

Stoutland R-2 School District



Local Assessment Plan
2022-2023

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Local Assessment Plan

STOUTLAND R-2 SCHOOL DISTRICT

The Board supports the establishment of a district-wide assessment program as one indication of the success and quality of the total education program in the school district. In the case of individual 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 the academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement, career preparation, and remediation purposes.
3. Instructional and Curriculum: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - help teachers with instructional decisions, plans and changes in classroom objectives and programs
 - help the district make needed changes in curriculum;
 - help 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 the progress of the district toward the goals and objectives of the Comprehensive School Improvement Plan (CSIP) and goals for graduation. With the continual effort to improve the effectiveness and efficiency of instruction, the district-wide assessment program will address the following:
 - what tests are included in the district-wide assessment program, the purpose of each test, and how the results are used and disseminated;
 - guidelines for including students with special needs into the district-wide assessment program;
 - a description of how the district is assessing the Show-Me Standards which are not assessed by the Grade Level/EOC assessments;
 - guidelines for staff development as related to state and district assessment;
 - guidelines for teaching test-taking strategies;
 - a test security policy;
 - guidelines for motivating students to do well on state assessments;
 - a written record of review of data by teachers, administrators, and Board members of test results.

The assessment program for the Stoutland R-2 School District was developed to aid in designing instructional services to make available a free education appropriate to each student's capacity to learn. The program is built

on the principle that various abilities, aptitude, and skills appear at different ages for different people and, if students are to have the opportunity to realize their own unique potential, their strengths and limitations must be identified as early as possible. Within this assessment program manual, there are various forms of assessments listed. Students may be assessed in various areas including academic performance, motor abilities, vision, speech, hearing, health, and general intelligence.

With the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program (MAP, including both grade level and end-of-course exams) and monitor the progress of all students in meeting the Board approved standards. Other assessments included in the district-wide assessment program are described in this plan.

The district-wide assessment program is used as a vehicle for furnishing needed information to decision-makers; including the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, will annually review the performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or limited English proficiency students in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates. If the district or a school within the district has an enrollment of five or more students in any of the above student populations at a grade level, then data for the group will be disaggregated for Board review. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to support district-wide decisions.

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

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

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

The Stoutland R-2 Assessment Program strives to be in full compliance with all testing standards set forth by the Department of Elementary and Secondary Education in Missouri.

Stoutland R-2 School District
Tests Included in the District-Wide Assessment Program

In compliance with the MSIP 6, Performance Standards 1, 2, and 3, the documents following this page will:

- Describe what tests and assessments are included in the district-wide assessment program

- List the grade level each test is given
 - List the name of each test
 - Outline the purpose of each test
 - Describe how the results are used
 - Outline how the results are disseminated

	Name of Test	Purpose	How the Results are Used	Dissemination of Results
PS	4 Year Old Screening/Kindergarten Screening			
	Lighthouse Chart	To assess vision	Used as a screener	Parents are notified if there is a concern.
	Puretone Audiometer	To assess hearing	Used as a screener	Parents are notified if there is a concern.
	Height and Weight	To assess obesity	Used as a screener	Parents are notified if there is a concern.
	Brigance Early Childhood Screener	To assess maturity, cognitive functioning and readiness	Data used for instruction	Results are shared with parents and kept on file.
	Parental Observation and Interview	To assess social, emotional, and behavioral skills, cognitive and adaptive behavior functioning	Data used for instruction	Results are shared with parents and kept on file.

K	Kindergarten			
	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.
	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.

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1	First Grade			
	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.
	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.

2	Second Grade			
	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.
	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.

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3	Third Grade			
	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.
	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.
	MAP English Language Arts Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
	MAP Math Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law	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.	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 report.
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4	Fourth Grade			
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	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.
	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.
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5 Fifth Grade				
	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.
	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.
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				achievement. The results are analyzed by teachers and administrators. The students and parents are provided with student report.
	MAP Math Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law	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.	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 report.
	MAP Science Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law	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.	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 report.

6	Sixth Grade			
	DRA/Running Record	To assess reading	Used to determine a achievement student's reading level, to match the student to appropriate text material and to assess the student's reading progress.	Students, parents and teachers keep track of student progress.

	Iready	To assess academic	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement.
	Presidential Fitness Program	To assess student's fitness level	Used to monitor student progress and identify potential delays.	Students that score in the healthy range are recognized.
	MAP English Language Arts Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
	MAP Math Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law	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.	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 report.

