

# **Festus R-VI School District**

## ***District Assessment Plan***

*The Festus R-VI School District is committed to providing an environment that promotes academic excellence, recognizes the value and potential of each child and fosters positive character development. Through a shared spirit of unity between school, home and community, students are prepared to participate in, and become contributing members of, our democratic society.*

***“Educating All children to meet Tomorrow’s Challenges.”***

*Revised*  
**June 2019**

## TABLE OF CONTENTS

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Policy of Non-Discrimination                                         | 1  |
| Testing Philosophy                                                   | 1  |
| Justification for a Testing Program                                  | 1  |
| Testing Program                                                      | 2  |
| Guidelines for Testing Students with Special Needs                   | 4  |
| Assessment Results Use and Dissemination                             | 5  |
| Addressing Show-Me Standards not Assessed on MAP                     | 5  |
| District Test Security Policy                                        | 6  |
| Group Testing Schedule (K-12)                                        | 9  |
| District Group Achievement Testing                                   | 9  |
| Group Test Descriptions                                              | 10 |
| Special Services Supplemental Tests                                  | 13 |
| Educational Achievement Tests                                        | 16 |
| Correlates                                                           | 17 |
| Speech/Language                                                      | 18 |
| Behavior                                                             | 21 |
| Vocational                                                           | 23 |
| Glossary                                                             | 27 |
| Appendix A                                                           | 28 |
| MAP Data Analysis & Disaggregation<br>Instructional Improvement Plan |    |
| Appendix B                                                           | 32 |
| Tiers of Assessment Data                                             |    |

## **Policy of Non-Discrimination**

*The **Festus R-VI School District** does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. Inquiries related to District programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the **District Compliance Officer** – Civil Rights Compliance (Title VI/Title IX/Section 504/ADA/Age Act); 1515 Mid-Meadow Lane; Festus, MO 63028; Telephone 636.937-4920; E-mail: [ruessnicki@festusedu.com](mailto:ruessnicki@festusedu.com) Dr. Nicki Ruess/ Assistant Superintendent*

## **TESTING PHILOSOPHY**

The major purpose of the assessment process is to gather information about students that will aid them in understanding themselves and in making meaningful decisions.

The role of standardized testing in the school system is to help make decisions of selection, placement, evaluation, and identification. The school needs a comprehensive testing program to assess a student's interests, aptitudes, and achievements. The standardized tests best suited to gauge the information needed in an objective manner must have validity, reliability, and normative data in order to arrive at non-judgmental decisions.

While testing plays a major role in making decisions, other factors are considered to complete the evaluation process as well. Input from teachers, counselors, and parents is a necessity in the testing program.

## **JUSTIFICATION FOR A TESTING PROGRAM**

Testing involves a performance sampling so judgments and decisions can be made regarding individuals, groups of individuals, and educational programs. The validity of judgments and decisions are dependent upon the wise choice of tests, prior planning, and the appropriate administration of the tests. The primary justification for testing is found in the use of the obtained information in making better and more informed educational decisions and judgments. Test results have three major uses: (1) *instructional*, (2) *guidance and counseling*, and (3) *administrative*.

### **Instructional Utilization:**

Information from testing has a number of instructional uses. Pre-instructional measurements of entry-level performances may be used to identify individual performance differences so that differential assignments may be made within the classroom and/or among classroom groups. Knowledge of entry-level performance may also be used by students as a source of motivation to achieve non-mastered goals. Post-instructional measurements of performance may be used to evaluate individual learning, group or classroom learning, and instructional effectiveness. Awareness of achievement of instructional goals and objectives can be a source of satisfaction and motivation to students. Testing may reveal that instructional reorganization and/or re-teaching may be necessary. Remember, the main purpose of testing is to assist teachers in making instruction more effective for each student.

### Guidance and Counseling Utilization:

Information from testing is used in the guidance and counseling for students. Test information helps students make better decisions about personal and educational choices. Information from a variety of tests may be used in helping students:

- (a) Understand their academic needs and achievement
- (b) Plan their school program
- (c) Make career decisions
- (d) Plan for college or advance training
- (e) Make wise personal decisions

### Administrative Utilization:

Test information has several administrative uses. Tests are used to monitor pupil performance and to check whether students have achieved certain levels of competence. Appropriate test information shall be part of a student's permanent school record and may be released upon student or parent consent. Test results are often requested from school officials by colleges, other training institutions, or potential employers. Individual test performance and criterion cutoffs can be used to help select students for participation in certain school programs (*special education, regular education, advanced programs, and gifted programs*). The test performance of students in a school or district should be used to inform the public about the quality of student performance and the quality of schooling. Pupil performance on academic achievement tests should be used to detect trends or differences in performance that may aid in setting priorities, curriculum planning, revisions of instructional processes, and evaluation of the education program.

### **TESTING PROGRAM**

The Board of Education supports the establishment of a district-wide educational testing program as one indication of the success and quality of the total educational program. 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 testing program are to facilitate and provide information for the following:

Student Achievement - to produce information about achievement so that parents, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

Student Counseling - to serve as a tool in counseling and guidance of students for further direction and for specific academic placement.

Instructional Change - to provide data which will assist in preparing recommendations for instructional program changes to:

- (1) Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
- (2) Help the professional staff formulate and recommend instructional policy.
- (3) Help the Board of Education adopt instructional policy.

School and District Assessment - to provide indicators as to how well the district is moving toward achieving established goals.

The testing program is considered to be an integral part of the needs assessment and the evaluation programs of the district. They should be developed primarily for furnishing needed information to decision-makers, including the Board, administrators, teachers, parents, and students. The needs of these various groups shall be clearly identified and the testing program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of the testing program and its implementation. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonable accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education, the district will administer tests of basic competencies and other assessments to students at particular levels, periodically throughout the K-12 program.

Confidentiality will be maintained with regard to individual test scores and other information derived from the district's testing program. Individual student scores will be discussed with parents upon request and/or as needed. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional. Tabulated results are to be handled in a professional manner and not released except to members of the Board of Education and others as authorized by the Board and/or mandated by the Department of Elementary and Secondary Education.

## **GUIDELINES FOR TESTING STUDENTS WITH SPECIAL NEEDS**

Festus R-6 includes between 99 – 100% of their Special Students in MAP/MAP-A testing and district-wide testing. Students are accommodated according to their individual needs and Individual Education Program (IEP).

