

HENRY COUNTY R-I SCHOOL DISTRICT ASSESSMENT PLAN

2026-2027

Shannon Grubb: District Testing Coordinator

Board Approved: October 13, 2026



Henry County R-I School District Assessment Plan
Table of Contents

Section 1: Introduction.....	3
Section 2: Testing of Student Achievement.....	4
Section 3: Guidelines for Including Students With Special Needs in State and District-Wide Assessments.....	15
Section 4: Assessment of Standards Not Assessed by MAP.....	19
Section 5: Provisions for Professional Development Related to Student Assessment....	20
Section 6: Strategies for Teaching Test-Taking Skills to Students.....	21
Section 7: Test Security Policy.....	23
Appendix.....	25

Henry County R1 School District
Assessment Plan
Section 1: Introduction

Information obtained through assessment may be used to review and improve both student performance and the content and process of instruction. Achievement test results will assist Henry County R1 educators in monitoring individual student performance and in identifying the strengths and weaknesses of curriculum and instruction.

It is the belief of faculty, school board members, parents, and patrons of the Henry County R1 School District that standardized assessment is an important component in the overall assessment of the educational programs offered by the district. Through continuous use and analysis of assessment data, appropriate changes in curriculum and instruction will allow all students to achieve their educational potential.

Overview: The Henry County R1 School District assessment plan includes all components as specified in the sixth cycle MSIP. In compliance to the standard, the assessment plan includes:

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used;
- guidelines for including students with special needs into the state and district-wide assessment programs;
- specific strategies for assessing the Missouri Learning Standards which are not assessed by the MAP;
- provisions for staff development activities directly related to the assessment program;
- provisions for teaching test-taking strategies to students;
- a test-security policy.

Henry County R1 School District
Assessment Plan
Section 2: Testing of Student Achievement

Mission Statement: High Standards for

Critical thinkers to be

Real-World ready from day

I

Rationale: The Henry County R1 School District assessment plan provides an indication of student achievement and facilitates and provides information for the following:

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

In the continual effort to improve instruction and programs, the Henry County R1 district wide assessment program implements the components of the Missouri Assessment Program to monitor the progress of all students in meeting Missouri Learning Standards. Other assessments given on a district-wide basis are described in the chart contained in this section.

The Henry County R1 assessment plan is used as a vehicle for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, annually reviews disaggregated and aggregated student performance

data. The board annually reviews performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or ELL students in order to effectively monitor student academic achievement and dropout/ persistence to graduation rates. If the Henry County R1 district has an enrollment of five or more students in any of the above student populations at a grade level, then data for the group will be disaggregated for board review. A variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) are used to guide district-wide decisions.

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

Included in the district-wide assessment program are:

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

Compliance to the Sixth Cycle MSIP is reflected in the following district charts:

Elementary and Secondary Assessments 2026-2027

Grade	Name of test	Purpose	How Results are used	Dissemination
K	Kindergarten Test (District created test)	Kindergarten Screening	Results are used to identify student strengths and weaknesses and to identify skills upon which parents can focus over the summer.	Results are shared with parents.

K	ESGI	Easy progress monitoring that assess kindergarten standards on a quarterly basis.	Results are used to monitor what standards kids are mastering or still need instruction over.	Results are shared with parents with quarterly grade cards.
K	KOF	Beginning of the year assessment/observation. Kindergarten Entry Assessment (KEA) administered to every incoming kindergarten student during weeks two through six as mandated by the state. The KOF tool is utilized via Applied Survey Research's School Readiness Assessment Data Entry System.	Results measure a child's skills and behaviors within the first few weeks of entering kindergarten. Using KEA data can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten.	Results are evaluated by the Title I team, by classroom teachers, and at data team meetings.
K-12	STAR Reading	K-6 will benchmark three times per year and teachers will continuously monitor progress to assess student performance in the area of Communication Arts. 7-12 will	Results are used to identify reading levels for each student so appropriate instruction can be implemented and Reading Success Plans can be created and updated for	Results are evaluated by the Title I team, by classroom teachers, and at data team meetings.

		benchmark students that are currently on RSP's. This will include 7th grade RSP students in 26-27 then each year a grade level will be added.	those students that need them.	
--	--	--	--------------------------------	--

3-6	MAP—ELA & Math	Required state assessment to determine student achievement in the areas of Communication Arts and Math.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the curriculum and classroom instruction.	Parents receive one copy of the state report and a sticker with achievement levels is placed on permanent records. District and individual teacher reports are shared with administration, the counselor, and the classroom teacher. Results and curriculum improvement are discussed in grade level meetings. Administration shares data with district faculty and Board of Education
5	MAP--Science	Required state assessment to determine student achievement in the area of Science.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the curriculum and classroom instruction.	

