Assessment Program Manual

Poplar Bluff R-I Schools

Revised October 2008

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REASONS FOR AN ASSESSMENT PROGRAM

In a policy statement, adopted April 27, 1995, Missouri's State Board of Education designated the purpose of the assessment program as:

- improving students' acquisition of important knowledge, skills, and competencies;
- monitoring the performance of Missouri's educational system;
- empowering students and their families to improve their educational prospects; and
- supporting the teaching and learning process.

An assessment system serves these purposes by supplying data that can be used to make more informed educational judgments and decisions concerning individual students, groups of students, and educational programs. The effectiveness of an assessment program depends on the wise choice of assessment methods, appropriate administration procedures and accurate interpretation of results. There are three major uses of assessment results: instructional, guidance and counseling, and administrative.

INSTRUCTIONAL USES

Information obtained through assessment may be used to review and improve both student performance and the content and process of instruction. Achievement test results can assist teachers in monitoring individual student learning and in identifying specific strengths and weaknesses in classroom curriculum and instruction. The use of assessment results to appraise the necessity for reteaching and to guide instructional reorganization should assist educators in making instruction more effective for each student.

GUIDANCE AND COUNSELING UTILIZATION

Assessment information can be used by students, parents, and advisors or counselors to make cooperative decisions about students' personal and educational choices. Information from assessments should be combined with other relevant information to help a student:

- understand his or her achievement and academic needs;
- plan a school program of studies;
- make vocational and career decisions;
- plan for college or advanced training; and
- make wise personal decisions.

ADMINISTRATIVE UTILIZATION

Individual student results may be used in combination with other information to help screen and select students for participation in certain school programs (for example, special education, compensatory education, gifted education).

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 schooling. Analysis of student performance reveals trends that will aid in setting priorities, planning the curriculum, revising instructional practices, and evaluating the progress of educational programs.

CHART OF ROUTINE TESTS/ASSESSMENTS

California Test of Adult Basic Education - ABE

Missouri Assessment Program
        Communication Arts - Grades 3, 4, 5, 6, 7, 8
        Math   - Grades 3, 4, 5, 6, 7, 8
        Science   - Grades 5, 8
        Physical Education - Grades 5, 9

End of Course Exams
        Algebra I   - Grades 8, 9, 10, 11, 12
        Biology   - Grades 9, 10, 11, 12
        LA II   - Grades 9, 10, 11, 12

Terra Nova 3 - Grades K, 1, 2

District Benchmark - Grades 1-12

Literacy Assessment - Kindergarten

Brigance - Early Childhood

Parent Interview

Behavioral Observation - As Needed Basis

ASQ - PAT

ASQ-SE - PAT

Locally Developed Artic Screen

Multiple Assessments - List of Reading Tests
        DIBELS   - Grades K, 1, 2, 3, 4
        Scholastic Reading Inventory (SRI)
        Observation Survey
        Rigby PM
        Running Records

CHART OF OPTIONAL TESTS

Academic Competence Evaluation Scales *(ACES) (K-12) Teacher Form (6-12) Student Form*

Adaptive Behavior Evaluation Scale - Revised 2

Adolescent and Adult Psycho - Educational Profile (AAPEP)

American College Tests (ACT)

Arizona Articulation Proficiency Scale - 3rd Edition

Articulation/Voice/Fluency Checklist

Armed Services Vocational Aptitude Battery

Assessment Link Between Phonology and Articulation

Assessment of Basic Language & Learning Skills Revised (ABLLS-R) *(no age or grade limits)*

Assessment of Phonological Processes - Revised (APP-R)

Autism Diagnostic Observation Schedule (ADOS) *(toddlers to adults)*

Bankson Language Test - 2

BASC - Behavior Assessment System for Children - 2

Battelle Developmental Inventory - 2nd (BDI-2)

*Bayley Scales of Infant Development

Beck Depression Inventory

Behavioral Characteristics Progression (BCP)

Behavior Assessment System for Children 2nd Edition (BASC-2) *(2 through 18 years)*

Behavior Assessment System for Children 2nd Edition - Structured Observation System (SOS)

Behavior Evaluation Scale - 3 Long Version (BES-3:L) *(4 through 19 years)*

Behavior Intervention Planning (BIP) *(Pre-school through 12th Grade)*

Boehm Test of Basic Concepts - Preschool Version

Boehm Test of Basic Concepts - Revised

Boone Voice Program for Children - 2nd Edition *(preschool through junior high school)*

Bracken Basic Concept Scale - Revised

Brigance Comprehensive Inventory of Basic Skills - Revised Green

Brigance Inventory of Early Development - Revised - II

Bruininks - Oseretsky Test of Motor Proficiency

Burks Behavior Rating Scale Preschool & Kindergarten Edition

Callier-Azusa Scales

Carolina Curriculum for Infants and Toddlers with Special Needs

Carolina Curriculum for Preschoolers with Special Needs

Carrow Elicited Language Inventory

*CARS - Childhood Autism Rating Scale

Clinical Assessment of Language Comprehension

Clinical Evaluation of Language Fundamentals (CELF-4) *(5 through 21 years)*

Clinical Evaluation of Language Fundamentals - Preschool

Classroom Communication Skills Inventory

CHART OF OPTIONAL TESTS
(continued)

Clinical Evaluation of Language Fundamentals Screening Test (CELF-4) *(5 through 21 years)*

Cognitive Skills Checklist

College Board Admissions Test

College Level Examination Program

*Columbia Mental Maturity Scale

Communication Sample Summary Form

Comprehensive Assessment of Spoken Language

Crowe's Protocols - A Comprehensive Guide to Stuttering Assessment *(Any age)*

Denver II Developmental Screening Test *(Birth through 6 years)*

Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) *(2 through 5 years-11 months)*

Developmental Profile II

Developmental Test of Motor Coordination

Developmental Test of Visual-Motor Integration - 5th Edition

Developmental Test of Visual Perception - 2nd Edition

Diagnostic Achievement Battery 3rd Edition *(6-0 through 14-11)*

Differential Test of Conduct and Emotional Problems (DT/CEP) *(Grades K-12)*

Ekwall Reading Inventory

Emotional and Behavior Problem Scale - 2nd Edition

Emotional or Behavior Disorder Scale

Enderle - Severson Transition Scale

Expressive One Word Picture Vocabulary Test - R

Evaluating Acquired Skills in Communication

Expressive One-Word Picture Vocabulary Test - Upper Extension

Fisher - Logemann Test of Articulation Competency

Functional Vision Assessment

Fullerton Language Test for Adolescents

GARS - Gilliam Autism Rating Scale

Gates-MacGinitie Reading Test

Gifted Evaluation Scale - Revised

Gilliam Autism Rating Scale 2nd Edition (GARS-2) *(3 through 22)*

Goldman-Fristoe Test of Articulation - 2nd Edition

Goldman-Fristoe Test of Auditory Discrimination

Gray Oral Reading Test

Gross Motor Function Measure (GMFM-66 & 68) *(5 months to 16 years)*

Hawaii Early Learning Profile (HELP)

Hawaii Early Learning Profile for Special Preschoolers (HELP)

Hear Kit

Hiskey Nebraska

HOTV

Illinois Test of Psycholinguistic Abilities - 3rd Edition

Informal Checklist–
- Articulation/Voice/Fluency *(Preschool through Grade 12)*
- Fluency *(Preschool through Grade 12)*
- Cognitive Skills *(Preschool through Grade 4)*
- Math
- Reading
- Written Language
- Math Reasoning
- Reading Comprehension
- Math Calculation
- Reading Recognition
- Social/Behavioral *(Preschool through Grade 12)*
- Social Skills *(Preschool through Grade 12)*
- Fine Motor *(Preschool through Grade 12)*
- Gross Motor *(Preschool through Grade 12)*
- Visual Perception *(Preschool through Grade 12)*
- Auditory Perception *(Preschool through Grade 12)*
- Physical Area *(Preschool through Grade 12)*
- Pre-Vocational/Vocational *(Preschool through Grade 12)*