On an annual basis the IEP team meets to discuss what accommodations would be best for each student. The following are examples of accommodations that could be used:

1. Providing a scribe for the student to write answers down
2. Students being able to use a calculator
3. Separate setting

MAP-A (DLM) may be given to approximately 1% of the special needs population. It is determined by the IEP team whether a severely disabled student that is in grades 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> (*grades are determined by DESE*) could be eligible for the MAP-A. The special needs student has to meet all five of the following eligibility criteria:

1. The student has significant problems acquiring new skills and acquisition of skills must be taught in very small steps.
2. The student does not keep pace with peers, even with the majority of students in special education with respect to the total number of skills acquired.
3. The student's educational program centers on the functional application of the Missouri Show-Me Standards.
4. The IEP team, as documented in the IEP, does not recommend participation in the Missouri Assessment Program (MAP) subject areas or taking the MAP with accommodations.
5. The student's inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.

The MAP-A changed during the 2014-15 school year to Dynamic Learning Maps (DLM) for English language arts (ELA) and mathematics (MA). Science changed to DLM during the 2015-16 school year and will be given in 5<sup>th</sup> and 8<sup>th</sup> grade.

The new MAP-A (DLM) Alternate Assessment System will allow students with significant cognitive disabilities show what they know in ways that traditional multiple choice tests cannot. The DLM system is computerized and designed to map a students learning throughout the year. The system will use items and tasks that are embedded in the day to day instruction in ELA and MA.

## **ASSESSMENT RESULTS USE AND DISSEMINATION**

The two primary district-wide state assessments used for school improvement efforts are the **MAP** (Missouri Assessment Program) and **EOC** (End of course) **exams** taken in the spring each year. Students are administered the required English Language Arts (ELA) MAP/EOC assessments annually in grades 3, 4, 5, 6, 7, 8 and English Language Arts II. In Math, students are administered the required MAP/EOC assessments annually in grades 3, 4, 5, 6, 7, 8, & Algebra I. In Science, the MAP/EOC is administered at Grades 5, 8, and Biology. For Social Studies, the MAP/EOC assessment is administered for Government. For the 2019-2020 school year, the EOC assessments for American History, Language Arts I; Algebra II; Physical Science and Geometry will be administered by the district but are not a required assessment by the state. As part of District's assessment plan for 2019-20 school year all 11<sup>th</sup> grade students will continue to take the ACT assessment.

In the fall of each school year, disaggregated results of the MAP assessment are provided and analyzed for each grade level tested. Athena software reports are utilized to drill-down student performance data in each **process** and **content** area. Staff, under the direction of the building Principal and Assistant Superintendent are expected to analyze the data using the **MAP Analysis and Disaggregation Report** form as a guide (see *Appendix A*) and to develop an instructional plan that is reflected in their Building Level School Improvement Plan, which address individual building, grade level, class and student needs. In addition, teachers are expected to reflect upon instructional strategies used the prior year to determine the level of effectiveness in helping students and entire grade-levels improve their overall performance on the MAP assessments.

## **ADDRESSING MISSOURI LEARNING STANDARDS NOT ASSESSED ON M.A.P.**

Core area teachers make every effort to address all Missouri Learning Standards assessed on the MAP. However, greater emphasis is given to those areas assured to be assessed.

In order to address areas which are not normally assessed on the spring MAP exams, the district encourages teachers in elective areas (*Family and Consumer Sciences, Art, Music, P.E. etc.*) to integrate Missouri Learning Standard content into their curriculum. More specifically, elective classes concentrate on test-taking skills, along with performance standards which include practice on learning tasks that will increase proficiency on the MAP. Elective teachers are encouraged to participate in building level discussions regarding MAP preparation.

## **TEST SECURITY**

### **Storage and Access Prior to Test Administration**

- 1) All Missouri assessment documents and standardized test information are available electronically. All reports and log in information are to be stored, immediately upon receipt, in a secured area.
- 2) When the test materials are available online to the district the test coordinator will carefully check all materials and begin preparation for administration, making a written record of all materials (booklets, testing log-ins, etc.)
- 3) The test coordinator will assume responsibility for contacting the appropriate testing coordination site if the materials are inaccurate and for providing secured storage of any materials received as a result of this contact.
- 4) Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration, and all electronic passwords will be secured until testing session.
- 5) Only the test coordinator and other designated individuals will have access to test materials.
- 6) No teacher shall have access to test materials or be told what is in them before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).
- 7) Teachers will have access to the appropriate documents, including the Test Administration Manual.

### **Instructions for Administration**

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials (including log in information) in a secure manner, providing directions to students, responding to students' questions and monitoring the test setting.
3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

## Test Administration

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines given by the state.
2. Test materials will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive testing information until time for testing to begin.
3. 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 follow proper procedures for securing testing materials before leaving their seats.
4. 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.
5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
6. If a test is to be administered over a series of days, test materials and log in information will be collected each day immediately following testing.

## Collection and Storage of Test Materials Following Testing

1. Test materials will be collected and submitted by test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. All test make-ups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security.

### 3. Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test materials for any reason.
2. Removal of a test material from the secure area except during test administration.
3. Failure to return all test materials following test administration.
4. Directly teaching any test item included on a standardized test.
5. Altering a student's responses to items on an answer sheet.
6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any unfair practice, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken.

