

# Gasconade County R-II School District

## Local Assessment Plan

Revised  
January 18, 2021

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2020-2021**

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Gasconade County R-II School District  
Testing of Student Achievement

Part 1  
Introduction

The district-wide assessment program is designed to facilitate and provide information for the following:

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

The district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me Standards. Other assessments given on a district-wide basis to all students and to selected groups of students are described in the chart to give a better understanding of assessments utilized.

## District-Wide and State Testing Part 2

<b>PS</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results Are Used</b>	<b>Dissemination of Results</b>
	Dial 4 20 min	The Dial is used to assess students' proficiency in critical areas determined to be essential for kindergarten readiness.	Results are used to identify student's areas of strengths and weakness, planning for instruction, monitoring growth, and informing parents of student's status and growth.	Student results are communicated to parents the day of the assessment to assess kindergarten readiness. Results are placed in each student's file for teachers to review.
<b>K</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results Are Used</b>	<b>Dissemination of Results</b>
	DRA – Developmental Reading Assessment 30 Minutes per administration	The DRA is used to identify students' instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students' reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
	Observation Checklist Time varies according to skills being assessed	The checklist is used as a means to determine mastery of key skills.	Results are used for program placement to determine the need for remediation and/or retention.	The results are analyzed by teachers and administrators. The students and parents are provided with student reports quarterly.
	Writing Assessment 20 minutes per administration	The writing assessments are given in the fall and spring semester. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
	IReady Reading Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
	IReady Math Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Overall Math Performance, Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.

1	Name of Test	Purpose	How Results Are Used	Dissemination of Results
	DRA – Developmental Reading Assessment 40 min	The DRA is used to identify students’ instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students’ reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
	Writing Assessment 30 min	The writing assessments are given in the fall and spring semester. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author’s craft, and language use & conventions.	Results are used to evaluate the students’ writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer’s Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
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2	Name of Test	Purpose	How Results Are Used	Dissemination of Results
	DRA – Developmental Reading Assessment 40 min	The DRA is used to identify students’ instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students’ reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
	Sages 45 minutes	Sages is used to screen students for the gifted program.	Results of Sages will be utilized in determining students eligibility for the gifted program.	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.
	Writing Assessment 30 min	The writing assessments are given during the fall and spring semester. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate	Results are used to evaluate the students’ writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer’s Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.

		benchmarks in the writing process & habits, author's craft, and language use & conventions.		
	IReady Reading Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
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<b>3</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results Are Used</b>	<b>Dissemination of Results</b>
	DRA – Developmental Reading Assessment 40 min	The DRA is used to identify students' instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students' reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
	MAP Comm. Arts or MAP-A	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. This data is included in the District's Annual Report Card.
	MAP Math or MAP-A 3 hours			
	Writing Assessment 30 min	The writing assessments are given at the end of each quarter. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
	IReady Reading Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.

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	MAP Comm. Arts or MAP-A 3 hours	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. This data is included in the District's Annual Report Card.
	MAP Math or MAP-A 3 hours			
	Writing Assessment 30 min	The writing assessments are given at the end of each quarter. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
	IReady Reading Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
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	DRA – Developmental Reading Assessment 40 min	The DRA is used to identify students' instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students' reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
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	MAP Comm.	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. This data is included in the District's Annual Report Card.
	Arts or MAP-A			
	MAP Math MAP Science or MAP-A 3 hours			
	Fitness Test 135 min.	All fifth grade students enrolled in a PE class will take the fitness test as required by state mandates.	The results will be sent in core data reports to DESE. The results will be used to evaluate programs and content of curriculum.	The results will be included in the annual review by the Board. The students will be informed of the results of their fitness test. This data is included in the District's Annual Report Card.
	Writing Assessment 40 min	The writing assessments are given in the fall and spring semesters. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
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	MAP Comm.	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. This data is included in the District's Annual Report Card.
	Arts or MAP-A			
	MAP Math or MAP-A			