Informal Checklist: Articulation/Voice/Fluency *(Preschool through Grade 12)*

Informal Checklist: Mississippi SDE Language *(Preschool through Grade 12)*

Inventory of Development (Locally Developed Skills Checklist)

Iowa Test of Basics Skills

Kahn-Lewis Phonological Analysis

Kaufman Assessment Battery for Children (K-ABC)

Kaufman Speech Praxis Test

Kaufman Survey of Early Academic & Language Skills

Kaufman Test of Educational Achievement (K-TEA/NU)

Key Math - Revised

Kindergarten Inventory of Developmental Skills Tests (KIDS Test) *(4 through 6 years)*

Kuder General Interest Survey

Language Processing Test - Revised

Learning Disabilities Diagnostic Inventory (LDDI) *(Grade 3 through 12)*

Leiter International Performance Scale - Revised

Lighthouse Symbol Acuity Test

Maico Audiometer

Mississippi 5DE Language Checklist

Motor-Free Visual Perception Test - Revised

Mullen Scales of Early Learning

Norris Educational Achievement Test

Oregon Project for Visually Impaired & Blind Children

Patterned Elicitation Syntax Test

Peabody Developmental Motor Scales (PDMS-2) *(Birth through 5 years)*

Peabody Individual Achievement Test - R (PIAT-R/NU)

Peabody Picture Vocabulary Test - III

Pediatric Evaluation of Disability Inventory (PEDI)

Pragmatic Communication Skills Protocol

Pre-LAS 2000 Form C English Version *(4, 5 & 6 yr olds/Pre-K-1st)*

Preliminary Scholastic Aptitude Test (PSAT)

Preschool Language Scale-4 (PLS-4) *(birth through 6 years-11 months)*

Psycho-Educational Profile-Third (PEP-3) *(6 months through 7 years)*

Receptive-Expressive Emergent Language Test - 2 (REEL-2)

Receptive One-Word Picture Vocabulary Test (ROWPVT) Second Edition *(2 years-0 months through 18 yrs-11 months)*

Receptive One-Word Picture Vocabulary Test-Upper Extension

Rigby (1st Grade Reading Center)

Rossetti Infant-Toddler Language Scale

(SAT), (ACH), (SDQ) Plan

Scale for Assessing Emotional Disturbance (SAED) *(5 through 18)*

Scales of Independent Behavior - Woodcock Johnson

Scholastic Aptitude Test I & II

School Function Assessment (SFA) *(Grades K to 6th)*

Screening Test for Auditory Processing Disorders (SCAN) *(3 years through 11 years)*

Screening Test for Auditory Processing Disorders (SCAN-A) *(12 years through Adult)*

Screening Test for Auditory Processing Disorders (SCAN-C) *(5 through 11 years)*

Sensory Profile *(3 through 10 years)*

Sensory Profile School Companion (3.0-11.11)

Sequenced Inventory of Communication Development - Revised

Slosson Intelligence Test - R

Snellen E

Standardized Testing for the Assessment of Reading (STAR)

Stanford Binet Intelligence Test - 5th Edition

Stocker Probe Technique

Strong-Campbell Interest Inventory

Structured Photographic Expressive Language Test - II

Stuttering Severity Instrument - Third Edition

Test for Examining Expressive Morphology

Test of Adolescent and Adult Language - 3

Test of Auditory Comprehension of Language - Revised

Test of Auditory Perceptual Skills - Revised

Test of Early Language Development - 3

Test of Early Reading Achievement - 2 (TERA-2)

Test of Gross Motor Development-Second Edition (TGMD-2) *(age 3-0 through 10-11)*

Test of Language Competence - Expanded Edition

Test of Language Development - Intermediate: 3

Test of Language Development - Primary: 3

Test of Nonverbal Intelligence - 3 (TONI-3)

Test of Pragmatic Language

Test of Pragmatic Skills

Test of Problem Solving - Revised

Test of Reading Comprehension - 3 (TORC-3)

Test of Written Language - 3 (TOWL-3)

The Token Test for Children

Titmus

Transdisciplinary Play-Based Assessment *(Infancy through 5 years-11 months)*

Transition Behavior Scale - 2nd Edition

Tympanometer

Universal Nonverbal Intelligence (UNIT) *(5.0-17.11 years) (K-12)*

Utah Test of Language Development - 3

Vineland Adaptive Behavior Scales - Interview Edition and Classroom Edition

Visual Perception Checklist

Vocational Preference Inventory (VPI)

Voice Assessment Protocol for Children & Adults

Voice Evaluation

Wechsler Individual Achievement Test - 2nd Edition (WIAT-II) *(4 through adulthood)*

Wechsler Adult Intelligence Test - III (WAIS-III)

Wechsler Intelligence Scale for Children - III (WISC-III), (WISC-IV)

Wechsler Nonverbal Scale of Ability

Wechsler Preschool and Primary Scale of Intelligence - R (WPPSI-R)

Wide Range Achievement Test - 3 (WRAT) *(Kindergarten through Adult)*

Woodcock - Johnson Psychoeducational Battery - Revised

Woodcock-Johnson -- III (WJ-III) *(2 through 90+years)*

Woodcock-Munoz Language Survey-Revised (WMLS-R) *(2.0 yrs-Adult)*

Woodcock Reading Mastery Test - R

Word - 2 Elementary *(6 through 11 years)*

Written Expression Test

Young Children's Achievement Test (YCAT) *(4-0 through 7-11 years)*

* Test has been borrowed from another school or agency.

ASSESSMENT PLAN

Preschool Screening (Birth to Age 3)

Name and Purpose of Each Instrument Used (Infants and one year olds)

* ASQ, ASQ-SE--to identify potential problems in the areas of language, fine motor, gross motor and personal/social development

* Parent Questionnaire (district developed)--to gather information regarding prenatal care, birth health and developmental history, social skills, self-help skills, appearance of eyes, responsiveness to stimuli, immunizations, adaptive behavior, etc.

* Tympanometry--to identify potential problems in the middle ear

* Functional Assessment of Vision including alternate cover testing--identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching

* Dental check--to identify possible problems with teeth or gums

* Observation--to gather information about behavior, language, social skills, cognitive skills, response to voice, ability to locate sounds, general development, etc.

Name and Purpose of Each Instrument Used (2 and 3 year olds)

* ASQ & ASQ-SE-- to identify potential problems in the areas of language, fine motor, gross motor and personal/social development

* ASQ--Ages to Stages Questionnaire

* ASQ-SE - Social Emotional

* District Developed Parent Questionnaire--to gather information regarding prenatal care, birth health and developmental history, social skills, appearance of eyes, responsiveness to stimuli, immunizations, self-help skills, adaptive behavior, cognition, etc.

* Tympanometry--to identify potential problems in the middle ear

* Pure Tone and/or Verbal Auditory Screening (VASC)--to screen for possible deficits in hearing acuity

* Hear Kit--to screen responses through the use of measured sound noisemakers

* Lighthouse Flash Cards and/or HOTV Chart--to screen for possible deficits in visual acuity

* Functional Assessment of Vision including alternate cover testing--to identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching

* Physical measurement--to compare height and weight to expected standards

* Dental Check--to identify possible problems with teeth or gums

* Observation--to gather information about a child's behavior, language, social skills, response to voice, ability to locate sounds, general physical development, etc.

