AFFTON SCHOOL DISTRICT STUDENT ASSESSMENT PROGRAM

2016-17

Adopted by Affton Board of Education September 6, 2016

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THE AFFTON SCHOOL DISTRICT ASSESSMENT PROGRAM

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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 2016-17 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 readiness and Common Assessments. Grade and Subject Level readiness assessments are highly recognized and accepted curriculum-referenced measurements aligned with the state's Missouri Learning Standards and complement the Missouri Assessment Program (MAP). They will be administered to Affton students at grades 3-12. The subject areas to be assessed are English Language 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 English Language 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, Algebra II, 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 such assessments as CTB/McGraw-Hill *TerraNova* Basic Battery, Levels 1-15, Standford 10, and the KBIT2 or Slosson IQ tests. MAP scores are considered as well.

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.

<div align="right">August 2016</div>

SPECIAL NEEDS SCREENING

2016-17

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: <u>VISION</u>

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.

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

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

<u>Pass</u>	<u>Fail</u>
No problems or concerns noted.	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: 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	Fail
Pure tone audiometry indicates response at 20dB in both ears (with failure to respond in no more than one frequency per ear).	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	Fail
No problems or concerns noted.	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	Fail
Teacher observation, or stanines of 4 or above or scores at the or above 25th percentile on standardized achievement tests and no evidence of significant cognitive processing deficits (e.g., memory, perception, reasoning, concentration).	Teacher observation, or stanines of 1, 2, or 3 or scores at 24th percentile or lower on standardized achievement tests.

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

Pass	Fail
No problems or concerns noted.	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   Fail
No problems or concerns noted.   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: TRANSITION

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

Pass   Fail
Transition options identified.   Transition options not identified.

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

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

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

Pass   Fail
                        No problems or concerns noted.   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.

SPECIAL NEEDS SCREENING

AREA OF SCREENING: <u>ACADEMIC including Prevocational/Vocational and Developmental Readiness for Preschool Children</u>

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

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

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

<u>Pass</u>	<u>Fail</u>
No problems or concerns noted.	Problems or concerns noted.

AREA OF SCREENING: <u>ACADEMIC ACHIEVEMENT</u>

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.

<u>Pass</u>	<u>Fail</u>
No concerns or problems noted.	Problems or concerns noted by teacher observation and assessments.

AREA OF SCREENING: <u>ASSISTIVE TECHNOLOGY</u>

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.

<u>Pass</u>	<u>Fail</u>
No problems or concerns noted.	Problems or concerns noted.

SPECIAL NEEDS SCREENING

AREA OF SCREENING: <u>SOCIAL/EMOTIONAL/BEHAVIORAL</u>

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.

<u>Pass</u>

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.

<u>Fail</u>

Problems or concerns noted.

AREA OF SCREENING: HEALTH/MOTOR

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

<u>Pass</u>

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

<u>Fail</u>

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.

GUIDELINES FOR ASSESSING STUDENTS WITH DISABILITIES

IEP AND IAP STUDENTS

IEP students are students who have been evaluated and identified with a disability under the Individuals with Disabilities Education Act (IDEA) and who have an Individual Education Program (IEP). Decisions about a student's participation in the Missouri Assessment Program (MAP) subject area tests should be based on the IEP 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 assessments (Mathematics and English Language Arts) will participate in the MAP grade level and subject area tests with accommodations provided as necessary. However, students with the most significant cognitive disabilities require an alternative method of assessment. For the small percentage of students who cannot participate in the large-scale assessments even with accommodations, the MAP alternate (MAP-A) is provided. MAP-A eligibility is determined by the student's IEP team using DESE-established criteria:

1. The student has been evaluated and found eligible under IDEA.
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
4. The most significant cognitive disability impacts the student's post-school outcomes.
5. The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability a nd NOT excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.

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.

STRATEGIES FOR ASSESSING MISSOURI LEARNING STANDARDS

Affton School District curriculum is developed with the Missouri Learning 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

Through the continuous improvement process, teachers communicate their learning requirements with all stakeholders (students and parents). Through formative and summative assessments and following the Plan/Do/Study/Act process, teachers monitor their students learning relative to the local, state and national standards.

During the Curriculum Writing Process, curriculum is updated to reflect the most current academic standards.

