



# Assessment Plan

**Southern Boone County R-1 Schools**  
**October 18, 2010**

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**Approved by the**

**Southern Boone County R-1 Board of Education**

**October 18, 2010**

### Assessment Committee

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## PART 1: INTRODUCTION

**Philosophy Statement:** Educators in the Southern Boone School District believe that assessment is a necessary component of student instruction. We believe that assessments must be ongoing and systematic, following a plan determined by administrators in conjunction with their staffs and approved by the Board of Education. Information from assessments will provide direction for student instruction and lead to improved student achievement.

**Rationale:** The Missouri Department of Elementary and Secondary Education accredits schools through the Missouri School Improvement Process (MSIP). MSIP Standard 6.2 states:

**6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.**

Indicators within this standard include:

1. The district uses a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, survey) to support district-wide decisions about curriculum and instruction.
2. Teachers use current assessment information to plan instruction and have received specific training on this process.
3. The board annually reviews performance data disaggregated based on race/ethnicity, gender, socio-economic status, identified disability, migrant and/or LEP students in order to effectively monitor student academic achievement and dropout/persistence to graduation rates. (Other areas in which the district might consider disaggregated data helpful are placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates.) If a district or a school within the district has an enrollment of five (5) or more students in any of the above student populations at a grade level, then data for this group must be disaggregated for board review.
4. If there is a significant difference in the disaggregated achievement or dropout rates among various student sub-populations, the district uses this information to adjust instruction for these populations and has criteria for evaluating the effectiveness of these adjustments.
5. The district has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the Missouri Assessment Program examinations.
6. The district has a written assessment plan which 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 disabilities in district assessment programs;
- specific strategies for assessing the Show-Me Standards which are not assessed by the MAP, i.e. a description of how this is accomplished and in what courses;
- a description of how assessment results will be used and disseminated
- provisions for staff development activities directly related to the assessment program;
- provisions for teaching test-taking skills to students;
- a test-security policy

**Evaluation of the Assessment Plan:** The district believes that its Assessment Plan reflects local autonomy and state mandates and will lead to improved student learning. The Assessment Plan will be reviewed on an annual basis by a committee of teachers, specialists, and administrators, and changes will be made as needed.

## **PART 2: ASSESSMENT OF STUDENT ACHIEVEMENT**

**Rationale:** The district-wide assessment program is designed to provide information in the following areas:

*Student Achievement:* Provide information about student achievement so that parents/guardians, students, and teachers can monitor individual achievement, as well as general population and sub-group achievement.

*Student Counseling:* Provide data and information about student achievement to use in the counseling and guidance of students for specific academic, career preparation, and remediation purposes.

*Instructional and Curriculum Change:* Provide data that will assist in preparation and revision of instructional strategies and curriculum documents.

*School and District Evaluation:* Provide indicators of progress of the schools and district toward the goals and objectives of the Comprehensive School Improvement Plan (CSIP) and the indicators on the Annual Performance Report (APR).

The district-wide assessment program will include the assessments of the Missouri Assessment Program (MAP, including both grade level and end-of-course exams) to monitor the progress of all students in meeting the Show-Me Standards.

### **PART 3: GUIDELINES FOR INCLUDING STUDENTS WITH SPECIAL NEEDS IN STATE AND DISTRICT-WIDE ASSESSMENTS**

**Rationale:** Missouri requires an assessment program that is all-inclusive. Districts are accountable for the assessment of all students on statewide tests, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP, which includes both grade-level and end-of-course exams) developed for specific content areas or the MAP Alternate Assessment (MAP-A).

There are additional federal and state laws that call for higher standards of learning for all students. These laws require that all students be accounted for and be included in all assessment programs.

**Section 504** protects the right of students with disabilities, ensuring that a free appropriate public education be provided for each qualified student.

Under Section 504, a student may be considered disabled if the answer to all the following questions is “yes”:

- Does the student have a physical or mental impairment?
- Does the physical or mental impairment affect one or more major life activities?
- Does the physical or mental impairment substantially limit the major life activities?
- Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?

