



District Assessment Plan
2022-2023

MEHLVILLE SCHOOL DISTRICT
DISTRICT ASSESSMENT PLAN

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Assessment Philosophy

The District's Assessment Plan is expected to positively impact both individual students and the District's overall educational program. Assessment must help parents, students and staff identify a student's academic strengths and weaknesses, evaluate his/her academic potential and level of achievement, identify needs for additional educational services and provide a basis for a student's career exploration and decision making. It is hoped that assessment will help students be realistically self aware, achieve up to their academic potential and make wise decisions about post-secondary education or a job search. Assessment must also provide indicators of the progress of the District toward established goals, data/feedback to assist in reviewing and revising curriculum and instructional practices, and the means through which to meet all State assessment standards.

Assessment Plan Coordination

Coordination of the District's Assessment Program (Ability, Achievement and Interest Assessments) is the responsibility of the Assistant Superintendent - Curriculum. Health Screening Assessment is coordinated by the Executive Director – Student Services. Administration, scoring, interpretation and use of instruments within individual components of the assessment plan are the responsibilities of District Guidance Counselors, Curriculum Directors, Director of Title I, STRETCH, Director of Early Childhood, and Lead Nurse of Health Services.

District Assessment Calendar

The District's Test Coordinator, with the input of other District administrators and staff, will generate a document, The District Test Calendar, which will specify administration dates or windows for all assessment instruments and be communicated to all District certificated staff. This information is contained within the District Assessment plan and links provided below.

District Staff can add a Calendar Layer in Google

[Click here to add the District Assessment Calendar layer to your Google Calendar.](#) (District Staff only)

District Benchmark Assessments are scheduled to occur within specific time frames throughout the school year.

- Click here to view the [District Benchmark Assessment Windows](#).

Academic Terms, Grading Windows and Report Card dates are established to provide students, parents, teachers, and administrators consistent timelines for communicating and reporting student performance.

Click here to view the [District Grading Terms Calendar](#)

Test Security

Test security is the responsibility of all District staff, especially the District Test Coordinator, District and building administrators, building test coordinators, counselors, classroom test administrators and all classroom teachers. It is expected that [District Policy ILA](#) provides all needed direction for test storage, access, administration, collection of materials and sanctions against unfair practices which will guarantee true, valid and reliable feedback for the individual student and the District's buildings and classroom's educational programs.

Upon receiving training, staff are asked to review and sign this Test Security Statement...

The purpose of all Missouri State assessments is to provide a fair and equitable assessment system that reliably measures the State learning standards. Because you will have access to secure test materials and to confidential student information, you also have the responsibility to assist the scoring site in ensuring the security and confidentiality of the test materials, student responses, and scores. Therefore, by signing this agreement, you agree to abide by the following security restrictions. Please retain a copy of this confidentiality agreement for your records.

Secure Test Materials

The test materials are "secure test materials" and are subject to certain security restrictions, including those listed below. "Secure test materials" include, but are not limited to, all test books, graph paper, scrap paper, test tickets, and any other information, whether printed or electronic, relating to the Missouri State Assessments. Secure test materials also include any notes you take during your participation in the scoring of secure test materials and confidential student information.

Board of Education Policy ILA: Test Integrity and Security

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ILA&Sch=433&S=433&C=I&RevNo=1.11&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Phones, Smartwatches and personal electronic devices

Staff may have "silenced" Cell Phones, Smartwatches and mobile personal communication devices on their person. The use of these devices during assessments or in a disruptive manner in the testing environment is prohibited. Cell Phones and Mobile Communication Devices that ring, vibrate excessively, or in any other way disrupt the testing environment may be considered a violation of test security. It is accepted to use computers/laptops ONLY if monitoring student testing progress.

Test Taking Instruction

The Mehlville School District provides instruction in test taking strategies beginning at the elementary level. Counselors make classroom presentations and classroom teachers administer practice tests to familiarize students with and provide test taking strategies for multiple choice items, structured response items and performance events which appear in classroom tests and in the District's norm referenced achievement instruments.

