

Sikeston R-6 School District



Local Assessment Plan

March 2018

District Assessments

Sikeston R-6 believes in utilizing assessment for learning. Our assessments allow teachers, instructional coaches, and administrators to evaluate the learning of individual students in order to plan instruction to address the individual needs of students. A secondary purpose of our student assessments is to allow teachers to evaluate instructional practices for effectiveness toward maximizing student learning.

The use of assessments to address individual student needs is a work in progress, by design. It should always be a goal of student assessments to evaluate student progress with a minimum loss of instructional time to achieve this goal.

We are in the process of moving from benchmark assessments to common formative assessments as our main district assessment. Benchmarks are larger summative assessments which provide information about the overall student achievement at the end of a unit of study. Common Formative Assessments (CFAs) are shorter assessments targeting specific, smaller learning targets given multiple times during a unit of instruction.

CFAs have been implemented in buildings which have participated in Professional Learning Communities and /or the Consolidated Work Grant Project. Their success has led to the expansion we are currently implementing of CFAs to replace benchmark assessments district-wide.

The primary advantage of CFAs is that they allow evaluation of learning throughout the unit of study allowing targeted interventions for students depending on their level of mastery. These interventions have provided significant increases in student learning where they are occurring.

While we are transitioning to CFAs as our main district assessment tool, summative assessments may be given in some grades and subject levels as appropriate mainly in the elementary grades. In addition summative unit tests will continue to be given and used for evaluation of student learning and as a part of the assignments of student grades.

Additional district assessments are given as described in other areas of this document.

State Assessments

Sikeston R-6 participates in the Missouri Assessment Program (MAP) which consists of grade level assessments given in grades 3-8 and End of Course (EOC) assessments given in grades 9-12 and in grades 7-8 to students who have satisfactorily completed high school courses.

The grade level assessment consists of English Language Arts (ELA) and math testing in grades 3-8. In grades 5 and 8 students are also tested in science.

EOC assessments are required to be given to students who complete Algebra I, English II, Biology, and Government classes. In addition, students who participated in EOC testing in Algebra I prior to High School are required to take the Algebra II EOC.

The Nationals Assessment for Educational Progress (NAEP) is given to students when Sikeston R6 Schools is selected to give this assessment in grades 4th, 8th, and/or 12th grade.

Fitness testing is required for 5th and 9th grade students who participate in PE classes.

State Assessment Results

State assessment results from 2016 and 2017 are provided below.

ELA

Grade/Subject	Year	LND %	BB	%BB	Basic	%Basic	Prof	%Prof	Adv	%Adv	Mean Scale
Third Grade	2017	0.0	52	18.6	71	25.4	117	41.8	40	14.3	453.9
Third Grade	2016	0.0	77	27.6	61	21.9	116	41.6	25	9.0	443.9
Fourth Grade	2017	0.0	33	12.2	69	25.6	116	43.0	52	19.3	483.7
Fourth Grade	2016	0.0	47	17.6	75	28.1	111	41.6	34	12.7	476.8
Fifth Grade	2017	0.0	80	30.4	61	23.2	84	31.9	38	14.5	481.3
Fifth Grade	2016	0.0	78	30.4	64	24.9	94	36.6	21	8.2	474.8
Sixth Grade	2017	0.0	79	31.4	70	27.8	80	31.8	23	9.1	487.2
Sixth Grade	2016	0.0	87	34.0	65	25.4	88	34.4	16	6.3	486.7
Seventh Grade	2017	0.0	96	38.1	45	17.9	77	30.6	34	13.5	492.6
Seventh Grade	2016	0.8	115	46.2	38	15.3	66	26.5	30	12.1	487.8
Eighth Grade	2017	0.4	93	40.1	46	19.8	58	25.0	35	15.1	502.3
Eighth Grade	2016	0.0	84	30.7	60	21.9	91	33.2	39	14.2	513.3

Math

Grade/Subject	Year	LND%	BB	%BB	Basic	%Basic	Prof	%Prof	Adv	%Adv	Mean Scale
Third Grade	2017	0.0	54	19.3	91	32.5	79	28.2	56	20.0	454.3
Third Grade	2016	0.0	77	27.6	95	34.1	73	26.2	34	12.2	443.9
Fourth Grade	2017	0.0	52	19.3	93	34.4	79	29.3	46	17.0	471.9
Fourth Grade	2016	0.0	61	22.9	112	42.0	62	23.2	32	12.0	469.0
Fifth Grade	2017	0.0	71	27.0	94	35.7	63	24.0	35	13.3	490.2
Fifth Grade	2016	0.0	70	27.1	85	33.0	82	31.8	21	8.1	486.7
Sixth Grade	2017	0.0	84	33.3	71	28.2	67	26.6	30	11.9	497.2
Sixth Grade	2016	0.0	86	33.3	86	33.3	56	21.7	30	11.6	493.4
Seventh Grade	2017	0.0	81	32.5	89	35.7	53	21.3	26	10.4	501.5
Seventh Grade	2016	1.2	93	38.3	82	33.7	51	21.0	17	7.0	494.7
Eighth Grade	2017	0.5	86	46.2	70	37.6	24	12.9	6	3.2	490.3
Eighth Grade	2016	0.0	91	43.8	81	38.9	33	15.9	3	1.4	496.8

Science

Grade/Subject	Year	LND %	BB	%BB	Basic	% Basic	Prof	% Prof	Adv	% Adv	Mean Scale
Fifth Grade	2017	0.0	67	25.5	116	44.1	47	17.9	33	12.6	649.8
Fifth Grade	2016	0.0	49	19.0	131	50.8	59	22.9	19	7.4	651.1
Eighth Grade	2017	0.4	80	34.5	78	33.6	58	25.0	16	6.9	681.4
Eighth Grade	2016	0.0	75	27.6	97	35.7	83	30.5	17	6.3	686.7

EOC Assessments

Only Science and Social Studies EOCS are reported this year, due to a comparability issue with state assessments in 2017.

