



Hickman Mills C-1 School District

"Educating for a lifetime of success"

DISTRICT ASSESSMENT PLAN & DISTRICT SECURITY PLAN

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Table of Contents

	Page
The District Assessment Plan: Introduction and Purpose.....	3-4
Evaluating Student Learning	
Tests vs. Assessment	
The Informal Assessment Plan.....	5
The Formal Assessment Plan.....	5
The MAP Test and End of Course Assessment.....	6
The No Child Left Behind Act of 2001.....	7
The MAP Testing Cycle.....	7
The End of Course Test.....	7-8
WIDA - Access Testing.....	8-9
Guidelines for Including Students with Disabilities.....	9-10
Strategies the District uses to Motivate Students.....	10
The District's Security Plan.....	10-13
Dissemination and Use of Assessment Results.....	13-14
Implications for Professional Development and Student Learning.....	14
Summary and Addendum.....	15-16

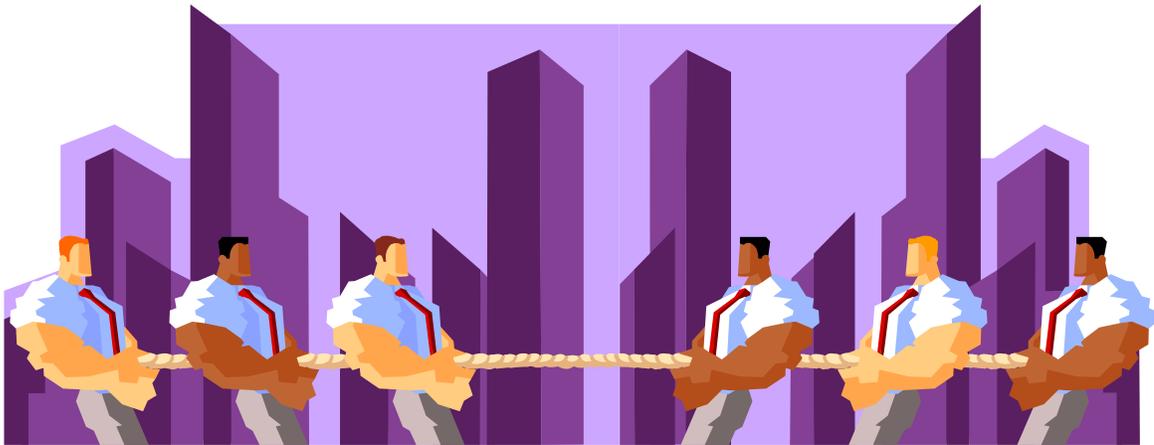


Hickman Mills C-1 School District

The District Assessment Plan

"Educating for a lifetime of learning"

Evaluating Student Learning Testing vs Assessment



"NO SINGLE TEST CAN ACCURATELY MEASURE WHAT A CHILD KNOWS OR A COMMUNITY NEEDS TO KNOW. AN ARRAY OF ASSESSMENTS NEEDS TO BE AVAILABLE FOR MULTIPLE PURPOSES - ACCOUNTABILITY, SCHOOL EVALUATION, REPORTING TO PARENTS, AND INSTRUCTIONAL IMPROVEMENT."

Anne C. Lewis

Student evaluation is basic to student growth. Embracing the model outlined by the Missouri Department of Elementary and Secondary Education, the Hickman Mills C-1 School District has implemented a comprehensive District Assessment Plan. The assessment program is designated for the following purposes:

- improving students' acquisition of important knowledge, skills, and competencies;
- monitoring the performance of our educational system;
- empowering students and their families to improve the educational prospects, and
- supporting the teaching and learning process

Our assessment program serves these purposes by supplying data that can be used to make more informed education judgments and decisions concerning individual students, groups of students, and educational programs.

Our model focuses on the relationship and alignment between the *Show Me Standards*, the Grade Level Expectations (GLEs), the Course Level Expectations, district curricula and pacing guides. Our goal is to improve student achievement which is in keeping with the Missouri School Improvement Program (MSIP).

Tests exist for different purposes. In the Hickman Mills C-1 School District, there are a variety of tests given to assess a multitude of achievement, performance and aptitude areas. The District has adopted a group of primary assessments, many of which are required by the State of Missouri.

Instructional Uses:

Information obtained through assessment may be used to review and improve both student performance and the content and process of instruction. Test results can assist teachers in monitoring individual student learning and in identifying specific strengths and weaknesses in classroom curriculum and instruction. The use of assessment results to appraise the necessity for reteaching and to guide instructional reorganization should assist teachers in making instruction more effective for each student.