Major life activities include functions such as caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing, or working.

#### **Guidelines for Placement:**

- Multidisciplinary team (team approach) to process/evaluate/analyze/determine placement
- Provide written documents as outlined in the 504 Plan
- Procedure for annual implementation (evaluation/reevaluation)

**Individuals with Disabilities Education Act (IDEA, Public Law 105-17)** provides federal funds to assist states and schools in making a free and appropriate education available to all students identified with an educational disability as defined within IDEA. This act provides clear direction for including students with disabilities in state assessment programs, as well as in 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 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 non-disabled students; and
- 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 and state laws and mandates, the Southern Boone County School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program:

1. An assessment appropriate for the individual will be utilized. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on the student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics.
2. Students with disabilities will participate in the district-wide assessment program one of three ways: without accommodations, with accommodations, or alternate assessments.

● **MAP subject area or end-of-course assessments without accommodations:** Students with disabilities for 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 or end-of-course 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 or end-of-

course assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

3. The IEP team will use the following key points when making decisions about a child's participation in state and local assessment:

- Decision-makers should start from the premise that all students, including those with disabilities, will participate to the greatest extent possible in the state assessment (MAP, including grade-level and end-of-course exams) and the district-wide assessment program.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be 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 should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the 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 not be exempted from any part(s) of the 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.

4. The following information related to 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.)

5. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.

**Note: In order to get a reportable score for the MAP subject assessments, students need to attempt one item. When deciding which parts of the MAP subject area or end-of-course assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise that students should attempt as many items as possible to ascertain the highest possible level of achievement.**

## **PART 4: LOCAL ASSESSMENT OF STANDARDS NOT ASSESSED BY MAP**

The MAP Assessments cannot assess some of the Show-Me Standards. These standards require demonstrations, creation of a product, or lengthy processes that can't be assessed through MAP. These standards are required to be assessed locally by the district. Below are some topics the district considered when developing the plan to assess standards not assessed by MAP:

- each content standard specified for local assessment needs to be addressed and assessed a minimum of three times (once at elementary level, once at the middle school level, and once at the high school level);
- each process standard specified for local assessment needs to be addressed and assessed three times at levels and within content areas chosen by the district;
- 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 multi-level or multi-curricular assessments;
- the logistics and ease of administration;
- methods for tracking student achievement on the standards not assessed by MAP.

The following Show-Me Standards must be assessed locally:

### **Communication Arts Content Standards**

5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions),
6. Participating in formal and informal presentations and discussions of issues and ideas,
7. Identifying and evaluating relationships between language and culture.

### **Fine Arts Content Standard**

3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.

### **Goal 1, Process Standard**

2. Conduct research to answer questions and evaluate information and ideas.

### **Goal 2, Process Standards**

3. Exchange information, questions, and ideas while recognizing the perspectives of others,
5. Perform or produce works in the fine and practical arts,
6. Apply communication techniques to the job search and to the workplace,

7. Use technological tools to exchange information and ideas.

**Goal 4, Process Standards**

4. Recognize and practice honesty and integrity in academic work and in the workplace,
8. Explore, prepare for, and seek educational and job opportunities.

Below is where these locally-assessed standards are addressed within the Southern Boone County R-1 District's curriculum.

Communication Arts, Content Standard 5: Comprehends and evaluates the content and artistic aspects of oral and visual presentations.

E	Grade: 3	Subject/Course: Communication Arts, 3 <sup>rd</sup> grade
MS	Grade: 6	Subject/Course: Communication Arts, Reading and Writing
HS	Grade: 10	Subject/Course: Communication Arts, 10 <sup>th</sup> grade

Communication Arts, Content Standard 6: Participates in formal and informal presentations and discussions of issues and ideas.

E	Grade: 1	Subject/Course: Communication Arts, 1 <sup>st</sup> grade
M	Grade: 7	Subject/Course: Communication Arts, 7 <sup>th</sup> grade
HS	Grade: 9-12	Subject/Course: Communication Arts, Speech

Communication Arts, Content Standard 7: Identifies and evaluates relationships between language and culture.

