Assessment Handbook

2022-2023

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The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendents or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation
In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan
The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject area of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. Student Achievement - To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. Student Guidance - To serve as a tool for implementing the district's student guidance program.
3. Instructional Change - To provide data that will assist in the preparation of recommendations for instructional program changes to:
   a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
   b. Help the professional staff formulate and recommend instructional policy.
   c. Help the Board of Education adopt instructional policies.
4. School and District Evaluation - To provide indicators of the progress of the district and individual schools toward established goals.
5. Accreditation - To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure

that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer 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. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

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

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migrant or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1.	Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;

2.	English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and

3.	Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys), Accuplacer and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

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 districtwide 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 the district'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 practice. 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.

Guidelines for including students with disabilities

Individual students with disabilities will participate in assessments administered by the district as indicated by the student's IEP or 504 plan with appropriate accommodations. Accommodations will be designed to provide all students with an equal opportunity to demonstrate what they know and are able to do. Accommodation procedures include adjustments in the assessment setting, how items are presented, how students are required to respond, and the timing of the assessment.

Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category of disability, or percentage of time in a particular placement or classroom. Decision-makers should start from the premise that all students, including those with disabilities, will participate in: the state assessment and the district-wide assessment programs; and, to the greatest extent possible, in all parts of the MAP subject area assessments; and, all parts of the assessments included in the district-wide assessment program. When an IEP team determines that a student should not participate in MAP after consideration of the student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics, the student will instead

2022-2023 Assessment Schedule

Test	Grade Level	Date	Purpose	Utilization of Results
Renaissance Star 360* (Reading and Math)	K -12 Reading 1 - 10 Math	Sept. 6 - 30 Jan. 3 - 20 April 3 - May 25	To measure individual and group achievement Reading and Math	Content strands evaluated for student academic growth
AMIRA Dyslexia Screening*	K-3 4-12 as needed	Aug. 22 - Sept.30 Jan. 3 - 31 April 3 - 28	Initial brief screening that focuses on critical reading skills strongly predictive of future reading growth and development.	Teachers can target each student's phonemic awareness and phonics needs.
District Common Formative Assessments (CFA's)	3 - 8 (ELA, Math) Alg I Eng II	On-going in accordance with District Curriculum	To measure individual and group achievement in ELA and Math	Evaluate student growth and make adjustments to the curriculum in ELA and Math
myIGDI Kindergarten Readiness	Age 3 to Kindergarten	April/May	To determine the essentials of school readiness	Reporting on Kindergarten readiness in multiple areas
MAP: Grade Level *	Grades: 3 - 8 English Language Arts and Math Grades: 5 and 8 Science	April 3 - May 25, 2023	Used as a means to evaluate school district programs and overall student achievement. MAP assessments are required by	

			law.	
MAP - A		Sept. 12 - Dec. 16 Feb. 6 - May 19	Used as an assessment for students identified through their IEP. This assessment replaces the Grade Level Assessments and the End of Course Exams.	
MAP: End of Course	Algebra I English Language Arts II Biology Government	Fall Session: Nov. 7 - Jan. 27 March 6 - May 25	Used as means to evaluate school district programs and overall student achievement.EOC assessment in the core areas are required by law.	
WIDA ACCESS for ELLs	K - 12 English Language Learners	Jan. 9 - Mar 3, 2023	To determine if a student will receive ELL services. Districts are required to screen all possible ILL students using the W-APT screening assessment .	
ACT	Grade 11	March 15 June 10 Jul 15, 2023	Used as a college admissions examination. All juniors will test following DESE guidelines.	Sent by ACT to the college(s) of choice as well as shared with students and parents. Results are sent to the high school from ACT and remain on students' permanent

				records and transcripts. Results are also used in College and Career Readiness MSIP 6 school/district evaluation.
Advanced Placement (AP exams)	High School	May 1 - May 12, 2023	Used to determine if college credit is awarded after the class is complete. Students must score a 3 or higher.	Score is placed on the student's transcript and is sent to the college of choice. Shared with students and parents.
Accuplacer	Grade 11	Spring and Fall	Used to assist students who are considering a junior college enrollment after high school. Results provide students with the knowledge of possible remediation courses allowing time to improve these academic areas prior to enrollment in post secondary work.	Distributed to the student upon completion of the exam.

* MAP and Renaissance Star must both be completed during this testing window. Buildings must submit schedules for when each assessment will be tested. The MAP schedule must include days of the week, content area, and testing times.

** Refer to Dyslexia Plan for guidelines

Riverview Gardens School District
2022-2023 Assessment Schedule

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
F & P Reading ASSESSMENTS	* F & P Benchmarks are administered quarterly as indicated on the schedule. * In addition, all teachers must upload reading level data into Pulse by the last Wednesday of each month for all Elementary Schools			
Anecdotal Records	K – 5 (on-going)	K – 5 (on-going)	K – 5 (on-going)	K – 5 (on-going)
Running Records (Instructional level on data cards monthly)	1 – 5 (on-going)	1 – 5 (on-going)	1 – 5 (on-going)	1 – 5 (on-going)
Letter Identification (LID; see MRI Resource, pgs. 46-50)	K (1st as needed)	K (1st as needed)	K (1st as needed)	K (1st as needed)
Concepts about Print (CAP; pgs. 51-54)	K, 1st if scored below 20 on CAP in K or below level D		K – 2 (optional)	K, 1st If scored below 20 on CAP in K or below level E
Writing connected to each ELA unit (See Writing Framework)	K – HS	K – HS	K – HS	K – HS
Dictated Sentences (See MRI Resource, pgs. 66-67)	1 – 2	K – 2	1 – 2	K – 2
Gentry's ("Monster" test: Developmental Spelling, See MRI resource, Grades 3 -5, p. 455 and Grades K -2, pgs. 72-76)	1 – 5	1 – 5	1 – 5	1 – 5
Read 180 Assessments				
Read 180/Systems 44 Reading	Complete Online Assessment (grades 6-12)	Complete Online Assessment (grades 6-12)	Complete Online Assessment (grades 6-12)	Complete Online Assessment (grades 6-12)

Assessments (Grades 6-12)	**Grades 6 – 12** All students in Grades 6-12 must be administered the Read 180 or Systems 44 assessments for reading within the identified program guidelines.			