Fayette R-III School District
ASSESSMENT PLAN
2022-2023

Overview of Assessment

Assessment is a crucial part of the instructional process. By analyzing information from assessments, teachers can more effectively determine what students know and are able to do. Examining assessment information is essential to identifying gaps in learning or opportunities to challenge students. The Fayette School District Assessment Plan includes all federal- and state-mandated assessments in addition to locally administered assessments. Additional assessments are used to identify students in need of additional support to reach grade level standards so that interventions can be put into place. Regular, quality assessment aides us in determining:

• What is it we want our students to know and be able to do?

• How will we know when they have learned it?

• What will we do in our schools when students are not learning or being successful?

• What will we do in our schools when students already know the material and are being highly successful?

The district expectation is that all students will participate in the Missouri Assessment Program, which is an important part of the teaching and learning process. Both the district and DESE are required by the Family Educational Rights and Privacy Act ("FERPA") to keep personally identifiable student information confidential. Therefore, neither DESE nor the district will disclose a student's personally identifiable information to any other entity without consent, including the federal government. The district is not required to administer any state-required assessments to students who are not enrolled in the district. We follow board policies IL and ILA with regard to assessments.

Kindergarten Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
ESGI	AIMS Web, ESGI KEA			DRA2 ESGI	AIMS Web	ESGI			ESGI, DRA2, AIMS Web

Progress monitoring occurs monthly for students not meeting benchmark standards. Midterm and Quarterly Assessments on Concepts of Print, Phonemic Awareness, Phonics, Comprehension, Writing and Math are administered.

1st and Grade Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
	AIMS Web, ESGI PSI			DRA2, ESGI	AIMS Web	ESGI			AIMS Web, ESGI DRA2

AIMS Web progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

2nd Grade Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
	AIMS Web, PSI			DRA2	AIMS Web				AIMS Web, DRA2

AIMS Web progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

3rd Grade Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
	AIMS Web			DRA2	AIMS Web			MAP-ELA, Math	AIMS Web, DRA2

AIMS Web progress monitoring occurs monthly for students not meeting benchmark standards. District Math program interim assessments are administered throughout the year.

4th and 5th Grade Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
	AIMS Web				AIMS Web,			MAP-ELA, Math, 5th grade only-Science	AIMS Web

AIMS Web progress monitoring occurs monthly for students not meeting benchmark standards. District math program interim assessments are administered throughout the year.

6th-12th Grade Assessment Plan 2022-2023

August	September	October	November	December	January	February	March	April	May
		PSAT (select 10/11 grades)		Fall EOC window (as needed)		ASVAB-All Juniors			Spring EOC/MAP

State Assessments

Missouri Assessment Program (MAP)	
DES Window	May 2- May 12, 2023
CMS Window	May 9- May 17, 2023
End-of-Course (EOC) (English II, Algebra I, Algebra II, Biology, Government)	
FHS Window	May 2- May 12, 2023
MAP-Alternate (DLM)	
Fall Instructionally Embedded Window	September 12- December 16, 2022
Spring Instructionally Embedded Window	February 6- May 19, 2023
ACCESS for ELLs	
State Window	January 9- March 3, 2023

Special Education Assessments

The following assessments are used in the special education department for identification and support of students. Details of the purposes, administration, processes, and procedures regarding these assessments can be found by contacting the special services coordinator.

Assessment Area	Assessment
Cognitive	Developmental Assessment of Young Children-2nd Edition (Cognitive) Leiter-R Wechsler Intelligence Scale for Children, 5th edition (WISC-V) Wechsler Adult Intelligence Scale (WAIS-IV) Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
Achievement	Woodcock Johnson Test of Achievement (WJ4) Bracken School Readiness Assessment, 3rd Edition
Adaptive Behavior	Developmental Assessment of Young Children-2nd Edition (Adaptive) Adaptive Behavior Evaluation Scale, 3rd Edition (ABES) Adaptive Behavior Assessment System, 3rd Edition (ABAS)
Speech-Language	Developmental Assessment of Young Children-2nd Edition (Communication) Preschool Language Scale-5 (PLS-5) Test of Early Language Development Test of Language Development (Primary and Intermediate) Clinical Evaluation of Language Fundamentals-5 (CELF-5) Comprehensive Assessment of Spoken Language (CASL) Goldman Fristoe Test of Articulation-2 (GFTA-2) Pragmatic Language Skills Inventory Khan Lewis Phonological Analysis-2 (KLPA-2)
Physical-Motor	Developmental Assessment of Young Children-2nd Edition (Physical Motor) Peabody Developmental Motor Scale- 2 Beery Buktenica Visual Motor Integration Scale Developmental Test of Visual Perception-3rd Edition Sensory Processing Measure School Function Assessment
Behavior	Developmental Assessment of Young Children-2nd Edition (Social-Emotional) Behavior Dimensions Scale (BDS-2) Attention Deficit Disorder Evaluation Scale (ADDES) Conners 3rd Edition Behavior Evaluation Scale, 4th edition Early Childhood Behavior Scale Preschool and Kindergarten Behavior Scale, 2nd Edition (PKBS-2) Gilliam Autism Rating Scale, 3rd edition Autism Spectrum Disorder Evaluation Scale (ASDES) Scales for Assessing Emotional Disturbance (SAED-2) Emotional Disturbance Decision Tree
Transition	Transition Behavior Scale (TBS) Brigance Transition Skills Inventory Missouri Connections

