

Ste. Genevieve County R-II School District

Assessment Plan

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Ste. Genevieve County R-II School District
Assessment Plan
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Ste. Genevieve County R-II School District Assessment Plan

Part I: Introduction

Rationale: The Board supports the establishment of the district's Assessment Plan as one indication of the success and quality of the total education in the school district. With time and effort, the district's Assessment Plan will produce:

- a comprehensive assessment program which monitors a variety of learning indicators for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction and programs;
- teachers and administrators: 1) who are knowledgeable about types of assessments and the uses, data analysis, and strategies to motivate students to do well on tests, and 2) who test security policies and strategies for teaching test-taking skills;
- increased public awareness of student achievement.

Overview: The district's Assessment Plan contains all components as specified in MSIP Standard 6.2, including:

- 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;
- specific strategies for assessing the Show-Me Standards that are not assessed through the Missouri Assessment Program (MAP);
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking strategies; and
- a test-security policy.

Additional components of the Assessment Plan include motivating students to perform well on assessments and informing instruction through data analysis.

Process and Involvement: The district gathers a wide range of input and ideas from various stakeholders within the district to develop the Assessment Plan. In addition, the district also uses input gathered from the annual CSIP Committee meeting to guide the Assessment Plan. It is the belief of the district that the Assessment Plan reflects local autonomy and will bring about desired outcomes.

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Part II: Testing of Student Achievement

Rationale: In compliance with Board Policy IL-1 (Part IV), the district expects all students to participate in all district or statewide assessments. Missouri has no policy that would allow students to opt out of assessments.

In combination with other criteria, standardized tests provide an indication of student achievement. The purpose of the district-wide assessment program is to 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 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 and remediation.
3. **Instructional and Curriculum Changes:** To provide data that will assist in the preparation of recommendations for instructional and curriculum changes to:
 - guide teachers as they use this data to create plans to meet the needs of their students
 - inform the district as updates to curriculum are made
 - help professional staff formulate and recommend instructional policy
 - guide the Board of Education when considering the adoption of 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 a continual effort to improve instruction, curriculum and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of students in meeting the Missouri Learning Standards. Other assessments given are described in the chart contained in this section of the district's Assessment Plan.

The district-wide Assessment Plan is used as a vehicle for furnishing 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 disaggregated and aggregated student performance data. The board will annually review performance data disaggregated based on free/reduced lunch status, race/ethnicity, gender, identified disability, migrant and/or LEP students in order to effectively monitor student academic achievement and dropout/persistence to graduation rates. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

There shall be involvement in the development of the district-wide Assessment Plan 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.

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As recommended by DESE, the chart following this page will:

- define what tests and assessments are included in the district-wide assessment program
- identify the grade the test is given and
- explain the purpose of each test.

Results of assessments:

- will be used to help drive instruction and learning
- will help determine the effectiveness and appropriate alignment of curriculum to the Missouri Learning Standards and
- will be disseminated to students, parents/guardians, and staff according to guidelines set forth by DESE.

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Standardized Achievement and Ability Testing Program