	3 hours	.		
	<b>IReady Reading Diagnostic</b> 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
	<b>IReady Math Diagnostic</b> 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Overall Math Performance, Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
	<b>Fitness Gram</b> 135 min.	All sixth grade students enrolled in a PE class will take the fitness test as required by state mandates.	The results will be sent in core data reports to DESE. The results will be used to evaluate programs and content of curriculum.	The results will be included in the annual review by the Board. The students will be informed of the results of their fitness test. This data is included in the District's Annual Report Card.
	<b>Writing Assessments</b> 40 min	The writing assessments are given in the fall and spring semesters. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
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	<b>Ready Math Assessments</b> Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The math common assessments are given at the end of each quarter. Common math content questions are utilized with common scoring guides to determine if students have mastered appropriate benchmarks	Results are used to evaluate the students' mastery of common math objectives and to determine strength and weaknesses so the teacher can adjust instruction in a differentiated manner.	The results are analyzed by teachers on a quarterly basis. Benchmarks are collected, scored, and placed in student's portfolios. Proficiency is determined utilizing an agreed upon rubric.

<b>7</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results Are Used</b>	<b>Dissemination of Results</b>
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	<b>MAP Comm. Arts or MAP-A Hours</b>	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. This data is included in the District's Annual Report Card.
	<b>MAP Math or MAP-A 3 hours</b>			
	<b>Missouri Connections</b>	Missouri Connections is administered to assist students in exploring careers.	Results of Missouri Connections are used to assist students in exploring careers and high school course planning.	Students/parents receive a copy of the student interest profile.
	<b>DRA – Developmental Reading Assessment 40 min</b>	The DRA is used to identify students' instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students' reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
	<b>IReady Reading Diagnostic 40 min. per administration Growth Monitoring 15 min per administration</b>	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
	<b>IReady Math Diagnostic 40 min. per administration Growth Monitoring 15 min per administration</b>	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Overall Math Performance, Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
	<b>Fitness Gram 135 min</b>	All seventh grade students enrolled in a PE class will take the fitness test as required by state mandates.	The results will be sent in core data reports to DESE. The results will be used to evaluate programs and content of curriculum.	The results will be included in the annual review by the Board. The students will be informed of the results of their fitness test. This data is included in the District's Annual Report Card.
	<b>Writing Assessments</b>	The writing assessments are given in the fall and spring semesters. Common writing prompts, scoring guides, and continuums are used to	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are

	40 min	determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.
<b>8</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results Are Used</b>	<b>Dissemination of Results</b>
	MAP Comm. Arts or MAP-A MAP Math or or MAP-A MAP Science or MAP-A 3 hours	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. This data is included in the District's Annual Report Card.
	DRA – Developmental Reading Assessment 40 min	The DRA is used to identify students' instructional & independent reading levels, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.	Results are used to identify students' reading strengths and weakness, planning instruction, & monitoring reading growth. This enables teachers to group students appropriately in Guided Reading Groups.	The results are analyzed by teachers and administrators on a quarterly basis. Student reports are placed in a portfolio by teachers. All student scores are then placed on a continuum board for below basic, basic, proficient, & advanced. This is used for grade level identification and targeting.
	IReady Reading Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literature, Comprehension-Informational Text	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
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	Fitness Gram 135 min	All eighth grade students enrolled in a PE class will take the fitness test as required by state mandates.	The results will be sent in core data reports to DESE. The results will be used to evaluate programs and content of curriculum.	The results will be included in the annual review by the Board. The students will be informed of the results of their fitness test. This data is included in the District's Annual Report Card.
	Writing Assessments 1 hour per assessment	The writing assessments are given in the fall and spring semesters. Common writing prompts, scoring guides, and continuums are used to determine if students have reached appropriate benchmarks in the writing process & habits, author's craft, and language use & conventions.	Results are used to evaluate the students' writing strengths and weakness, planning for instruction, & monitoring writing growth. This enables teachers to determine the types of mini lessons that are needed for Writer's Workshop.	The results are analyzed by teachers and Literacy Coaches on a quarterly basis. Writing samples are collected, scored, and placed into student portfolios. Proficiency behaviors are highlighted on a grade level scoring guide. This information is used for grade level identification and targeting.