Assessment Descriptions

Missouri Assessment Program

Grade-Level Assessments (referred to as MAP)

The MAP assessments are required by the state and given to students in grades 3-8 in selected subject areas. Subject areas that are assessed include English language arts and math in grades 3-8, and science in grades 5 and 8. These assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the locally developed district curriculum. These results are reflected in building and district Annual Performance Reports (APR) produced by the Department of Elementary and Secondary Education (DESE).

End-of-Course (EOC) Exams

End-of-course exams are required by the state and given to students when they successfully complete selected courses. Courses that are assessed include: English II, Algebra I, Algebra II (if necessary), Biology, and American Government. These assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards and are included in the student's final grade for the course. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the locally developed district curriculum. These results are reflected in building and district APR's produced by DESE.

 MAP Alternate (MAP-A) Assessments

The MAP Alternate (MAP-A) test is used for a very small percentage of our special education students. It is designed for a specific population of students who have significant cognitive disabilities which would require an alternate method of assessment. The test is only administered by special education teachers.

Early Childhood Assessments

Developmental Indicators for the Assessment of Learning (DIAL-4)

The DIAL-4 is a developmental screening for children from 2-6 years of age. The screener looks at children's development in five areas: Motor Skills, Language Skills, Concepts, Self-help Skills, and Social Development. This is used for preschool screening.

ESGI

Used in Pre-K, Kindergarten and 1st grade, ESGI is an assessment platform for conducting one on one assessments. ESGI has standard assessments for sight words, letter sounds, letter identification, colors and other early math and literacy skills. Teachers can customize these assessments and create their own assessments that align to the essential standards. This

assessment informs teachers on students' levels of understanding based around beginning reading skills. Such information guides instructional decisions.

Elementary Level Assessments

Kindergarten Screening

Pre-Kindergarten screening is used before the school year begins to gather information about incoming kindergarten students. The inventory checks such skills as gross and fine motor, letter knowledge, phonemic awareness and number sense. The screening informs teachers on students' levels of understanding based around beginning skills. Such information guides instructional decisions.

Kindergarten Entry Assessment

Kindergarten entry assessment (KEA) is a one-time assessment designed to measure a child's skills and behaviors within the first few weeks of entering kindergarten. Using KEA data can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten.

Primary Spelling Inventory (PSI)

These assessments from Pearson Education are used in 1st and 2nd grades (PSI) as needed.

Developmental Reading Assessment (DRA2) The DRA2 is an assessment administered by the classroom teacher. It measures each student's reading proficiency through systematic observation, recording, and evaluating of performance.   It is used to measure the level of difficulty at which students are able to read fiction and nonfiction texts. Results are determined at an instructional level and an independent level.

World-Class Instructional Design and Assessment (WIDA)-Assessing Comprehension and Communication in English State-to-State (ACCESS) Placement Test (W-APT)

An English language proficiency screener and test given to incoming students who may be designated as English language learners (ELL).

Formative Assessments Formative assessments are administered within the classroom. Formative assessments include formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student performance.

AIMSWeb+ This reading screener is administered to all students three times a year. It is also used to progress monitor students reading below grade level on a monthly basis. This assessment is administered for the purposes of identifying those students who are in need of interventions and progress monitoring; measure understanding of standards; and providing teachers with instructional information.

Secondary Level Assessments

World-Class Instructional Design and Assessment (WIDA)-Assessing Comprehension and Communication in English State-to-State (ACCESS) Placement Test (W-APT)
An English language proficiency screener and test given to incoming students who may be designated as English language learners (ELL).

Armed Services Vocational Aptitude Battery (ASVAB) The ASVAB provides students with aptitude measurements to assist students in becoming more aware of their potential capabilities related to specific careers upon graduation. It is given to all Juniors.

Formative Assessments Formative assessments are administered within the classroom. Formative assessments include formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student performance.