GRADE LEVEL	NAME OF TEST	SUBJECT(S) TESTED	PURPOSE	TEST WINDOW
K-12	WIDA/ACCESS for English Language Learners	Reading, Writing, Speaking and Listening	Determine English Language Proficiency for ELLs to provide better English skills services	January - February
K-5	iReady Diagnostic	ELA, Math	Through-year testing aligned with state testing to help students and teachers monitor learning goals and adjust instruction. Screener for Significant Reading Delays	Within first 30 days (K later in fall), Winter, Within last 30 days
1-5	iReady Literacy Tasks	Reading Fluency	Screener for Significant Reading Delays	Within first 30 days, Winter, Within last 30 days
1-5	Informal Decoding Inventory (IDI)	Reading, Writing	Identify areas of instructional focus for vocabulary, comprehension, fluency, word recognition, and phonological awareness	Fall, Winter, Spring
K	Kindergarten Entry Assessment(KEA) - Kindergarten Observation Form (KOF)	Motor, Concepts, Language, Self-Help, and Social Development	Measure a child's skills and behaviors to determine a child's overall school readiness as well as strengths and growth in each early learning domain.	First 2-6 weeks of kindergarten
2	Inview	Verbal, Non-Verbal Reasoning	Determine cognitive ability for use in special education and gifted screening	October
3-8	Grade Level Assessment	English Language Arts, Mathematics, Science (5th and 8th)	Determine student achievement in tested areas in compliance with state and federal mandates	March - May
3-12	MAP-A	English Language Arts, Mathematics, Science	For students who have IEPs and with significant cognitive disabilities, determine student achievement in tested areas in compliance with state and federal mandates	Fall: Sept. - December Spring: February - May
4	Inview	Verbal, Non-Verbal Reasoning	Determine cognitive ability for use in special education and gifted screening	October
	National Assessment of Educational Progress (NAEP)**	Mathematics, reading, science, writing, civics, geography, and U.S. history	Congressionally mandated project to assess what America's students know and can do in various subject areas. **If Selected	January
6-12	NWEA MAP Growth	Reading, Language, Mathematics, Science	Through-year testing aligned with state testing to help students and teachers monitor learning goals and adjust instruction. Identify areas of instructional focus for vocabulary and comprehension	September, December/January, April/May

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6-12 (with RSPs)	Informal Decoding Inventory (IDI)	Reading, Writing	Identify areas of instructional focus for phonics and phonological awareness	Fall, Winter, Spring
	DIBELS	Reading	Identify areas of instructional focus for fluency	Fall, Winter, Spring
6	Inview	Verbal, Non-Verbal Reasoning	Determine cognitive ability for use in special education and gifted screening	October
8	Missouri Connections Career Cluster Inventory	Interest Inventory	Evidence based career assessment, planning and guidance resource	Yearlong
	National Assessment of Educational Progress (NAEP)**	Mathematics, reading, science, writing, tech. and eng. lit., civics, geography, and U.S. history	Congressionally mandated project to assess what America's students know and can do in various subject areas. **If Selected	Selected for 2/21/24
9-12	End of Course Exams	<u>Required:</u> English II, Algebra I (could be 8th grade, Algebra II in high school if this is the case), Biology, Government <u>Optional:</u> English I, Algebra II, Geometry, American History	Determine student achievement in tested areas in compliance with state and federal mandates	Spring: February - May
9	CPR and First Aid Training	CPR and Heimlich Maneuver or Other First Aid for Choking	Ensure students receive 30-minutes of instruction and training in order to handle small emergency situations	Yearlong
	Inview	Verbal, Non-Verbal Reasoning	Determine cognitive ability for use in special education and gifted screening	October
10	Citizenship Exam	Social Studies	100-Question Citizenship Exam similar to the U.S. Citizenship Test to ensure students graduate with the tools they need to become informed and engaged citizens	Fall
	Missouri Constitution	Social Studies	Ensure students receive instruction on the Missouri Constitution, American history and institutions, branches and functions of state and local government, and the electoral process	Winter
	US Constitution	Social Studies	Ensure students receive instruction on the US Constitution, American history and institutions, branches and functions of federal, state and local government, and the electoral process	Spring

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11-12	American College Test (ACT) - National Test Dates	English, Mathematics, Science and Social Studies	Measures high school students' general educational development and capacity to complete college-level work	Published and Updated on act.org
11	American College Test (ACT) - District Test Date OR ACT WorkKeys National Career Readiness Certificate	English, Mathematics, Science and Social Studies Applied Math, Graphic Literacy, Workplace Documents	Measures high school students' general educational development and capacity to complete college-level work Measures and certifies the essential work skills needed for success in jobs across industries and occupations.	April
	Armed Services Vocational Aptitude Battery (ASVAB)	Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning and Mathematics Knowledge	1) Measures abilities and predicts future academic and occupational success in the military. 2) Highly effective career exploration exam for students hoping to figure out the best career pathway available.	December 4 & 6, 2023
	PSAT**	Reading, Writing and Math	Predict performance on the Scholastic Aptitude Test (SAT). **Voluntary.	10/18/23
12	National Assessment of Educational Progress (NAEP)**	Mathematics, reading, science, writing, civics, economics, geography, and U.S. history	Congressionally mandated project to assess what America's students know and can do in various subject areas. **If Selected	January - March

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Part III: Guidelines for Including Students with Special Needs

Rationale: Missouri has 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 (MAP) assessments developed for specific content areas and grade/course levels or the MAP Alternate Assessment.

