

2022 – 2023 District Assessment Plan

**Francis Howell
School District**



LEARNING TOGETHER

Presented to the Board of Education on August 18, 2022



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Francis Howell School District Assessment Plan

The Francis Howell School District Comprehensive Assessment Plan is a document that details the instruments and strategies used to monitor the quality of the District's instructional program and screening for participation in special programs. The plan establishes guidelines for individual as well as group assessment. In general, individual assessment data is gathered as a means for providing parents/guardians*, teachers, administrators, and counselors with information to monitor a given student's capabilities, learning, and progress. This individual data is used for planning educational programming specific to the student's identified needs. Group assessment data is used to identify strengths and weaknesses within a given curriculum and/or within classroom instruction.

The Assessment Plan is based on guidelines developed by the Missouri Department of Elementary and Secondary Education. A committee consisting of the Director of Curriculum and Assessment, building level administrators, counselors, and teachers all contributed to the plan's development. Upon approval by the Board of Education, this document will provide guidance to District personnel regarding all aspects of the Francis Howell Assessment Plan.

The Board, the District's Academic Team, and the District's Academic Advisory Committee examine building, grade level, and content area testing data annually, as well as disaggregated assessment data of various subgroups to determine the effectiveness of Francis Howell education programs.

The Francis Howell School District uses formal assessment data to monitor student progress and program effectiveness through early childhood

The District is committed to the Professional Learning Communities Model, and therefore is also committed to the development of common summative and formative assessments. All Professional Learning Communities continue to develop these assessments to be responsive to student needs. These are given at various grade levels in various subject areas. This data is then used to improve instruction within the classroom, the grade-level/content areas, and among buildings.

The Francis Howell School District Comprehensive Assessment Plan contains:

- Francis Howell School District Statement of Purpose for Assessment
- Descriptions of the assessment instruments, use of results, and dissemination of the results
- Testing schedule overview
- Overview of assessments used at specific grade levels and the purposes for each
- Guidelines for including students with disabilities
- Provisions for teaching test-taking skills
- Test security procedures

*The District recognizes that not all students reside with or are in the care of their parents. In addition to students' parents there are various forms of caretakers and guardians that provide care for District students. For ease, parents will be the term used in the Assessment Plan

Assessments: Birth to Kindergarten

Test	Target Age or Grade Level	Typical Date	Purpose	Dissemination of Results May Include:
Health Questionnaire	3 months to 3 years	Yearly	To gather information regarding prenatal care, health, immunizations, dental, vision, and hearing.	<p>Appropriate staff will confer with parents to discuss results and share suggested activities which may further the child's development. If children appear to be having difficulty, they will be referred directly to appropriate agencies such as early intervention programs or through the parents to appropriate medical personnel. When needed, students will be rescreened by District personnel. Screening results will be shared with the child's future elementary site for instructional purposes and placed in the child's permanent record file.</p>
Health Questionnaire	3 years to Kindergarten Entry	Yearly	To gather information regarding prenatal care, health and developmental history, social skills, language development, vision, hearing, immunizations, and adaptive behavior.	
Functional Hearing Screening	3 months to 3 years	Yearly	To identify potential hearing concerns.	
Otoacoustic Emissions	3 years to Kindergarten Entry	Yearly	To identify potential hearing problems.	
Functional Vision Screening	3 months to Kindergarten Entry	Yearly	To identify potential vision concerns.	
Visual Acuity	30 months- Kindergarten Entry	Yearly	To identify potential concerns with visual acuity.	
Ages and Stages Questionnaire	3 months to Kindergarten Entry (Will only be administered for 3 years -Kindergarten Entry when a DIAL is not administered)	Yearly	To assess current level of development and to identify potential concerns in the areas of communication, gross motor, fine motor, problem-solving, and personal-social.	
Ages and Stages Questionnaire 2 (ASQ:SE 2)	3 months to Kindergarten Entry (Will only be administered for 3 years -Kindergarten Entry when a DIAL is not administered)	Yearly	To assess the social-emotional competence and identify potential concerns.	
Articulation/Language Screener	30 months- Kindergarten Entry	Yearly	To identify potential concerns in the areas of speech and language.	

Assessments: Birth to Kindergarten (continued)

Test	Target Age or Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Developmental Indicators for Assessment of Learning 4 (DIAL-4)	3 years to Kindergarten Entry	Yearly	To assess current level of development and to identify potential problems in the areas of motor, concepts, language, self-help, social-emotional and behavior.	Appropriate staff will confer with parents to discuss results and share suggested activities which may further the child's development. If children appear to be having difficulty, they will be referred directly to appropriate persons such as special education personnel or through the parents to appropriate medical personnel. When needed, students will be rescreened by District personnel. Screening results will be shared with the child's teacher for instructional purposes and placed in the child's permanent record file.
Francis Howell School District Preschool Common Assessment	2 years 6 months to Kindergarten Entry	Each Semester	To assess skills in literacy and mathematics.	Early childhood classroom teachers will report to parents the results of the assessments. If children appear to be having difficulty, they will be referred for further developmental screening or Early Childhood Special Education evaluation, as appropriate. Assessment results will be shared with the child's future elementary site and placed in the child's permanent record file.

