may be used by teachers to create learner objectives, activities, and assessments.

How the District Assess Standards Not Assessed by MAP

The knowledge, skills, and processes as described by the Show-Me Standards and quality indicators will be addressed at age appropriate levels in many classrooms throughout the district and are written into the curricula as learner objectives. However, the teachers specified in the local assessment plan for assessing non-assessed standards will be responsible for collecting data related to the quality indicators and the Show-Me Standards.

The teachers will design specific activities and assessments that require students to demonstrate at age-appropriate levels the knowledge, skills, and processes specified in the non-assessed standards and quality indicators. They will design scoring guides or checklists using the quality indicators shown on the charts. The documentation will be kept by the teacher in his/her filing cabinet and will be available upon request. To learn at what grade levels, in what subjects, and how the district will assess standards not assessed by MAP, see the charts and quality indicators contained in this section.

Each chart shows:

- Column 1: The descriptors for the standards deemed for local assessment.
- Column 2: The numbers of the standards described in Column 1.
- Column 3: The person responsible at the grade level for assessing the standard.
- Column 4: A brief description of how the standard will be assessed.
(Comprehensive descriptions are contained in the written curriculum.)
- Column 5: A description of how the person will capture the level of student achievement as it relates to the standard.
- Column 6: The letter of the quality indicator cluster.

Planning Charts

THIRD GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Produce works in fine arts.	2.5	Elementary Art Teacher	Finished Products and Snowflake design D-12.	Checklist and student work	H
Recognizes and practices honesty and integrity in academic work and in the workplace.	4.4	Social Studies Teacher (Citizenship)	Teacher observation of student behavior.	Checklist	A
Identifies and evaluates the relationships between language and culture.	CA7	ELA Teacher	Written Performance Task	Scoring Guide for Task	J
Participates in formal and informal presentations and discussions of issues and ideas.	CA6	ELA Teacher	Oral presentation, written performance task.	Checklist or Scoring Guide	D1/D2

FOURTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Comprehends and evaluates the content and artistic aspects of oral and visual presentation.	CA5	4th Grade Communication Arts Teacher	Visual and Oral Presentation	Scoring Guide	G
Conducts research to answer questions and evaluate information and ideas.	1.2	4th Grade Teacher	Demonstration of Process and Finished Product	Scoring Guide	F

FIFTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Acquires a solid foundation which includes knowledge of the vocabulary to explain the perceptions about works in the visual arts.	FA3	Elementary Art Teacher	Written Performance Task	Scoring Guide	K

SIXTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Perform or produce works in fine arts.	2.5	Elementary Music Instructor	A recorder performance at the end of 16 weeks.	Checklist	H
Participates in formal and informal presentations and discussions of issues and ideas.	CA6	6th Grade ELA Teacher	Oral Presentations and discussions.	Checklist or Scoring Guide	D1/D2
Identifies and evaluates the relationships between language and culture.	CA7	6th Grade Teacher	Written Performance Task	Scoring Guide for Task	J
Exchange information and ideas while recognizing the perspectives of others.	2.3	6th Grade ELA Teacher	Oral presentation written performance task.	Scoring Guide	E

SEVENTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Uses technological tools to exchange information and ideas.	2.7	Social Studies Teacher	Demonstration of Process	Checklist	I
Recognizes and practices honesty and integrity in academic work in the workplace.	4.4	Social Studies Teacher	Teacher Observation of Student Behavior.	Checklist	A
Comprehend and evaluate the content and artist aspects of oral and visual presentations.	CA5	Junior High ELA Teacher	Written Performance Task	Scoring Guide	G
Perform or produce works in practical arts.	2.5	Business Teacher	Demonstration of Process	Scoring Guide/Checklist	H

EIGHTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Uses technological tools to exchange information and ideas.	2.7	Social Studies Teacher	Demonstration of Process	Checklist	I
Recognizes and practices honesty and integrity in academic work in the workplace.	4.4	Social Studies Teacher	Teacher Observation of Student Behavior.	Checklist	A
Comprehend and evaluate the content and artist aspects of oral and visual presentations.	CA5	Junior High ELA Teacher	Written Performance Task	Scoring Guide	G
Perform or produce works in practical arts.	2.5	Business Teacher	Demonstration of Process	Scoring Guide/Checklist	H

NINTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Perform or produce works in the fine and practical arts.	2.5	Art Teacher	Finished Products, Teacher observations	Assignment/ Requirement Sheets/Completed Work	H

TENTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Acquire a solid foundations which include the knowledge, skills, and vocabulary to explain perceptions about and evaluations of works in the visual arts.	FA3	Art Teacher	Finished Projects, quizzes, and teacher observation.	Assignment/ Requirement Sheets/Quiz/ Vocabulary List	K
Identifies and evaluates the relationships between language and culture.	CA7	ELA Teacher	Language Portfolio	Scoring Guide	J
Perform or produce works in practical arts.	2.5	Business Teacher	Demonstration of Process	Scoring Guide/Checklist	H
Applies communication techniques to the job search	2.6	Vocational Teacher	Demonstration	Checklist	C

and workplace.		Business			
Uses technological tools to exchange information and ideas.	2.7	Social Studies Teacher	Demonstration of Process	Checklist	I

ELEVENTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Perform or produce works in practical arts.	2.5	Business Teacher	Demonstration of Process	Scoring Guide/Checklist	H
Applies communication techniques to the job search and workplace.	2.6	Vocational Teacher Business	Demonstration	Checklist	C
Explores, prepares for, and seeks educational job opportunities	4.8	VoAg Teacher	Teacher observation of student behavior, competencies skills, and employability readiness.	Competencies Checklist	B
Perform or produce works in the fine and practical arts.	2.5	Art Teacher	Finished Products, Teacher observations	Assignment/ Requirement Sheets/Completed Work	H
Recognizes and practices honesty and integrity in academic work and in the workplace.	4.4	Social Studies Teacher (Citizenship)	Teacher observation of student behavior.	Checklist	A
Uses technological tools to exchange information and ideas.	2.7	Social Studies Teacher	Demonstration of Process	Checklist	I

TWELFTH GRADE					
Description of Standard	Standard #	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Applies communication techniques to the job search and workplace.	2.6	Vocational Teacher Business	Demonstration	Checklist	C
Explores, prepares for, and seeks educational job opportunities	4.8	VoAg Teacher	Teacher observation of student behavior, competencies skills, and employability readiness.	Competencies Checklist	B
Perform or produce works in the fine and practical arts.	2.5	Art Teacher	Finished Products, Teacher observations	Assignment/ Requirement Sheets/Completed Work	H

Professional Development

The teachers and administrators in *Neelyville R-IV School District* will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The information contained in this narrative will address professional development related to student assessment. For a more detailed, comprehensive description of the District's Professional Development Plan, consult the District's documentation as required by MSIP standard 6.7.

The topics related to state and district-wide assessment that will be addressed in inservice opportunities will be:

- How to analyze data to determine strengths and weaknesses;
- How to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- How to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- How to teach test-taking strategies to students;
- Instructional strategies to be used in classrooms that will promote success on MAP and other standardized test;
- How to create performance-based classroom activities/assessments and scoring guides;
- How to develop and use strategies that will assess the Show-Me Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- How to motivate students to take MAP seriously and possible incentives which could be offered to students;
- The legal requirements of reporting data as designated by IDEA (for administrators)

The Professional Development Committee of *Neelyville R-IV School District* will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- Study groups/focus groups/building level MAP teams;
- Building level and district-wide in-service facilitated by MAP Leaders and team members, MAP Facilitators, RPDC staff, DESE staff, and/or other consultants;
- Peer coaching through the mentor/protege program and teacher observations;
- Teachers collaboration by common planning and/or departmental meetings;
- A teacher resource library which contains both written and other forms of mediums;
- Attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- Training for beginning teachers by attending BTAP meetings offered by RPDC's, teacher organizations, and/or colleges/universities;

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators.

Five-Day Week Calendar Option: Five early-out days and two or three days prior to the beginning of school will be included in the District's calendar to allow for in-service opportunities*.

Four-Day Week Calendar Option: Two or three days prior to the start of school and designated Monday's will be included in the district's calendar to allow for in-service opportunities*.