In order to comply with federal laws and state mandates, the Ste. Genevieve County R-II School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills and learning characteristics. This decision will become a part of a student's IEP. Students with special needs will participate in the MAP one of three ways:
 - a. **MAP Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
 - b. **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance. These accommodations will be stated in the student's IEP.
 - c. **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.
2. Decisions regarding participation in the district-wide assessment program 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 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. Decisions about participation in district level assessments will be a part of a student's IEP.
3. The IEP team will ask the following three questions to determine how the student will participate in the state and district-wide assessment program.
 - a. **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 MAP subject area assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.

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- b. **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 MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students may require accommodations in testing procedures.
 - c. **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 related mostly to self-care and life skills. The IEP team will review the Missouri Department of Elementary and Secondary Education's (DESE) Alternative Assessment Flow Chart or checklist to determine if the students meet eligibility to 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 student's IEP.
- 4. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.
 - a. 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.
 - b. 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 reasons for those decisions.
 - c. Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on goals, DESE guidelines, and content of that student's instruction.
 - d. 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.
 - e. Decisions about participation should never be based on program setting, category of disability or percent of time in the regular classroom.
 - f. 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 because they are not expected to do well.
 - g. As circumstances continue to change, participation decisions will be reviewed just prior to assessment to be sure that they are still appropriate.
- 5. 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.
 - a. **Step 1:** Identify the learning characteristics and needs of the student.
 - b. **Step 2:** Identify the accommodations used during instruction.

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- c. **Step 3:** Become familiar with the MAP subject area assessments, 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 MAP released items, other information available from DESE and testing vendors, read the examiner's manuals, and if possible observe administrations of the various assessments. The IEP team should include someone knowledgeable about the MAP subject area assessments, the MAP Alternate Assessment and the assessments included in the district-wide assessment program so that informed participation or accommodations decisions can be made.
 - d. **Step 4:** Use what is known about the student, accommodations used in the classroom, the items included on the MAP, and the assessments included in the district-wide assessment program to identify possible accommodations needed during testing.
 - e. **Step 5:** Determine which of the identified accommodations are appropriate for the MAP 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 MAP subject area assessments and/or the assessments included in the district-wide assessment program.
 - i. IEP team members should consider the following:
 - 1. Does this accommodation change what is tested?
 - 2. If this accommodation is used, is the integrity of the test protected?
 - 3. Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
 - 4. Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the students?
 - 5. Does the accommodation threaten test security?
 - f. **Step 6:** Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team should 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.)
6. The following information related to assessment will be included in the IEP.
- a. A description of how a student will participate in the state and district-wide assessment programs.
 - b. Statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
 - c. 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 portion of MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)
7. Parents of students with special needs will be part of the IEP team discussion and will be informed about:
- a. options for their child's participation in the state and district-wide assessment programs

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- b. the benefits to be gained as a result of participating in standardized testing
 - c. the reporting policies of IDEA regarding student achievement
 - d. accommodation options for the state and district-wide assessments and
 - e. 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.
8. Once the test results are obtained from the MAP and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.
 9. 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.
 10. To ensure the anonymity of all students, test results will not be reported in disaggregated form if there are fewer than ten students in a given grade level.

Note: When deciding which parts of the MAP subject area assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise that the student should attempt as many items as possible to obtain the highest possible level of achievement.

The district-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e. all second grade students, all students enrolled in sixth grade reading classes, all the boys in the district, all kindergarten students, etc.)

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Part IV: Guidelines for Professional Development Related to Student Assessment

Teachers and administrators in the Ste. Genevieve County R-II School District will participate in professional development 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.

