Fayette R-III School District
ASSESSMENT PLAN
2018-2019

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.

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).

<u>End-of-Course (EOC) Exams</u>
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.

<u>MAP Alternate (MAP-A) Assessments</u>
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
<u>Developmental Indicators for the Assessment of Learning (DIAL-4)</u>
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.

<u>ESGI</u>
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
<u>Kindergarten Screening</u>
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.

<u>Primary Spelling Inventory (PSI) and Elementary Spelling Inventory (ESI)</u>
These assessments from Pearson Education are used in 1st and 2nd grades (PSI) and 3rd grade (ESI).

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 bi-weekly. 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.

District Common Writing Assessment Teacher developed assessment that analyzes student understanding and application of the writing process. This assessment is used to help make course decisions as well as modifications to teaching and learning activities.

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.

Achievement
Woodcock Johnson Test of Achievement (WJ4)
Bracken School Readiness Assessment, 3rd Edition
Diagnostic Achievement Battery, III (DAB-3)

Adaptive Behavior
Vineland Adaptive Behavior Scales, II
Adaptive Behavior Assessment System, 3rd Edition (ABAS)

Behavior
Behavior Dimensions Scale (BDS-2)
Piers-Harris 2
Preschool and Kindergarten Behavior Scale- 2
Scales for Assessing Emotional Disturbance (SAED-2)

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)

Speech
Peabody Picture Vocabulary Test-4 (PPVT-4)-receptive vocabulary
Expressive Vocabulary Test-2 (EVT-2)
Preschool Language Scale-5 (PLS-5)-preschool language skills: receptive & expressive
Fluharty Speech and Language Screening Test-2 -preschool screening tool
Comprehensive Assessment of Spoken Language (CASL)
Clinical Evaluation of Language Fundamentals-4 (CELF-4)- expressive and receptive language
Goldman Fristoe Test of Articulation-2 (GFTA-2)
Khan Lewis Phonological Analysis-2 (KLPA-2)

Physical/Motor
Peabody Developmental Motor Scale- 2

Kindergarten Assessment Plan 2018-2019

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

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

1st Grade Assessment Plan 2018-2019

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

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

2nd Grade Assessment Plan 2018-2019

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

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

3rd Grade Assessment Plan 2018-2019

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

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

4th Grade Assessment Plan 2018-2019

August	September	October	November	December	January	February	March	April	May
	AIMS Web				AIMS Web, District Common Writing Assessment			MAP-ELA, Math	AIMS Web

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

5th Grade Assessment Plan 2018-2019

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

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

6th-8th Grade Assessment Plan 2018-2019

August	September	October	November	December	January	February	March	April	May
			Piloting AIMS Web Plus		Grades 6-8 District Common Writing Assessment				MAP

9th-12th Grade Assessment Plan 2018-2019

August	September	October	November	December	January	February	March	April	May
					Grades 9-12 District Common Writing Assessment	ASVAB-All Juniors-Jan. 10		EOC's	EOC's

State Assessments

MAP (Grades 3-8)-   Daly Window**:** April 24-May 3 (includes make-up days)
                                    CMS Window: May 1-May 10 (includes make-up days)

EOC (Algebra I, Algebra II, Biology, Government, English II)-
                                    Window: April 24- May 3 (includes make-up days)

ACCESS for ELLs- Window: January 7- March 1

MAP-Alternate (DLM)
       September 19- February 27- Instructionally Embedded Window
       March 25- May 17- Spring Window