PRESCHOOL - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Developmental Screening 3 months-3 Years					
ASQ	45 mins.	6 mo. - kdg. entry	Screeners, Parent Educators	Continuous screening year-round	To screen communication, gross motor, fine motor, problem-solving, and personal-social skills.
ASQ S/E	45 min.	6 mo – 5 yrs	Screeners, Parent Educators	Continuous screening year-	To screen social and emotional skills
Noisemakers, Speech Audiometer,	8 mins.	"	"	"	To screen auditory acuity
Lighthouse Vision Test	5 mins.	"	"	"	To screen visual acuity
Functional Vision Assessment	3 mins.				To screen eye functioning
Developmental Screening 3-5 years					
DIAL 4	30-45 mins.	3.0-6.11 mos.	"	"	To screen concepts, language, motor, articulation, self-help, and social development
Lighthouse Vision Test	5 mins.	"	"	"	To screen visual acuity
Functional Vision Assessment	3 mins.	"	"	"	To screen eye functioning
Speech Audiometer, and/or	8 mins.	"	"	"	To screen auditory acuity
Fluharty	30 mins.	"	" "		To screen concepts, speech and language
Brigance K-1	20-30 mins.	4.0 yrs. – Kdg.	" "		To screen for kindergarten entry.

KINDERGARTEN - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Snellen E. Chart	5 mins.	New students	Nurse	As needed	Measures visual acuity
Portable Audiometer	5 mins.	New students	Nurse/PAT Staff	As needed	Measures auditory acuity
Lighthouse	2 mins.	New PAT students	PAT staff	Spring before entrance to kdg and first two weeks of school	Measures visual acuity
Brigance	15 mins.	Kindergarten	PAT staff	Spring before entrance to kdg. and first two weeks of school	Measures school readiness
DIAL-3	30-45 mins.	3-5	PAT staff	Continuous screening year-round	To screen concepts, language, motor, articulation, self-help, and social
* W-APT (placement test)	15 min – 1 hr.	LM and LEP students at enrollment	ELL teacher	As appropriate	Defines level of English proficiency
WIDA – * Access Test for For ELLS	1 hr.	All LEP students	ELL teacher	Annually	Measures English language proficiency
SESAT 1 (Stanford Early School Achievement Test)	2 hrs.	K.0 - K.5	Gifted teacher	Aug./Sept.	Screen students for Gifted program
SESAT 2	2 hrs.	K.5 - 1/5	Gifted teacher	February or as needed	Screen students for Gifted program

 * W-APT = WIDA-Access Placement Test
 * ACCESS = Assessing Comprehension and Communication in English State-to-State

KINDERGARTEN - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
CTBS 10A (Basic Battery *TerraNova*)	2 hrs.	K.6 - 1.6	Gifted teacher	As needed	Screen students for Gifted program
Math Benchmark Assessments			Classroom teacher	Quarterly	
Fountas & Pinnell Benchmark Assessment System Sight Word Lists 20/50	15 min.	All students	Classroom teacher	Quarterly As Needed	Measure Sight Word Recognition
Fountas & Pinnell Benchmark Assessment System Leveling	30 min.	All students	Classroom teacher	December-May As Needed	Determine Instructional Reading Level
Fountas & Pinnell Benchmark Assessment System phonics and Word Analysis	30 min.	All students	Classroom teacher	September As Needed	Identify Pre-Reading Skills

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

GRADE 1 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Snellen/Snellen E. Chart	5 mins.	All students	Nurse	October	Measures visual acuity
Portable Audiometer	5 mins.	All students	Spec. School Dist. Speech/ Language pathologist	September/ October	Measures auditory acuity
* W-APT Placement	30 mins.- 1 hr.	LM and LEP students	ELL teacher	Upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	2-1/2 hrs.	All LEP students	ELL teacher	Annually	Measures English language proficiency
TerraNova Basic Battery Level 11	2-3 hrs.	K.6 - 1.6 Potential gifted students	Gifted teacher	Annually in April & May or as needed	Screening for Gifted program
AIMSweb	5 mins.	Students with IEPs	Certified staff	Winter, spring	Measures Reading Fluency
Fountas and Pinnell Benchmark Assessment	20 min.	All students	Classroom teacher	Quarterly	Determine Developmental Spelling Level
Words Their Way Spelling Inventory	20 min.	All students	Classroom teacher	Quarterly	To find developmental spelling level