E	Grade: K	Subject/Course: Communication Arts, Kindergarten
M	Grade: 8	Subject/Course: Communication Arts, Reading and Writing
HS	Grade: 9	Subject/Course: Communication Arts, 9 <sup>th</sup> grade

Fine Arts, Content Standard 3: Acquires a solid foundation, including the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

E	Grade: 3	Subject/Course: Art, 3 <sup>rd</sup> grade
M	Grade: 6	Subject/Course: Art, 6 <sup>th</sup> grade
HS	Grade: 9-12	Subject/Course: Art, Fundamentals of Art

Goal 1, Process Standard 2: Conducts research to answer questions and evaluate information and ideas.

Grade: 2	Subject/Course: Communication Arts, 2 <sup>nd</sup> grade
Grade: 6	Subject/Course: Communication Arts, Reading and Writing
Grade: 8	Subject/Course: Communication Arts, Reading and Writing

Goal 2, Process Standard 3: Exchanges information, questions, and ideas while recognizing the perspective of others.

- Grade: 1      Subject/Course: Communication Arts, 1<sup>st</sup> grade
- Grade: 3      Subject/Course: Communication Arts, 3<sup>rd</sup> grade
- Grade: 5      Subject/Course: Communication Arts, 5<sup>th</sup> grade

Goal 2, Process Standard 5: Performs and produces works in the fine and practical arts.

- Grade: 4      Subject/Course: Art, 4<sup>th</sup> grade
- Grade: 7      Subject/Course: Art, 7<sup>th</sup> grade
- Grade: 9-12   Subject/Course: Art, Art 1 and 2

Goal 2, Process Standard 6: Applies communication techniques to the job search and the workplace.

- Grade: 12     Subject/Course: Business, Business Technology
- Grade: 9-12   Subject/Course: Business, General Business
- Grade: 9-12   Subject/Course: FACS, Independent Living

Goal 2, Process Standard 7: Uses technological tools to exchange information and ideas.

- Grade: 9      Subject/Course: Business, Computer 1
- Grade: 9-12   Subject/Course: Business, General Business
- Grade: 12     Subject/Course: Business, Business Technology

Goal 4, Process Standard 4: Recognizes and practices honesty and integrity in academic work and in the workplace.

- Grade: K      Subject/Course: Communication Arts, Kindergarten
- Grade: 3      Subject/Course: Communication Arts, 3<sup>rd</sup> grade
- Grade: 5      Subject/Course: Communication Arts, 5<sup>th</sup> grade

Goal 4, Process Standard 8: Explores, prepares for, and seeks educational and job opportunities.

- Grade: 9-12   Subject/Course: Business, General Business
- Grade: 9-12   Subject/Course: FACS, Independent Living
- Grade: 12     Subject/Course: Business, Business Technology

## **PART 5: GUIDELINES FOR PROFESSIONAL DEVELOPMENT RELATED TO STUDENT ASSESSMENT**

Rationale: Time spent on assessment is wasted unless the information gained is put to use. There is a distinction between assessment OF learning and assessment FOR learning. Assessments OF learning happen after learning is supposed to have occurred to determine if it did. They are used to make statements of student learning status at a given point in time to someone outside the classroom. State assessments, local standardized tests, college admission tests, and even unit final exams are examples of

assessment OF learning. In contrast, assessments FOR learning happen while learning is still underway; they are conducted throughout learning to diagnose student needs, plan next steps of instruction, give feedback to students so they can improve the quality of their work, and help students see their own progress toward clear learning targets. Instead of being about accountability, assessments FOR learning are about getting better (adapted from Stiggins et.al., 2004). The district's assessment procedures address both types of assessments, and professional development should enable educators to learn to use both types of information well.

The teachers and administrators of Southern Boone Schools will participate in professional development opportunities to improve student performance. Professional development is tied to the goals and objectives of the Comprehensive School Improvement Plan (CSIP), areas of needs based on data analysis of student performance, MSIP requirements, and the results of other needs assessments. A more detailed description of professional development based on student assessments can be found in the district's Professional Development Plan.