Assessments: District-wide K-12

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
FastBridge Reading Assessments	Elementary (K-5), Middle School (6 – 8), High School as needed	August, December and May and used throughout year as progress monitor	To universally screen students to determine additional reading assistance needs. FastBridge Reading Assessments provide an estimated rate of improvement, identifies student progress in response to instruction and to measure efficacy of instruction. FastBridge Reading Assessments serve as the District’s dyslexia screener. To assist in determining a student’s reading level, Senate Bill 319 eligibility and as one of several indicators for middle school placement.	Shared with building literacy specialists, administration, parents, teachers, and future teachers.
FastBridge Math Assessments	Elementary (2-5), Middle School (6 – 8)	August, December and May and throughout the year to progress monitor	To universally screen students to determine additional mathematics assistance needs. FastBridge Math provides an estimated rate of improvement, identifies student progress in response to instruction.	Shared with administration, parents, teachers, and future teachers.
FastBridge Social, Academic and Emotional Behavior Risk Screener (SAEBRS)	Elementary (K-1)	August, December and May	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is a 19-item rating scale that teachers complete about their students’ social, academic, and emotional behaviors.	Shared with administration, parents, teachers, and future teachers.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
FastBridge my Social, Academic and Emotional Behavior Risk Screener (mySAEBRS)	Elementary (2-5) Middle School (6 – 8)	August, December and May	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete online about their social, academic, and emotional behaviors.	Shared with administration, parents, teachers, and future teachers.
Cognitive Abilities Test (CogAT) Screening for Gifted	Elementary (1 & 3)	Throughout school year as necessary	To universally screen students in first and third grade to determine those who may qualify for gifted programming.	Shared with building gifted teachers, administration, and parents.
English Language Arts (ELA) Benchmark Assessment	Elementary (K-5) Middle School (6-8)	September, February, May	To determine ELA achievement on Missouri Learning Standards.	Reviewed by building and District leadership.
English Language Arts – Units of Study	Elementary (K-5)	Quarterly	To determine writing progress on Missouri Learning Standards expectations.	Reviewed by classroom teachers and Professional Learning Communities.
Math Common Assessments	Elementary (K-5)	2-3 Units/Year	To determine mathematics achievement on Missouri Learning Standards.	Reviewed by classroom teachers and Professional Learning Communities.
Math and English Language Arts (ELA) Common Assessments	Middle School (6-8) High School (9–12)	Each Unit/Topic	To determine Mathematics and ELA achievement on Missouri Learning Standards.	Reviewed by classroom teachers and Professional Learning Communities.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
English Language Arts – Writing Benchmark Assessments	Elementary and Middle School (K–8)	Two times during the school year	To determine writing progress on Missouri Learning Standards expectations.	Reviewed by classroom teachers and Professional Learning Communities.
Science Common Assessments	Elementary (K – 3)	3 – 4 Units/Year	To determine science achievement on Missouri Learning Standards.	Reviewed by classroom teachers and Professional Learning Communities. Note: Data from Science Common Assessments is not required to be entered into MasteryConnect.
Mock English II End of Course (EOC) Assessment	High School (10)	January – February	To inform teachers of student academic progress in English Language Arts in relation to priority state standards for English II prior to the state assessment, so that their needs can be addressed.	Shared with students and teachers, as well as with Department Chairs, who use the data to plan instruction based on results.
Missouri Assessment Program (MAP) – Grade Level Assessments (GLA)	Elementary (3-8) Middle School (6-8)	April – May	To evaluate school district English Language Arts, math and science programs and overall student achievement. Results also may be used to assist in class/program placement in middle school and high school 4-year planning. MAP Assessments are required by the Department of Elementary and Secondary Education (DESE)	Reviewed by the Board annually for performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are also analyzed by teachers and administrators. Students and parents are provided with student reports. Assessment results are placed in the child’s permanent record file.
Missouri Assessment Program (MAP) – Alternative (MAP – A)	Elementary (3–8) & Middle School (6-8) Special Education Setting	Throughout school year	To assess students’ progress on goals in English Language Art, math and science as identified through their Individualized Education Program (IEP). For students with the most significant cognitive disabilities. IEP teams use a checklist provided by the Department of Elementary and Secondary Education (DESE) to determine student eligibility. Linked to the grade-level specific expectations in the Missouri Learning Standards.	

Assessments: District-wide K-12 (continued)

<p style="text-align: center;">Missouri Assessment Program (MAP) – End of Course (EOC)</p>	<p style="text-align: center;">Middle School High School</p>	<p style="text-align: center;">Fall: Oct. – January Spring: Feb. – May Summer: June – August</p>	<p>To evaluate school district programs in Algebra I (middle and high school), biology, English II and government and overall student achievement. End of Course assessments in the core areas are required by law. As a condition of the Every Student Succeeds Act (ESSA) Waiver, all students must take an Algebra level assessment prior to graduation.</p>	<p>Reviewed by the Board annually for performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are also analyzed by teachers and administrators. Students and parents are provided with student reports. Assessment results are placed in the child's permanent record file.</p>
<p style="text-align: center;">World-Class Instructional Design and Assessment (WIDA) WIDA-ACCESS Placement Test W-APT</p>	<p style="text-align: center;">K-12 (English Learners- ELs)</p>	<p style="text-align: center;">First 30 days of school and then as students enter the district</p>	<p>To determine if a student who identify a language other than English is spoken on the Home Language Survey (HLS) at enrollment will receive ESOL services. Districts are required to screen all possible ELs using the W-APT screening assessment. Current English Learners (ELs) ELs DO NOT have to be re-screened.</p>	
<p style="text-align: center;">Assessing Comprehension and Communication in English State-to- State for English Language Learners 2.0 (ACCESS for ELLs 2.0)</p>	<p style="text-align: center;">K-12 (English Learners-ELs)</p>	<p style="text-align: center;">January – March</p>	<p>To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.</p>	

