AFFTON SCHOOL DISTRICT

STUDENT ASSESSMENT PROGRAM

2013-14

Adopted by Affton Board of Education
August 20, 2013
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i-ii</td>
</tr>
<tr>
<td>Special Needs Screening</td>
<td>A-E</td>
</tr>
<tr>
<td>Guidelines for Assessing Students with Disabilities</td>
<td>F</td>
</tr>
<tr>
<td>Strategies for Assessing Show-Me Standards</td>
<td>G</td>
</tr>
<tr>
<td>Preschool - Grade 12</td>
<td>1-27</td>
</tr>
<tr>
<td>Student Instruction in Test-Taking Skills</td>
<td>28-30</td>
</tr>
<tr>
<td>Professional Learning Activities for Assessment Program</td>
<td>31</td>
</tr>
<tr>
<td>Testing Calendar - Group-Administered Tests Taken by All Students of a Grade Level</td>
<td>32</td>
</tr>
<tr>
<td>Testing Environment and Scheduling Recommendations</td>
<td>34-35</td>
</tr>
<tr>
<td>Testing Security</td>
<td>36-38</td>
</tr>
</tbody>
</table>
THE AFFTON SCHOOL DISTRICT ASSESSMENT PROGRAM

INTRODUCTION

The Affton School District Student Assessment Program is part of the continuing effort by the Affton School District to screen developmental progress and to assess student growth. The 2013-14 Student Assessment Program is designed to meet several needs identified by the district, including:

1. The need to screen students for possible placement in programs to enhance or support their individual achievement.

2. The need to monitor student progress in the subject areas assessed by the state-mandated assessment program using the Grade and Subject Level Predictive and Common Assessments. Grade and Subject Level Predictive Assessments are highly recognized and accepted curriculum-referenced measurements aligned with the state’s Show-Me Performance Standards, GLEs, CLEs, Common Core Standards, and complement the Missouri Assessment Program (MAP). They will be administered to Affton students at grades 2-12. The subject areas to be assessed are Communication Arts, Math, Science, Social Studies, and other subject areas deemed appropriate by administration.

3. The need to administer the Missouri Grade Level Assessments as mandated by the Outstanding Schools Act of 1993. The district is required to administer the Math portion to all students in grades 3-8; the Communication Arts portion at grades 3-8; and the Science portion at grades 5 and 8.

4. The need to administer the Missouri Department of Elementary and Secondary Education End-of-Course Exams, which measure student achievement and progress toward post-secondary readiness, identify students’ strengths and weaknesses, communicate expectations for all students, meet state and national accountability requirements, and evaluate program effectiveness. End-of-course Exams will provide a valid and reliable method for assessing students’ knowledge of Missouri’s Course Level Expectations (CLEs). They will also allow classroom teachers to incorporate statewide assessment results into students’ course grades. End-of-course exams are administered to students in grades 8-12 who are taking or have taken Algebra I, English II, and Biology, English I, Algebra II, Geometry, U.S. History, and U.S. Government.

5. The need to obtain an objective measure of student academic aptitude in the areas of verbal, non-verbal, and memory skills that, along with other information, assists staff in planning appropriate educational programs. The Test of Cognitive Skills, Second Edition (TCS/2), a group-administered academic aptitude test will be administered to all students in grades 3 and 6.

6. The need to screen and choose students who are considered candidates for the Affton School District’s Gifted Program will be determined by CTB/McGraw-Hill TerraNova Basic Battery, Levels 1-7.

7. AIMSweb, a scientifically based, formative assessment system that ‘informs’ the teaching and learning process by providing continuous study performance data and reporting improvement to parents, teachers and administrators to enable evidenced-based evaluation and data-driven instruction at the K-8 grade levels.

Test results in Affton School District are used to assist in making more informed educational decisions in three broad areas: (1) the instructional program; (2) the guidance and counseling program; and (3) administrative utilization. The test results are used at the classroom level, the building level, and the district level in order to assess student strengths and weaknesses, review instructional practices, and as a measure of the alignment of the written, taught, and tested curriculum.
The first section of this assessment program provides district procedures for screening all students to assist in determining if a student may need special services. The section identifies screening procedures in order to identify potential problems in the following seven areas of functioning: vision, hearing, health/motor, cognitive, including adaptive behaviors, academic, speech/language, and social/emotional, and establishes pass/fail criteria in these seven areas of functioning.

Affton School District's assessment program is coordinated in each building by the school counselor. The assistant superintendent will coordinate the district-wide assessment program.

* The multiple assessment edition combines selected-response items with constructed-response items that ask students to produce their own short and extended responses.

June 2010
The Reauthorized Individuals with Disabilities Education Act (PL108-446), the State Compliance Plan, and the Assurance Document require that all students, ages birth through 20, be screened to identify potential problems in the following seven areas of functioning: vision, hearing, health/motor, cognitive, academic, speech/language, and social/emotional.

Screening data alone do not provide the information needed to diagnose a disabling condition; however, failure may result in the implementation and documentation of alternative intervention strategies and consideration for involvement of the Building Level Team (except failures in vision, hearing, or health where failure should result in recommendations for follow-up to the parent/guardian).

Screening in the Affton School District consists of continuous and/or periodic procedures. Continuous procedures consist of teachers and parents/guardians conducting ongoing observations of students to recognize behaviors that indicate problems or concerns. Continuous procedures usually require observations for a period of at least four (4) to six (6) weeks. Periodic procedures identify students by comparing an individual's performance with the performance of peers through use of systematic or formal discrete measures.

**SCREENING PASS/FAIL CRITERIA**

**AREA OF SCREENING:** VISION

**Periodic Procedure:** *Students are screened by the school nurse using a standard vision chart, or parents/guardians may wish to provide results of vision screening completed outside the school setting. If students do not pass the vision screening, the school nurse will recommend to parents/guardians that the student receive an examination by a vision specialist. If correction is recommended by the specialist and received by the student, the school nurse will screen the student again.*

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard vision chart (Snellen, Sloan, etc.) up to 20/40 to age 6, or up to 20/30 thereafter with or without correction.</td>
<td>Standard vision chart (Snellen, Sloan, etc.) above 20/40 to age 6 or above 20/30 thereafter.</td>
</tr>
<tr>
<td>Students with best corrected vision between 20/30 – 20/70 will pass, but visual limitation will be noted.</td>
<td>Standard vision chart 20/70 with best correction in better eye as documented by a vision specialist.</td>
</tr>
</tbody>
</table>

**Continuous Procedure:** Teachers and/or parents/guardians conduct ongoing observations of student.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problems or concerns noted.</td>
<td>Problems or concerns noted.</td>
</tr>
</tbody>
</table>

* If a student passes periodic procedure, but the results are more than one year old, the data must be supported by continuous observation.
SPECIAL NEEDS SCREENING

AREA OF SCREENING: **HEARING**

Periodic Procedure: * Students are screened at the building level by the Special School District audiological staff or school nurse using Pure Tone audiometry. Students who do not pass the screening at 20dB are referred to the Special School District or medical specialist for audiological evaluation.

**Pass**  
Pure tone audiometry indicates response at 20dB in both ears (with failure to respond in no more than one frequency per ear).

**Fail**  
Student misses two frequencies in one ear at 20dB and/or an audiological assessment provided by the parent/guardian indicates an educationally significant hearing loss which is not medically correctable.

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student.