The topics related to state and district-wide assessment that will be addressed in professional development 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 state assessments and other standardized tests
- how to create performance-based classroom activities/assessments and scoring guides and
- how to motivate students to take state assessments seriously and possible incentives which could be offered to students

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

- study groups/focus groups/building level MAP teams
- building level and district-wide professional development facilitated by MAP Senior Leaders and team members, MAP Facilitators, RPDC staff, DESE staff, district administration 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
- attending state and regional workshops related to CSIP goals, areas of needed student improvement and MAP
- training for beginning teachers by attending meetings offered by RPDC, teacher organizations and/or colleges/universities and participating in the district's Teacher Training Program and
- 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 administration. Days are included in the district's calendar to allow for professional development opportunities. To allow for teacher observation, peer coaching, MAP team training and departmental meetings, the district may arrange to pay stipends for after school meetings/set-up common planning time/will hire substitutes for release time out of the classroom/etc. As incentives for teachers to attend after school programs, the district may pay stipends.

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Ste. Genevieve County R-II School District operates under 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 positive learning cultures within each building.

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Part V: Teaching Test-Taking Strategies for Assessments

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

Background information: The core subject area state assessments can include three types of items.

- Multiple-choice items in which students choose the correct answer from given 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. In communication arts, the student is given a writing prompt and must use the writing process of doing a pre-writing activity, a rough draft, a self-edit and a final copy. In math, the student is required to formulate a strategy to solve a multistep problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory or field investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective and give reasoning to support the claim.

Two Types of Test-Taking Strategies

There are two types of test-taking strategies:

1. Short term strategies that can be done shortly before the test.
2. Long term strategies that need to occur over time within the instructional process.

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Ste. Genevieve County R-II School District Guidelines for Teaching Test-Taking Strategies

Shortly before the state 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 performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

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

- address all parts of the question
- include specific examples from the 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
- think about and write multiple correct answers when applicable
- make sure pronouns are preceded by antecedents in the response and
- use major elements of the question/item stem as statements in the answer

All teachers in the district will teach students strategies on **performance events** by teaching students to:

- formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process
- consider all possibilities when solving a problem, choose the best answer and justify the reasoning for their choice
- consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications)
- interpret data (i.e. a picture, graph, data, etc) to make an inference needed to answer a question
- apply knowledge of material in multiple contexts and across content to devise alternative solutions
- 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) and
- describe the process used for finding the solutions or tell why the proposed solution is the best

Ste. Genevieve County R-II School District views teaching students the skills and processes needed to be successful on the state assessments is synonymous with teaching students to be successful in life. Therefore, the following “Teaching Tip for Improving Student Performance” should be incorporated in classrooms.

IMPORTANT NOTICE: This teaching tip can be used throughout the school year at an age appropriate level in all classrooms K-12. The goal is to get students to internalize the information contained on the

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chart. It is suggested the chart be used in the instructional process as a teaching tool and not just a cue during MAP testing. Once the students have become proficient in creating quality responses to open-ended constructed items, remove the chart from the wall. Set a goal (date or time span) for the internalization of the information by students. For example: 85% of my students will know and be able to apply 85% of the information on the chart by the beginning of the 2nd semester. In the interim, periodically, remove the chart from the wall to see how much of the chart's information has been internalized. Look at the results to determine which criteria need to be addressed in greater detail. Just hanging the chart on the wall will not teach students how to write quality answers. The process described at the top of the page should occur throughout the school year to teach students to write quality responses.

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A Teaching Tip for Improving Student Performance

Create a generic chart to hang on the wall that gives a listing of criteria needed for the creation of top quality answers. In front of each criteria, put a number. (See example below.)

When writing test questions or questions for assignments, behind each one, put the numbers of the criteria that need to be demonstrated for a top quality answer. (See example below.)

Instruct students to look at the chart prior to responding to the question to determine what a quality answer involves. Once the student has written the answer, have him/her examine the answer for its ability to meet the specified criteria. They should mark through each of the numbers once they are satisfied that their answer has met the specified criterion.

When the teacher grades the student response, she/he can put a + or – under each of the numbers to indicate whether or not the student’s response meets the specified criterion. This will provide the student with the needed formative feedback to modify the answer and/or act as a prescription for improving future responses to open-ended constructed response items.