The following topics will be addressed in professional development opportunities:

- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use disaggregated data (race, gender, disability, LEP etc.) to determine changes that need to be made to improve performance of subgroups;
- how to implement instructional and test-taking strategies that will promote success on MAP and other assessments;
- how to create and score a variety of assessments (performance, constructed response etc.).

The Professional Development Committee will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff to improve student performance:

- establishment of district-wide MAP teams/school improvement teams/study groups;
- teacher collaboration during common planning/departmental meetings and late starts;
- attending workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers;
- early release days for buildings and district-wide collaboration.

## **PART 6: TEACHING TEST-TAKING STRATEGIES FOR MAP AND DISTRICT-WIDE ASSESSMENTS**

**Rationale:** It is necessary that students be taught test-taking skills to enable them to perform at their full potential on all assessments. The assessments should gauge their knowledge and skills, not their familiarity with the item presentation. Therefore, some tasks within the classroom should provide this familiarity.

Standardized assessments such as the MAP and district-wide assessments generally utilize three question types: multiple-choice (or selected response) items, constructed response items, and performance event items. Multiple choice or selected response items require the student to choose one of several answers provided. Constructed response items require the student to create a brief response, such as by filling in words or listing some information. Performance event items require the student to organize a more complicated product, such as writing an essay that explains his/her thinking or designing and labeling a graph or table to illustrate a concept.

In addition, the Missouri Assessment Program (grade-level and end-of-course) incorporates a level of complexity, called Depth of Knowledge. The levels are recall/reproduction (DOK 1), skill/concept (DOK 2), strategic thinking (DOK 3), and extended thinking (DOK 4). It is important that students engage with content at the more complex levels and not work solely at the lowest level.

**Guidelines for Test-Taking Strategies:** Test-taking strategies need to be integrated into the instructional process. Strategies should address adjusting to the conditions of testing and answering various testing formats.

Teachers throughout the district will teach the skills and processes required for students to successfully respond to multiple choice, constructed response, and performance event items. Teachers will also use these types of items in assessments that they create for unit and semester assessments. In addition, teachers will use sample assessments and MAP released items to acquaint students with actual assessments.

## **PART 7: TEST SECURITY POLICY FOR ALL STANDARDIZED TESTS**

**Rationale:** In order to ensure the integrity of information gathered from assessments, to comply with copyright laws, and to follow state guidelines, the district will implement a test security policy. All employees of the district will handle assessment materials appropriately, administer assessments competently, and interpret results accurately and appropriately, according to their respective duties. See also Board of Education policy (Appendix 2).

The District Testing Coordinator will be the Assistant Superintendent.

The principal of each building will either assume the responsibility of the Building Testing Coordinator (BTC) or will name a designee for his/her school. The designee

should be accessible throughout the day and have the authority to implement this policy. Principals must submit the name of the designee to the Assistant Superintendent each year.

Many of the following guidelines pertain to the use of materials for the Missouri Assessment Program (grade-level and end-of-course exams), the assessment process that is largest in scale for the district. However, as online assessments are implemented, these procedures will evolve.

### **Storage and Access before Test Administration**

Secure items are defined as student test booklets or any material that has the actual test questions that have not been released to the public by the publisher for viewing. Examiner's manuals, instruction manuals, and student practice test booklets are non-secure items.

- All standardized student test booklets used by the district will be kept in a locked storage facility when not in use. Student test booklets will remain in this facility except during those time periods necessary for processing, scoring, or delivery to and from locations as part of the testing process.
- Testing materials will be delivered to each building approximately a week before the testing period. The building test coordinator (BTC) will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be kept in locked storage until distributed to teachers.
- Teachers should not have access to student test booklets until they are distributed one working day before the testing period. No teacher (regular classroom, specialist, or special education) will have access to the test booklets or be told their contents before the test is distributed.
- On occasion, schools may be asked to, or volunteer to, administer tests with secure materials that are on loan to the district. Common examples are secure forms of NAEP, SAT, or ACT. These materials will also be counted and stored in a secure location.