**Pass**  
No problems or concerns noted.

**Fail**  
Problems or concerns noted.

AREA OF SCREENING: **COGNITIVE/INTELLECTUAL**

Periodic Procedure: Students may periodically participate in a standardized testing program. Individually administered measures require parent/guardian notification and agreement prior to administration.

**Pass**  
Teacher observation, or stanines of 4 or above or scores at or above 25th percentile on standardized achievement tests and no evidence of significant cognitive processing deficits (e.g., memory, perception, reasoning, concentration).

**Fail**  
Teacher observation, or stanines of 1, 2, or 3 or scores at the 24th percentile or lower on standardized achievement tests.

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student.

**Pass**  
No problems or concerns noted.

**Fail**  
Problems or concerns noted.

AREA OF SCREENING: **ADAPTIVE BEHAVIOR**

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student. Informal checklist of adaptive behavior may be used.

**Pass**  
No problems or concerns noted.

**Fail**  
Problems or concerns noted.

* If a student passes periodic procedure, but the results are more than one year old, the data must be supported by continuous observation.
SPECIAL NEEDS SCREENING

AREA OF SCREENING:TRANSITION

Periodic Procedure: Interest Determination Exploration and Assessment System (grade 8). Armed Services Vocational Aptitude Battery (ASVAB) (grade 12).

Pass Transition options identified.
Fail Transition options not identified.

Continuous Procedure: Parent/teacher/counselor conduct ongoing observation of student.

Pass Transition options identified.
Fail Transition options not identified.

AREA OF SCREENING:HEALTH

Periodic Procedure: * Health data reported by parents/guardians and/or physicians are to be reviewed by the school nurse. Monitoring of the health condition by the home, school, and physician is recommended.

Pass No significant health conditions reported to the school or observed by school staff.
Fail Medically documented health conditions affecting academic performance, requiring modifications in school environment or special transportation.

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student.

Pass No problems or concerns noted.
Fail Problems or concerns noted.

AREA OF SCREENING:SPEECH/LANGUAGE

Periodic Procedure: Students may be screened by the Special School District Speech/Language Pathologist assigned to a school using norm referenced tests, teacher observation, or informal methods of assessment. Individually administered measures require parent/guardian notification and agreements prior to administration.

Pass Age appropriate scores. Speech/language patterns appropriate per developmental guidelines, intelligibility ratings and/or listener perceptions.
Fail Performance below age appropriate scores, presence of non-developmental errors, reduced intelligibility, or speech/language patterns causing adverse listener reaction.

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student.

Pass No problems or concerns noted.
Fail Problems or concerns noted.

* If a student passes periodic procedure, but the results are more than one year old, the data must be supported by continuous observation.
AREA OF SCREENING: ACADEMIC including Prevocational/Vocational and Developmental Readiness for Preschool Children

Periodic Procedure: Students may periodically participate in a standardized testing program. Individually administered measures require parent/guardian notification and agreements prior to administration.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation and grade reports, or stanines of 4 or above, or standardized achievement scores at or above the 25th percentile.</td>
<td>Teacher observation of failing grades, or stanines of 1, 2, or 3, or standardized achievement scores at the 24th percentile or lower.</td>
</tr>
</tbody>
</table>

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student's academic performance.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problems or concerns noted.</td>
<td>Problems or concerns noted.</td>
</tr>
</tbody>
</table>

AREA OF SCREENING: ACADEMIC ACHIEVEMENT

Periodic Procedure: Continuous observation and assessments by teacher, curriculum-based assessment, district/agency assessments, MAP assessment, school records, input from teacher, parents and student, intervention strategies, and IEP progress report.

Continuous Procedure: Teachers and/or parents/guardians conduct ongoing observations of student.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>No concerns or problems noted.</td>
<td>Problems or concerns noted by teacher observation and assessments.</td>
</tr>
</tbody>
</table>

AREA OF SCREENING: ASSISTIVE TECHNOLOGY

Periodic Procedure: Teachers/facilitators and/or parents/guardians conduct ongoing observations, review previous assessments; medical reports are reviewed by team and assistive technology facilitator.

Continuous Procedure: Teachers, facilitators, and parents/guardians conduct ongoing observations of student.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problems or concerns noted.</td>
<td>Problems or concerns noted.</td>
</tr>
</tbody>
</table>
AREA OF SCREENING: SOCIAL/EMOTIONAL/BEHAVIORAL

Continuous Procedure: Continuous observation, grade/progress reports, discipline referrals and records, and/or informal checklists of social functioning, emotional status, and behavior may be used to screen. More formal rating scales require parent/guardian notification and agreement.

Pass
No significant or persistent problems with establishing and maintaining relationships with peers and adults, following classroom and school rules, exhibiting appropriate emotional responses and stability, or any other manifestation of social/emotional/behavioral adjustment and functioning.

Fail
Problems or concerns noted.

AREA OF SCREENING: HEALTH/MOTOR

Continuous Procedure: Teachers and parents/guardians conduct ongoing observations of student.

Pass
Fine and gross motor skills at chronologically and developmentally appropriate levels.

Fail
Problems or concerns noted.

* If a student passes periodic procedure, but the results are more than one year old, the data must be supported by continuous observation.
IEP AND IAP STUDENTS

IEP students are students who are identified with a disability under the Individuals with Disabilities Education Act (IDEA) and who have an Individual Education Program (IEP). Decisions about whether or not a student with an IEP should participate in the Missouri Assessment Program (MAP) subject area tests should be based on the goals and content of that student's instructional program. In general, students whose instructional goals are expected to lead to typical work and life experiences (the majority of IEP students) and who are receiving academic instruction related to the content of any of the subject area tests (Mathematics and Communication Arts) will participate in all or part of the MAP subject area tests with accommodations provided as necessary.

Participation eligibility criteria for the MAP-A include:

1. The student has a demonstrated significant cognitive disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.
2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.
3. The student’s educational program centers on the application of essential skills to the Missouri Show-Me Standards.
4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject areas or taking the MAP with accommodations.
5. The student’s inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.

It is expected that no more than one to two percent of the district's total student population, including those students who are educated in special programs outside the district, will qualify for the alternate assessment.

All decisions regarding participation and accommodations must be made by a student's IEP team and documented in the IEP.

IAP students are students who are identified as disabled under Section 504 of the 1973 Rehabilitation Act and not under IDEA. Accommodation decisions for IAP students are made by appropriate staff who are knowledgeable about those students' disabilities and educational needs.

LEP STUDENTS

In no case will an LEP student be exempted from the MAP for more than one year after enrollment in a Missouri school. Because students may not be prepared to take one or more parts of the MAP after one year in school, accommodations (listed in the Examiner's Manual) may be used to allow students greater access to the test.
Affton School District curriculum guides are developed with the Show-Me Standards as a focal point for learner outcomes. However, there are learner outcomes that are not assessed through the Missouri Assessment Program (MAP). Strategies for assessing learner outcomes which are not included on the grade and content specific MAP include the following:

- Alignment or reference to the Grade and Subject Level Common Assessments
- Alignment or reference to the ACT
- Alignment and assessment through classroom performance events
- Commercially purchased performance and/or Predictive assessments

Since the introduction of the Show-Me Standards and the availability of the Curriculum Frameworks, key Affton staff were trained in the strategies for developing performance based assessments under the MAP 2000 program. These MAP trained staff then trained additional staff at each building. This initiative resulted in grade levels and/or departments at all levels developing classroom performance events that measure students’ ability to demonstrate what they know and can do. This process is an on-going effort and is included in the district’s Three-year Staff Development Plan, curriculum development process and is funded through district sources and all available grants.