* Brigance--to identify potential problems in the areas of language, fine motor, gross motor and personal/social development

Utilization of Screening Results

The screening team will meet to discuss each child's results and to determine an appropriate course of action for each child. Results of screenings will be used to help plan further evaluation in the following manner:

- Children scoring exceedingly low on standardized instruments and who are observed and/or reported by parents to be experiencing difficulty will receive a diagnostic assessment. As a result of this assessment, the child might eventually be placed in the school's preschool program for children with disabilities.

- Children who are obviously experiencing difficulty during the first screening should be referred directly to special education personnel for a multidisciplinary evaluation.

- Children screening low in the vision, hearing or health areas will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become a part of the multidisciplinary assessment.

(Screening results will be forwarded to teachers in the district's preschool program for instructional use.)

Testing Conditions and Personnel

Screening will be conducted at the school in the fall and spring by a multidisciplinary team, which may include parent educators, early childhood teachers, the speech/language specialist, special educators, the school nurse, psychological examiner. The preschool director will coordinate vision, hearing and health screenings. The speech/language specialist will conduct articulation screenings and visit briefly with each child.

Screening will take place over a one-week period. When possible, a portion of the screenings will be offered after regular school hours for parents who work outside the home. Parents will be asked to call in advance for appointments.

Following screenings, an exit conference will be conducted with the parents to discuss the results for each child. Rescreens will be conducted as needed.

Dissemination Procedures

The district will make an effort to notify parents of upcoming screenings through a number of different channels. Local newspaper, T.V., and radio announcements will be made beginning two weeks in advance of screening and continuing through the first day of screening. Notes announcing screenings will be sent home with elementary children. Fliers announcing screenings will be placed in local store windows.

Results of screenings will be shared with parents and other appropriate individuals. A conference will be held with each child's parents to discuss results and suggest activities, which may help to further the child's development. All parents will be given information about the district's PAT program. Appropriate screening results will also be forwarded to appropriate preschool teachers for instructional use.

Inservice Needs

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for those who have participated in previous screenings. Those team members responsible for meeting with parents will receive training in parent conferencing skills and techniques. Following screenings, parent educators will offer personal visits and group meetings for parents to discuss child development and activities that can be done in the home to promote development.

5 Year Old/Kindergarten Screening

Name and Purpose of Each Instrument Used

* **Terra Nova 3** - to evaluate individual students' performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs

* **District developed checklist (report card and report card addendum) of skills a child should have mastered by the end of the Kindergarten program** - to assess the attainment of skills considered important for children to have mastered during the Kindergarten year

* **Observation, evaluation of classroom performance, formative testing, diagnostic teacher** - to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs

* **Additional information is gathered from the following assessments:**
    Writing Assessment (Fall and Spring)
    Literacy Assessment (Fall and Spring)
    DIBELS (Fall, Winter, Spring)
    Running Records Core Benchmark Assessment (Spring)

* **Brigance K-1 Screen** - to identify potential delays or advanced abilities in the key areas including language, motor ability, number skills, body awareness, and auditory and visual discrimination. Observations of conditions and behaviors are recorded on the protocol of testing

* **Teacher Checklist** - to identify potential problems or advanced abilities in children enrolling in Kindergarten

* **Pure Tone Auditory** - to screen for possible deficits in hearing acuity

* **E-Chart and Lighthouse Vision Kit** - to identify potential problems with near and far sightedness and muscle balance

* **Vision Screening** - to identify vision issues that impact learning

* **Physical measurement** - to compare height and weight to expected standards

* **Poplar Bluff Speech Screen** - to screen for areas for concern with articulation and expressive and receptive language skills

* **Observation during testing** - to gather information about a child's behavior, speech and language, social skills, adaptive skills, general physical development, etc.

Utilization of Screening Results

The screening team will meet to discuss test results and determine the appropriate course of action for each child. For children scoring low on standardized assessments or for who parent reports or observation indicate possible problems, any of the following decisions might be made:

1) Children scoring exceedingly low on standardized instruments, teacher checklist, or who are observed or reported by parents to be experiencing difficulty may be referred for special education evaluations. Screening results will be utilized in planning the evaluation.

2) Children who demonstrate potential problems with vision, hearing or health will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary approach. For all children screened, recommendations will be made to the parents concerning things that can be done in the home to promote child development.

Testing Conditions and Personnel

Early Childhood and Headstart teachers will complete the Teacher checklist in late spring before they enroll for Kindergarten in the fall. The Kindergarten counselor will administer the Brigance K-1 Screen only to specific children that are exhibiting difficulty in the classroom or as recommended by previous teacher or parent. School- wide screenings in the fall may be conducted by school nurses, speech-language pathologists, parent volunteers, and community nurses to screen vision, hearing, and health.

1) The Terra Nova will be given to Kindergartners in a one-week period. The test will be given by the child's classroom teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teachers will remain in the classroom at all times while the test is being administered.
2) All students will be required to take Terra Nova tests unless they are exempt from the Reading First Program.
3) The district test coordinator will be responsible for distributing test materials to schools and coordinating district-wide administration.

Dissemination Procedures

All referrals filter through the Student Assistance Teams. Following each screening, parents will be informed of the results and any follow-up testing that will be needed. Referrals will be made to appropriate agencies if necessary.

Two weeks prior to Terra Nova testing, all parents will receive a letter notifying them of test dates, explaining the purpose of the test and describing what they can do to help prepare their child for testing. One week prior to testing, a notice will be placed in the paper indicating that testing will occur and describing the purposes of testing.

Following the return of the test results, parents may be invited to attend an evening meeting at the school. At this meeting, test results will be distributed and explained. Parents will be given an opportunity to visit with teachers about their children's results.

If Terra Nova results come back before the end of the year, teachers will visit with each child about skills mastered and not mastered. Children will receive feedback throughout the year regarding their progress toward mastering both tested and locally assessed objectives.

The district will prepare a press release including appropriate Terra Nova trend data and interpretations.

Inservice Needs

All staff involved in the screening for the first time will participate in training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for team members who have participated in previous screenings.

Grades 1 - 2 Screening

All referrals filter through Student Assistance Teams.

Names and Purpose of Each Instrument Used

* Terra Nova - to evaluate individual students' performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs

* District Benchmark Tests - to evaluate individual and class mastery of state and local standards and to aid in data analysis for curriculum and instructional practices.

* Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral - to provide information about speech and language, behavior health, vision, academic performance, hearing and cognition that will aid in screening students for special programs.

* Pure Tone Audiometry - to screen for possible deficits in hearing acuity.

* Vision Tester - to screen for possible problems with near sightedness, far sightedness, and muscle balance.

* Health Check - to screen for possible health disorders.

* Rigby PM Benchmark Assessment - First grade

* Macmillan/McGraw-Hill Running Record Benchmark Assessment

* DIBELS (Dynamic Indicators of Basic Early Literacy Skills

Testing Conditions and Personnel

The DIBELS will be given at the beginning of the school year to obtain the reading level for core classroom instruction and intervention group instruction, throughout the year as a diagnostic tool and at the end of the year in the computer lab.

The DIBELS will be administered by the Building Reading Assessment Team and/or the child's teacher. Efforts will be made to ensure the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the test is being administered.

The school nurse will conduct vision and hearing screens throughout the school year.

All education staff will be responsible for assisting the screening team by monitoring students' progress, making referrals, instigating alternative intervention strategies and participating on evaluation teams as needed.