 * W-APT = WIDA-Access Placement Test

GRADE 1 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Stanford 10 Primary 1	2 hrs.	1.6 - 2.6	Gifted teacher	Annually in April & May and as needed	Screening for Gifted program
Math Benchmark Assessments			Classroom teacher	Quarterly	
Fountas & Pinnell Benchmark Assessment System Sight Word Lists 100	15 min.	All students	Classroom teacher	Quarterly As Needed	Measure Sight Word Recognition
Fountas & Pinnell Benchmark Assessment System Leveling	45 min.	All students	Classroom teacher	September-March As Needed	Determine Instructional Reading Level

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

GRADE 2 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Portable Audiometer	5 mins.	New students/ those in need of retesting	Spec. School Dist. Speech/ Language pathologist	As needed	Measures auditory acuity
Snellen Chart	5 mins.	New students/ those in need of retesting	Nurse	As needed	Measures visual acuity
* W-APT Placement	30 mins.- 1 hr.	LM and LEP students	ELL teacher	Upon Enrollment	Defines level of English proficiency
ACCESS Test for ELLs	2-1/2 hrs.	All LEP students	ELL teacher	Annually	Measures English language proficiency
TerraNova Basic Battery Level 12	2-3 hrs.	Potential gifted students	Gifted teacher	Annually in April & May or as needed	Screening for Gifted program
AIMSweb	5 mins.	Students with IEPs	Certified staff	Fall, winter spring	Measures Reading Fluency
Fountas and Pinnell Benchmark Assessment	30 min.	All students	Classroom teacher	Fall as needed	Determine students instructional
Words Their Way Spelling Inventory	20 min.	All students	Classroom teacher	Quarterly	Determine developmental spelling

 * W-APT = WIDA-Access Placement Test

GRADE 2 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Stanford 10 Primary 2	2 hrs.	2.5 - 3.5	Gifted teacher	Annually in April & May or as needed	Screening for Gifted program
Math Benchmark Assessments			Classroom teacher	Quarterly	
Fountas & Pinnell Benchmark Assessment	60 min.	All students	Classroom teacher	September-March As Needed	Determine Instructional Reading Level
System Leveling					

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

GRADE 3 – AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Scholastic Reading Inventory	20 mins.	New students	Remedial Reading/Ed Tech instructor	As needed	Measures reading achievement
Scholastic Reading Inventory	20 mins.	All students	Classroom teacher/Ed Tech instructor	September and last 45 days	Measures reading achievement; summer school eligibility
Grade Level Assessments	60 mins. each	All students	Classroom teacher	First of April	Measures achievement in math and communication arts
Snellen Chart	5 mins.	All students	Nurse	October	Measures visual acuity
Portable Audiometer	5 mins.	New students/ those in need of retesting	Spec. School Dist. Speech/ Language pathologist	September	Measures auditory acuity
* W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
Classroom performance events (math)		All students	Classroom teacher	Throughout year	Measures individual achievement
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency

  * W-APT = WIDA-Access Placement Test

GRADE 3 – AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
TerraNova Basic Battery Level 13	2-3 hrs.	Potential gifted students	Gifted teacher	As needed	Screening for Gifted program
Benchmark Assessments Math, Science, English Language Arts	30-60 mins.	All students	Classroom teacher	2-3 times	Measures grade level expectations
AIMSweb	30-40 mins.	Students with IEPs	Certified staff	Fall, winter, spring	Progress monitoring - Math, Communication Arts

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

GRADE 4 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE	
Scholastic Reading Inventory	20 mins.	New students	Remedial Tech instructor	Within first	Measures	at enrollment
Scholastic Reading Inventory	20 mins.	All students	Classroom teacher/Ed Tech instructor	September and last 45 days	Measures reading achievement; summer school eligibility	
Scholastic Reading Inventory	20 mins.	Remedial students	Rem. Reading instructor	As appropriate	Measures reading achievement; summer school eligibility	
Grade Level Assessments	60 mins. each	All students	Classroom teacher	Mid April	Measures individual and group achievement in math and communication arts	
Snellen E. Chart	5 mins.	New fourth graders and those in need of retesting	Nurse	November and as needed throughout year	Measures visual acuity	
Portable Audiometer	5 mins.	New fourth graders and those in need of retesting	Nurse	September	Measures auditory acuity	
* W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency	
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency	

