

**St. James R-I  
School District**

**Local Assessment Plan**

**Adopted by School Board on**

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## **Purpose of Local Assessment Plan**

The Board supports the establishment of a district-wide assessment program as one indication of the success and quality of the total education program in the school district. (In the case of individual testing of students, standardized tests, in combination with other criteria, can provide an indication of student achievement.)

The purposes of the district-wide assessment program 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 of the general population and subpopulations.
2. **Student Counseling:** To provide data as a tool in the counseling and guidance of students in the affective (social) domain and in the cognitive (academic) domain.
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 curriculum;
  - Help teachers use a variety of instructional methodology;
  - 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.

## **Items Addressed In the District-Wide Assessment Plan**

In the continual effort to improve the effectiveness and efficiency of instruction, the district-wide assessment program will address the following:

- What tests are included in the district-wide assessment program, the purpose of each, and how the results are used and disseminated;
- Guidelines for including students with special needs into the district-wide assessment program;
- A description of how and in what subjects the district is assessing the Show-Me Standards which are not assessed by the MAP assessments;
- Guidelines for staff development as related to state and district assessment;
- Guidelines for teaching test-taking strategies;
- A test security policy;

## **Guidelines for Motivating Students to Do Well On State Assessments (Optional).**

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program and provisions of NO CHILD LEFT BEHIND (NCLB) to include SB 319 to monitor the progress of all students in meeting the Show-Me Standards and NCLB. Other assessments included in the district-wide assessment program are described in this plan.

The district-wide assessment program is used as a vehicle to furnish information as needed to decision makers to, include the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The Board will annually review disaggregated performance data based on race/ethnicity, gender, identified disability, migrant, and/or LEP students in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates. If the district or a school within the 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. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, and surveys) to support district-wide decisions.

There shall be involvement in the development of the district-wide assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. The Professional Development Committee, in conjunction with administrators, will provide in-service opportunities related to student assessment. Additionally, the district will use incentives for getting students to take testing seriously and the teachers will address test-taking strategies in their classrooms.

The district will comply with the assessment requirement for students with special needs. Guidelines for including students with special needs into the district-wide assessment program have been implemented and are contained in this plan.

The district operates from the premise that effective testing will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

### **Tests Included in the District-Wide Assessment Program**

In compliance with MSIP Standards, the document following this page will:

- Tell what tests and assessments are included in the district-wide assessment program;
- Tell the grade level each test is given;
- Give the name of each test;
- Tell the purpose of each test;
- Describe how the results are used;
- Tell how the results are disseminated.



<b>PS</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Dissemination of Results</b>
	DIAL 3, Battelle, Denver Developmental Screening Test II	To establish baseline and to provide for instructional programming and placement.	To determine placement and provide instructional programming.	Results are shared with parents in an individual conference. Teachers, Counselor, administrators review to determine placement.
	Speech and Language Screening	To determine language development in areas phonology, articulation, semantics, and grammar.	To determine where additional programming is needed	Results shared with parent in conference, Speech Clinician reviews and develops a plan for services when needed.
	Skills Checklist	Monitor individual progress.	To determine placement, provide for remedial and enrichment programming.	Parents are provided with quarterly progress reports.
	MAICO, Pure Tone Audiometry	Determine hearing acuity.	Referrals are made for students who have hearing problems.	Nurse makes a referral to parents or guardians for additional evaluation, and continues to track and monitor students having difficulties.
	Illiterate E, LEA Symbols, Random Dot E	Determine far vision and near vision acuity. Determine binocularity/ stereoscopic vision.	Students needing additional vision evaluation are evaluated, nurse continues to monitor.	Referrals for additional evaluation are made to parents by nurse.
	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.

<b>K</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Dissemination of Results</b>
	DIAL 3	To establish baseline and to provide for instructional programming and placement.	To determine placement and provide instructional programming and evaluate curriculum.	Results are shared with parents in an individual conference. Teachers, Counselor, administrators.
	Speech and Language Screening	To determine language development in areas phonology, articulation, semantics, and grammar.	To determine where additional programming is needed	Results shared with parent in conference, Speech Clinician reviews and develops a plan for services when needed.
	Skills Checklist	Monitor individual progress.	To determine placement, provide for remedial and enrichment programming.	Parents are provided with quarterly progress reports.
	MAICO, Pure Tone Audiometry	Determine hearing acuity.	Referrals are made for students who have hearing problems.	Nurse makes a referral to parents or guardians for additional evaluation. (Nurse continues to track and monitor students having difficulties).
	Illiterate E, LEA Symbols, Random Dot E	Determine far vision and near vision acuity. Determine binocularity/ stereoscopic vision.	Students needing additional vision evaluation are evaluated, nurse continues to monitor.	Referrals for additional evaluation are made to parents by nurse.
	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.
	President's Physical Fitness	Determine Physical Fitness	Identify physical strengths and weaknesses.	Parents are given a written report two times a year.
	Bench Mark Assessment	Entrance and exit assessment to evaluate gains and weaknesses.	To plan instruction.	Results are used by kindergarten teachers.
	CAPS (Concepts About Print Survey	Given in fall and spring to show students progress.	Results are used to determine skills needed to be taught.	Results are given to first grade teachers.