District Benchmark Tests will be given regularly by the classroom teachers to determine individual student's and classes' progress toward state and local standards.
1) The Terra Nova will be given to Kindergartners in a one-week period. The test will be given by the child's classroom teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teachers will remain in the classroom at all times while the test is being administered.
2) All students will be required to take Terra Nova tests unless they are exempt from the Reading First Program.
3) The district test coordinator will be responsible for distributing test materials to schools and coordinating district-wide administration.

Utilization of Results

At the beginning of the school year results will determine the reading level the child will be placed in for core classroom instruction and intervention groups.

Throughout the school year the results will be used to determine if a change in reading level placement is necessary.

At the end of the school year, teachers and/or computer lab teachers will place a copy of all literacy results in students' reading files. A copy will also be sent home to the parents.

Teachers will be encouraged to verify and supplement these results and to provide instruction as needed.

DIBELS, Rigby PM Benchmarks, Macmillan/McGraw Hill RR Benchmark and literacy testing results will be used along with data gathered informally and from parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies and planning individual evaluation. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial education, retention/promotion, gifted education, or multicultural education.

Children who do not pass any part of the vision or hearing screening, after being administered the second time, or who are observed to be in poor health, will be referred through their parents to appropriate medical personnel, unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary assessment.

Inservice Needs

Teachers may participate in a workshop designed to help use the DIBELS and Running Record results effectively in the classroom to evaluate individual student performance, curriculum and instruction.

All staff will participate in inservices offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom.

Evening discussions may be offered for parents on the following topics: 1) child development, 2) understanding test results, and 3) what parents can do at home to help students with reading.

Dissemination Procedures

Two weeks prior to Terra Nova testing, all parents will receive a letter notifying them of test dates, explaining the purpose of the test and describing what they can do to help prepare their child for testing. One week prior to testing, a notice will be placed in the paper indicating that testing will occur and describing the purposes of testing.

Following the return of the test results, parents may be invited to attend an evening meeting at the school. At this meeting, test results will be distributed and explained. Parents will be given an opportunity to visit with teachers about their children's results.

If Terra Nova results come back before the end of the year, teachers will visit with each child about skills mastered and not mastered. Children will receive feedback throughout the year regarding their progress toward mastering both tested and locally assessed objectives.

The district will prepare a press release including appropriate Terra Nova trend data and interpretations.

Grades 3 - 6 Screening

Names and Purpose of Each Instrument Used

* District Benchmark Tests (Grades 1-6); Missouri Assessment Program (MAP) (Grades 3, 4, 5, 6) --to evaluate individual students' performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs

* Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral--to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs

* Pure Tone Audiometry--to screen for possible deficits in hearing acuity

* Vision Tester--to screen for possible problems with near sightedness, far sightedness, and muscle balance

* Health Check--to screen for possible health disorders

* Kuder Interest Inventory--given to all 6th graders

* Rigby PM Benchmark Assessment--given to 3rd and 4th graders

* Macmillan/McGraw-Hill Running Record Benchmark Assessment--given to 3rd and 4th graders

* DIBELS (Dynamic Indicators of Basic Early Literacy Skills--given to 3rd and 4th graders

Testing Conditions and Personnel

The DIBELS will be given to grades 3-4 and SRI, grades 5-6, at the beginning of the school year to obtain the reading level for core classroom instruction and intervention group instruction. It will be administered throughout the year as a diagnostic tool and at the end of the year.

The DIBELS will be administered by the Building Reading Assessment Team and/or the child's teacher. Efforts will be made to ensure the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the test is being administered.

SRI will be administered in the computer lab or in classrooms.

District Benchmark tests will be given regularly by the classroom teacher to determine individual student's and classes' progress toward state and local standards.

The MAP may be given over a two-week period. The test will be given in the classroom by the child's teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the test is being administered.

All students will be required to take all MAP tests unless they are eligible for MAP-A.

At each building, the counselor will be responsible for distributing and collecting tests and for ensuring ease in administration. The counselor will work with special education and multicultural education teachers to assist in following appropriate procedures in modifying administration.

The district designated test coordinator will be responsible for ordering testing materials, distributing them to schools and coordinating district-wide test administration.

The school nurse will conduct vision and hearing screens during registration or at the beginning of each school year.

All education staff will be responsible for assisting the screening team by monitoring students' progress, making referrals, instigating alternative intervention strategies and participating on evaluation teams as needed.

Utilization of Results

As soon as they are available, teachers will receive the Individual Students Reports for each student in their classrooms. Teachers will be encouraged to verify and supplement these results using other achievement data and formative test results and to provide instruction as needed.

Each teacher will also receive a copy of the Pupil List for the grade they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Additionally, each teacher will be encouraged to use test results to set goals for the following year.

Counselors will review the MAP and other district assessments, in conjunction with grades, etc., to help students understand their academic needs and achievement and make wise personal choices.

MAP and District Benchmark test results will be used along with data gathered informally and from parent/teacher referrals to assist the Student Assistance Team in making decisions and identifying alternative intervention strategies. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial education, promotion/retention, or multicultural education.

Children who do not pass any part of the vision or hearing screening, after being administered the second time, or who are observed to be in poor health, will be referred through their parents to appropriate medical personnel, unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary assessment.

Dissemination Procedures

Two weeks prior to MAP testing, all parents will receive a letter notifying them of test dates, explaining the purpose of the test and describing what they can do to help prepare their child for testing. One week prior to testing, a notice will be placed in the paper indicating that testing will occur and describing the purposes of testing.

Following the return of the test results, parents may be invited to attend an evening meeting at the school. At this meeting, test results will be distributed and explained. Parents will be given an opportunity to visit with teachers about their children's results.

If MAP results come back before the end of the year, teachers will visit with each child about skills mastered and not mastered. Children will receive feedback throughout the year regarding their progress toward mastering both tested and locally assessed objectives.

The district will prepare a press release including appropriate MAP trend data and interpretations.

Inservice Needs

Teachers may participate in a workshop offered by the Department designed to help use the MAP and MAP-A results effectively in the classroom to evaluate individual student performance, curriculum and instruction. The district MAP coordinator and school counselors will annually inservice teachers regarding appropriate test administration and use. The counseling staff will also work with teachers and students on test taking skills.

All staff will participate in inservices offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom.

Evening discussions may be offered for parents on the following topics: 1) child development, 2) understanding test results, and 3) helping the child in the home to master key skills.

Grades 7 - 12 Screening

Name and Purpose of Each Instrument Used

* MAP (Grades 7, 8) & End-of-Course Exams (Grades 8, 9, 10, 11, 12) - to evaluate individual student performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in the guidance and counseling of students; and to aid in the screening and selection of students for special programs

* Scholastic Reading Inventory (SRI) (Grades 7, 8) - to determine reading levels and aid in individual student instructional options

*Subject Benchmark Tests (Grades 7, 8, 9, 10, 11, 12) - to evaluate individual and class mastery of state and local standards and to aid in data analysis for curriculum and instructional practices.

* Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral (Grades 7-12)—to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs

* Pure Tone Audiometry (Grades 7-10, all special education classes)—to screen for possible deficits in hearing acuity

* Vision Tester (Grades 7-10, all special education classes)—to screen possible problems with near sightedness, far sightedness and muscle balance

* Health Check (Grades 7-8)—to screen for possible health disorders, including scoliosis screening

* PLAN/ACT/PSAT/SAT (Grades 9-12 as appropriate to meet individual student needs)—all students will be strongly encouraged to take these tests, starting in the ninth grade so that those later deciding to go to college can have the best possible scores

* ASVAB (Armed Services Vocational Aptitude Battery) (Grades 9-12 as appropriate to meet individual student needs) – to identify areas of potential vocational aptitude

*Career Futures Inventory (Grades 7-8)

* Kuder (Grades 7-10)

* Choices (Grade 11)

Testing Conditions and Personnel

District Benchmark Tests will be given regularly by the classroom teacher to determine individual student's and classes' progress toward state and local standards.