Accommodation Guidelines

Full participation of students with disabilities in state and district-wide assessments is required by a number of state and federal laws and regulations. Most important is the expectation that students with disabilities can achieve the standards that have been established for all students, and participation in these assessments lead to improved teaching and learning.

Accommodations are practices and procedures in the areas of administration, response, setting, timing and scheduling that provide equitable access during instruction and assessment for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of the student's disability; they do not reduce learning expectations. Accommodations provided for students with disabilities are typically the same for classroom instruction, classroom assessments, and district and state assessments. There may be consequences (e.g., invalidating a student's score) for the use of some accommodations for both district and state assessments. An individual student's IEP/504 team must possess strong knowledge concerning state and district academic standards and assessments.

All decisions regarding how a student with a disability will participate in state and district assessment are made by the student's IEP/504 team and documented in the IEP/504 plan. It is the expectation that all students will participate in the state assessments (MAP) and district-wide assessments. If the IEP team determines that a particular district-wide assessment, in whole or part, is not appropriate for an individual student, the IEP team must document in the IEP why the assessment is not appropriate and how the

student will be assessed. If the purpose of the district assessment is to determine levels of student achievement an alternative assessment method must be identified, documented and implemented.

District Pass/Fail Screening Criteria

Screening to identify potential disabilities in students is the special education responsibility of the Mehlville District for young people from birth to graduation or the age of 21. Early childhood criteria and those for school age children differ and are documented on the following pages.

Birth-Age Five Screening Criteria

1. **Vision Screening**- Children are screened by the Parent Educator or trained assistant using Lighthouse Visual Acuity, functional assessment, and observation. When a child does not pass the screening, the Parent Educator will offer an opportunity to be rescreened and other appropriate recommendations.

Pass Criteria: Minimum of 20/40 with less than one or more incorrect responses up to age five.

Fail Criteria: 20/50 or higher up to age five.

2. **Hearing Screening**- Children are screened by the Parent Educator with functional observation prior to 3 years of age. For children 3 years to Kindergarten entrance age, the PILOT Picture Audiometry screening is used when children receive the DIAL 4 (Developmental Indicators for the Assessment of Learning) screening. If there are concerns, the OAE (Otoacoustic Emissions) may be used for screening. Students who fail screening may be rescreened at a later date or referred to a pediatrician (infant to 3 years) or Special School District for an audiological evaluation (3-5 years).

Pass Criteria: Response at the 20 db or lower on the PILOT Picture Audiometer with both ears or passing on the OAE.

Fail Criteria: Lack of response in either ear above the 20 db on the PILOT Picture Audiometer or failing the OAE.

3. **Cognitive/Adaptive Screening-** Three month to three year old children are screened for cognition through observation and the ASQ-3 (Ages & Stages Questionnaire). Children scoring below age appropriate levels may be referred to the child's physician, First Steps or other early intervention program. Children aged three to five are screened in these areas using the DIAL-4 and observation. Children who score below age appropriate levels may be referred to the child's physician, early intervention programs, or Mehlville Early Childhood for further evaluation.

Pass Criteria: Screeners' or Parent Educators' observations of the cognitive/adaptive behavior as compared to other children of the same age or age-appropriate functioning on the ASQ-3 for three months to three years. For those children aged three to five, scores at or above age level expectations on the DIAL-4, along with observation.

Fail Criteria: Screeners' or Parent Educators' observation of cognitive/adaptive behavior as compared to other children of the same age or a delay in development on the ASQ-3 for three months to three years. For those children aged three to five, scores below age appropriate expectations in one or more areas of the DIAL-4.

4. **Health Screening-** Health screenings will be offered through Parents as Teachers on a yearly basis for children from birth to three years of age. Health data is reported by parents, physicians, or observations of staff.

Pass Criteria: No significant health conditions reported by parents, physicians, or staff. Motor scores from the ASQ-3 or DIAL-4 that are age appropriate developmental skills as observed by Parent Educators or screeners.