9	Name of Test	Purpose	How Results Are Used	Dissemination of Results
	MAP End of Course Exams** Algebra I, English I, 3 hours	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. This data is included in the District's Annual Report Card.
	Missouri Connections 30 min.	Missouri Connections is administered to assist students in exploring careers.	Results of Missouri Connections are used to assist students in exploring careers and high school course planning.	Students/parents receive a copy of the student interest profile.
	Fitness Test 185 min.	All ninth grade students enrolled in a PE class will take the fitness test as required by state mandates.	The results will be sent in core data reports to DESE. The results will be used to evaluate programs and content of curriculum.	The results will be included in the annual review by the Board. The students will be informed of the results of their fitness test. This data is included in the District's Annual Report Card.
	IReady Math Diagnostic 40 min. per administration Growth Monitoring 15 min per administration	The IReady Diagnostic Assessment is given at the Beginning, Middle, and End of the Year. Growth Monitoring is done every 28 days.	Results are used to evaluate students mastery of Overall Math Performance, Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.	The results are analyzed by teachers on a monthly basis. Benchmarks are collected and placed in student's portfolios. Student reports are shared with parents at Parent-Teacher Conferences.
	First Aide and CPR	All students in high school will be given first aide and CPR training per RSMO 170.310	Upon graduation from high school pupils in public schools and charter schools shall have 3 received thirty minutes of cardiopulmonary resuscitation instruction and training in the 4 proper performance of the Heimlich maneuver or other first aid for choking given any time 5 during a pupil's four years of high school.	The results are analyzed by health teachers. Results are disseminated to students and noted on transcripts.
10	Name of Test	Purpose	How Results Are Used	Dissemination of Results

	MAP End of Course Exams** or MAP-A if appropriate English II Biology 3 hours	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. This data is included in the District's Annual Report Card.
	PLAN test	The PLAN helps in career exploration and planning. It is a tool to aid in class schedules, selection, and college prep.	Results are used to assess students' knowledge, skills, interests, plans and needs. It assesses math, English, reading and science	Students/parents receive a copy of the results. A parent night is offered to review the results.
<b>11</b>	<b>Name of Test</b>	<b>Purpose</b>	<b>How Results Are Used</b>	<b>Dissemination of Results</b>
	MAP End of Course Exams** or MAP-A if appropriate Government 3 hours	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. This data is included in the District's Annual Report Card.

Citizenship Test To be given to all students annually beginning with the Freshman Class of 2017-2018	Missouri Civics Education Initiative (Section 170.345, RSMo) Any student entering ninth grade after July 1, 2017, (public, charter or private school) must, as a condition of graduation, pass an examination on the provisions and principles of American civics. The required examinations shall consist of 100 questions similar to the United States Citizenship and Immigration Services examination administered to applicants for United States citizenship. This examination may be incorporated into any other assessment administered on the United States or Missouri Constitution or in American history or American institutions.	Each student must receive a passing score prior to high school graduation	Results will be included and shared with parents through SIS and Report Cards.	
	Armed Services Vocational Aptitude Battery 4 hours	The ASVAB assists students in planning careers and exploring post-secondary education and career plans.	Results from the ASVAB are used to match interests and abilities to career options and to develop post-secondary education and career plans.	Students/parents receive a profile of scores in the ten assessed areas and a profile of the student's interests.
	Missouri Constitution Test			
	US Constitution Test			
12	Name of Test	Purpose	How Results Are Used	Dissemination of Results

	MAP End of Course Exams** 3 hours	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. This data is included in the District's Annual Report Card.
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**\*\*End of Course Exams required for the 2020-2021 school year include: English 2, Biology 1, Algebra 1, and Government**



Gasconade County R-II School District  
**Guidelines for Including Students with Special Needs  
In State and District Wide Assessments**

**Part 3**

**Rationale:** Missouri has had academic and performance standards since 1986. Core-content academic standards for some, but not all, subjects underwent revision from 2014 through 2015, prior to the directive in ESSA. School improvement standards are currently under revision as a part of the Missouri School Improvement Program (MSIP) update. While MSIP is often seen primarily as a tool for district accreditation, the ancillary reports provide summary analysis of achievement data for all students, subgroups and super-subgroups for LEAs and schools. These reports can and do drive improvement for all students, helping to close educational achievement gaps.