 * W-APT = WIDA-Access Placement Test

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
TerraNova Basic Battery Level 14	2-3 hrs.	Potential gifted student	Gifted teacher	As needed	Screen students for Gifted program
Benchmark Assessments Math, Science, English Language Arts	30-60 mins.	All students	Classroom teacher	2-3 times	Measures grade level expectations
AIMSweb	30-40 mins.	Students with IEPs	Certified staff	Fall, winter, spring	Progress monitoring - Math, Communication Arts

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)

GRADE 5 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Scholastic Reading Inventory	20 mins.	New students at enrollment	Remedial Reading/Ed Tech instructor	Within first 30 days	Measures reading achievement
Scholastic Reading Inventory	20 mins.	All students	Classroom teacher/Ed Tech instructor	September and last 45 days	Measures reading achievement; summer school eligibility
Scholastic Reading Inventory	20 mins.	Remedial students	Rem. Reading instructor	As appropriate	Measures reading achievement; summer school eligibility
Grade Level Assessments	Over several days	All students	Classroom teacher	Mid April	Measures individual and group achievement in math, communication arts, and science
Snellen E. Chart	5 mins.	All students	Nurse	November and as needed throughout year	Measures visual acuity
Portable Audiometer	5 mins.	All students	Nurse	September	Measures auditory acuity
* W-APT Placement	30 mins.- 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency
TerraNova Basic Battery Level 15	2-3 hrs.	Potential gifted students	Gifted teacher	As needed	Screen students for Gifted program

* W-APT = WIDA-Access Placement Test

GRADE 5 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Benchmark Assessments Math, Science, English Language Arts Benchmark Assessments	30-60 mins.	All students	Classroom teacher	2-3 times	Measures grade level expectations
AIMSweb	30-40 mins.	Students with IEPs	Certified staff	Fall, winter, spring	Progress monitoring - Math, Communication Arts

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)

GRADE 6 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
AIMSWEB	20 mins.	All students	Staff	Fall, Winter, Spring	Measure reading fluency
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor/ Counselor	Within first 30 days	Measures reading achievement
Scholastic Reading Inventory (SRI)	20 mins.	All students	Reading teacher	Sept., Dec. and last 45 days	Measures reading ability (SB319)
Grade Level Assessments	60 mins. each	All students	Classroom teacher	April/May	Measures individual and group achievement in math and communication arts
Inview	60 mins.	All students	Classroom teacher/guidance department	October	Measures academic aptitude
Sloan Letters	5 mins.	All students	Nurse	As needed throughout	Measures visual acuity
* W-APT Placement	30 mins.- 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency
TerraNova Basic Battery Level 16	2-3 hrs.	Potential gifted students	Counselor/ Gifted teacher	As needed	Screening for Gifted Program

*W-APT = WIDA-Access Placement Test

GRADE 6 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Benchmark Assessments Math, Science, English Language Arts	30-60 mins.	All students	Classroom teacher	2-3 times	Measures grade level expectations

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)
   KBIT (Kaufman Brief Intelligence Test-revised)
   C-Toni (Comprehensive Test of Non-Verbal Intelligence)

GRADE 7 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
AIMSWEB	20 mins.	All students	Staff	Fall, Winter, Spring	Measure reading fluency
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor/ Counselor	Within first 30 days	Measures reading achievement
Scholastic Reading Inventory (SRI)	20 mins.	All students	Reading teacher	Sept., Dec. and last 45 days	Measures reading ability (SB319)
Grade Level Assessments	60 mins. each	All students	Classroom teacher	April/May	Measures individual and group achievement in math and communication arts
Portable Audiometer	5 mins.	All students	Special School District	September	Measures auditory acuity
Sloan Letters	5 mins.	All students	Nurse	As needed throughout the year	Measures visual acuity
* W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency
TerraNova Basic Battery Level 17	2-3 hrs.	Potential gifted students	Counselor/ Gifted teacher	As needed	Screening for Gifted Program