1-12	W-APT (WIDA Access Placement Test)	To identify ELL students who may need services	Results are used to determine ELL students for language instruction educational programs.	Results are shared with ELL student, parents and teachers and services discussed.
K-12	ACCESS	To assess the listening, reading and writing abilities of English Language Learners (ELL)	Results are used to identify student strengths and weaknesses and determine services to meet student needs. Could also determine release from services if student is no longer in need of them.	Results are shared with ELL student, parents, and teachers and services are discussed. If student is released from services, they are monitored for two years.

7-8	MAP—ELA & Math	Required state assessment to determine student achievement in the areas of Communicati on Arts and Math.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the curriculum and classroom instruction.	Parents receive one copy of the state report and one copy goes in the students' permanent file. District and individual teacher reports are shared with administratio
-----	-------------------	---	--	--

8	MAP-- Science	Required state assessment to determine student achievement in the area of Science.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the curriculum and classroom instruction.	n, the counselor, and the classroom teacher. Results and curriculum improvement are discussed in grade level meetings. Administration shares data with district faculty and Board of Education.
8	End of Course Exam (EOC) Algebra I	To assess student achievement in the area of Math.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the Algebra I curriculum and classroom instruction.	
9	End of Course Exams (EOC)-Algebra I	To assess students achievement in the areas of Math.	Results are used to identify student strengths and weaknesses, as well as the	

			strengths and weaknesses of the Algebra I curriculum and classroom instruction.	
--	--	--	---	--

7-9	ACCUplacer	This is a test produced by the College Board which tests student achievement in the areas of English, Math, Reading, and Writing.	Results are used to determine college readiness.	Results are shared with the students. One copy of the report is given to the students and another copy is placed in the student's permanent file.
9	Pre/ACT	This is a timed test produced by the ACT Company which tests student achievement in the areas of English, Math,	Results are used to determine college readiness and possible career paths for the student as well as the student's predicted ACT	Results are shared with the students and parents upon request. A copy is placed in the student's permanent file
		Reading, and Scientific Reasoning.	score. Students also receive a score on STEM (science and math) readiness.	and a copy is made for parents upon request.

10	End of Course Exams (EOC) English II, Biology, and any 10 th grader enrolled in Algebra I	To assess student achievement in the areas of Language Arts Biology, and Algebra.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the English, Biology, and Algebra curriculums and classroom instruction.	Parents receive one copy of the state report and one copy goes in the students' permanent file. District and individual teacher reports are shared with administration, the counselor, and the classroom teacher. Results and curriculum improvement are discussed in meetings. Administration shares data with district
----	--	---	--	--

				faculty and Board of Education.
11	End of Course Exam (EOC)- US Government and any 12th grader enrolled in a US Government Class,	To assess student achievement in the areas of US Government.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the US Government curriculum and classroom instruction.	Parents receive one copy of the state report and one copy goes in the students' permanent file. District and individual teacher reports are shared with administration ,the counselor, and the classroom teacher. Results and curriculum improvement are discussed in grade level meetings.

				Administration shares data with district faculty and Board of Education.
11	Missouri Constitution Test	To assess students' understanding of the principles and provisions of the Missouri Constitution. The assessment helps ensure students meet Missouri's graduation requirement.	Results are used to determine whether students have met the district's passing requirement for the Missouri Constitution test. They may also identify areas where students need additional instruction or review.	Individual results are shared with students, parents/guardians, and appropriate school staff. Aggregate results may be reviewed by teachers and administrators to evaluate instruction and identify areas for improvement.
11	ASVAB	To assess student achievement and aptitude skills.	To identify student strengths and weaknesses and review correlation	Students receive a copy of their results and one copy is placed

			between skill level and occupations. Military recruiters may use ASVAB scores to recruit students during their senior year. .	in their permanent record. The local MEPS office also receives the results for every student.
10-12	ACT	To assess student achievement in the areas of English, Math, Reading, and Scientific Reasoning.	To determine student achievement and assess degree of college readiness.	Students receive their results from ACT and a copy of their results are placed in the permanent file. ACT scores are also added to a student's high school transcript.

