2026-27 DISTRICT ASSESSMENT PLAN

SUBMITTED BY
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District Assessment Plan Review Team

The Mexico Public Schools District Assessment Plan was developed collaboratively by district and building leaders to ensure compliance with Missouri Department of Elementary and Secondary Education (DESE) requirements and to support continuous improvement in teaching, learning, and student achievement.

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Introduction

The Mexico Public Schools District Assessment Plan provides a framework for the district's comprehensive assessment program. It outlines the assessments administered across the district, the purpose of each assessment, expectations for assessment administration and security, and the processes used to ensure assessment results are used effectively to support student learning.

The plan is designed to promote consistency in assessment practices, ensure compliance with Missouri Department of Elementary and Secondary Education (DESE) requirements, and support informed decision-making at the classroom, building, and district levels. It also serves as a resource for educators, administrators, families, and the Board of Education by communicating how assessment information is collected, interpreted, and used.

This District Assessment Plan is reviewed annually and revised as needed to reflect changes in assessment requirements, district practices, and continuous improvement efforts.

Assessment Philosophy

Mexico Public Schools believes that assessment is an essential component of effective teaching and learning. A comprehensive assessment system provides meaningful information about student progress, guides instructional decisions, supports continuous improvement, and promotes academic success for all students.

The district is committed to maintaining a balanced assessment system that includes classroom, diagnostic, benchmark, district, and state assessments. Each type of assessment serves a distinct purpose and contributes to a comprehensive understanding of student learning. No single assessment should be used as the sole measure of a student's achievement, teacher effectiveness, or the quality of an educational program.

Assessment results are used to:

- Monitor student progress toward mastery of the Missouri Learning Standards.
- Inform instructional planning and classroom practices.
- Identify students who may benefit from intervention, enrichment, or additional support.
- Evaluate the effectiveness of instructional programs and district initiatives.
- Support school and district continuous improvement planning.
- Meet state and federal accountability requirements.
- Communicate student progress with families and other stakeholders.

Mexico Public Schools is committed to ensuring that all assessments are administered ethically, consistently, and in accordance with Missouri Department of Elementary and Secondary Education (DESE) requirements and assessment vendor guidelines. The district also recognizes the importance of providing equitable access to assessments through appropriate accommodations and supports for eligible students.

Assessment is most valuable when it is used as part of an ongoing cycle of teaching and learning. District staff members routinely analyze assessment results, collaborate to identify trends and student needs, implement instructional adjustments, and monitor the effectiveness of those changes. This continuous improvement process helps ensure that assessment data lead to meaningful actions that improve outcomes for students.

Ultimately, the purpose of assessment is not simply to measure learning, but to improve learning. Mexico Public Schools is committed to using assessment information thoughtfully and responsibly to support student achievement and ensure every student has the opportunity to succeed.

District Assessment Overview

Mexico Public Schools administers a balanced system of assessments designed to support student learning, guide instructional decisions, monitor academic growth, and meet state and federal accountability requirements. The district uses a variety of assessment types throughout the school year, each serving a distinct purpose within the instructional process.

Assessment Type	Primary Purpose	Examples
Screening Assessments	Identify students who may need additional instructional support or intervention.	DIAL-4, PSI/PASI, Dyslexia Screener, NNAT, WIDA Screener
Diagnostic Assessments	Determine students' current knowledge and skill levels to guide instruction and intervention.	i-Ready Diagnostic, WIDA ACCESS
Progress Monitoring Assessments	Measure student growth over time and evaluate the effectiveness of instruction and interventions.	i-Ready Diagnostic, i-Ready Literacy Tasks: Fluency, PSI/PASI
Classroom Assessments	Monitor daily learning, provide feedback, and inform instructional decisions.	Teacher-created formative and summative assessments
State Accountability Assessments	Measure student achievement of the Missouri Learning Standards and meet state accountability requirements.	Missouri Grade-Level Assessments (MAP), End-of-Course (EOC) Assessments, MAP-A
College and Career Readiness Assessments	Measure readiness for postsecondary education, career pathways, and workforce success.	ACT, WorkKeys, ASVAB, Technical Skills Attainment (TSA), Advanced Placement (AP)

Balanced Assessment System

Each assessment administered by Mexico Public Schools serves a specific purpose within the district's balanced assessment system. Classroom assessments provide immediate feedback for instruction, district assessments monitor student growth and guide intervention, and state assessments measure progress toward the Missouri Learning Standards while supporting school and district accountability.