Fail Criteria: Significant health conditions identified by the review of information reported by parents, physicians, or staff. Motor scores indicate from the ASQ-3 or DIAL-4 indicating a delay in age appropriate developmental skills as observed by parent educators or screeners.

5. **Speech/Language Screening-** Children are screened using the ASQ-3 (three months to three years) and the DIAL-4 (three years to kindergarten entrance). Children are continually screened through observation and language sampling by Parent Educators and Early Childhood Staff to identify whether speech/language patterns are developmentally appropriate. Children scoring below age appropriate levels may be referred to the child's physician, First Steps or other early intervention program (three months to three years), or Mehlville Early Childhood for further evaluation (three years to kindergarten entrance).

Pass Criteria: Speech/language patterns that are appropriate per developmental guidelines, intelligibility ratings, and/or listener perceptions.

Fail Criteria: Speech/language patterns that are inappropriate per developmental guidelines, intelligibility ratings, and/or listener perceptions.

6. **Pre-academics-** Children are screened using the ASQ-3 (three months to three years) and the DIAL-4 (three years – Kindergarten entrance). Children are continually screened through observation by Parent Educators and Early Childhood Staff to identify whether skills are developmentally appropriate. Children scoring below age appropriate levels may be referred to the child’s physician, First Steps or other early intervention program (three months to three years). Children who score below age appropriate levels may be referred to the child’s physician, early intervention programs, or Mehlville Early Childhood for further evaluation (three years – Kindergarten entrance).

Pass Criteria: Scores within age appropriate norms and observation of pre-academic achievement as compared to other children of the same age.

Fail Criteria: Scores below age appropriate norms or observation of a lack of pre-academic achievement as compared to other children of the same age.

7. **Social/Emotional/Behavior Screening-** Children are screened using Parent Educator and staff observations as well as information reported by parents. Awareness of significant social/emotional/behavioral developmental concerns may result in a referral from a pediatrician or other qualified health professional to Mehlville Early Childhood Program for further evaluation.

Pass Criteria: No significant social/emotional/behavioral concerns reported by parents, Parent Educator, or school personnel.

Fail Criteria: Significant social/emotional concerns reported by parent, Parent Educator, or school personnel.

8. **Fine and Gross Motor Screening-** Children are screened using the ASQ-3 (three months to three years) and the DIAL-4 (three years to Kindergarten entrance). Children are continuously screened through observation by Parent Educators and Early Childhood Staff to identify whether skills are developmentally appropriate. Children who score below age appropriate levels may be

referred to the child's physician, First Steps or early intervention program (three months to three years), or Mehlville Early Childhood for further evaluation (three years to Kindergarten entrance).

Pass Criteria: Observed age appropriate fine and gross motor skill development and age appropriate scores on standardized screening instruments.

Fail Criteria: Observed inappropriate fine and gross motor skill development and scores below age level expectations on standardized screening instruments.

EARLY CHILDHOOD ASSESSMENTS

GRADE LEVELS	ASSESSMENT AND DATES OF ASSESSMENT	COST OF ASSESSMENT	INSERVICE NEEDS	PURPOSE	TESTING CONDITIONS AND PERSONNEL	UTILIZATION OF RESULTS	DISSEMINATION PROCEDURES
6-36 months	<p>Ages and Stages Questionnaire (ASQ-3) – includes Health, Hearing & Vision Screening</p> <p>Ongoing-one screening per child per program year</p>	<p>Reproduction of protocols + Salary = \$22,100 annually</p> <p>Reimbursement from DESE \$20,370</p>	None	<p>Monitoring development of children</p> <p>Identify children who should receive further evaluation</p>	Screenings administered in homes by Parent Educators	<p>Information used to aid in lesson planning and in making referrals for further evaluation when necessary</p> <p>Numbers of screenings administered are reported to DESE</p>	<p>Screening results are discussed with parents the day of screening</p> <p>Protocols are kept in the child's file and become part of the child's permanent Mehlville file when the child enters kindergarten</p>