	DRA (Developmental Reading Assessment)	Individual assessment to measure reading progress and comprehension.	Document individual reading growth.	Results are given to first grade teachers.
	Writing samples (MRI)	Given in fall and spring to measure writing growth.	Results are used to determine skills needed to be taught.	Results are given to first grade teachers.
	Phonological Awareness Checklist (MRI)	Evaluations of word, rhyme syllables and letter sounds.	Results are used to determine skills needed to be taught.	Results are given to first grade teachers.
	Report card	To determine strengths and individual weaknesses and drive instruction.	Results are used to determine skills needed to be taught or re-taught and reinforcing skills.	Results are given to and maintained in Parent's permanent record.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

<b>1</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Dissemination of Results</b>
	STAR MATH	Evaluation of school district programs and overall student achievement.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used to program, determine placement, and need for remediation, retention, enrichment services and to monitor achievement of subpopulations. Teachers, parents and administrators are provided with written results.	Parents are provided a diagnostic report at the end of each school year. Teachers are provided with a progress report in August, December and May.
	Cognitive Abilities Tests	To access cognitive ability in the areas of verbal, quantitative, and non-verbal.	To determine the need for remediation, retentions, enrichments or further evaluation.	Teachers and parents are provided with written results.
	STAR Reading	To monitor and track individual student reading progress and evaluate school reading program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Results are available to principals, 1 <sup>st</sup> grade staff and parents.
	MAICO, Pure Tone Audiometry	Determine hearing acuity.	Referrals are made for students who have hearing problems. Nurse continues to track and monitor students having difficulties.	Nurse makes a referral to parents or guardians for additional evaluation.
	Sloan letters, LEA Symbols, Random Dot E	Determine far vision and near vision acuity. Determine binocularity/ stereoscopic vision.	Students needing additional vision evaluation are evaluated, nurse continues to monitor.	Referrals for additional evaluation are made to parents by nurse.
	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.
	President's Physical Fitness	Determine Physical Fitness.	Identify physical strengths and weaknesses.	Parents are given a written report two times a year.

	Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and too evaluate curriculum.	Results are shared with Teachers, Students and Parents.
	Cognitive Abilities	Qualify for gifted program.	Qualify for gifted program.	Results are reported to parents and maintained in permanent records.
	Math Common Assessment	To check for mastery on skills taught.	Re-teaching instruction.	Results are reported to parents through quarter grading.
	Benchmark	Drives instruction.	Re-teaching instruction.	Results are utilized by Teachers only.
	DRA (Developmental Reading Assessment)	To determine independent and instructional level.	To develop guided reading groups.	Results are utilized by teachers and maintained in Permanent records.
	Pathways to Reading	To determine reading level.	To develop small groups for instruction.	Results are reported to parents and maintained in permanent records.
	CAPS (Concepts About Print Survey)	Given in fall and spring to show students progress.	Results are used to determine skills needed to be taught.	Results are reported to parents and maintained in permanent records.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

2	Name of Test	Purpose	How Results are Used	Dissemination of Results
	STAR MATH	Evaluation of school district programs and overall student achievement.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used to program, determine placement, need for remediation, retention, enrichment services and to monitor achievement of subpopulations.	Teachers, parents and administrators are provided with written results .Parents are provided a diagnostic report at the end of each school year. Teachers are provided with a progress report in August, December and May.
	Joliet 3, Speech and Language Screening	To determine language development in areas phonology, articulation, semantics, and grammar.	To determine where additional programming is needed. (Speech Clinician reviews and develops a plan for services when needed).	Results shared with parent in conference.
	MAICO, Pure Tone Audiometry	Determine hearing acuity.	Referrals are made for students who have hearing problems. Nurse continues to track and monitor students having difficulties.	Nurse makes a referral to parents or guardians for additional evaluation.
	STAR Reading	To monitor and track individual student reading progress and evaluate school reading program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Results are available to principals, teachers and parents.
	President's Physical Fitness	Determine Physical Fitness.	Identify physical strengths and weaknesses.	Parents are given a written report two times a year.
	Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and too evaluate curriculum.	Parents are given a written report two times a year.
	Sloan letters, LEA Symbols, Random Dot E	Determine far vision and near vision acuity. Determine binocularity/ stereoscopic vision.	Students needing additional vision evaluation are evaluated, nurse continues to monitor.	Referrals for additional evaluation are made to parents by nurse.

