

KNOX COUNTY R-I

2014-2015

ASSESSMENT PLAN



Introduction

The Knox County R-I Board of Education supports the establishment of a district wide educational testing program as one indication of the success and quality of the total education program in the school district. The purposes of the district wide testing program are to facilitate and provide information for the following:

- Student Achievement
- Student Counseling
- Instructional and Curricular Change
- School and District Assessment

For a complete explanation of the district's purposes, refer to Board Policy, 6420. The Assessment Coordinator for the 2014-2015 school year is Mrs. Frances Jones.

State-Level Assessments

A. Missouri Assessment Program (MAP) Grade Level Assessments

Missouri is now implementing a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993. This assessment system is designed to measure student progress toward meeting the Show-Me Standards, seventy-three rigorous academic standards that were adopted by the State Board of Education in January 1996, and to be in compliance with No Child Left Behind (NCLB).

To achieve the Show-Me Standards, students must have a strong foundation of knowledge and skills in basic subject areas and be able to apply what they know to real- world problems and new situations. Therefore, the Missouri Assessment Program (MAP) must measure what students know as well as what they can do.

Knox County R-I will administer the statewide testing as follows:

Subject	Grade Level/Levels	Assessment Date
Mathematics	3,4,5,6,7,and 8	Spring 2015
Communication Arts	3,4,5,6,7,and 8	Spring 2015
Science	5 and 8	Spring 2015
MAP-Alternate	IEP determined	2014-2015 school year

Results from the MAP will be available for individual students, for school buildings, and for school districts. A percentile score, based on national norms, will be reported on the multiple-choice portion of the assessment. This score will help each district teacher and parents see how well their student(s) are performing in relation to students across the nation.

An achievement level, measuring student progress toward the Show-Me Standards also will be reported. Levels of achievement will be identified by one of four descriptors- Advanced, Proficient, Basic, and Below Basic.

According to the law, the State Board of Education must consider data from the new assessments as one of the performance measures used in the Missouri School Improvement Program (MSIP), the state's accreditation system. MAP results will be considered when a district has at least two years of performance assessment data for a subject area.

Every student is required to participate in the state assessment. There are three ways for a student to take the assessment:

1. as part of the regular classroom participation
2. with special education accommodations
3. if eligible, the MAP-Alternate (MAP-A)

More detailed information can be found in the section titled, "Test Accommodations."

B. End-Of-Course (EOC) Assessments

EOC Assessments were created to adapt testing to the needs of Missouri districts, schools, teachers and students while meeting state and federal requirements. EOC Assessments were created in conjunction with national standards of excellence and Show-Me Standards. In order to ensure the best assessments possible, the advisory committee and DESE have set specific guidelines for the tests. They are in full compliance with the federal legislation, No Child Left Behind (NCLB), aligned to the Missouri Course Level Expectations (CLE's) and to Norman Webb's Depth of Knowledge (DOK) cognitive levels. The assessments are criterion-referenced.

The EOC assessments will be scored by Assessment Resource Center (ARC), and Riverside Publishing Company. Results from the EOC's will be available for individual students, for school buildings, and for school districts. An achievement level, measuring student progress toward the Show-Me Standards also will be reported. Levels of achievement will be identified by one of four descriptors- Advanced, Proficient, Basic, and Below Basic. The results will be used in the Annual Performance Report (APR), and the Adequate Yearly Progress (AYP).

Every student enrolled in Algebra I, Algebra II, Geometry, Language Arts I, Language Arts II, American History, Government, and Biology is required to participate in the End-Of-Course assessment.

Subject	Course	Assessment Date
Mathematics	<i>Algebra I, Algebra II, Geometry</i>	Fall 2014 or Spring 2015
Communication Arts	<i>Language Arts I, Language Arts II</i>	Fall 2014 or Spring 2015
Science	<i>Biology</i>	Fall 2014 or Spring 2015
Social Studies	<i>American History, Government</i>	Fall 2014 or Spring 2015
MAP-Alternate	IEP determined	2014-2015 school year

The Missouri State Board of Education identified the following purposes for EOC:

- Measuring and reflecting student mastery toward post-secondary readiness
- Identifying students' strengths and weaknesses
- Communicating expectations for all students
- Serving as the basis of state and national accountability plans
- Evaluating programs

C. ACT

Students in the 11th grade will take the ACT with writing in the spring of 2015 on a single state administration date. Administration will be a weekday during the school day. The makeup date will be exactly 10 business days after the state administration date.