<p>3 years – kindergarten entrance</p>	<p>Developmental Indicators for the Assessment of Learning (DIAL-4) – includes Health, Hearing & Vision Screening</p> <p>Ongoing-one screening per child per program year</p>	<p>\$1.29 per protocol + Salary = \$11,000 annually</p> <p>Reimbursement from DESE \$10,500</p>	<p>In house training of DIAL-4 screeners = \$335</p>	<p>Monitoring development of children</p> <p>Identify children who should receive further evaluation</p>	<p>Screenings administered at JCEC by appointment by Parent Educators</p>	<p>Information used to aid in lesson planning and in making referrals for further evaluation when necessary</p> <p>Numbers of screenings administered are reported to DESE</p>	<p>Screening results are discussed with parents the day of screening</p> <p>Protocols are kept in the child's file and become part of the child's permanent Mehlville file when the child enters kindergarten</p>
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K-12 HEALTH SCREENING CRITERIA

- Vision Screening** - Students are screened by the school nurse using the Snellen (Letter AE@ or picture) Chart. When the child does not pass the screening, the school nurse will refer the family to a vision specialist or make other appropriate recommendations. Near point screening might be requested in order to allow formal educational evaluation to proceed.

Pass Criteria: Minimum of 20/40 or better with less than a two line difference up to age six or a minimum of 20/30 or better at age six and higher.

Fail Criteria: 20/50 or higher up to age six and 20/40 or higher after age six.
- Hearing Screening** - Students are screened at the building level by the Special School District audiological staff or the Mehlville District nursing staff using an audiometer. Students who fail the screening at 20db are referred to the Special School District for an audiological evaluation.

Pass Criteria: Response at 20db in both ears with failure to respond in no more than one frequency per ear within the range of frequencies 500hz to 4000hz.

Fail Criteria: Lack of response in either ear at 20db to two or more frequencies within the range of 500 hz to 4000 hz.
- Health Screening** - Health data reported by parents, physicians or staff will be subject to continual screening by the school nurse. Medical referrals will be made and medical documentation sought regarding possible significant health conditions identified by the screening.

Pass Criteria: No significant health conditions reported by parents, physicians or staff.

Fail Criteria: Significant health conditions which may have educational impact reported by the nurse's review of information reported by parents, physicians or staff.

PK – 12 HEALTH ASSESSMENTS

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS	DISSEMINATION PROCEDURES
Grades K, 1, 3, 5, and 7 *9 & 10 Every other year	Hearing Screening	Screen for possible deficits in hearing acuity	Students failing initial screening will be referred through their parents for further evaluation	Teachers and parents are notified regarding any student failing screening
Grades K, 4, 7 and 10	Submission of Physical Examination Reports by Parents to School Nurse	Identify students with significant health concerns	Arrange for school resources to address significant health concerns of students when they negatively affect the learning process	Information about significant student health concerns is shared with building staff and the Special School District on a need-to-know basis

<p>Grades K, 1, 3, 4, and 7</p> <p>*9 & 10 Every other year</p>	<p>Vision Screening</p>	<p>Screen for possible defects in visual acuity</p>	<p>Students who fail initial screening will be retested and recommendation made for further evaluation if warranted</p>	<p>Parents are notified regarding any screening results which indicate a need for further evaluation</p>
<p>Grades PreK-12</p>	<p>Updating and Review of Student Health Record</p>	<p>Identify students with significant health concerns or needs</p>	<p>Arrange for school resources to address significant health concerns of students when they negatively affect the learning process</p>	<p>Information about significant student health concerns is shared with building staff and the Special School District on a need-to-know basis</p>