The MAP and part of End-of-Course Exams will be given in the classroom by the students' teachers. Efforts will be made to ensure that the testing environment is comfortable and free of distractions. The teacher will remain in the classroom at all times while the test is being given. The test will be administered up to a five day period, approximately 3 hours per day. The second part of the End-of-Course Exams will be given in the computer lab.

IEP students and speakers of other languages who require modification in testing will be grouped according to their testing needs when possible. Tests for these students will be administered by the special education and multicultural education resource teachers in their respective classrooms or with the regular classroom when appropriate.

The counselor(s) at each building will be responsible for distributing and collecting tests and for ensuring ease of administration. The counselor will work with special education teachers to help them in following appropriate procedures when modifying test administration.

The district designated test coordinator will be responsible for ordering interest inventories and aptitude batteries and distributing them to the counselors in each building. The counselors will be responsible for ensuring that students are aware of the opportunity to take optional tests, and for administering the tests according to district policy.

The school nurse and an assistant will conduct vision and hearing screens and health checks during registration or at the start of the school year.

Utilization of Results

Teachers will receive a copy of the Pupil List Report for the grades and subjects they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Teachers will also be encouraged to use the test results to set goals for the following year.

Curriculum committees for each subject will review the MAP, End-of-Course Exams and other assessment results to aid in evaluating the district's curriculum. Where necessary, modifications in curriculum or instructional emphasis may occur. Curriculum committees will work across grade levels and subject areas to ensure coordination.

Results of the Map, End-of-Course Exams, interest inventories and aptitude batteries will be utilized in conjunction with other information to help students plan their education programs and make wise personal and career decisions. Standardized test results will never be used alone to guide students into careers or courses.

Standardized test results will be used along with data gathered informally and from parent/teacher referrals to assist personnel in making decisions, identifying alternative intervention strategies.

Students who do not pass all parts of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel, unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary assessment.

Dissemination Procedures

Dissemination procedures for the MAP and End-of-Course Exams will be same as for grades 3-6.

Students will be made aware of the opportunity to take optional tests through the following procedures:
1) Information about each optional test will be available in counseling offices.
2) Counselors will make brief presentations to classrooms describing upcoming tests and why students might want to take them.
3) Test times, locations and administration procedures will be announced daily in the bulletin for three weeks before the student is required to act.

Counselors and teachers will be responsible for going over the results of each test with the students. This can be done in groups or individually, as long as interpretation is thoroughly explained.

In the eighth grade, counselors will meet with each student to develop a tentative personal plan of study. Test results, grades, interests and student preferences will all be taken into account. The plan will be revised annually with the student based on updated information and interest.

Test data will be kept in the student file and released as requested upon student consent.

Inservice Needs

The district testing coordinator and counselors will annually inservice teachers regarding appropriate test administration and use.

All staff will participate in inservices offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs students in the classroom.

The counseling staff will provide regular inservice to teachers regarding the teaching of study skills and test taking skills. Counselors will teach units for students in the classrooms and in advisory periods on study and test taking skills as needed.

Board Policy on Test Security

The Poplar Bluff School District R-I maintains the integrity of standardized tests by keeping them secure throughout the year. Test results will be utilized to improve curriculum and instruction. The district prohibits teaching specific items on tests but requires that specific curriculum objectives be taught. Curriculum, instruction and assessment will be continuously evaluated and revised as a means to improve as we reach for excellence in education.

Test Security and Storage Procedures

1. Teachers shall not have access to test booklets except during the testing period or when specified by state guidelines.

2. Immediately upon receipt of test booklets, the district counselors responsible for the testing program will count and record the number of booklets received for each grade level. The test coordinator will assume responsibility for contacting the appropriate agency if the number of testing materials is accurate.

3. All state assessment and other standardized test booklets received by the district will be stored in a locked facility. All booklets will remain in this facility except during those times specifically designated for testing.

Test Administration

1. All standardized tests will be administered in the classroom by teachers and/or counselors. When necessary, the daily schedule will be altered to accommodate the testing.

2. All test materials will be distributed to test administrators immediately prior to testing. Students will not receive test booklets until time for testing to begin.

3. Building administrators and counselors will move between classrooms during test administration to assist in monitoring and to provide assistance as needed.

4. Teachers will immediately return test materials to the principal's office or designated area. If a standardized test is to be administered over a series of days, the materials will be stored in a locked facility until the beginning of the next testing session.

Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators in each building immediately following the last testing session. The counselor will be responsible for organizing them according to instructions and storing them in a locked facility.

2. The counselor will re-count all test booklets and answer sheets, record the counts and check them against pre-administration counts prior to returning student booklets/answer sheets for scoring.

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. The following a list of unfair practices which this district considers inappropriate.

   A. Copying any part of a standardized test booklet for any reason
   B. Removal of a test booklet from the locked facility except during test administration or under state guidelines
   C. Failure to return all test booklets following test administration
   D. Directly teaching any test item included on a standardized test

E. Altering a student's response to items on an answer sheet

F. Indicating to students during testing that they have answered items incorrectly; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy each other's work; or altering test administration procedures in any other way to give students an unfair advantage

G. Undue pressure or encouragement on the part of 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, one week's pay will be withheld from the checks of all individuals involved and the Department of Elementary and Secondary Education will be notified. Depending on the final determination of the gravity of the breach of ethics, individuals may be fined or have their teaching certificates revoked by the State Board of Education.

Special Note: Much of the information outlined in this policy does not apply when testing IEP or LEP students. Modifications of standardized testing procedures for IEP or LEP students is allowable under the conditions specified by the Missouri Department of Elementary and Secondary Education.

Recommended Policy
For Administering the MAP to Speakers of Other Languages

The <u>Missouri Assessment Program (MAP)</u> is designed to measure student mastery of key skills in the areas of reading/English/language arts, mathematics, science, and social studies/civics. When this test is administered in a **standardized** manner to children whose first or home language is not English and who have limited proficiency in English, it becomes difficult to determine whether missed items are indicative of a skill deficit or a language deficit. If a student's score has been negatively influenced by a language deficit, then the test has not provided an accurate or valid assessment of key skill mastery, and the purpose of the test has been defeated.

Children coming into the United States from other countries possess varying degrees of English proficiency and have diverse educational backgrounds. It is, therefore, impossible to determine with any degree of confidence, a specific amount of time a district should wait before administering a test such as the MAP in a **standardized** manner. It is recommended that children whose first language is not English take the MAP only if school personnel feel that the testing experience will not be unduly frustrating for the student and that the results will yield valid and useful information. Speakers of other languages who are given a modified administration of the MAP should be identified as specified on their test answer sheet in the same manner as students with disabilities are identified as IEP. The scores of students who are identified as speakers of other languages will not be figured into building or district averages.

Teachers may modify the MAP in any way that will help to obtain instructionally relevant information for a student whose first language is not English. For example, it may be necessary to read the items to him or her either in English or in his or her native language, or to allow extra time for administration. If administration procedures are modified, then a description of these modifications should be placed in the student's permanent file with the test results. It is important to remember that, when modifying the MAP for use with speakers of other languages, the key skill mastery information rather than the scaled score or state percentile rank should be used. Modification of administration procedures (e.g., translation of test items) in effect creates a separate or different test, the results of which <u>cannot</u> be compared to the normative information on the MAP.