	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.
	DRA (Developmental Reading Assessment)	Individual assessment to measure reading progress and comprehension.	Document individual reading growth.	Results are available to second grade teachers.
	Integrated Theme Test for Reading	Reading Evaluation	Results are used to determine skills needed to be taught.	Results are available to 2 <sup>nd</sup> grade staff and parents.
	Math common assessment	Math evaluation of particular skills.	Results are used to determine skills needed to be taught.	Results are available to 2 <sup>nd</sup> grade staff and parents.
	Bench Mark Math Assessment/Pre-test	Math evaluation.	Results are used to determine skills needed to be taught.	Results are available to 2 <sup>nd</sup> grade staff and parents.
	Communication Arts/Self-Made MAP Assessment	To prepare 2 <sup>nd</sup> graders for the rigor of 3 <sup>rd</sup> grade MAP testing	Results are used to determine skills needed to be taught.	Results are available to Principals, 2 <sup>nd</sup> grade staff and parents.
	Math/Self-Made MAP Assessment	To prepare 2 <sup>nd</sup> graders for the rigor of 3 <sup>rd</sup> grade MAP testing	Results are used to determine skills needed to be taught.	Results are available to Principals, 2 <sup>nd</sup> grade staff and parents.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

3	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Communication Arts and Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations. (The results are analyzed by teachers and administrators. The students and parents are provided with student reports).	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement.
	Sloan letters, Random Dot E	Determine far vision and near vision acuity. Determine binocularity/ stereoscopic vision.	Students needing additional vision evaluation are evaluated, nurse continues to monitor.	Referrals for additional evaluation are made to parents by nurse.
	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.
	STAR Reading  STAR Math	To monitor and track individual student reading and math progress and evaluate school reading program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Parents are provided a diagnostic report at the end of each school year. Teachers are provided with a progress report in August, December and May.
	President's Physical Fitness	Determine Physical Fitness.	Identify physical strengths and weaknesses.	Parents are given a written report two times a year.
	Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and too evaluate curriculum.	Results are shared with Teachers, Students and Parents.

	DRA (Developmental Reading Assessment)	Assess student's overall achievement in reading, assessing the students in reading comprehension and fluency.	Results are used to show the strengths and weaknesses of each student's reading ability. Teachers then use this data to create reading groups and determine instruction.	Results are shared with parents at Parent Teacher Conferences and administrators. The DRA's are placed in the student's permanent file.
	Benchmark Assessments	To prepare students for the rigor of testing and to guide instruction throughout the year. The goal of this test is to prepare students for the MAP Assessment.	Teachers use the results, which are grouped by achievement and grouped by skills, to guide instruction, see strengths and weaknesses of the class and individual students, and to group students for remediation.	Teachers and administrators receive the results after testing.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

4	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Math and Social Studies	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations. (The results are analyzed by teachers and administrators. The students and parents are provided with student reports).	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement.
	STAR Reading  STAR Math	To monitor and track individual student reading and math progress and evaluate school reading program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Parents are provided a diagnostic report at the end of each school year. Teachers are provided with a progress report in August, December and May.
	Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and too evaluate curriculum.	Results are shared with Teachers, Students and Parents.
	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.
	President's Physical Fitness	Determine Physical Fitness.	Identify physical strengths and weaknesses.	Parents are given a written report two times a year.
	DRA (Developmental Reading Assessment)	Identify strengths and weaknesses in reading.	Drive instruction utilized to form guided reading groups.	Parents, administrators, and teachers records.
	Cognitive Abilities Test/CogAT	Measure reasoning abilities. Verbal quantitative and non-verbal.	Gifted program screening.	Teachers, parents, and gifted educator.

	Common Assessments CA/Math GLEs	Used to guide instructional decision making.	Helps to determine academic needs. Determines need to re-teach and re-assess mastery.	Performance is reflective on progress reports and quarterly report cards.
	Benchmark Test Ca/Math	Tracks student's progress/GLE mastery.	Allows an opportunity for teachers to examine methods of instruction as well as curriculum taught.	Results are provided to educators as a collective group for review and analysis.
	MAP CA/Math	Identifies the knowledge, skills, and competencies that 4 <sup>th</sup> grade students should acquire and to assess student progress toward these academic standards.	District examines scores to conduct their own internal evaluations, to monitor progress over time, and to planning for the future. Instructor tool to examine methods of instruction and curriculum.	Parents and educators for the following year for group placement and instructional needs.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

<b>5</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Dissemination of Results</b>
	STAR Reading STAR Math	To monitor and track individual student reading and math progress and evaluate school reading program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Parents are provided a diagnostic report at the end of each school year. Teachers are provided with a progress report in August, December and May.
	President's Physical Fitness	Determine Physical Fitness.	Identify physical strengths and weaknesses.	Parents are given a written report two times a year.
	D.A.R.E.	To determine student knowledge base in relation to drug and substance abuse.	Student recognition.	Students and teachers are provided with the results of the evaluation.
	Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and too evaluate curriculum.	Results are shared with Teachers, Students and Parents.
	Health Screening	To identify and address any health related barriers to education.	An individual Health Plan made if needed. Emergency Action Plan developed with potentially life threatening conditions. Teachers are provided with necessary training to assist student in emergency situations. Health conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referral made. Teachers are provided with confidential tracking information about students that they need to monitor.
	MAP	To assess student progress overtime; to measure effectiveness of curriculum.	Drives instruction to a certain degree; Allows teachers to see strengths and weaknesses of students and curriculum areas.	Information is given to parents and teachers the following year by counseling department or curriculum specialist.
	DRA (Developmental Reading Assessment)	Identify strengths and weaknesses in reading.	Drive instruction utilized to form guided reading groups.	Parents, administrators, and teachers records.
	Common Assessments	To assess progress made toward grade level expectations.	To form instruction and re-teaching needs.	Tests sent home in parent folders/report cards.