ELEMENTARY SCHOOL: ABILITY, ACHIEVEMENT AND INTEREST ASSESSMENTS

GRADE LEVELS	ASSESSMENT AND DATES OF ASSESSMENT	COST OF ASSESSMENT	INSERVICE NEEDS	PURPOSE	TESTING CONDITIONS AND PERSONNEL	UTILIZATION OF RESULTS	DISSEMINATION PROCEDURES
K-5	The Next Steps to Guided Reading Assessment April/May	None	As needed	Screening to determine intervention Monitoring progress Common assessment	Given by classroom teachers	Determine reading progress over course of school year Allow teachers to plan for next year	Classroom teachers Reading specialist Principals SSD staff
K-3 (4-5 as needed)	District Dyslexia Screener Sept(1-3) Jan (K-3) May(K-3) *4-5 as needed	none	Teacher will receive 2hrs of PD related to Dyslexia	Screening to identify student who display characteristics of Dyslexia Monitoring progress	Given by classroom teachers	Determine appropriate interventions	Classroom teachers Reading specialist Principals
K-8	Fastbridge Benchmarking & Progress Monitoring	Special School District Funded	As needed	Special education programming	Given by Special Education teachers	Special education programming	Classroom teachers Principals SSD staff

K-5	Basic Literacy Foundational Skills Checklist-ELA Math Checklist-Math	None	As needed	Screening probe for ELA & Math for MAP-A eligible students	Given by Special Education teachers	Special education programming	Classroom teachers Principals SSD staff
K-5	National Assessment of Educational Progress (NAEP) Scheduled by NAEP	None	As needed	Monitor U.S. education process	Only given if school is chosen by NAEP and is administered by NAEP Personnel	National Report Card	Individual results are not returned Results reported by states
K-5	WIDA ACCESS Placement Test (W-APT Screener)	State Funded	As needed	English proficiency screener for ELL students entering the district	Given by ELL teacher on site	Provide instruction based on level of English proficiency	Report to ELL and classroom teacher
K-5	Assessing Comprehension & Communication in English State to State (ACCESS) January/February	State Funded	As needed	English language proficiency assessment that DESE has selected to meet requirement of ESSA to annually assess Missouri students who are eligible for ELL services	Given by ELL teachers	Determine level of proficiency of ELL students who are receiving services	Results are shared with teachers, ELL teachers and parents

K-5	Benchmark Assessment System (BAS) August/September, December, April/May	None	As needed	Identify students needing reading services	Given by reading teachers	Identify students needing reading services	Classroom teachers Principals
3-5	Dynamic Learning Map (MAP-A) ELA: Grades 3-5 Math: Grades 3-5 Science: Grade 5	None	Yearly as needed	Required by State to monitor the performance of Missouri's education system	Given in classroom by special education teacher and trained staff; test data is entered by special education teacher in DESE's online Profile system	Improve students' acquisition of important knowledge, skills, and competencies	Shared with special education teachers, schools and parents
3-5	Missouri Assessment Program (MAP) ELA: Grades 3-5 Math: Grades 3-5 Science: Grade 5 April/May	\$1.80 per student	District Test Coordinator trains Building Test Coordinators Building Test Coordinators train all test examiners	Required by the State to monitor the performance of Missouri's education system	Given in classroom by trained teachers	Improve students' acquisition of important knowledge, skills, and competencies	Results shared with parents and MAP conferences are held with students
K-7	Naglieri Nonverbal Ability Test-Third Edition (NNAT3) February	\$10 per student	As needed	Initial Screener for gifted eligibility-referral required	Online assessment facilitated by gifted education teacher	Determines if student should receive further evaluation for gifted education	Gifted Teachers Student Services Parents

K-7	Wechsler Abbreviated Scale of Intelligence-Second Edition (WASI-II) As Needed	\$5 per student	As needed	Screeners for verbal, non-verbal and general cognitive ability	1:1 facilitated by gifted education teacher	Determines if student is eligible for gifted services	Gifted Teachers Student Services Parents
K-5	Student Risk Screening Scale (SRSS)	None	As needed	Screeners to determine internal and external behaviors that could be impacting a student's behavior	Given in classroom by trained teachers	Determine if further social and emotional interventions are needed	Results shared with parents and counselors
K-5	iReady Fall, Winter and Spring Benchmark Windows		As needed	Assess students mastery of Math and Reading standards	Given by classroom teachers	Determine progress over course of school year	Classroom teachers Grade Level Teams Principals SSD staff
K-5	Panorama SEL Fall, Winter and Spring Benchmark Windows		Fall/Spring	Survey's social/emotional learning competency of students for wellbeing	Given on-line by teachers	Provides school team a snapshot of a student's SEL skillset	Classroom teachers, School Counselors, Principals, SSD Staff