The District Common Assessments are designed to assess the students' knowledge of content found in the curriculum. The curriculum is aligned to the Show Me Standards. The Common Assessments are basically unit tests. A pretest is given to determine the students' prior knowledge. Additional instruction is given to the areas of weakness and a post test is administered. Students and schools are expected to reach 80% mastery of all content objectives by at least 80% of the student body. Common Assessments are also used to determine effectiveness of instruction. Teachers utilize the information from a variety of assessments to drive instruction, assessment gaps in instruction, and monitor and adjust instruction.

The MAP Test is a normed reference and criterion-referenced performance test with norming information. Each test yields certain types of information. On the MAP, the Terra Nova section of the test, for example, compares groups of students to other groups of students of similar age and demographics. While comparing groups of students, the MAP also compares the knowledge and performance of individual students to a standard or criterion established by the test makers.

In response to Senate Bill 319, the District has implemented the Star Reading Test. This assessment will help teachers identify students in the fourth grade who are reading more than one year below grade level as outlined in the new State law. These students will be given the opportunity to attend summer school and have an instructional intervention plan developed for them to improve their achievement. The Star Reading Test also allows the District to assess the reading performance of all K-7 students to ensure students are reading on grade level.

Guidance and Counseling:

Assessment information can be used by students, parents and advisors or counselors to make cooperative decisions about students' personal and educational choices. Information from assessments should be combined with other relevant information to help a student's:

- understand his or her achievement and academic needs;
- plan a school program of studies;
- make vocational and career decisions;
- plan for college or advanced training; and

- make wise personal decisions.

Administrative Uses:

Individual student results may be used in combination with other information to help screen and select students for participation in certain school programs.

Information about the test performance of students in a building or district may be used to inform parents, the school board, and the public about the effectiveness of schooling. Analysis of student performance reveals trends that will aid in setting priorities, planning the curriculum, revision instructional practices, and evaluating the progress of educational programs.

In the words of Anne C. Lewis, "***these tests satisfy the need to report to parents, provide school and district evaluation and provide a measure of accountability.***"

While they serve many functions, neither the MAP nor the Star and Scholastic Assessments completely satisfy the need to inform the day-to-day instructional needs of all students. For that reason, the District Common Assessment Program has been implemented. The Common Assessments highlight student skills to determine what student already know by pre-testing and after instruction, assesses what knowledge students have acquired according to the aligned district curriculum. The common assessments are tied to the District adopted pacing guides and keep teachers on track as to the amount of student learning that should occur during a single school year.

Assessment and instruction go hand-in-hand. The District has embraced an assessment model that identifies standards for both traditional discipline knowledge and outcomes that relate to life-long learning. It is comprehensive in that it informs instruction on a day-to-day basis, measuring student progress toward the *Show Me Standards*, the GLEs and the CLEs while providing data to compare student progress in school with the progress of other students of the same age and grade throughout the country. Students are required to not only recall knowledge but to exhibit proficiencies in higher and more complex forms of cognition such as reasoning, problem solving and synthesis.

It is our goal to identify instruments that assist classroom teachers in

- getting to know the strengths and needs of individual students,
- having data to inform instructional decisions,
- engaging in the cycle of on-going assessment to inform instruction,
- diagnosing student achievement progress, and
- monitoring student progress towards stated goals.

The Informal Assessment Plan

Assessment takes on many forms - simply listening to students read, observing the thought processes as students solve problems, evaluating writing samples, or observing and recording how students approach simple and complex tasks - to name a few. These types of assessments are "informal" assessments. Each of these situations yields data to be summarized and interpreted by the teacher about a particular student. These types of

"informal" assessments, used appropriately, allow teachers to "learn" something about each student. Informal assessments are integral to learning and instruction.

In keeping with the mandates established by Senate Bill 319, Fourth Cycle MSIP and Board Policy regarding Promotion and Retention, and recognizing the importance of "informal assessments" in learning and instruction, the District Assessment Plan is as follows:

- Elementary students will be assessed using end of the chapter/unit tests, projects, authentic assessments and common assessments.
- Secondary students will be assessed using end of the chapter/unit tests, projects, authentic assessments and common assessments.