7-12	Common Lit Benchmark Assessment	Students in grades 7-12 will be benchmarked three times per year (beginning, middle, and end) to monitor progress in the area of ELA.	Results are used to identify student strengths and weaknesses, as well as the strengths and weaknesses of the curriculum and classroom instruction.	Results are shared with students, teachers, and administrators and data team meetings. Results drive improvements in curriculum and instruction.
5th, 7th, 9th	Presidential Fitness Testing	To assess students' health-related	Results are used to guide PE instruction,	Individual results are shared privately

		fitness and monitor their progress in key fitness areas. Results help identify strengths and areas for improvement.	support student goal-setting, and monitor fitness progress over time. Aggregate results may also inform program planning.	with students and parents/guardians. Aggregate results may be shared with school staff to support program evaluation and improvement.
--	--	---	---	---

Henry County R1 School District
Assessment Plan
Section 3: Guidelines for Including Students With Special Needs
in State and District-Wide Assessments

Rationale: The Henry County R1 School District is accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Grade Level Assessments developed for specific content areas, End of Content Assessments, or the MAP Alternate Assessment. All state assessments are listed under the umbrella term of the Missouri Assessment Program (MAP).

In order to comply with federal laws and state mandates, the Henry County R1 School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs are assessed in one of three ways on the MAP.
 - **Grade-Level Subject Area Assessments without Accommodations:**
Students with disabilities for whom this option is appropriate participate in the Grade-Level subject area assessments under the same conditions as other students. They do not use accommodations, so there are no modifications in testing procedures.
 - **Grade-Level Subject Area Assessments with Accommodations:**
Students with disabilities for whom this option is appropriate participate

in the Grade-Level subject area assessments, and accommodations or modifications in testing procedures are made to prevent their disabilities from interfering with their test performance.

- **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the Grade Level subject area assessments even with accommodations. These students participate in the MAP Alternate Assessment (MAP-A).

- The IEP team determines how the student will participate in the state and the district-wide assessment program.

- **Is the student working toward the same instructional goals as other students?**

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students participate in all parts of the MAP assessments and all parts of the assessments included in the district wide assessment program. These students may require some accommodations in testing procedures.

- **Is the student working toward modified instructional goals?** Students are working toward modified instructional goals, if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in the general education curriculum. These students participate in all parts of the MAP assessments and all parts of the assessments included in the district-wide assessment program that is instructionally relevant to the students' learning goals. These students may require accommodations in testing procedures.

- **Is the student working toward different instructional goals than other students?**

Students are working toward different instructional goals than other students, if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment.

2. The IEP team uses the following key points as a premise when making assessment participation decisions.

- All students, including those with disabilities, will participate in the state assessment and the district-wide assessment program.

- Decisions regarding participation in the state assessment program and the district-wide assessment program are made by a student's IEP team and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district wide assessment program are based on the goals and content of that student's instruction.
- A student with disabilities will participate in all parts of the MAP assessments and all parts of the assessments included in our district-wide assessment program that are instructionally relevant for that student.
- Decisions about participation are not based on program setting, category of disability, or percent of time in the regular classroom.
 - Students are not exempted from any part(s) of the MAP assessments or any part(s) of the assessments included in our district-wide assessment.
- Participation decisions will be reviewed prior to assessment to assure validity.

The IEP Team uses the following process to make judicious decisions about accommodations during participation in the state assessment program and our district wide assessment program.

- Step 1: Identify the learning characteristics and needs of the student.
- Step 2: Identify the accommodations used during instruction.
- Step 3: Review our district-wide assessment program and the requirements of the items included in each part of the assessments by:
 - Looking through the MAP released items and other information available from DESE and testing vendors.
 - Reading the examiner's' manuals.
 - Observing administrations of various assessments.
- Step 4: Identify possible accommodations needed during testing based upon the information gathered.
- Step 5: Determine which of the identified accommodations are appropriate for the assessments by using State Policy Guidelines and the following questions.
 - Does this accommodation change what is tested?
 - If this accommodation is used, is the integrity of the test protected?
 - Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
 - Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
 - Does the accommodation threaten test security?

- Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team will document the reasoning behind using these non-approved accommodations.

5. The following information is included in the IEP:

- a description of how a student will participate in the state and district-wide assessment programs.
- statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
- a statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed.

6. Parents of students with special needs are part of the IEP team discussion and are informed about:

- options for their child's participation in the state and district-wide assessment programs;
- the benefits to be gained as a result of participating in standardized testing;
- the reporting policies of IDEA regarding student achievement;
- accommodation options for the state and district-wide assessments;
- any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.

7. Once the test results are obtained from our district-wide assessment program, we will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students.

8. Teachers in each building review the achievement levels of subgroups of students by disability. Based on this review, actions are taken to improve the performance of any subgroup that lags behind.

Henry County R1 School District
Assessment Plan
Section 4: Assessment of Standards Not Assessed by MAP

Rationale: The State Board of Education requires school districts to have a written assessment plan to assess all students. The plan should include all components of the Missouri Assessment Program. The plan must also include strategies for assessing locally the Missouri Learning Standards not assessed on the statewide assessment.