During the yearly Curriculum Writing Process, curriculum committees catalogue and cross-reference the classroom performance assessments along with other resource information. This information is then included in district curriculum guides as a resource reference. Grade level coordinators and department chairpersons have assumed responsibility for maintaining a file of the performance assessments developed at their level or department.
### Developmental Screening 3 months-3 Years

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Time</th>
<th>Target</th>
<th>Tester</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASQ</td>
<td>45 mins.</td>
<td>6 mo. - kdg. entry</td>
<td>Screeners, Parent Educators</td>
<td>Continuous screening year-round</td>
<td>To screen communication, gross motor, fine motor, problem-solving, and personal-social skills.</td>
</tr>
<tr>
<td>ASQ S/E</td>
<td>45 min.</td>
<td>6 mo – 5 yrs</td>
<td>Screeners, Parent Educators</td>
<td>Continuous screening year-round</td>
<td>To screen social and emotional skills</td>
</tr>
<tr>
<td>Noisemakers, Cassette Speech Audiometer</td>
<td>8 mins.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>To screen auditory acuity</td>
</tr>
<tr>
<td>Lighthouse Vision Test</td>
<td>5 mins.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>To screen visual acuity</td>
</tr>
<tr>
<td>Functional Vision Assessment</td>
<td>3 mins.</td>
<td></td>
<td></td>
<td></td>
<td>To screen eye functioning</td>
</tr>
</tbody>
</table>

### Developmental Screening 3-5 years

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Time</th>
<th>Target</th>
<th>Tester</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAL 4</td>
<td>30-45 mins.</td>
<td>3.0-6.11 mos.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>To screen concepts, language, motor, articulation, self-help, and social development</td>
</tr>
<tr>
<td>Lighthouse Vision Test</td>
<td>5 mins.</td>
<td></td>
<td>&quot;</td>
<td></td>
<td>To screen visual acuity</td>
</tr>
<tr>
<td>Functional Vision Assessment</td>
<td>3 mins.</td>
<td></td>
<td>&quot;</td>
<td></td>
<td>To screen eye functioning</td>
</tr>
<tr>
<td>Cassette Speech Audiometer, and/or</td>
<td>8 mins.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>To screen auditory acuity</td>
</tr>
<tr>
<td>Fluharty</td>
<td>30 mins.</td>
<td></td>
<td>&quot;</td>
<td>&quot;</td>
<td>To screen concepts, speech and language</td>
</tr>
<tr>
<td>Brigance K-1</td>
<td>20-30 mins.</td>
<td>4.0 yrs. – Kdg.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>To screen for kindergarten entry.</td>
</tr>
<tr>
<td>INSTRUMENT</td>
<td>TIME</td>
<td>TARGET</td>
<td>TESTER</td>
<td>DATE</td>
<td>PURPOSE</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Snellen E. Chart</td>
<td>5 mins.</td>
<td>New students</td>
<td>Nurse</td>
<td>As needed</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>Portable Audiometer</td>
<td>5 mins.</td>
<td>New students</td>
<td>Nurse/PAT Staff</td>
<td>As needed</td>
<td>Measures auditory acuity</td>
</tr>
<tr>
<td>Lighthouse</td>
<td>2 mins.</td>
<td>New PAT students</td>
<td>PAT staff</td>
<td>Spring before entrance to kdg and first two weeks of school</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>Brigance</td>
<td>15 mins.</td>
<td>Kindergarten</td>
<td>PAT staff</td>
<td>Spring before entrance to kdg and first two weeks of school</td>
<td>Measures school readiness</td>
</tr>
<tr>
<td>DIAL-3</td>
<td>30-45 mins.</td>
<td>3-5</td>
<td>PAT staff</td>
<td>Continuous screening year-round</td>
<td>To screen concepts, language, motor, articulation, self-help, and social development</td>
</tr>
<tr>
<td>* W-APT (placement test)</td>
<td>15 min – 1 hr.</td>
<td>LM and LEP students at enrollment</td>
<td>ELL teacher</td>
<td>As appropriate</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>WIDA – * Access Test for For ELLS</td>
<td>1 hr.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>SESAT 1 (Stanford Early School Achievement Test)</td>
<td>2 hrs.</td>
<td>K.0 - K.5</td>
<td>Gifted teacher</td>
<td>Aug./Sept.</td>
<td>Screen students for Gifted program</td>
</tr>
<tr>
<td>SESAT 2</td>
<td>2 hrs.</td>
<td>K.5 - 1/5</td>
<td>Gifted teacher</td>
<td>February or as needed</td>
<td>Screen students for Gifted program</td>
</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test  
* ACCESS = Assessing Comprehension and Communication in English State-to-State
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTBS 10A (Basic Battery TerraNova)</td>
<td>2 hrs.</td>
<td>K.6 - 1.6</td>
<td>Gifted teacher</td>
<td>As needed</td>
<td>Screen students for Gifted program</td>
</tr>
<tr>
<td>enVisions Math</td>
<td></td>
<td></td>
<td>Classroom teacher</td>
<td>Quarterly - Fall, Winter, Spring</td>
<td></td>
</tr>
<tr>
<td>Benchmark Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
<td>15 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly As Needed</td>
<td>Measure Sight Word Recognition</td>
</tr>
<tr>
<td>System Sight Word Lists 20/50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
<td>30 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>December-May As Needed</td>
<td>Determine Instructional Reading Level</td>
</tr>
<tr>
<td>System Leveling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
<td>30 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>September As Needed</td>
<td>Identify Pre-Reading Skills</td>
</tr>
<tr>
<td>System phonics and Word Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- Acculturation Quick Survey
- C-Toni (Comprehensive Test of Non-Verbal Intelligence)
- Brigance
- Dolch Sight Word Vocabulary Test
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- Running Records
- Primary Spelling Inventory (PSI)
- KBIT (Kaufman Brief Intelligence Test-revised)
- SAGES (Screening Assessment for Gifted Elementary Students)
- KBIT 2
- SLOSSON
- Terra Nova 10
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snellen/Snellen E. Chart</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>October</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>Portable Audiometer</td>
<td>5 mins.</td>
<td>All students</td>
<td>Spec. School Dist. Speech/</td>
<td>September/October</td>
<td>Measures auditory acuity</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins.-1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>2-1/2 hrs.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>TerraNova Basic Battery Level 11</td>
<td>2-3 hrs.</td>
<td>K.6 - 1.6 Potential gifted students</td>
<td>Gifted teacher</td>
<td>Annually in April &amp; May or as needed</td>
<td>Screening for Gifted program</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>5 mins.</td>
<td>All students</td>
<td>Certified staff</td>
<td>Winter, spring</td>
<td>Measures Reading Fluency</td>
</tr>
<tr>
<td>Fountas and Pinnell Benchmark Assessment</td>
<td>20 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Determine Developmental Spelling Level</td>
</tr>
<tr>
<td>Words Their Way Spelling Inventory</td>
<td>20 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>To find developmental spelling level</td>
</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
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</thead>
<tbody>
<tr>
<td>Stanford 10 Primary 1</td>
<td>2 hrs.</td>
<td>1.6 - 2.6</td>
<td>Gifted teacher</td>
<td>Annually in April &amp; May and as needed</td>
<td>Screening for Gifted program</td>
</tr>
<tr>
<td>enVisions Math</td>
<td></td>
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<tr>
<td>Benchmark Assessments</td>
<td></td>
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<tr>
<td>Classroom teacher</td>
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</tr>
<tr>
<td>Quarterly - Fall, Winter, Spring</td>
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<tr>
<td>Fountas &amp; Pinnell</td>
<td>15 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly As Needed</td>
<td>Measure Sight Word Recognition</td>
</tr>
<tr>
<td>Benchmark Assessment</td>
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</tr>
<tr>
<td>System Sight Word Lists 100</td>
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<tr>
<td>Fountas &amp; Pinnell</td>
<td>45 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>September-March As Needed</td>
<td>Determine Instructional Reading Level</td>
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<tr>
<td>Benchmark Assessment</td>
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</tr>
<tr>
<td>System Leveling</td>
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</table>

