



2017 – 2018

DISTRICT ASSESSMENT PLAN

Purpose

The Wentzville R-IV School District assessment plan will be utilized to support district-wide decisions about curriculum and instruction and will include longitudinal, demographic, disaggregated, and survey data. Current data will be used by teachers to plan instruction and include formative, interim (benchmark) and summative assessment. In addition, diagnostic assessment will be utilized to screen for participation in special programs. Finally, assessment will be used to determine the progress of individual students throughout the learning process.

The Board of Education examines group-testing data each year with disaggregated data as a part of the district process for monitoring achievement and identifying areas of improvement.

The Wentzville R-IV School District Assessment Plan contains:

- Descriptions of the assessment instruments
- Guidelines for including students with disabilities
- Provisions for teaching test-taking skills
- Common Assessment and Student Growth Assessment Protocols
- Test security procedures

DESCRIPTION OF THE ASSESSMENT INSTRUMENTS

Screening Assessments

Instrument	Full Assessment Name	Target Grade	Purpose
Parents as Teachers Observation	Parents as Teachers Observation	Birth - 3 Years	To gather information about behavior, language, social skills, cognitive skills, response to voice, ability to locate sounds, general development, etc.
ASQ	Ages & Stages Questionnaire	Birth - 3 Years	Developmental screening for social/emotional language, motor and intellectual
Parent Questionnaires	Parent Questionnaires	Birth - 5 Years	To gather information regarding prenatal care, health and development history, social skills, language vision, hearing, immunizations, adaptive behavior, etc.
Vision Screening	Vision Screening	6 mo. - 5 Years	To identify potential problems with near- and far-sightedness and muscle balance.
Hearing Screening	Hearing Screening	6 mo. - 5 Years	To identify potential hearing problems.
DIAL 4	Developmental Indicators for the Assessment of Learning - Revision 4	3 - 5 Years	To gather information and to assess developmental skills that lay the foundation for academic learning.
CogAT	Cognitive Abilities Test	1 st grade & 3 rd grade	Screening assessment for gifted and talented programs.

Use of Results: Appropriate staff will confer with parents to discuss results and share suggested activities that may further the child's development. If children appear to be having difficulty, they will be referred for special education evaluation or referral through the parents' private medical services. Re-screens are conducted as needed. Screening results conducted immediately prior to kindergarten enrollment will be shared with the child's teacher for instructional purposes and placed in the child's permanent record files.

Professional Development: All staff involved in screening for the first time will participate in training and guided practice concerning test administration and use.

Health Screening

Instrument	Full Assessment Name	Target Grade	Purpose
Vision Screening	Vision Screening	K, 1, 3, 5, 7, 9, new students, and students for Special Education evaluation.	To screen for problems with near- and far-sightedness and muscle balance.
Hearing Screening	Hearing Screening	K, 1, 3, 5, one time in grades 6 - 8, new students, and students referred for Special Education services.	To screen for deficits in hearing acuity.

Use of Results: Results for all health screenings will be maintained in individual student medical files. Letters recommending referrals to appropriate medical personnel will be mailed to parents of all students who fail a health screening. Results of screenings will be shared with district staff and special education personnel when appropriate.

Professional Development: All staff involved in screening for the first time will participate in training and guided practice concerning test administration and use.

Achievement Assessments

Instrument	Full Assessment Name	Target Grade	Purpose
DRA2	Developmental Reading Assessment, Version 2	K,1, 2, 3, 4, 5	To determine reading ability and guide instruction.
SRI	Scholastic Reading Inventory	2 - English II	To determine reading ability and guide instruction.
MAP: ELA	Missouri Assessment Program: English Language Arts	3rd - 8th	To measure individual and group achievement in English Language Arts.
MAP: Mathematics	Missouri Assessment Program: Mathematics	3rd - 8th	To measure individual and group achievement in mathematics.
MAP: Science	Missouri Assessment Program: Science	5, 8	To measure individual and group achievement in science.
Algebra I EOC	Algebra I End of Course Exam	Students enrolled in Algebra I	To measure individual and group achievement in Algebra I.
Instrument	Full Assessment Name	Target Grade	Purpose

Algebra II EOC	Algebra II End of Course Exam	Students that completed the Algebra I EOC in middle school.	To measure individual and group achievement in Algebra II.
Biology EOC	Biology End of Course Exam	Students enrolled in Biology.	To measure individual and group achievement in Biology.
English II EOC	English II End of Course Exam	Students enrolled in English II.	To measure individual and group achievement in English II.
American Government EOC	American Government End of Course Exam	Students enrolled in Government.	To measure individual and group achievement in Government.
Note: MAP and EOC exams are proctored in an online format.			
MAP-A ELA and Mathematics	MAP-Alternate Assessment	3 - 12	MAP-A measures student performance based on alternate achievement standards. MAP-A is administered only to students with most significant cognitive disabilities who meet grade level and eligibility criteria.
MAP-A Science	MAP-Alternate Assessment	5, 8, 11	MAP-A measures student performance based on alternate achievement standards. MAP-A is administered only to students with most significant cognitive disabilities who meet grade level and eligibility criteria.
US & Missouri Constitution Exams	United States and Missouri Constitution Exams	10, 11	To determine knowledge of the US & Missouri Constitutions. (Graduation requirement.)
WIDA ACCESS	World-Class Instructional Design and Assessment for Assessing Comprehension and Communication in English State-to-State for English Language Learners	K - 12	To determine English language proficiency attainment.
District Common Assessments	District Common Assessments	K - 12	To determine student learning and guide instruction for particular units of study.
Instrument	Full Assessment Name	Target Grade	Purpose

