

Keytesville R-III School
District

Local Assessment Plan

*Adopted on
March 11, 2009*

**Keytesville R-III School District Assessment Plan
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Keytesville R-III School District
Local Assessment Plan
Part 1: 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 which 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 data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- increased public awareness of student achievement.

Overview: In compliance to the standards, 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 results 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.

Process and Involvement: The district used varied processes to develop the different components of the local assessment plan. Input was 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, and the school board 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.

Keytesville R-III School District
Local Assessment Plan
Part 2: Testing of Student Achievement

Rationale: In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purposes of the district-wide assessment program are to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - help teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - help the district make needed changes in the curriculum;
 - help the professional staff formulate and recommend instructional policy;
 - help the Board of Education adopt instructional policies.
4. School and District Evaluation: To provide indicators of progress of the district towards the goals and objectives of the CSIP and Goals for Graduation.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program as well as the End of Course testing program to monitor the progress of all students in meeting the Show-Me Standards. Other assessments given on a district-wide basis are described in the chart contained in this section of the district's local assessment plan.

The district-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The Board will annually review performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or LEP students in order to effectively monitor student academic achievement and dropout/ persistence to graduation rates. If the district or school within the district has an enrollment of five or more students

in any of the above student populations at a grade level, then data for the group will be disaggregated for Board review. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

There shall be involvement in the development of the district-wide assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program.

The tests included in the district-wide assessment program include:

- tests mandated by state and federal programs;
- tests mandated by state and federal law;
- tests mandated district-wide for a particular group of students.

The chart following this page will:

- tell what tests and assessments are included in the district-wide assessment program;
- tell the grade the test is given;
- tell the purpose of each test;
- describe how the results are used;
- tell how the results are disseminated.

Keytesville R-III School District
Part 3: Guidelines for Including Students With Special Needs
in State and District-wide Assessments

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 the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment as well as the End of Course exams.

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.

In order to comply with federal laws and state mandates, the Keytesville 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 or End of Course Exams) 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 state testing in one of three ways:

- **MAP(EOC) Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP(EOC) 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(EOC) Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP(EOC) subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
- **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP(EOC) subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

2. Decisions regarding participation in the district-wide assessment program 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 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 the 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 MAP(EOC) 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 MAP(EOC) subject area assessments 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 MAP(EOC) 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(EOC) 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 MAP(EOC) 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 MAP(EOC) 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 accommodations 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(EOC) 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(EOC) 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(EOC) 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(EOC) and the assessments included in the district-wide assessment program to identify possible accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP(EOC) 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(EOC) 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 an unfair advantage to the student?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test score 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(EOC) and the vendors' 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(EOC) 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(EOC) 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 assessments;
 - 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(EOC) 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 anonymity of all students, test results will not be reported in 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, Communication Arts, Science), students need to attempt one item in Session 1, one item in Session 2, and five items in Session 3 or get one correct. When deciding which parts of the 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 boys in the district, all kindergarten students, etc.)

Keytesville R-III School District
Part 4: Local Assessment of Standards Not Assessed by MAP

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 student 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 the district considered when developing the plan to assess standards not assessed by MAP.

- each content standard needs to be addressed and assessed three times (once at the elementary level, once at the middle level, and once at the high school level);
- each process standard needs to be addressed and assessed three times (the district will choose these standards);
- 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 the standards not assessed by MAP,
- the written curriculum.

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

A group of educators used the listing of standards specified for local assessment to examine the district's curriculum to determine where in the curriculum each of the locally

assessed standards was addressed and assessed. The local curriculum was revised to insure that each of the standards was assessed at the appropriate levels.

Keytesville R-III School District

Part 5: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Keytesville School District will participate 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.

The topics related to state and district-wide assessment that will be addressed in in-service 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 tests;
- 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 Keytesville School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. Keytesville 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.

Keytesville R-III School District
Part 6: Teaching Test-Taking Strategies
for
MAP(EOC) Assessments and Assessments Administered District-Wide

Introduction

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, Keytesville School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject area MAP(EOC) 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. 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. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim.