The Formal Assessment Plan

The formal assessments adopted by the District include the Missouri Assessment Program (MAP), THE Scholastic Reading Inventory (SRI), the Terra Nova, the Star Reading/Math Test, District Common Assessments, WIDA-ACCESS and End of Course (EOC) Exams. The Terra Nova and the Star Reading Assessment are standardized tests that measure achievement in Reading & Language Arts, and related content area skills such as word analysis, and vocabulary. Star Math and the Terra Nova also measure achievement in mathematics. The MAP Test required by the State of Missouri, measures subject area content and performance skills in Communication Art, Mathematics, Science, and Social Studies. The Common Assessments measure curricular information attainment. The End of Course Assessments (EOC) measure content area information and reflect students' strengths and weaknesses, communicates expectations for all students and serves as the basis of the state and national accountability plans as required by the No Child Left Behind (NCLB) Act of 2001. The ACCESS test is a test of language proficiency required by DESE and NCLB.

The MAP Test and End of Course Assessments

The MAP Test based on the Grade Level Expectations incorporates three types of test questions in order to evaluate student achievement: the familiar multiple-choice items that require students to select the correct answer; short-answer, constructed-response items that require students to supply (rather than select) an appropriate response; and performance events that require students to work through more complicated problems or issues.

The End of Course Assessment is based on Course Level Expectations (CLEs) rather than the Grade Level Expectations (GLEs). Therefore, when the content of the CLEs is covered, students can be administered the test regardless of grade level.

The No Child Left Behind Act of 2001 (NCLB) requires all states to annually assess student learning in Reading/ Language Arts and Mathematics at grades 3-8 and also at a high school grade by the 2005-06 school year, as well as to annually assess student learning in Science using grade-span tests by the 2007-08 school year. The State has now developed Communication Arts and Mathematics grade-level tests as well as refined existing Communication Arts, Mathematics and Science assessments and End of Course

assessments to comply with NCLB requirements. The following standardized test measures will be used in the schools at the stipulated grade levels or content areas based on the State and District required intervals for administration.

GRADE LEVELS	INSTRUMENT	ASSESSMENT TYPE	ADMINISTRATION INTERVAL
3, 4, 5, 6, 7, 8	Missouri Assessment Program	Performance Based Assessment	Spring as outlined by DESE
K, 1	Star Early Literacy	Reading screening and diagnostic	Monthly Progress Monitoring
2, 3, 4, 5, 6, 7	Star Reading	Reading Achievement Test – reading level	Beginning, middle, and end of year Progress Monitoring
3,4,5,6,7,8 (Gr. 2 Pred. C only)	Acuity Eng Lang. Arts	Predicts student outcomes relative to state standards and diagnoses student achievement	September, November, January
6, 7, 8, 9, 10, 11, 12	Scholastic Reading Inventory	Reading Achievement Test-reading level	Beginning, middle and end of year
1-7	Star Mathematics	Mathematics	Beginning, middle and end of year
3,4,5,6,7,8 (Gr. 2 Pred. C only)	Acuity Mathematics	Predicts student outcomes relative to state standards and diagnoses student achievement	September, November, January
5, 8	Acuity Science	Predicts student outcomes relative to state standards	November, January
K, 1, 2,	Terra Nova	Reading and Mathematics	Annually (spring)
9,10,11,12	USA PREP	Course dependent Predicts student outcomes relative to state standards and diagnoses student achievement	Monthly
Content Area Algebra. I, II Biology, English I, II	End of Course Exam	Content Specific Inventory	Upon completion of CLE content competencies

American History Government Geometry			
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The No Child Left Behind Act of 2001

As noted, new federal legislation (NCLB) requires that, by the 2005-06 school year, states must measure every child's progress in Reading/Language Arts and Mathematics every year in grades 3-8 and at least once during grades 10-12. In 2008, Science testing by grade span was added to the mandatory testing requirements. End of Course assessments are to be implemented beginning the 2009 school year. The Hickman Mills C-1 School District is in compliance with all grade level and content specific testing.

The WIDA Access Testing for ELL

ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. This test, addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. All designated ELL students will take the Access Test. All Examiners will take and pass the online quizzes on the WIDA website. These standards incorporate a set of model **performance indicators** (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The **grade level clusters** include Pre-K, 1-2, 3-5, 6-8, and 9-12. There are **five content areas** of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS).