Math Acceleration Assessments	Math Acceleration Assessments (Orleans-Hanna Algebra Readiness Assessment, 6th Grade Preview Exam, Pre-Algebra Preview Exam)	5, 6	To determine if a student qualifies for placement in 6th grade Pre-Algebra or 7th Grade Algebra I.
Science Acceleration Assessments	8 th Grade Science Preview Exam; Reading and Writing in Science Assessment	7	To determine if a student qualifies for placement in 8 th Grade Biology
Missouri Statewide ACT	Missouri Statewide American College Test	11	To determine college and career readiness.
NAEP	National Assessment of Educational Progress	4, 8	The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL).
TIMSS	Trends in International Mathematics and Science Study	12	Provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries.

Use of Results: Individual results from MAP assessments are sent home to parents with a letter of explanation. MAP reports are included in student records. Individual and group results, as well as results disaggregated by race/ethnicity, gender, LEP, or identified disability are shared with appropriate staff in order to facilitate instruction designed to promote individual growth and group and sub-group achievement and to modify curriculum. Group and disaggregated data from both assessments are provided to the Board of Education. The group MAP results are provided to the public in the annual district report card.

Results of the DRA2, SRI, and MAP will be used to facilitate the identification of students for enrollment in intervention programs (summer school, Title I) and retention/promotion. Math Acceleration Assessments and student growth assessments will be used to determine mathematics placement in middle school mathematics courses.

US & MO Constitution test results will be provided to students in US Government and US History Classes and will be utilized in determining course grades.

Professional Development: First time teachers who administer the reading assessments will be provided training prior to the administration. This training will include administration and interpretation of results.

All faculty will participate in on-going professional development on the design and content of MAP assessments. Each fall when assessment data is available, building level faculties will be provided professional development in interpreting and using MAP results, including disaggregated results, to plan instruction and modify curriculum in order to improve group and sub-group performance. Building level principals are provided MAP results for building level investigations into the results and to determine needed changes and training related to these assessments.

STUDENT GROWTH ASSESSMENTS

Instrument	Full Assessment Name	Target Grade	Purpose
District Developed SGA	District Developed Student Growth Assessments	K – 12	To measure student growth in a specific course, grade and content area.
SLO	Student Learning Objectives	K – 12	To measure student growth based on IEP Goals; Reading Goals; Horizon Goals; and ELL Goals.

Courses with Student Growth Assessments:

Kindergarten ELA	1 st Grade ELA	2 nd Grade ELA
Kindergarten Math	1 st Grade Math	2 nd Grade Math
Kindergarten Art	1 st Grade Computers	2 nd Grade Music
3 rd Grade Art	1 st Grade PE	4 th Grade PE
3 rd Grade SRI	4 th Grade Math	5 th Grade Math
3 rd Grade Math	4 th Grade ELA & Math- MAP	5 th Grade ELA & Math MAP
4 th Grade Computers	5 th Grade Music	
Math 6 – MAP	Integrated Math 6 – MAP	Integrated Math 7 – MAP
Pre-Algebra – MAP	Integrated Math 8 – MAP	Foundations of Algebra – MAP
Algebra I	Honors Geometry	6 th Grade ELA – MAP
7 th Grade ELA – MAP	8 th Grade ELA – MAP	Introduction to Computer Science
MS Band	MS Choir	8 th Grade Art
FACS 8	6 th Grade PE	8 th Grade PE
6 th Grade Social Studies	7 th Grade Social Studies	8 th Grade Social Studies
6 th Grade Science	7 th Grade Science	8 th Grade Science
Medical Detectives	Math 6	Integrated Math 6
Accelerated Math 6	Math 7	Integrated Math 7
Math 8	Integrated Math 8	6 th ELA – SRI

7 th ELA – SRI	8 th ELA - SRI	
Algebra I	Geometry	Formal Geometry
Honors Geometry	Algebra II	Formal Algebra II
Honors Algebra II	College Algebra	Pre-Calculus
English I	Pre-AP English I	English II
Pre-AP English II	English III	English IV
Spanish I	Spanish II	Pre-AP Spanish II
Pre-AP Spanish	French I	German I
General Music	Acapella Choir	Desktop Publishing I
Personal Finance	Art Fundamentals	Industrial Wood Tech I
Foods 1	Business Technology	Marketing Principles
Foods 2	Clothing 1	Child Development 1
Principles of Biomedical Science	Intro to Engineering Design	Principles of Engineering
HS Health	Human Body Systems	HS Physical Education
Journalism	Weight Training	Outdoor Pursuits
Western Civilization	Theater Arts 1	Cultural Geography
AP Psychology	US Government	US History
Physics	Biology	Honors Biology
Forensic Science	Human Anatomy & Physiology	Physical Science
Earth and Space Science	Chemistry	Honors Chemistry
Reading Workshop	College Algebra	Algebra III
French II		

Use of Results: Student Growth Assessments are used to measure the impact teacher instruction has on student progress towards learning identified goals and outcomes. Students that are not making adequate growth in a specified amount of time may be identified as needing academic intervention in a specific area. During the 2017 – 2018 school year, teacher level student growth measures will be used as part of teacher evaluation based on a three year average.