The following tests may be administered as appropriate:
- Acculturation Quick Survey
- Gates-MacGinitie Reading Test
- Brigance
- C-Toni (Comprehensive Test of Non-Verbal Intelligence)
- Dolch Sight Word Vocabulary Test
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- Running Records
- AIMSweb (progress monitoring - as needed)
- Primary Spelling Inventory (PSI)
- Reading Recovery Observation Survey (Clay)
- KBIT (Kaufman Brief Intelligence Test-revised)
- SAGES (Screening Assessment for Gifted Elementary Students)
- KBIT 2
- SLOSSON
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portable Audiometer</td>
<td>5 mins.</td>
<td>New students/ those in need of retesting</td>
<td>Spec. School Dist. Speech/</td>
<td>As needed</td>
<td>Measures auditory acuity</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Language pathologist</td>
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</tr>
<tr>
<td>Snellen Chart</td>
<td>5 mins.</td>
<td>New students/ those in need of retesting</td>
<td>Nurse</td>
<td>As needed</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins.- 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Upon Enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>2-1/2 hrs.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>* TerraNova Basic Battery</td>
<td>2-3 hrs.</td>
<td>Potential gifted students</td>
<td>Gifted teacher</td>
<td>Annually in April &amp; May or as needed</td>
<td>Screening for Gifted program</td>
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<tr>
<td>AIMSweb</td>
<td>5 mins.</td>
<td>All students</td>
<td>Certified staff</td>
<td>Fall, winter spring</td>
<td>Measures Reading Fluency</td>
</tr>
<tr>
<td>Fountas and Pinnell</td>
<td>30 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Fall</td>
<td>Determine students instructional reading level</td>
</tr>
<tr>
<td>Benchmark Assessment</td>
<td></td>
<td></td>
<td></td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td>Words Their Way</td>
<td>20 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Determine developmental spelling level</td>
</tr>
<tr>
<td>Spelling Inventory</td>
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</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test
## Grade 2 - Affton Student Assessment Program