**District Group Achievement Testing Schedule (Grades K-12)**

| Test                                               | Grade Level                  | Test Date                               | Administered By:                               |
|----------------------------------------------------|------------------------------|-----------------------------------------|------------------------------------------------|
| <b>Gates-MacGinitie Reading Assessment</b>         | K – 6 <sup>th</sup>          | August & May                            | Classroom Teachers                             |
| <b>End-of-Course Assessment</b>                    | Various @ HS                 | December/January//May /June/August      | Classroom Teachers/Counselors                  |
| <b>AGS- Early Childhood Profiles</b>               | Pre-K                        | April/May                               | Parents As Teachers                            |
| <b>MAP (Mo. Assessment Program) Tests</b>          | 3,4,5,6,7,8,                 | April - May 2020                        | Classroom Teachers<br>Counselors<br>Principals |
| <b>Missouri Connections</b>                        | MS and HS                    | Aug. - May                              | Middle School and High School Counselors       |
| <b>ASVAB</b>                                       | All 10 <sup>th</sup>         | October                                 | High School Counselors/<br>classroom teachers  |
| <b>STAR</b>                                        | k-12                         | On-going                                | Teachers                                       |
| <b>PSAT (Preliminary Scholastic Aptitude Test)</b> | 11 (by choice)               | Wednesday, October<br>Saturday, October | HS Counselors/Off –<br>Campus Officials        |
| <b>ACT (American College Testing Program)</b>      | All 11 <sup>th</sup> graders | April , 2020<br>Make-up: May , 2020     | HS Counselors/Teachers                         |

**DISTRICT GROUP ACHIEVEMENT TESTING**

MAP = Missouri Assessment Program; EOC = End of Course Assessment;

|                              | Communication Arts | Mathematics | Science   | Social Studies |
|------------------------------|--------------------|-------------|-----------|----------------|
| <b>3<sup>rd</sup> grade</b>  | MAP                | MAP         |           |                |
| <b>4<sup>th</sup> grade</b>  | MAP                | MAP         |           |                |
| <b>5<sup>th</sup> grade</b>  | MAP                | MAP         | MAP       |                |
| <b>6<sup>th</sup> grade</b>  | MAP                | MAP         |           |                |
| <b>7<sup>th</sup> grade</b>  | MAP                | MAP         |           |                |
| <b>8<sup>th</sup> grade</b>  | MAP                | MAP /EOC    | MAP       |                |
| <b>9<sup>th</sup> grade</b>  | EOC                | EOC         |           |                |
| <b>10<sup>th</sup> grade</b> | ASVAB/EOC          | EOC/ASVAB   | EOC/ASVAB | ASVAB          |
| <b>11<sup>th</sup> grade</b> | ACT                | EOC/ACT     | ACT       | EOC/ACT        |

## **GROUP TEST DESCRIPTIONS**

### **American College Testing Program (ACT)**

ACT is administered by the local colleges/universities/high schools at various dates during the year. The students are made aware of test dates and instructed in how to register. With the advent of technology, most students register on-line. The American College Testing Program serves as a college entrance examination required for admittance into colleges and universities. Copies of student results are sent to the high school counselor(s) who aid in interpreting results. The ACT can be taken five (5) times throughout the year at various sites. During the 2019-20 school year all Juniors take the ACT as a part of the district assessment plan. Seniors are strongly encouraged to take the test. This test is accepted by most of the colleges and universities in the Midwest.

### **Accuplacer**

The Accuplacer computer-adaptive college placement test helps educators: quickly *evaluate students' skill levels* in Reading, Writing Skills, Writing Essay, and Math; place *students* in appropriate courses, and *connect them to the resources* they need to achieve academic success when they commence post-secondary education. This is an on-line assessment.

### **End-of-Course Assessment (EOC)**

Course specific assessment administered to a student at completion of local course content. For the 2019-2020 school year, the required state EOC assessments will be provided in Algebra I; Algebra II (if Algebra I was taken prior to 9<sup>th</sup> grade); Language Arts II; Government and Biology. The required local EOC assessments include Geometry, Language Arts I, Physical Science and American History. At this time, no specific minimum score is needed for graduation.

### **Gates-MacGinitie Reading Test**

Students in first (1<sup>st</sup>) through sixth (6<sup>th</sup>) grade are tested in late August or early September and again in May to evaluate overall growth in reading achievement between the beginning and end of the school year.

The Kindergarten test measures pre-reading skills, beginning/ending sounds, rhyming words, syllables, number of words in a sentence and beginning reading skills with picture prompts. The kindergarten assessment measures Literacy Concepts, Oral Language Concepts, Letters/Letter-Sound Correspondences, and Listening (Story) Comprehension. The first-grade grade test measures initial consonants/clusters, final consonants/clusters, vowels, and basic story words in the fall and on the spring assessment measures word decoding and comprehension skills. Second-grade assessment measures word decoding, word knowledge, and comprehension. Third through sixth grade measures Vocabulary and Comprehension along with providing a Total Reading score.

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

MAP tests are performance-based assessments that measure student achievement on Missouri Learning Standards. These assessments are given at designated grade levels and subject areas. The tests are comprised of three methods of measurement: *multiple-choice items, constructed response items, and performance events*. Results are used in individual planning, program

evaluation, and curriculum revision. The Missouri Department of Elementary and Secondary Education also monitor results for classification and accreditation.

### **Kindergarten Screening: AGS Early Screening Profiles**

A nationally norm-referenced assessment battery that measures the cognitive, language, motor, self-help/social, articulation, and health development skills of children aged two through six. This screening tool is useful for identifying children who may be 'at risk' for learning problems and those potentially gifted. It is individually administered and consists of three profiles supplemented by four surveys. Results are shared with parents at the time of initial screening. Results are also sent to the primary school principal.

### **Preliminary Scholastic Aptitude Test (PSAT)**

Offered each year to any student who will pay a fee to take the examination and who has completed their tenth year of high school. The PSAT is similar to the college entrance examinations and is a highly reliable indicator of expected performance on college entrance exams in the verbal and qualitative areas. Scores are requested on many scholarship applications. This assessment is also the qualifying exam for the National Merit Scholar's program.

The PSAT is administered in October by the school counselor(s). Often, the test is administered on a Saturday morning.

### **Missouri Connections Survey**

The Missouri Connections Survey is a comprehensive occupational interest inventory that stimulates and assists in career exploration. The Missouri Connections Survey is a self-administered, self-scored, and self-interpreted inventory. It is designed to help individuals make informed decisions about their education and career. It provides immediate feedback, which helps increase self-understanding and stimulate career exploration. The survey is given to all ninth-grade students.

### **Stanford -10 Achievement Test (STAT-10)**

Given to students in grades 2<sup>nd</sup> - 9<sup>th</sup> and assesses the following subjects: *Reading, Mathematics, Language, Spelling, Science and Social Studies*. It provides *Scaled scores; National and Local Percentile Ranks and Stanines; Grade Equivalents' and Normal Curve Equivalents*. Results are used in individual planning, program evaluation, and curriculum revision. Specific but inclusive uses would be:

- a. Making recommendations for classroom instruction modifications
- b. Identifying individual students who may need additional instructional help
- c. Tracking students vertically to determine performance gain.
- d. One criterion for identifying students for Title I services.
- e. One criterion for identifying students for Gifted services.
- f. One criterion for placement of high school students in courses.