Assessments for Predicting and Planning

Instrument	Full Assessment Name	Target Grade	Purpose
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Lights Retention Scale	Lights Retention Scale	K - 12	To determine retention in the same grade.
Missouri Connections	Missouri Connections	8, 10, 11	To identify general levels of interest and to develop career pathways information.
CogAT	Cognitive Abilities Test-Screener	1 st , 3 rd	To identify/screen levels of reasoning and problem solving abilities. Results are used to identify students for further gifted testing.
ACT Aspire	American College Test – Aspire	9	Summative assessment that is aligned with the ACT and designed to familiarize students with taking a college entrance exam. Results are used to help make sure students are prepared for the ACT and are college and career ready.
PreACT	American College Test-PreACT	10	Summative assessment that is aligned with the ACT and designed to familiarize students with taking a college entrance exam. Results are used to help make sure students are prepared for the ACT and are college and career ready.
ACT WorkKeys	American College Test - WorkKeys	11,12	To assess job skill readiness for students heading to a career after high school graduation.
PSAT	Preliminary Scholastic Aptitude Test	10, 11	To familiarize students with taking a college entrance exam and to participate in the National Merit Scholarship Program. Optional test taken at a student's expense.
AP	Advanced Placement	9, 10, 11, 12	To determine college course placement. Optional test taken at a student's expense.
OASIS	Occupational Aptitude Survey and Interest Schedule	10, 11	To identify general levels of aptitude or potential strengths. Assessment used for entrance to Lewis and Clark Technical School. Information used by counselor and Vocational Resource Educator at Lewis and Clark for placement.
KTEA	Kaufmann Test of Educational Achievement	1st - 8th	To identify academic achievement in determine eligibility for special education and the gifted program. This test can assist in the identification of a Specific Learning Disability

Lister Non-Verbal Scale	Lister Non-Verbal Scale	K - 12	To determine ability for gifted and ESOL programs.
Instrument	Full Assessment Name	Target Grade	Purpose
Conners Rating Scales	Conners Rating Scales	K - 12	To assess the impact of ADHD. This assessment is commonly used to determine eligibility for 504 or special education.
WISC V, WPPSI-V, WAIS-III	Wechsler Intellectual Scale for Children -IV, Wechsler Preschool & Primary Scale of Intelligence -V, Wechsler Adult Intelligence Scale-III	Pre-K - 12	To measure cognitive ability in determining eligibility for gifted program and special education program.
WNV	Wechsler Non-Verbal Test	K - 12	To measure cognitive ability in determining eligibility for gifted program and special education program. This is an IQ test that is completely nonverbal.
K-ABC	Kaufmann Assessment Battery for Children	K - 12	To measure cognitive ability in determining eligibility for gifted program and special education program.
Leiter-III	Leiter III	Pre-K - 12	To measure cognitive ability in determining eligibility for special education. This is an IQ test that is completely nonverbal.
Stanford-Binet V	Stanford-Binet V	K - 12	To measure cognitive ability in determining eligibility for special education.
UNIT	Universal Nonverbal Intelligence Test	Pre-K - 12	To measure cognitive ability in determining eligibility for special education. This is an IQ test that is completely nonverbal.
Vineland Adaptive Scale	Vineland Adaptive Scale	Pre-K - 12	To rate adaptive behaviors in determining eligibility for special education.
ABES	Adaptive Behavior Evaluation Scale	Pre-K - 12	To rate adaptive behaviors in determining eligibility for special education.
Woodcock-Johnson-III	Woodcock-Johnson-III	K - 12	To identify academic achievement in determining eligibility for special education. This test can assist in the identification of a Specific Learning Disability.
WIAT-III	Wechsler Individual Achievement Test	K - 12	To identify academic achievement in determining eligibility for special

			education. This test can assist in the identification of a Specific Learning Disability.
Instrument	Full Assessment Name	Target Grade	Purpose
Key Math	Key Math	K - 12	To identify academic achievement in determining eligibility for special education. This test can assist in the identification of a Specific Learning Disability, specific to math.
TEWL-2 & TOWL-3	Test of Early Written Language-2 & Test of Oral & Written Language-3	K - 12	To identify academic achievement in determining eligibility for special education. This test can assist in the identification of a Specific Learning Disability in written expression.
TORC-4	Test of Oral Reading Comprehension	Ages 7 - 18	To identify academic achievement in determining eligibility for special education. This test can assist in the identification of a Specific Learning Disability, specific to reading.
TERA-3	Test of Early Reading Ability	K, 1	To identify academic achievement in determining eligibility for special education. This test can assist in the identification of a Specific Learning Disability in early reading skills.
TEMA-3	Test of Early Math Ability	K - 12	To identify academic achievement in determining eligibility for special education. This test specifically looks at early math skills in identification of special education needs.
GORT-4	Gray Oral Reading Test	1st - 12th	To identify academic achievement in determining eligibility for special education. This test specifically looks at reading skills.
Conner's Rating Scales	Conner's Rating Scales	K - 12	To rate behavior in determining eligibility for special education.
BDIS-2	Behavior Disorder Identification Scale	K - 12	To rate behavior in determining eligibility for special education.
DT/CEP	Differential Test of Conduct and Emotional Problems	K - 12	To rate behavior in determining eligibility for special education.
EDDT	Emotional Disturbance Decision Tree	K - 12	To rate behavior in determining eligibility for special education.