	Benchmark Assessments	To assess student progress toward grade level expectations, and to predict achievement on MAP Test.	To form instruction.	Results given to teacher to review and analyze.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

<b>6</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Dissemination of Results</b>
	STAR Reading	To monitor and track individual student reading progress and evaluate school reading program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Parents are provided a diagnostic report at the end of each school year. Teachers are provided with a progress report in August, December and May.
	STAR Math	To monitor and track individual math program.	Teachers have access to daily progress and results are used to identify students needing remediation.	Parents are provided a diagnostic report at the end of each school year.
	Math Placement Test	To determine placement, to modify curriculum, staffing	The sixth grade assessments are used by junior high in helping to place students in seventh grade “teams” approach.	Results are made available to parents, teachers are provided with results.
	Scoliosis (girls)	Monitor spinal formation	To identify spinal deformities.	Parents are provided with screening results.
	Local Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and to evaluate curriculum.	Results are shared with Teachers, Students and Parents.
	Acuity	To determine level of competency.	Teachers modify curriculum to note strengths and address weaknesses by assigning individual or group remediation.	Results are viewed by students, teachers, and available to parents upon request.
	DRA (Developmental Reading Assessment)	To monitor and track oral reading progress and comprehension.	Teachers use results to arrange students in small groups for remediation.	Results are shared with teachers, students, and parents.
	MAP Comm. Arts/Science/Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	LAS Links	To determine language	Documenting student progress, program exit,	Reporting to parents and teachers.

	K-12	proficiency.	informing instruction, evaluates ESL programming.	
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7	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Comm. Arts/Science/Math	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	STAR Test (Reading)	Assess reading level to determined by grade level.	Results are used to help students to choose appropriate literature books and improve reading comprehension.	Results are provided to both teachers and parents
	Kuder-Mo Connections (Vocational Aptitude /Inventory)	Assessment of vocational interest.	Results are used to encourage students to begin career exploration.	Results are given to students to share with parents.
	Vision Hearing	To identify and address any health related behaviors to education.	Conditions are monitored to see that adequate intervention is provided.	Results are provided to parents and referrals are made. Teachers are provided information on a confidential basis.
	Spinal Check/Scoliometer (follow up on students)	Monitor spinal formation	To identify spinal deformities.	Parents are provided with screening results.
	Presidential Fitness	Assessment of physical fitness levels.	Results are used to encourage students to improve fitness levels.	Parents are given a written report two times a year. Sent into state for MAP requirements.
	Local Writing Assessment	Looking for areas of weakness.	Used for placement.	Results are shared with parents.
	DRA ( Developmental Reading Assessment)	To monitor and track oral reading progress and comprehension.	Teachers use results to arrange students in small groups for remediation.	Results are shared with teachers, students, and parents.
	Acuity	To determine level of competency.	Teachers modify curriculum to note strengths and address weaknesses by assigning individual or group remediation.	Results are viewed by students, teachers, and available to parents upon request.
	LAS Links	To determine language	Documenting student progress, program exit,	Reporting to parents and teachers.

	K-12	proficiency.	informing instruction, evaluates ESL programming.	
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8	Name of Test	Purpose	How Results are Used	Dissemination of Results
	MAP Math/Social Studies/Comm. Arts/ Science	MAP Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the MAP assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	Kuder-Mo Connections (Vocational inventory/Aptitude)	Assessment is to help student determine vocational aptitude.	Results are used for class placement.	Results are placed in students file and sent home to parents.
	Presidential Fitness	Assessment of physical fitness levels.	Results are used to encourage students to improve fitness levels.	Parents are given a written report two times a year. Sent into state for MAP requirements.
	STAR Test (Reading)	Assess reading Level determined by grade level.	Results are used to help students to choose appropriate literature books and improve reading comprehension.	Results are provided to both teachers and parents.
	Scoliosis (boys)	Monitor spinal formation	To identify spinal Deformities.	Parents are provided with screening results.
	Local Writing Assessment	To determine areas of weaknesses and writing levels of students in a pre/post writing assessment.	Used for placement and too evaluate curriculum.	Results are shared with Teachers, Students and Parents.
	DRA (Developmental Reading Assessment)	To monitor and track oral reading progress and comprehension.	Teachers use results to arrange students in small groups for remediation.	Results are shared with teachers, students, and parents.
	Acuity	To determine level of competency.	Teachers modify curriculum to note strengths and address weaknesses by assigning individual or group remediation.	Results are viewed by students, teachers, and available to parents upon request.
	EOC (End of Course Assessment) Algebra	To assess math level.	Results used for program modification.	Results shared by 8 <sup>th</sup> & 9 <sup>th</sup> grade math teachers.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

9	Name of Test	Purpose	How Results are Used	Dissemination of Results
	Presidential Fitness	Assessment of physical fitness levels.	Results are used to encourage students to improve fitness levels.	Parents are given a written report two times a year. Sent into state for MAP requirements.
	STAR Test (Reading)	Assess reading Level determined by grade level.	Results are used to help students to choose appropriate literature books and improve reading comprehension.	Results are provided to both teachers and parents.
	Kuder-Mo Connections (Vocational/aptitude)	Assessment is to help students to determine vocational aptitude.	Results are used for class choice and career preparation.	Results are available online for students, parents, and school personnel.
	EOC ( End of Course Assessment) Algebra I, Biology, American History, and English I	EOC assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the EOC assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