* W-APT = WIDA-Access Placement Test

GRADE 7 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Benchmark Assessments Math, Science, English Language Arts	30-60 mins.	All students	Classroom teacher	2-3 times	Measures grade level expectations

The following tests may be administered as appropriate:

    MAP-A
    Individual Reading Assessment
    Acculturation Quick Survey
    Brigance
    MATHA
    Woodcock-Johnson
    Key Math
    Basic Reading Inventory (BRI)
  KBIT (Kaufman Brief Intelligence Test-revised)
  C-Toni (Comprehensive Test of Non-Verbal Intelligence)

GRADE 8 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
AIMSWEB	20 mins.	All students	Staff	Fall, Winter, Spring	Measure reading fluency
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor/ Counselor	Within first 30 days	Measures reading achievement
Scholastic Reading Inventory (SRI)	20 mins.	All students	Reading teacher	Sept., Dec. and last 45 days	Measures reading ability (SB319)
Grade Level Assessments	Over several days	All students	Classroom teacher	April/May	Measures individual and group achievement in math, communication arts, and science
Sloan Letters	5 mins.	All students	Nurse	As needed throughout year	Measures visual acuity
End-of-course Exams	2 days	Algebra. I students	May	Algebra teachers	Measures individual and group achievement in Algebra I
* W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	90 mins.	All LEP students students	ELL teacher	Annually	Measures English language proficiency

* W-APT = WIDA-Access Placement Test

** Aspire may be given to 6th and/or 7th graders next year. I did not enter the information because the decision hasn't been made

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Benchmark Assessments Math, Science, English Language Arts Benchmark Assessments	30-60 mins.	All students	Classroom teacher	2-3 times	Measures grade level expectations

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)
  KBIT (Kaufman Brief Intelligence Test-revised)
  C-Toni (Comprehensive Test of Non-Verbal Intelligence)

GRADE 9 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor	Within first 30 days	Measures reading achievement
Scholastic Reading Inventory	20 mins.	Remedial students and those recommended for services	Remedial Reading instructor	As appropriate	Measures reading achievement
Hearing Screening	30 mins.	All students	St. Louis County Health Dept.	November/ December	
W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency
Naviance Career Planner	Ongoing	Optional for all students	Self-administered	As appropriate	Interest inventory

GRADE 9 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
End-of-course Exams	2 days	Algebra I & II, English, Biology, American Government students	Classroom teacher	April-May	Measures individual and group achievement in Algebra I & II, English II, Biology,
ACT Aspire Periodic Assessments	varies	All students	Classroom teacher	Quarterly	Assesses student readiness in English, writing, reading, science, math

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

GRADE 10 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor	Within first 30 days	Measures reading achievement
Scholastic Reading Inventory	20 mins.	Remedial students and those recommended for services	Remedial Reading Teacher	As appropriate	Measures reading achievement
U.S. Constitution Test	30 mins.	All students	Social Studies teachers	Second semester	Meets state graduation requirements
Missouri Constitution Test	30 mins.	All students	Social Studies teachers	Second semester	Meets state graduation requirements
* Preliminary Scholastic Aptitude Test (PSAT)	2-2.5 hours	Available to college prep students	Guidance dept. and teachers	October	Introduces students to a highly competitive standardized test
* American College Test (ACT)	3-1/2 hours	Available to college-bound sophomores	Guidance department	October/ December/ June	Admission to college and nursing schools; academic scholarships
W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency

* students pay to take these tests

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Naviance Career Planner	Ongoing	Optional for all students	Self-administered	Quarterly	Interest inventory
End-of-course Exams	2 days	Algebra. I & II, English II, Biology, And American Government students	Classroom teacher	April - May	Measures individual and group achievement in Algebra I & II, English I & II, Biology, and American Government