### **STAR Reading, STAR Early Literacy and STAR Math**

These assessments are standardized, computer-adaptive assessments created by Renaissance Learning, Inc., for use in K-12 education. Each assessment can be used as a Tier 2 assessment of a skill to inform instructional interventions (reading practice, math practice, and early literacy, respectively). These assessments can be used any number of times due to item-bank technology. These assessments fall somewhere between progress monitoring tools Tier 1 and high-stakes tests

### **Accelerated Math (AM)**

AM measures student math aptitude/achievement levels in the areas of addition, subtraction, multiplication, division, fractions, decimals, percents, ratios, and proportions. Reports are generated in the form of scaled scores, grade equivalency, percentile rank and normal curve equivalency. AM is used by students in grade 6, 7, & 8. The test is administered in September, December, and May each year.

### **General Screenings for any population of students as needed**

#### **VISION**

Measures a student's near/far point visual acuity, eye muscle control, depth perception, color blindness, orientation/mobility skills.

- 1) Professional evaluation by a qualified optometrist/ophthalmologist
- 2) Titmus II Vision Screening and/or Snellen Eye Chart

#### **HEARING**

Measures a student's hearing acuity for pure-tones and speech, middle ear function, central auditory processing skills, and the need for/use of amplification systems.

- 1) Professional evaluation by qualified medical personnel
- 2) Audiometer

#### **HEALTH/MOTOR**

Measures a student's physiological and neurological condition including gross and fine motor skills, metabolic functioning, and/or evidence of disease or injury. Assessment may also include laterality, directionality, balance, kinesthetic skills, tactile skills, and ambulatory/postural problems.

- 1) Developmental Test of Visual Perception, Second Edition (DTVP-2)
- 2) Sensory Profile

## **SPECIAL SERVICES SUPPLEMENTAL TESTS**

### **Intelligence**

1. **Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)**

The WPPSI-IV is an individually administered clinical instrument for assessing the intelligence of children between the ages of 2 years, 6 months and 7 years, 7 months. Various sums of subtest scores yield composite scores that represent intellectual functioning in specified cognitive domains, namely the Verbal Comprehension Index (VCI), the Visual Spatial Index (VSI), the Fluid Reasoning Index (FRI), the Working Memory Index (WMI), and the Processing Speed Index (PSI). The Full Scale IQ (FSIQ) composite score is derived from six subtests and summarizes ability across a diverse set of cognitive functions.

2. **Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)**

The WISC-IV is an individually administered, comprehensive clinical instrument for assessing the intelligence of children between the ages of 6 and 16. The primary subtest scores contribute to the primary indexes, which represent intellectual functioning in five cognitive areas: Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and the Processing Speed Index (PSI). This assessment also produces a Full Scale IQ (FSIQ) composite score that represents general intellectual ability.

3. **Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)**

The WAIS-IV is an individually administered clinical instrument for assessing the intelligence of adults between the ages of 16 and 89. The WAIS-IV contains four composite or index areas: Verbal Comprehension Index (VCI), Perceptual Reasoning Index (PRI), Working Memory Index (WMI), and Processing Speed Index (PSI). Results are expressed in each composite area, as well as a Full Scale IQ (FSIQ) score.

4. **Stanford-Binet Intelligence Scale, Fifth Edition (SB5)**

The SB5 is an individually administered assessment of intelligence and cognitive abilities assessing both non-verbal and verbal domains. The Non-Verbal IQ is based on the five non-verbal subtests and the Verbal IQ is based on the five verbal subtests. Each domain, both non-verbal and verbal, is comprised of five factors with each factor represented by a subtest from both the non-verbal and verbal domains. The SB5 is appropriate for examinees ages 2 through 85+.

5. **Universal Nonverbal Intelligence Test (UNIT)**

The UNIT is a standardized, norm-referenced measure of the general intelligence and cognitive abilities of children and adolescents from ages 5 through 17 years who may be disadvantaged by traditional verbal and language-loaded measures. The UNIT is designed to be administered and responded to in an entirely nonverbal manner using eight relatively universal hand and body gestures. The UNIT is intended to provide a fair assessment of intelligence for children and adolescents who have speech, language, or hearing impairments, and those who are verbally uncommunicative.

## **Academic Achievement Tests**

### **1. Bracken Basic Concept Scale: Expressive (BBCS:E)**

The BBCS:E consists of ten subtests to evaluate children's basic concept development and is suitable for use with children between the ages of 3 and 6 years of age or for older children who appear to be functioning at a younger developmental level. The BBCS:E is an expressive measure of children's comprehension of foundational and functionally relevant education concepts in ten categories: Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-Social Awareness, Texture/Material, Quantity, and Time/Sequence. The first five subtests make up the School Readiness Composite (SRC), which is designed to assess educationally relevant concepts children have traditionally needed to know to be prepared for early formal education.

### **2. Bracken Basic Concept Scale, Third Edition:Receptive (BBCS-III:R)**

The BBCS-3:R consists of ten subtests to evaluate children's basic concept development and is suitable for use with children between the ages of 3 and 6 years of age or for older children who appear to be functioning at a younger developmental level. The BBCS-3:R is a receptive measure of children's comprehension of foundational and functionally relevant education concepts in ten categories: Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-Social Awareness, Texture/Material, Quantity, and Time/Sequence. The first five subtests make up the School Readiness Composite (SRC), which is designed to assess educationally relevant concepts children have traditionally needed to know to be prepared for early formal education.

### **3. Wechsler Individual Achievement Test, Third Edition (WIAT-III)**

The WIAT-III is a comprehensive, individually administered test for assessing the achievement of persons who are aged 4 through 50 years.

### **4. The Kaufman Test of Education Achievement, Second Edition (KTEA-II)**

The KTEA-II is an individually administered measure of academic achievement for ages 4 ½ through 25.