Participation in State and District Assessments

Mexico Public Schools is committed to ensuring that all students participate in state and district assessments in accordance with Missouri Department of Elementary and Secondary Education (DESE) requirements and applicable federal laws. Participation in statewide and district assessments provides valuable information about student learning, instructional effectiveness, and district performance while ensuring equitable educational opportunities for all students.

Unless otherwise determined by the student's Individualized Education Program (IEP) Team or other applicable educational team, all students are expected to participate in required state and district assessments.

Students with Disabilities

Students receiving special education services under the Individuals with Disabilities Education Act (IDEA) will participate in the Missouri Assessment Program (MAP) and district assessments, as determined annually by the student's IEP Team.

The IEP Team will determine:

- The appropriate assessment for the student.
- Whether testing accommodations are necessary.
- Whether the student meets DESE eligibility criteria for participation in the Missouri Alternate Assessment (MAP-A).

Assessment decisions are based on the student's instructional program, individual learning needs, and current DESE guidance, not on disability category, educational placement, or anticipated test performance. Students who participate in the general education curriculum will participate in the appropriate state and district assessments, with or without approved accommodations, as determined by the IEP Team. Students with the most significant cognitive disabilities who meet DESE eligibility requirements will participate in the Missouri Alternate Assessment (MAP-A).

Students Served Under Section 504

Students with Section 504 Plans will participate in required state and district assessments. Approved testing accommodations identified in the student's Section 504 Plan will be provided when appropriate and consistent with DESE assessment policies.

English Learners (EL)

English Learners (ELs) will participate in all required state and district assessments in accordance with DESE requirements. Appropriate accommodations, including language supports when permitted, will be provided based on individual student needs and current assessment guidance.

Students identified as English Learners will also participate in the annual WIDA ACCESS for ELLs assessment to measure English language proficiency and monitor progress toward language acquisition.

Assessment Accommodations

Testing accommodations are intended to provide equitable access to assessments without altering the knowledge or skills being measured.

Accommodations provided during state and district assessments should:

- Be routinely used during classroom instruction and classroom assessments.
- Address the impact of the student's disability or language needs.
- Maintain the validity and integrity of the assessment.
- Comply with current DESE and assessment vendor policies.

Assessment accommodations will be documented in the student's IEP, Section 504 Plan, or other appropriate educational plan, as applicable.

Parent Communication

Parents and guardians are important partners in the assessment process. When applicable, parents will be informed of:

- Assessment participation decisions.
- Approved testing accommodations.

- Participation in the Missouri Alternate Assessment (MAP-A), if applicable.
- Assessment results and their implications for student learning.

Parents are encouraged to discuss assessment decisions with their child's educational team and to participate in the development of assessment-related decisions during IEP or Section 504 meetings.

Professional Development Related to Assessment

Mexico Public Schools recognizes that effective assessment practices depend on knowledgeable educators who understand how to administer assessments appropriately, analyze results, and use data to improve student learning. The district is committed to providing ongoing professional learning that supports high-quality assessment practices and promotes continuous improvement in teaching and learning.

Assessment-related professional development will be aligned with district priorities, the Comprehensive School Improvement Plan (CSIP), Missouri School Improvement Program (MSIP) expectations, district assessment data, and identified staff needs.

Professional learning may include, but is not limited to:

- State assessment administration procedures and testing security.
- District assessment administration and data collection procedures.
- Interpretation and analysis of student assessment data.
- Using assessment results to guide instructional planning and intervention.
- Monitoring student progress toward mastery of the Missouri Learning Standards.
- Appropriate use of formative, diagnostic, benchmark, and summative assessments.
- Implementation of district-approved assessment tools and reporting systems.
- Assessment accommodations and accessibility supports for eligible students.
- Ethical assessment practices and assessment security requirements.

Professional learning opportunities may be provided through:

- District and building professional development sessions.
- Department, grade-level, and collaborative team meetings.
- Instructional coaching and mentoring.
- Professional Learning Communities (PLCs).
- Missouri Department of Elementary and Secondary Education (DESE) training.
- Regional Professional Development Center (RPDC) workshops.
- Assessment vendor training and webinars.
- Conferences, workshops, and other approved professional learning opportunities.

