Ballard Bulldogs

2016-2017
ASSESSMENT PLAN

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Test Integrity and Security

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, technology coordinators, test 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.

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, up to and 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.

Note: The reader is encouraged to check the index of the Board Policy manual for other pertinent policies and to review administrative procedures and/or forms for related information.

TESTING SCHEDULE
BALLARD R-II SCHOOL DISTRICT
2016-2017

Month	Test	Grade Level
September	STAR Reading Assessment	1-12
December	EOC Exams	9-12
	ASVAB	10
	STARS Reading Assessment	1-12
February	NAEP	8
March	STAR Reading Assessment	1-12
	ACT	11
April	ACT (required all Juniors)	11
April-May	EOC Exams	9-12
	MAP Grade Level Assessment-Comm Arts	3-8
	MAP Grade Level Assessment-Math	3-8
	MAP Grade Level Assessment-Science	5 & 8
	MAP-A	11
	STAR Reading Assessment	1-12

POSSIBLE ASSESSMENTS AND PURPOSES

Pre-Kindergarten

Assessment	Purpose
• DIAL-IV	Identify potential problems or advanced abilities in the area of concept or cognitive development
• Phelps Kindergarten Readiness	Identify potential problems or advanced abilities in the area of number concepts, auditory skills, paper and pencil skills, language concepts, visual skills, and gross motor skills
• Parent Questionnaire	Gather information about the child's prenatal, birth, health and developmental history, social skills, vision, hearing, immunizations, pre-school experiences, language, adaptive behavior, cognitive development, etc.
• Health Screenings	Determine if there are vision, hearing, height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also
• Concepts About Print	Tests knowledge of book handling skills
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Kindergarten

Assessment	Purpose
• Writing Assessment	To assess a student's progress in writing ability, based on end of year expectations for this grade level
• Pathways Assessments	To assess a student's developmental phonemic awareness level

• Fry's High Frequency Word List	To assess a student's reading sight word vocabulary
• Acuity Diagnostic Assessments	Assess proficiency in grade-level expectations in math and communication arts
• Teacher Observations	To assess the attainment of skills considered important for children to have mastered during the kindergarten year
• DRA	Determines an individual student's reading level
• STAR	Determines an individual student's reading level based on accuracy, comprehension and fluency
• Health Screenings	Determine if there are vision, hearing, height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers
• Basic Math Computation Skills	To assess a student's fluency with basic addition facts

Grade One

Assessment	Purpose
• Writing Assessment	To assess a student's progress in writing ability, based on end of year expectations for this grade level
• Pathways Assessments	To assess a student's developmental phonemic awareness level

- Fry's High Frequency Word List

  To assess a student's reading sight word vocabulary

- Acuity Diagnostic Assessments

  Assess proficiency in grade-level expectations in math and communication arts

- DRA

  Determines an individual student's reading level based on accuracy, comprehension and fluency

- STAR

  Determines an individual student's reading level based on accuracy, comprehension and fluency

- Basic Math Computation Skills

  To assess a student's fluency with basic addition facts

- Health Screenings

  Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.

- Teacher Observations

  To study behaviors and to evaluate a student's progress over time

- Formative/Common Assessments

  Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Two

Assessment	Purpose

- Otis-Lennon

  To assess general mental ability or scholastic aptitude of students, including reasoning, verbal, and figural abstractions.

- Pathways Assessments

  To assess a student's developmental phonemic awareness level

- Fry's High Frequency Word List

  To assess a student's reading sight word Vocabulary

- Acuity Diagnostic Assessments

  Assess proficiency in grade-level expectations in math and communication arts

Assessment	Purpose
• Writing Assessment	To assess a student's progress in writing ability based on end of year expectations for this grade level
• DRA	Determines an individual student's reading level based on accuracy, comprehension and fluency
• STARS	Determines an individual student's reading level based on accuracy, comprehension and fluency
• Acuity Readiness Assessment A, B, C	Assess proficiency in grade-level expectations in math and communication arts
• Basic Math Computation Skills	To assess a student's fluency with basic addition facts
• Health Screenings	Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Three

Assessment	Purpose
• MAP Grade Level Assessments-Communication Arts and Math	To determine student's strengths and weaknesses regarding the Show-Me Standards
• DRA	Determines an individual student's reading level based on accuracy, comprehension and fluency
• STAR	Determines an individual student's reading level based on accuracy, comprehension and fluency
• Fry's High Frequency Word List	To assess a student's reading sight word vocabulary

- Health Screenings

  Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.