### **5. The Test of Written Language-Fourth Edition (TOWL-4)**

The TOWL-4 is an individually administered instrument suitable for children ages 9 through 17. The TOWL-4 assesses the conventional, linguistic, and conceptual aspects of writing. The TOWL-4 includes seven subtests—five using contrived formats and two requiring spontaneous writing samples.

### **6. The Test of Reading Comprehension, Fourth Edition (TORC-4)**

The TORC-4 is appropriate for use with individuals between the ages of 7-0 and 17-11 who understand the directions of the subtests, who can formulate the necessary responses, and who can read English. The TORC-4 is a multi-dimensional test of silent reading comprehension that can be used to identify children and adolescents who might need help in their reading proficiency and comprehension skills. The TORC-4 consists of five subtests.

## **Correlates**

### **1. The Early Learning Accomplishment Profile, Revised (ELAP-R)**

The ELAP-R provides a systematic method for observing children functioning in the birth to 36 month age range. The purpose of this criterion-referenced assessment is to assist in assessing individual skill development. The ELAP-R consists of six domains: gross motor, fine motor, cognitive, language, self-help, and social/emotional. The examiner completes each domain by observing the child, interviewing the child's parents or caregivers, or testing the child.

### **2. Developmental Assessment of Young Children, Second Edition (DAYC-2)**

The DAYC-2 is a battery of five subtests that measure different but interrelated developmental abilities. The battery is designed for use with children from birth through age 5 years, 11 months. Items in each battery are scored either "passed" or "not passed". The examiner completes each subtest by observing the child, interviewing the child's parents or caregivers, or testing the child. The DAYC-2 subtests are cognitive, communication, social-emotional, physical development, and adaptive behavior.

### **3. Developmental Test of Visual Perception (DTVP-3, DTVP-A)**

The DTVP is a battery of subtests that measure different but interrelated visual-perceptual and visual-motor abilities and suitable for individuals ages 4 through adulthood.

### **4. Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Ed. (Beery VMI)**

The Beery VMI helps assess the extent to which individuals can integrate the visual and motor abilities. Drawings of geometric forms are presented, arranged in order of increasing difficulty that the individual is asked to copy. The Beery VMI is suitable for persons ages 2 through adulthood.

### **5. Bruininks Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)**

The BOT-2 is an individually administered test that uses engaging, goal-directed activities to measure a wide array of motor skills in individuals ages 4 through 21. The BOT-2 uses a subtest and composite structure that highlights motor performance in the broad functional areas of stability, mobility, strength, coordination, and object manipulation. An overall Total Motor Composite score provides the most reliable measure of overall motor proficiency.

### **7. Test of Handwriting Skills, Revised (THS-R)**

The THS-R is an untimed, clinical assessment of neurosensory integration skills evident in handwriting (both manuscript and cursive) that are often disrupted in students with learning difficulties. The THS-R is a standardized measure suitable for children ages 5 through 18 and consists of 10 subtests

## **Speech/Language**

### **1. Goldman-Firstoe Test of Articulation-3 (GFTA-3)**

The GFTA-3 is a norm referenced assessment of the ability to produce targeted sounds in the initial, medial, and final positions of isolated words and sentences. The test is suitable for individuals ages 2 through 21 years.

2. Test of Minimal Articulation Competence (T-MAC)

The TMAC assesses single consonants, consonant blends, vowels, diphthongs, and vocalic R. The test is suitable for individuals ages 3 through adult.

3. Clinical Evaluation of Language Fundamentals-5 (CELF-5)

The CELF-5 is an individually administered clinical tool for the identification, diagnosis, and follow-up evaluation of language and communication disorders in students ages 5-21 years. The CELF-5 provides a measure of the basic foundations of content and form that characterize mature language use: word meanings and vocabulary (semantics), word and sentence structure (morphology and syntax), the rules of oral language used in responding to and conveying messages (pragmatics), as well as the recall and retrieval of spoken language (memory). The CELF-5 assesses both receptive and expressive language abilities and provides an overall Core Language score.

4. Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)

The CASL-2 is an individually and orally administered language assessment. The test does not require reading or writing skills to respond to the presented items and assesses both expressive and receptive language abilities.

5. Expressive One-Word Picture Vocabulary Test (EOWPVT) and Receptive One-Word Picture Vocabulary Test (ROWPVT)

The EOWPVT and the ROWPVT are individually administered, norm-referenced tests that are standardized for use with individuals ages 4-0 through 18-11. The EOWPVT is an assessment of an individual's English speaking vocabulary. The ROWPVT is an assessment of an individual's English hearing vocabulary. The EOWPVT and the ROWPVT are co-normed so that meaningful comparisons can be easily made between an individual's expressive and receptive language skills.

6. Test of Language Development (TOLD-P:4, TOLD-I:4)

The TOLD measures semantics (meaning and thought) and grammar (syntax and morphology) oral language skills and is suitable for children ages 4 through 17 years old.

7. Test of Pragmatic Language-Second Edition (TOPL-2)

The TOPL-2 is appropriate for children ages 6 through 18 and assesses pragmatic language skills. Pragmatic language, or language in social context, is critical for adequate communication and for understanding the conversations around you.

8. Structured Photographic Expressive Language Test (SPELT-3)

The SPELT-3 is designed to assess a student's expressive grammatical morpheme development through structured visual and auditory stimuli. It requires the child to look at color photographs of everyday situations and familiar objects and answer simple questions about each one. The SPELT-3 is appropriate for use with children between the ages of 4 and 9 years.

9. Language Processing Test, Third Edition (LPT-3) Elementary

The LPT-3 is a receptive and expressive language test designed to measure the ability to attach meaning to language and effectively formulate a response. It is suitable for children ages 5-11.

10. Test of Semantic Skills – Primary (TOSS-P)

The TOSS-P is a receptive and expressive diagnostic test designed to assess a student's semantic skills and it yields specific information about a student's semantic and vocabulary abilities. The TOSS-P is suitable for students ages 4-8.

11. Stuttering Severity Instrument, Fourth Edition (SSI-4)

The SSI-4 measures stuttering severity in both children and adults, including non-readers. The SSI-4 provides scores for the four areas of speech behavior, frequency, duration, physical concomitants, and naturalness.