Instrument	Full Assessment Name	Target Grade	Purpose
GARS	Gilliam Autism Rating Scale	K - 12	To rate behavior in determining eligibility for special education. This rating scale looks at the probability of Autism.
GFTA	Goldman-Fristoe Test of Articulation	K - 12	To assess a student's articulation errors in determination for special education.
HAPP	Hodson Assessment of Phonological Patterns	K - 12	To assess a student's speech errors in determining eligibility for special education.
CELF-5 Screeners	Clinical Evaluation of Language Fundamentals	K - 12	To screen a student's language abilities in determining if more assessment is needed for special education.
CELF-5 Complete Tests	Clinical Evaluation of Language Fundamentals	K - 12	To assess a student's language abilities in determining eligibility for special education.
LPT-3	Language Processing Test	K - 12	To assess a student's language abilities in determining eligibility for special education.
WORD Test-2	WORD Test-2	K - 12	To assess a student's language abilities in determining eligibility for special education.
PPVT-III	Peabody Picture Vocabulary Test	K - 12	To assess a student's language abilities in determining eligibility for special education.
EVT	Expressive Vocabulary Test	K - 12	To assess a student's language abilities in determining eligibility for special education.
TOSS-P	Test of Syntax and Semantics	K - 12	To assess a student's language abilities in determining eligibility for special education.
TOPL	Test of Pragmatic Language	K - 12	To assess a student's language abilities in determining eligibility for special education.
TOPS-3	Test of Problem Solving	K - 12	To assess a student's language abilities in determining eligibility for special education.
TAPS-3	Test of Auditory Processing Skills	K - 12	To assess a student's language abilities in determining eligibility for special education.
Instrument	Full Assessment Name	Target Grade	Purpose

Bracken Basic Concept Scale	Bracken Basic Concept Scale	K - 12	To assess a student's language abilities in determining eligibility for special education.
Communication Lab Profile	Communication Lab Profile	K - 12	To assess a student's language abilities in determining eligibility for special education.
CTOPP	Comprehensive Test of Phonological Processing	K - 12	To assess a student's language abilities in determining eligibility for special education.
CASL	Comprehensive Assessment of Spoken Language	K - 12	To assess a student's language abilities in determining eligibility for special education.
SLDT	Social Language Development Test	K - 12	To assess a student's language abilities in determining eligibility for special education.
EOWPVT	Expressive One Word Picture Vocabulary Test	K - 12	To assess a student's language abilities in determining eligibility for special education.
ROWPVT	Receptive One Word Picture Vocabulary Test	K - 12	To assess a student's language abilities in determining eligibility for special education.
LARS		K - 12	To assess a student's language abilities in determining eligibility for special education.
OWLS	Oral & Written Language Scales	K - 12	To assess a student's language abilities in determining eligibility for special education.
PLS-4	Preschool Language Scales	Pre-K - K	To assess a student's language abilities in determining eligibility for special education.
TARPS	Test of Auditory and Reasoning Processing Skills	K - 12	To assess a student's language abilities in determining eligibility for special education.
TLC-Expanded	Test of Language Comprehension	K - 12	To assess a student's language abilities in determining eligibility for special education.
TOLD I:3	Test of Language Development - Intermediate	K - 12	To assess a student's language abilities in determining eligibility for special education.
TOLD P:3	Test of Language Development – Primary	K - 12	To assess a student's language abilities in determining eligibility for special education.
Instrument	Full Assessment Name	Target Grade	Purpose
HELP Test	HELP Test	K - 12	To assess a student's language abilities in determining eligibility for special education.

TOAL-3	Test of Adolescent and Adult Language	6th - 12th	To assess a student's language abilities in determining eligibility for special education.
TOWK	Test of Word Knowledge	K - 12	To assess a student's language abilities in determining eligibility for special education.
Boone Voice Program	Boone Voice Program	K - 12	To assess a student's voice quality in determining eligibility for special education.
Stuttering Severity Instrument	Stuttering Severity Instrument	K - 12	To assess a student's speech fluency in determining eligibility for special education.
ALST		K - 12	To assess a student's language abilities in determining eligibility for special education.
Apraxia Profile	Apraxia Profile	K - 12	To assess a student's degree of severity of apraxia in determining eligibility for special education.
WIDA-APT	World-Class Instructional Design and Assessment for Assessing Comprehension and Communication in English State-to-State Placement Test for English Language Learners	K - 12	To assess a student's English language ability for determining eligibility for ELL services.
Assessment of Phonological Processes	Assessment of Phonological Processes	K - 12	To assess a student's phonological processes in determining eligibility for special education.
Oral Speech Mechanism Screening Exam - R	Oral Speech Mechanism Screening Exam - R	K - 12	To assess a student's oral mechanism for speech in determining eligibility for special education.
ACT/SAT	American College Test/Scholastic Aptitude Test	9th - 12th	Each student shall be informed of the opportunity to register and take scholastic aptitude batteries required by the colleges of a student's choice. Results are used for educational and vocational guidance and counseling.

Use of Results: WISC V results will be maintained by the Evaluation Department. Parents will be notified by letter as to whether or not their child meets the gifted program requirements and will be invited to a conference to discuss results with gifted personnel.

The high school guidance counselor will discuss information from Preliminary Scholastic Aptitude Test (PSAT), and American College Testing (ACT) with individual students, who will take the assessment results home to parents. ACT results will also be mailed directly to the

student's home from the testing company. Results from PSAT, ACT, COMPASS and ACCESS will be used for developing individual educational and career plans. PSAT, ACT, COMPASS and ACCESS results will be placed in student permanent files. Information from the district's ACT Profile Report, including disaggregated data, will be incorporated in the Annual Assessment Report provided to the Board of Education and in the District Report Card. Such information will be used in evaluating and improving curriculum and instruction.

