

REPORT SUMMARY SHEET

BOARD MEETING DATE: July 16, 2018

TITLE AND BRIEF DESCRIPTION: Assessment Plan
The Eldon School Districts Assessment Plan is reviewed every year.

ACTION DESIRED:
Approval of the assessment plan as presented.

BACKGROUND:
Our school district uses different assessments throughout the year to monitor growth of our students. The assessment plan document serves as a guide for our district. We follow all the state required assessments. Our district utilizes i-ready at the elementary school to guide instructional decisions. At the Middle School, we utilize Moby Max and at the High School, we utilize Study Island. The reason for utilizing different assessment at the Middle School is that we believe our students are tired of i-ready and perform better utilizing a different assessment. High School uses Study Island because our teachers have used it for several years and find it useful.

GOALS: To improve the quality of education for our students.


RECOMMENDATION: I move that we accept the assessment plan as presented.

IMPLICATIONS OF ADOPTION/REJECTION OF RECOMMENDATION:
If adopted, the school district will proceed with the assessment plan.

TIMELINE:
2018-2019 school year.

RESPONSIBLE PERSONS: Matt Davis

SUPERINTENDENT'S APPROVAL:



For the purpose of submitting report

ELDON SCHOOL DISTRICT



ASSESSMENT PLAN

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PURPOSES OF THE ELDON SCHOOL DISTRICT ASSESSMENT PLAN

The Eldon Board of Education supports the establishment of a district-wide educational assessment program as one indicator of the success and quality of the total educational program in the school district. Standardized tests used with other measures, such as grade level common assessments for core curricular areas, may also provide useful information pertaining to individual student achievement.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

Student Achievement – To provide information about relative student achievement so that parents/guardians, students, and teachers have a baseline against which to monitor academic progress.

Guidance and Counseling – To serve as a tool in the counseling and guidance of students. These services to students will include: /

1. Understanding of achievement plus specific academic placement and remediation.
2. Planning a school program of studies (4 year Plan).
3. Making career decisions.
4. Planning for college or advanced training: and
5. Making wise personal decisions and goal setting.

Instructional Change – To provide data which will assist in the preparation of recommendations for instructional program changes to:

1. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
2. Help the district make needed changes in curriculum.
3. Help the professional staff formulate and recommend instructional policy.
4. Help the Board of Education adopt instructional policies.

Administrative – To make sound educational decisions and to provide indicators of the progress of the district toward established goals and objectives of the CSIP and goals for graduation:

1. Individual student results may be used in combination with other information to help screen and select students for participation in certain school programs.
2. Information about the test performance of students in a building or district may be used to inform parents, the school board, and the public about the effectiveness of schools.
3. Analysis of student performance may reveal trends that will aid in setting priorities, planning the curriculum, revising instructional practices, and evaluating the progress of educational programs.

OVERVIEW OF THE DISTRICT ASSESSMENT PLAN

Enhancement of Learning

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it.

Local Assessment

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning testing programs, the district will administer performance assessments to students at mandated grade levels throughout the K-12 program. Teachers will assess locally those standards not addressed by the state assessments as recommended by building level collaborative teams. The District will also administer assessment test to students who are residents of the district but are not enrolled in the district upon request.

Confidentiality

Confidentiality will be maintained with regard to the test scores and other information derived from the district's testing program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional staff member.

Annual Review

The administration and staff shall develop comprehensive assessment procedures. The procedures shall be reviewed on an annual basis.

Testing Coordinator and Staff

The testing coordinator for the district is the Superintendent. The district testing coordinator is assisted with the assessment program by the district's counselors and principals; they also serve as building level testing coordinators for the administration of state assessments. Special education process coordinators also assist in coordinating the assessment of students with identified disabilities.

Participation in District Wide Assessments

All students in grades K-12 and early childhood programs attending the Eldon School District participate in state-wide and district-wide assessments, according to state law and district policy. Very few students with disabilities may be administered an alternative test, per their Individualized Educational Program (IEP), in accordance with both state law and district policy.

Only English Language Learner (ELL) students who have resided in the United States for less than 12 months, and students who have moved into the district after SBA test administration has begun, are exempt from state-wide (SBA) testing for that school year. Some accommodations and/or modifications of the standardized testing procedures for state-wide and district-wide assessments are allowed for students with disabilities, as identified by their IEP or IAP (504 plan); as well as for those ELL students identified as Limited English Proficient, per DESE instructions. All students identified as homeless participate in state-wide and district-wide assessments. Students receiving homebound instruction also participate in state-wide assessments, as well as assessments for courses they are enrolled in, as provided by teachers.

TEST SECURITY

The Eldon School District will ensure test security of any state-wide or district-wide standardized testing in the following manner:

Instructions for Test 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 test coordinator, or building administrator, designed to train the teachers in the test administration process.
2. The inservice will stress the maintenance of test security during test administration. Issues addressed will include; providing direction to students, responding to student's questions, and monitoring the test setting.
3. Staff will follow all guidelines set out by the state assessments for test administration.