12. Social Language Development Test (SLDT)

The Social Language Development Test measures language-based skills of social interpretation and interaction with friends, the skills found to be most predictive of social language development. Subtests consist of question-answering tasks, interpretations of photographed scenes, and verbal explanations. The SLDT Elementary is suitable for children ages 6 through 11 and the SLDT Adolescent is suitable for children ages 12 through 17.

13. Test of Problem Solving (TOPS-3) Elementary (TOPS-2) Adolescent

The TOPS is designed to assess a student's language-based critical thinking skills and includes vocabulary from the school curricula and the social arena faced by today's children and adolescents.

14. WORD Test-2

The WORD Test-2 is a diagnostic test of expressive vocabulary and semantics consisting of vocabulary used in the school curriculum. It is designed to assess a subject's facility with language and word meaning, using common as well as unique contexts. The test provides a profile of the student's expressive semantic strengths and weaknesses.

## **Behavior**

1. Adaptive Behavior Assessment System, Third Edition (ABAS-III)

The ABAS-III is designed to evaluate whether an individual displays various functional skills necessary for daily living without the assistance of others. The behaviors included on the scales range from those suitable for young children to those suitable for adults. The ABAS-III is used to evaluate people with intellectual and developmental disabilities and is suitable for individuals from birth to 89 years of age.

2. Adaptive Behavior Evaluation Scale-Revised, Second Edition (ABES-R2)

The ABES-R2 School and Home Versions provide a measure of adaptive skills which are relevant and meaningful to educational assessment and the residential environment. The scales are suitable for children ages 4 through 18.

3. Asperger's Disorder Assessment Scale (ADAS)

The ADAS provides a measure of characteristics typically associated with Asperger's Disorder. The scales are suitable for children ages 3 through 18.

4. Autistic Disorder Evaluation Scale (ADES)

The ADES provides a measure of characteristics typically associated with Autistic Disorder. The scales are suitable for children ages 3 through 18.

5. Asperger Syndrome Diagnostic Scale (ASDS)

The ASDS is a standardized test designed to aid in the identification of individuals ages 5 through 18 who manifest the characteristics of Asperger Syndrome.

6. Gilliam Autism Rating Scale, Third Edition (GARS-3)

The GARS-3 is a norm-referenced screening instrument used for the assessment of individuals ages 3 through 22 who have severe behavioral problems that may be indicative of autism.

7. Conners, Third Edition Short form (Conners-3S)

The Conners-3S is a multi-informant assessment of children and adolescents between 6 and 18 years of age that takes into account home, social, and school settings.

8. Behavior Evaluation Scale (BES) Long Version

The BES shows a standardized behavior profile. The scales yield relevant behavioral information about students regardless of handicapping conditions. Both the School and Home Versions of the BES are suitable for children ages 4 through 18 years old.

9. Emotional Disturbance Decision Tree (EDDT)

Both the EDDT and the Parent Form, EDDT-PF, are standardized, norm-referenced scales designed to assist in the identification of children who qualify for the federal Special Education category of Emotional Disturbance. The EDDT and the EDDT-PF are appropriate for use with children between the ages of 5 and 18 years.

10. Sensory Profile

The Sensory Profile is a caregiver questionnaire that contains statements about children's responses to sensory events in daily life. The Sensory Profile School Companion assists to determine whether aspects of sensory processing might be contributing to a student's challenges in the classroom or school environment.

11. Sensory Processing Measure (SPM)

The SPM provides a complete picture of children's sensory processing difficulties at school and at home. Recognizing that sensory processing problems often manifest

differently in different environments, the SPM is norm-referenced for school children 5 through 12 years of age.

## 12. Transition Behavior Scale-Third Edition School Version (TBS-3SV)

The TBS-3SV provides an educationally relevant measure of predicted success in employment and independent living based upon school personnel's observations of a student's behavior or skills. The TBS-3SV items are broken into three subscales: Work Related, Interpersonal Relations, and Social/Community Expectations. The TBS-3SV is suitable for students ages 12 through 18.

## Glossary of Terms

**Achievement Test** - a test that measures the extent to which a person has acquired certain information or mastered certain skills.

**Age Norms** - originally, values representing typical or average performance for persons of various age groups. Most current usage refers to interpretive data for successive age groups.

**Aptitude** - a combination of abilities and other characteristics whether native or acquired, that are indicative of an individual's ability to learn or to develop proficiency in some particular area if appropriate education or training is provided.

**Grade Equivalent (GE)** - the GE of a given score on any text indicates the grade level at which the typical pupil makes this score. The GE should be regarded as an estimate of where the pupil is along a developmental continuum, not of where he should be placed in the graded organization of the school.

**Grade norms** - norms based upon the performance of pupils of a given grade placement.

**Group Test** - a test that may be administered to a number of individuals at the same time by one examiner.

**Individual Test** - a test that can be administered to only one person at a time, either because of the nature of the test and/or the maturity level of the examinee.

**Intelligence Quotient (IQ)** - originally, an index of brightness expressed as the ratio of a person's mental age to his chronological age (MA/CA times 100).

**Mental Age (MA)** - the age for which a given score on a mental ability test is average or normal.

**Norming Process** - in the norming process, a test is administered to a large number of persons who are thought to be representative of the persons with whom the test is to be used. This group, known as the standardization sample, serves to establish the test's norms. Such norms indicate the varying degrees of superior or inferior performance on the test in relation to the expected average or median performance.

**Percentile (P)** - a point (score) on a distribution of scores that reflects a particular student's score in relation to all students tested.

**Percentile Rank (PR)** - the PR indicates the status or relative standing of a pupil in comparison to other pupils. The percentile rank tells the percent of pupils in a particular norm group who obtain lower scores. A pupil who earns a percentile rank of 70 on a particular test scored better than 70% of pupils in the norm group, while 30% scored as well or better than this pupil.

**Performance Test** - a test involving motor/manual responses on the part of the examinee, generally a manipulation of equipment or materials. This is not usually a paper and pencil test.