MO-DESE will continue its implementation of its “right test, right time” administration of End-of-Course (EOC) assessments, particularly in the area of mathematics.

MO-DESE’s plan encourages LEAs to offer students access to courses that prepare them for college and a career, and similarly to offer elementary students access to courses that prepare them for high school. For many students, an accelerated course pattern is optimal because it keeps them engaged in rigorous content. Further, this approach provides subsequent flexibility in high school schedules for advanced mathematics and/or advanced career and technical opportunities. It is imperative that students be provided the opportunity to move into the advanced content once individual readiness has been established. MO-DESE will continue the process outlined in the approved NCLB Flexibility Waiver Request (June 2015).

The following will be used for accountability purposes:

- \* Proficient Algebra I in middle school + Algebra II in high school
- \* Proficient Algebra I and Geometry in middle school + Algebra II in high school
- \* Proficient Algebra I, Geometry and Algebra II in middle school + plan from LEA

For accountability purposes, LEAs and schools will need to determine which assessment, the Grade Level Assessment (GLA) or EOC, is the most appropriate measure for each individual student. When a student fails to score proficient or better on Algebra I prior to ninth grade, the student may be reassessed on the same or a higher mathematics examination in high school for school accountability purposes.

Students are able to participate in the assessment that is most appropriate to the content they have successfully completed at the middle school/junior high level. For example, students who take the Algebra I EOC in grade 7 and subsequently complete either Geometry or Algebra II content participate in the appropriate EOC, rather than the GLA.

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.

Missouri school districts are accountable for the assessment of all students, regardless of disability type or severity, including those receiving special services via an IEP or 504 Plan. All students in grades 3-

12 will participate in either the Missouri Assessment Program (MAP) or End-of-Course Exam (EOC) developed for specific content areas, or the MAP Alternate Assessment (MAP-A).

**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 in 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 21, 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 also signed into law in 1994. IASA authorized funding for Title 1 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 105-17)** 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 non-disabled 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 Gasconade County R-II 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 in one of three ways:

- **MAP/EOC Subject Area 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 will not use accommodations, so there would be no modifications in testing procedures.
- **MAP/EOC 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/EOC Alternate Assessment (MAP-A):** 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.

The district will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district wide basis.

2. 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 each of the six MAP subject area assessments and all parts of the assessments included in the district wide assessment program. These students may require some accommodations in testing procedures.

- Is the student working toward modified instructional goals?

Students are working toward modified 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.

3. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.

- Decision makers should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district wide assessment 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 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 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.
  - Student should not 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.
4. 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 assessments 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 of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

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

5. 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.
6. 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.
7. 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 non-disabled students. The district will comply with IDEA guidelines in the reporting of state and district wide test results.
8. 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.

**Note: In order to get a reportable score for the MAP core subject area assessments (Math, Communication Arts, Science), students need to attempt one item in Session 1, one item in Session 2, and five items in Session 3 or get one correct. When deciding which parts of the MAP subject area assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise the student should attempt as many items as possible to obtain the highest possible level of achievement.**

District wide assessment program is defined as assessments that are administered district wide to a particular group of students (i.e. all 2<sup>nd</sup> grade students, all students enrolled in 6<sup>th</sup> grade reading classes, all boys in the district, all kindergarten students, etc.)

**Gasconade County R-II School District**  
**Local Assessment of Standards Not Assessed by MAP**  
**Part 4**

**Rationale:** 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 (including special populations) and that at a minimum, the plan shall include all components of the Missouri Assessment Program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show Me Standards not assessed on the statewide assessment. 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. This rule gives districts flexibility in planning off-grade assessments.

