

MEXICO PUBLIC SCHOOLS

TEACHING | CARING | LEARNING

Assessment Plan

2022-2023



Approved by the Board of Education 08/16/2022

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Introduction

Rationale: The Board supports the establishment of the district’s local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- increased public awareness of student achievement.

Overview: The district’s local assessment plan includes all components as specified in the process standards of the Missouri School Improvement Program (MSIP). In compliance to the standard, the district’s local assessment plan includes:

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used;
- guidelines for including students with special needs into the state and district-wide assessment programs;
- a description of how and in what subjects the district is assessing the Show-Me Standards which are not assessed by the Grade Level Testing;
- a description of how assessment results will be used and disseminated;
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking strategies;
- a test-security policy.

The district's local assessment plan includes two additional components. One component addresses motivation of students to do well on state and district tests. The inclusion of this component provides some sense of direction for possible ways and means of motivating students. The second added component is a written record of decisions made as a result of data review and analysis. It is the feeling of the district that the anecdotal accounting of the use of data will ensure that decision-making is the result of careful and purposeful data analysis.

Process and Involvement: The district used varied processes to develop the different components of the local assessment plan. Representatives from the district attended a workshop on how to create a local assessment plan. The district used some ideas from this workshop and input received from various entities within the district to create its local assessment plan. At some point in the process, the district used input from teachers, administrators, parents, the school board/community, and students to develop its local assessment plan. It is the belief of the district that the local assessment plan reflects local autonomy and will bring about valued outcomes.

Testing of Student Achievement

Rationale: In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purposes of the district-wide assessment program are to facilitate and provide information for the following:

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

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting State Standards. Other assessments given on a district-wide basis are described in the chart contained in this section of the district's local assessment plan.

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

The tests included in the district-wide assessment program include:

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

In compliance with the Missouri School Improvement Program (MSIP), the chart included in this plan will report

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

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

Rationale: Missouri has moved to an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program assessments developed for specific content areas or the MAP Alternate Assessment.

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

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against 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.

Senate Bill 319 states that some students may be exempted from the assessment, remediation and retention requirements of [SB 319](#). Specifically, these provisions do not apply to: “[1] students receiving special education services under an individualized education plan pursuant to section [162.670 to 162.999](#), RSMo, [2] to students receiving services pursuant to [Section 504 of the Rehabilitation Act of 1973](#) whose services plan includes an element addressing reading, [3] or to students determined to have limited English proficiency [4] or to students who have been determined, prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement set out in this section, [Section [167.645](#), RSMo], provides that districts shall provide reading improvement plans for students determined to have such insufficient cognitive ability.”

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 *Mexico 59 School District* has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

Decisions regarding participation in state-level testing (Grade Level Testing/EOC) and accommodations will be made annually, based on a student's instructional goals, curriculum, and current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:

- **MAP/EOC Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the Grade Level Testing 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/EOC Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the Grade Level Testing 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 small number of students with significant disabilities will not be able to participate in the Grade Level Testing/EOC subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

Decisions regarding participation in the district-wide assessment program and accommodations will be made annually based on a student's instructional goals, curriculum, current level of functioning, skills and learning characteristics. Students with special needs will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.

The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment program.

- **Is the student working toward the same instructional goals as other students?**
Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of each of the Grade Level/EOC 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 instructional goals if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of the Grade Level/EOC subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will probably require accommodations in testing procedures.
- **Is the student working toward different instructional goals than other students?**
Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.

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 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 Grade Level Testing 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 Grade Level Testing 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.

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 Grade Level Testing/EOC 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 Grade Level Testing/EOC released items 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 Grade Level Testing/EOC 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 Grade Level Testing/EOC 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 Grade Level subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the Grade Level/EOC subject area assessments and/or 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 Grade Level/EOC 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 Grade Level Testing/EOC 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).

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 Grade Level assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)

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.

Once the test results are obtained from Grade Level/EOC 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.