*In-Service Opportunities can include but are not limited to:

- teacher observation,
- peer coaching,
- MAP team training,
- common plan time,
- departmental meetings,
- after school meetings

*Compensation can include but is not limited to:

- Stipends for after-school meetings
- Substitute for release time out of the classroom

Neelyville R-IV School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

Test-Taking Strategies

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, *Neelyville R-IV School District* has developed guidelines for teaching test-taking strategies to students.

Background Information: The core subject area MAP Assessments contain three types of items.

- Multiple-choice items in which students choose the correct answer from four answer choices.
- Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.
- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student is given a writing prompt must use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy.

Two Types of Test-Taking Strategies

There are two types of test-taking strategies: short-term strategies that can be done shortly before the test and long-term strategies that need to occur over time within the instructional process.

Neelyville R-IV School District's Guidelines for Teaching Test-Taking Strategies

Shortly before the MAP tests and district-wide assessments, strategies for answering multiple-choice items will be taught to students. This will be done within classrooms by grade level or groups of teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response items and performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- Address all parts of the question;
- Include specific examples from the text in the response;
- Make reference to specific characters and titles in the response;
- Give specific examples to support a claim;
- Show the major steps in the solution process (math);
- Give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- Include a title and labels when creating a graphic organizer;
- Not stop at just one correct answer but to think about and write more correct answers;
- Make sure pronouns are preceded by antecedents in the response;
- Use major elements of the question/item stem as statements in the answer.

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

- Formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- Consider all possibilities when solving a problem; choose the best answer, and justify the reasoning for their choice;
- Consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications);
- Interpret data (i.e. a picture, graph, data, etc.) to make an inference needed to answer questions;
- Organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster that shows..., etc.);
- Describe the process used for finding the solutions or tell why the proposed solution is the best.

Neelyville R-IV School District views teaching students the skills and processes needed to be successful on the MAP assessments is synonymous with teaching students to be successful in life.

Test Security

Storage and Access Before Test Administration

1. The District Testing Coordinator (DTC) will receive the Examiner's Packets and the District Testing Coordinator's Packet a few weeks prior to testing. At this time, the DTC will check all the Building Testing Coordinator's Packets and the District Testing Coordinator's Packets to ensure all documents and materials have been received from test distribution center. Then, the DTC will distribute the Building Testing Coordinator's Packets to each BTS. The BTS will need to receive the packet will in advance of testing to allow for copying and distributing the Examiner's Manuals and to give an in-service about test administration.
2. When the MAP tests and other standardized tests arrive in the district, they will be stored in a secured area within each building. It may be a locked room such as the counselor's office or the vault. The BTC will carefully check all materials and sort them in preparation for administration, making a written record that needs to be given to each examiner. If there are shortages, the BTC will contact the test distribution center for additional materials.
3. Beyond the initial check and sorting, the test booklets will remain untouched until they are distributed the day before testing. Only the BTC will have access to the testing materials.
4. No teacher or examiner will have access to the test booklets or be told their contents before the test is distributed.

In-Service Prior to Testing

At least one week before testing, the DTC will copy the Examiner's Manual and the Testing Coordinator's Manual for each examiner and will do an in-service describing the exact process for completion of forms and the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during test administration. Other security issues that will be addressed will include: the handling and storage of the test materials, providing directions to students, responding to questions, and monitoring the test setting.

Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed/covered from the walls of the room in which tests are to be administered. Some examples include maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers would be removed.

Test Administration

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Each day, prior to testing, the examiner will get his/her test materials from the secure area and will return them to this same area each day after test administration. The teacher will count the test materials each day upon return to ensure all materials are accounted for.
3. Students will be encouraged to use the restroom facilities, get drinks, etc. before the testing. If a student has to leave the room during testing, he/she will be instructed to pause the test and will be accompanied in the hall by the DTC or the STC.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being given, designated individuals will move between classrooms to provide assistance as needed, when appropriate or needed.

Collection of Test Materials Following Testing

1. Upon completion of testing, the DTC will collect all test materials, check the numbers to ensure all test materials are accounted
2. The DTC will complete the necessary building-level reports and will pack the boxes as described in the Testing Coordinator's Manual. The boxes will be kept in a secure area.
3. The DTC will send the necessary information and materials to the scoring center(s).
4. All makeup testing will be scheduled by the DTC and/or STC.