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Time</th>
<th>Target</th>
<th>Tester</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford 10 Primary 2</td>
<td>2 hrs.</td>
<td>2.5-3.5</td>
<td>Gifted teacher</td>
<td>Annually in April &amp; May or as needed</td>
<td>Screening for Gifted program</td>
</tr>
<tr>
<td>Acuity Predictive Math/Comm Arts</td>
<td>2 hrs.</td>
<td>2.5-2.7</td>
<td>Classroom teacher</td>
<td>Annually Spring</td>
<td>Measures Mastery of GLE</td>
</tr>
<tr>
<td>enVisions Math Benchmark Assessments</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment System Sight Word Lists 200</td>
<td>10 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly - Fall, Winter, Spring</td>
<td>Measure Sight Word Recognition</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment System Leveling</td>
<td>60 min.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>September-March As Needed</td>
<td>Determine Instructional Reading Level</td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- Screening Assessment for Gifted Elementary Students (SAGES)
- Stanford Achievement Test (SAT)
- Gates-MacGinitie Reading Test
- Acculturation Quick Survey
- Brigance
- C-Toni (Comprehensive Test of Non-Verbal Intelligence)
- Dolch Sight Word Vocabulary Test
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- Running Records
- DRA (Developmental Reading Assessment)
- AIMSweb (progress monitoring - as needed)
- Phonics survey
- SRI (Scholastic Reading Inventory)
- KBIT (Kaufman Brief Intelligence Test-revised)
- SAGES (Screening Assessment for Gifted Elementary Students)
- KBIT 2
- SLOSSON
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>As needed</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>All students</td>
<td>Classroom teacher/Ed Tech instructor</td>
<td>September and last 45 days</td>
<td>Measures reading achievement; summer school eligibility</td>
</tr>
<tr>
<td>Grade Level Assessments</td>
<td>Over several days</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>End of March/first of April</td>
<td>Measures achievement in math and communication arts</td>
</tr>
<tr>
<td>Snellen Chart</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>October</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>Test of Cognitive Skills (TCS/2)</td>
<td>One hour</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>September</td>
<td>Measures academic aptitude</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>Classroom performance events (math)</td>
<td></td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Throughout year</td>
<td>Measures individual achievement</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>INSTRUMENT</th>
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<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>TerraNova</em> Basic Battery</td>
<td>2-3 hrs.</td>
<td>Potential gifted students</td>
<td>Gifted teacher</td>
<td>As needed</td>
<td>Screening for Gifted program</td>
</tr>
<tr>
<td>Level 13</td>
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</tr>
<tr>
<td>Acuity Predictive Assessments - Math, Communication Arts,</td>
<td>30-60 mins.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Measures grade expectations</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>30-40 mins.</td>
<td>All students</td>
<td>Certified staff</td>
<td>Fall, winter, spring</td>
<td>Progress monitoring - Math, Communication Arts</td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- MAP-A
- Screening Assessment for Gifted Elementary Students (SAGES)
- Slingerland Screening for Language Disabilities
- Gates-MacGinitie Reading Test
- Stanford Achievement Test
- Acculturation Quick Survey
- Woodcock Reading Mastery Test
- San Diego Quick Reading Assessment
- Dolch Sight Word Vocabulary Test
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Key Math
- KBIT (Kaufman Brief Intelligence Test-revised)
- DRA (Developmental Reading Assessment
- Achenbach
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>All students</td>
<td>Classroom teacher/Ed Tech instructor</td>
<td>September and last 45 days</td>
<td>Measures reading achievement; summer school eligibility</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>Remedial students</td>
<td>Rem. Reading instructor</td>
<td>As appropriate</td>
<td>Measures reading achievement; summer school eligibility</td>
</tr>
<tr>
<td>Grade Level Assessments</td>
<td>Over several days</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>End of March/ first of April</td>
<td>Measures individual and group achievement in math and communication arts</td>
</tr>
<tr>
<td>Snellen E. Chart</td>
<td>5 mins.</td>
<td>New fourth graders and those in need of retesting</td>
<td>Nurse</td>
<td>November and as needed throughout year</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>Portable Audiometer</td>
<td>5 mins.</td>
<td>New fourth graders and those in need of retesting</td>
<td>Nurse</td>
<td>September</td>
<td>Measures auditory acuity</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
</tbody>
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<tr>
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<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
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</thead>
<tbody>
<tr>
<td><em>TerraNova</em> Basic Battery Level 14</td>
<td>2-3 hrs.</td>
<td>Potential gifted student</td>
<td>Gifted teacher</td>
<td>As needed</td>
<td>Screen students for Gifted program</td>
</tr>
<tr>
<td>Acuity Predictive Assessments - Math, Communication Arts</td>
<td>30-60 mins.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Measures grade level expectations</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>30-40 mins.</td>
<td>All students</td>
<td>Certified staff</td>
<td>Fall, winter, spring</td>
<td>Progress monitoring - Math, Communication Arts</td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- MAP-A
- Slingerland Screening for Language Disabilities
- Stanford Diagnostic Arithmetic Test
- Woodcock Test of Auditory Discrimination
- Reading Styles Inventory
- Screening Assessment for Gifted Elementary Students (SAGES)
- Gates-MacGinitie Reading Test
- Acculturation Quick Survey
- Woodcock Reading Mastery Test
- San Diego Quick Reading Assessment
- Dolch Sight Word Vocabulary Test
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- Key Math
- KBIT (Kaufman Brief Intelligence Test-revised)
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>All students</td>
<td>Classroom teacher/Ed Tech instructor</td>
<td>September and last 45 days</td>
<td>Measures reading achievement; summer school eligibility</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>Remedial students</td>
<td>Rem. Reading instructor</td>
<td>As appropriate</td>
<td>Measures reading achievement; summer school eligibility</td>
</tr>
<tr>
<td>Grade Level Assessments</td>
<td>Over several days</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>End of March/first of April</td>
<td>Measures individual and group achievement in math, communication arts, and science</td>
</tr>
<tr>
<td>Snellen E. Chart</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>November and as needed throughout year</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>Portable Audiometer</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>September</td>
<td>Measures auditory acuity</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins.-1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>* TerraNova Basic Battery Level 15</td>
<td>2-3 hrs.</td>
<td>Potential gifted students</td>
<td>Gifted teacher</td>
<td>As needed</td>
<td>Screen students for Gifted program</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity Predictive Assessments - Math, Communication Arts, and Science</td>
<td>30-60 mins.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Measures grade level expectations</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>30-40 mins.</td>
<td>All students</td>
<td>Certified staff</td>
<td>Fall, winter, spring</td>
<td>Progress monitoring - Math, Communication Arts</td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- MAP-A
- Slingerland Screening for Language Disabilities
- Stanford Diagnostic Arithmetic Test
- Woodcock Test of Auditory Discrimination
- Reading Styles Inventory
- Gates-MacGinitie Reading Test
- Screening Assessment for Gifted Elementary Students (SAGES)
- Acculturation Quick Survey
- MATHA
- Woodcock Reading Mastery Test
- San Diego Quick Reading Assessment
- Dolch Sight Word Vocabulary Test
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- Key Math
- KBIT (Kaufman Brief Intelligence Test-revised)
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
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<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSWEB</td>
<td>20 mins.</td>
<td>All students</td>
<td>Staff</td>
<td>Fall, Winter, Spring</td>
<td>Measure reading fluency</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor/counselor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>(SRI)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>All students</td>
<td>Reading teacher</td>
<td>Sept., Dec. and last 45 days</td>
<td>Measures reading ability (SB319)</td>
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<tr>
<td>(SRI)</td>
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</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>Remedial students and those recommended for services</td>
<td>Rem. Reading instructor</td>
<td>As appropriate</td>
<td>Measures reading achievement; summer school eligibility</td>
</tr>
<tr>
<td>(SRI)</td>
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<td></td>
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</tr>
<tr>
<td>Grade Level Assessments</td>
<td>Over several days</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>May</td>
<td>Measures individual and group achievement in math and communication arts</td>
</tr>
<tr>
<td>Inview</td>
<td>60 mins.</td>
<td>All students</td>
<td>Classroom teacher/guidance department</td>
<td>October</td>
<td>Measures academic aptitude</td>
</tr>
<tr>
<td>Sloan Letters</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>As needed throughout the year</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins.-1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>TerraNova Basic Battery Level 16</td>
<td>2-3 hrs.</td>
<td>Potential gifted students</td>
<td>Counselor/Gifted teacher</td>
<td>As needed</td>
<td>Screening for Gifted Program</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity Predictive Assessments - Math,</td>
<td>30-60 mins.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Measures grade level expectations</td>
</tr>
<tr>
<td>And Communication Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- MAP-A
- Individual Reading Assessment
- Acculturation Quick Survey
- Brigance
- Woodcock-Johnson
- Key Math
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- KBIT (Kaufman Brief Intelligence Test-revised)
- C-Toni (Comprehensive Test of Non-Verbal Intelligence)
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
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<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSWEB</td>
<td>20 mins.</td>
<td>All students</td>
<td>Staff</td>
<td>Fall, Winter, Spring</td>
<td>Measure reading fluency</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor/counselor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>(SRI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>All students</td>
<td>Reading teacher</td>
<td>Sept., Dec. and last 45 days</td>
<td>Measures reading ability (SB319)</td>
</tr>
<tr>
<td>(SRI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>Remedial students and those recommended for services</td>
<td>Remedial Reading instructor</td>
<td>As appropriate</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>(SRI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level Assessments</td>
<td>Over several days</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>May</td>
<td>Measures individual and group achievement in math and communication arts</td>
</tr>
<tr>
<td>Portable Audiometer</td>
<td>5 mins.</td>
<td>All students</td>
<td>Special School District</td>
<td>September</td>
<td>Measures auditory acuity</td>
</tr>
<tr>
<td>Sloan Letters</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>As needed throughout the year</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>TerraNova Basic Battery Level 17</td>
<td>2-3 hrs.</td>
<td>Potential gifted students</td>
<td>Counselor/Gifted teacher</td>
<td>As needed</td>
<td>Screening for Gifted Program</td>
</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test
<table>
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<tr>
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<tbody>
<tr>
<td>Acuity Predictive Assessments - Math,</td>
<td>30-60 mins.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Measures grade level expectations</td>
</tr>
<tr>
<td>And Communication Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The following tests may be administered as appropriate:</td>
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</tr>
<tr>
<td>MAP-A</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individual Reading Assessment</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Acculturation Quick Survey</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Brigance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHA</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Woodcock-Johnson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Reading Inventory (BRI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achenbach Child Behavior/Teacher and Self-Rating Forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KBIT (Kaufman Brief Intelligence Test-revised)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-Toni (Comprehensive Test of Non-Verbal Intelligence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUMENT</td>
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<td>TARGET</td>
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<td>PURPOSE</td>
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</tr>
<tr>
<td>AIMSWEB</td>
<td>20 mins.</td>
<td>All students</td>
<td>Staff</td>
<td>Fall, Winter, Spring</td>
<td>Measure reading fluency</td>
</tr>
<tr>
<td>Scholastic Reading Inventory (SRI)</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor/ counselor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Scholastic Reading Inventory (SRI)</td>
<td>20 mins.</td>
<td>All students</td>
<td>Reading teacher</td>
<td>Sept., Dec. and last 45 days</td>
<td>Measures reading ability (SB319)</td>
</tr>
<tr>
<td>Scholastic Reading Inventory (SRI)</td>
<td>20 mins.</td>
<td>Remedial students and those recommended for services</td>
<td>Remedial Reading instructor</td>
<td>As appropriate</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Grade Level Assessments</td>
<td>Over several days</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>May</td>
<td>Measures individual and group achievement in math, communication arts, and science</td>
</tr>
<tr>
<td>Sloan Letters</td>
<td>5 mins.</td>
<td>All students</td>
<td>Nurse</td>
<td>As needed throughout year</td>
<td>Measures visual acuity</td>
</tr>
<tr>
<td>End-of-course Exams</td>
<td>2 days</td>
<td>Algebra. I students</td>
<td>May</td>
<td>Algebra teachers</td>
<td>Measures individual and group achievement in Algebra I</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>Explore</td>
<td>3.5 hrs.</td>
<td>All 8&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td>Guidance Dept. And Teachers</td>
<td>October</td>
<td>Introduces students to college entrance test; career assessment And college/career planning</td>
</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test
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<tr>
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<th>PURPOSE</th>
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</thead>
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<tr>
<td>Acuity Predictive Assessments - Math,</td>
<td>30-60 mins.</td>
<td>All students</td>
<td>Classroom teacher</td>
<td>Quarterly</td>
<td>Measures grade level expectations</td>
</tr>
<tr>
<td>Communication Arts, and Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- MAP-A
- Individual Reading Assessment
- Acculturation Quick Survey
- Brigance
- Woodcock-Johnson
- Key Math
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- KBIT (Kaufman Brief Intelligence Test-revised)
- C-Toni (Comprehensive Test of Non-Verbal Intelligence)
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<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>Remedial students and those recommended</td>
<td>Remedial Reading instructor</td>
<td>As appropriate</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Screening</td>
<td>30 mins.</td>
<td>All students</td>
<td>St. Louis County Health Dept.</td>
<td>November/December</td>
<td></td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
<tr>
<td>Naviance Career Planner</td>
<td>Ongoing</td>
<td>Optional for all students</td>
<td>Self-administered</td>
<td>As appropriate</td>
<td>Interest inventory</td>
</tr>
</tbody>
</table>