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

Prior to testing, each BTC will distribute an examiner's manual to each teacher and will provide an in-service. The in-service will emphasize the following:

- The importance of test security during test administration and closely following the standardized procedures as stated in the examiner's manual should be emphasized. Other security issues to be covered include: the handling and storage of the test booklets, 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 removed from the walls of the rooms in

which tests are to be administered. Some examples include maps, multiplication tables, periodic tables, etc.

- Completing all forms, i.e., student information sheets, inventory sheets, validity forms, completed testing envelopes, etc.;
- Actual test administration including publisher security and administration guidelines;
- Procedures for collecting completed student test booklets; and
- Special procedure for IEP students, make-ups for absentees, required time schedules, etc.

### **Test Administration**

- Regular, certificated staff members will normally administer standardized tests in the classroom. When this is not the case, the BTC must contact the DTC for clarification and approval.
- For each major standardized test, the BTC shall prepare a testing schedule for their building. When necessary, end-of-period bells will be altered to accommodate the testing schedule or eliminated altogether to reduce distractions.
- Students will not receive test booklets until the time for testing has begun.
- Teacher/examiners will actively monitor students at all times during the test administration.
- Building administrators/BTCs will discreetly move between classrooms during the test administration to assist in monitoring and to provide assistance as needed.
- Each day, prior to testing, the examiner will get his/her booklets from the secure area and will return them to this same area each day after test administration. Make-up tests will be given as soon as possible. The BTC or designated individual will administer the test according to procedures and take all previously mentioned precautions to ensure test security. Make-ups will be given to students who were absent or, for one reason or another, unable to take an entire subject area of the test. Make-ups may NOT be given to students to finish sections started but not completed on the previous day. Once a test section is started, it must be completed that day, in the time allotted according to the examiner's manual. As a result, the BTC should try to avoid scheduling un-timed MAP testing periods to begin near the end of the school day.

### **Collection of Test Materials Following Testing**

- The BTC will collect all answer documents and test booklets from the teachers/examiners immediately following the last testing session.

- The BTC will be responsible for counting test materials, organizing them according to instructions, and storing them in a secure area.
- The BTC will prepare all student test booklets, answer sheets, etc. for pick-up. No test booklets may be retained within the district.
- No parent or volunteer should be involved with the handling of the test booklets or scoring sheets.
- Everything must be done in a timely manner with the goal of having testing materials sent for scoring as soon as possible.

### **Sanctions for Unfair Practices**

Security measures in this document must be followed closely. Violation of security will result in immediate investigation. If allegations are proven, a report will be forwarded to the District Testing Coordinator and appropriate action will be taken. The following is a list of practices considered inappropriate:

- Copying any part of a standardized student test booklet for any reason;
- Removing a student test booklet from the building's secure storage area without the permission of the BTC;
- Failing to return all student test booklets (used or unused) following test administration;
- Directly teaching any test item included on a standardized test (however, teaching practice test items and approved materials from published teachers guidebooks for assistance and guidance in teaching test-taking strategies are encouraged);
- Failure to follow testing guidelines as specified in the examiner's manual;
- Altering a student's responses to items in the booklet;
- Indicating to the student during testing that he/she has missed items and needs 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;
- Grading tests with students;
- Altering test administration procedures in any way that violates agreements with the test publisher or sponsor; and/or
- Undue pressure or encouragement on the part of school or district administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.

## **PART 8: MOTIVATING STUDENTS TO DO WELL ON STATE AND DISTRICT-WIDE ASSESSMENTS**

The Southern Boone County R-1 School District has implemented strategies to motivate students to do their best on required tests and to recognize students who perform well. We encourage all students to perform at their optimal level, and we also offer incentives to encourage this behavior.

Each building will decide what strategies to use to motivate students to do their best on all assessments.

### **Pre-Assessment**

- Schools will send an informative letter to parents regarding test dates, the schedule, and tips for successful testing.
- Schools may provide motivational assemblies or classroom visits.
- Schools will encourage healthy eating and sleeping prior to assessments.
- Schools will emphasize learning as the most important thing a school does all year.