For each grade level, then, the standards specify one or more performance indicators for each content area within each of the **four language domains**: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six **English language proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final, exit stage for ELL status is designated Level 6 (formerly ELL). Within each combination of grade level, content area, and language domain, there is a PI at each of the five points on the proficiency ladder, and the sequence of these five PIs together describe a logical progression and accumulation of skills on the path to full proficiency. (Source –WIDA Access Publication)

Guidelines for Including Students with Disabilities in the District Assessment Program

The Hickman Mills C-1 School District follows state and federal guidelines for inclusion of students with disabilities in the district's assessment program by insuring students' individual educational plans have appropriate accommodations for taking informal assessments and the State's formal Missouri Assessment Program (MAP).

All Special Education students will be tested in accordance to District guidelines except in cases that the student's IEP is in direct conflict of the District, State or Federal guidelines. While the District will comply with all Federal guidelines and State provisions, cases may be reviewed for IEP exceptionality, if necessary. Adhering to the IEP may invalidate some normed reference inventories and parents will be notified of that invalidation in the case of compliance. Students will be tested in the least restrictive environment where possible.

The District's special education department uses an eligibility form, meeting Missouri's standards from the Department of Elementary and Secondary Education to determine a student's eligibility to take the MAP-Alternate. Guidelines for MAP-A are listed below.

■ Testing Students with Disabilities (MAP-A)

The Individuals with Disabilities Education Act (IDEA), as revised by Congress in 1997, required Missouri to develop an alternate to the statewide assessment for students whose disabilities are so severe they are not able to participate in the regular MAP testing. Thus, the Department developed the MAP-A (MAP Alternate) to allow severely disabled students to participate in the MAP. Through systematic procedures, teachers document students' progress toward their IEP (Individual Education Plan) goals and related Show-Me Standards, and trained scorers evaluate the results. Like the MAP, the MAP-A is currently used at grade spans, but it is being redesigned and expanded to include grade-level assessments to meet NCLB requirements.

The following changes have been made for the administration of the MAP for students with disabilities.

- **The use of paraphrasing test questions, as an accommodation will invalidate all MAP assessments when it is used, resulting in the student's assessment being reported in "Level Not Determined."**
- **Oral reading for the Communication Arts assessment will invalidate this test, and the student's achievement level will be "Level Not Determined" for accountability purposes. Students with IEP accommodations that state that they can be read to during assessments may be given that accommodation. Their score will be**

reported as level not determined. *An exception exists for the reading of the Communication Arts Assessment to students identified as blind/visually impaired who employ oral reading as their primary instructional method. For these students, the assessment will not be invalidated.* All other MAP subject level assessments can be read to a student with a disability and an achievement level will be determined.

- **Use of magnifying equipment, amplification equipment (e.g., hearing aid or auditory trainer), graph paper, and testing with the teacher facing the student are no longer listed as accommodations, although they can still be utilized.** These previous accommodations are no longer required to be reported as accommodations for the MAP subject area assessments and should not be recorded as "other" on the accommodations list beginning with the 2005-2006 school year.

Strategies the District uses to Motivate Students To do their Best on MAP/EOC Tests

All District staff shares in the responsibility for motivating students to do their best during MAP testing. The Superintendent sets the tone for motivation by emphasizing the importance of MAP testing through school visits with students, staff and administrators. Tangible incentives include gift certificates, lunch at restaurants with the principal, and assemblies recognizing school and individual performance on the MAP/EOC. MAP/EOC workshops are held at school sites for parents and students to attend. Students attend after school tutoring programs specifically designed to raise individual student achievement on the MAP/EOC. The District offers a Youth Friends Program to assist individual mentoring for students on a weekly basis. Students are taught test-taking strategies through lessons that occur daily. Tangible incentives are also given throughout the school year for students demonstrating hard work and passing grades.

The District Security Plan

The State of Missouri and the Hickman Mills C-1 School District both require that all tests be secured according to District mandated guidelines and as described in the Test Administration Manual.

- All testing materials must be locked in an area that is not accessible to students, staff or the general public.
- No testing materials may be copied, duplicated, or made accessible to personnel not responsible for testing.
- Each school has a designated locked location to store tests. When not in use, test booklets and answer sheets must be kept in a locked room or cabinet in the school building to prevent unauthorized access.
- Teachers must check out tests each day and check them in at the end of each test session.

- After test administration, all test booklets, used and unused, must be returned to the district's test coordinator.
- Any breach in security should be explicitly detailed and forwarded to the Deputy Superintendent.

Tests are secured by the Curriculum and Instruction Department upon arrival. Tests are delivered to each school site and are signed in by the principal. Tests must be secured immediately in a designated location not accessible to staff, students or the general public. Tests are generally store in the school vault or designated storage by the principal.