The district considers the following items when developing our plan to assess standards not assessed by the MAP:

- ❖ Inclusion of each content standard to be addressed at the elementary level, middle level, and high school level;
- ❖ Inclusion of each process standard to be addressed and assessed three times (the district will choose these levels);
- ❖ The variance in staff, resources, course offerings, and curriculum among building and grade levels;
- ❖ The district's achievement scores and areas of weakness;
- ❖ The district and building level improvement plans;
- ❖ The achievement for subgroups;
- ❖ Documentation for MSIP;
- ❖ The validity and reliability of multilevel or multi-curricular assessments;
- ❖ How to track student achievement on the standards not assessed by MAP;
- ❖ The written curriculum.

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

Administrators, counselors and teachers will evaluate the local standards to determine which Missouri Learning Standards are not being assessed by the MAP test. Once the standards are identified, grade-level and content area teams will evaluate the curriculum to determine where those

Missouri Learning Standards are being taught and how they are assessed within the curriculum.

All standards not assessed on the statewide assessment will be included in the grade/course curriculum. How to use the assessment tools will also be taught in the classroom.

Henry County R1 School District
Assessment Plan

Section 5: Provisions for Professional Development Related to Student Assessment

Rationale: The teachers and administrators in the Henry County R1 School District participate in professional development opportunities related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, and the results of needs assessments.

The topics related to state and district-wide assessment that may be addressed at in service opportunities include:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests (i.e. multiple choice items, constructed response items, and performance events);
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Missouri Learning Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP seriously and possible incentives which could be offered to students;
 - legal requirements of reporting data as designated by IDEA (for administrators).

The RPDC works 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 MAP Leaders and team members, MAP Facilitators, RPDC staff, DESE staff, and/or other consultants;

- peer coaching through the mentor/protégé program and teacher observations;
- teacher collaboration by regular departmental meetings;
- a teacher resource library which contains both written and other forms of mediums;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending meetings offered by RPDCs, teacher organizations, and/or colleges/universities;
- enrolling in college/university classes.

Professional development opportunities, departmental meetings, faculty meetings, etc. will be scheduled by the administrators.

Section 6: Strategies for Teaching Test-Taking Skills to Students

Rationale: In order for students to show what they know and can do, they need to know strategies for taking assessments, such as the MAP. For this reason, Henry County R1 School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject area MAP assessments contain three types of items.

- Multiple-choice items in which students choose the correct answer from four answer choices.
- Constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.
- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student is given a writing prompt and must use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked

to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim.

Test-Taking Strategies

Continuously throughout the year, strategies for answering multiple choice items are taught to students. This is 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 occur continuously over time within the instructional process. Teachers throughout the district, in all subject areas, teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All students required to complete a state assessment will have access to and practice necessary technical skills in order to complete the assessment.

All teachers in the district 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 likeness 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.

All teachers in the district teach students strategies for being successful on performance events by teaching students to:

- 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.

Section 7: Test Security Policy and DTC Responsibilities

Storage and Access Before Test Administration

1. All e-mails regarding testing for the district are received by the District Testing Coordinator. The DTC must ensure that all requirements including technical, student preparation, and staff preparation are completed.
2. MAP tests and EOC's are now completed on the computer, so storage and returning booklets and test forms is no longer an issue. All test management is done on the computer through a state-determined vendor. Student test management is completed through the vendor interface.
3. The PreACT and the ACT are now completed on the computer, so storage and returning booklets and test forms is no longer an issue. All test management is done on the computer through ACT. Student test management is completed through the ACT interface.
4. No teacher or examiner will have access to the computerized test before the test.

In-Service Prior to Testing

At least one week before testing, the District Test Coordinator (DTC) will give a copy of the Examiner's Manual to each examiner and will do an in-service describing the exact process for completing any necessary forms and the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during test administration. Other security issues that will be addressed will include: providing directions to students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be covered up or removed from the walls of the room in which tests are to be administered. Some examples include: maps, multiplication tables, etc. Anything that may give specific clues to correct answers would be removed.

Test Administration

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Students will be encouraged to use the restroom facilities, get drinks, etc. before the testing. If a student has to leave the room during testing, he/she will be instructed to pause the test. When the student returns the test can be resumed
3. The examiner will not leave the room unattended during the testing session.
4. While the test is being given, designated individuals will move between classrooms to provide assistance as needed.