District and building leaders will ensure that staff members responsible for administering state and district assessments receive annual training on current testing procedures, assessment security, accommodations, and applicable DESE requirements prior to each testing cycle.

Following each assessment cycle, educators will collaborate to review assessment results, identify trends and areas of need, evaluate instructional effectiveness, and develop action plans to improve student achievement. Assessment data will be considered alongside classroom evidence of learning and other relevant measures to support informed instructional decisions.

Professional development related to assessment is intended to strengthen instructional practices, improve assessment literacy, and ensure that assessment results are used effectively to support student learning and continuous district improvement.

Test-Taking Strategies

Mexico Public Schools believes the most effective preparation for state and district assessments is high-quality daily instruction aligned to the Missouri Learning Standards. Assessment readiness is developed through meaningful learning experiences, regular opportunities to demonstrate understanding, and familiarity with a variety of assessment formats.

The district is committed to preparing students for assessments in ways that support learning while maintaining the integrity of the assessment process. Test preparation will emphasize the development of academic knowledge, critical thinking, problem-solving, and effective communication rather than memorization or teaching to the test.

Throughout the school year, teachers will provide students with opportunities to:

- Demonstrate learning using a variety of assessment formats, including selected response, constructed response, technology-enhanced items, and performance-based tasks when appropriate.
- Develop critical thinking, reasoning, and problem-solving skills across all content areas.
- Read and interpret complex texts, charts, graphs, tables, and other informational resources.
- Explain their thinking using evidence and appropriate academic vocabulary.
- Practice written responses that clearly communicate understanding.
- Build confidence and stamina for extended testing sessions.
- Become familiar with digital testing platforms and available accessibility tools prior to state assessments.

Prior to state and district assessments, teachers may review appropriate testing procedures and help students become familiar with:

- Assessment directions and testing expectations.
- Computer-based testing tools and navigation features.
- Strategies for managing time effectively during testing.
- The importance of carefully reading each question before responding.
- Reviewing responses when time permits.
- Demonstrating perseverance when encountering challenging questions.

Instructional staff will ensure that students understand the purpose of district and state assessments and encourage them to demonstrate their best effort on every assessment.

Assessment preparation activities will be integrated into regular classroom instruction throughout the school year and will reflect the district's commitment to ethical assessment practices. Mexico Public Schools will not engage in practices that compromise the validity of assessment results, including instruction that is narrowly focused on specific test items or secure assessment content.

By providing rigorous instruction, meaningful assessment experiences, and a positive testing environment, Mexico Public Schools seeks to ensure that assessment results accurately reflect each student's knowledge, skills, and progress.

Test Administration Procedures & Security

Mexico Public Schools is committed to administering all state and district assessments in a standardized, ethical, and secure manner. All assessments will be administered in accordance with Missouri Department of Elementary and Secondary Education (DESE) requirements, assessment vendor guidelines, and district procedures. Maintaining the integrity and security of assessments is a shared responsibility of all staff members involved in the testing process.

Assessment Preparation

Prior to each assessment administration, the District Testing Coordinator (DTC) will provide School Testing Coordinators (STCs) with current information, training materials, testing manuals, and assessment updates provided by DESE and assessment vendors.

School Testing Coordinators will ensure that all personnel involved in test administration:

- Complete all required assessment training.
- Review current testing manuals and administration procedures.
- Understand assessment security requirements and ethical testing practices.
- Receive training specific to the assessments they will administer.
- Understand procedures for administering accommodations, when applicable.

Pre-Administration Procedures

Prior to testing, School Testing Coordinators will:

- Develop testing schedules in collaboration with building administrators.
- Verify student testing assignments and accommodations.
- Ensure testing devices and technology are functioning properly.
- Confirm that testing environments meet assessment requirements.
- Review emergency procedures and protocols with testing personnel.

Test administrators will prepare testing rooms by removing or covering instructional materials that could provide students with assistance during testing, including charts, formulas, vocabulary aids, maps, or other content directly related to the assessment.

Test Administration

All assessments will be administered according to standardized procedures established by DESE and the assessment vendor.