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<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORE</td>
<td>3-1/2 hours</td>
<td>All sophomores</td>
<td>Guidance dept. and teachers</td>
<td>September</td>
<td>Introduces students to college entrance test; career assessment and college/career planning instrument</td>
</tr>
</tbody>
</table>

The following test may be administered as appropriate:
- MAP-A
- Slosson SIT-R or SIT-R-3
- Individual Reading Assessment
- Acculturation Quick Survey
- Brigance
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
- C-Toni/WISC-4
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<tr>
<th>INSTRUMENT</th>
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<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>Remedial students and those recommended for services</td>
<td>Remedial Reading teacher</td>
<td>As appropriate</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>U.S. Constitution Test</td>
<td>30 mins.</td>
<td>All students</td>
<td>Social Studies teachers</td>
<td>Second semester</td>
<td>Meets state graduation requirements</td>
</tr>
<tr>
<td>Missouri Constitution Test</td>
<td>30 mins.</td>
<td>All students</td>
<td>Social Studies teachers</td>
<td>Second semester</td>
<td>Meets state graduation requirements</td>
</tr>
<tr>
<td>* Preliminary Scholastic Aptitude Test (PSAT)</td>
<td>2-2.5 hours</td>
<td>Available to college prep students</td>
<td>Guidance dept. and teachers</td>
<td>October</td>
<td>Introduces students to a highly competitive standardized test</td>
</tr>
<tr>
<td>* American College Test (ACT)</td>
<td>3-1/2 hours</td>
<td>Available to college-bound sophomores</td>
<td>Guidance department</td>
<td>October/December/June</td>
<td>Admission to college and nursing schools; academic scholarships</td>
</tr>
<tr>
<td>PLAN (Preliminary ACT)</td>
<td>3-1/2 hours</td>
<td>All sophomores</td>
<td>Guidance dept. and teachers</td>
<td>September</td>
<td>Introduces students to college entrance test; career assessment and college/career planning instrument</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test

* students pay to take these tests
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<tbody>
<tr>
<td>Naviance</td>
<td>Ongoing</td>
<td>Optional for all students</td>
<td>Self-administered</td>
<td>Quarterly</td>
<td>Interest inventory</td>
</tr>
<tr>
<td>Career Planner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following tests may be administered as appropriate:
- MAP-A
- Slosson SIT-R or SIT-R-3
- Learning Styles Inventory
- Individual Reading Assessment
- Acculturation Quick Survey
- Brigance
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
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<th>INSTRUMENT</th>
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<tbody>
<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>* Preliminary Scholastic Aptitude/National Merit Test (PSAT-NMQ)</td>
<td>2-2.5 hours</td>
<td>Available to all students</td>
<td>Guidance department</td>
<td>October</td>
<td>Qualifies students for National Merit Scholarships; predicts success in college and determines acceptability to certain colleges</td>
</tr>
<tr>
<td>* American College Test (ACT)</td>
<td>3-1/2 hours</td>
<td>Available to college-bound juniors</td>
<td>Guidance department</td>
<td>Oct./Dec./Feb./April/June</td>
<td>Admission to college and nursing schools; academic scholarships</td>
</tr>
<tr>
<td>* Scholastic Aptitude Test (SAT)</td>
<td>3-1/2 hours</td>
<td>Available upon request to college-bound juniors</td>
<td>St. Louis sites (see Guidance Department for information)</td>
<td>Oct./Nov./Dec./Jan./March/May/June</td>
<td>Admission to college and nursing schools; academic scholarships</td>
</tr>
<tr>
<td>* College-Level Examination Program (CLEP)</td>
<td>90 mins. per subject test</td>
<td>Available to all students; college level proficiency in subject recommended</td>
<td>St. Louis Comm. College--Meramec (additional sites available)</td>
<td>Varies</td>
<td>Opportunity to earn college credit</td>
</tr>
<tr>
<td>Hearing Screening</td>
<td>30 mins.</td>
<td>All students</td>
<td>St. Louis County Health Dept.</td>
<td>November/December</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>* Advanced Placement (AP) Tests – US History Statistics English Language Psychology</td>
<td>4 hrs.</td>
<td>Available to AP students</td>
<td>Guidance department</td>
<td>May</td>
<td>For college placement and/or college credit</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>30 mins.</td>
<td>All LEP and</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
</tbody>
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<tr>
<td>Naviance</td>
<td>Ongoing</td>
<td>All students</td>
<td>Self-administered</td>
<td>As appropriate</td>
<td>Interest inventory</td>
</tr>
<tr>
<td>Career Planner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End-of-course Exams</td>
<td>2 days</td>
<td>Algebra. I &amp; II, English I &amp; II,</td>
<td>Classroom teachers</td>
<td>April-May</td>
<td>Measures individual and group achievement in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology, Geometry, U.S. History</td>
<td></td>
<td></td>
<td>Algebra I &amp; II, English I &amp; II, Biology,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and American Government students</td>
<td></td>
<td></td>
<td>Geometry, U.S. History, Biology, Geometry,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U.S. History, and American Government</td>
</tr>
</tbody>
</table>