Collection of Test Materials Following Testing

1. For PreACT and the ACT testing, the DTC will complete the necessary building level reports and pack any necessary boxes as described in the Testing Coordinator's Manual. The boxes will be kept in a secure area.
2. The DTC will arrange to have the tests shipped to the scoring center(s).
3. All makeup testing will be scheduled by the district testing coordinator.

Sanctions for Unfair Practices

1. Provided below, is a list of practices our district considers unfair/inappropriate:
 - Copying any part of a standardized test booklet for any reason
 - Removal of a test booklet from the secure storage area except during test administration
 - Failure to follow testing guidelines as specified in the Examiner's Manual
 - Failure to return testing materials
 - Directly testing any item in the test
 - Altering a student's responses to items in the booklet
 - Failure to remove items from students' view which give correct answers to items on the test
 - Indications to the student during testing that they have missed items and need to change them; giving answers or clues to questions; allowing students to give each

other answers; or altering test administration procedures to give students an unfair advantage

- Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.

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

APPENDIX

TESTS AVAILABLE FOR INDIVIDUAL ASSESSMENT OF SPECIAL NEEDS

- Arizona Test of Articulation (ATA)
- Adaptive Behavior Scale, Second Edition (ABS-2)
- Behavior Assessment System for Children, Third Edition (BASC-3)
- Battelle Developmental Inventory, Third Edition (BDI-3) – ECSE
- Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI-6)
- Brigance Early Childhood Screen – ECSE
- Bruininks-Oseretsky Test of Motor Proficiency (BOT)
- Callier-Azusa Scale
- Childhood Autism Rating Scale, Second Edition (CARS-2)
- Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)
- Cognitive Assessment of Young Children (CAYC)
- Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)
- Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2)
- Comprehensive Receptive and Expressive Vocabulary Test, Second Edition (CREVT-2)
- Comprehensive Test of Phonological Processing, Fourth Edition (CTOPP-4)
- Developmental Assessment of Young Children, Second Edition (DAYC-2) – ECSE
- Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4) – ECSE
- Differential Screening Test for Processing
- Differential Test of Conduct and Emotional Problems
- Gilliam Autism Rating Scale, Second Edition (GARS-2)
- Goldman-Fristoe Test of Articulation, Fourth Edition (GFTA-4)
- Gray Oral Reading Tests, Fifth Edition (GORT-5)
- Kaufman Brief Intelligence Test, Second Edition – Brief Form (KBIT-2 Brief)
- KeyMath-3 Diagnostic Assessment (KeyMath-3)
- Kaufman Test of Educational Achievement, Third Edition – Brief Form (KTEA-3 Brief)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
- Language Processing Kit
- Oral and Written Language Scales (OWLS)

- Peabody Developmental Motor Scales, Third Edition (PDMS-3)
- Preschool Language Scales, Fifth Edition (PLS-5)
- Primary Test of Nonverbal Intelligence (PTONI)
- Psychoeducational Profile, Third Edition (PEP-3)
- Sensory Profile 2 – School Companion
- Sensory Profile 2 – Toddler
- Slosson Intelligence Test – Primary (SIT-P)
- Social Language Development Test (SLDT)
- Test of Early Language Development, Fourth Edition (TELD-4)
- Test of Early Mathematics Ability, Third Edition (TEMA-3)
- Test of Early Reading Ability, Fourth Edition (TERA-4)
- Test of Early Written Language, Second Edition (TEWL-2)
- Test of Auditory Processing Skills, Third Edition (TAPS-3)
- Test of Handwriting Skills–Revised (THS-R)
- Test of Language Development–Primary, Fourth Edition (TOLD-P:4)
- Test of Early Language Development–Primary, Fifth Edition (TELD-P:5)
- Test of Language Development–Intermediate, Fourth Edition (TOLD-I:4)
- Test of Pragmatic Language (TOPL)
- Test of Visual-Perceptual Skills, Fourth Edition (TVPS-4)
- Test of Nonverbal Intelligence, Third Edition (TONI-3)
- Test of Preschool Early Literacy (TOPEL)
- Test of Reading Comprehension, Third Edition (TORC-3)
- Test of Early Written Language, Third Edition (TEWL-3)
- Test of Written Language, Third Edition (TOWL-3)
- Test of Word Reading Efficiency, Second Edition (TOWRE-2)
- Vanderbilt ADHD Rating Scales (VADRS)
- Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)
- Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
- Wechsler Individual Achievement Test, Fourth Edition (WIAT-4)
- Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
- Word Identification and Spelling Test (WIST)
- Woodcock-Johnson III Tests of Achievement (WJ III ACH)
- Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG)
- Woodcock-Johnson III Tests of Achievement, Form B (WJ III ACH Form B)
- Young Children's Achievement Test (YCAT)