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Iowa Algebra Test Form 1	Middle School (6)	October	To identify appropriate middle school math placement.	Shared with classroom teacher, math content leader, middle school counselors, and parents.
Iowa Algebra Test Form 2	Middle School (7)	October	To identify appropriate middle school math placement.	Shared with classroom teacher, math content leader, middle school counselors, and parents.
Presidential Fitness Test	Elementary (5) High School (9)	October – April	To assess health-related fitness for students in grades 5 & 9.	Required by the Department of Elementary and Secondary Education.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Missouri & United States Constitution Exam and Civics Exam	High School (11)	October – April	To assess students' knowledge of Missouri & United States Constitution as required by the Department of Elementary and Secondary Education.	Reported on transcripts and students receive individual results.
American College Testing (ACT)	High School (11)	April	To assess college readiness. The District provides all junior students an opportunity to take a National Collegiate Athletic Associate (NCAA) approved administration of the ACT during the school day.	Sent by ACT to the college(s) of the students' choice; results shared by ACT with the student and parents. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.
American College Testing (ACT) WorkKeys	High School (11)	Throughout the year as needed	To assess foundational hard and soft skills required for success in the workplace as well as identify areas that need improvement as students plan for their future. Students who succeed on the assessment qualify for ACT's National Career Readiness Certificate.	Sent by ACT to student and parents. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.
Armed Services Vocational Aptitude Battery (ASVAB)	High School (10 – 12)	Throughout the year as needed	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests.	Shared with students, parents, counselors, and administrators. Assessment results are placed in the child's permanent record file. Results are also used in College and Career Readiness MSIP-6 school/district evaluation.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Industry Recognized Credential (IRC) Certificates – Business	High School (10-12)	April – May	To earn certification for students upon successful completion of the assessment in the areas of Adobe Premiere Pro, Adobe Photoshop, and A*S*K Marketing. Scores on IRC assessments utilized in MSIP-6 accreditation.	Distributed to students and parents, as well as submitted to DESE for MSIP-6 evaluation purposes.
Industry Recognized Credential (IRC) Certificates – Family and Consumer Sciences	High School (10 – 12)	December, April – May	To earn certification for students upon successful completion of the assessment in the areas of ProStart 1, ProStart 2, American Association of Family and Consumer Sciences (AAFCS) Fashion, and AAFCS Pathways to Teaching. Scores on IRC assessments utilized in MSIP-6 accreditation.	Distributed to students and parents, as well as submitted to DESE for MSIP-6 evaluation purposes.
Project Lead the Way (PLTW) Engineering Assessment	High School (9-12)	May	To assess subject-specific knowledge along with creativity, critical thinking, problem-solving, collaboration, communication, ethical reasoning and mindset. To provide DESE information for MSIP-6 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, as well as submitted to DESE for MSIP-6 evaluation purposes.
Project Lead the Way (PLTW) Biomedical Assessment	High School (9-12)	May	To assess subject-specific knowledge along with creativity, critical thinking, problem-solving, collaboration, communication, ethical reasoning and mindset. To provide DESE information for MSIP-6 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, as well as submitted to DESE for MSIP-6 evaluation purposes.
Project Lead the Way (PLTW) Computer Science	High School (9-12)	May	To assess subject-specific knowledge along with creativity, critical thinking, problem-solving, collaboration, communication, ethical reasoning and mindset. To provide DESE information for MSIP-6 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, as well as submitted to DESE for MSIP-6 evaluation purposes.

Assessments: District-wide K-12 (continued)

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Career Cluster Inventory	Middle School (6 and 8)	Throughout the school year	To match student interests and activities they enjoy with occupations in the sixteen national Career Clusters.	Shared with students to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Learning Styles Inventory	Middle School (6)	Throughout the school year	To identify for students the type of learning style that is their strength and their preferred learning style.	Shared with students to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Interest Profiler (IP)	Middle School (7)	Throughout the school year	To produce a list of occupations that best fit a student's interests.	Shared with students to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Employability Skills Survey	Middle School (7)	Throughout the school year	To assist students in the exploration of occupations that match student self-assessed skills. It helps students recognize how skills can be transferred between occupations.	Shared with student to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).
Reality Check	Middle School (8)	Throughout the school year	To inform student awareness to the kind of education and finances that are associated with the lifestyle they want as an adult. The Reality Check allows students to find out how much money is needed to earn to cover their expenses. It also shares which occupations support this lifestyle.	Shared with student to assist in developing their four-year plan and Individual Career and Academic Plan (ICAP).

Assessments: District-wide K-12 (continued)

<p>American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL)</p>	<p>High School (11 – 12)</p>	<p>Spring</p>	<p>To measure if a student qualifies for the Seal of Biliteracy. To assess the ability of a student to engage in linguistic tasks on topics of personal, social, and academic relevance across the three modes of communication.</p>	<p>Shared with student, teacher, and family.</p>
<p>Reading Inventory (RI)</p>	<p>Grades 5 – 12</p>	<p>Initial Placement: 3rd Quarter During Read 180 Course: 3 – 5 times per year</p>	<p>To assess students' reading abilities and provide individual Lexile levels. Reading Inventory is a computer-adaptive assessment that provides teachers with the data they need to create, implement, and adjust personalized instruction.</p>	<p>Shared with student, parent, teacher, and administrators.</p>
<p>Progress Assessment of Reading (PAR)</p>	<p>Grades 6 – 12</p>	<p>Beginning of School Year</p>	<p>To assess students' reading abilities and provide individual Lexile levels. To predict students' performance on high stakes assessments.</p>	<p>Shared with student, parent, teacher, and administrators.</p>
<p>Language Reading Scale (LRS)</p>	<p>Grades 6 – 12</p>	<p>3 times per year</p>	<p>To measure an instructional level Lexile level for students in Language Live! who are several years behind grade level in reading.</p>	<p>Shared with student, parent, teacher, and administrators.</p>
<p>Test of Silent Contextual Reading Fluency (TOSCRF)</p>	<p>Grades 6 – 12</p>	<p>3 times per year</p>	<p>To measure silent contextual reading fluency of students in Language Live!. To measure the speed with which students can recognize individual words in a series of printed passages that become progressively more difficult in their content, vocabulary, and grammar.</p>	<p>Shared with student, parent, teacher, and administrators.</p>