Grade/Subject	Year	LND %	BB	%BB	Basic	% Basic	Prof	% Prof	Adv	% Adv	Mean Scale
Biology 1	2017	1.4	25	11.4	57	25.9	74	33.6	64	29.1	206.4
Biology 1	2016	0.9	32	14.1	65	28.6	87	38.3	43	18.9	202.9

Grade/Subject	Year	LND %	BB	%BB	Basic	% Basic	Prof	% Prof	Adv	% Adv	Mean Scale
Government	2017	1.9	30	14.3	73	34.8	75	35.7	32	15.2	198.8
Government	2016	1.4	33	15.6	56	26.5	76	36.0	46	21.8	203.3

Constitution Tests

Students are required by state statute to pass an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri. Students are assessed over the Missouri Constitution at the 8th Grade level and over the United States Constitution at the 9th Grade level. If necessary, students may be assessed in successive grades over the provisions and principles of the Missouri Constitution and/or the United States Constitution.

Civics Tests

Students entering 9th grade after July 1, 2017 are required by state statute to pass an examination on the provisions and principles of American Civics. This assessment consists of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services.

English Proficiency Assessments

Sikeston R6 will annually assess the English reading, writing, and oral language skills of district English Learner students in grades kindergarten through grade 12.

	Test Name	Age/Grade	Date	Length	Purpose	Reports
A	WIDA ACCESS Placement Test (W-APT)	Kindergarten to 12 th grade	As needed	1 ½ to 2 hours	Screening test to identify students who may be candidates for English as a Second Language (ESL) and /or bilingual services, and determine appropriate tier level assignment on the ACCESS test.	Gives proficiency level designations in the areas of listening, speaking, reading and writing.

Reading Assessments

Sikeston R6 administers a reading assessment to students in third, fourth, fifth, and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. Sikeston R6 will also administer a reading assessment to all students who transfer to the district in grades four, five, or six, and to all students who attend summer tutoring due to a reading deficiency, as required by law.

The reading assessment is a combination of methods used to assess students' reading ability including, but not limited to those, listed below. Results of the assessments are expressed as a particular grade level.

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
3-4	Grade—Group Reading Assessment and Diagnostic, Terra Nova	Diagnostic Reading, Reading Achievement	To assess students reading level to determine qualification for mandatory Reading Improvement Plans	Classroom and Reading teachers and Reading Coaches use grade level score to determine reading level.
5-6	Developmental Reading Assessment	Diagnostic Reading, Reading Achievement	To assess students reading level to determine qualification for mandatory Reading Improvement Plans	Classroom and Reading teachers and Reading Coaches use grade level score to determine reading level.
3-6	District ELA Interim Benchmarks Assessments	To assess students' progress toward District ELA and Math Learning Targets	Assess students' progress toward district learning targets; Used in determining reading level.	Classroom Teacher, Reading Teachers, Reading Coaches & Academic Principals use this assessment score to determine academic progress of students
3	AIMSweb Assessments	To assess reading fluency and comprehension	To determine students reading progress compared to norms from same age peers.	Classroom Teachers, Reading Teachers, Reading Coaches, Parents/Guardians and Academic Principals

Additional District Assessments – Health Screening

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
Infant – Kindergarten On request	Height & Weight Screening (Infant Head Circumference)	To compare the growth of students to the expected standard.	To identify students who are experiencing or may be at risk for abnormal growth pattern for their age, weight, and heredity.	Referrals made for students falling below the 5 th percentile, and those under medical supervision.
Infant-Kindergarten and on request	Dental Screening	To detect potential or actual dental deficits.	To reduce or eliminate dental deficits allowing students to function disease and pain free.	Referrals made for any student with gross dental or oral problems who is not receiving routine professional care.
On an as needed or request basis	Blood Pressure Screening	To identify students with hypertension	To identify and monitor treatment of students with hypertension.	Referrals by a Blood Pressure Screening, Referral and Follow-up criteria found in health services manual.
Pre K, 1 st , 3 rd , 5 th , 7 th on request	Vision Screening (Acuity testing per Insta-Line Vision screener; Good Lite Model A using Snellen 10foot and 1 foot equivalent letter or symbol chart.)	To identify students with deficits in distance or near visual acuity.	To reduce or eliminate visual deficits assisting students in functioning within normal limits or to the capacity the deficit will allow.	Referrals made for student per A Vision Screening Guidelines of the Missouri Department of Health, 1998 version. All students are re-screened before a referral is made.
Birth – Age 4, or other students as needed	Vision Screening Functional Vision Assessment (Acuity testing per Insta-Line Vision screener; Good Lite model A using Snellen 10 foot equivalent letter or symbol chart)	To identify problems with strabismus, esotropia, exotropia in young students.	To reduce or eliminate visual deficits assisting students in functioning within normal limits or to the capacity the deficit will allow.	As above Referrals made as needed per a vision screening guidelines of the MDH.