10	Name of Test	Purpose	How Results are Used	Dissemination of Results
	EOC English II Geometry	EOC Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the EOC assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	Presidential Fitness	Assessment of physical fitness levels.	Results are used to encourage students to improve fitness levels.	Parents are given a written report two times a year. Sent into state for MAP requirements.
	Kuder-Mo Connections (Vocational/aptitude)	Assessment is to help students to determine vocational aptitude.	Results are used for class choice and career preparation.	Results are available online for students, parents and school personnel.
	STAR Test (Reading)	Assess reading level determined by grade level.	Results are used to help students to choose appropriate literature books and improve reading comprehension.	Results are provided to both teachers and parents.
	PLAN	Assess all students on Sophomore level as a pre-ACT testing situation	Placement and encourage students to improve in core areas.	Results are given to student to share with parents and placed in file.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

11	Name of Test	Purpose	How Results are Used	Dissemination of Results
	EOC Government & Algebra II	EOC Assessments are required by law. The assessments are used as a means to evaluate school districts, programs and overall student achievement.	Results from the EOC assessments are used to evaluate curriculum, programs and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and/or retention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student reports.
	Presidential Fitness	Assessment of physical fitness levels.	Results are used to encourage students to improve fitness levels.	Parents are given a written report two times a year. Sent into state for MAP requirements.
	ASVAB (Armed Services Vocational Aptitude Battery)	Vocational Aptitude.	Results are used in conjunction with an interest inventory to determine probable vocational fields.	Results are placed in student file and shared with parents.
	STAR Test (Reading)	Assess reading level determined by grade level.	Results are used to help students to choose appropriate literature books and improve reading comprehension.	Results are provided to both teachers and parents.
	Kuder-Mo Connections (Vocational/aptitude)	Assessment is to help students to determine vocational aptitude.	Results are used for class choice and career preparation.	Results are available online for students, parents and school personnel.
*	PSAT (Preliminary Student Aptitude Test)	To determine academic levels of achievement	Pre-test for the SAT test.	Copies to student's file, parents, and college (that are required by students) or to vocational schools.
*	ACT/SAT	To determine academic levels of achievement.	College entrance	Copies to student's file, parents, and college (that are required by students) or to vocational schools.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

\*Not required for all students.

12	Name of Test	Purpose	How Results are Used	Dissemination of Results
*	ACT/SAT	To determine academic levels of achievement.	College entrance	Copies to student's file, parents, and college (that are required by students) or to vocational schools.
	Kuder-Mo Connections (Vocational/aptitude)	Assessment is to help students to determine vocational aptitude.	Results are used for class choice and career preparation.	Results are available online for students, parents and school personnel.
	LAS Links K-12	To determine language proficiency.	Documenting student progress, program exit, informing instruction, evaluates ESL programming.	Reporting to parents and teachers.

\* Not required for all students.



## **Guidelines for Including Students with Special Needs in State and District-Wide Assessments**

**Rationale:** Missouri is moving toward an inclusive state assessment program. As of the 1999-2000 school year, each 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 Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs.

**Section 504 of the Rehabilitation Act of 1973** lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

**Goals 2000: Educate America Act (Public Law 103-227)** encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards. *Goals 2000*, which was signed on March 31, 1994, provides states with funds for school reform. It is very clear in its definition of "all students," and in the requirement that students with disabilities be considered in all aspects of educational reform.

**Improving America's Schools Act (IASA)(Public Law 103-382)** works with Goals 2000 in encouraging the establishment of high standards of learning by promoting school wide reform that provides opportunities for all students to achieve at the highest levels of performance. This act, which is the revised Elementary and Secondary Education Act, was signed into law in 1994. IASA authorizes funding for Title I programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.

**Individuals with Disabilities Education Act (IDEA)(Public Law 105-107)** provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs, as well as district-wide assessment programs.

With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state;
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards;
- Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary;
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment;

States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000;

- States 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;
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

In order to comply with federal laws and state mandates, the St. James R-I 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 will participate in the MAP one of three ways:
  - **MAP Subject Area Assessments without Accommodations:** Students with disabilities or whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
  - **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be 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 MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.
2. Decisions regarding participation in the district-wide assessment program 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 will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. The district will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.
3. The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment programs.
  - **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 will participate in all parts of four MAP subject area assessments (Math, Communication Arts, Science, and Social Studies ) 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 general education curriculum. These students will participate in all parts of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will probably 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. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.
4. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.
- Decision-making should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program.
  - Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by the 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 should be based on the goals and content of that student's instruction.
  - A student with disabilities should participate in all parts of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.
  - Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
  - Students should be exempted from any part(s) of the six MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.
  - It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.
5. The IEP Team will use the following process to make judicious decisions about accommodations during participation in the state assessment program and the 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: Learn about the MAP subject area assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessments. Team members should look through the sample item booklets and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP subject area assessments, the MAP Alternate Assessment, and the assessments included in the district-wide assessment program should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program to identify possible accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program.