7	Seventh Grade			
	Evaluate	To assess academics	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement..
	MAP English Language Arts Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
	MAP Math Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law	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.	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 report.
	FitnessGram	To assess student's fitness level	Used to determine a student's overall fitness and to promote physical activity and fitness.	Students that score in the healthy range are recognized.

8	Eighth Grade			
	Evaluate	To assess academics	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement..
	MAP English Language Arts Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
	MAP Math Grade Level Assessment	To evaluate school district's programs and overall student achievement. Required by law	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.	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 report.

9					Ninth Grade			
	Evaluate	To assess academics	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement..				
	FitnessGram	To assess student's fitness level	Used to determine a student's overall fitness and to promote physical activity and fitness.	Students that score in the healthy range are recognized.				

10					Tenth Grade			
	Evaluate	To assess academics	Used to determine a achievement in math and student's academic level, to reading help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement..				
	Missouri Constitution Test	To assess student knowledge of the Missouri Constitution.	Used as a graduation requirement	Results are sent to parents, kept on file and placed on student transcript. Successful completion of the test is required for graduation.				

	United States Constitution Test	To assess student knowledge of the United States Constitution.	Used as a graduation requirement	Results are sent to parents, kept on file and placed on student transcript. Successful completion of the test is required for graduation.
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11 12	Eleventh/Twelfth Grade			
	Evaluate	To assess academics	Used to determine a student's achievement in math and reading, to help guide instruction and monitor student academic growth.	Students, parents and teachers keep track of student progress. The school board is kept informed of general grade-level achievement..

C C R	College and Career Readiness			
	Armed Services Vocational Aptitude Battery (ASVAB)	To assess career and vocational aptitude	Helps students make decisions on possible career choices	Counselor goes over the results with students in their English class.
	ACT	To fulfill college admission requirements	Used by colleges for admission. Can be used by the district to evaluate curriculum, achievement and placement. Used by DESE for accreditation purposes.	Students and colleges receive information on the scores. The school district keeps individual scores on file as well as average scores for each class.

E O C	End-of-Course Exams			
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	Algebra I	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
	English II	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
	Biology	To evaluate school district's programs and overall student achievement. Required by law.	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.	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 report.
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	American Government	<p>To evaluate school district's programs and overall student achievement.</p> <p>Required by law.</p>	<p>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.</p>	<p>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 report.</p>
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Projected Testing Time for Standardized Assessments
(Assessment dates will be available on the district calendar-see website.)

Assessment	Session 1	Session 2	Session 3	Session 4	Total

Both the passage of Missouri's Outstanding Schools Act (OSA) and the Reauthorization of the Individuals with Disabilities Education Act (IDEA), have called for greater focus on the accountability of educational services for students with disabilities. The Missouri School Improvement Program (MSIP), which accredits school districts in Missouri, uses the performance of all students on the Missouri Assessment Program (MAP, which includes both grade-level and end-of-course exams, or the Dynamic Learning Map/MAP-A) subject area assessments as one measure of performance. This focus on educational achievement and outcomes for students with disabilities is intended to direct attention to the accommodations and supports needed by students with disabilities to access and progress in the general education curriculum. Participation in state and district-wide assessments goes hand in hand with access to the general education curriculum. This participation, in addition to being required by state and federal laws/regulations, sets the expectation that students with disabilities can achieve the standards that have been established for all students. Participation in these assessments should lead to improved teaching and learning and will also allow local district administrators and Board of Education members to consider the needs of all students when instructional decisions are made. It is important to expect students with disabilities to meet the high standards and expectations that have been set for all students using the accommodations and supports provided by special education. It is also important to remember that the majority of students with disabilities identified under IDEA do not have significant cognitive disabilities which would inhibit their ability to participate and progress in the general education curriculum.

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

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

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

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

Guidelines for Placement:

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

Individuals with Disabilities Education Act (IDEA, Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified with an educational disability as defined within IDEA. This act provides clear direction for including students with disabilities in state assessment programs, as well as in district-wide assessment programs.

With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state;
- States establish performance indicators that can be used to assess student progress toward meeting

those goals and standards;

- Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary;
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment;
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students; and
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

In order to comply with federal and state laws and mandates, the Stoutland R-2 School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program:

1. An assessment appropriate for the individual will be utilized. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on the student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics.

2. Students with disabilities will participate in the district-wide assessment program in one of three ways: without accommodations, with accommodations, or alternate assessments.

● **MAP subject area or end-of-course assessments without accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

● **MAP subject area or end-of-course assessments with accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

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

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

- Decision-makers should start from the premise that all students, including those with disabilities, will participate to the greatest extent possible in the state assessment (MAP, including grade-level and end-of-course exams) and the district-wide assessment program.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team and documented in the IEP, along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.

- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.

4. The following information related to assessment will be included in the IEP:

- A description of how a student will participate in the state and district-wide assessment programs.
- Statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
- A statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed. (**Note:** This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)

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

Assessment of Standards Not Addressed by MAP

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

The following Show-Me Standards will be assessed locally:

Communication Arts Content Standards

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

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

Fine Arts Content Standard

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.

Goal 1 - Process Standard

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

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

Goal 2 - Process Standards

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

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

Goal 4 - Process Standards

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

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

Professional Development on Assessments

Time spent on assessment is wasted unless the information gained is put to use. There is a distinction between assessment OF learning and assessment FOR learning. Assessments OF learning happen after learning is supposed to have occurred to determine if it did. They are used to make statements of student learning status at a given point in time to someone outside the classroom. State assessments, local standardized tests, college admission tests, and even unit final exams are examples of assessment OF learning. Assessments FOR learning happen while learning is still underway; they are conducted throughout learning to diagnose student needs, plan next steps of instruction, provide feedback to students so they can improve the quality of their work, and help students see their own progress toward clear learning targets. Instead of being about accountability, assessments FOR learning are about getting better.

The teachers and administrators of Stoutland R-2 School District will participate in professional development opportunities to improve student performance. Professional development is tied to the goals and objectives of the Comprehensive School Improvement Plan (CSIP), areas of needs based on data analysis of student performance, MSIP requirements, and the results of other needs assessments.

The following topics may be addressed in professional development opportunities:

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

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

The following committees may be formed to help address concerns and areas of improvements:

- establishment of district-wide MAP teams/school improvement teams/study groups/professional learning communities;
- teacher collaboration during common planning and departmental meetings;
- attending workshops related to CSIP goals, areas of needed student improvement, and MAP; ● training for beginning teachers;
- Friday Professional Development days for building and district-wide collaboration.

Teaching Test-taking Strategies for MAP Assessments (including End-of-Course Exams) and Assessments Administered District-Wide

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, Stoutland R-2 School District has developed guidelines for teaching test-taking strategies to students.

The core subject area MAP Assessments contain different types of items.

- Multiple-Choice, Selected-Response, or Multiple-Select (MC/SR/MS) items in which students choose the correct answer(s) from four answer choices.
- Short Answer (SA) or Short-text items in which students type an appropriate response.
- Constructed Response (CR) 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 (PE) or Writing Prompt (WP) requires students to write an extended response to apply knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. In English Language arts, the student may be given a writing prompt, and then asked to use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student may be asked 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.
- Technology-Enhanced (TE) items which use innovative technology designed to allow students to demonstrate their knowledge in ways that are not possible using paper/pencil assessments.
- Evidence Based Selected Response and Evidence Based Research (ESR/ESBR) combines selected response questions with questions asking students to provide evidence from the text.

Two Types of 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.

In addition, district teaching staff will encourage higher level thinking by students through incorporating activities/assessments from all four levels of the Depth of Knowledge chart throughout their instruction. The levels are recall/reproduction (DOK 1), basic application of skills and concepts (DOK 2), strategic thinking (DOK 3), and extended thinking (DOK 4). It is important that students engage with content at the more complex levels and not work solely at the lowest level. State standards will be addressed.

Online Test Taking Strategies:

EOC assessments, MAP assessments, and ACT are online assessments. Therefore, students must practice and perform other online testing formats throughout the school year in order to be familiar with an online testing format. Teachers are encouraged to use online formats with their students in

the form of formative and summative assessments. Some factors that are important to consider may include:

- Online testing time limits
- Saving and returning to the test at a later point
- Sequence of answer questions
- Ability to review answers and change answers before submitting or moving on to the next question
- Is there a review feature that lets students check their work, or check for unanswered questions?
- How do you save and exit so your work is not lost?

Shortly before the MAP tests and district-wide assessments, strategies for answering multiple-choice items will be taught to students. This will be done within classrooms by grade-level or groups of teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response (CR) items and performance tasks 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 (CR) items, performance tasks (PT), and/or writing prompts (WP). In addition, specific classroom activities aligned with the MAP are administered in classrooms during the testing window, prior to the performance tasks (PT).