Sanctions for Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices this district considers inappropriate.
 - Copying any part of a standardized test for any reason;
 - Removal of a test from the secure storage area except during test administration;
 - Failure to follow testing guidelines as specified in the Examiner's Manual.
 - Failure to return testing materials;
 - Directly testing any item in the test;
 - Altering a student's responses to items on the test;
 - Failure to remove items from students' view which give correct answers to item on the test.
 - Indications to the student during testing that they have missed items and need to change them; giving answers or clues to questions; allowing students to give each other answers; or altering test administration procedures to give students an unfair advantage;
 - Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

Student Motivation and Incentives

Neelyville R-IV School District has implemented strategies to motivate students to take the required test seriously and to recognize those who perform well on the MAP assessments.

Each building within the district will decide what strategies to use to motivate students to do their best on the MAP. Some incentives **may** include:

- Tangible incentives such as field trips, coupons, tickets, books, etc.;
- Certificates or medals for individuals students;
- Class recognition or rewards such as parties, flags, etc.;
- Required summer school attendance or remedial instructional requirements is optional;
- Use of a scoring guide to assign points for appropriate testing behavior which includes a positive attitude and the appearance of putting forth an effort on the test.

Since the MAP scores are not returned until fall of the following school year, teachers in each building will develop a program for providing incentives to students in the spring, shortly after the MAP testing. Testing behavior such as a positive attitude during testing and the appearance of putting forth an effort are to be used as a means of determining whether or not a student earns the incentives.

In the spring, after the district receives the testing results, a special recognition ceremony will be held for high achieving students.

Dyslexia Plan

The purpose of this document is to outline the actions of the Neelyville School District as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the [Missouri Department of Elementary and Secondary Education dyslexia guidance document](#) and screening organizer.

Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, be used to identify need for intervention and be used to set goals for achievement.

The following actions will be taken in accordance with state department guidance:

- First through third grade will be screened within the first thirty days of the year, mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms.
- Kindergarten will be screened by January 31. Kindergarten will also be re-screened by the end of the year. Progress monitoring shall occur for students not meeting norms.
- Screening will include K-3 students transferring from a school within the state (not previously screened) and those students transferring from another state.
- A student will be screened in grades 4-12 if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or request by the student's parent/guardian.
- Exemptions to screening exist. Included in this list are students with a current diagnosis of dyslexia and students with sensory impairment.
- English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Screening will be administered by the Test Examiners Team comprised of Title teachers, Counselors, Principals, and District Test Coordinator. Training for individuals will be outlined in the professional development section of this document.

Assessments and the times of year are listed below. The assessment should take place in both the beginning of the year (BOY) and end of year (EOY). Both i-Ready Diagnostic and listed i-Ready Literacy Tasks are required.

Dyslexia risk screening is a universal screening approach that helps identify students at risk for characteristics of dyslexia. The directions in this document help to fulfill DESE's recommendations. This screening process will help identify students who are in need of a Reading Success Plan (RSP).

Kindergarten	Skill	Assessment Name	Assessment Dates
	Phonological/Phonemic Awareness*	BOY/EOY i-Ready Diagnostic for Reading	Winter & Spring
	Sounds/Symbol Recognition*	BOY/EOY i-Ready Diagnostic for Reading	Winter & Spring
	Letter Naming Fluency*	BOY/EOY i-Ready Diagnostic for Reading BOY/MOY*/EOY: i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters)	Winter & Spring
	Rapid Automatic Naming*	BOY/EOY i-Ready Diagnostic for Reading BOY/MOY/EOY: i-Ready Literacy Task for Rapid Automatized Naming of Objects	Winter & Spring