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
Kindergarten Boys and on request	Vision Screening (McDowell Color Blindness test)	To identify students with color-blindness	No correction available. Classroom modifications if necessary.	Referred for professional evaluation on failure.
4 th & 6 th Grade Girls; 5 th & 7 th Grade Boys	Scoliosis Screening	To identify students with abnormal spinal development (scoliosis, lordosis and kyphosis)	To detect abnormalities during high-risk growth years as early as possible to prevent or limit deformity.	Rotational prominence (unequal level between two sides of the back) greater than ¼ inch or a 5 degree or more scoliometer reading. Re-screen before referring.
Pre-Kindergarten; Kindergarten; 2 nd ; 6 th ; and 9 th Grades	Hearing Screening (Using the pure tone Audiometer)	To identify students with hearing difficulties	To identify deficiencies in hearing and make appropriate referrals and adjustments in the classroom to allow him/her to function to the best of their ability.	Two missed frequencies. This can be two frequencies in one ear or in each ear at 30 dB. The exception is a significant failure of one tone at 40 dB or greater. Re-screen before referring.
As needed	Impedance Screening (Impedance Ear Scan Machine)	To assess middle ear function of students with suspected disorders	To detect possible middle ear infection and refer for medical follow-up.	See Health Services Manual for referral criteria.
3 Years and Up	Audiometry	To Screen for possible deficits in hearing acuity	To screen for possible deficits in hearing acuity	Children who fail are referred for audiologist or medical evaluation – Teacher is informed so that appropriate classroom modifications can be made – We screen 500, 1000, 2000, 4000 Hz at 20 dB ISO
6 Months and Up	Tympanometry	To identify potential problems in the middle ear	To identify potential problems in the middle ear	Machine provides tape with information about the middle ear

Additional District Assessments – Industry Recognized Credentials

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
12th	CDA- Child Development Associate	To assess the knowledge and skills of the Preschool Teacher assistant. To obtain certification in the professional area of study	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12th	TV (Video) production-SkillsUSA (This year only)	To assess the knowledge and skills of the TV production.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	Criminal Justice-NOCTI (This year only)	To assess the knowledge and skills of the criminal justice assistant.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	Certified Nurse Aide (CNA)	To assess the knowledge and skills of the nurse's aid. To obtain certification in the professional area of study	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
12 th	Adobe Photoshop	To assess the knowledge and skills of the graphic art assistant.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	Adobe Illustrator	To assess the knowledge and skills of architectural drafting.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	Architectural Drafting-NOCTI (This year only)	To assess the knowledge and skills of architectural drafting.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
9th,10th,11th or 12th	Intro to Engineering-EOC	A summative assessment composed of about 60 selected responses that are constructed to be indicators of student achievement.	The results will be sent in core data reports DESE, used to evaluate programs, and as student recognition by colleges, universities and other institutions.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
12 th	Nat. Rest. Assoc. Ed. Found- PROSTART	To assess the knowledge and skills of the National Restaurant Foundation Education. To obtain a certification for PROSTART	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	Automotive Technician Examination (student certification)- ASE	To assess the knowledge and skills of the automotive technician. To receive ASE- student certification.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	Carpentry- NCCER	To assess the knowledge and skills of the construction assistant.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
11 th	Collision Repair- ICAR	To assess the knowledge and skills of the non-structural parts of collision repair.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
12 th	Collision Repair-ICAR	To assess the knowledge and skills of the structural and refinishing of collision repair.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
11 th	American Welding Society-(AWS)-Level I	To assess the knowledge and skills of various types of welds. To obtain certification as a Level I welder.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	American Welding Society-(AWS)- Level 2	To assess the knowledge and skills of various types of welds. To obtain certification as a Level 2 welder.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test. The results are also reported to Sending Schools.
12 th	A*S*K* institute certification-Business management	To assess the knowledge and skills applied to the Business world	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test.
12 th	A*S*K* institute certification-Banking	To assess the knowledge and skills Finance and banking.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test.

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
12 th	MOASK-Ag	To assess the knowledge and skills of Agriculture.	The results will be sent in core data reports DESE and will be used to evaluate programs and the content of the curriculum.	The results are submitted to Core Data and the students will be informed as to the result of their test.

Additional District Assessments – Other Assessments

** A –Achievement

** C –Cognitive

** I – Interest

** AB –Adaptive Behavior

** D –Developmental

** M –Motor

** B –Behavior

** H – Health

** SL – Speech/Language

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
A	Woodcock-Johnson Psycho-Educational Battery-Revised Achievement Battery	2.0 to 90+ years Kindergarten to 16.9 years	As needed	45 minutes to two hours	A wide-range comprehensive set of individually administered tests for measuring achievement in the areas of reading, math, written language, and knowledge	Norms include grade equivalents, age equivalents, standard scores, and percentile ranks
A	(WRAT-3) Wide Range Achievement Test	5 to 75 years.	As needed	15-30 minutes	Measures the codes which are needed to learn the basic skills of reading, spelling, and math.	Standard Scores, Grade-Equivalent Scores, Percentile Ranks, and Normal Curve Equivalents
A	ACCESS	Kindergarten to 12 th grade	Jan./Feb.	2-3 hours	English language proficiency test used to measure ELL student's social and academic proficiency in English.	Individual and school reports include subscale and composite scores in the areas of listening, speaking, reading and writing. Also gives performance definitions for each of these areas.

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
A	Brigance Comprehensive Inventory of Basic Skills	Kindergarten to 9th grade	As needed	30 minutes to 3 hours	To determine the developmental or performance level of the student in twenty-two areas of life or readiness skills	Criterion referenced subtests measure skills acquired and approximate age levels
A	Grade (pre & post)	1 st – 6 th grade	As needed	65-85 minutes	A group reading assessment and diagnostic evaluation	Reports sentence comprehension, passage comp., comprehension composite, vocabulary, total test and listening
A	Gray Oral Reading Test, 4 th Edition (GORT-4)	6-0 to 18-11 years	As needed	15-45 minutes	To provide a measure of reading fluency	Standard scores, percentiles, NCE scores, t-scores, z-scores, stanine scores
A	Iowa Test of Basic Skills (ITBS)	1 st -9 th grade	As needed	10-45 minutes	To provide a comprehensive assessment of student progress in major content areas. Used for assessment of students enrolled from unaccredited schools or home-school; gifted assessment; and other uses.	Provides grade based norms, which include percentile equivalents
A	Key Math – 3 2007	Ages 4 year, 6month to 21 years, 11 months	As needed	30 - 40 minutes	Diagnostic assessment that measures mathematical performance.	Standard scores, percentile ranks, grade and age equivalents, and confidence intervals.