IEP team members should ask themselves:

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity or 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 vendor's 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 needs to document the reasoning behind using these non-approved accommodations. (Note: The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)

6. The following information related assessment will be 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. (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide

assessment program.)

7. Parents of students with special needs will be part of the IEP team discussion and will be 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.
8. Once the test results are obtained from MAP and the assessments included in the district-wide assessment program, the district 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. The district will comply with IDEA guidelines in the reporting of the state and district-wide results.
9. Students with special needs scoring n Step 1 in any of the core area subject area MAP assessments will be required to retake the test(s) the following year. Based on MAP results and results from assessments included in the district's assessment program, the IEP team will make appropriate revisions in the instructional goals for students with special needs. Actions will be taken to improve student achievement based on test data.
10. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.

## **Rationale for the Local Assessment of Standards Not Assessed by MAP**

In September of 1997, the State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students. The plan shall include all components of the Missouri Assessment Program in compliance with the Outstanding Schools Act of 1993. The plan must include strategies for locally assessing the Show-Me Standards not currently assessed. The plan does not have to be submitted to the Department of Elementary and Secondary Education, but will be reviewed by the visiting Missouri School Improvement Team as part of the MSIP review program.

Some of the Show-Me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to state-wide paper-pencil assessment. Assessing these types of standards at the state level is impractical; resulting in the need for these to be locally assessed. It will be the district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district developed a local assessment plan to assess these standards.

Below are some things the district considered when developing the plan to assess standards not assessed by MAP.

- the variance in staff, resources, course offerings, and curriculum among buildings and grade levels;
- the district's achievement scores and areas of weakness;
- the district and building level improvement plans;
- the achievement of subgroups;
- documentation for MSIP
- the validity and reliability of multilevel or multi-curricular assessments;
- the logistics and ease of administration;
- How to track student achievement on the standards not assessed by MAP.

## **Development of Local Assessment Plan**

A group of educators from the district met to determine which standards were to be locally assessed. They consulted several sources and visited with representatives from the Missouri Assessment Program. A listing of non-assessed standards was created. Using a list as a guide, the group used a planning chart to cluster the non-assessed standards, determine grade levels for assessment, persons responsible for assessing standards, how performance will be demonstrated and documented, and the criteria used to assess each standard (quality indicators).

## **Local Assessment Planning Process**

The standard assessment criteria will be addressed in several classrooms throughout the district and are written into the curricula. However, the teachers specified in the assessment plan for assessing non-assessed standards will be responsible for collection data related to the criteria and the Show-Me Standards.

Teachers will design specific activities to assess age-appropriate levels of knowledge, skills, and processes specified in the non-assessed standards and quality indicators. They will design scoring guide or checklists using the criteria cluster shown on the charts. The documentation will be placed in a student's educational file.

## **Quality Indicators for Success on Locally Assessed Standards**

Upon graduation, the students educated in the St. James R-I School District will be proficient and competent in the knowledge, skills, and processes as described by the Show-Me Standards designated for local assessment. Below is a listing of the criteria or quality indicators the teachers in this district will be to monitor age appropriate activities and classroom assessments.

### **Cognitive Domain**

1. (4.2) Apply the rights and responsibilities of citizenship in Missouri and the United States  
The student:
  - takes other people's rights into account when making decisions.
  - does not infringe upon other people's rights.
  - takes responsibility for his/her actions or lack of action.
  - utilizes the school setting for self-betterment and personal growth.
  - appreciates the diverse nature of students and their approaches to learning.
  - is aware of different and opposing points of view and considers alternative views impartially and rationally.
2. (1.3/S7) Design and conduct field and laboratory investigations to study nature and society  
The student:
  - uses accurate and important information to suggest an explanation for something that is being studied.
  - predicts what would happen if the explanation is correct.
  - sets up and carries out an experiment (or activity) to find out whether the prediction is accurate.
  - evaluates the results of the experiment (or activity) and decides whether the original explanation of what is being studied is correct.
3. (4.8/2.6) Explore, prepare for, seek education and job opportunities, through application of communication techniques  
The student:
  - practices and/or adheres to proper job interviewing techniques.
  - consults several sources to seek job or career opportunities.
  - prepares appropriate resume, cover letters, and follow-up letters needed for the job search.
  - prepares and presents a portfolio at the job interview.
4. (1.2) Conduct research to answer questions and evaluate information and ideas  
The student:
  - demonstrates knowledge of basic information-gathering techniques and commands a useful range of information-gathering techniques using a variety of mediums
  - interprets information gathered to answer guiding questions and synthesizes the information concisely

-analyzes information accurately to determine whether information is credible and relevant to the task.