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.

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 the 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.

Keytesville School District
Part 7: Test Security Policy for all Standardized Tests

Storage and Access Before Test Administration

1. All MAP (EOC) and other standardized test materials are to be stored, immediately upon receipt, in a secured area.
2. When the MAP(EOC) and other standardized materials first arrive in the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be given to the administration site.
3. The test coordinator or individual responsible for the program will assume the responsibility for contacting the necessary test vendors if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, the test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher will have access to the test booklets or be told what is in them before the test is distributed.
7. Teachers will have access to the Grade Level and Course Level Expectations as well as the test administration manual.

In-Service Prior to Testing

At least one week prior to testing, the BTC 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 booklets, 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 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 standardized tests will be administered in the classroom by the regular classroom teacher in grades K-6 and the course designated teachers in grades 7-12.
2. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
3. Each day, prior to testing, the examiner will get his/her test booklets from the secure area and will return them to this same area each day after test administration. The BTC will count the test booklets each day upon return to ensure all books are accounted for.
4. 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 close the test booklet and bring it to the examiner. It will be returned to the student upon his/her return to the room.
5. The examiner will not leave the room unattended during the testing session.
6. While the test is being given, designated individuals will move between classrooms to provide assistance as needed.

Collection of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from the test administrators immediately following testing, counted by the test coordinator and then stored in a secure area.
2. All test materials will be collected from each building the last day of the testing and returned to a secure area in the central office.
3. Test booklets and answer sheets will be recounted by the test coordinator and these counts will be documented and checked against the pre-administration counts.
4. Answer sheets will be sorted and packaged, by the test coordinator or the person who has been designated as responsible, according to directions and sent for scoring as expediently as possible while allowing for make-ups.
5. All MAP(EOC) make-ups will be given following the general administration of the test. A designated individual will administer the test according to specified administration procedures, taking all aforementioned procedures to ensure security. Test materials will be counted.

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 booklet for any reason;
 - Removal of a test booklet 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 in the booklet;
 - Failure to remove items from students' view which give correct answers to items 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.

PS	Name of Test	Purpose	How Results are Used	Dissemination of Results
	DIAL-3	Screen the development of children at different levels.	Determine any possible developmental delays.	Shared with parents after screenings.
K	Name of Test	Purpose	How Results are Used	Dissemination of Results
	DIAL-3	Kindergarten screening	Determination of readiness for kindergarten or if additional testing may be necessary for academic success	Provided to parents following the screening and to the kindergarten teachers.
	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.
	DIBELS	Tests reading ability in these areas: Initial Sound Fluency Letter Name Fluency Phoneme Segmentation Nonsense Word Fluency	Given three times a year in October, January and April this tests determines the growth of the student in reading over time.	Shared with parents and classroom teachers.
	Terra Nova	Test Reading and Mathematics	Tests are used to see where students are in regard to grade level	Shared with classroom teacher and parents
1	Name of Test	Purpose	How Results are Used	Dissemination of Results
	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.
	DIBELS	Tests reading ability in these areas: Initial Sound Fluency Letter Name Fluency Phoneme Segmentation Nonsense Word Fluency	Given three times a year in October, January and April this tests determines the growth of the student in reading over time.	Shared with parents and classroom teachers
	Terra Nova	Test Reading, Mathematics, Social Studies and Science	Determine grade level at end of school year	Test results are shared with teacher and parents
2	Name of Test	Purpose	How Results are Used	Dissemination of Results
	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.
	Terra Nova	Test Reading, Mathematics, Social Studies and Science	Determine grade level at end of school year	Test results are shared with teacher and parents

3	Name of Test	Purpose		Dissemination of Results
	MAP CommunicationArts	Evaluate student achievement in communication arts	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	MAP Math	Evaluate student achievement in math	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents
	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.
4	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Math	Evaluate student achievement in math	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
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	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.

5	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Communication Arts	Evaluate student achievement in communication arts	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	MAP Math	Evaluate student achievement in math	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	MAP Science	Evaluate student achievement in science	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.