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
A	Learning Disability Evaluation Scale	5-18 years	As needed	45 minutes	Informant rates students on scale using quantifier 1-3 Rarely or never, 1. Inconsistently, 2. All or Most of Time	Standard Scores, Learning Quotients, Percentiles
A	Missouri Connections	8-12	As Needed	Variable	Results of Missouri Connections are used to help students determine goals in planning classes for high school and in making post high school plans.	Results are made available to students and parent/guardians. Students are given password information to access as needed or desired.
A	PSAT	11 th grade	Fall	22 hours	Pre-SAT	Individual profile scores (raw and percentile) guide students in making future ed and vocational decisions
A	Wechsler Individual Achievement Test 1992	Kindergarten to 12th grade	As needed	30 to 50 minutes	To provide academic assessment for basic reading, math reasoning, spelling, reading comprehension, numerical operations, listening comprehension, oral expression, and written language	Reports age equivalents and standard Scores

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
A	WIDA ACCESS Placement Test (W-APT)	Kindergarten to 12 th grade	As needed	1 ½ to 2 hours	Screening test to identify students who may be candidates for English as a Second Language (ESL) and /or bilingual services, and determine appropriate tier level assignment on the ACCESS test.	Gives proficiency level designations in the areas of listening, speaking, reading and writing.
A	Woodcock Reading Mastery Tests - Revised (Forms G and H) 1987	Kindergarten to college	As needed	40 to 60 minutes	Assesses basic reading skills-individual subtests measure word identification, word attack, word comprehension, and passage comprehension (in addition, Form G contains a readiness section which measures visual-auditory learning and letter identification, along with a two- part supplementary letter checklist)	Reports grade equivalents, age equivalents, percentile ranks, and standard scores
A	Woodcock-Johnson III	5-19 years	As needed	50-80 minutes	To provide a wide-range comprehensive set of individually administered tests for measuring achievement in the areas of math, reading, written language and knowledge	Standard scores, age equivalents, grade equivalents

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
A	Woodcock-McGraw-Werder Mini-Battery of Achievement 1994	4-90 years	As needed	30 minutes	Assesses 4 broad achievement areas: Reading, Writing, Mathematics and Factual knowledge	AE, PR, SS, SEM, NCE, T, GE
A B	ABAS-II Adaptive Behavior Assessment System-2 nd Ed. Teacher/Parent	Birth – 89 years	As needed	20-30 minutes	To assess an individual's adaptive skills for diagnosis and classification of disabilities and disorders and to identify strengths and limitations	Measurement of adaptive skill areas in composite and score scores % Qualitative Range
A B	Adaptive Behavior Evaluation Scale Revised Second Edition (ABES – School/Home Versions)	13-18 years	As needed	Varies	To measure adaptive behavior skills in all 10 areas of adaptive behavior.	Standard scores, percentile ranks, Adaptive Behavior Quotient
A B	Adaptive Behavior Evaluation-Scale Revised	5-18 years	As needed	25 minutes	To provide a measure of adaptive skills which is relevant and meaningful to educational assessment and the educational environment.	Reports include item ratings, subscale standard scores, Adaptive skills quotient, referral info, IEP development

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
A B	Adaptive Behavior Scale Revised	Infant to 21 years	As needed	Varies	To provide an assessment of adaptive behavior manner in which individuals cope with the natural and social demands of their environment	Age equivalents, percentiles, standard scores
A B	Vineland Adaptive Behavior Scales Classroom Edition (1985) Interview Ed. - Expanded Form 1984 Interview Ed. - Survey	Infant to 18.0 years	As needed	40 to 90 minutes	To evaluate independent functioning and skill level in the domains of communications daily living, socialization, and motor skills for special needs assessment	Reports include standard scores, percentiles, stanines, and age equivalency
B	(LDES – R2) Learning Disability Evaluation Scale Renormed 2 nd Ed	Age 6 through 18 years grades 1-12	As needed	Minimal amount of time required for completion	Designed to provide educators the specific input necessary to identify the learning problems in such a way as to provide direct application to subject area instructional practices which will facilitate learning and skill attainment	Quotient Percentile Profile Sheet

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
B	Behavior Disorders Identification Scale-2 nd Edition	5-18 years	As needed	25 minutes	To provide an assessment of the characteristics of behavior disorders or emotional disturbance most relevant to the educational setting	Reports include standard scores, quotients, percentiles and standard error of measurement
B	Childhood Autism Rating Scale (CARS)	Birth to Adult	As needed	Untimed— Rated over period of time	To assess whether an individual exhibits autistic characteristics	Reports degree of autistic characteristics present
B	Childhood Autism Rating Scale 2 nd Edition (CARS2)	Birth to Adult	As needed	Untimed— Rated over period of time	To assess whether an individual exhibits autistic characteristics. CARS2 has both Standard and High Functioning versions.	Gives Total Scores and Standard Scores. Reports degree of autistic characteristics present and whether a high functioning individual has sufficient symptoms to be considered for a diagnosis of autism or Asperger's Disorder.
B	Differential Test of Conduct and Emotional Problems (DT/CEP)	K – 12	As needed	30 minutes	Screening instrument designed to identify potential conduct problem and emotionally disturbed students	Total scale scores Descriptive categories