5. (FA1) Performs and produces works in the fine/practical arts and uses adequate processes and techniques for the production, exhibition, or performance of one or more of the visual or performance arts

The student:

- creates products that clearly demonstrate an understanding of the processes and techniques used in visual or performed arts.
- demonstrates a comprehensive understanding and usage of art making/visual performance making materials and technologies.
- selects and applies combination of visual elements and organizing principles to achieve their expressive purposes in art making.
- demonstrates a comprehensive understanding and usage of materials and technologies when making works of art and/or doing a project in practical arts.
- reflects on artworks/projects made in the past to give direction and meaning to upcoming projects.

6. (1.5) Comprehends and evaluates the artistic aspects of written, visual and oral presentations

The student:

- demonstrates knowledge of the major elements needed to create a quality oral, written, or visual presentation/piece of work and uses this knowledge to evaluate presentations.
- understands the content of presentations in order to formulate an opinion and defend it.

7. (1.4) Uses technological tools and other resources to locate, select, and organize information

The student:

- uses the Internet and a variety of other sources to locate needed information.
- demonstrates the ability to separate relevant from irrelevant information when looking at data.
- uses a variety of computer-based programs to organize and present information.

8. (2.7) Uses technological tools to exchange information and ideas

The student:

- uses the Internet to locate needed information.
- uses electronic mail as a means to exchange ideas with others.
- demonstrates an understanding in using the computer and surfing the web.

9. (CA7) Evaluate relationships between language and culture

The student:

- recognizes that different cultures have unique languages and many of the customs associated with the cultural group are the direct result of the spoken language.
- recognizes that behaviors often associated with cultural groups are reflected in their spoken language.
- shows the cause and effect relationships of language upon culture and culture upon language.

10. (CA6) Participates in formal presentations of issues and ideas for a variety of purposes and audiences

The student:

- makes presentations of issues and ideas that provide in depth coverage of topic.

- provides explanations and reasoning when presenting an issue or idea.
- communicates in a clear, concise manner with or without visual aids.
- considers audience and uses appropriate language for appeal and impact.

## Affective Domain

1. (4.4) Practice honesty

The student:

- tells the truth when interacting with peers and staff.
- admits to actions regardless of the consequences.

2. (4.6) Work with others to complete tasks

The student:

- works toward the achievement of group goals.
- demonstrates effective interpersonal skills.
- contributes to group maintenance.
- effectively performs a variety of roles within a group.

3. (2.3) Participate in formal discussions of issues and ideas while recognizing the perspective of others

The student:

- actively helps promote group interaction and expresses ideas, opinions, and ideas.
- listens to the perspective of others and appreciates their point of view.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions for both immediate and long-term impact.

4. (3.3) Apply problem solving strategies based on one's own experience or ways others have prevented or solved problems

The student:

- demonstrates insight concerning the way others have solved problems and considers their results when called upon to solve similar types of problems.
- seeks out different and opposing points of view and considers alternative views impartially and rationally.
- recognizes all the important limits or barriers based on personal experience that make it difficult to prevent or solve a problem and works within the confines of these limitations to develop a strategy.

5. (4.7) Applies practices that preserve and enhance the safety and health of others

The student:

- encourages others to behave in a manner that promotes healthy living.
- acts in ways that do not endanger others.
- models safe and healthy living practices.

6. (H7) Responds to emergency situations

The student:

- demonstrates knowledge of appropriate first aide techniques.
- demonstrates knowledge of appropriate sources to contact in case of emergencies.
- responds appropriately when confronted with emergency situations.

## **Guidelines for Professional Development Related to Student Assessment**

The teachers and administrators in the St. James R-I 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. For a more detailed, comprehensive description of the district's Professional Development Plan, consult the district's documentation as required by MSIP standard 6.7.

The topics related to state and district-wide assessment that will be addressed in 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;
- 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;
- 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 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;
- The legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of the St. James R-I 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.

- Grade level/and department level groups/building level MAP teams;
- Building level and district-wide in-service facilitated by MAP Senior Leaders and team members, MAP Facilitators, STARR teachers, RPDC staff, DESE staff, and/or other consultants;
- Peer coaching through the mentor/protégé program and teacher observations;
- Teacher collaboration by common planning and/or 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 PBTE 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. Two early-out days and one day prior to the beginning of school have been included in the district's calendar to allow for in-service opportunities. To allow for teacher observation, peer coaching, MAP team training, and departmental meetings, the district arranges for after school meetings/set-up common planning time/hire substitutes for release time out of the classroom/etc. As incentives for teachers to attend after school programs, the district allows participants to use these hours on career ladder gives comp time/et.

The St. James R-I 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**

MAP Assessments and Assessments Administered District-Wide

**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, the St. James R-I 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 require students to choose the correct answer from four answer choice.
- Open-ended constructed response items require students to construct their own answers.
- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete.

## **Two Types of Test-Taking Strategies**

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

## Guidelines for Teaching Test-Taking Strategies

Shortly before the MAP tests and district-wide assessments, strategies for answering multiple choice 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 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 will 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 show..., 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 St. James R-I School District views teaching students the skills and processes needed to be successful on the MAP assessments as synonymous with teaching students to be successful in life.