Professional Development: Only administrators, guidance counselors, gifted personnel, teachers, and reading specialists who have participated in the appropriate training for an assessment for predicting or planning will administer the assessment.

GUIDELINES FOR INCLUDING STUDENTS WITH DISABILITIES

All staff will participate in professional development offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom. When a teacher believes that a student may be eligible for special education services, the teacher will make a referral directly to the building guidance counselor or through the building CARE team. The guidance counselors will in turn initiate and monitor the completion of a referral packet to Special Services. Classroom teachers will participate in the referral packet completion by providing the appropriate documentation collected as a result of observation and utilization of intervention strategies. The building CARE team will determine if referral for further testing is needed. If needed, the student will be assessed by Diagnostics. If Diagnostics determines through assessments that a student has a disability, an IEP will be written. Individual students with disabilities will participate in assessments administered by the District as indicated by the student's IEP or 504 plan with appropriate accommodations. Accommodations will be designed to provide all students with an equal opportunity to demonstrate what they know and can do. Accommodation procedures may include adjustments in the assessment setting, how students are required to respond, and the timing of the assessment. Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category of disability, or percentage of time in a particular placement or classroom. Decision-makers should start from the premise that all students, including those with disabilities, will participate in: the state assessment and the district-wide assessments; and, to the greatest extent possible, in all parts of the MAP subject area assessments. When an IEP team determines that a student should not participate in MAP after consideration of the student's instructional goals, current curriculum level of functioning, skills, and learning characteristics, the student will instead participate in the MAP-A.

PROVISIONS FOR TEACHING TEST-TAKING SKILLS

Classroom teachers will provide students with regular instruction in test-taking skills and will provide students with opportunities to practice responding to multiple choice and constructed response questions, as well as performance events and tasks. Classroom teachers will also provide feedback regarding student performance following practice opportunities. Preparing students to participate in state and national assessments will be the responsibility of all classroom teachers, and building level faculties will develop strategies for improving student performance on state and national assessments on an annual basis.

TEST SECURITY PROCEDURES

All MAP assessment documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area. When the test documents first arrive at the district, the Assistant Superintendent for Curriculum, Instructional and Assessment, Director of Assessment or his/her designee will carefully check all materials, sort them in preparation for administration, and maintain a written record of the number of booklets that will be sent to each administration site. The Assistant Superintendent for Curriculum, Instruction and Assessment, Director of Assessment, or his/her designee will assume responsibility for contacting the Missouri Assessment at CTB/McGraw-Hill or Questar if the order is inaccurate. Beyond the initial check and sorting, test booklets will remain untouched until they are prepared for distribution to the buildings. The building administrator upon receipt will ensure locked, safe storage of all assessment materials until distribution for administration. Only the Assistant Superintendent for Curriculum, Instruction and Assessment, Director of Assessment, Building level administrators and other designated individuals will have access to test materials. No teacher shall have access to test booklets or be told what is in them before the test is distributed. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in training led by the school building testing coordinator. The training will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting.

All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. Test booklets will be delivered to each building prior to the date of the test and distributed by building test coordinator immediately prior to testing. Students will not receive test booklets until time for testing to begin. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheet in their test booklets and

close booklet before leaving their seats. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator, and stored in a locked facility.

The school level test coordinator will schedule all test make-ups. Students in each building will be grouped together for testing when possible. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security.

Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Test booklets and answer sheets will be re-counted by the school test coordinator, and these counts will be documented and checked against pre-administration counts. As expediently as possible, answer sheets and test booklets will be stored and packaged by the school test coordinator or person who has been designated as responsible, according to directions, and sent for final check to the District administrator in charge or his/her designee who will arrange shipping for scoring.

The Director of Assessment and the School Test Coordinator are responsible for maintaining test security of all electronic based assessments. Test tickets containing individual student login information will be printed out and securely stored prior to test administration. The School Test Coordinator will deliver the student test tickets to the proctor before a testing session is to begin. Students should be situated so that no one can see the computer screen for that student. At the conclusion of the testing session all testing materials including the test ticket will be collected from students and securely destroyed.

WSD Common Assessment Protocol

- Students take the assessment for the content area for his/her grade level. *The most common exception to this occurs in elementary or middle school: if a student is placed in or enrolled in a grade level beyond his or her current cohort level, he or she will take the assessment for the level in which he or she is **enrolled**. Example: A third grade

student who is placed in the 4th grade class for math. She will take the 4th grade math common assessment.

- Common assessment administration and procedures mirrors MAP (Grade-level and EOC) assessment administration and procedures.
- Data from the common assessments is collected and used at the classroom and school level to inform instruction, identify strengths and weaknesses, and isolate individual student needs. In addition, data will be used at the district level to inform decisions regarding curriculum and to identify any weaknesses with the assessment instrument.
- Teachers may review and discuss assessments with students after administration; however, district common assessments are considered secure documents. Thus, common assessments must always be returned to the teacher. Parents are welcome to come to the school to view the assessments, or parents may request to have the assessment sent home to view and then return to the school.
- When grading – it is HIGHLY recommended that teachers look carefully at their data before putting a grade in the grade book. If a large percentage of students miss a question, it is suggested that the question NOT be counted against the student in the overall score for the assessment.
- ACCOMMODATIONS
 - Do not pull “MAP” groups for common assessments
 - If the student self-advocates for a change of environment, they must be accommodated.
 - Do not modify the format of the test (i.e. reduce the reading level to meet the student’s needs or change vocabulary of test questions).
 - If the student shows behaviors or an unnecessary high stress level due to common assessments – STOP TESTING.
 - The time length of a common assessment is one period – if students take longer than two class periods, STOP TESTING.
 - MAP-A students and students who will be MAP-A eligible when age appropriate do NOT take the common assessment.