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
B	Gilliam Autism Rating Scale (GARS)	3 through 22 years	As needed	Varies	To identify persons who are autistic, assess persons referred for serious behavioral problems, to document progress in areas of disturbance, to target goals for change and intervention on the IEP and to measure autism in research projects.	Autism Quotient, standard scores, percentile ranks
B	Vineland (SEEC) Social Emotional Early Childhood Scales	Birth to 5.11 years	As needed	15-25 minutes	An individually administered assessment of usual social and emotional functioning of children.	Standard scores, percentile ranks, stanines, age equivalents
C	(C-TONI) Comprehensive Test of Nonverbal Intelligence	6.0 to 89.11 years	As needed	1 hour	Measures different, but interrelated nonverbal intellectual abilities.	Raw scores, standard scores, percentile ranks, age equivalents, and composite
C	Kaufman Brief Intelligence Test -2	4-90	As Needed	15-30 minutes	A brief individually administered measures verbal and nonverbal intelligence. (brief individually administered)	Standard Scores, Percentile Ranks, Age Equivalents, Descriptive Categories
C	(SB-5 Early) Stanford-Binet Early	2 to 7.3 years	As needed	30-50 minutes	Individually administered assessment of intelligence and cognitive abilities	Full Scale IQ, a Nonverbal IQ, a Verbal IQ, an Abbreviated Battery IQ, standard scores, percentile ranks, change-sensitive scores, and an Extended IQ.

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
C	(WNV) Wechsler Nonverbal Scale of Ability	4.0 to 21.11 Years	As needed	15-45 minutes	An individually administered measure of cognitive ability using a variety of nonverbal subtest scores as well as an overall ability composite score. (i.e FSIQ)	Norm-referenced composite score Separate subtest scores
C	(WPPSI-III) Wechsler Preschool & Primary Scale of Intelligence – 3 rd Edition	2.6 to 3.11 4.0 to 7.3 years	As needed	30-60 minutes	To assess intellectual ability of individual students	FSIQ, Primary Index Scores and Ancillary Index Scores
C	Bayley Scales of Infant Development	1 to 42 months	As needed	50-90 minutes	Measures intellectual ability of infants and children.	Yields standard scores and percentile ranks
C	Kaufman Brief Intelligence Test (K-Bit)	4.0 to adult	As needed	15 to 30 minutes	Intended to facilitate score comparisons between K-BIT and more thorough intelligence batteries	Yields standard scores, Percentile ranks, NCE's, and stanines
C	Leiter-R	2.0-20.11 years	As needed	25-40 minutes	Individually administered test designed to assess cognitive functions in children and adolescents.	Percentile, Grade and Age Equivalence & Scaled scores for each sub-test

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
C	Slosson Intelligence Test-R 1991	2 years and up	As needed	20 minutes	Used to screen for intellectual ability	Norms report mental age, I.Q., percentile rank, normal curve equivalent, stanine, and t-score
C	Stanford Binet Intelligence Scale (4 th & 5 th Edition) 1986	2.0 years to adult	As needed	60 to 90 minutes	To provide precise measurement of an individual's cognitive abilities	Reports scaled scores and percentile ranks
C	Test of Nonverbal Intelligence	6.0 – 89-11 years	As needed	40-60 minutes	Measures interrelated nonverbal intellectual ability	A nonverbal intelligence composite standard score, pictorial nonverbal intelligence composite standard score, geometric nonverbal intelligence composite standard score, percentile ranks, age equivalents and standard scores
C	Wechsler Abbreviated Scale of Intelligence (WASI)	6-89 years	As needed	30 minutes	To provide a short and reliable measure of intelligence in clinical, psycho-educational and research settings	FSIQ-4 subtests FSIQ-2 subtests Verbal IQ, Performance IQ
C	Wechsler Adult Intelligence Scale (WAIS)	16 years and up	As needed	1-2 hours	To assess intellectual ability to individual students	Reports a separate verbal, performance, and full scale intelligence quotient

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
C	Wechsler Intelligence Scale for Children - Revised (WISC-III)	6.0 to 16.11 years	As needed	1 to 2 hours	To assess intellectual ability of individual students	Reports a separate verbal, performance, and full scale intelligence quotient
C	Wechsler Intelligence Scale for Children 4 th Ed. (WISC-IV)	6-16.11 years	As needed	1-2 ½ hours	To assess intellectual ability of individual students. Used for gifted assessment and other areas.	Reports composite scores in verbal, performance and full scale IQ along with the qualitative description
C	Woodcock-Johnson III Test of Cognitive Ability (2001 copyright)	Ages 2 years to >90	As needed	1/5 – 2/5 hours	To assess cognitive/intellectual ability of individuals	Standard scores, age and grade equivalents, percentiles, and standard error of measurement. It also reports levels for cognitive-academic language proficiency (CALP levels) Reports Full Scale IQ and Brief IQ
D	(ASQ) Ages and Stages Questionnaire	0.4 to 5.6 years	As needed	10-20 minutes	Designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal-social skills, and overall development across time.	Scores by chronological age at two-three month intervals for Communication, Motor Skills, Problem Solving, Fine & Gross Motor Skills and Personal/Social scores.