- Teacher Observations

  To study behaviors and to evaluate a student's progress over time

- Formative/Common Assessments

  Assess a student's achievements and strengths and weaknesses compared to self and peers

- Formative/Common Assessments

  Assess a student's achievement and strengths and weaknesses compared to self and peers

- Basic Math Computation Skills

  To assess a student's fluency with basic addition facts

- Writing Assessment

  To assess a student's progress in writing ability based on end of year expectations for grade level

- Acuity Readiness Assessments A, B, C

  Assess proficiency in grade-level expectations in Math and Communication Arts

Grade Four

Assessment	Purpose
• MAP Grade Level Assessments-Communication Art & Math	To determine student's strengths and weaknesses regarding the Show-Me Standards
• DRA	Determines an individual student's reading level based on accuracy, comprehension and fluency
• STAR	Determines an individual student's reading level based on accuracy, comprehension and fluency
• Fry's High Frequency Word List	To assess a student's reading sight word vocabulary
• Acuity Readiness Assessments A, B, C	Assess proficiency in grade-level expectations in Math and Communication Arts
• Basic Math Computation Skills	To assess a student's fluency with basic addition

facts

• Writing Assessment	To assess a student's progress in writing ability based on end of year expectations for grade level
• Health Screenings	Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Acuity Diagnostic Assessments	Assess proficiency in grade-level expectations in math and communication arts
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Five

Assessment	**Purpose**
• MAP Grade Level Assessments-Communication Arts, Math and Science	To determine student's strengths and weaknesses regarding the Show-Me Standards
• Formative/Common Assessments	Assess a student's achievement and strengths and weaknesses compared to self and peers
• Acuity Readiness Assessments A, B, C	Assess proficiency in grade-level expectations in Math and Communication Arts
• STAR Reading Assessment	Determines an individual student's reading level
• Health Screenings	Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.
• Teacher Observations	To study behaviors and to evaluate a student's progress over time

• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Six

Assessment	Purpose
• MAP Grade Level Assessments-Communication Art & Math	To determine student's strengths and weaknesses regarding the Show-Me Standards
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers
• STAR Reading Assessment	Determines an individual student's reading level
• Acuity Readiness Assessments A, B, C	Assess proficiency in grade-level expectations in Math and Communication Arts
• Health Screenings	Determine any vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Seven

Assessment	Purpose
• MAP Grade Level Assessments Communication Art & Math	To determine student's strengths and weaknesses regarding the Show-Me Standards
• STAR Reading Assessment	Determines an individual student's reading level
• Acuity Readiness Assessments A, B, C	Assess proficiency in grade-level expectations in Math and Communication Arts

- Health Screenings — Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.

- Teacher Observations — To study behaviors and to evaluate a student's progress over time

- Formative/Common Assessments — Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Eight

Assessment	Purpose
• MAP Grade Level Assessments-Communication Arts, Math and Science	To determine student's strengths and weaknesses regarding the Show-Me Standards
• STAR Reading Assessment	Determines an individual student's reading level
• Missouri Connections Inventory	To determine the career path they are most interested in so that they can choose high school courses most closely related to their chosen area
• EOC Exams for students enrolled in Algebra I	Assesses student achievement and identifies student strengths and weaknesses
• EXPLORE	To measure current academic development and explore career/training options
• Acuity Readiness Assessments A, B, C	Assess proficiency in grade-level expectations in Math and Communication Arts
• Health Screenings	Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Nine

Assessment	Purpose
• EOC Exams for students enrolled in Algebra I	Assesses student achievement and identifies student strengths and weaknesses
• Health Screenings	Determine if there are vision, hearing height, or weight deficits. Dental checks, scoliosis screening, and head lice checks also administered.
• EXPLORE	To measure current academic development and explore career/training options
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers

Grade Ten

Assessment	Purpose
• EOC Exams for students enrolled in Biology and English II	Assesses student achievement and identifies strengths and weaknesses
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers
• PLAN	To measure current academic development and explore career/training options
• PSAT	Assess student strengths and weaknesses on skills necessary for college study including critical reading, math problem solving, and writing skills
• Armed Services Vocational Aptitude Battery (ASVAB)	To evaluate high school students' vocational interests and aptitudes

Grade Eleven

Assessment	Purpose
• ACT (Required)	To meet college entrance requirements and rank students on a nationally normed test for scholastic purposes
• PSAT	Assess student strengths and weaknesses on skills necessary for college study including critical reading, math problem solving, and writing skills
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers
• Technical Skills Assessment	Given to technical concentrators and completers to assess technical skills

Grade Twelve

Assessment	Purpose
• ACT (optional)	To meet college entrance requirements and rank students on a nationally normed test for scholastic purposes
• EOC Exams for students enrolled in Government	Assesses student achievement and identifies strengths and weaknesses
• Armed Services Vocational Aptitude Battery (ASVAB)	To evaluate high school students' vocational interests and aptitudes
• Teacher Observations	To study behaviors and to evaluate a student's progress over time
• Formative/Common Assessments	Assess a student's achievements and strengths and weaknesses compared to self and peers
• Technical Skills Assessment	Given to technical concentrators and completers to assess technical skills

- COMPASS — College placement test in reading, writing skills and math

- Accuplacer — Replacing the COMPASS

- WorkKeys — Job skills assessment system

SPECIAL TESTS

The following tests may be administered to individual students for a variety of reasons.