PROTOCOLS FOR STUDENT GROWTH ASSESSMENTS 2017 – 2018

1. Teachers will give the Student Growth Assessment for each course they teach that has a Student Growth Assessment developed for it.

2. Special Education teachers that are co-teaching in a CWC (Class within a class) that has a Student Growth Assessment developed, will use the scores for all students in that class as their student growth measure.
3. All students present in class during the Student Growth Assessment window will be required to take the Student Growth Assessment, unless administrator approval has been given or otherwise state below.
4. One semester classes will only give a Pre-Test and a Post-Test.
5. Courses that meet for less than the equivalent of a full year, will only give a Pre-Test and Post-Test.
6. For one semester courses:
Year 1 – NCE(Normal Curve Equivalent) scores for teachers that teach a semester course, will only be calculated using first semester test data
Subsequent years – NCE scores for teachers that teach a semester course will be calculated with 2nd semester prior school year and 1st semester current school year.
7. Teachers will have 1 week from the conclusion of the test window to submit the Student Growth Assessment score.
8. Student Growth Assessments are secure documents that are not to be sent home with students or parents.
9. Student Growth Assessment test results should not be discussed with students until after the Post-Test is proctored. Teachers can share with students the number of questions a student scored correct on Pre-Test and Mid-Test, but students cannot see the questions that were missed.
10. The Pre-Test will not be counted for a grade.
11. The Mid-Test and Post-Test will count for a grade for secondary students. Grade conversions will be given to teachers after the Mid-Test and Post-Test have been proctored.
 - High Growth compared to the average WSD student: 100/100
 - Average High Growth compared to the average WSD student: 90/100
 - Average Growth compared to the average WSD student: 85/100
 - Average Low Growth compared to the average WSD student: 75/100
 - Low Growth compared to the average WSD student: 70/100
 - Very little or No Growth (Maintained) compared to average WSD student: 60/100
 - No Growth (Scored Lower than prior test): 50/100
 - OR
 - A teacher may assign the higher of the growth curved score or the actual percent on the post-test.
12. Testing conditions should mimic those use for MAP and EOC testing.
13. Unless stated on the assessment, students should not use notes, textbooks, online resources, calculators, etc.

14. Exact test questions should not be reviewed with students until after the Post-Test is proctored.
15. Teachers should follow the grading guidelines that are supplied with the Student Growth Assessments. (For example, if the scoring guide does not specifically mention $\frac{1}{2}$ points can be awarded, then $\frac{1}{2}$ points should not be awarded.)
16. It is recommended that when possible, teachers collaborate on the grading of constructed response and performance questions.
17. Paper and pencil Student Growth Assessments or project based Student Growth Assessments and student responses should be kept on file until the last day of school. (Pre-Test, Mid-Test and Post-Test)
18. Teachers may be asked to video tape live performance based events. (Singing, playing an instrument, etc.)
19. Student Growth Assessments are not timed assessments, unless specifically stated on the assessment. Whenever possible, students should be allowed to finish the assessment in one sitting. Teachers should follow any special guidelines for timing that appear on any individual Student Growth Assessment.
20. Teachers should follow any special instructions for proctoring an individual Student Growth Assessment, these instructions will appear at the top of the Student Growth Assessment.
21. A STUDENT MUST BE WITH A TEACHER THE ENTIRE TIME BETWEEN PRE-TEST TO MID-YEAR TEST, MID-YEAR TEST TO POST-TEST, AND/OR PRE-TEST TO POST-TEST TO COUNT TOWARDS A TEACHER'S STUDENT GROWTH SCORE.
 - If a student moves into a class after the test window has closed, the test score for that window should be left blank in SISK12.
 - If a student moves out of a class, the student's name is dropped from the roster, so no score can be entered into SISK12 for that particular student.
22. If a student moves from Teacher A's class to Teacher B's class at semester or after the Mid-Year Test is proctored, only the Pre-Test and Mid-Test will count towards Teacher A's NCE score. The student score will not be counted toward Teacher B's NCE score (Mid-Test to Post-Test – the student was not in Teacher B's class all of December.)
23. School administrators will be responsible for monitoring that Student Growth Assessments are proctored during the specified testing window. In addition, they will be responsible for monitoring the testing environment and test security.
24. Teachers can petition to have some data points removed or an NCE score reconsidered if there is an unusual circumstance that needs to be noted.
 - Teachers will have to meet with the building principal, who will then email the Director of Assessment.
25. Reviewing for the Post-Test – **Teachers should not give students the exact test questions that will appear on any student growth assessment for reviewing purposes.**

26. Teachers will enter Student Growth Assessment total points earned into SISK12. Teachers will not enter total points earned into their gradebook. Teachers will open their class roster in SISK12 and use the assessment tab to access the page where growth scores will be entered.