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
D	(DIAL -4) Developmental Indicators for the Assessment of Learning™, Fourth Edition	2.6 to 5.11	Feb, April/May, July/Augu st	30-45 minutes	Measures motor skills, language, & concepts (math)	Standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores also are provided.
D	Brigance Inventory of Early Development, Revised (green)	Kindergarten to 6 th grade	As needed	35-45 minutes	To determine the developmental or performance level of the child in nine areas of life or readiness skills	Criterion reference subtests measure acquired and approximate age levels
D	Brigance Inventory of Early Development, Revised (yellow)	Infant to 7 years	As needed	35-45 minutes	To determine the developmental or performance level of the child in eleven areas of life or readiness skills	Criterion reference subtests measure acquired and approximate age levels

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
D	Callier-Azusa Scale	Birth to 9 years	As needed	30-40 minutes	A developmental scale designed to aid in the assessment of deaf-blind and severely and profoundly handicapped children and particularly comprehensive at lower developmental levels.	Scores by chronological age for each of the five areas below are provided a. Motor development b. Perceptual development c. Daily Living Skills d. Language development e. Socialization Subtest scores in each above showing child's progress toward developmental milestones in each area are also provided.
I	(OASIS – 3:AS) Occupational Aptitude Survey & Interest Schedule 3 rd Ed.	8 th grade to post secondary	As needed	35 minutes	Developed to assist individuals in their career search by providing information regarding relative strengths in several aptitude areas related to the world of work	Raw Scores Percentile Scores Stanines Student Profile
I	(OASIS – 3:IS) Occupational Aptitude survey & Interest Schedule	8 th grade to post secondary	As needed	30 – 45 minutes	To assist individuals in their career search by providing them information regarding vocational interests related to world of work	Raw scores Percentiles Stanines Student Profile

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
I	(R-FVII:2) Reading-Free Vocational Interest Inventory:2	Ages 12 – 61 years	As needed	20 minutes or less	Developed to provide systematic information on the range of interest patterns of special needs individuals who are diagnosed with mental retardation, learning disability & the disadvantaged, as well as, vocational interest information on regular classroom student	Interest Area Scores Cluster Scores
M	(PDMS-2) Peabody Developmental Motor Scales-2	Birth to 5 years	As needed	20-30 minutes	A measure of interrelated motor abilities that develop early in life.	Standard Scores, Percentile Ranks, and Age Equivalents
M	Developmental Test of Visual-Motor Integration- Third Revision	2.0 to 15.0 years	As needed	15 to 20 minutes	A measure of the degree to which visual perception and motor behavior are integrated in children	Reports standardized scores in percentiles and age equivalents
M	Jordan Left-Right Reversal Test	5.0 to 12.0 years	As needed	20 minutes	To assess reversal of letters, numbers, and words	Reports percentile conversion scores and developmental age

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Arizona Articulation Proficiency Scale Revised & 2 nd Edition	Jr. High	As needed	10-15 minutes	Evaluation of articulation skills, determination of misarticulations and of total articulatory proficiency, and as an aid in the determination of speech therapy progress	Intelligibility Rating, Severity Rating
SL	Arizona Articulation Proficiency Scale, 3 rd Revision	1.5-18.11 years	As needed	20 minutes	Designed to measure articulatory proficiency in children and adults	Impairment rating, standard score, Z-score, NCE, percentile
SL	Assessing Semantic Skills Through Everyday Themes (ASSET)	3.0 to 9.11 years	As needed	30 to 40 minutes	To measure a child's ability to express and comprehend meaning using skills such as labeling, categorizing, describing, and defining	Age equivalents, percentile ranks, standard scores for each subtest, for receptive tasks, for expressive tasks, and for the total test

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Bracken Basic Concept Scale (BBCS)	2.4 to 7.11 years	As needed	30 to 40 minutes	To provide an assessment of children's current understanding of basic conceptual terms in the following areas: colors, letter identification, numbers/counting, comparisons, shapes, directions/position, social/emotional, size, texture/material, quantity, and time sequence to determine the child's mastery of common school readiness skills	Standard score, percentile, age equivalent
SL	Clinical Evaluation of Language Fundamentals – 4 th Edition	5-21 years	As needed	30-60 minutes	Quickly and accurately identify and diagnose language disorders	Core language score, receptive and expressive language index scores, language structure, language content, language memory, working memory index scores, subtest and composite standard scores, percentile ranks, and age equivalents
SL	Clinical Evaluation of Language Fundamentals- Preschool 2	3:0 to 6:11	As needed	30–45 minutes	Evaluate a broad range of language skills in preschool children, while meeting IDEA mandates	Core language score, receptive and expressive language index scores, expressive language, language content, and language structure index scores; standard scores, percentile ranks, age equivalents, and growth scores.

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Comprehensive Assessment of Spoken Language (CASL)	3-21 years	As needed	30-60 minutes	Measures the processes of comprehension, oral expression and word retrieval knowledge.	Raw score converted to standard score
SL	Comprehensive Receptive and Expressive Vocabulary Test	4.0 to 17.11 years	As needed	20 to 30 minutes	To identify students who are significantly below their peers in oral-vocal proficiency to determine any discrepancy between receptive and expressive oral vocabulary skills and to document oral vocabulary deviations as consequences of special intervention programs	Standard score, percentile, age Equivalency
SL	Comprehensive Test of Phonological Processing	5 years to 24 years, 11 months	As needed	40 minutes	Assesses phonological awareness, phonological memory and rapid naming	Percentiles, standard scores, and age and grade equivalents are provided.
SL	Elementary HELP Test—A Test of Language Competence 1996	7-12 years	As needed	25-30 minutes	Tasks are designed to reflect a student's ability in semantic and syntactical skills in the areas of semantics, specific vocabulary, word order, General Vocabulary, Question Grammar, and Defining	Raw score, Standard Score, age Equivalent, percentile rank

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Expressive One-Word 2000	2.0 - 16 years	As needed	10-15 minutes	Measure the extent of an individual's vocabulary that can be accessed and retrieved from memory & used to produce meaningful speech	Raw score S.S. Score percentile age equivalent
SL	Functional Communication Profile	3 years to adult	As needed	45-90 minutes	Evaluates communication skills in children and adults with developmental delays	The profile gives an overall inventory of the individual's communication abilities, mode of communication, and degree of independence.
SL	Goldman Fristoe Test of Articulation 1986 & 2000	2.0 to 16 years	As needed	10 to 20 minutes	To evaluate articulation skills	Percentile rank norms for males and females according to normal acquisition of sounds
SL	Khan-Lewis Phonological Analysis- (KLPA-2) 2002	2.0-21.11 years	As needed	10-30 minutes	To identify phonological processes that account for various types of articulation errors, including those related to context.	Reports to standard scores and percentile ranks.