MIDDLE SCHOOL: ABILITY, ACHIEVEMENT AND INTEREST ASSESSMENTS

GRADE LEVELS	ASSESSMENT AND DATES OF ASSESSMENT	COST OF ASSESSMENT	INSERVICE NEEDS	PURPOSE	TESTING CONDITIONS AND PERSONNEL	UTILIZATION OF RESULTS	DISSEMINATION PROCEDURES
6-8	Basic Literacy Foundational Skills Checklist-ELA Math Checklist-Math	None	As needed	Screening probe for ELA & Math for MAP-A eligible students	Given by Special Education teachers	Special education programming	Classroom teachers Principals SSD staff
6-8	National Assessment of Educational Progress (NAEP) Scheduled by NAEP	None	As needed	Monitor U.S. education process	Only given if school is chosen by NAEP and is administered by NAEP Personnel	National Report Card	Individual results are not returned; results reported by states
6-8	WIDA ACCESS Placement Test (W-APT Screener)	None	As needed	English proficiency screener for ELL students entering the district	Given by ELL teacher	Provide instruction based on level of English proficiency	Report to ELL and classroom teachers

6-8	Assessing Comprehension & Communication in English State to State (ACCESS) February	None	As needed	English language proficiency assessment that DESE has selected to meet requirement of NCLB to annually assess students who are eligible for ELL	Given by ELL teachers	Improve students' acquisition of important knowledge, skills, and competencies and monitor the performance of Missouri's education system	Results are shared with teachers, ELL teachers and parents
6-8	Dynamic Learning Map (MAP-A) ELA: 6-8 Math: 6-8 Science: 8	None	Yearly as needed	Required by State to monitor the performance of Missouri's education system	Given in classroom by special education teacher and trained staff; test data is entered by special education teacher in DESE's online Profile system	Improve students' acquisition of important knowledge, skills, and competencies	Shared with special education teachers, schools and parents
6-8	Missouri Assessment Program (MAP) ELA: 6-8 Math: 6-8 Science: 8 April/May	\$1.80 per assessment	District Test Coordinator trains Building Test Coordinators Building Test Coordinators train all test examiners	Required by the State to monitor the performance of Missouri's education system	Given in classroom by trained teachers	Improve students' acquisition of important knowledge, skills, and competencies and	Results shared with parents and MAP conferences are held with students

6-8	Student Risk Screening Scale (SRSS)	None	As needed	Screeners to determine internal and external behaviors that could be impacting a student's behavior	Given in classroom by trained teachers	Determine if further social and emotional interventions are needed	Results shared with parents and counselors
6-8	Benchmark Common Assessments *See plan below Sept, Jan, May	\$7.00 per student	As needed	Assess students mastery of standards	Given by classroom teachers	Determine progress over course of school year	Classroom teachers Grade Level Teams Principals SSD staff
8	MO Connections	None	As needed	Individual interest profile: college, careers, etc.	Guidance Counseling	College and career readiness	Annual review of 4-year plan
6-8	IXL Fall, Winter and Spring Benchmark Windows		As needed	Assess students mastery of math standards	Benchmark assessment given by classroom teachers	Determine progress over course of school year	Classroom teachers Grade Level Teams Principals SSD staff
6-8	STAR Fall, Winter and Spring Benchmark Windows		As needed	Assess students mastery of reading standards	Benchmark assessment given by classroom teachers	Determine progress over course of school year	Classroom teachers Grade Level Teams Principals SSD staff

6-8	Panorama SEL Fall, Winter and Spring Benchmark Windows		Fall/Spring	Survey's social/emotional learning competency of students for wellbeing	Given on-line by teachers	Provides school team a snapshot of a student's SEL skillset	Classroom teachers, School Counselors, Principals, SSD Staff
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HIGH SCHOOL: ABILITY, ACHIEVEMENT AND INTEREST ASSESSMENTS