During testing, test administrators will:

- Follow all directions provided in the official testing manuals.
- Actively monitor students throughout the testing session.
- Maintain a secure and distraction-free testing environment.
- Ensure that only approved accommodations are provided.
- Protect the confidentiality of secure testing materials and student information.
- Report any testing irregularities immediately to the School Testing Coordinator.

Students will be encouraged to attend to personal needs prior to beginning each testing session to minimize interruptions during testing.

Completion of Testing

Following each testing session, School Testing Coordinators will:

- Verify completion of all testing sessions.
- Schedule and coordinate make-up testing, as needed.
- Complete required documentation and reporting.
- Ensure all secure testing materials are properly accounted for and submitted.
- Notify the District Testing Coordinator of any testing irregularities.

For assessments scored within the district, designated staff members will follow established district procedures for scoring, recording, and reporting results.

Test Security

Maintaining assessment security is essential to ensuring valid and reliable assessment results. District employees involved in testing are expected to:

- Maintain the confidentiality of all secure assessment materials.
- Follow all testing procedures established by DESE and assessment vendors.
- Protect student login credentials and secure testing information.
- Refrain from discussing, reproducing, or sharing secure test content.
- Report any suspected testing irregularities or security concerns immediately.

Failure to comply with assessment security procedures may result in disciplinary action and, when applicable, reporting to DESE in accordance with state assessment requirements.

Assessment Irregularities

Any suspected testing irregularity or security violation will be investigated promptly by district administration. Testing irregularities may include deviations from standardized testing procedures, unauthorized assistance, failure to implement approved accommodations, breaches of assessment security, or other actions that compromise the validity, reliability, or confidentiality of an assessment.

When warranted, the district will take appropriate corrective action and report violations to DESE in accordance with state assessment requirements.

Student Motivation for State and District Assessments

Mexico Public Schools believes that students are most successful when they understand the purpose of assessment and are encouraged to demonstrate their learning to the best of their ability. The district is committed to fostering a positive assessment culture that emphasizes effort, perseverance, and personal growth rather than competition or comparison among students. Teachers and administrators will help students understand that state and district assessments:

- Provide valuable information about individual student learning and academic growth.
- Help teachers plan instruction and identify areas where additional support or enrichment may be needed.
- Measure progress toward the Missouri Learning Standards.
- Provide information that supports school and district improvement efforts.

Throughout the school year, staff will encourage students to approach assessments with confidence by:

- Maintaining high expectations for all learners.
- Providing a supportive and positive testing environment.
- Encouraging students to give their best effort on every assessment.
- Reinforcing the importance of persistence when tasks become challenging.
- Celebrating individual growth and academic progress throughout the year.

Prior to state and district assessments, schools may implement age-appropriate activities that promote a positive testing experience and reduce student anxiety. Examples may include:

- Schoolwide or classroom encouragement activities.
- Recognition of positive effort and responsible testing behaviors.
- Motivational messages from staff and families.
- Classroom discussions that reinforce a growth mindset and confidence in learning.

Any recognition provided to students should emphasize effort, responsibility, and personal achievement rather than performance on a single assessment. Student incentives, when used, should be appropriate, equitable, and consistent with district expectations.

Mexico Public Schools believes that meaningful learning occurs every day in the classroom. State and district assessments provide one measure of student learning and should be viewed as an opportunity for students to demonstrate the knowledge and skills they have developed throughout the school year.

The Missouri Assessment Program (MAP)

The Missouri Assessment Program (MAP) is the statewide assessment system administered by the Missouri Department of Elementary and Secondary Education (DESE). The program measures student progress toward the Missouri Learning Standards and provides information about student achievement, instructional effectiveness, and school and district performance.

Missouri public school districts are required to administer state assessments in accordance with DESE testing requirements. Results from these assessments provide important information that supports instructional planning, school improvement efforts, and state and federal accountability reporting.

The Missouri Assessment Program includes the following assessments:

- Grade-Level Assessments (GLA) for students in designated grades and subject areas as determined by DESE.
- End-of-Course (EOC) Assessments for students enrolled in designated high school courses.
- Missouri Alternate Assessment (MAP-A) for eligible students with the most significant cognitive disabilities, as determined by the student's Individualized Education Program (IEP) Team using DESE eligibility criteria.

In addition to the Missouri Assessment Program, students may participate in other state-required assessments, such as English language proficiency assessments and other assessments required by state or federal programs. These assessments are identified in the district assessment inventory and annual assessment calendar.