* students pay to take these tests

The following tests may be administered as appropriate:
- MAP-A
- Slosson SIT-R or SIT-R-3
- Individual Reading Assessment
- Scholastic Reading Inventory
- Acculturation Quick Survey
- Brigance
- Wechsler Abbreviated Scale of Intelligence (WASI)
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- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
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<tr>
<td>Scholastic Reading Inventory</td>
<td>20 mins.</td>
<td>New students at enrollment</td>
<td>Remedial Reading/Ed Tech instructor</td>
<td>Within first 30 days</td>
<td>Measures reading achievement</td>
</tr>
<tr>
<td>American College Test (ACT)</td>
<td>3-1/2 hours</td>
<td>Available to all students</td>
<td>Guidance department</td>
<td>Oct./Dec./Feb./April/June</td>
<td>Admission to college and nursing schools; academic scholarships</td>
</tr>
<tr>
<td>* Scholastic Aptitude Test (SAT)</td>
<td>3-1/2 hours</td>
<td>Available upon request to college-bound seniors</td>
<td>St. Louis sites (see Guidance Dept. for information)</td>
<td>Oct./Nov./Dec./Jan./March/May/June</td>
<td>Admission to college and nursing schools; academic scholarships</td>
</tr>
<tr>
<td>* W-APT Placement</td>
<td>30 mins. – 1 hr.</td>
<td>LM and LEP students</td>
<td>ELL teacher</td>
<td>Beginning of year or upon enrollment</td>
<td>Defines level of English proficiency</td>
</tr>
<tr>
<td>* Advanced Placement (AP) Tests – Calculus AB Calculus BC English/Literature American Government/Politics Statistics Biology Psychology Physics B</td>
<td>4 hrs.</td>
<td>Available to AP students</td>
<td>Guidance department</td>
<td>May</td>
<td>For college placement and/or college credit</td>
</tr>
<tr>
<td>ACCESS Test for ELLs</td>
<td>90 mins.</td>
<td>All LEP students</td>
<td>ELL teacher</td>
<td>Annually</td>
<td>Measures English language proficiency</td>
</tr>
</tbody>
</table>

* W-APT = WIDA-Access Placement Test

* students pay to take these tests
<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>TIME</th>
<th>TARGET</th>
<th>TESTER</th>
<th>DATE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naviance Career Planner</td>
<td>Ongoing</td>
<td>All students</td>
<td>Self-administered</td>
<td>As appropriate</td>
<td>Interest inventory</td>
</tr>
<tr>
<td>COMPASS</td>
<td>3 hrs.</td>
<td>Potential St. Louis Comm. College students</td>
<td>STLCC staff at AHS</td>
<td>2nd semester</td>
<td>Placement</td>
</tr>
<tr>
<td>ASVAB</td>
<td>2-2.5 hrs.</td>
<td>11th &amp; 12 grade Potential military</td>
<td>AHS/Military Staff</td>
<td>As appropriate</td>
<td>Determine if you are qualified to enlist in military and to assign An appropriate job in the military</td>
</tr>
</tbody>
</table>

The following test may be administered as appropriate:
- Slosson SIT-R or SIT-R-3
- Individual Reading Assessment
- Scholastic Reading Inventory
- Acculturation Quick Survey
- Brigance
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Individual Reading Inventory (IRI)
- Basic Reading Inventory (BRI)
- Achenbach Child Behavior/Teacher and Self-Rating Forms
STUDENT INSTRUCTION IN TEST-TAKING SKILLS

KINDERGARTEN

GRADE 1
- Discussion of test-taking strategies throughout the year.
- Activities prior to test in areas of weakness.
- Activities which encourage students to eliminate poor choices in daily work, rather than just seeking the answer.

GRADE 2
- Communication to parents before major tests.
- Discussion of test-taking strategies throughout the year.
- Homework study sheets are provided prior to testing.
- Assessments tips.

GRADE 3
- Letters sent home to parents before major tests.
- Discussion of test-taking strategies throughout the year.
- Test-taking tips printed in principal's newsletter.
- CTB/McGraw-Hill Practice Test.
- MAP preparation sessions.
- Steck-Vaughn materials.
- Assessments tips.

GRADE 4
- Letters sent home to parents before major tests.
- Discussion of test-taking strategies throughout the year.
- Test-taking tips printed in principal's newsletter.
- Constructed response format used in delivering classroom tests.
- MAP preparation sessions.
- Assessments tips.
- Predictive tests will be administered in a “MAP-like” setting (schedule and groupings).

GRADE 5
- Letters sent home to parents before major tests.
- Discussion of test-taking strategies throughout the year.
- Test-taking tips printed in principal's newsletter.
- Constructed response format used in delivering classroom tests.
- MAP preparation sessions
- Assessments tips.
- Predictive tests will be administered in a “MAP-like” setting (schedule and groupings).
GRADE 6
All students receive instructions regarding test-taking skills as a regular unit of reading class and integrated into other academic areas.
Discussion of test-taking strategies throughout the year.
Constructed response format used in developing classroom tests.
Critical thinking and communication skills taught throughout the year.
Performance events incorporating content knowledge and application practiced throughout the year.
Test-taking tips located on Rogers Middle School website.

GRADE 7
All students receive instruction regarding test-taking skills as a regular unit of reading class and integrated into other academic areas.
Discussion of test-taking strategies throughout the year.
Constructed response format used in developing classroom tests.
Critical thinking and communication skills taught throughout the year.
Performance events incorporating content knowledge and application practiced throughout the year.
Test-taking tips located on Rogers Middle School website.

GRADE 8
All students receive instruction regarding test-taking skills as a regular unit of reading class and integrated into other academic areas.
Discussion of test-taking strategies throughout the year.
Constructed response format used in developing classroom tests.
Critical thinking and communication skills taught throughout the year.
Performance events incorporating content knowledge and application practiced throughout the year.
Test-taking tips located on Rogers Middle School website.

GRADE 9
Students are informed of tests, what is needed, and why tests are given.
In the ninth grade English classes, practice Communications Arts tests are taken.
Common Assessments tips.
Students are given the EXPLORE. This is followed by a counselor/student conference to explain the results, and to discuss how test results can be used in course selection and further readiness in later competitive standardized tests. Guidance department gives presentation to 9th grade students during seminar to explain test results.

GRADE 10
Same as above.
Students are given the ACT PLAN Test. This is followed by a counselor/student conference to explain the results, and to discuss how test results can be used in course selection and further readiness in later competitive standardized tests. Guidance department gives presentation to 10th grade students during seminar to explain test results. Students not in attendance will meet with guidance counselor.
PSAT/NMSQT (optional)
Common Assessments tips.
ZAPS/ACT Prep
GRADE 11

PSAT/NMSQT (optional)
Common Assessments tips.
ZAPS/ACT Prep

GRADE 12

ACT and SAT.
ZAPS/ACT Prep
AFFTON SCHOOL DISTRICT  
PROFESSIONAL LEARNING ACTIVITIES FOR ASSESSMENT PROGRAM

Each of the Affton schools will utilize a Building Leadership Team to assist monitoring the School Improvement Plan through a Plan/Do/Study/Act (PDSA) process. The professional learning will stem from the recommendations of the leadership team through this monitoring process.
# TESTING CALENDAR