GRADE LEVELS	ASSESSMENT AND DATES OF ASSESSMENT	COST OF ASSESSMENT	INSERVICE NEEDS	PURPOSE	TESTING CONDITIONS AND PERSONNEL	UTILIZATION OF RESULTS	DISSEMINATION PROCEDURES
9-12	Basic Literacy Foundational Skills Checklist-ELA Math Checklist-Math	None	As needed	Screening probe for ELA & Math for MAP-A eligible students	Given by Special Education teachers	Special education programming	Classroom teachers Principals SSD staff
9-12	National Assessment of Educational Progress (NAEP) Scheduled by NAEP	None	As needed	Monitor U.S. education process	Only given if school is chosen by NAEP and is administered by NAEP Personnel	National Report Card	Individual results are not returned Results reported by states
9-12	WIDA ACCESS Placement Test (W-APT Screener)	None	As needed	English proficiency screener for ELL students entering the	Given by ELL teacher	Provide instruction based on level of English proficiency	Report to ELL and classroom teachers

				district			
9-12	Assessing Comprehension & Communication in English State to State (ACCESS) February	None	As needed	English language proficiency assessment that DESE has selected to meet requirement of NCLB to annually assess Missouri students who are eligible for ELL services	Given by ELL teachers	Data is used to determine level of proficiency of ELL students who are receiving services	Results are shared with teachers, ELL teachers and parents
11-12	(HI-SET) Missouri Options Program August through July	\$40 Per test District pays for first 2 tests, thereafter student pays	Yearly – first week of August	Alternative way for students to receive their high school diploma	Given ONLY at state assigned testing centers	Satisfy alternative high school requirement for a diploma	Results are shared with high school upon completion of program for diploma to be issued when cohort group graduates
9-12	Advanced Placement (AP)	\$94 paid by student	As needed	College credit Weighted grades/GPA/class rank	AP Test Coordinator, in building or off site location	Test determines if the student earns college credit	Results are sent to parents and counselors Discussion to follow on application

9-12	<p>END OF COURSE (EOC) EXAMS</p> <p>December</p> <p>May</p> <p>Summer</p> <p>Required EOCs:</p> <p>Algebra I Government English II Biology PLTW</p>	<p>\$1.80 per exam for Algebra I and II, Biology, and English II</p> <p>There is no charge for the Government or PLTW EOC</p>	<p>District Test Coordinator</p> <p>Building Test Coordinator</p> <p>All staff who Administer EOC Exams will be in-serviced on appropriate EOC test administration and use</p>	<p>Evaluate individual student achievement</p> <p>Evaluate curriculum and instruction at classroom, building, and district levels</p> <p>Assist in tutoring decisions</p> <p>Meet State and Federal requirements for achievement testing</p>	<p>Building Test Coordinators will oversee the administration of the EOC Exam by classroom instructional staff</p> <p>The administration of the test and make-up tests will be accomplished during the designated testing window</p>	<p>Parents, teachers, and students will be encouraged to review individual test results, identifying areas of relative strength and weaknesses and set goals for the strengthening of skills</p> <p>Reports of Building and District scores will be analyzed, strengths and weaknesses in curriculum and instruction identified and modifications made as needed</p>	<p>Student test results are sent to each school in care of the principal or counselor</p> <p>Building principals coordinate the date and method of sending student reports home so high schools send them home at the same time</p>
9-12	MO Connections	None	As needed	Individual interest profile: college, careers, etc.	Guidance 9-12 Counseling	College and career readiness	Annual review of 4-year plan