	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.
6	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Communication Arts	Evaluate student achievement in communication arts	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	MAP Math	Evaluate student achievement in math	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	DRA (Directed Reading Assessment)	Tests reading ability level of students.	Determine any potential reading problems or delays.	Used by the Title I reading teacher. Shared with parents and classroom teachers.
7	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Communication Arts	Evaluate student achievement in communication arts	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.

	MAP Math	Evaluate student achievement in math	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	Mo Connections	Survey to assess students' interests in relation to career tasks.	Used as a foundation for career focusing. Students complete this in their 8 th Grade FACS class.	Results are provided to students upon completion of the survey.
8	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP CommunicationArts	Evaluate student achievement in communication arts	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	MAP Math	Evaluate student achievement in math	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	MAP Science	Evaluate student achievement in science	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	Career Choices Aptitude Survey	Tests students ability in relation to career tasks	Used as a foundation for career focusing. Students complete this in their 8 th Grade FACS class.	Results are provided to students upon completion of the survey.
9	Name of Test	Purpose	How Results are Used	Dissemination of Results

	Algebra I EOC Exam	Evaluate student achievement in Algebra I	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	Communication Arts I EOC Exam	Evaluate Student Achievement in LAI	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	American History EOC	Evaluate Student Achievement in American History	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.
10	Name of Test	Purpose	How Results are Used	Dissemination of Results
	Language Arts II EOC Exam	Evaluate student achievement in Language Arts II	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 from. Results are analyzed by teachers and administrators. Student reports are provided to parents.

	PLAN test	A pretest to the ACT. Indicates student success on the ACT.	Used for college and career planning. One criteria for Missouri Scholars Academy Selection.	Results provided to students and parents at pre-registration in the spring. Results are held until that time so they can adequately be used in high school/career planning of courses for the junior and senior years.
	Biology EOC Exam	Evaluate student achievement in Biology	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.
	Geometry EOC	Evaluate student achievement in Geometry	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. Results are analyzed by teachers and administrators. Student reports are provided to parents.
11	Name of Test	Purpose	How Results are Used	Dissemination of Results

	<p>ASVAB</p> <p>Algebra II EOC</p> <p>American Government EOC</p>	<p>Students explore occupations in line with their interests and skills, and at the same time, develop an effective strategy to realize their goals.</p> <p>Evaluate student achievement in Alg II</p> <p>Evaluate student achievement in American Government</p>	<p>Helps students learn more about themselves, their interests and their educational goals. Students identify and explore potentially satisfying occupations, and develop effective strategies to realize these goals.</p> <p>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</p> <p>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</p>	<p>Results are shared with the student. The students are given a session on how to interpret the results. Results are also shared with the faculty.</p> <p>The board annually reviews performance data both in aggregated and disaggregated form. Results are analyzed by teachers and administrators. Student reports are provided to parents.</p> <p>The board annually reviews performance data both in aggregated and disaggregated form. Results are analyzed by teachers and administrators. Student reports are provided to parents.</p>
	<p>PSAT</p>	<p>Academic competition for recognition and college scholarships. It also is used as a first step in the preparation for college.</p>	<p>The students are given the information about their tests and how to read the results. Strengths and weaknesses are noted so that scheduling can help with those areas.</p>	<p>Students and teachers are shared the results.</p>

	ACT	College entrance exam.	Results are used to estimate student's readiness for college academic success. They are also used for scholarship award selections.	Results are provided to students directly from ACT. Results are also provided to the high school in order to make the score a part of the student's official transcript. ACT scores are also given to colleges or scholarship selection committees upon request.
12	Name of Test	Purpose	How Results are Used	Dissemination of Results
	ACT	College entrance exam.	Results are used to estimate student's readiness for college academic success. They are also used for scholarship award selections.	Results are provided to students directly from ACT. Results are also provided to the high school in order to make the score a part of the student's official transcript. ACT scores are also given to colleges or scholarship selection committees upon request.