First Grade	Skill	Assessment Name	Assessment Dates
	Phonological/Phonemic Awareness*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring
	Phonics: Sound/Symbol Recognition*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring
	Letter Naming Fluency*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading BOY/: i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters)	Fall, Winter, & Spring
	Word Recognition Fluency	BOY/MOY*/EOY: i-Ready Diagnostic for Reading MOY/EOY: i-Ready Literacy Task for Grade 1 Pseudoword Decoding Fluency	Fall, Winter, & Spring
	Orthography/Spelling	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring
	Reading Comprehension	BOY/MOY*/EOY: i-Ready Diagnostic for Reading MOY/EOY: i-Ready Literacy Task for Grade 1 Passage Reading Fluency	Fall, Winter, & Spring

Second Grade	Skill	Assessment Name	Assessment Dates
	Phonological/Phonemic Awareness*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring

	Oral Reading Fluency*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading BOY/MOY*/EOY: i-Ready Literacy Task for Grade 2 Passage Reading Fluency	Fall, Winter, & Spring
	Word Recognition	BOY/MOY*/EOY: i-Ready Diagnostic for Reading BOY*/MOY*/EOY*: i-Ready Literacy Task for Grade 2 Pseudoword Decoding Fluency	Fall, Winter, & Spring
	Reading Comprehension*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring

Third Grade	Skill	Assessment Name	Assessment Dates
	Phonological/Phonemic Awareness*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring
	Oral Reading Fluency*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading BOY/MOY*/EOY: i-Ready Literacy Task for Grades 3–5 Passage Reading Fluency	Fall, Winter, & Spring
	Word Recognition	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring
	Reading Comprehension*	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring

Fourth - Sixth Grades	Skill	Assessment Name, Dates for Assessments	Assessment Dates
	Oral Reading Fluency	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring
	Reading Comprehension	BOY/MOY*/EOY: i-Ready Diagnostic for Reading	Fall, Winter, & Spring

Seventh -Twelve Grades	Skill	Assessment Name, Dates for Assessments	Assessment Dates
	Oral Reading Fluency	Monitored by Teachers	Continuously

Analysis of Data

Assessment results will be analyzed in grade level or content area data teams through a systematic process consistent throughout the district. General results will be reviewed, but further analysis is required. Students with deficits according to the assessments listed above will have specific identified focus in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

Intervention, Supports and Accommodations

Students will receive tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Neelyville R-IV School District will provide support consistent with the findings of the assessments listed above.

Tier 1 core instruction will be provided by certified teachers following Houghton Mifflin Harcourt IntoReading Reading Series and the Missouri Learning Standards.

Specialized interventions will be provided by trained certified teachers following The Apple Group Connections Program.

General Accommodations

Special Education and 504

The Neelyville R-IV School District will follow all procedures, accommodations, and modifications as decided upon by the Special Education and 504 teams outlined in the Individual Student's Educational Plan.

Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3.

- **Screened:** Y/N
- **Screening Tools Used**
- **At Risk:** Y/N
- **Action Taken Beyond Tier 1:**
 - Reading Specialist
 - Title / Interventionist
 - RTI
 - Paraprofessional
 - SLP
 - Other, Specify

Professional Development for Dyslexia

The Neelyville R-IV School District will communicate the Missouri Department of Elementary and Secondary Education dyslexia guidance requirement of two hours of dyslexia inservice training to all certified teaching staff grades preschool-twelve beginning during the 2018-2019 school year. The training will include an introduction to dyslexia and dyslexia simulation. It will provide information on intervention, screening, progress monitoring, data-based decision-making, fidelity, and classroom supports.

DESE-approved training will be provided during August Professional Development.

Communication to District Staff

The Neelyville R-IV School District will communicate the Missouri Department of Elementary and Secondary Education dyslexia guidance requirement to the Board of Education, Administration, and Educators through training with the District Test Coordinator. Training will begin in Spring 2018 with the Board of Education's approval of the district plan. Once the plan is approved, the District Test Coordinator will begin providing foundational information through the Professional Learning Community teams. Specifically, detailed training will begin in the fall of 2018 with district-wide staff training followed by grade level/staff explicit instruction to meet the students' needs. Training will be ongoing as needed beginning with the 2018-2019 school year and continuing through subsequent years.

Parent Communication

The Neelyville R-IV School District will communicate the Missouri Department of Elementary and Secondary Education dyslexia guidance requirements to stakeholders, guardians, and parents via a letter, parent/teacher conferences, and weekly newsletters.