In determining when to administer the MAP in a standardized manner, educators should also determine whether or not the student has a good understanding of the basic concepts necessary for successful performance on a test such as the MAP. A student might have the knowledge necessary to demonstrate mastery of all the key skills in math, but not understand the task of shading in the circle next to the letter that corresponds to the correct answer.

If a school district has decided not to administer the MAP to a student, then that decision should be documented in the student's permanent file. This documentation should include a statement regarding why the test was not given and should describe the results of any assessment conducted which helped the district to determine that the student would not benefit from testing. Likewise, if a district has decided that a student whose first or home language is not English does not need to be identified on the MAP answer sheet, the information used to make this decision should also be documented.

Students who were once served by the district in a program designed to meet the needs of students whose first language is not English, but who have met the exit criteria and no longer require services should not be identified on the answer sheet. These students' scores should be figured in to the building and district averages. As a general rule, a student should not be identified on the answer sheet if he or she has attained a near-native or native level of English proficiency as measured by a reliable and valid assessment of English proficiency. A number of commercially published tests are currently available which purport to measure English proficiency. Some examples include Language Assessment Scales (CTB/McGraw-Hill), The Maculaitis Assessment Program (Alemany Press), and Language Assessment Battery (Riverside). School personnel should carefully review these and other available instruments to determine which are the most reliable and valid and which best meet their specific needs. It is strongly recommended that assessment of English language proficiency include measures of reading and writing as well as oral language skills. This is especially important because it is not unusual for a student to be highly proficient in oral language, while being much less proficient at using the English language in a

written form, or vice versa. *Furthermore, it is common for students to develop oral proficiency and be very comfortable in social interaction, yet not possess sufficient academic language to be successful in school related tasks. These students may know the information necessary to complete the task successfully, but not be able to express that knowledge in English.*

Several of the standardized tests listed above measure the areas of reading, writing, and oral language proficiency. Districts may choose to rely on a standardized test such as one of these or to use informal measures to assess one or more areas. The best practice would be to combine formal and informal measures of each area.

In summary, the MAP should be administered to speakers of other languages if doing so will provide instructionally useful information.

1) Speakers of other languages who receive a modified administration should be identified as such on their test answer sheet.
   a. This designation will result in the exclusion of these students' scores from building or district averages.
   b. Educators may choose to modify the administration procedures on the MAP for students whose first language is not English if doing so will improve the quality of the instructional information obtained.
   c. Only the key skill mastery information (**not** the scaled score or state percentile rank) is useful for speakers of other languages who have received a modified administration.
2) Educators may decide not to administer the MAP at all to some students whose first language is not English if doing so would result in:
   a. Undue frustration for these students.
   b. Useless, invalid scores.
3) Students who are from a second language/bilingual background, but who have attained a level of English reading, writing, and oral proficiency near that of native speakers should be given the MAP and should not be identified as on the answer sheet.

Documentation for decisions regarding testing procedures should be included in the students' permanent files.

Summer School Extended Learning Opportunities

For many students retention at a grade level and social promotion are not productive options. What appears to be preferable, according to the research, is extended learning for the child. Ideally this extended day learning would begin immediately in the form of after school tutoring, then extended day and Saturday school. If the child still hasn't mastered required objectives then we recommend extended year through summer school.

Beginning with summer school 2000, an intensive summer school will be available to students who did not master the required skills for their grade level (Pk-8). A committee consisting of the principal, the current teacher, the summer school teacher, a reading specialist and a counselor will determine if the child is significantly behind to warrant required intense summer school. Provided the child attends the summer school classes and makes significant achievement gains, he will be passed to the next grade. If a child is recommended for required summer school and he does not attend, he will be retained.

A second component of summer school is mandatory attendance for those students who have excessive absences during the regular school year. Unverified absences exceeding four (4) days in one semester in any one period will result in the parent/legal guardian being notified by the Attendance Officer and a conference will be arranged to discuss the violation and possible options. Excessive violation of the attendance policy may result in the student being required to attend summer school and/or being retained in the current grade level. Guidelines for summer school placement and/or retention are as follows:

a.   Verified or unverified absences of 15-19 days per year = two weeks of summer school
b.   Verified or unverified absences of 20-24 days per year = full summer school term
c.   Verified or unverified absences of 25 days or more per year = full summer school term/probable retention in current grade

Failure to comply with summer school attendance may cause retention in the current grade. Subsequent absences may result in the parent/legal guardian being served with a notice of warning to meet with the Juvenile Officer and the Attendance Officer of the Poplar Bluff School District R-I. Continued absences may result in charges being filed by the Juvenile Office for non-compliance of Missouri Compulsory Attendance Law 167.031 or referral to the Division of Family Services for educational neglect by way of the hotline.

Poplar Bluff School District
Local Assessment of Standards Not Assessed by MAP

In September of 1997, the State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students (including special populations) and that at a minimum, the plan shall include all components of the Missouri Assessment program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show-Me Standards not assessed on the statewide assessment. The plan does not have to be submitted to the Department of Elementary and Secondary Education, but will be reviewed by the visiting Missouri School Improvement Team as part of the MSIP review program. This rule gives districts flexibility in planning off-grade assessments.

Some of the Show-Me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to statewide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulates and/or interaction within student groups or the workplace. Assessing these types of standards at the state-level is impractical; resulting in the need for these to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district developed a local assessment plan to assess these standards.

Below are some things the district considered when developing the plan to assess standards not assessed by MAP.

➤ each content standard specified for local assessment needs to be addressed and assessed three times (once at the elementary level, once at the middle level, and once at the high school level;
➤ each process standard specified for local assessment needs to be addressed and assessed three times at levels the district chooses;
➤ the variance in staff, resources, course offerings, and curriculum among buildings and grade levels;
➤ the district's achievement scores and areas of weakness;
➤ the district and building level improvement plans;
➤ the achievement of subgroups;
➤ documentation for MSIP;
➤ the validity and reliability of multilevel or multi-curricular assessments;
➤ the logistics and ease of administration;
➤ how to track student achievement on the standards not assessed by MAP.

Process Used to Develop a Plan for Assessing Standards Not Assessed by MAP

The district followed a process to develop its plan for assessing locally the Show-Me Standards not assessed by the MAP Assessments. Using the list of standards specified for local assessment provided by the State, a group of teachers and administrators used a planning chart to: list the non-assessed standards, determine grade levels for assessment, determine people responsible for assessing the standards, and determine how the performance would be demonstrated, documented, and measured.

It was felt that quality indicators needed to be established for each non-assessed standard. The reasoning was to ensure that all teachers had a clear picture as to what a student should know and be able to do in relation to the Show-Me Standard and to effectively track student performance as it relates to the standard. The quality indicators are included in this plan and may be used by teachers to create learner objectives, activities, and assessments.

How the District Assess Standards Not Assessed by MAP

The knowledge, skills, and processes as described by the Show-Me Standards and quality indicators will be addressed at an age appropriate levels in many classrooms throughout the district and are written into

the curricula as learner objectives. However, the teachers specified in the local assessment plan for assessing non-assessed standards will be responsible for collecting data to the quality indicators and the Show-Me Standards.

The teachers will design specific activities and assessments that require students to demonstrate at age-appropriate levels the knowledge, skills, and processes specified in the non-assessed standards and quality indicators. They will design scoring guides or checklists using the quality indicators shown on the charts. The documentation will be kept by the teacher in his/her filing cabinet and will be available upon request. To learn at what grade levels, in what subjects, and how the district will assess standards not assessed by MAP, see the charts and quality indicators contained in this section. For a more comprehensive view, consult the district's written curriculum.