<p>Test of Written Spelling 4th Edition (TWS-4)</p>	<p>Grades 6 – 12</p>	<p>3 times per year</p>	<p>To document overall improvement in spelling as a result of intervention instruction. TWS-4 is a norm-referenced test of spelling.</p>	<p>Shared with student, parent, teacher, and administrators.</p>
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Advanced Screening and Identification of Giftedness

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Cognitive Abilities Test (CogAT)	Elementary (K-5)	Continuous	To provide advanced screening or for the identification of giftedness.	Parents are notified of results in writing within ten (10) business days.
Wechsler Abbreviated Scale of Intelligence II (WASI II)	Age 6-grade 12	Continuous		
Test of Divergent Thinking	Age 6-grade 12	Continuous		
Wechsler Individual Achievement Test (WIAT III)	Grades 2-8	Fall		

Assessments: Health Screening

Test	Grade Level(s)	Typical Date	Purpose	Dissemination of Results May Include:
Snellen Distance Near Vision Cards	Elementary (1and3), Middle School (6) High School (9) and all referred students	September- October	To screen for problems with near/ far-sightedness.	Results for all health screenings will be maintained in individual student medical files. Students are re-screened two (2) weeks after initial screening if concerns are noted. Parents are notified and referrals to appropriate medical personnel will be sent to parents of all students who fail a health screening. Results of screenings will be shared with district staff and special education personnel on a need-to-know basis.
Hearing Pure Tone Audiometry Screening	Elementary (1 and3) Middle School (6) High School (9) and all referred students	September- October	To screen for deficits in hearing acuity.	
Blood Pressure	High School (9) and all referred students	September- October	To screen for health concerns in blood pressure.	
Suicidal Ideation Questionnaire (SIQ)	High School (10 – 12)	Throughout the year as needed	To assess the level of distrust and suicidal intent by having the student answer 30 questions as well as being a component in a comprehensive assessment of a student's mental health.	Results are shared with parents and the mental health provider student is being taken to for additional assessment, treatment and continued support.
Suicidal Ideation Questionnaire- Junior (SIQ-JR)	Middle School (7 –8) High School (9)	Throughout the year as needed	To assess students who are at risk of suicide by having the student answer 15 questions. It also serves as a component in a comprehensive assessment of a student's mental health.	Results are shared with parents and the mental health provider student is being taken to for additional assessment, treatment and continued support.
Ask Suicide- Screening Questions (ASQ)	K – 12	Throughout the year as needed	To help successfully identify youth at risk for suicide.	The results are shared with the student's parent.

Compliance Requirements

Guidelines for Including Students with Disabilities

Individual students with Individualized Educational Programs (IEP)s or Section 504 accommodation plans will participate in assessments administered by the District as indicated by the student's IEP or Section 504 plan. Accommodations, if applicable, will be designed to provide all students with an equal opportunity to demonstrate what they have learned and typically reflect the accommodations that are used in the student's daily instructional program. Accommodation procedures may include adjustments in the assessment setting, item presentation, student response methods, as well as timing of the assessment. Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category or disability, or percentage of time in a particular placement or classroom. The school staff should expect that all students, including those with disabilities and or eligible under Section 504, will participate in the Grade Level Assessments or End of Course assessments and other district-wide assessments. Eligibility for MAP-A and alternative district-wide assessments will be determined by IEP teams.

Provisions for Teaching Test-Taking Skills

Classroom teachers will provide students with regular instruction in test-taking skills. Teachers will also provide students with opportunities to practice test format types including multiple choice, constructed response questions, and technology-enhanced Items. Technology-enhanced Items are question format types such as multiple responses, drag and drop, sequence, fill-in-the-blank, and matching. Classroom teachers will provide feedback regarding student performance following practice opportunities. Preparing students to participate in state and national assessments will be the responsibility of all classroom teachers. School faculties will develop strategies for improving student performance on state and national assessments on an annual basis.

Test Security - Overview

Board Policy 6420 addresses test security. The building/school test coordinator is required to distribute and review testing materials, as well as have teachers/proctors sign to indicate receipt of the materials prior to testing. Changes to the Missouri Assessment Program presents differing test security issues. With the introduction of online assessments in state testing and the continuation of paper and pencil assessments, test security for any given assessment may be handled in a different manner, but in all cases, test security is of utmost importance.

The use of an electronic device, such as a cell phone or smart watch, by a teacher/proctor during a testing session is not to be allowed. Students should not have access to electronic devices, such as a cell phone or smart watch, during a testing session. A student may use a cell phone or other electronic device during testing to track medical issues such as blood pressure, heart rate, and blood sugar. If student uses a cell phone or other electronic device for a medical issue, they may have it in the testing room, but it should be held onto by the test examiner or proctor and not by the student. No pictures of the testing screen are to be taken unless directed to do so by technical support provided by the testing vendor. When a paper and pencil form of a test is needed, this document will be treated as secure test materials. This includes the storage, printing, and access of test print materials. All Missouri assessment documents and other standardized test booklets whether received in a shipment or printed locally, as allowed by specific testing procedures, are to be stored immediately upon receipt/printing in a secured area. When the test documents arrive at the district, the district test coordinator or designee will check to make sure all cartons/boxes have been received. The test coordinator or their designee will assume responsibility for contacting the appropriate assessment vendor assigned if the order is inaccurate, and for providing secured storage of any materials received. Beyond the initial checking and sorting, test booklets will remain untouched until they are prepared for distribution for administration. Only the District Test Coordinator and other designated individuals will have access to test materials. No teacher should have

access to test books or their content prior to distribution except as provided under state guidelines for IEP test accommodations. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Test Security – Instructions for Administration

All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. District staff who are required as part of their job to be involved with the handling or viewing of secure test content or materials shall attend the appropriate test security training. A signature of their participation in the training will also be required prior to any testing duties being performed. It is the responsibility of the building/school test coordinator to ensure all appropriate training has been completed for the staff in their building, including the training of the building/school test coordinator.

Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in staff development, led by the building/school test coordinators, regarding testing procedures. Building/school test coordinators are trained in administration of all standardized tests at least annually. The staff development will stress the importance of test security during test administration. Security issues addressed will include expectations for electronic devices such as cell phones and internet accessible devices, as well as the handling of materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting.

When paper and pencil versions of the tests are used, the tests must be stored in a secure, locked location outside of the classroom. Accountability of the printed test materials will remain the responsibility of the building/school test coordinator. Specific check-in/check-out procedures and required documentation can usually be found in the Test Administration Manual (TAM), a secure testing manual provided to building/school test coordinators prior to the testing window for the associated testing window.

When online testing, the printed test tickets are considered secure documents and are to be treated in the same manner as printed test booklets. The test tickets are to be stored in a secure, locked location outside of the classroom until the need to distribute for testing is present. Also of importance in online testing environments, making every attempt to keep the screen from easily being viewed by anyone other than the student testing should be considered when establishing testing locations by the building/school test coordinators.

Students will be encouraged to use restroom facilities, get drinks, etc., before beginning the test. If a student must leave the room during testing, they will be instructed by the test examiner/proctor on what to do with their tests before leaving their seat. All individuals administering tests will strictly follow the procedures outlined in the TAM. Test administrators/proctors will not leave the testing room while the test is being given. Building administrators/designees may transition between classrooms to help monitor test administration and to provide assistance as needed. If a test is to be administered over a series of days, procedures outlined in the TAM are to be followed. It is the responsibility of the building/school test coordinator to ensure the appropriate procedures are followed.

Test Security – Sanctions against Unfair Practices

The test 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. The following is a list of unfair practices which the District considers inappropriate:

- a) Copying any part of a standardized test booklet or screen for any reason, including taking pictures of test booklets or screen.
- b) Removing a test booklet from the secure storage area except during test administration.
- c) Failing to return all test booklets following test administration.
- d) Directly teaching any test item included on a standardized test.
- e) Altering a student's responses to items on an answer sheet.
- f) Providing indications to students during testing that they have answered items incorrectly and need to change them, giving students clues, giving students answers to questions, allowing students to give each other answers to questions, allowing students to copy each other's work, or altering test administration procedures in any way to give students an advantage.
- g) Engaging in written and verbal discussion of secure test items.
- h) Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a District staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven to have occurred, a report will be forwarded to the superintendent/designee and appropriate disciplinary action will be taken.

Appendix A: Assessments by grade level

Grade Level	Test	Purpose
K	Units of Study Formative, Summative Assessments, & English Language Arts (ELA) Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is a 19-item rating scale that teachers complete about their students' social, academic, and emotional behaviors.
	FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math provides an estimated rate of improvement, identifies student progress in response to instruction.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing

Assessments by grade level (continued)

Grade Level	Test	Purpose
1 st	Units of Study Formative, Summative Assessments, & English Language Arts (ELA) Benchmarks	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge Social, Academic and Emotional Behavior Risk Survey (SAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is a 19-item rating scale that teachers complete about their students' social, academic, and emotional behaviors.
	FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math Assessments provide an estimated rate of improvement, identifies student progress in response to instruction.
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing
	Cognitive Abilities Test (CogAT) Gifted Screener	To universally screen students to determine those who may qualify for gifted programming.

Assessments by grade level (continued)

Grade Level	Test	Purpose
2 nd	Units of Study Formative & Summative Assessments, English Language Arts (ELA) Benchmarks	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math Assessments provide an estimated rate of improvement, identifies student progress in response to instruction.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
3 rd	Units of Study Formative & Summative Assessments, English Language Arts (ELA) Benchmarks	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and Senate Bill 319 (SB319) eligibility. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge Math provides an estimated rate of improvement, identifies student progress in response to instruction.
	Missouri Assessment Program (MAP) Grade Level Assessments- English Language Arts (ELA) & Math (MA)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. (Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE)).
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.	

	Cognitive Abilities Test (CogAT) Gifted Screener	To universally screen students to determine those who may qualify for gifted programming.
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Assessments by grade level (continued)

Grade Level	Test	Purpose
4 th	Units of Study Formative & Summative Assessments, English Language Arts (ELA) Benchmarks	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	Missouri Assessment Program (MAP) Grade Level Assessments- English Language Arts (ELA) & Math (MA)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
5 th	Units of Study Formative & Summative Assessments, English Language Arts (ELA) Benchmarks	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math Assessments provide an estimated rate of improvement, identifies student progress in response to instruction.
	Missouri Assessment Program (MAP) Grade Level Assessments- English Language Arts(ELA), Math (MA, & Science (SC)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Presidential Fitness	To assess fitness for grades 5 & 9. The Presidential Fitness is required by the Department of Elementary and Secondary Education (DESE).
Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.	

Assessments by grade level (continued)

Grade Level	Test	Purpose
6 th	Math, English Language Arts (ELA), and Writing Benchmarks	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Iowa Algebra Aptitude Test (Form 1)	To determine math placement.
	Missouri Assessment Program (MAP) Grade Level Assessments-English Language Arts (ELA) & Math (MA)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math Assessments provide an estimated rate of improvement, identifies student progress in response to instruction.

Assessments by grade level (continued)

Grade Level	Test	Purpose
7 th	Math, English Language Arts (ELA), and Writing District Benchmarks	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Missouri Assessment Program (MAP) Grade Level Assessments English Language Arts (ELA) & Math (MA)	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Iowa Algebra Aptitude Test (Form 2)	To determine math placement.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math Assessments provide an estimated rate of improvement, identifies student progress in response to instruction.	