Test Administration

1. All group standardized tests will be administered in a designated site approved by the district test coordinator or building test coordinator.
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 follow protocol as specified.
3. All individuals administering any standardized test will strictly follow the procedures specified. Test administrators will be present throughout the entire time the test is being given.
4. While the test is being given, building administrators and any other specifically designated individuals may move among students to help monitor administration.
5. All make-ups will be given within the timeline required.

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 will consider inappropriate:
 - a. directly teaching any test item included on a standardized test
 - b. indications 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 to copy off each other's work, or altering test administration procedures in any other way to give students an unfair advantage; and

- c. undue pressure or encouragement on the part of the administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
- 2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent, or his designee, and appropriate disciplinary action will be taken.

INDIVIDUAL STUDENT ASSESSMENT

I. Individual Student Performance Assessments and Procedures

A. Students are asked to demonstrate their content knowledge and/or ability to apply that knowledge through a product, performance, or exhibit on standardized, norm-referenced, or criterion-referenced tests, and/or curriculum based assessments.

1. Standard-Referenced Testing

a. Standard-referenced testing assesses a student's knowledge and ability to do certain performance tasks specific to state and local standards.

b. Implementation:

- 1. The state of Missouri requires school districts to assess students by means of a performance test. It is designed to compliment other assessment methods. It encourages learners to understand and apply basic academic skills more effectively in today's society.

2. Norm-Referenced Testing

a. Norm-referenced tests are tests in which students or group achievement is determined by comparison to a reference group of others who have taken the same test.

b. Implementation:

- 1. State Assessment as designated by DESE and our District.
- 2. End of Course Testing (EOC), as designated by DESE and our District.
- 3. Technical Skills Attainment(TSA), as designated by DESE and our District

4. American College Testing (ACT) - Optional
 5. I-Ready
 6. Moby Max
 7. Study Island
3. Criterion-Referenced Testing
- a. Criterion-Referenced tests compare what a student can do in a specific area without reference to other's performance, but relative to an established standard or criterion.
 - b. Implementation:
 1. Pre-test/Post-test
 2. Developmental Reading Assessment (DRA)
 3. Developmental Inventory of Basic Early Literacy (DIBELS)
 4. Ongoing curriculum-based/grade level common assessments
 5. Other teacher-made tests
4. Grades
- a. Grades measure what a student has achieved in a given subject at a particular point in time.
 - b. Implementation:
 1. Grades are given periodically to give students and parents/guardians feedback on student achievement.
 2. A student's grade could be used to make appropriate placement. Example: regular class placement or next course in sequence, such as honors class, Spanish I or Spanish II).
5. Teacher Made Tests/Curriculum Based Assessments
- a. Teacher made tests are designed by the teacher to evaluate a student's mastery of established objectives.
 - b. Tests are designed to accommodate different learning styles.

- c. Curriculum based assessments may be created by collaborative groups, such as teachers from the same grade level and/or area of curriculum; these may include mastery of the essential skills needed for a particular subject/course.

6. Authentic Assessment

- a. A performance-based assessment requires a student to go beyond basic recall and demonstrate knowledge and understanding through a product, performance, or exhibition. A wide variety of measurement techniques may be designed to correspond as closely as possible to the real world of students' experiences. Assessment is interwoven throughout the entire educational process and becomes an ongoing and integral part of the whole teaching and learning process.

Examples:

1. Portfolios include samples of student's work that help to identify how a student performs over time.
2. Performance tests capture a student's ability to think critically, to solve problems, and to connect his/her learning to real world applications. Examples: essays, products, demonstrations, projects, self-assessments, and journal writing.

- b. Implementation:

1. Teachers will carefully align what they need to learn about their students' knowledge and abilities with the assessment tool most suited to revealing that information.

7. Teacher Observation

- a. Teacher observations assess individual student progress/performance based on professional judgement. Professional educators can make valid judgements, but these judgements should be used in conjunction with other assessment tools.

- b. Implementation:

1. Teachers will establish well-defined criteria/scoring guides.
2. Teachers will document data from observation as opposed to relying solely on intuitive judgements.

8. Report Cards
 - a. Report cards are communication reports to parents, students, and the educational community to explain the student's cumulative grades in a subject area over a specific amount of time.
 - b. Implementation:
 1. Teachers will complete progress report/ report card procedures on an established calendar, a minimum of four times per year. The schools will use established procedures to provide parents/guardians the report cards.
 2. Progress reports are issued after the first three weeks of each quarter.
9. Surveys/Interviews/Inventories
 - a. These are instruments used to assess opinions, preferences, skills, and interests. The means of gathering this data may be formal, through published instruments, or informal through local design.
 - b. Implementation:
 1. Surveys– to obtain opinion of students, parents and community
 2. Interviews– to obtain opinions
 3. Inventories– to gain opinions, interests of students
 4. Kuder Interest Inventory– optional; Grade 10
 5. Choices and Planner Interest Inventories online- optional; Grades 7-12
10. Aptitude Testing
 - a. Aptitude tests measure students' ability or potential to perform in new situations.
 - b. Implementation:
 1. Armed Services Vocational Aptitude Battery (ASVAB)- optional
 2. Complete cognitive batteries and other intelligence (IQ) tests are only administered to individual students with parent/guardian consent for the determination of a disability and/or eligibility for special services, or for determination of a student being identified as "gifted"