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

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor	Within first 30 days	Measures reading achievement
* Preliminary Scholastic Aptitude/National Merit Test (PSAT-NMQ)	2-2.5 hours	Available to all students	Guidance department	October	Qualifies students for National Merit Scholarships; predicts success in college and determines acceptability to certain colleges
American College Test (ACT)	3-1/2 hours	All students	Guidance department/ Classroom teachers	April	Admission to college and nursing schools; academic scholarships
* Scholastic Aptitude Test (SAT)	3-1/2 hours	Available upon request to college-bound juniors	St. Louis sites (see Guidance Department for information)	Oct./Nov./Dec./ Jan./March/ May/June	Admission to college and nursing schools; academic scholarships
* College-Level Examination Program (CLEP)	90 mins. per subject test	Available to all students; college level proficiency in subject recommended	St. Louis Comm. College-Meramec (additional sites available)	Varies	Opportunity to earn college credit
Hearing Screening	30 mins.	All students	St. Louis County Health Dept.	November/ December	
* W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
* Advanced Placement (AP) Tests – US History Statistics English Language Psychology	4 hrs.	Available to AP students	Guidance department	May	For college placement and/or college credit
ACCESS Test for ELLs	30 mins.	All LEP and	ELL teacher	Annually	Measures English language proficiency

* W-APT = WIDA-Access Placement Test

GRADE 11 - AFFTON STUDENT ASSESSMENT PROGRAM

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Naviance Career Planner	Ongoing	All students	Self-administered	As appropriate	Interest inventory
End-of-course Exams	2 days	Algebra. I & II, English II, Biology, American Government Students	Classroom teachers	April-May	Measures individual and group achievement in Algebra I & II, English II, Biology, and American Government

*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)
  Individual Reading Inventory (IRI)
  Basic Reading Inventory (BRI)
  Achenbach Child Behavior/Teacher and Self-Rating Forms

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INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Scholastic Reading Inventory (SRI)	20 mins.	New students at enrollment	Remedial Reading/Ed Tech Instructor	Within first 30 days	Measures reading achievement
American College Test (ACT)	3-1/2 hours	Available to all students	Guidance department	Oct./Dec./ Feb./April/ June	Admission to college and nursing schools; academic scholarships
* Scholastic Aptitude Test (SAT)	3-1/2 hours	Available upon request to college-bound seniors	St. Louis sites (see Guidance Dept. for information)	Oct./Nov./Dec./ Jan./March/ May/June	Admission to college and nursing schools; academic scholarships
W-APT Placement	30 mins. – 1 hr.	LM and LEP students	ELL teacher	Beginning of year or upon enrollment	Defines level of English proficiency
* Advanced Placement (AP) Tests – Calculus AB Calculus BC English/Literature American Government/Politics Statistics Biology Psychology Physics B	4 hrs.	Available to AP students	Guidance department	May	For college placement and/or college credit
ACCESS Test for ELLs	90 mins.	All LEP students	ELL teacher	Annually	Measures English language proficiency

* students pay to take these tests

INSTRUMENT	TIME	TARGET	TESTER	DATE	PURPOSE
Naviance Career Planner	Ongoing	All students	Self-administered	As appropriate	Interest inventory
COMPASS	3 hrs.	Potential St. Louis Comm. College students	STLCC staff at AHS	2nd semester	Placement
End-of-course Exams	2 days	Algebra. I & II, English II, Biology, American Government Students	Classroom teachers	April - May	Measures individual and group achievement in Algebra I & II, English II, Biology, and American Government
ASVAB	2-2.5 hrs.	11th & 12 grade Potential military	AHS/Military Staff	As appropriate	Determine if you are qualified to enlist in military and to assign An appropriate job in the military

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

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 - MAP Online Tools Training
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 - MAP Online Tools Training
Assessments tips.
Readiness 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 - MAP Online Tools Training
Assessments tips.
Readiness 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.
MAP Online Tools Training

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.
MAP Online Tools Training

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.
MAP Online Tools Training

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.

GRADE 10

Same as above.
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 in 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.

The Curriculum Monitoring Committee will focus on the professional learning around formative and summative assessments, key components of the Affton School District curriculum.