Criteria Needed for Success in Answering Open-ended Constructed Response Questions	Sample Questions
1. Address all parts of the question. 2. Include specific examples from the text. 3. Make reference to specific characters and titles. 4. Give specific examples to support the claim. 5. Show the major steps in your solution process (math). 6. In addition to multiple likenesses, show multiple sets of corresponding differences. 7. Include a title and labels on your graphic organizer. 8. Don’t stop at just one correct answer. Think about and write more correct answers. 9. When using pronouns in your answer, be sure they are preceded by antecedents. 10. Use major elements of the question/item stem as statements in the answer.	Create a graphic organizer that shows how Snow White and Cinderella are alike and how they are different. (6, 7) Explain why George Washington is considered to be a ‘Founding Father’ of our nation. (4, 8, 9) If each person eats $\frac{1}{4}$ of a pizza and each pizza costs \$12.00, how many pizzas would be needed to feed 18 people? What would be the total cost? (1, 5) Explain the role ‘fear of animals’ plays in each of the stories <i>Little Red Riding Hood</i>, <i>The Three Bears</i>, and <i>The Three Little Pigs</i>. (2, 3, 9)
Teaching Tip Created by Jana Scott Note: In addition to the criteria listed on the sample chart, there are others needed for success in answering open-ended questions. This list is generic and cuts across many disciplines. It is a good starting point. For a more subject specific listing of tips for improving student achievement, talk with your district’s Map Senior Leader or call the MAP Regional Facilitator in your region.	

Ste. Genevieve County R-II School District

Assessment Plan

Part VI: Policy IL-1: Assessment Program

Policy
ASSESSMENT PROGRAM

Descriptor Code: IL-1

(K-12 Districts)

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

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

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

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

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

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - ▶ Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - ▶ Help the professional staff formulate and recommend instructional policy.

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- ▶ Help the Board of Education adopt instructional policies.
- 4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
- 5. *Accreditation* – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

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

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

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

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

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

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EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

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

National Assessment of Educational Progress

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

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

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Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Date Adopted: 9/20/2016
Last Revised: 2/19/2019

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Part VII: Assessment Safeguards

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. All staff associated with the assessment process (test coordinators, examiners, translators, proctors, and any district staff who have responsibilities in providing, monitoring, or overseeing student testing as designated by the superintendent or designee) are responsible for understanding and implementing the security measures in Policy ILA: Test Integrity and Security and Guidelines for Test Security.

Guidelines for Test Security

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

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General Test Administration:

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing:

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

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Online Testing:

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

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Policy ILA: Test Integrity and Security

Policy ILA: TEST INTEGRITY AND SECURITY

Status: ADOPTED

Original Adopted Date: 09/20/2016 | Last Revised Date: 10/15/2024 | Last Reviewed Date: 10/15/2024

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors, and any district staff who have responsibilities in providing, monitoring, or overseeing student testing as designated by the superintendent or designee.

Districtwide Test Coordinator

The superintendent or designee will appoint a districtwide test coordinator who will perform the duties as described in the most recent version of the Guide to the Missouri Assessment Program published by the Department of Elementary and Secondary Education (DESE).

Training on Integrity and Security for Each Assessment

Each assessment has a testing manual that includes the security and integrity requirements for the assessment to produce valid results. The board requires that test-specific integrity and security measures be implemented as directed by the manual and that any breach, or suspected breach, of those integrity and security measures be reported promptly to the districtwide test coordinator.

Prior to test administration, the districtwide test coordinator must require, as part of general staff training for the assessment, that all staff associated with the assessment process familiarize themselves with the testing manual's section for the security and integrity requirements and practices for the relevant test(s) and participate in any other district-created training.

Sanctions Against Improper or Unethical Practices

All district staff are required to take action to prevent improper or unethical practices regarding test administration and report any concerns to the districtwide test coordinator. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area or device except during test administration unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Accessing test questions prior to when the test is given unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Copying, printing, downloading, or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
6. Failing to return all test materials following test administration.
7. Directly teaching any actual test item or taking actions to discover test items included on a test.
8. Altering in any way a student's responses on a test.
9. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; and allowing students to give each other answers to questions or copy off each other's work.
10. Altering test administration procedures in any other way to give students an unfair advantage or otherwise permitting students to breach security and integrity protocols applicable to the test-taker.

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11. Administrators or other staff members pressuring or encouraging teachers to engage in any practice that is contrary to test integrity and security.