GROUP-ADMINISTERED TESTS TAKEN BY ALL STUDENTS OF A GRADE LEVEL

2013-14

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tests</th>
<th>Schedule</th>
<th>Test Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Writing Assessments</td>
<td>Spring</td>
<td>As needed</td>
</tr>
</tbody>
</table>
| 1     | Classroom Performance Tasks  
Writing Assessments  
AIMSweb | Continuous/last 45 days  
Spring  
Fall, winter, spring | As needed  
As needed  
As needed |
| 2     | Writing Assessments  
AIMSweb | Spring  
Fall, winter, spring | As needed  
As needed |
| 3     | Acuity Assessments (math, comm. arts, science)  
Missouri Grade Level Assessments (GLA’s) (communication arts and math)  
Scholastic Reading Inventory  
Test of Cognitive Skills/2 (TCS/2)  
Writing Assessments  
AIMSweb | Three times per year  
March/April  
September/last 45 days  
September  
Spring  
Fall, winter, spring | 1 hr.  
4 hrs. 30 mins.  
20 mins.  
1 hr.  
As needed  
As needed |
| 4     | Acuity Assessments (math, comm. arts, science)  
Missouri Grade Level Assessments (GLA’s) (communication arts and math)  
Scholastic Reading Inventory  
Writing Assessments  
AIMSweb | Three times per year | 1 hr.  
March/April  
September/last 45 days  
Spring  
Fall, winter, spring | 4 hrs. 30 mins.  
20 mins.  
As needed  
As needed |
| 5     | Acuity Assessments (math, comm. arts, science)  
Missouri Grade Level Assessments (GLA’s) (communication arts, math, and science)  
Scholastic Reading Inventory  
Writing Assessments  
AIMSweb | Three times per year | 1 hr.  
March/April  
September/last 45 days  
Spring  
Fall, winter, spring | 4 hrs. 30 mins.  
20 mins.  
As needed  
As needed |
# TESTING CALENDAR

GROUP-ADMINISTERED TESTS TAKEN BY ALL STUDENTS OF A GRADE LEVEL

2013-14

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tests</th>
<th>Schedule</th>
<th>Test Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Acuity Assessments (math, comm. arts, science)</td>
<td>Three times per year</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Missouri Grade Level Assessments (GLA’s)</td>
<td>April</td>
<td>4 hrs. 30 mins.</td>
</tr>
<tr>
<td></td>
<td>(communication arts, and math)</td>
<td>Sept., Dec. and last 45 days</td>
<td>20 mins.</td>
</tr>
<tr>
<td></td>
<td>Scholastic Reading Inventory (SRI)</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test of Cognitive Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Acuity Assessments (math, comm. arts, and science)</td>
<td>Three times per year</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Missouri Grade Level Assessments (GLA’s)</td>
<td>April</td>
<td>4 hrs. 30 mins.</td>
</tr>
<tr>
<td></td>
<td>(communication arts and math)</td>
<td>Sept., Dec. and last 45 days</td>
<td>20 mins.</td>
</tr>
<tr>
<td></td>
<td>Scholastic Reading Inventory (SRI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>End-of-course Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Acuity Assessments (math, comm. arts, and science)</td>
<td>Three times per year</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Missouri Grade Level Assessments (GLA’s)</td>
<td>March/April</td>
<td>4 hrs. 30 mins.</td>
</tr>
<tr>
<td></td>
<td>(communication arts, math, and science)</td>
<td>Sept., Dec. and last 45 days</td>
<td>20 mins.</td>
</tr>
<tr>
<td></td>
<td>Scholastic Reading Inventory (SRI)</td>
<td>May</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>End-of-course Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Limelight Common Assessments (math, comm. arts, science and social studies)</td>
<td>As Appropriate</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Scholastic Reading Inventory</td>
<td>First semester</td>
<td>20 mins</td>
</tr>
<tr>
<td></td>
<td>Writing Assessments</td>
<td>Spring</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>End-of-course Exams</td>
<td>May</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>10</td>
<td>Limelight Common Assessments (math, comm. arts, science and social studies)</td>
<td>As appropriate</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Writing Assessments</td>
<td>Spring</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>PLAN</td>
<td>October</td>
<td>3 hrs. 30 mins.</td>
</tr>
<tr>
<td></td>
<td>End-of-course Exams</td>
<td>May</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>11</td>
<td>Limelight Common Assessments (math, comm. arts, science and social studies)</td>
<td>As appropriate</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>(SAT) Scholastic Aptitude Test (voluntary)</td>
<td>Oct./Nov./Dec./Jan./Mar./May/June</td>
<td>3-1/2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Writing Assessments</td>
<td>Spring</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>End-of-course Exams</td>
<td>May</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>12</td>
<td>Limelight Common Assessments (math, comm. arts, science and social studies)</td>
<td>As appropriate</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Writing Assessments</td>
<td>Spring</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>End-of-course Exams</td>
<td>May</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
Accreditation for Missouri schools is largely a factor of actual student performance. The district’s Comprehensive School Improvement Plan (CSIP) measurable goal is to increase and meet AYP and APR in all sub-groups in all buildings in Communication Arts, Math, Science and Social Studies. It is the position of the district assessment committee that every effort should be made in each classroom and at each building to ensure a positive test-taking environment and an optimal schedule to permit every student to achieve his/her maximum potential on each assessment. To that end, the following procedures were recommended by the district assessment committee to promote a positive test-taking environment and optimal schedules. These will be reviewed annually.

**District-wide**

Schedule during a two-three week block for assessment.
Avoid intercom interruptions or bells during testing times.
Coordinate maintenance and lawn care to avoid disruptions.
No scheduling of teacher release days for staff development or committee activities during testing window.
Provide public reminders through district website, social media, *The Channel*, building signs, District Activity Calendar, and principal newsletters.
Avoid using substitute teachers to proctor exams.
Field trips, assemblies, or major extracurricular events will not be scheduled during testing window.
Interpreters for ELL students hired as needed.

**Mesnier Primary School**

Send home reminders about testing dates and ways to help students.
Test in own room with own teacher.
Test in the morning.

**Gotsch Intermediate School**

Schedule approximately two hours of testing each day, no bells interruption.
Send home several reminders about testing dates and ways to help students.
Avoid testing on Monday and Friday if only doing less than six hours of testing. Will need to use Monday and/or Friday if doing more than six hours of testing.
Test in own room with own teacher.
Test in morning.
Test same subtest on same days.
Incentives for attendance and diligence.
Rogers Middle School
Testing dates and schedules available on website.
Notification of testing mailed to parents.
No bells during testing.
Alternative scheduling to provide optimum testing environment.
Incentives for attendance and diligence.

Affton High School
Students' parents are notified of the tests in the principal's letter and on report cards.
Students test with own teachers when possible.
TEST SECURITY STANDARDS FOR DISTRICT-WIDE TESTING PROGRAMS

The Affton School District recognizes that test security is a matter that requires a high degree of integrity. To insure the maintenance of test security, the following elements will be observed:

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 vendor of the assessment 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.

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 inservice led by the building testing coordinator or administrator, designed to train test administrators or interpreters in administration procedures.

2. The inservice 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 document 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. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.

3. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will be present in the testing room the entire time the test is being given.

4. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor and provide assistance as needed.

5. 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/or test coordinator and stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be organized according to instructions, collected from test administrators immediately following testing, and stored in a secure area.

2. Test booklets and answer sheets will be recounted 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 district 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. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.

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. Removal of a test booklet from the secure storage area except during test administration.

   c. Failure to return all test booklets following test administration.
d. Directly teaching any test item included on a standardized test, unless released by the Department of Elementary and Secondary Education or the publisher.

e. Altering a student's responses to items on an answer sheet.

f. Indications to students during testing that they have answered questions incorrectly and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.

g. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

h. Reading test item before, during and after administering the assessment.

2. 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, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.
Affton School District is an equal opportunity employer. The district complies with the provisions of Title IX, Title VI, and Section 504, and does not discriminate on the basis of age, race, sex, national origin, or disabling conditions in regard to employment, services, or programs.

Inquiries regarding compliance with these provisions should be directed to:

Affton School District
8701 Mackenzie Road
St. Louis, Missouri 63123