TESTING CALENDAR
GROUP-ADMINISTERED TESTS TAKEN BY ALL STUDENTS OF A GRADE
LEVEL 2016-17

Grade	Tests	Schedule	Test Time
K	Writing Assessments	Spring	As needed
1	Classroom Performance Tasks	Continuous/last 45 days	20 mins.
	Writing Assessments	Spring	As needed
2	Writing Assessments	Spring	As needed
3	Benchmark Assessments (math, ELA, science)	Three times per year	1 hr.
	Missouri Grade Level Assessments (GLAs)	March/April	4 hrs. 30 mins.
	(ELA and math)		
	Scholastic Reading Inventory	September/last 45 days	20 mins.
	Test of Cognitive Skills/2 (TCS/2)	September	1 hr.
	Writing Assessments	Spring	As needed
4	Benchmark Assessments (math, ELA, science)	Three times per year	1 hr.
	Missouri Grade Level Assessments (GLAs)		
	(ELA and math)	March/April	4 hrs. 30 mins.
	Scholastic Reading Inventory	September/last 45 days	20 mins.
	Writing Assessments	Spring	As needed
5	Benchmark Assessments (math, ELA, science)	Three times per year	1 hr.
	Missouri Grade Level Assessments (GLAs)		
	(ELA, math, and science)	March/April	4 hrs. 30 mins.
	Scholastic Reading Inventory	September/last 45 days	20 mins.
	Writing Assessments	Spring	As needed

TESTING CALENDAR
GROUP-ADMINISTERED TESTS TAKEN BY ALL STUDENTS OF A GRADE LEVEL
2015-16

Grade	Tests	Schedule	Test Time
6	Benchmark Assessments (math, ELA, science)	Three times per year	1 hr.
	Missouri Grade Level Assessments (GLAs)		
	(ELA, and math)	April	4 hrs. 30 mins.
	Scholastic Reading Inventory (SRI)	Sept., Dec. and last 45 days	20 mins.
	Inview	October	
7	Benchmark Assessments (math, ELA, and science)	Three times per year	1 hr.
	Missouri Grade Level Assessments (GLAs)		
	(ELA and math)	April	4 hrs. 30 mins.
	Scholastic Reading Inventory (SRI)	Sept., Dec. and last 45 days	20 min.
8	Benchmark Assessments (math, ELA, and science)	Three times per year	1 hr.
	Missouri Grade Level Assessments (GLAs)		
	(ELA, math, and science)	March/April	4 hrs. 30 mins.
	Scholastic Reading Inventory (SRI)	Sept., Dec. and last 45 days	20 mins.
	End-of-course Exams	May	2 hrs.
9	Common Assessments (math, comm. arts, science and social studies)	As Appropriate	1 hr.
	Scholastic Reading Inventory	First semester	20 mins
	Writing Assessments	Spring	As needed
	ACT Aspire	April	4 ½ hrs.
	End-of-course Exams	May	2 hrs.
10	Common Assessments (math, comm. arts, science and social studies)	As appropriate	1 hr.
	Writing Assessments	Spring	As needed
	End-of-course Exams	May	2 hrs.
11	Common Assessments (math, comm. arts, science and social studies)	As appropriate	1 hr.
	(SAT) Scholastic Aptitude Test (voluntary)	Oct./Nov./Dec./Jan./Mar./May/June	3-1/2 hrs.
	Writing Assessments	Spring	As needed
	End-of-course Exams	May	2 hrs.
12	Common Assessments (math, comm. arts, science and social studies)	As appropriate	1 hr.
	Writing Assessments	Spring	As needed
	End-of-course Exams	May	2 hrs.

TESTING ENVIRONMENT AND SCHEDULING RECOMMENDATIONS

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 English Language 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, *Access Affton*, 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.

TESTING ENVIRONMENT AND SCHEDULING RECOMMENDATIONS

<u>Rogers Middle School</u>

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.

<u>Affton High School</u>

Students' parents are notified of the tests in the principal's letter and on report cards.
Students test with own teachers when possible.

TESTING SECURITY

TEST SECURITY STANDARDS FOR DISTRICT-WIDE TESTING PROGRAMS

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.

2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.

3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.

4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.

5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.

6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.

7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.

8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.

9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.

10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.

2. The district shall inform parents/guardians of the district's testing schedule.

3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.

4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.

5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.

6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.

7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.

2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.

3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.

4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.

5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.

6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.

2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.

3.   The district will perform site certification procedures prior to each testing window.

4.   Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1.   Violating any provision of this policy.

2.   Copying any part of the standardized test materials or online test unless authorized by test protocol.

3.   Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.

4.   Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.

5.   Failing to return all test materials following test administration.

6.   Directly teaching any actual test item or taking actions to discover test items included on a test.

7.   Altering in any way a student's responses on a test.

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

9.   Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

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