11. Multiple Criterion Measures
 - a. A combination of assessment strategies to provide a deeper, more specific picture of an individual student's performance.
 - b. Implementation:
 1. For eligibility determination for special services programs
 2. For placement in Gifted program, if offered, per district procedures.
12. Course Examinations
 - a. An assessment of the total curriculum objectives presented in a course at grades 9– 12. This assessment tool is used as a means to determine whether a student has met course objectives and is prepared for the next level of learning.
 - b. Implementation:
 1. End of course exams for Algebra I, English II, Biology, and Government.
13. Special Services Assessments
 - a. Students with special needs and those suspected of having a disability will be assessed according to provisions established by Federal and State laws and the district Compliance Plan.
 - b. Implementation:
 1. Students referred by parents and/or staff will be assessed by following the referral process per reauthorization of IDEA 2004 and DESE regulations. Procedural due process will be followed by the evaluation team in the selection of areas to assess and tests to be used, as well as throughout the evaluation process.
14. Assessment of Student Developmental Progress for Preschool Children
 - a. Preschool-age children attending district Parents As Teachers (PAT) and/or district Early Childhood Programs will be screened in all areas of development and for continued developmental progress.
 - b. Implementation:

1. School personnel will use the DIAL-III and/or Denver Developmental Screening periodically to screen and measure progress in all areas of development for students enrolled in the PAT program, and prior to referral to Early Childhood preschool programs and kindergarten.
 2. Students enrolled in district Early Childhood Programs will participate in assessments mandated by the state. Examples: Early Outcomes Assessments (for ECSE), School Entry Profile- Preschool Assessment Project (for Title I preschool).
15. Assessment of students being home schooled
- a. School-age students residing in the Eldon School District who are not attending Eldon Schools and are being taught at home will only participate in state-wide testing (SBA) upon parent request. They will not participate in district-wide testing or other academic/achievement testing unless they are returning to their public school, in order to determine appropriate grade level placement, or upon parent request and written permission.
 - b. Implementation:
 1. Participation in state assessment testing with grade level peers at the school site administering to that grade level, upon timely parent request.
 2. Grade level reading assessments such as the DRA or DIBELS may be administered individually at the school site for the child's grade level, upon parent request.
 3. Other achievement testing to determine grade level placement or upon parent request, such as the WIAT or Woodcock-Johnson III Test of Achievement may be administered individually with parental consent.

II. Schools and Program Assessments

- A. Different kinds of assessments may be used to report class and building level group performances. Schools and programs may be assessed by:
 1. Standard-Referenced Testing
 2. Norm-Referenced Testing
 3. Criterion-Referenced Testing
 4. Grades
 5. Surveys/Interviews- To obtain a building needs assessment, student needs assessment, and opinions of students, parents and community.

6. Data Analysis- Attendance, drop-out rate, suspensions, discipline referrals, parental involvement, achievement, and performance.
7. Achievement Testing- Reading inventories and assessments, curriculum-based assessments.

III. District Performance Assessment Processes

- A. As applicable, assessment data from the student assessment and school program assessment will be compiled by the state (DESE) and/or district for a comparison with other districts in the state and/or in the nation taking the same tests. District performance may be assessed by:
 1. Standardized Testing
 2. Norm-Referenced Testing
 3. Surveys/Interviews
 4. Data Analysis (e.g. attendance, drop-out rates, achievement, and performance)

TEACHING TEST TAKING STRATEGIES

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Eldon R-I School District has developed guidelines for teaching test taking strategies to students for statewide testing (SBA) and district-wide assessments.

Two Types of Test Taking Strategies

There are two types of test taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process.

Shortly before the state assessment tests and district-wide assessments, strategies for answering multiple choice items will be taught to students. This will be done within classrooms by grade level or by groups of teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

1. address all parts of the question;
2. include specific examples from the text in the response;

3. make reference to specific characters and titles in the response;
4. give specific examples to support a claim;
5. show the major steps in the solution process (i.e. math);
6. give multiple similarities and multiple sets of corresponding differences when asked to compare and contrast;
7. include a title and labels when creating a graphic organizer;
8. not stop at just one correct answer but to think about and write more correct responses;
9. make sure pronouns are preceded by antecedents in the response;
10. use major elements of the question/item stem as statements in the answer.

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

1. formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
2. consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
3. consider multiple criteria when solving problems or answering questions (or creating answers / solutions that meet required specifications);
4. interpret data (e.g. a picture, graph, chart, etc.) to make an inference needed to answer a question;
5. organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster that shows..., etc.);
6. describe the process used for finding the solutions or tell why the proposed solution is the best.

The Eldon School District views teaching students the skills and processes needed to be successful on the SBA assessments as synonymous with teaching students to be successful in life.