D. Scholastic Aptitude Battery

Senate Bill 658 authorized state funding for preschool screening. Knox County R-I offers screening through entrance into kindergarten in the areas of general development, hearing, vision, dental, general health (immunizations) and physical development as outlined below:

*Children birth to two enrolled in Parents as Teachers receive the Denver II as part of their regular services as provided by the parent educators.

Preschool Screening is scheduled for March 6, 2015. Participation is voluntary for children ages birth to four, and highly recommended for children who are eligible for kindergarten the following August. This service is free to families in Knox County.

Age of Child	Screening Instrument	Vision	Hearing	Dental	General Health	Motor
Birth-2	Denver II *	Yes	Yes	Yes	Yes	Yes
3-4 yrs.	DIAL-IV	Yes	Yes	Yes	Yes	Yes
Kindergarten	DIAL - IV	Yes	Yes	Yes	Yes	Yes

E. Scholastic Aptitude Battery

Scholastic aptitude batteries are available to students at grades 10, 11 and 12. The students will be informed and assisted in registering for and taking the PSAT, SAT, and ACT. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling. For more information, contact the high school counselor/A+ coordinator in the counseling and career center in room 11 in the high school building.

B. Career Assessment

In order to assess students' interests and abilities, a series of career related assessments are given to the students as outlined below:

Grade 9 & 11 KUDER

Grade 10 PLAN

Grade 11 ASVAB

**See Career Pathways Guide for complete explanation.

F. Vocational Interest Inventory

The Kirksville Area Vocational Technical School will assess the interests, abilities and special needs of each student served in order to formulate a realistic, individualized vocational plan. Special population students participate in an extensive vocational assessment to fairly and accurately evaluate their level of functioning. Some examples of vocational assessment include Wonderlic Scholastic Level Examination, CAPS (Career Ability Placement Survey), VIAS (Career Preference Profile) and Vocational Learning Styles Profile.

II. Off-Grade, Off-Year Testing

Off-grade assessment of Show-Me Standards at the state level is not required. The Knox County R-I District will, however, be using the series unit tests and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as assessment tools to identify students in grades K-3 who are in need of remediation in reading and to monitor the progress of students in reading as required by No Child Left Behind. Students in grades 4-6 will be progress monitored using research-based holistic reading assessments as well as DIBELS.

Local Assessment of Show-Me Standards

Specific areas of the Show-Me Process Standards that are important for each of the subject areas do not lend themselves to assessment on a statewide, on-demand test of the nature of the MAP and EOC. For example, standard 1.2 in social studies states that students should be able to conduct research to answer questions and evaluate information and ideas. That concept cannot be assessed well on such a test. It is better assessed at the local level. See the attached Assessment Plan Supplement for a listing of locally assessed standards.

III. Test Accommodations

Students with disabilities will be included in statewide and district assessment programs, with appropriate accommodations where necessary. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do.

Decisions about students with disabilities and the extent of their participation in MAP or EOC assessments should be made by the IEP team annually, based on the goals of that student's instruction and the nature and severity of their disability. Students with disabilities whose instructional goals are expected to lead to typical work and life experiences will participate in all subject areas in which they are receiving instruction in the related content-oriented Show-Me Standards. Students whose IEP team determines he/she cannot participate in State subject area assessments will be assessed by means of an alternate assessment. Decisions about participation will not be based on program setting, category of disability or percentage of time in the regular classroom. Reasons for exclusion from State testing will be documented in the IEP.

The MAP and EOC assessment will be administered to students whose first language is not English and whose proficiency in English is limited (LEP) as soon as it is determined that doing so will provide instructionally useful information. Documentation justifying district decisions made regarding the testing or non-testing of LEP students will be kept in the students' permanent files. Students will be required to participate in the MAP or EOC assessment after being in one or more Missouri schools for more than one calendar year, unless their level of English proficiency precludes participation. Once students have been exempted from one or more MAP or EOC assessments in a given year, those students may not be exempted from any State assessment in subsequent years.

Accommodation procedures and MAP and EOC codes are listed below:

Administration Accommodations

- 01 Braille edition of assessment
- 02 Large-print edition of the assessment
- 04 Oral reading of assessment see Note (1)
- 05 Signing of assessment (directions)
- 06 Paraphrasing, see Note (2)
- 10 Other Administrative Accommodations
 - Use of assistive devices
 - Use of visual aids
 - Other: *Specify*

Timing Accommodations

- 20 Extend time allotted to complete Terra Nova survey see Note (3)
- 21 Administer test using more that allotted periods
- 22 Other Timing Accommodation: *Specify*

Response Accommodations

- 35 Use of a scribe to record student's response in test booklet
 - Student-taped response
 - Signed response
 - Pointing to respond
 - Oral Response
 - Use of brailier
 - Use of communication device
 - Use of computer/word processor/typewriter for responding
- 39 Calculator, math tables etc.
- 44 Other: *Specify*