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.

To ensure anonymity of all students, test results will not be reported in disaggregated form if there are less than 5 students in a given grade level.

Note:

In order to get a reportable score for the Grade Level/EOC core subject area assessments (English Language Arts, Math, 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 Grade Level/EOC subject area assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise that 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.

Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Mexico 59 School District will participate in professional development opportunities related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, 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.

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

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

Mexico 59 School District will 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 teams;
- building level and district-wide in-service facilitated by district personnel along with RPDC staff, DESE staff, and/or other consultants;
- peer coaching through the mentor/protégé program and teacher observations;
- teacher collaboration by common planning and/or departmental meetings;
- a teacher resource library which contains both written and other forms of mediums;
- the use of teacher portfolios as a means of reflecting about teaching strategies and showcasing instructional activities;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and Grade Level/EOC;
- training for beginning teachers by attending BTAP meetings, 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. The District Calendar includes professional development time during the school year. To allow for teacher observation, peer coaching, grade level team training, and departmental meetings, the District has arranged after-school meetings and release time.

Mexico 59 School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

Teaching Test-Taking Strategies for Grade-level Assessments and Assessments Administered District-Wide

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Mexico 59 School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject areas Grade Level/EOC Assessments contain three types of items.

- 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. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.
- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In English

Language Arts, the student is given a writing prompt. The students must use the writing process by 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.

Mexico 59 School District's Guidelines for Teaching Test-Taking Strategies

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

Shortly before the Grade Level/EOC tests and district-wide assessments, strategies for answering multiple-choice items will be taught to students. This will be done within classrooms by grade-level or groups of teachers whose students are scheduled for assessment. Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students the following:

- address all parts of the question;
- include specific examples from the text in the response;
- make reference to specific characters and titles in the response;
- give specific examples to support a claim;
- show the major steps in the solution process (math);
- give multiple 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 and write more correct answers;
- make sure pronouns are preceded by antecedents in the response;
- use major elements of the question/item stem as statements in the answer

Online Testing ACCESS, Grade Level and EOC

Access Before Test Administration

1. The District Testing Coordinator (DTC) will receive the notification via email from the Assessment Division with the online testing information. This includes tutorials for staff and students, training webinars for all DTC personnel, STCs and Test Examiners. All test manuals are electronically accessed and paper copies can be printed off. This information will be shared with the appropriate personnel. Each testing comes with a

separate set of instructions on the specifics of deadlines, loading students, adding accommodations, and report availability.

2. All personnel will confirm to the DTC, their training has been completed.

In-Service Prior to Testing

At least one week to testing, the STC 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: 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, periodic tables, etc. Anything that may give specific clues to correct answers would be removed.

Test Administration

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

Collection of Test Materials Following Testing

1. Upon completion of testing, the STC will ensure the testing session is completed and manage any resources that require submission to end the testing.
2. The STC will complete the necessary school level reports.
3. The STC will send the necessary information and materials to the DTC.
4. For tests that are scored within the district, the test administrator will be responsible for the scoring, recording, and reporting of test results.
5. All makeup testing will be scheduled by the building testing 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:

- Failure to follow testing guidelines as specified in the Examiner's Manual;
- Directly teaching any item in the test;
- Altering a student's responses;

- Failure to remove items from students' view which give correct answers to items on the test;
 - Indications to the student during testing that they have an incorrect answer, 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.

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

Mexico 59 School District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the Grade Level/EOC assessments.

High achievers on Grade Level/EOC tests will be recognized. Also, effort on the test may be recognized. Some incentives **may** include:

- tangible incentives such as field trips, coupons, tickets, books, etc.;
- certificates or medals for individual students;
- class recognition or rewards such as parties, flags, etc.;
- bonus points;
- 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.