All teachers in the district will teach students how to formulate quality answers for CR items by teaching students to:

- Answer, specially and consistently, all parts of the question
- Include specific details from the text in the response
- Make reference to specific characters and titles in the response
- Cite specific examples in text to support a claim or argument
- Execute the major steps in the solution process (math)
- Explain multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast, especially text to text comparisons
- Create a title and labels when creating a graphic organizer
- Detail, think about and write more correct answers to explain the reasoning behind a claim or argument
- Utilize major elements of the question/item stem as statements in the answer

All teachers in the district will teach students strategies for being successful on performance events and writing prompts 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 and use an effective writing process to do so
- 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.
- Be able to write a well developed narrative, informational, and opinion/argumentative product at the appropriate grade level standard

Stoutland R-2 School District views teaching students the skills and processes needed to be successful on the MAP assessments as synonymous with teaching students to be successful in life.

TEST SECURITY POLICY

It is imperative that district-wide test security shall not be compromised. This applies not only to tests used throughout the year in classrooms, but especially to district-wide standardized tests – achievement tests, screening tests, etc. Those school personnel responsible for such testing must ensure that all test materials are secure at all times. When not in use, all test masters and answers, test books with answer sheets, scoring guides, test tickets, etc., must be kept in a locked room or cabinet to prevent unauthorized access. **All state assessment materials will be handled according to DESE guidelines at all times.**

Training Prior to Testing for State Assessments

Prior to testing, each Site Testing Coordinator (STC) will distribute an examiner’s manual to each teacher and will provide training. The training will emphasize the importance of test security during test administration and closely following the standardized procedures as stated in the examiner’s manual. Other security issues to be covered include: the handling and storage of the test items, 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 or content be removed from the walls of the rooms in which tests are to be administered. Some examples include maps, multiplication tables, periodic tables, content specific posters, etc. Technology devices connected to the internet and/or not being used for testing, including cell phones and smart watches, will not be permitted in the testing environment.

Test Administration

- Regular, certificated staff members will normally administer standardized tests in the classroom or computer lab. When this is not the case, the STC must contact the District Test Coordinator (DTC) for clarification and approval.
- For each major standardized test, the STC and principal shall prepare a testing schedule for their building. When necessary, end-of-period bells will be altered to accommodate the testing schedule or eliminated altogether to reduce distractions.
- Students will not receive test materials until the time for testing has begun.
- Teachers/examiners will actively monitor students at all times during the test administration.
- Building administrators/STCs will discreetly move between classrooms during the test administration to assist in monitoring and to provide assistance as needed.
- Each day, prior to testing, the examiner will get his/her test materials from the secure area and will return them to this same area each day after test administration. Make-up tests will

be given as soon as possible. The STC or designated individual will administer the test according to procedures and take all previously mentioned precautions to ensure test security. Make-ups will be given to students who were absent or, for one reason or another, unable to take an entire subject area of the test.

District Testing Coordinator: High School Principal- John McNabb

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

The Stoutland R-2 School District has implemented strategies to motivate students to do their best on required assessments and to recognize students who perform well. We encourage all students to perform at their optimal level, and we also offer incentives to encourage this behavior.

Each building will decide what strategies to use to motivate students to do their best on all assessments. Below is a list of some possibilities that may be considered.

Pre-Assessment

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

During Assessment

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

Post Assessment

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

Written Record of Data Analysis of Test Results

District assessment data from standardized achievement tests will be provided to appropriate personnel at all levels (central office, building administration, classroom teachers, special education teachers, for example).

At the **district level**, data will be analyzed by building and reported to the Board of Education to identify achievement levels. This data will also be discussed with building administration as they plan for improvement at the building level. Student achievement on standardized tests will be addressed in the district Comprehensive School Improvement Plan (CSIP).

At the **building level**, data will be analyzed and discussed by building faculty at staff meetings and grade level/departments meetings not only to recognize achievement gains but also to plan for improvement in any areas indicated.

At the **classroom level**, data will be reviewed by district teaching staff to highlight content skills or standards that need to be addressed. The results of this data analysis will be shared with building administration as building plans are reviewed and revised.

Reports regarding individual student test data results will be provided to students in addition to being placed in student permanent records.

Assessment Calendar

Dates	Assessment	Grade Level
August		
August 29-Sept 8	Iready Diagnostic	K-6
September		
September 6-28	DRA 3	K-6
	Evaluate	7-11
October		
	Evaluate	7-11
	ASVAB	11
November		
	Evaluate	7-11
December		
	Evaluate	7-11
	DRA 3	K-6
January		
	Iready	K-6
	Evaluate	7-11
February		
	Evaluate	7-11
	ACT	9-12
March		
	Evaluate	7-11
	DRA 3	K-6
April		

	Evaluate	7-11
May		
	Iready	K-6
	MAP	3-8
	DRA 3	K-6
	EOC	9-12