Assessment Administration

State assessments are administered annually according to testing windows established by DESE. Mexico Public Schools follows all state requirements regarding assessment administration, accommodations, assessment security, and reporting procedures.

The District Testing Coordinator and School Testing Coordinators are responsible for coordinating state assessment administration and ensuring compliance with all applicable testing requirements.

Reporting Assessment Results

State assessment results provide valuable information for students, families, teachers, schools, and the district. Assessment results are used to:

- Monitor student progress toward the Missouri Learning Standards.
- Identify instructional strengths and areas for improvement.
- Support instructional planning and intervention efforts.
- Evaluate district and school improvement initiatives.
- Meet state and federal accountability requirements.
- Communicate student achievement and academic progress to families.

Assessment results should be interpreted in conjunction with classroom performance, local assessment data, and other measures of student learning. No single assessment should be used as the sole measure of student achievement or educational effectiveness.

Continuous Improvement

Mexico Public Schools values assessment as one component of a comprehensive continuous improvement process. Following each assessment cycle, district and building teams analyze assessment data to identify trends, evaluate instructional practices, monitor progress toward district goals, and develop action plans that support increased student achievement.

Additional information regarding the Missouri Assessment Program, assessment schedules, administration procedures, and score reports is available through the Missouri Department of Elementary and Secondary Education (DESE).

District Assessment Inventory

LEVEL	ASSESSMENT	CONTENT	PURPOSE	Testing Window
Preschool -Kindergarten	Developmental Indicators for the Assessment of Learning (DIAL) - 4th Ed.	Language Motor Concepts	• Identify school readiness skills. • Establish baseline developmental data. • Identify students who may benefit from early intervention.	Ongoing Primary screening in the Spring
Kindergarten	The Kindergarten Observation Form (KOF)	Covers 5 Essential Domains of School Readiness	• Measure school readiness across Missouri's required developmental domains. • Inform instructional planning. • Support a successful transition to kindergarten.	August- September -must be completed within 2 to 6 weeks of the start of the year. - Deadline: October 15
Kindergarten-12th Grade	WIDA-ACCESS (English Learners)	English Language	• Measure English language proficiency. • Monitor annual language development. • Inform instructional planning. • Support decisions regarding language services.	Kindergarten: August K-12 February
2nd Grade	NNAT: Naglieri Non-verbal Ability Test	General Cognitive Ability	• Screen students for gifted program consideration. • Provide supporting information for gifted identification.	September
Kindergarten – 5th Grade	Phonics Screener for Intervention (PSI) & Phonological Awareness Screener for Intervention (PASI)	Literacy	• Identify foundational literacy skill needs. • Group students for targeted reading instruction. • Monitor progress in foundational reading skills. • Guide intervention decisions.	Early Sept; late Nov; early Feb; early April; Late May
Kindergarten - 8th Grade	I-Ready Diagnostic/Lexile iReady Literacy Task: Fluency Benchmark (K-5 only) Dyslexia Screener-iReady (K-5 only)	English Language Arts & Math	• Measure student achievement in reading and mathematics. • Identify instructional needs. • Monitor student growth over time. • Guide instructional planning and intervention. • Support dyslexia screening requirements. • Measure oral reading fluency (K–5). Note: Minimum 12–18 weeks between diagnostic administrations, as required by Curriculum Associates.	<u>Kindergarten:</u> November (Reading), January (Math), May (Reading & Math) <u>1st-5th grades:</u> September, January, Late April–May <u>6th-8th Grades:</u> September, December, Late April–May
3rd-12th Grades	Missouri Assessment Program-Alternate Assessment (MAP-A)	English Language Arts, Mathematics, Science (grades 5, 8 and 11)	• Measure progress toward Missouri Learning Standards for eligible students with the most significant cognitive disabilities. • Meet state accountability requirements. • Inform instructional planning.	Late April-May TBD (as set by DESE annually)