Assessment	Purpose
• Bracken Basic Concept Scale	Given for early childhood special education to determine if child has skills necessary for school
• Iowa Tests of Basic Skills	This test is given at all grade levels to determine proper grade placement for students who have been home schooled and are returning to public schools.
• Wechsler Intelligence Scales: (WISC-IV, WPPSI-III, & WAIS-III)	To determine I.Q. for the presence of a learning disability and to determine strengths and weaknesses in verbal and performance abilities
• Wechsler Individual Achievement Test (WIAT-III)	To assess academic development in reading, mathematics, written language, and knowledge
• Adaptive Behavior Evaluation Scale	A rating scale used by Special Education for evaluation and re-evaluation
• Social Skills Rating System	Used at the secondary level to determine interaction abilities of students.
• Leiter	Determines I.Q. for nonverbal students
• Woodcock Reading Mastery Test (G or H)	To assess specific reading areas
• Key Math	To assess specific math skills
• Arizona Articulation Proficiency Skill-III	Evaluates student's articulation skills

(AAPS-3)

- Comprehensive Assessment of Spoken Language (CASL)

  Evaluates auditory comprehension, oral expression, word retrieval, knowledge and use of words, use of language, in communicative contexts, and the use of language required in higher-level cognitive functions

- Expressive One Word Picture Vocabulary Test (EOWPVT)

  Assesses student's ability to name objects, actions, and concepts

- Goldman Fristoe Test of Articulation 2

  Assesses a student's articulation of the consonant sounds in both single words and conversational speech

- Preschool Language Scale-IV (PLS 4)

  Used to identify children who have a language delay or disorder by assessing their ability to understand and use language

- Test of Auditory Comprehension of Language (TACL-3)

  Tests a child's ability to understand the structure of spoken language

- Peabody Picture Vocabulary Test-III (PPVT-III)

  Assesses student's receptive language

- Test of Language Development- Primary and Intermediate

  Assesses a student's receptive and expressive spoken language

- Test of Pragmatic Language

  Administered to assess pragmatic or the social dimension of language

- Test of Problem Solving Elementary Adolescent (TOPS)

  Test of problem solving and critical thinking and skills

- Gray Oral Reading Test-4

  Provides an efficient and objective measure of growth in oral reading and aids in the diagnosis of oral reading difficulties

- Stanford Binet Intelligence Scale

  Standardized test that assesses intelligence and cognitive abilities

- Test on Nonverbal Intelligence

  This test is a language free measure of abstract problem-solving ability

- Devereux Behavior Rating Scale

  A rating scale used primarily for children with regard to school behavior

- Slosson Intelligence Test-Revised

  Provides a reliable index of intellectual ability

- Adaptive Behavior Assessment System-II (ABAS-II)

  Provides a comprehensive norm-referenced assessment of adaptive skills

- Gilliam Autism Rating Scale

  A rating scale used to help identify and diagnose autism in children

- Test of Written Language-III (TOWL-3)

  Documents the presence of deficits in the area of literacy.

- Brigance Inventory of Early Development

  Assesses cognitive, motor, social, language, and self-help skills

- Vineland Adaptive Behavior Scale-II

  The Vineland-II aids in diagnosing and classifying intellectual and developmental disabilities and other disorders, such as autism, Asperger Syndrome, and developmental delays. The scales of the Vineland II are organized within a 3domain structure: Communication, Daily Living, and Socialization.

- Conner's Rating Scale, 3rd Edition

  Assesses youth for ADHD and other related Disorders most commonly co-occurring with ADHD

- Achenbach Child Behavior Checklist

  Assesses diverse aspects of adaptive and maladaptive functioning and can be used for pre-referral intervention

- WIDA ACCESS Placement Test (W-APT)

  Screening tool for ELL students

- Test of Early Reading Abilities Third Edition (TERA-3)

  Assess early literary skills

- Test of Early Written Language Third Edition (TEWL-3)

  Assess early written expression skills

- Test of Early Math Abilities Third Edition (TEMA-3)

  Assess early math skills