Each chart shows:

Column 1:	The descriptors for the standards deemed for local assessment.
Column 2:	The numbers of the standards described in Column 1.
Column 3:	The grade-levels responsible for assessing the standard.
Column 4:	The person responsible at the grade level for assessing the standard.
Column 5:	A brief description of how the standard will be assessed. (Comprehensive descriptions are contained in written curriculum.)
Column 6:	A description of how the person will capture the level of student achievement as it related to the standard.
Column 7:	The letter of the quality indicator cluster.

POPLAR BLUFF SCHOOLS LOCALLY ASSESSED OBJECTIVES

Description of Standard	Standard Number	Grade Levels	Person(s) Responsible	What will the student do to demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Recognizes and practices honesty and integrity in academic work and in the workplace	4.4	3, 8, 11	Social Studies Teachers (Citizenship)	Teacher Observation of Student Behavior	Checklist	A
Identifies and evaluates the relationships between language and culture	CA7	3, 6, 10	Communication Arts Teachers	Written Performance Tasks	Scoring Guide for Task	J
Explores, prepares for, and seeks educational/job opportunities Applies communication techniques to the job search and workplace	4.8 2.6	10, 11, 12	VRE, FACS Teachers, MCE, School-to-Careers, Talent Search	Demonstration and Finished Products Demonstration	Checklist/Scoring Guide Checklist	B C
Participates in formal and informal presentations and discussions of issues and ideas Exchange information and ideas while recognizing the perspective of others	CA6 2.3	3, 6, 10	Communication Arts Teachers	Oral Presentations and Discussions	Checklist or Scoring Guide	D1 D2 E

POPLAR BLUFF SCHOOLS LOCALLY ASSESSED OBJECTIVES
(Continued)

Description of Standard	Standard Number	Grade Levels	Person(s) Responsible	What will the student do to demonstrate proficiency towards the standard?	Documentation	Quality Indicators Cluster
Conducts research to answer questions and evaluate information and ideas	1.2	4, 8, 10	Science Teachers	Demonstration of Process Finished Product	Scoring Guide	F
Perform or produce works in: Fine arts Practical arts	2.5	3, 8, 11 8, 10, 11	Fine Arts Teachers FACS/Industrial Arts Teachers/TCC	Finished Products Performances Demonstration of Process	Checklist/Scoring Guide	H
Uses technological tools to exchange information and ideas	2.7	8, 10, 11	Computer Teachers	Demonstration of Process	Checklist	I
Acquires a solid formation, which includes knowledge of the vocabulary to explain the perceptions about and evaluations of works in dance, music, theater, and visual arts	FA3	2, 6, 10	Fine Arts Teachers	Written or Performance Based Activity	Scoring Guide	K
Comprehends and evaluates the content and artistic aspects of oral and visual presentations	CA5	4, 8, 11	Communication Arts Teachers	Written Performance Task	Scoring Guide	G

This listing contains Show-Me Standards that are not assessed by the MAP Assessments.

4.4	Recognizes and practices honesty and integrity in academic work and in the workplace.	1.2	Conducts research to answer questions and evaluate information and ideas.
4.8	Explores, prepares for, and seeks educational and job opportunities.	CA 5	Comprehends and evaluates the content and artistic aspects of oral and visual presentations.
2.6	Applies communication techniques to the job search and the workplace.	2.5	Performs and produces works in the fine and practical arts.
CA 6	Participates in formal and informal presentations and discussions of issues and ideas.	2.7	Uses technological tools to exchange information and ideas.
2.3	Exchanges information, questions, and ideas while recognizing the perspective of others.	CA 7	Evaluates relationships between language and culture.
FA 3	Acquires a solid foundation which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.		

Ideas for Student Demonstration of Performance

*Authentic Performance Tasks made by the teacher.
- ❖ evaluate the relationships between language and culture.
- ❖ explain perceptions about works of art.
- ❖ evaluate the content and artistic elements of oral and visual presentations.

*Presentations
- ❖ drama
- ❖ oral presentations
- ❖ debates
- ❖ multimedia presentations

*Live Demonstrations
- ❖ use of technology
- ❖ oral communication
  - oral and video presentations
  - discussions/exchanging information
  - dramatic performances
  - debates
  - computer-generated presentations

*Demonstrations of Daily Interactions and Living Skills
- ❖ practicing responsibility and/or honesty
- ❖ promoting the rights of self and others

*Creation of Products
- ❖ fine arts
  - pictures
  - sculpture
  - dramatic presentation
  - song
  - musical performance
- ❖ practical arts
  - meal/food
  - woodworking
  - metal or plastic work
  - house plan
  - drafting design
- ❖ business
  - resume
  - cover letter
  - portfolio

Quality Indicators for Each Locally Assessed Standard

The district will use quality indicators to effectively measure growth over time in relation to the knowledge, skills, and processes specified in the standards identified for local assessment. The use of quality indicators will allow all teachers to measure student progress towards a common set of goals. The district believes if the ultimate goal is proficiency in relation to the standard, the end result needs to be clearly defined by describing what is meant by quality. Teachers may use some or all of the quality indicators as a guide when creating age appropriate learner objectives, activities, and classroom assessments.

Cluster A
4.4 Recognizes and practices honestly and integrity in academic work and in the workplace.

The student:
- practices honesty and integrity when interacting with peers and staff.
- admits to actions regardless of the potential consequences.
- uses integrity when completing tasks and/or assignments.

Cluster B
4.8 Explores, prepares for, and seeks educational and job opportunities.

The student:
- is knowledgeable as to the nature of various types of jobs, occupations, and careers.
- is knowledgeable as to the skills needed to be successful in jobs, occupations, and careers or post-high school educational opportunities.
- practices lifelong learning skills needed for success in the world of work and/or post-high school educational studies.
- practices and/or adheres to proper interviewing techniques.
- consults and investigates several sources to seek, job, career, or educational opportunities.
- prepares effective resumes, cover letters, and follow-up letters needed for the job search and/or entrance into a post-high school educational institution.
- prepares and presents an effective portfolio which clearly communicates personal areas of expertise, past experience, and education.

Cluster C
2.6 Applies communication techniques to the job search and workplace.

The student:
- communicates effectively in written and oral form when searching for a job and/or in the workplace.
- communicates information and ideas effectively and answers questions appropriately in a job interview.
- demonstrates the ability to adjust tone, style, and content (of communications) to a wide and highly diverse population of potential employers.

Cluster D1
CA 6 Participates in formal and informal presentations and <u>discussions</u> of issues and ideas.

The student:
- actively promotes group interaction and effectively expresses opinions and ideas.
- listens to the perspective of others and recognizes the importance of "listening" to various points of view about a given issue or topic.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions (of self and group members) for both immediate and long-term impact.

Cluster D2
CA 6 Participates in formal and informal <u>presentations</u> and discussions of issues and ideas.

The student:
- makes all types of presentations of issues and ideas, which are well developed and provide adequate coverage of topic.
- provides explanations, examples, and/or reasoning to support claims/ideas.
- communicates effectively in a clear, concise manner with or without visual aids.
- effectively uses visual aids as a means to enhance and clarify the presentation.
- considers audience to determine appropriate language for appeal and impact.
- considers purpose to determine content and format of presentation.

Cluster E
2.3 Exchanges information, questions, and ideas while recognizing the perspective of others.

The student:
- actively exchanges ideas, questions, and ideas with others.
- listens to others and appreciates diversity of opinions and points of view related to a given topic.
- formulates answers and questions pertinent to discussions.
- is sensitive to feedback and evaluated actions of self and others for both immediate and long-term impact.
- demonstrates insight concerning the feelings and levels of knowledge of others.

Cluster F
1.2 Conducts research to answer questions and evaluate information and ideas.