## **Test Security Policy: Storage and Access Prior to Test Administration**

1. The District Testing Coordinator (DTC) will receive the Examiner's packet and the District Testing Coordinator's packet a few weeks prior to testing. At that time, the DTC will check all the Building Testing Coordinator's (BTC) and District Testing Coordinator's packets to ensure that all documents and materials have been received from the testing company. The DTC will distribute the Building Testing Coordinator's packets to each BTC. The BTC will need to receive the packet well in advance of testing to allow for copying and distribution the Examiner's Manuals and to give an in-service about test administration.
2. When the MAP tests or other standardized tests arrive in the district, they will be stored in a secured area within each building. Tests may be stored in a locked room such as the counselor's office or a vault. The BTC will carefully check all materials and sort them in preparation for administration. If there are shortages, the BTC will contact the DTC who will then contact the testing company for additional materials.
3. Beyond the initial check and sorting, only the BTC and designated staff will have access to the testing materials. They are distributed the day before testing.
4. As with district-owned test booklets, no teacher or examiner will have access to the test booklets or be told their contents before the test is distributed.

## **In-Service Prior to Testing**

A few days prior to testing, the BTC will provide a copy of the Examiner's Manual for each examiner. The BTC will conduct an in-service for testing examiners outlining the exact process for completion of forms and the procedure for test administration.

The testing in-service will also stress the importance of test security during test administration. Other security issues addressed will include: the handling and storage of test booklets, how to provide directions for students, responding to student questions, and monitoring the test setting. Teachers/examiners will also be asked to ensure that items which give clues to correct answers will be removed from testing room walls. Some examples include: maps, multiplication tables, word definitions, periodic tables, etc. Examiners are to remove any items that may give specific clues to correct answers.

## **Test Administration**

1. All tests will be administered according to the directions and in a manner which complies with the testing guidelines.
  - Directly testing any item in the test.
  - Altering a student's responses to items in the booklet.

- 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 administrator 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.

## **Motivating Students to Do Well on State and District-Wide Assessments**

St. James R-1 School District has implemented strategies to motivate students to take required test seriously and to recognize those who perform well on the MAP assessments.

Each building within the district will decide what strategies to use to motivate students to do their best on the MAP. Some incentives **may** include:

- Tangible incentives as field trips, coupons, tickets, books, etc.;
- Daily energizing snacks, magic test pencils;
- Certificates or medals for individual students;
- May chew gum during testing to release pressure;
- Class recognition or rewards such as parties, flags, etc.;
- Fall recognition program;
- Grade enhancements, additional credit for final grades, bonus points, etc.;
- Relaxation exercises during testing;
- Applications for state reimbursements for Advanced Placement/dual credit classes based on student MAP results;
- Required summer school attendance or remedial instructional requirements;
- Use of a scoring guide to assign points for appropriate testing behavior which includes a positive attitude and the appearance of putting forth an effort on the test.

Since the MAP scores do not come back until the fall, teachers in each building will develop a program for providing incentives to students in the spring, shortly after the MAP testing. Testing behavior such as a positive attitude during testing and the appearance of putting forth an effort are to be used as a means of determining whether or not a student earns the incentives.

In the fall, when the district receives the testing results, a special recognition ceremony will be held for high achieving students. Applications for reimbursement for Advance Placement/dual enrollment will be sent to the state. In addition, Students will be notified of any scholarships offered by 4-year colleges/universities as a result of attending an A+ Designated School.

### **St. James R-I School District Written Record of Data Analysis**

The District finds it imperative for the improvement of student scores and teaching methods and strategies to analyze all assessment data. When analyzing data, the following criteria is used, data used, date, finding of result, strategies for addressing weakness and for the impact of change made. This procedure, at a minimum, is a two year analysis: (1) the impact; and (2) further

actions to be taken. Individuals, who will evaluate and analyze data, will include but not inclusively administrators, curriculum coordinators, guidance personnel, and teachers. This procedure will be used to primarily address MAP; however, may be used for any district-wide testing. All analysis of data will be presented to the board, the community, parents, teachers and indirectly to students.

Crystal Report providing diverse data which can be used for curriculum revision instructional procedures and strategies, areas of concern/areas of achievement, and identification of student need remediation.

## **PHASE ONE:**

In Process:

- MAP – Curriculum Coordinator
- Local Writing Assessment – Building Communication Arts Departments
- STAR – Building Test Coordinator and Accelerated Reading and Math (AR) Coordinator
- ACT – Building Test Coordinator and Guidance Personnel
- SAT - Building Test Coordinator and Guidance Personnel
- ASVAB – Vocational/Aptitude – Counselor
- K/1 Readiness Test – Counselor
- Dial 3/Kids – Counselor
- Health Screenings (See individual grade levels) – Nurse
- President’s Physical Fitness – PE Instructors
- Kuder(Missouri Connections) – Career and Technical Educational Aptitude Inventory – Counselor
- PLAN – Academic Indicator - Counselor

We are in the process of collecting, organizing, and disseminating this data to help in making needed changes within the school district. Further, by releasing information, a better relationship is fostered between the parents, community, and school. Released information may improve academic achievement, impact curriculum development, and selection of instructional classes.

## **PHASE TWO**

Strategies for addressing weak areas will be developed through input from parents, community, and teachers. The District understands that developing these strategies are an on-going process which will occur every year.