10-11	PSAT October	\$14.00 paid by student	All new high school counselors will be given instruction in the administration and interpretation of PSAT scores	National Merit Scholarship & pre SAT students will be encouraged to take these tests as early as possible and as often as necessary to produce scores truly commensurate with their potential	The PSAT will be administered by the high school counseling staffs during the regular school day	Counselors will encourage students through group and 1:1 conferences, to use their test scores in the realistic planning of their post-secondary education	Students and parents will receive a report of scores from the national testing service. Counselors will receive a report of scores for inclusion in the students' cumulative record folders
11	ACT April	District funded	All high school counselors will be given instruction in the administration and interpretation of ACT scores.	College assessment Students are encouraged to take these tests as early as possible and as often as necessary to produce scores truly commensurate with their potential	Building Test Coordinators will oversee the administration of the ACT by classroom instructional staff The administration of the test will be set by the state of MO each year	Counselors will encourage students through group and 1:1 conferences, to use their test scores in the realistic planning of their post-secondary education	Students and parents will receive a report of scores from the national testing service Counselors will receive a report of scores for inclusion in the students' cumulative record folders

11	A.S.V.A.B. (Armed Services Vocational Aptitude Battery) April	None	None	Aptitude awareness and military entrance Provide additional input related to the student's career decision making process	Administered by counselors in building	Individually or through conferences with counselors, students use their A.S.V.A.B. results to explore career options and make an individual career decision	A copy of the A.S.V.A.B. computer printout is provided to the student, one copy is included in the permanent record folder and a stick-on with scores only is attached to the student's test card in the permanent record Students will have the A.S.V.A.B. interpreted by counselors through 1:1 conferences and students will be referred to and encouraged to use all available resources in using A.S.V.A.B. results while pursuing an individual career direction
10-12	Personal Finance scheduled by teacher at end of semester	\$500 Annually	District Test Coordinator	Monitor progress	1 hour, online Need internet access	Data used to make changes in curriculum and instructional delivery	Results are shared with students, teachers and administrators

11-12	SAT October through June	\$51	All high school counselors will be given instruction in the administration and interpretation of SAT scores	Students will be encouraged to take these tests as early as possible and as often as necessary to produce scores truly commensurate with their potential	Student take on their own off site	Counselors will encourage students through group and 1:1 conferences to use their test scores in the realistic planning of their post-secondary education	Students and parents will receive a report of scores from the national testing service Counselors will receive a report of scores for inclusion in the students' cumulative record folders
11-12	Tests of Adult Basic Education(TABE)	\$3.25per student	As needed	Entrance into MO Options	SCOPE	Entrance into MO Options	Students: MO Options, intake meetings with Parents, also sent to sending schools
11-12 SCOPE	Terra Nova	\$5.20 per student	As needed	Entrance into MO Options	SSD Resource teachers give test	Results provide baseline	Results go to teachers, instructional use
12	ASK Institute for Assessment of the Skills and Knowledge of Business(Technical Skills Attainment)	\$35 per student	Director College and Career Readiness	Required under Perkins for concentrators	Test given at end of senior year Need internet access	Report to DESE	Results are shared with students, teachers, administrators and DESE

11	Dynamic Learning Map MAP-A ELA:11 Math: 11 Science: 11	None	Yearly as needed	Required by State to monitor the performance of Missouri's education system	Given in classroom by special education teacher and trained staff; test data is entered by special education teacher in DESE's online Profile system	Improve students' acquisition of important knowledge, skills, and competencies	Shared with special education teachers, schools and parents
	ProStart						
	ServSafe						
9-12	IXL Fall, Winter and Spring Benchmark Windows		As needed	Assess students mastery of math standards	Benchmark assessment given by classroom teachers	Determine progress over course of school year	Classroom teachers Grade Level Teams Principals SSD staff
9-12	STAR Fall, Winter and Spring Benchmark Windows		As needed	Assess students mastery of reading standards	Benchmark assessment given by classroom teachers	Determine progress over course of school year	Classroom teachers Grade Level Teams Principals SSD staff

9-12	Panorama SEL Fall, Winter and Spring Benchmark Windows		Fall/Spring	Survey's social/emotional learning competency of students for wellbeing	Given on-line by teachers	Provides school team a snapshot of a student's SEL skillset	Classroom teachers, School Counselors, Principals, SSD Staff