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. Additionally, some standards require the use of equipment, tools, or manipulates and/or interaction within student groups or the workplace. Assessing these types of standards at the state level is impractical; resulting in the need for these to be assessed locally. It will be a 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

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

The district followed a process to develop its plan for assessing locally the Show Me Standards not assessed by the MAP Assessments. A group of educators from the district met to determine which standards were to be assessed locally. They consulted several sources and visited with representatives from the Missouri Assessment Program. A listing of non-assessed standards was created. Using the list as a guide, the group used a planning chart to cluster the non-assessed standards, determine grade levels for assessment, people responsible for assessing the standards, how the performance would be demonstrated and documented, and the criteria that would be assessed for each of the standards (quality indicators).

It was felt that quality indicators needed to be established for each non-assessed standard. The reasoning was to ensure that all teachers had a clear picture as to what a student should know and be

able to do in relation to the Show Me Standard and to effectively track student performance as it relates to the standard. The quality indicators/criteria are/is included in this plan. Due to COVID-19 a portion of students may be unable to participate in statewide assessments. For these students alternative determinations will be made based upon virtual work completed by the students.

### **How the District Assess Standards Not Assessed by MAP**

The knowledge, skills, and processes as described by the quality indicators will be addressed in many 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 collecting data related to the criteria and the Show Me Standards.

The teachers will design specific activities that require students to demonstrate at age appropriate levels the knowledge, skills, and processes specified in the non-assessed standards and quality indicators. They will design scoring guides or checklists using the criteria cluster shown on the charts. The documentation will be kept by the teacher in his/her filing cabinet and will be available upon request. For a comprehensive understanding of the district's plan on how to assess standards not assessed by the State, see the charts and quality indicators/criteria in this section.

Each chart shows:

- Column 1: The descriptors for the standards that are not assessed, are partially assessed, or are minimally assessed by the MAP assessments.
- Column 2: The numbers of the standards described in Column 1.
- Column 3: The grade levels responsible for assessing the standard.
- Column 4: The person responsible at the grade level for assessing the standard.
- Column 5: The strategies the person will use or the demonstrations required of the students to demonstrate proficiency of the standard.
- Column 6: A description of how the person will capture the level of student achievement as it relate to the standard.
- Column 7: The letter of the Criteria Cluster. (The Criteria Clusters tell what knowledge, skills, and processes students need to know and do to be considered proficient on the standard.)

### **Criteria or Quality Indicators**

#### **Criteria Targeted for Assessment of Locally Assessed Standards**

Upon graduation, the students educated in the school district will be proficient and competent in the abilities needed to master the criteria targeted for assessment of the Show Me Standards designated for local assessment. Below is a listing of the criteria teachers will use as a guide to create age-appropriate activities and classroom assessments.

#### **Cluster A**

##### **4.4 Recognizes and practices honesty and integrity in academic work and in the workplace.**

The student:

- tells the truth when interacting with peers and staff.
- admits to actions regardless of the consequences.
- uses integrity when completing tasks and/or assignments.



## Cluster B

4.8 Explores, prepares for, and seeks educational and job opportunities.

The student:

- practices and/or adheres to proper interviewing techniques.
- consults several sources to seek job, career, or educational opportunities.
- prepares appropriate resume, cover letters, and follow up letters needed for the job search and/or entrance into an educational institution.
- prepares and presents a portfolio at the job/entrance interview.

## Cluster C

2.3 Applies communication techniques to the job search and the workplace.

The student:

- communicates information and ideas effectively in the interview process.
- demonstrates an ability to adjust tone, style, and content to a wide and highly diverse population of potential employers.
- answers interview questions appropriately.

## Cluster D1

CA 6 Participates in formal and informal presentations and discussions of issues and ideas.

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.

## Cluster D2

CA 6 Participates in formal and informal presentations and discussions of issues and ideas.

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.

## Cluster E

2.3 Exchanges information, questions, and ideas while recognizing the perspective of others.

The student:

- actively exchanges ideas, opinions, and ideas with others.
- listens to other perspectives and appreciates other's views.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions for both immediate and long-term impact.
- demonstrates insight concerning the feelings and levels of knowledge of others.