Setting Accommodations

- 50 Testing individually
- 51 Testing with small group
- 53 Other Setting Accommodations: *Specify*

Accommodations for Limited English Proficiency (LEP)

Administration Accommodations

- 04 Oral reading of assessment (not permissible for Communication Arts)
- 11 Oral Reading in native language (not permissible for Communication Arts)
- 20 Extend time allotted to complete Terra Nova Survey See Note (3)

Timing Accommodations

- 21 Administer test using more than allotted periods
- 22 Other: Specify

Response Accommodations

- 35 Use of scribe to record student response in test booklet
- 43 Use of bilingual dictionary (not permissible for Communication Arts)

Setting Accommodations

- 50 Testing individually
- 51 Testing with small group
- 53 Other: Specify

Note (1): Oral reading for Communication Arts invalidates the test resulting in the child being reported in Level Not Determined, except for children identified as Blind/Visually Impaired who use oral reading as their primary instructional method

Note (2): Paraphrasing test questions invalidates all MAP and EOC Assessments

Note (3): If used, the score cannot be compared with scores generated under standard conditions.

Note (4): Use of magnifying equipment, amplification equipment, graph paper and testing with teacher facing student are not listed as accommodations as these are no longer required to be reported as accommodations for the MAP and EOC subject area assessments

IV. Test Security

Missouri Assessment Program (MAP), and the End Of Course (EOC) tests are secure materials. Procedures and security measures help prevent unfair practices (such as, any practice that results in scores that reflect more or less than is warranted by knowledge and competency of the student(s) taking the assessment.) Guidelines to protect the integrity of test results are outlined below:

- No testing material may be copied, duplicated or made accessible to personnel not responsible for testing.
- When not in use, test books and answer sheets are kept in a locked area to prevent unauthorized access.
- After test administration, all test booklets, used and unused are returned to appropriate offices and then to the district test coordinator's office to be returned.

The following staff members have access to MAP and EOC tests:

Susan Buckallew	Middle School Counselor High School Counselor A+ Coordinator
Carolyn Primm	Elementary Counselor
Andy Turgeon	Superintendent
Brian Brown	High School Principal
Nancy Goodwin	Middle School Principal/Federal Programs Coordinator
Frances Jones	Elementary Principal District Testing Coordinator
Marilyn Waite	MSIP Coordinator

-In-service training will be provided to staff responsible for the administration of MAP and EOC tests prior to the testing sessions.

-Actions that the district considers to be inappropriate are copying or duplicating test materials, sharing test information with personnel not responsible for testing, or providing students with answers or prompts.

- The district will enforce sanctions for staff members involved in actions deemed inappropriate.
- The district testing coordinator is responsible for the careful accounting procedures for all state assessment materials.

V. Test Administration

MAP and EOC testing will adhere to all procedures described in the Test Coordinator Manual and the Examiner's Manual that accompany the MAP and EOC assessments. Students are tested under conditions that enable them to perform to the best of their ability. The school will provide an appropriate testing environment, reasonably free of distractions and impediments. Students will have opportunities to learn test-taking skills. The district will purchase as needed practice tests and other materials to ensure that students' score are not adversely affected by lack of test-taking skills.

VI. In-service Training for Staff

Knox County R-I will provide in-service training to its educational staff to ensure skilled administration of tests in an appropriate testing environment, coordination of the testing program, effective teaching of test-taking skills, and appropriate use of test results in improving individual and group instruction at all grade levels.

Knox County R-I recognizes that student performance on the MAP and EOC exams is the responsibility of all professional staff, not only teachers of grade levels at which MAP and EOC exams are administered. The district's staff will be provided with targeted professional development activities and related training opportunities available through the Regional Professional Development Centers and Regional MAP offices.

VII. Student Training in Test-Taking Skills.

Knox County R-I recognizes that the acquisition of test-taking skills should be an ongoing process that is an integral part of student learning, and that training to perform well on assessments begins long before students are required to take the State assessment. Therefore, classroom teachers at all grade levels teach skills designed to prepare students to be effective test takers.

VIII. Assessment Program Evaluation

Knox County R-I will evaluate their educational areas for all student populations at all levels. Annually, the board of education will be provided a composite of the test results, including longitudinal student performance data to evaluate the effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resource allocations and curricula.

The Title I director will utilize assessment results to determine adequate yearly progress for students participating in Title I programs in the district.

The district will utilize the IBDs to disaggregate results and provide teachers and administration with specific information regarding student progress.