District employees are required to immediately report any suspected violation of this policy to the districtwide test coordinator. The districtwide test coordinator or designee will immediately investigate to determine whether a district employee engaged in any improper or unethical practices. If the allegations against the employee are proven, the districtwide test coordinator or designee will generate an investigation report and forward it to the superintendent, who will take appropriate disciplinary action, up to and including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

The districtwide test coordinator is responsible for reporting to and cooperating with DESE in the event of a suspected or known breach of the security and integrity requirements for an assessment.

If the districtwide test coordinator is alleged to be involved in behavior prohibited by this policy, the report shall be made to the superintendent or designee, who shall assume the responsibilities of the districtwide test coordinator for purposes of the report.

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

Ste. Genevieve County R-II School District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on state assessments.

Each building within the district will decide what strategies to use to motivate students to do their best on the state assessments. 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.
- grade enhancements, additional credit for final grades, bonus points, etc.
- applications for state reimbursements for Advanced Placement/dual credit classes based on student MAP results
- required summer school attendance or remedial instructional requirements and
- 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 (See following scoring guide.)

Since the MAP and EOC scores do not come back until the fall, teachers in each building will develop a program for providing incentives to students in the spring, shortly after the state testing. Testing behavior such as a positive attitude during testing and the appearance of putting forth an effort are to be used as a means of determining whether or not a student earns the incentives.

In addition, when the district receives testing results, high achieving students will be recognized.

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Using an Effort and Attitude Scoring Guide During Testing

Oftentimes, students are not motivated to try their best when taking the state and other assessments. An effort and attitude scoring guide can be used to help motivate students to put forth their best effort. Teachers can design their own scoring guide and may want to include such things as effort, attitude, coming to the session prepared for the test (i.e. bringing a book to read upon completion and pencils.) Attached is a sample of one such scoring guide designed by a group of teachers.

During the test, a proctor may be used to observe student behavior. The proctor can watch for the following:

- the student appears to be on task
- the student has a positive attitude toward testing (no complaining)
- the student appears to be making an honest attempt to answer the items and
- upon completion, the student checks his/her answers prior to handing in the test.

Note: The proctor/teacher is not to assist students with answers or check the students' answers.

Upon completion of the test, the proctor can assign points for effort and attitude based on the student's behavior that he/she has observed during the testing process. Students may use their points to buy privileges or prizes. Teachers may want to get student input as to incentives, prizes, privileges, etc.

It is a good idea for the teacher to discuss this process well in advance of the testing session and again, just prior to testing. Tell students what you expect of them during the testing process (i.e. to try their best on all items, to remain on task, to check their answers prior to handing in the test, to exhibit a positive attitude prior to and during testing, to come to the testing session with a book to read upon completion and two pencils, etc.) Tell students that you (or a proctor) will be using a scoring guide as a means of recording your observations of behaviors and that points may be earned to buy prizes or privileges.

Caution: Assigning points based on observation of attitude and effort is subjective. Therefore, it is suggested that teachers offer prizes and incentives (positive rewards) rather than using these points as part of a grade for a course or subject.

Narrative by Jana Scott, MAP Facilitator

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Attitude and Effort Scoring Guide During Testing				
Student Name: _____		Grade: _____		
Assessment: _____				
Total Points Earned/Possible: _____ / _____		Date (s): _____		
	3	2	1	0
Attitude X2	The student demonstrated a positive attitude regarding testing and encouraged others to try their best.	The student demonstrated a positive attitude about testing and did not complain.	The student complained about having to take the test.	The student demonstrated a negative attitude which impacted other students.
Effort <u>Notes:</u> - Observation only. - Do not grade items. X3	The student appeared to make an honest attempt at the items and checked responses before submitting.	The student appeared to make an attempt on all or almost all of the items.	The student appeared to make an attempt on some of the items. More effort could have been made.	The student appeared to put forth little effort in trying to do well on the test.
Quality of Responses X1	The responses were accurate, complete, and detailed.	The responses were essentially correct but overly general and/or simplistic.	The responses show an attempt but were inaccurate or incomplete.	The responses show little to no understanding or were insufficient to score.