### **During Assessment**

- Healthy snack and stretch breaks are encouraged to increase alertness and attention.
- Minimal homework is assigned to students taking assessments.
- Rewards are given for attendance and good behavior during assessment.

### **Post Assessment**

- Celebrations may be held after completion of testing.
- Certificates and/or medals are given to students scoring proficient and advanced.
- Incentives such as pizza parties, trips, coupons, etc. are given.
- Assemblies are held to recognize proficient and advanced achievement.
- Articles are placed in the newspaper, listing students who scored proficient and advanced.

## **PART 9: MAKING CHANGES AS A RESULT OF DATA ANALYSIS**

Rationale: Assessment is an expensive and time-consuming activity, which would have no value if the information gained from the process were not utilized.

The district believes it is important to use student achievement data as a means of making decisions for curriculum, instruction, programs, policies, and student placement. All types of data, both aggregated and disaggregated, are reviewed on an ongoing basis. The district Comprehensive School Improvement Plan (CSIP) and building improvement plans use student performance as the main focus because all of the activities within the school are about making certain that students acquire knowledge, skills, and dispositions that they will use throughout their lives.

The individuals involved in the data analysis process will include, but not be limited to, administrators, guidance personnel, teachers, parents, students, board of education members, and community members. The types of data to be analyzed will include state and district-wide tests, ACT/SAT results, common district assessments, dropout data, persistence to graduation, and post-graduation studies. Most data will be disaggregated based on demographics, special needs, etc.

Some of this data will be used to fine-tune curriculum, lesson plans, and instructional strategies. The results are also used to assist in determining future staff development activities.

Data from these district-wide assessments along with other assessments will also be used to make decisions about placement of individual students. These placements might include remedial programs, special services programs, gifted and enrichment programs, etc.

When assessments are given to all students within the district, parental permission is not required. However, if the district desires to administer individual assessments to a few specific students for the purpose of determining educational programming, parental permission is required. For example, such circumstances might include assessments when a disability is suspected or a special education re-evaluation is due or when the district is seeking to identify students who might require gifted education programming or specialized reading instruction. In most circumstances, parental permission is required before a student's educational placement can be changed from that which is typical for most students.

## **ASSESSMENT PROGRAM**

The district will use assessments as one (1) indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

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

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

### **District Assessment Plan**

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

The purposes of the district-wide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* -- To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Guidance* -- To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* -- To provide data that will assist in the preparation of recommendations for instructional program changes to:
  - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;

- b. Help the professional staff formulate and recommend instructional policy;
  - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* -- To provide indicators of the progress of the district toward established goals.
  5. *Adequate Yearly Progress* -- To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

### **Reading Assessment**

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

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

### **English Proficiency Assessments**

The district will annually assess the English reading, writing listening, and speaking skills of its students with limited English proficiency.

### **Statewide Assessments**

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education.

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

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

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

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent, guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

### **National Assessment of Educational Progress**

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

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Adopted: 05/15/2000

Revised: 04/19/2004; 03/14/2005; 7/19/10

Cross Refs: JHD, Student Guidance and Counseling  
JO, Student Records  
KB, Public Information Program

Legal Refs: §§ 160.257, .518, .570, 167.645, RSMo.  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g  
No Child Left Behind Act of 2001, P.L. 107-110

Southern Boone County R-I School District, Ashland, Missouri

## **TEST SECURITY**

### **Storage and Access Before Test Administration**

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

### **Instructions for Administration**

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a

secure manner, providing directions to students, responding to students' questions and monitoring the test setting.

3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

### **Test Administration**

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.
3. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
5. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

### **Collection and Storage of Test Materials Following Testing**

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for make-ups.
4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforesaid precautions to ensure security. Test materials will be counted.

## **Sanctions Against Unfair Practices**

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

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

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

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Adopted: 05/15/2000

Revised: 03/18/2002

Southern Boone County R-I School District, Ashland, Missouri