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Language Processing Test (LPT) 1985 & 1990	5 to 11 years	As needed	30 minutes	Assesses a child's ability to attach meaning to language (receptive) and effectively formulate a response (expressive) in language tasks of increasing difficulty levels	Raw scores convert to age equivalents, percentiles, and standard scores
SL	Language Processing Test 3	Ages: 5-11 Grades: K-6	As needed	35 minutes	Diagnose language processing disorders in underachieving children. The test evaluates the ability to attach increasingly more meaning to information received to then formulate an expressive response.	Raw scores are converted to: age equivalents, percentile ranks, standard scores
SL	MAC-II	Pre-K-12 th grade	Every Spring	2-2 ½ hours	Assesses the students' ability to communicate in English and to use English to achieve academically in all content areas.	Comprehension summarizes levels of speaking, reading, writing and listening
SL	Oral & Written Language Scale (OWLS) Written Expression Scale	5-21 years	As needed	10-30 minutes	Assesses written language, measures ability to use conventions, linguistic forms and ability to communicate meaningfully	Percent, NCE, stanines, test-age equivalents and age-based or grade-based standard scores

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Photo Articulation Test	3.5 years to 8 years	As needed	20 minutes	Assesses all American English consonants, vowels, and diphthongs	Scores are reported as standard scores, percentiles, and age-equivalents.
SL	Pragmatic Language Skills Inventory	5-0 thru 12-11	As needed	5-10 minutes	Assess children's pragmatic language abilities (how to use language)	Standard Scores, percentiles
SL	Preschool Language Scale 4 th Ed. 2002	Birth-6.11 years	As needed	20-45 minutes	Identifies children who have a language disorder or delay	Standard scores, percent-age equivalent for auditory comprehension and expressive communication
SL	Receptive-Expressive Emergent Language Test 2003	Birth-3 years	As needed	20 minutes	To determine level of language development	Receptive language, age expressive language, combined language age
SL	Receptive One-Word Picture Vocabulary Test	2.0 to 11.11 years	As needed	10 to 15 minutes	To obtain an estimate of a child's one word hearing vocabulary based on what he has learned from environment and formal education	Language age, Language Standard I score, Stanine, and Percentile Rank
SL	Receptive One-Word Picture Vocabulary Test Upper Extension	12.0 to 15.11 years	As needed	10 to 15 minutes	To provide information concerning an individuals receptive knowledge of language	Language Age, Standard Score, Percentile, Stanine

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Rossetti Infant Toddler Language Scale 1990	Birth-3 years	As needed	1 hour	Criterion referenced instrument designed to assess the language skills of children—assesses preverbal and verbal areas of communication & interaction	Scale assesses child’s mastery of skills in preverbal and verbal areas of communication
SL	Screening Test for Developmental Apraxia of Speech	4 years to 12 years	As needed	15 minutes	Identifies children ages 4 through 12 who have both atypical speech language problems and associated oral performance.	The STDAS2 provides the examiner with the probability of a child having developmental apraxia of speech based on the age of the child and scores on the three core subtests.
SL	Speech-Ease Screening Inventory	3-9 years	As needed	7-10 minutes	Designed to screen the articulation and language development of kindergarteners and first graders. Effectively identifies children in need of further diagnostic evaluation.	The inventory effectively identifies children who need further diagnostic evaluation.
SL	Test of Adolescent and Adult Language	12.0-24.11 years	As needed	1 hr 20 minutes-2hr 55 minutes	To determine areas of relative strength and weakness across language abilities by assessing vocabulary and grammar in the areas of listening, speaking, reading and writing	Raw score, percentile, standard score

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Test of Auditory Processing skills (TAPS) 2005	4 through 18 years	As needed	About 1 hour	Provides a reliable measure of how children and teens process what they hear	Percentile ranks, standard scores, and age equivalents.
SL	Test of Auditory Processing Skills-3	4-0 through 18-11	As needed	15-20 minutes	Provides a reliable measure of how children and teens process what they hear	Individual subtests are reported as scaled scores, while cluster scores (Phonological Skills, Memory, and Cohesion) and the overall score are reported standard scores; percentile ranks and age equivalents are also provided.
SL	Test of Early Language Development -3 rd Ed. (TELD-3) 1999	3.0 - 7.11 years	As needed	15-40 minutes	To identify those children who are significantly below their peers with early language development and to identify strengths and weaknesses of individual children	Raw Score Standard Scores Age Equivalents percentiles
SL	Test of Early Written Language-2	3:0 - 10:11	As needed	30 to 50 minutes	Assess the strengths and weaknesses of a child's writing ability.	Standard score quotients (M = 100; SD = 15), NCEs, percentiles, and age equivalents
SL	Test of Language Development-Intermediate (TOLD-I)	8.6-12.11 years	As needed	1 hour	Provide measure of language that reflects a linguistic frame	Raw score, age equivalent, standard score