The Missouri Assessment Program

■ Knowledge + Performance = Academic Success

During the spring of 1997, Missouri began implementing a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993. The assessment system, known as MAP (Missouri Assessment Program), is designed to measure student progress in meeting the Missouri Learning Standards. The Missouri Learning Standards, adopted by the State Board of Education in 2016, describe what graduates of the state's public schools must *know* and *do*. To achieve proficiency in the Missouri Learning Standards, students must have a strong foundation of knowledge and skills in basic subject areas *and* be able to apply what they know to real-world problems and new situations.

■ Subject Areas

The Missouri Assessment Program requires school districts to administer communication arts, mathematics, social studies and science tests.

■ The Tests

The Grade Level assessments incorporate three types of test questions in order to evaluate student achievement: multiple-choice (selected response) questions that require students to

select the correct answer; constructed-response items that require students to supply (rather than select) an appropriate response; and performance events that require students to work through more complicated problems or issues.

■ **Developing and Scoring the Assessments**

The Department continues to involve Missouri teachers, administrators and content specialists in the Grade Level Testing development process. As an integral part of test development, Missouri educators write and pilot Grade Level items. This process provides Missouri educators the opportunity to review student responses and make necessary revisions before DESE conducts field tests of the items. In addition to playing an essential role in the development process, highly trained Missouri educators also score students' responses to MAP items.

■ **Report Forms**

The Grade Level assessments yield data about the academic achievement of individual students as well as groups of students. The MAP achievement levels provide information about students' progress toward the Missouri Learning Standards. Each level of achievement — Below Basic, Basic, Proficient or Advanced — will have accompanying descriptors that articulate the types of skills associated with success at that particular performance standard.

■ **What's Ahead**

The following chart shows the projected assessment schedule by subject area. The Department developed this schedule in accordance with the requirements of ESSA.

Subject Areas

ELA	3-8 GLT, EOC HS
Math	3-8 GLT, EOC HS
Science	5-8 GLT, EOC HS
Social Studies	EOC HS
MAP-A	3-8, HS

■ **Testing Students with Disabilities (MAP-A)**

The Individuals with Disabilities Education Act (IDEA), as revised by Congress in 1997, required Missouri to develop an alternative to the statewide assessment for students whose disabilities are so severe they are not able to participate in the regular MAP testing. Thus, the Department developed the MAP-A (MAP-Alternate) to allow severely disabled students to participate in the MAP. The Map-A has been redesigned and expanded to include grade-level assessments to meet NCLB requirements.

Assessments and Purposes By School Level

MPS Assessments and Purposes-Elementary/Secondary

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
Preschool -Kindergarten	Language Motor Concepts	Developmental Indicators for the Assessment of Learning 4 th Edition (Dial 4)	<ul style="list-style-type: none"> Obtain baseline data Determine strengths and needs Identify early interventions 	Ongoing Primary screening in the Spring
Kindergarten- 1 st Grade	Literacy	AIMSweb	<ul style="list-style-type: none"> Obtain baseline data Determine strengths and needs Develop interventions Progress monitor 	August-September January April-May
Kindergarten- 3 rd Grade	Literacy	Dyslexia Screener- AIMSweb/i-Ready	<ul style="list-style-type: none"> Determine a student's risk for reading difficulty and need for intervention Determine progress Make data-based decisions for instruction Identify student's learning strengths and weaknesses 	September January-February April-May
Kindergarten	English Language	WIDA WAPT ELL	<ul style="list-style-type: none"> An aid to identify students who may be candidates for ELL services Provides information for teachers to guide instruction 	August-October
Kindergarten- 12 th Grade	English Language	WIDA-ACCESS (ELL)	<ul style="list-style-type: none"> Serves as one of multiple measures used to determine whether students are prepared to exit ELL support programs Generates information that assists in determining if ELLs 	February