The student:
- develops and uses broad guiding questions to direct research.
- has command of a useful range of information-gathering techniques using a variety of mediums.
- analyzes information accurately to determine whether it is credible, relevant, and addresses the guiding questions.
- effectively synthesizes relevant information into a finished product.

Cluster G
CA 5 Comprehends and evaluates the content and artist aspects of oral and visual presentations.

The student:
- knows and comprehends all of the possible artistic elements which may be used to create oral and/or visual presentations.
- recognizes and explains the effects the presence or absence of various artistic elements have upon a genuine piece of art work and/or an artistic presentation.
- demonstrates knowledge of the major elements needed to create a quality oral and/or visual artistic presentation and uses this knowledge to evaluate presentations.
- understands the content/composition of presentations in order to formulate an opinion and defend it.

Cluster H
2.4 Performs and produces works in the fine and practical arts.

The student:
- selects and combines a combination of elements and organizing principles to achieve their expressive purposes when creating/performing works in the fine and practical arts.
- demonstrates knowledge of major processes when creating/performing works in the fine and/or practical arts.
- demonstrates a comprehensive understanding and usage of materials, instruments, or technologies when creating works of art and/or doing a project in the practical arts.
- reflects on artworks/projects made in the past to give direction and meaning to upcoming projects.

<u>Cluster I</u>
2.6 Uses technological tools to exchange information and ideas.

The student:
- demonstrates an understanding of the use of the computer and surfing the web.
- uses the Internet and other technological tools as a means to locate and share information.
- uses electronic mail and web pages as a means to exchange ideas with others.

<u>Cluster J</u>
CA 7 Evaluates relationships between language and culture.

The student:
- recognizes that different cultures have unique languages.
- recognizes that customs often associated with different cultures came about as a direct result of the spoken or written language.
- recognizes that culture contributes to and shapes spoken and written language.
- evaluates the relationship between language and culture by showing the cause-effect relationships of language upon culture and culture upon language.

<u>Cluster K</u>
FA 3 Acquires a solid foundation which includes the knowledge skills and vocabulary to explain perceptions about and evaluation of works in dance, music, theater, and visual arts.

The student:
- uses the appropriate and correct vocabulary to explain perceptions of works in the fine arts.
- gives perceptions of works based on knowledge of elements and techniques used to produce the works.
- accurately evaluates and critiques works in dance, music, theater, and/or visual arts.

Scoring Guide

Student's Name: _____ Grade: _____ Date: _____

Standard(s) Assessed: _____

Description of Assessment or Demonstration: _____

_____

Teacher's Name: _____ Class/Subject: _____

Comments:

Directions: Assign a performance rating for each criteria.

KEY:
Always = 4
Usually = 3
Sometimes = 2
Rarely = 1
Never = 0
NA = Not applicable

Cluster E

2.3 Exchanges information, questions, and ideas while recognizing the perspective of others.
    The student:
        ___actively exchanges ideas, questions, and ideas with others.
        ___listens to others and appreciates diversity of opinions and points of view related to a given topic.
        ___formulates answers and questions pertinent to discussions.
        ___is sensitive to feedback and evaluated actions of self and others for both immediate and long-term impact.
        ___demonstrates insight concerning the feelings and levels of knowledge of others.

Cluster D1

CA 6 Participates in formal and informal presentations and **discussions** of issues and ideas.
    The student:
        ___actively promotes group interaction and effectively expresses opinions and ideas.
        ___listens to the perspective of others and recognizes the importance of "listening" to various points of view about a given issue or topic.
        ___formulates questions and answers pertinent to discussions.
        ___is sensitive to group feedback and evaluates actions (of self and group members) for both immediate and long-term impact.

REGARDING READING ACHIEVEMENT (GRADES 1-6)

By the End of 1st Quarter

At conference discuss child's achievement in relation to all criteria that is available. Compare child's achievement to where he should be at this point in time. Note and be sure to cover the purpose of the conference.

By the End of 1st Semester

At conference discuss child's current reading achievement referencing it to all available criteria. If child is significantly below where he should be, emphasize that retention is indicated at this time. Survey the number of resources the family is utilizing. Explain that summer school is mandated by out district for students who are more than one grade below.

By the End of 3rd Quarter

At these conferences, discuss all criteria and relate them to where the child should be in reading achievement. Evaluate intervention strategies and adjust if needed. Discuss grade retention.

By the End of 4th Quarter

Review criteria and progress toward mastery. Extend the intervention plan into summer if indicated. Discuss with parents retention or promotion whichever is the case.

NOTE
Occasionally students will achieve remarkable achievement growth during summer school. When this occurs and a previously decided retention should be evaluated, the summer school teacher must request a conference. The teacher should have a Gates MacGinitie test (whichever form has not been previously administered), a writing sample and daily work indicating that the student is within one grade level of the next grade.

The conference should include principal(s), previous teacher and summer school teacher. It must occur in the break between summer school and the beginning of the regular term (usually the first two weeks of August). Teachers will be remunerated for their time. Their decision will be definitive

POPLAR BLUFF R-I READING PLAN
FOR SB 319 COMPLIANCE

All students exiting 3rd grade who are reading a full year or more below grade level will have a Reading Plan using the attached documentation and assessment data.

Fourth graders who have reading improvement plans will be assessed to the end of 4th grade and if they are still below 3rd grade level will be required to attend summer school and have a parent conference. At the end of summer scho9ok, if they have not improved they will be considered for retention.

Reading Plans will be implemented through the end of sixth grade with students being recommended for additional help in junior high if needed.

SB 319
Further Clarification

Third graders need to be assessed if they are suspected of being a full year behind their grade level in reading.
- Parents need to be informed
- If a student is one year or further behind, a Reading Plan** needs to be drawn up and placed in the student's Red Folder
- Summer school should be strongly encouraged as part of the plan

Fourth graders need to be assessed at least 45 days before the end of the year if they are suspected of being a full year behind their grade level in reading.
- Parents need to be informed
- Students who qualify must have a Reading Plan placed in their Red Folder with mandated Summer School as part of the plan
- Students must be assessed at the end of Summer School
- Students who do not make progress will be retained in 4th grade*

Fifth/Sixth graders who are suspected of being a full year behind in reading need to be assessed at least 45 days prior to the end of the year.
- Parents need to be informed
- Qualified students must have a Reading Plan placed in their Red Folder using all available resources for remediation

All students who have a Reading Plan need to be continually monitored through 6th grade with target grade levels increasing accordingly.

**Reading plans need to include a minimum of 30 hours of additional reading instruction or practice outside the regular school day during the 4th grade year or in summer school prior to 4th grade. Schools must offer at least 40 hours of summer school for any child who has a Reading Plan.

*Student with disabilities (IEP) and LEP students may be exempt, or students who are determined prior to the beginning of the school year to have cognitive ability insufficient to meet the reading requirement of the law.

At the end of 6th grade, students who are below the 5th grade level in reading MUST have a notation made on the permanent record. This may be removed as progress is made.

Retention Request
(Reading Plan)
Year: _____

Student: _____   Grade: _____

Teacher: _____   School: _____

Data:	Beginning of Year		Middle of Year		End of Year	
Benchmark (Core)						
Notes:						
Running Records:						
Notes:						
DIBELS (Rate/Accuracy/Retell)						
Notes:						
Reading Grades						
Notes:						

Interventions used:
Tier 2 With Intervention Teacher:
Tier 2 With Classroom Teacher:
Tier 2 With Another Classroom Teacher:
Tier 3 With Intervention Teacher:
Tier 3 With Classroom Teacher:
Tier 3 with Another Classroom Teacher:
Before/After School Tutoring:
Other Interventions (Americorps, Extra help with another adult, Extra time with teacher, etc.)