Assessments by grade level (continued)

Grade Level	Test	Purpose
8 th	Math, English Language Arts (ELA), and Writing Benchmarks	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Math and English Language Arts (ELA) District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Missouri Assessment Program (MAP) Grade Level Assessments-English Language Arts (ELA), Math (MA & Science (SCI), Algebra I End of Course (EOC) Exam	To evaluate school district programs and overall student achievement. MAP assessments are required by the Department of Elementary and Secondary Education (DESE).
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.
	FastBridge mySocial, Academic, and Emotional Behavior Risk Survey (mySAEBRS)	To universally screen students to identify which skills students are strong in, which skills need to be developed and which individual students may be at risk of social-emotional behavior-related problems. The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) is a 20-item rating scale that students complete about their social, academic, and emotional behaviors.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
FastBridge Math Assessments	To universally screen students to determine additional mathematics assistance needs. FastBridge Math Assessments provide an estimated rate of improvement, identifies student progress in response to instruction.	

Assessments by grade level (continued)

Grade Level	Test	Purpose
9 th	Algebra I End of Course (EOC) Exam	To evaluate school district programs and overall student achievement. EOCs are required by the Department of Elementary and Secondary Education (DESE).
	Math and English Language Arts (ELA) District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	English I Mock End of Course (EOC) Exam	To inform teachers of student academic progress in English Language Arts on Missouri Learning Standards.
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Blood Pressure	To screen for health concerns in blood pressure.
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	Presidential Fitness	To assess fitness for grades 5 & 9. Presidential Fitness is required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.	
	YouScience Discovery	To assess student aptitude most critical in determining career success: Idea Generation, Inductive Reasoning, Numerical Reasoning, Sequential Reasoning, Spatial Visualization, Timeframe Orientation, Visual Comparison, Speed, Vocabulary and Work Approach and then provide career paths that will best use a student's aptitude and talents.

Assessments by grade level (continued)

Grade Level	Test	Purpose
10 th	Biology I End of Course (EOC) Exam English II End of Course (EOC) Exam	To evaluate school district programs and overall student achievement. EOCs are required by the Department of Elementary and Secondary Education (DESE).
	Math and English Language Arts (ELA) District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	English II Mock End of Course (EOC) Exam	To inform teachers of student academic progress in English Language Arts in relation to priority state standards prior to the state assessment so that their needs can be addressed.
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	Armed Services Vocational Aptitude Battery (ASVAB)	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District's dyslexia screener.

Assessments by grade level (continued)

Grade Level	Test	Purpose
11 th	Constitution and Civics Exams	To assess student knowledge of civics, and Missouri (MO) & the United States (US) Constitution as required by the Department of Elementary and Secondary Education (DESE).
	Government End of Course (EOC) Exam	To evaluate school district programs and overall student achievement. EOCs are required by the Department of Elementary and Secondary Education (DESE).
	Math and English Language Arts (ELA) District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose Individualized Educational Program (IEP) team determined an alternative is required. Dynamic Learning Maps are required by the Department of Elementary and Secondary Education (DESE).
	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL's continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	American College Testing (ACT) – District Choice	To assess college readiness.
	American College Testing (ACT) WorkKeys	To assess foundational hard and soft skills required for success in the workplace as well as identify areas that need improvement as students plan for their future. Students who succeed on the assessment qualify for ACT's National Career Readiness Certificate.
	Armed Services Vocational Aptitude Battery (ASVAB)	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during

		the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District’s dyslexia screener.
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Assessments by grade level (continued)

Grade Level	Test	Purpose
12 th	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELs 2.0)	To determine EL’s continued eligibility for services mandated through the Every Student Succeeds Act (ESSA). To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	American College Testing (ACT) WorkKeys	To assess foundational hard and soft skills required for success in the workplace as well as identify areas that need improvement as students plan for their future. Students who succeed on the assessment qualify for ACT’s National Career Readiness Certificate.
	Armed Services Vocational Aptitude Battery (ASVAB)	To assess student aptitude in four domains: verbal, math, science and spatial. The ASVAB contains ten subtests: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. Students use their ASVAB results to identify careers that are best matched with their aptitude and interests.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Reading Assessments	To universally screen students to determine additional reading assistance. To assist in determining a student’s reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge Reading Assessments serve as the District’s dyslexia screener.

Appendix B: District Approved Assessment Instruments for Building Use

Updated May 2022

Below are the tests that are District Approved and appropriate for building usage to diagnose a student with a disability. Please limit testing in the schools to the tests listed below. If, through formal evaluation, a student meets criteria for a special education diagnosis, the decision to diagnose must be supported by examples of classroom performance and teacher input. The student must show adverse educational impact and require special education services.

The special education department will be supplying tests and protocols for these instruments only. Each building will be provided with at least one (1) achievement test (secondary only), Adaptive Behavior Assessment System-III (ABAS-III), and Behavior Assessment System for Children-Third Edition (BASC-3), along with the necessary protocols.

COGNITIVE

All cognitive testing for initial and re-evaluations will be completed by the K-12 diagnostic team.

ACHIEVEMENT

Kaufman Test of Educational Achievement, Third Edition (KTEA-3)

ADAPTIVE:

Adaptive Behavior Assessment System-Third Edition (ABAS-III) with manual & computer assist scorer provided to each school

BEHAVIOR:

Behavior Assessment System for Children-Third Edition (BASC-3) with manual & computer assist scorer provided to each school

LANGUAGE: (choose two (2) and include a language sample)

All initial language evaluations will be completed by the K-12 diagnostic team. Re-evaluations will be completed by the diagnostic team, unless otherwise discussed. Secondary schools will be provided appropriate instruments as needed.

Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)

Oral and Written Language Scales-Second Edition (OWLS-II)

Test of Language Development-Primary, Fifth Edition (TOLD-P:5) or Test of Language Development-Intermediate, Fifth Edition (TOLD-I:5)

Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)

SPEECH-Sound System Disorder:

(All listed below must be completed)

Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3)

Speech sample

Oral peripheral exam

***If you have an unusual situation and the tests listed above are not appropriate for a specific student, please consult with your diagnostic team representative for guidance.**

Appendix C: FHSD Assessment Instruments

Updated May 2022

The following list of assessments is available to district testing personnel for use as deemed appropriate.

TEST	TYPE
Cognitive Abilities Test-Seventh Edition (CogAT-7)	Ability
Fiefer Assessment of Reading (FAR)	Achievement
Gray Oral Reading Test-Fifth Edition (GORT-5)	Achievement
Kaufman Survey of Early Academic and Language Skills (K-SEALS)	Achievement
Kaufman Test of Educational Achievement-Third Edition (KTEA-3)	Achievement
Test of Written Language-Third Edition (TOWL-3)	Achievement
Woodcock Johnson Achievement Test-Fourth Edition (WJ IV ACH)	Achievement
Wechsler Individual Achievement Test-Third Edition (WIAT-III)	Achievement
Dynamic Assessment of Test Accommodations (DATA)	Achievement
Process Assessment of the Learner (PAL)	Achievement
PAT Phonological Abilities Test (PAT)	Achievement
Test of Early Written Language-Second Edition (TEWL-2)	Achievement
Formal Reading Assessment	Achievement
Reading Fluency Assessment	Achievement
Adaptive Behavior Assessment System-Third Edition (ABAS-III)	Adaptive
Pediatric Evaluation of Disability Inventory (PEDI)	Adaptive
School Function Assessment (SFA)	Adaptive
Scales of Independent Behavior-Revised (SIB-R)	Adaptive
Development Assessment of Young Children-Second Edition (DAYC-2)	Adaptive
Goal-Oriented Assessment of Life Skills (GOAL)	Adaptive
Children's Assessment of Participation and Enjoyment/Preferences for Activities of Children (CAPE/PAC)	Adaptive
The Roll Evaluation of Activities of Life (The REAL)	Adaptive
Vineland Adaptive Behavior Scales-Third Edition (Vineland-3)	Adaptive
Participation and Environment Measure for Children and Youth (PEM-CY)	Adaptive
Tympanometry	Audiology
Acoustic Reflexes	Audiology
Autism Diagnostic Social History Questionnaire	Autism
Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)	Autism

FHSD ASSESSMENT INSTRUMENTS (continued)

Autism Spectrum Rating Scale (ASRS)	Autism
Asperger Syndrome Diagnostic Scale (ASDS)	Autism
CARS Childhood Autism Rating Scale (CARS)	Autism
Gilliam Autism Rating Scale-Third Edition (GARS-3)	Autism
Social Communications Questionnaire (SCQ)	Autism
Autism Developmental Social History Questionnaire	Autism
Promoting the Emergence of Advanced Knowledge (PEAK)	Autism
Behavior Assessment System for Children-Third Edition (BASC-3)	Behavior
Preschool and Kindergarten Behavior Scales-Second Edition PKBS-2)	Behavior
Francis Howell School District Functional Behavior Assessment (FHSD FBA)	Behavior
Differential Abilities Scales-Second Edition (DAS-II)	Cognitive
Early Learning Accomplishment Profile (E-LAP)	Cognitive
Leiter International Performance Scale-Third Edition (Leiter-3)	Cognitive
Stanford-Binet Intelligence Scales, Fifth Edition (SB-5)	Cognitive
Test of Nonverbal Intelligence-Fourth Edition (TONI-4)	Cognitive
Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)	Cognitive
Wechsler Nonverbal Scale of Ability (WNV)	Cognitive
Wechsler Abbreviated Intelligence Scale-Second Edition (WASI-II)	Cognitive
Wechsler Intelligence Scale for Children-Fifth Edition WISC-V)	Cognitive
Woodcock-Johnson-Fourth Edition Test of Cognitive Abilities (WJ-IV COG)	Cognitive
Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)	Cognitive
Hiskey-Nebraska Test of Learning Aptitude	Cognitive
Reynolds Intelligence Assessment Scales-Second Edition RIAS-2)	Cognitive
Clinical Evaluation of Language Fundamentals-Third Edition Spanish Version (CELF-3 Spanish Version)	ESOL
TVIP Test de Vocabulario en Imagenes Peabody	ESOL
Swallowing Ability and Function Evaluation (SAFE)	Feeding/Swallowing
Gifted Rating Scales (GRS)	Giftedness
Torrance Tests of Creative Thinking	Giftedness
Detailed Assessment of Speed of Handwriting (DASH)	Handwriting
Evaluation Tool of Children's Handwriting (ETCH)	Handwriting
The Print Tool Evaluation	Handwriting

FHSD ASSESSMENT INSTRUMENTS (continued)