			<p>have attained the language proficiency</p> <ul style="list-style-type: none"> • Provides information for teachers to enhance instruction • Used to evaluate the effectiveness of ELL programs 	
Kindergarten – 5 th Grade	Literacy	Formal Running Records	<ul style="list-style-type: none"> • To determine student’s placement for skills groups • Obtain baseline data • To select appropriate reading material for students • Make data-based decisions for instruction 	<p>K–Winter & Spring</p> <p>1st-5th: September December March May</p>
Kindergarten – 8 th Grade	English Language Arts	I-Ready Diagnostic/Lexile	<ul style="list-style-type: none"> • Obtain baseline data • Determine student’s instructional placement for skills groups • Monitor student progress • Provides data for measuring student progress • Measure student performance in reading aligned with Missouri Learning Standards • Provide data to inform/plan instruction 	<p>K–Winter & Spring</p> <p>1st-8th: Fall, Winter, & Spring</p>
Kindergarten – 8 th Grade	Mathematics	I-Ready Diagnostic/Quantile	<ul style="list-style-type: none"> • Obtain baseline data • Monitor student progress • Provides data for measuring student progress • Measure student performance in mathematics aligned 	<p>K–Winter & Spring</p> <p>1st-8th: Fall, Winter, & Spring</p>

			<p>with Missouri Learning Standards</p> <ul style="list-style-type: none"> • Provide data to inform/plan instruction 	
3 rd -8 th Grade & High School	English Language Arts, Mathematics, Science (grades 5, 8 and 11)	Missouri Assessment Program-Alternate Assessment (MAP-A)	<ul style="list-style-type: none"> • Administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria • State adopted Missouri Learning Standards instrument to measure student progress related to state standards • Provides accountability data 	March - May
3 rd Grade – 8 th Grade	English Language Arts, Mathematics, Science (grades 5 and 8)	Missouri Assessment Program-Grade Level Assessment (MAP)	<ul style="list-style-type: none"> • State adopted Missouri Learning Standards instrument to measure student progress related to state standards • Provides accountability data 	April - May
5 th Grade, 7 th Grade and 9 th Grade	Physical Education	Missouri Physical Fitness Assessment	<ul style="list-style-type: none"> • Provide students, teacher and parents/guardians with information regarding the student's current fitness status • Provides information for adjust to the curriculum • Provides information for statewide 	April – May

			monitoring of fitness levels	
8 th Grade – 12 th Grade	English Language Arts, Mathematics, Science, Social Studies	End of Course Exams (EOC) Algebra I Algebra II Geometry American Government American History Biology Physical Science English I English II Missouri Requirement	<ul style="list-style-type: none"> Measure student performance in English Language Arts, Mathematics, Science and Social Studies aligned with state standards Measure student mastery of district curriculum Provide data to inform instruction Provides accountability data 	December April - May
11 th Grade	English Language Arts, Mathematics, Science	American College Test (ACT)	<ul style="list-style-type: none"> Determines the student's preparedness for college Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction 	April
9 th Grade – 12 th Grade	Vocational Education Concentrators	Technical Skills Attainment (TSA)	<ul style="list-style-type: none"> Maintain district compliance with Perkins IV federal requirement MSIP 5 Implications 	May
9 th Grade – 12 th Grade	English, Math, Science, Reading	Workkeys	<ul style="list-style-type: none"> Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction and work readiness Provide information to students, parents, counselors and potential employers regarding work related skills 	November
			<ul style="list-style-type: none"> Optional Assessment 	