ACCOMMODATION INFORMATION

- A student must be in a regular education teacher's classroom for all instruction for the student to count as part of a teacher's growth score, teachers will not enter a test score into SISK12 for these students.
- Student's placed in a class for socialization will not count as part of a teacher's growth score. If such a student takes the student growth assessment, the score should not be entered into SISK12.
- The Pre-Test, Mid-Year Test and Post-Test must have identical modifications.
- Appropriate accommodations:
 - An accommodation must be noted in an IEP for a student to use the accommodation on any student growth assessment.
 - Tests may be read to students.
 - Extended time may be granted to students.
 - If multiple choice items are to be shortened, they should be shortened to no more than 3 choices.
 - A scribe may be used on a test.
 - Teachers may prompt students to continue working during a test.
 - Teachers may use a small group to test students.
 - Teachers may read instructions to students either individually or in small groups.
 - Directions may be repeated to students.
- All modified tests must be sent to the Director of Assessment prior to being proctored during the Pre-Test.

SPECIAL INSTRUCTIONS BY SUBJECT OR COURSE

- High School Mathematics
 - Calculator can be used on the Algebra I, Geometry, Formal Geometry, Honors Geometry, Algebra II, Formal Algebra II, Honors Algebra II, College Algebra and PreCalculus Student Growth Assessments.
- English I, English II, English III and English IV
 - Reading passages that appear on the Student Growth Assessments:
 - If a passage appears on a later course's assessment, the passage must not be taught in any prior course.

- If a passage appears on a prior course's assessment, the passage can be taught in later courses.
- If a passage appears in the same course the assessment is for, the passage can be taught after the Post-Test is proctored.

WENTZVILLE R-IV SCHOOL DISTRICT ASSESSMENT CALENDAR

AUGUST:

Aug 21-Sept 15: SGA Pre Test- (All Special Areas Window)

Aug 28- Sept 22: SRI Fall Benchmark

SEPTEMBER:

Sept 5-15: SGA Pre Test (All Core Classes)
 Sept 5-15: CogAT Screening (3rd Grade Only)
 Sept 25-Oct 6: CogAT Screening (1st Grade Only)
 Sept 27-Oct 19: DRA2 Fall Benchmark (Grades 1-5)

NOVEMBER:

Nov 27-Dec 20: SRI Winter Benchmark
 Nov 27-Dec 8: SGA Mid Test- (Year Long Courses)

DECEMBER:

Dec 6-Dec 13: Fall EOC Testing
 Dec 11-Dec 21: SGA Post Test (Semester Courses)

JANUARY:

Jan 4-Jan 19: SGA Pre Test (Semester Courses)
 Jan 8-Jan 26: DRA2 Winter Benchmark (K & below grade level readers)
 Jan 8-March 1: WIDA ELL Testing

FEBRUARY:

Feb 12-March 1: SGA Post Test (Year Long Courses)

APRIL:

April 9-May 15: MAP Grade Level Assessment
 April 9-May 18: SRI End of Year Benchmark
 April 23-May 23: DRA2 End of Year Benchmark

MAY:

May 7-May 15: EOC Spring Assessment
 May 7- May 23: SGA Post Test (Semester Courses)

AUGUST 2017						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

20	21 SGA Pre Test (Special Areas)	22 SGA Pre Test (Special Areas)	23 SGA Pre Test (Special Areas)	24 SGA Pre Test (Special Areas)	25 SGA Pre Test (Special Areas)	26
27	28 SGA Pre Test (Special Areas) SRI-Fall Benchmark	29 SGA Pre Test (Special Areas) SRI	30 SGA Pre Test (Special Areas) SRI	31 SGA Pre Test (Special Areas) SRI		

SEPTEMBER 2017						
					1 SGA Pre Test (Special Areas) SRI	2
3	4	5 SGA Pre Test (All Areas) SRI CogAT(Grade3)	6 SGA Pre Test (All Areas) SRI CogAT(Grade3)	7 SGA Pre Test (All Areas) SRI CogAT(Grade3)	8 SGA Pre Test (All Areas) SRI CogAT(Grade3)	9

10	11 SGA Pre Test (All Areas) SRI CogAT(Grade3)	12 SGA Pre Test (All Areas) SRI CogAT(Grade3)	13 SGA Pre Test (All Areas) SRI CogAT(Grade3)	14 SGA Pre Test (All Areas) SRI CogAT(Grade3)	15 ALL SGA's DUE in CANVAS OR SISK12 SRI CogAT(Grade3)	16
17	18 SRI	19 SRI	20 SRI	21 SRI	22 SRI	23
24	25 CogAT(Grade1)	26 CogAT(Grade1)	27 CogAT(Grade1) DRA2 (Grades 1-5)	28 CogAT(Grade1) DRA2 (Grades 1-5)	29 CogAT(Grade1) DRA2 (Grades 1-5)	30

OCTOBER 2017						
1	2 CogAT(Grade1) DRA2 (Grades 1-5)	3 CogAT(Grade1) DRA2 (Grades 1-5)	4 CogAT(Grade1) DRA2 (Grades 1-5)	5 CogAT(Grade1) DRA2 (Grades 1-5)	6 CogAT(Grade1) DRA2 (Grades 1-5)	7
8	9	10	11	12	13	14

	DRA2 Grades(1-5)	DRA2 Grades(1-5)	DRA2 Grades(1-5)	DRA2 Grades(1-5)	DRA2 Grades(1-5)	
15	16 DRA2 Grades(1-5)	17 DRA2 Grades(1-5)	18 DRA2 Grades(1-5)	19 DRA2 Grades(1-5)	20 DRA Scores DUE in SISK12	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