The Curriculum and Instruction Department uses the verification barcode sheet while visiting each location at the beginning and end of the testing period. At the end of the testing period, the tests are sent back to Curriculum and Instruction before shipment for scoring. Tests are returned to the testing vendor within the applicable timeframe.

■ Storage and Access Before test Administration

1. All Missouri Assessment documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive at the District, the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The test coordinator or individual responsible for the program will assume responsibility for contacting the Curriculum Instruction Department if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed.
7. Teachers will have access to the appropriate documents, including the Test Administration Manual immediately upon arrival.
8. LAS Links assessments are store and inventoried in a locked facility in the 8800 Administration East building under the supervision of the DTC and ELL coordinators. These materials, unlike the Map are kept in District for future administration of the test.

■ Instructions for Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator, designed to train test administrators in administration procedures. Each person that will be involved in the test administration will be required to view the training webinar (prepared by DESE). Attendance will be taken.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions and monitoring the test setting.
3. Prior to any standardized testing, staff will receive a handout, which outlines in a step-by-step manner the procedures to follow when administering a standardized test in a secure manner.

■ Test Administration

1. All standardized tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for them to begin testing.
3. Each school shall provide an appropriate testing environment, reasonably free of distractions and impediments. Students will be provided the opportunity to learn testing-taking skills.
4. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during the testing, they will be instructed to place their answer sheets in their booklets and close these booklets before leaving their seats. Students whose tests are interrupted are monitored and their tests are secured.
5. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given. Test Examiner will follow scripts and directions from the manual. Chalkboards, whiteboards and walls are free of information that could aid in testing.
6. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.

7. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.
- . Test Examiners understand the process of allowing accommodations for English Language Learners (ELLs) and Special Education Students with IEPs during the assessment. Eligible students are given appropriate ELL accommodations, or accommodations with are consistent with the IEP. Students use the accommodations provided to them during the assessment.

■ Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test booklets and answer sheets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Answer sheets and test booklets will be sorted and packaged by test coordinator or person who has been designated as responsible, according to directions and sent for scoring as expediently as possible while allowing for make-ups.
4. The test coordinator will schedule all test make-ups. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all fore stated precautions to ensure security. Make-up test materials will be counted before and after testing.

■ Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices, however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices, which this District considers inappropriate.
 - a. Copying any part of a standardized test booklet for any reason.
 - b. Removing test booklet from the secure storage area except during test administration.
 - c. Failing to return all test booklets (used and unused) following test administration.

- d. Using any test preparation materials not approved by the District Test Coordinator.
 - e. Altering test administration procedures in any way that violates agreements with the test publisher or sponsor.
 - f. Directly teaching any test item included on a standardized test.
 - g. Altering student's answers on standardized test booklets, answer sheets, etc.
 - h. Indicating to students during testing they have answered one or more items correctly or incorrectly.
 - i. Giving students clues or answers to questions, allowing students to give each other answers to questions or to copy each other's work.
 - j. Unduly pressuring or encouraging teachers to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur under the direction of the District Test Coordinator and a representative of the Human Resources Department. If allegations are proven, the appropriate authorities will be notified, and a report will be forwarded to the Superintendent and appropriate disciplinary action will be taken which may include: the individual involved may be suspended, fined, or have their teaching certificates revoked by the State Board of Education, depending on the final determination of the gravity of the breach of ethics.

Test security and ethical testing practices continue to be of PARAMOUNT importance.

Dissemination and Use of Assessment Results

Assessment must be tied to the content of the curriculum and to what teachers do in the classroom. In Missouri, all content taught must be aligned to the Show-Me-Standards, Grade Level Expectations and Course Level Expectations which tell us what students should know and be able to do in a certain content area or at a certain grade level.

In the Hickman Mills C-1 School District, students in specific grade levels are required to take the Missouri Assessment Program (MAP) Test, the Star Reading and Star Math Test, Scholastic Reading, The Terra Nova, USA PREP, End of Course Assessment Program (EOC), and Common Assessments. District, building and student summaries are disseminated to appropriate stockholders for review, analysis and evaluation. Assessment data and reports are provided to the Board of Directors, Administration, Building Principals, Teachers, Parents, and Students.