10 th Grade – 12 th Grade	Multiple Content Areas	Armed Services Vocational Aptitude Battery (ASVAB)	<ul style="list-style-type: none"> Used to determine readiness for SAT 	October
10 th Grade – 12 th Grade	Multiple Content Areas	Advanced Placement (AP)	<ul style="list-style-type: none"> College Board Instrument Provide college credit for course work MSIP 5 Implications 	May
Kindergarten	Social Emotional Screener	SAEBRS-Social, Academic, and Emotional Behavior Risk Screener	<ul style="list-style-type: none"> The SAEBRS is a teacher-based rating scale of student risk for social-emotional and behavioral problems for K-12 students. The SAEBRS is designed for universal screening to identify school-, class-, and individual-level social-emotional learning needs. 	October and March
1st-5th	Social Emotional Screener	SAEBRS-Social, Academic, and Emotional Behavior Risk Screener	<ul style="list-style-type: none"> The SAEBRS is a teacher-based rating scale of student risk for social-emotional and behavioral problems for K-12 students. The SAEBRS is designed for universal screening to identify school-, class-, and individual-level social-emotional learning needs. 	October and March
6th-8th	Social Emotional Screener	Strengths and Difficulties Questionnaire	<ul style="list-style-type: none"> The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioral screening questionnaire. The SCQ uses the following subscales, as well as a total difficulties score. 	September, January, May

			<ul style="list-style-type: none"> ○ Emotional problems ○ Conduct problems ○ Hyperactivity problems ○ Peer relationships ○ Prosocial skills <ul style="list-style-type: none"> ● The SDQ has an optional impact scale, which scores the student’s perception of how the reported difficulties impact various aspects of their life. 	
9th-12th	Social Emotional Screener	Strengths and Difficulties Questionnaire	<ul style="list-style-type: none"> ● The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioral screening questionnaire. ● The SCQ uses the following subscales, as well as a total difficulties score. <ul style="list-style-type: none"> ○ Emotional problems ○ Conduct problems ○ Hyperactivity problems ○ Peer relationships ○ Prosocial skills ● The SDQ has an optional impact scale, which scores the student’s perception of how the reported difficulties impact various aspects of their life. 	September, January, May

2022-2023 MPS Assessment Calendar-Elementary/Secondary

Dates	Assessment Type	Grade-Levels
August 2022		
August 24-September 30	WIDA WAPT ELL	K
August 24-September 23	AIMSweb: Fall Screening & Benchmarking	K, 1
September 2022		
September 1-September 30	Strengths and Difficulties Questionnaire	6-12
September 6-September 30	Dyslexia Screener	1-3
September 6-September 30	Formal Running Records	1-5
September 6-September 30	i-Ready Diagnostic/Lexile	1-8
September 6-September 30	i-Ready Diagnostic/ Quantile	1-8
October 2022		
October 3-October 28	SAEBRS	Kindergarten-5
October 3-October 28	ASVAB	10-12
November 2022		
November 1-November 30	Workkeys	9-12
December 2022		
December 1-December 16	Formal Running Records	1-5
December 1-December 16	End of Course Exams (EOC)	8-12
January 2023		
January 5-January 31	Strengths and Difficulties Questionnaire	6-12
January 9-January 31	AIMSweb: Winter Screening & Benchmarking	K, 1
January 9-February 3	Dyslexia Screener	K-3
January 9-February 3	i-Ready Diagnostic/Lexile	1-8
January 9-February 3	i-Ready Diagnostic/ Quantile	1-8
February 2023		
February 1-February 28	WIDA-ACCESS (ELL)	K-12
March 2023		
March 1-March 17	Formal Running Records	1-5
March 1-March 31	SAEBRS	Kindergarten-5
TBD	MAP-A	3-12
April 2023		
April 11-May 19	GL MAP-ELA, Math, Science	3-8
April 11-May 19	Missouri Physical Fitness	5,7,9
April 24-May 19	AIMSweb: Spring Screening & Benchmarking	K, 1
April 24-May 19	Dyslexia Screener	K-3
TBD	ACT	11
April 24-May 19	i-Ready Diagnostic/Lexile	1-8
April 24-May 19	i-Ready Diagnostic/ Quantile	1-8
April 25-May 12	End of Course Exams (EOC)	8-12
May 2023		
May 1-May 19	Strengths and Difficulties Questionnaire	6-12
May 1-May 19	Advanced Placement (AP)	10-12
May 1-May 19	Technical Skills Attainment (TSA)	9-12
May 1-May 19	Formal Running Records	1-5
TBD	Dial 4	PreK, K