## Cluster F

### 1.2 Conducts 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.

## Cluster G

### CA 5 Comprehends and evaluates the content and artistic aspects of oral and visual presentations.

The student:

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

## Cluster H

### 2.5 Performs and produces works in the fine and practical arts.

The student:

- selects and applies a 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 artwork/projects made in the past to give direction and meaning to upcoming projects.

## Cluster I

### 2.7 Uses technological tools to exchange information and ideas.

The student:

- selects and applies a 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 artwork/projects made in the past to give direction and meaning to upcoming projects.

## Cluster J

### CA 7 Evaluates relationships between language and culture.

The student:

- recognizes that different cultures have unique languages and many of the customs associated within 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.

## Cluster K

FA 3 Acquires a solid foundation which includes the knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

The student:

- uses the appropriate and correct vocabulary to explain perceptions of works in fine arts.
- gives perceptions of works based on knowledge of the elements/techniques used to produce the works.

**Gasconade County R-II School District**  
**Guidelines for Professional Development Related to Student Assessment**  
**Part 5**

The teachers and administrators in Gasconade County R-II 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 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 test;
- 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);
- test security for administration.

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

- Study groups/focus groups/building level MAP teams;
- Building level and district wide in-service facilitated by MAP Senior Leaders and tam members, MAP Facilitators, 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 media;
- Attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- Training for beginning teachers by attending BTAP meetings presented by the district, 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. Four early-out days and two days 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 has set-up common planning time/will hire substitutes for release time out of the classroom/etc.

Gasconade County R-II 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.

**Gasconade County R-II School District**  
**Teaching Test-Taking Strategies for**  
**MAP and District-Wide Assessments**  
**Part 6**

**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, Gasconade County R-II School District has developed guidelines for teaching test-taking strategies to students.

**Background information:** The core subject areas on the MAP and assessments given by the district contain various types of items that range in complexity and in open-endedness. The district will teach students to become proficient in answering the following:

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

**Two Types of Test-Taking Strategies**

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

Gasconade County R-II School District's 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 who 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 test in the response;
- Make reference to specific characters and titles in the response;
- Give specific examples to support a claim;
- Show the major steps in the solution process (math);
- Give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- Include a title and labels when creating a graphic organizer;
- Not stop at just one correct answer but to think about the 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.
- Manage on-line tools for test-taking (calculator, ruler, dictionary, highlighter, etc.)

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 shows..., make a chart to show ..., draw a series of pictures to show ..., design a poster that shows ..., etc.);
- Describe the process used for finding the solutions or tell why the proposed solution is the best.

Gasconade County R-II School District views teaching students the skills and processes needed to be successful on the MAP assessments is synonymous with teaching students to be successful in life.

**Gasconade County R-II School District**  
**Test Security Policy**  
**Part 7**

1. The District Testing Coordinator (DTC) will receive the Examiner's Packets and the District Testing Coordinator's Packet a few weeks prior to testing. At this time, the DTC will check all the Building Testing Coordinator's Packets and the District Testing Coordinator's Packet to ensure all documents and materials have been received from CTB-McGraw Hill, Riverside, or alternate testing company. Then, the DTC will distribute the Building Testing Coordinator's Packets to each Building Testing Coordinator (BTC). The BTC will need to receive the packet well in advance of testing to allow for copying and distributing the Examiner's Manuals and to give an in-service about test administration to all proctors.
2. When the MAP, EOC, and other standardized tests arrive in the district, they will be stored in a secured area within each building. Teachers will access on-line tests during the testing administration time period. If booklets are required they may be stored in a locked room such as the counselor's office or the vault. The BTC will carefully check all materials and sort them in preparation for administration, making a written record that needs to be given to each examiner. If there are shortages, the BTC will contact the testing company for additional materials.
3. Beyond the initial check and sorting, the test booklets will remain untouched until they are distributed the day before testing. Only the BTC will have access to the testing materials.
4. No teacher or examiner will have access to the test booklets, online portal or be told their content before the test is distributed.