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Test of Language Development 2 (Primary) * We have the TOLD-2	4 to 8.11 years	As needed	30 to 60 minutes	To identify children who are significantly below their peers in language proficiency, to determine children's specific strengths and weaknesses in language, to document progress in language development as a consequence of special intervention	Raw Scores, Percentiles, Standard Scores for subtest, quotients for Composites
SL	Test of Language Development – Intermediate 4 th Editions (TOLD4) 2008	4-0 thru 8-11	As needed	30-60	Assesses spoken language in young children	Standard scores, age scores, and percentiles
SL	Test of Pragmatic Language 1992	5.0 to 13.11 years	As needed	30 to 45 minutes	Provides a formal assessment of the pragmatic or social dimension of language in six core areas: physical setting, audience, topic, purpose, visual-gestural cues, and abstraction	Raw scores convert to percentile rank, quotient, and age equivalent

**	Test Name	Age/Grade	Date	Length	Purpose	Reports
SL	Test of Problem Solving	6.0-11.11 years	As needed	20 minutes	Designed to yield expressive responses which reflect a subject's ability to verbalize his logical thought process	Raw score, age equivalent, percentile and standard score
SL	Test of Word Finding (TWF)	6.6-12.11 years	As needed	20-30 minutes	Assess word finding skills in elementary school students	Raw score converted to standard score, percentile rank
SL	The Word Test 2— Test of Expressive Vocabulary & Semantics	6-11 years	As needed	1 hour	To obtain information about a child's expressive vocabulary and semantic abilities	Age equivalency, percentile rank, standard score
SL	The Word Test of Adolescents 1989	12 years	As needed	1 to 1 ½ hours	Test of expressive vocabulary and semantics	Reports age equivalent, percentile, standard score
SL	Utah Test of Language Development-3	3 years to 9 years	As needed	30-45 minutes	Provides information to help determine whether a child falls outside the "normal" limits, the degree of severity of a problem and if special classification or placement is warranted.	An overall scale score and proficiency level are reported for each student. As well, raw scores are reported for each of the modalities, as well as for Comprehension.

Additional District Assessments – Other Assessments

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
8-12	Missouri Connections	Interest Inventory, Career and College Exploration	Results of Missouri Connections are used to help students determine goals in planning classes for high school and in making post high school plans.	Results are made available to students and parent/guardians. Students are given password information to access as needed or desired.

Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Sikeston R-6 School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The information contained in this narrative will address professional development related to student assessment.

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

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- test-taking strategies to students;
- to learn and use instructional strategies in the classrooms that will increase student engagement as a means to promote success on MAP/EOC and other standardized tests;
- Strategies to move instruction increasing student-centered learning activities.
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Show-Me Standards not assessed by the MAP/EOC and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP/EOC seriously and possible incentives which could be offered to students;

- how to differentiate instruction based upon the needs of the student that will promote success on the MAP/EOC and other standardized tests for all students.
- How to establish high expectations for the learning of all students.
- How to integrate the use of technology as a means of assessing student learning.
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of Sikeston R-6 School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups/focus groups/ building level MAP teams;
- building level and district-wide in-service facilitated by RPDC staff, R-6 staff members, and/or other consultants;
- teacher collaboration by common planning and/or departmental meetings;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP/EOC;
- training for beginning teachers through participation in the Sikeston R6 Schools' teacher orientation program including attending meetings offered by RPDCs, teacher organizations, and/or colleges/universities;
- enrolling in college/university classes.

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

Sikeston R-6 School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

Teaching Test-Taking Strategies for MAP/EOC Assessments and Assessments Administered District-Wide

Introduction

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Sikeston R-6 School District has developed guidelines for teaching test-taking strategies to students. While teaching test-taking strategies to students is important, the greatest test-taking strategies are supplying a teaching environment in which students can learn to acquire and apply information so they may successfully address any situation they might find themselves in including completing state and district assessments.

Background information: The core subject area MAP/EOC Assessments contains the following types of items:

- Selected response items in which students choose the correct answer from answer choices.
- Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.
- The performance event is designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario on the MAP Science Assessment.
- A classroom activity is a short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the performance task to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess.
- The performance task is an English Language Arts (ELA) and mathematics item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the MAP test in grades 5 and 8 only.

Guidelines for Teaching Test-Taking Strategies

Two Types of Test-Taking Strategies

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

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

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

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

- address all parts of the question;
- include specific examples from the text in the response;
- make reference to specific characters and titles in the response;
- give specific examples to support a claim;
- show the major steps in the solution process (math);
- give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;

- include a title and labels when creating a graphic organizer;
- not stop at just one correct answer but to think about and write more correct answers;
- make sure pronouns are preceded by antecedents in the response;
- use major elements of the question/item stem as statements in the answer.
- formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications);
- interpret data (i.e. a picture, graph, data, etc.) to make an inference needed to answer a question;
- organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster that shows..., etc.);
- describe the process used for finding the solutions or tell why the proposed solution is the best.

The Sikeston R-6 School District views teaching students the skills and processes needed to be successful on the MAP/EOC assessments is synonymous with teaching students to be successful in life.

Teaching Test-Taking Strategies for the ACT

The Sikeston High School counselors and/or teachers teach test-taking strategies. The students are taught the best way to take a timed, multiple-choice test.

Sikeston R-6 Test Security Policy (ILA)

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a district wide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.

9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of their student's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to

the testing materials.

2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. 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 copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate

investigation will occur if a district staff person is suspected of engaging in any improper or unethical practices. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

Assessment Program: (Board Policy IL) <http://policy.msbanet.org/sikeston/showpolicy.php?file=IL-C.SIK>