District summaries of MAP/EOC results are also provided to patrons in the state required District Report Card that is found on the Web. MAP/EOC data are used to identify strengths

and weaknesses in curriculum and student performance. It is also used to show growth in student achievement from year to year. From this data, the Board and District staff persons are able to identify specific areas of weakness in each subject area and develop recommendations. Assessment data in recent years indicate the need for curriculum writing as an on-going process. Additionally, staff development designed to raise student achievement is an ongoing need.

Implications for Professional Development and Student Learning

Assessments are used to show the strengths and the weaknesses in the instructional program. The MAP/EOC Test is a subject area assessment that provides the instructional staff the opportunity to learn new and different strategies to improve student learning. Test-taking skills are taught across the curriculum. Students complete daily work and homework that provide practice in taking multiple choice, constructed response, and performance events designed to look like the MAP/EOC Test.

Teachers follow the curriculum, the Grade Level Expectations, the Course Level Expectations and the District pacing guides and curriculum guides and needs of the students to determine what to teach.

Teachers review test results and are able to determine areas of need in their skill levels. They are able to study proven strategies found in research to positively affect student learning or to effect change. Teachers are able to share results in grade level or department meetings to assist students in the development of test taking skills and process skills.

As a result of the assessment review process, teachers will be able to receive professional development in the major content areas and training in writing assessments that include multiple choice, constructed response and performance events as found on the MAP Test.

Summary

The Hickman Mills C-1 School District Assessment Plan is a K-12 comprehensive testing plan that includes formal and informal assessments. The State of Missouri, as well as the Hickman Mills School District, requires that all students be assessed on the Show-Me Standards which include subject area content and a variety of performance skills. Students are tested over Grade Level Expectations and Course Level Expectations This multi-year testing program includes standardized, criterion reference, norm-reference and performance based assessments to ensure that students will be able to demonstrate what they know and what they are able to do as applied to real life situations.

All assessment materials must be secured, stored, administered and collected in accordance with the District Test Security Policy.



"Educating for a lifetime of success"

DISTRICT ASSESSMENT PLAN ADDENDUM

Added March, 2009 - Revised February 2011

Addendum:

The District Assessment Plan is a fluid document in that it must address the ever changing assessment environment. While issues such as the new End of Course assessment were addressed in the original document, new guidelines must be included by way of this addendum. Several areas will be addressed as additional processes and procedures which have been implemented and applied.

End of Course Assessment

The End of Course (EOC) assessments are assessments for a specific content area and must be administered throughout the District at all schools in the same week. When the content of the CLEs are covered, the test should be administered regardless of student grade level. All students passing the identified courses must take the EOC assessment.

Special populations are addressed in the test administration directions however the following District considerations are in place: MoVIP students will take the EOC at MoVIP, Home schooled students will not be allowed to test in the District. Some ELL students won't take English II but homebound students are required to take the test. All graduates of K-12 schools are required to take the mandatory EOC assessments before they graduate.

Curricular Issues

The District has addressed all Show Me Standards, GLEs and CLEs in the Board approved and adopted curriculum regardless of their being assessed by the MAP test or not (i.e. social studies, music, art, physical education). For example, physical fitness assessments are required in grades five through nine. All PE staffs administer the assessments at the beginning of each school year and results are reflected in student grades.

The District ensures that this process is being implemented through the Curricular Development Checklist, the Common Assessment Process, the REAP process, and the coaching cycle. Data, in a variety of formats, is released from the Curriculum and Instruction Department to the schools, through the principal, counselors, coaches and Assessment Teams so that during the Early Release Program, embedded staff development teams, and Professional Learning Communities can analyze the data, make decisions and develop action plans that address areas of academic strengths and weaknesses to improve student achievement and MAP performance.

The District Professional Development Committee, individual school professional development committees, instructional coaches and lead teams work with staffs to develop appropriate staff training as a result of data analysis. The District has established procedures for making adjustments to the various curriculums to address areas of weakness in student performance as realized through data analysis.

Provisions for Teaching Test Taking Skills

While it is understood that all instructors will teach test taking skills in all subject areas, Principals, counselors and coaches have been specifically charged with this duty. Test taking strategies are addressed in the adopted curriculum, professional development plans and school improvement plans annually. Particular emphasis is placed on test taking strategies as it relates to the Missouri Assessment Program and incentives are given by the schools for proficient or advanced achievement (i.e. yearbooks, iPods, activity tickets, and gift certificates given at Ruskin High and Hickman Mills High).

Assessment Calendar

All testing is regulated by the District Assessment Calendar. Every certified staff member must have a copy of the Assessment Calendar. Additional calendars can be procured upon request.