Test of Handwriting Skills-Revised (THS-R)	Handwriting
Shore Handwriting Screening: For Early Handwriting Development (SHS)	Handwriting
DeCoste Writing Protocol (DWP)	Handwriting
Meadow-Kendall Social-Emotional Assessment Inventory for Deaf and Hearing Students (SEAI)	Hearing
Screening Instrument for Targeting Educational Risk (S.I.F.T.E.R)	Hearing
Apraxia Profile: A Descriptive Assessment Tool for Children	Speech
Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)	Language
Clinical Evaluation of Language Fundamentals-Fourth Edition Spanish Edition (CELF-4 Spanish Edition)	Language
Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)	Language
Expressive One-Word Picture Vocabulary Test-Fourth Edition (EOWPVT-4)	Language
Functional Communication Profile– Revised (FCP-R)	Language
Khan-Lewis Phonological Analysis-Third Edition (KLPA-3)	Speech
Oral and Written Language Scales-Second Edition (OWLS-II)	Language
Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)	Language
Receptive One-Word Picture Vocabulary Test-Fourth Edition (ROWPVT-4)	Language
Social Language Development Test-Elementary	Language
Social Language Development Test-Adolescent	Language
Test of Language Development-Intermediate-Fifth Edition (TOLD-I: 5)	Language
Test of Language Development-Primary-Fifth Edition (TOLD-P:5)	Language
Receptive Expressive Emergent Language Test-Third Edition (REEL-3)	Language
Test of Pragmatic Language–Second Edition (TOPL-2)	Language
Test of Integrated Language and Literacy Skills (TILLS)	Language
Expressive Vocabulary Test–Second Edition (EVT)	Language
Swassing-Barbe Checklist of Observable Modality Strengths Characteristics	Learning Styles
Bruininks-Oserestsky Test of Motor Proficiency-Second Edition (BOT-2)	Motor
Fit 4 Work	Motor/Transition
Erhardt Developmental Prehension Assessment (EDPA)	Motor
Movement Assessment Battery for Children-Second Edition (Movement ABC-2)	Motor
Test of Gross Motor Development-Third Edition (TGMD-3)	Motor
Peabody Developmental Motor Scales-Second Edition (PDMS-2)	Motor
Northeastern State University College of Optometry (NSUCO) Oculomotor Test	Oculo-Motor
Oral Speech Mechanism Screening Examination-Third Edition (OSMSE-3)	Oral Motor

FHSD ASSESSMENT INSTRUMENTS (continued)

Children's Apperception Test (CAT)	Personality
Children's Depression Inventory (CDI) what edition	Personality
Conners-Third Edition	Personality/Behavior
Early School Personality Questionnaire (ESPQ)	Personality
High School Personality Questionnaire (HSPQ)	Personality
Rotter Incomplete Sentence Blank- (RISB-)what edition	Personality
Minnesota Multiphasic Personality Inventory (MMPI)	Personality
Behavior Rating Inventory of Executive Function-Second Edition (BRIEF-2)	Personality
Bender Visual-Motor Gestalt Test-Second Edition (Bender-Gestalt II)	Processing
Motor-Free Visual Perception Test-Fourth Edition (MVTP-4)	Processing
A Developmental Neuropsychological Assessment-Second Edition (NEPSY-2)	Processing
Revised Token Test (RTT)	Processing
Jordon Left-Right Reversal Test-Third Edition (Jordan-3)	Processing
Test of Visual Perceptual Skills-Fourth Edition (TVPS-4)	Processing
- Protocol for Accommodations in Reading (PAR)	Reading Accommodations
Adolescent/Adult Sensory Profile	Sensory
DeGangi-Berk Test of Sensory Integration (TSI)	Sensory
Sensory Profile-Second Edition	Sensory
Sensory Processing Measure-Second Edition (SPM-2)	Sensory
Carolina Picture Vocabulary Test (CPVT)	Sign Language Proficiency
Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3)	Speech
Stuttering Severity Instrument-Fourth Edition (SSI-4)	Speech
Lexical Neighborhood/Multisyllabic Lexical Neighborhood (LNT-MLNT)	Speech Perception
Bamford-Kowal-Bench Speech in Noise Test (BKB-SIN)	Speech Perception
Consonant-Nucleus-Consonant Word Lists (CNC)	Speech Perception
Early Speech Perception Test (ESP)	Speech Perception
Self-Directed Search-Fourth Edition (SDS)	Transition
Career Interest Inventory	Transition
Self-Directed Search-Fourth Edition (SDS)	Transition
Diagnostic Assessment Procedure (DAP)	Vision
Individual Systematic Assessment of Visual Efficiency (ISAVE)	Vision
Functional Vision and Learning Media Assessment-American Printing House for the Blind (FVLMA Kit)	Vision
The Oregon Project for Visually Impaired & Blind Preschool Children Children: Skills Inventory-Sixth Edition (The OR Project)	Vision

FHSD ASSESSMENT INSTRUMENTS (continued)

Barraga Visual Efficiency Program (BVEP)	Vision
Basic Reading Inventory: Student Word Lists, Passages, and Early Literacy Assessments-Eleventh Edition	Vision
Cortical Visual Impairment Rating Scale-Second Edition (CVI-2 nd Edition)	Vision
New Tools for Functional Vision and Learning Media Assessment (NewT)	Vision
Illinois Functional Vision Screening Tool	Vision
Tools for Assessment and Development of Visual Skills (ToAD)	Vision
Sensory Learning Kit (SLK)	Vision
Braille Assessment Checklist for Persons with Multiple Disabilities (BAC)	Vision
Braille Assessment Inventory (BAI)	Vision
Braille Readiness Grid	Vision
New Mexico School for the Blind and Visually Impaired Orientation and Mobility Inventory Updated Version 5.2 (NMSBVI O & M)	Vision
Preschool Orientation and Mobility Assessment	Vision
Teaching Age-Appropriate Purposeful Skills - Orientation and Mobility	Vision
Michigan Severity Rating Scales	Vision
School Function Assessment (SFA)	Vision
Orientation and Mobility Assessment: Early Years of Birth through Three Years	Vision
Beery-Butkenica Developmental Test of Visual Motor Integration-Sixth Edition (Beery VMI-6)	Visual-Motor
Developmental Test of Visual Perception-Third Edition (DTVP-3)	Visual-Motor
Preschool Visual Motor Integration Assessment (PVMIA)	Visual-Motor
VAP Voice Assessment Protocol	Voice