IX. Dissemination of Assessment Results

The school district will regularly inform students, parents and other constituents as well as the general public about its assessment program. Information will include the purposes for which assessments are administered, test dates, groups of students tested, the results of testing, changes in scores from previous years and plans for utilizing test results to improve instruction. Teachers shall be given the results of tests and shall be provided assistance in interpreting those results.

X. Assessment Used to Identify Special Populations

The Missouri School Improvement Program along with federal and state statutes require districts to develop a systematic means to identify and assess the educational needs of special populations.

A. Students with Disabilities: IDEA

The Individuals with Disabilities Education Act (IDEA) requires all children, ages birth to age 21, to be screened to identify potential problems in vision, hearing, health motor skills, cognition (including adaptive behavior), academic achievement) pre-academic for pre-kindergarten, transition vocational for older students), speech language, and social, emotional or behavioral development.

Review of screening data can assist the district in the identification of students who are in need of more in-depth, problem-specific assessment. Broad-spectrum screenings are not considered appropriate for diagnosing disabling conditions or determining placement for special education services. Diagnosis of an educational disability and eligibility for special education are part of a comprehensive evaluation process which also determines children's individual educational needs.

B. Students with Disabilities: Section 504

Individuals with disabilities under Section 504 are served by the Knox County R-I district. A person is considered disabled under Section 504 if he/she has a physical or mental impairment which substantially limits one or more major life activities, has a record or history of such an impairment or is regarded as having such an impairment. Section 504 is much broader than IDEA and there is no categorical listing of disabling conditions. However, if a child is IDEA eligible, he or she will also be

protected under Section 504. Some examples of disabling conditions under Section 504 are drug/alcohol addiction, heart disease, communicable diseases, temporary disabling conditions, attention deficit disorder, chronic asthma, severe allergies, physical impairments such as spinal bifida and diabetes.

C. Students with Limited English Proficiency

Knox County R-I identifies all students whose first language is not English upon entry into the district. A screening questionnaire, which is part of the enrollment process, gleans information about student's first language and the language spoken by members of the student's immediate family. Once a student has been identified as "language minority", an assessment of English proficiency is required. This assessment is part formal and part informal. It addresses the areas of reading, writing, speaking and listening. In addition, some measure of the student's native language proficiency should be obtained. Sources for this information might include teacher observation, family interviews and prior school records. Students assessed as having English skills below their age appropriate "grade level" are considered "limited English proficient" (LEP).

D. Gifted/Talented Students

Gifted and talented students are identified at all grade levels and served at grades 2-12 by means of differentiated instruction. Student selection is based on screening through multiple criteria and individual evaluation based on general mental ability, academic achievement, assessments indicating outstanding creativity, reasoning and problem- solving ability, and documented evidence of exceptional performance in an academic area. **See current gifted application for specifics.

E. Educationally Disadvantaged Students

Title I is intended to ensure that all students, particularly low-income students, reach higher learning goals. The purpose of this project is to provide overall improvement in high poverty school (those in excess of 50% free and reduced lunch participation). Knox County Elementary School has been designated a school-wide Title I school. All students qualify to receive the benefits of Title I resources.

F. Students with Reading Difficulties

Knox County R-1 utilizes a variety of reading assessment tools to identify specific reading problems for students. These assessment tools range from formal, standardized reading tests (i.e. Rigby Benchmark Assessment) to informal checklists of reading behaviors and informal inventories of word analysis and comprehension skills. Teachers trained in Reading Recovery methods utilize those methods to assess reading problems in students. The Knox County R-I district has elected to utilize research-based core assessments, D.I.B.E.L.S. (Dynamic Indicators of Basic Early Literacy Skills), Gates-MacGinitie, and additional oral reading assessments to identify students in need of remediation in reading and to monitor the progress of students in reading as required by No Child Left Behind. The district is currently working on strategies/interventions to ensure students are reading on grade level by grade three and by grade eight.

G. At-Risk Students

The district has developed a comprehensive, written procedure to identify students at risk of educational failure. Please refer to handbook for more details.

H. Migratory Students

The district identifies migratory children, ages 3-20 by means of a brief questionnaire that is completed at the time of enrollment. The district then notifies the Missouri Department of Elementary and Secondary Education, Division of Instruction. Migratory students are given full access to all programs and services provided to other children in our district.

I. Homeless Students

Students classified as homeless lack a fixed, regular and adequate nighttime residence or have a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodation. Information to assist in the identification of homeless students is obtained from the enrollment forms and informal interviews with parents/guardians. Knox County R-I strives to remove any barriers that might exist to the education of students classified as homeless.