19	20	21	22	23	24	25
26	27 SRI-Mid Year Benchmark SGA-Mid Test (For Year Long Courses)	28 SRI SGA- Mid Test (for year courses)	29 SRI SGA- Mid Test (for year courses)	30 SRI SGA- Mid Test (for year courses)		

DECEMBER 2017						
					1 SRI	2

					SGA- Mid Test (for year courses)	
3	4 SRI SGA- Mid Test (for year courses)	5 SRI SGA- Mid Test (for year courses)	6 SRI SGA- Mid Test (for year courses) FALL EOC TEST	7 SRI SGA- Mid Test (for year courses) FALL EOC TEST	8 SRI SGA- Mid Test (for year courses) FALL EOC TEST	9
10	11 SRI SGA-Post Test (for semester courses) FALL EOC TEST	12 SRI SGA-Post Test (for semester courses) FALL EOC TEST	13 SRI SGA-Post Test (for semester courses) FALL EOC TEST	14 SRI SGA-Post Test (for semester courses)	15 SRI SGA-Post Test (for semester courses)	16
17	18 SRI SGA-Post Test (for semester courses)	19 SRI SGA-Post Test (for semester courses)	20 SRI SGA-Post Test (for semester courses)	21 SGA-Post Test (for semester courses)	22	23
24	25	26	27	28	29	30
31						

JANUARY 2017						
	1	2	3	4 SGA Pre Test (semester courses)	5 SGA Pre Test (semester courses)	6

7	8 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	9 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	10 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	11 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	13
14	15 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	16 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	17 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	18 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	19 SGA Pre Test (semester courses) DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	20
21	22 DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	23 DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	24 DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	25 DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	26 DRA2 Testing (Kindergarten & Below Level) WIDA ELL TEST	27
28	29 WIDA ELL TEST DRA Scores DUE in SISK12	30 WIDA ELL TEST	31 WIDA ELL TEST			

FEBRUARY 2017						
				1 WIDA ELL TEST	2	3

4	5 WIDA ELL TEST	6 WIDA ELL TEST	7 WIDA ELL TEST	8 WIDA ELL TEST	9 WIDA ELL TEST	10
11	12 WIDA ELL TEST	13 WIDA ELL TEST	14 WIDA ELL TEST	15 WIDA ELL TEST	16 WIDA ELL TEST	17
18	19 SGA-Post Test (Year courses) WIDA ELL TEST	20 SGA-Post Test (Year courses) WIDA ELL TEST	21 SGA-Post Test (Year courses) WIDA ELL TEST	22 SGA-Post Test (Year courses) WIDA ELL TEST	23 SGA-Post Test (Year courses) WIDA ELL TEST	24
25	26 SGA-Post Test (Year courses) WIDA ELL TEST	27 SGA-Post Test (Year courses) WIDA ELL TEST	28 SGA-Post Test (Year courses) WIDA ELL TEST			

MARCH 2017						
				1 WIDA ELL TEST	2	3

				SGA's- DUE (year courses)		
4	5	6	7	8	9	10
11	12	13	14	15	16	20
21	22	23	24	25	26	27
28	29	30				

APRIL 2017						
1	2	3	4	5	6	7
8	9 SRI- End Yr Test MAP- Grade Level Test	10 SRI MAP-Grade Level	11 SRI MAP-Grade Level	12 SRI MAP-Grade Level	13 SRI MAP-Grade Level	14
15	16 SRI MAP-Grade Level	17 SRI MAP-Grade Level	18 SRI MAP-Grade Level	19 SRI MAP-Grade Level	20 SRI MAP-Grade Level	21
22	23 SRI MAP-Grade Level DRA- End Yr	24 SRI MAP-Grade Level DRA- End Yr	25 SRI MAP-Grade Level DRA- End Yr	26 SRI MAP-Grade Level DRA- End Yr	27 SRI MAP-Grade Level DRA- End Yr	28
29	30 SRI MAP-Grade Level DRA- End Yr					

MAY 2017						
		1 SRI MAP-Grade Level DRA- End Yr	2 SRI MAP-Grade Level DRA- End Yr	3 SRI MAP-Grade Level DRA- End Yr	4 SRI MAP-Grade Level DRA- End Yr	5
6	7 SRI MAP-Grade Level DRA- End Yr SGA-End of Year (Semester Courses) EOC-Spring Test	8 SRI MAP-Grade Level DRA- End Yr SGA-End Yr EOC-Spring	9 SRI MAP-Grade Level DRA- End Yr SGA-End Yr EOC-Spring	10 SRI MAP-Grade Level DRA- End Yr SGA-End Yr EOC-Spring	11 SRI MAP-Grade Level DRA- End Yr SGA-End Yr EOC-Spring	12
13	14 SRI MAP-Grade Level DRA- End Yr SGA-End Yr EOC-Spring	15 SRI MAP-Grade Level DRA- End Yr SGA-End Yr EOC-Spring	16 SRI DRA- End Yr SGA-End Yr	17 SRI DRA- End Yr SGA-End Yr	18 SRI DRA- End Yr SGA-End Yr	19
20	21 DRA- End Yr SGA-End Yr	22 DRA- End Yr SGA-End Yr	23 DRA- End Yr SGA-End Yr	24	25	26
27	28	29	30	31		