**In-Service Prior to Testing**

A few days prior to testing, the BTC will copy the Examiner's Manual and the Testing Coordinator's Manual for each examiner and will do an in-service describing the exact process for completion of forms and the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during test administration. Other security issues that will be addressed will include: 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 room in which tests are to be administered. Some examples include: maps, multiplication tables, word definitions, periodic tables, etc. Anything that may give specific clues to correct answers should be removed.

**Test Administration**

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Testing is completed using an on-line protected format. At the end of each testing period the assessment is electronically submitted upon completion. In the event a student requires a hard



copy of the assessment: Each day, prior to testing, the examiner will get his/her test booklets from the secure area and will return them to this same area each day after test administration. The BTC will count the test booklets each day upon return to ensure all books are accounted for.

3. Students will be encouraged to use the restroom facilities, get drinks, etc, before the testing. If a student has to leave the room during testing, he/she will be instructed to close the test booklet and bring it to the examiner. It will be returned to the student upon his/her return to the room.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being given, designated individuals will move between classrooms to provide assistance as needed.

### **Collection of Test Material Following Testing**

1. Upon completion of testing, the BTC will collect all test booklets, and ensure electronic assessments are submitted.
2. The BTC will complete the necessary building level reports and will pack test booklets as described in the Testing Coordinator's Manual. The boxes will be kept in a secure area.
3. The BTC will send the necessary information and materials to the DTC. The DTC will make arrangements to have the hard copy assessments shipped to the scoring center(s).
4. All makeups will be scheduled by the building test coordinator.

### **Sanctions for Unfair Practices**

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices this district considers inappropriate.
  - Copying any part of a standardized test booklet for any reason;
  - Removal of a test booklet from the secure storage area except during test administration;
  - Failure to return testing materials;
  - Directly testing any item in the test;
  - Altering a student's responses to items on the test or 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 administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

**Gasconade County R-II School District**  
**Motivating Students to do Well on State and District Wide Assessments**  
**Part 8**

Gasconade County R-II School District has implemented strategies to motivate students to take required test seriously and to recognize those who perform well on the MAP or EOC assessments.

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

- Tangible incentives such as field trips, coupons, tickets, books, etc.
- Motivational and reminder posters utilized throughout the year and additional focus prior to testing which promotes, self and school pride, accountability, and motivational to strive for personal best performance
- Certificates or medals for individual students;
- Class recognition or rewards such as parties, flags, etc.;
- Healthy snacks and physical activity to increase brain activity, alertness, and attention prior and in-between sections (this includes motivational slogans/treats, i.e. “you were *mint* to score high” with a mint
- Grade enhancements, additional credit for final grades, bonus points, etc.;
- 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.
- Partner with home to provide parent handwritten notes to give to students prior to testing providing encouragement and confidence
- Schools will send an informative letter to parents regarding test dates, schedules, and tips for successful testing
- Provide the local newspaper with testing dates and helpful testing tips

The teachers in each building will develop a program for providing incentives to students in the spring, shortly after 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 a student earns the incentives.

**Gasconade County R-II School District**  
**Analyzing Data for Making Decisions**  
**Part 9**

**Rationale:** The District find it imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data both aggregate and disaggregate will be reviewed on an annual basis. In order to ensure the results of analyzing data is being used to make needed changes for all subpopulations, a chart will be used to document and guide the process of data analysis. The chart will include the type of data reviewed, the finding based on the review of data, a description of how the areas deemed as weaknesses were/will be addressed (changes that need to be made), the impact of the changes, and a description of further actions (if any) to be taken.

The individuals involved in the analysis process will include, but not be limited to, administrators, curriculum coordinators, guidance personnel and teachers. The types of data to be analyzed will include MAP, EOC results, results from other test given district wide, ACT results, Diagnostic Reading Assessments (DRA), dropout data, vocational placement, etc. Data will be utilized to alter instruction for all subpopulations, progress toward school and district improvement goals. Different types of data will be presented to and analyzed by people responsible for making needed changes/revisions based on results. Strategies for addressing weak areas will be developed through input from parents, teachers, students, community representatives, and administrators.

The District realized that using data to make needed changes is an on-going process and occurs on a continuous basis over the course of time. A chart used by the district to monitor the data analysis process has been included.