**Range** - the difference between the highest and lowest obtained scores on a test.

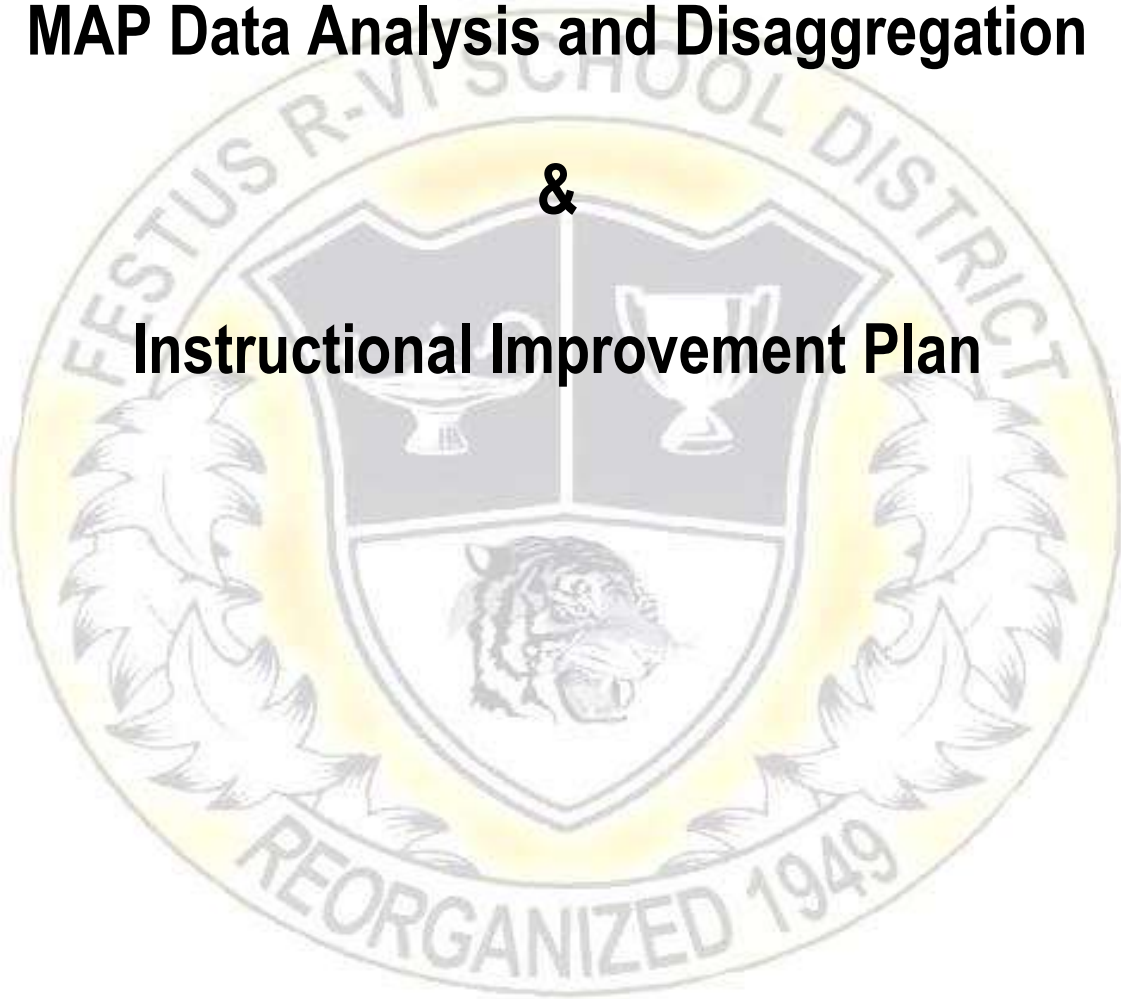
**Raw Score** - the first quantitative result obtained in scoring a test.

**Stanine** - one of the steps in a nine-point scale of standard scores. The stanine scale has values from 1 to 9, with a mean of 5 and a standard deviation of 2.



# Appendix A

## MAP Data Analysis and Disaggregation & Instructional Improvement Plan



**Festus R-VI SCHOOL DISTRICT**  
**MAP/EOC Data Analysis and Disaggregation**  
**&**  
**Instructional Improvement Plan**

Teacher Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

**Chart: MAP Percent of Students by Achievement Level (Section A)**

1. Look at this chart, showing Below Basic/Basic and Proficient/Advanced percentages over the past 5 years. Briefly record any trends that show up here.

**Chart: MAP Index (Section B)**

2. This chart shows the MAP index score over the past 5 years, compared to the state. Briefly record any trends that show up here.

**Summary District Disaggregate Report (Section C)**

3. This report shows how our students performed on the MAP at each level, plus the MAP index. A disaggregation of the students is provided breaking down the students into demographic areas. Note the groups of students at the high end of the scale, and which populations of students are struggling. Record these findings, and then any commonalities which may be addressed through instructional modifications.

**MAP Content Standards Summary Report (Section D)**

4. This report shows an average of the percentages for all students in each of the content standard areas. Look at each content standard for this year, over time, and in comparison to the state. Then identify the area that should be targeted for an improvement plan.

**MAP Content Standards Report - showing all students (Section E)**

5. This report shows the percentages of each individual student for all content standard areas. **If appropriate and desirable to do so**, take your own class of students and average the percentages for each content standard area. Grade level comparisons may then be made among grade level teachers to determine any differences or trends. Record any particular findings here.

**Content Item Analysis for ALL STUDENTS (Section F)**

6. This report shows: A. The specific content item, B. whether the test item is criterion-referenced (CR), multiple choice (MC), or performance event (PE), C. benchmark description, D. number of questions asked and E. average right for all students. Analyze these results, and then record the Five HIGHEST MASTERED benchmark items and the Five LEAST MASTERED benchmark items below. Reflect upon why these areas are high or low.

**Highest Mastered**

- 1.
- 2.
- 3.
- 4.
- 5.

**Least Mastered**

- 1.
- 2.
- 3.
- 4.
- 5.