3rd Grade – 8th Grade	Missouri Assessment Program-Grade Level Assessment (MAP)	English Language Arts, Math, Science (grades 5 and 8)	• Measure student achievement of the Missouri Learning Standards. • Provide state accountability data. • Inform instructional planning and school improvement efforts.	April -May TBD (as set by DESE annually)
5th Grade, 7th Grade and 9th Grade	Missouri Physical Fitness Assessment	Physical Education	• Monitor student fitness levels. • Inform physical education instruction. • Meet Missouri reporting requirements.	April – May
8th – 12th Grades	End of Course Exams (EOC) Algebra I English II Biology American Government	English Language Arts, Mathematics, Science, Social Studies	• Measure student achievement of Missouri Learning Standards. • Evaluate learning in designated high school courses. • Inform instructional planning. • Meet state accountability requirements.	December and/or April - May
11th Grade - Optional (District-Paid)	American College Test (ACT)	English, Mathematics, Reading, & Science	• Measure college readiness. • Provide students with a college admissions assessment. • Inform college and career planning.	April
9th Grade – 12th Grade	Technical Skills Attainment (TSA)	Vocational Education Concentrators	• Measure technical skill attainment in Career and Technical Education programs. • Meet current federal and state Career and Technical Education accountability requirements.	May
Optional for 12th grade	Workkeys	English, Math, Science, Reading	• Measure workplace readiness skills. • Support college and career planning. • Provide students with workforce credential opportunities.	Spring
10th Grade – 12th Grade	Armed Services Vocational Aptitude Battery (ASVAB)	Multiple Content Areas	• Provide career exploration information. • Measure aptitude for military occupations. • Support postsecondary planning.	October
10th Grade – 12th Grade	Advanced Placement (AP)	Multiple Content Areas	• Measure student mastery of Advanced Placement coursework. • Provide students the opportunity to earn college credit or advanced placement.	May
Assessment Windows: Assessment windows are subject to change based on annual guidance from the MO DESE, assessment vendors, and district scheduling needs.				

2026–2027 MPS Assessment Calendar

The following calendar identifies the anticipated administration windows for district and state assessments during the 2026–2027 school year. Assessment windows are established in accordance with guidance from the Missouri Department of Elementary and Secondary Education (DESE), assessment vendors, and district scheduling needs.

Note: Assessment dates are subject to change based on annual DESE guidance, assessment vendor schedules, or district operational needs.

Administration Window*	Assessment	Grade(s)
As Needed Upon Enrollment	WIDA Screener	K–12 English Learners
August 31–September 11	Phonics Screener Inventory (PSI)/Phonics Awareness Screener Inventory (PASI)	K–5
September 1-30	NNAT (Gifted Screener)	2
September 8-11	iReady Diagnostic (Reading & Math)	6-8
September 14-25	iReady Diagnostic (Reading & Math)	1–5
September 14-25	iReady Literacy Tasks: Fluency	K-5
September 28- October 14	Kindergarten Observation Form (KOF)	K
October 1-30	ASVAB *(Optional)*	10–12
November 2-9	iReady Reading Diagnostic	K
November 13-20	PSI/PASI	K–5
December 7-11	iReady Diagnostic (Reading & Math)	6–8
December 7-18	iReady Literacy Tasks: Fluency	K-5
December (TBD by DESE)	End-of-Course (EOC) Assessments	9-12
January 12-22	iReady Diagnostic (Reading & Math)	1–5
January 11-15	iReady Diagnostic (Math)	K
February (TBD)	WIDA ACCESS	K–12 English Learners
February 5-12	PSI/PASI	K–5
March (TBD)	MAP-A	3-8 Eligible Students
March 1-19	WorkKeys *(Optional)*	12
March 25-April 9	PSI/PASI	K–5

April 5–May 7	Missouri Physical Fitness Assessment	5, 7, 9
April 12- 23	iReady Literacy Tasks: Fluency	K–5
April–May	iReady Diagnostic (Reading & Math)	K–8
March 8-25	ACT *(District-funded, Optional)*	11
April–May	Missouri Grade-Level Assessments (MAP)	3–8
April–May	End-of-Course (EOC) Assessments	8th Grade Algebra I & 9-12
April–May	Advanced Placement (AP) Exams	10–12
April–May	Technical Skills Attainment (TSA)	CTE Students
May 3-14	PSI/PASI	K–5
May 10-21	DIAL-4	Preschool & Kindergarten

*Assessment Scheduling

The District Testing Coordinator, in collaboration with building administrators and School Testing Coordinators, develops the annual assessment schedule. Individual building testing schedules may vary slightly based on instructional needs, technology availability, and state assessment windows.