**Reflection:**

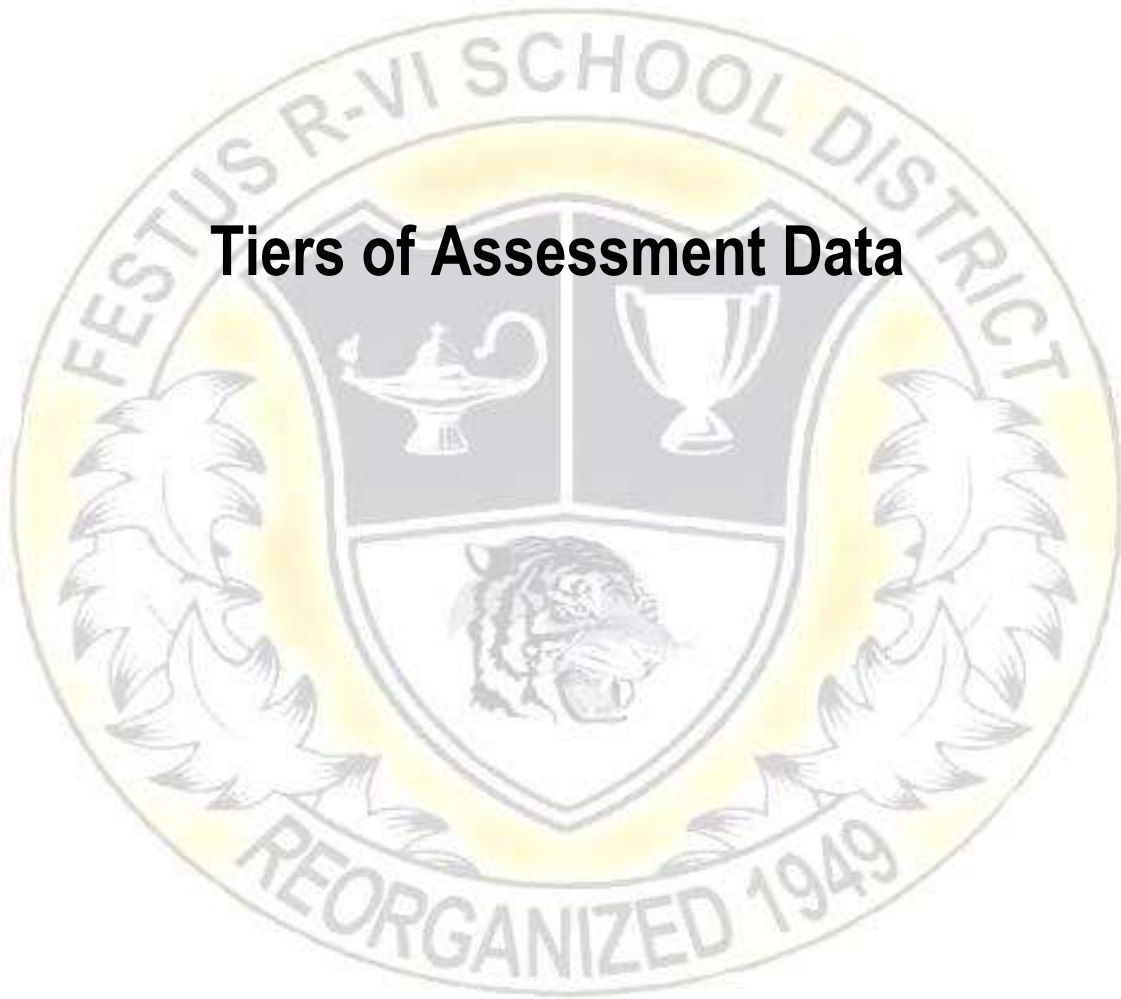
| Content Item Analysis Comparison                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7. Referring back to last year's Instructional Improvement Plan, reflect upon any similarities or differences between the highest and least mastered items. Did improvement strategies have an effect upon student performance? Why or why not?</p> |

| Goal/Standard Item Analysis for ALL STUDENTS (Section G)                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8. This report is similar to section #F, except that it shows the goals/standards for analysis. Select the Five MOST MASTERED areas and the Five LEAST MASTERED areas and record below. Then reflect upon why these areas are high or low.</p>                                            |
| <p><b>Most Mastered</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p><b>Least Mastered</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p><b>Reflection:</b></p> |

| Goal/Standard Item Analysis Comparison                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>9. Again, referring back to last year's Instructional Improvement Plan, reflect upon any similarities or differences between the highest and least mastered items. Did improvement strategies have an effect upon student performance? Why or why not?</p> |
| MAP Improvement Plan                                                                                                                                                                                                                                          |
| <p>10. Based upon an analysis of the MAP information given, develop three strategies that will be used in your classroom to improve student performance. <i>(Identify the areas to be addressed; what will be done, timeline, etc.)</i></p>                   |

# Appendix B

## Tiers of Assessment Data



## TIERS OF STUDENT ASSESSMENT

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>TIER III</b><br/> <b>Annual Large-Scale Data</b><br/> <b>(Summative Assessment)</b><br/>                     Example: MAP Examination</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Designed to provide a broad view of the district's achievement levels.</li> <li>• Useful to curriculum teams that use the information to evaluate the general effectiveness of the curriculum.</li> <li>• Used to sample broad domains of student knowledge.</li> <li>• Not helpful when evaluating student progress.</li> </ul> <p style="text-align: center;"><u><b>TIER III ASSESSMENTS CANNOT</b></u></p> <ul style="list-style-type: none"> <li>• Help a teacher adjust lesson plans during the school year.</li> <li>• Help teams make placement or program decisions during the school year.</li> <li>• Provide information on a student's progress during the school year.</li> <li>• Provide more detailed information about the student's skill attainment toward the standard.</li> <li>• Show a student's depth of conceptual understanding.</li> </ul> |
| <p style="text-align: center;"><b>TIER II</b><br/> <b>Periodic Grade Level and Subject Area Data</b><br/> <b>(Prescriptive Assessment)</b><br/>                     Examples: <i>STAR, Gates MacGinitie, Accelerated Reader</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Helps document the success of school programs.</li> <li>• Provides base-line data on student performance.</li> <li>• Helps determine strengths and weaknesses in a particular content area over time intervals.</li> <li>• May identify groups of students with special needs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p style="text-align: center;"><b>TIER I</b><br/> <b>Ongoing Classroom Assessment Data</b><br/> <b>(Formative Assessment)</b><br/>                     Examples: Projects, Unit Tests, Quizzes, Portfolios, Teacher Observations, Student Self-Assessments</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Assesses depth of conceptual understanding as well as knowledge skills.</li> <li>• Direct impact on instructional practices.</li> <li>• Decisions can be founded solidly on how students are performing.</li> <li>• Critical for evaluating curriculum.</li> <li>• Allows for multiple snapshots, taken from different angles with different lenses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |