



Comprehensive Assessment Plan

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Comprehensive Assessment Plan

I. Purposes of the District-Wide Testing Program

The Lincoln County R-III Board of Education supports the establishment of a district-wide educational testing program as one indicator of the success and quality of the total educational program in the school district. For individual students, standardized tests, in conjunction with other criteria, may provide an indication of student achievement.

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

- Student Achievement – To produce information about relative student achievement so that parents/guardians, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
- Guidance and Counseling – To serve as a tool in the counseling and guidance of students. These services to students will include:
 1. Understanding of achievement and academic needs;
 2. Planning a school program of studies (4-year plan);
 3. Making vocational and career decisions;
 4. Planning for college or advanced training; and
 5. Making wise personal decisions.
- Instructional Change – To provide data which will assist in the preparation of recommendations for instructional program changes that will:
 1. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation;
 2. Help the professional staff formulate and recommend instructional policy; and
 3. Help the Board of Education adopt instructional policies.
- Administrative – To make sound educational decisions and to provide indicators of the progress of the District toward established goals.
 1. Individual student results may be used in combination with other information to help screen and select students for participation in certain school programs.
 2. Information about the test performance of students in a building or district may be used to inform parents, the Board of Education, and the public about the effectiveness of schools. Analysis of student performance may reveal trends that will aid in setting priorities, planning the curriculum, revising instructional practices, and evaluating the progress of educational programs.
- Professional Development Planning – Assessment results are made available to administrators and PD committees. Information is used to determine the focus of building professional learning communities (PLC). Data also is used to direct individual professional development choices, building level professional level activities, intervention focus, and district level professional learning opportunities.

I. Enhancement of Learning

There shall be broad-based involvement in the development of the testing program and its implementation. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it.

III. Local Assessment

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning testing programs, the District will administer tests of basic competencies and formative assessments, such as common assessments, to students at particular levels and time periods throughout the K-12 program. Through curricular planning, teachers will assess locally those standards not addressed by the Missouri Assessment Program (MAP).

IV. Confidentiality

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

V. Annual Review of Plan

The administration and staff shall develop comprehensive assessment procedures. The procedures shall be reviewed on an annual basis. All assessment procedures on state tests shall be determined by state protocols in the District Testing Coordinator and Building Coordinator Manuals.

VI. Testing Coordinator and Staff

The testing coordinator for the District is the Director of Secondary Curriculum. The District's counselors assist the coordinator with the assessment program. They serve as building level testing coordinators.

VII. Migrant and Homeless Students

Migrant and homeless students are assessed through enrollment information and personal interviews. The Director of the Regional Migrant Center will be notified regarding qualifying students. Educational services meeting the needs of migrant and homeless children will be provided as appropriate.

VIII. ESOL (English Speakers of Other Languages) Students

All students who speak a language other than English or live in a home where a language other than English is spoken are given the W-APT within 30 days of attending our school district. Additionally, students designated as limited English proficient (LEP) are administered the ACCESS tiered test on an annual basis. This test is given during the testing window mandated by the state. Checklists, grades and parent input are also used to determine exiting from the program.

IX. Testing for Students Not Enrolled in School District

If a student does not attend the R-III School District, but he or she resides in the District, he or she can take assessments if requested by a parent. For grade level, or EOC tests, a parent will need to contact the building of attendance area and make arrangements with the STC. For the ACT test for juniors, the parent will need to contact the curriculum and instruction office at

Central Office. All STCs or DTCs will need to verify place of residence and are expected to obtain the necessary information from the family to adhere to state/national testing requirements.

X. Test Security Policy

It is the policy of the Troy R-III School District to employ regular and systematic procedures for assessing the effectiveness of curriculum and instruction. An assessment plan that meets the assessment requirements as defined by the Missouri Assessment Program shall be in place.

The Troy R-III School District will ensure test security in the following manner:

A. Storage and Access Before Test Administration

1. Any standardized test booklets are to be stored in a secured area immediately upon receipt.
2. If the standardized tests are sent directly to the central office, the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. If the standardized tests are sent directly to each building, the individual testing coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets received.
4. The district testing coordinator or building testing coordinator, depending upon whether the tests are shipped to the central office or to the building, will assume responsibility for contacting the appropriate testing agency if any test order is inaccurate and for providing secured storage of any materials received as a result of the inaccuracy. The district test coordinator will be contacted on all other standardized tests orders if there is an inaccuracy.
5. Beyond the initial check and sorting, test booklets will remain in a secured area until they are distributed for administration.
6. Only the district test coordinator, building administrators and testing coordinators will have access to test materials prior to distribution.
7. No teacher shall have access to test booklets before the test is distributed unless authorized by the district testing coordinator.
8. Teachers will have access to the test administration manuals.
9. Prior to testing, during testing, or after testing, test examiners, building testing coordinators, district testing coordinators, or administrators **shall not** read the test, whether the test is online or in booklet form.

B. Instructions for Test Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the building

principal, building testing coordinator, or district testing coordinator, designed to train the teachers in the test administration procedures. Stakeholders prior to testing shall view all webinars required by the state to be viewed.

2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include: handling, distribution, collection, and storage of test materials during the test administration; providing directions to students; responding to students' questions; and monitoring the test setting. Additional topics for online testing will be logging into testing, administering testing information to students, and maintaining the testing site online.
3. Prior to any standardized testing, staff will receive testing information that outlines in a step-by-step manner the procedures to follow when administering a standardized test in order to ensure test security.

C. Test Administration for Booklet Testing

1. All group standardized tests will be administered by a teacher or counselor whenever possible.
2. Test booklets will be delivered to each building prior to the day of testing and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.
3. Students will be encouraged to use restroom facilities, get drinks, etc. before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
4. All individuals administering any standardized test will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room during the duration of testing.
5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
6. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the building testing coordinator, and stored in a secured area.
7. All make-ups will be given within the time line recommended by the test administration manual.

D. Test Administration for Online Testing

All group standardized tests will be administered by a teacher or counselor whenever possible.

1. Test examiners will be trained on online testing prior to the testing window declared for the district. Students will be assigned to a specific computer lab prior to testing for testing.
2. Students will be encouraged to use restroom facilities, get drinks, etc. before starting to take the test. If students must leave the room during testing, they will use proper procedure as outlined in the testing administration manual.
3. All individuals administering any standardized test will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
4. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
5. All make-ups will be given within the time line recommended by the test administration manual.

E. Collection and Storage of Test Materials Following Paper/Pencil Testing

1. Answer sheets and test booklets will be organized according to instructions, delivered to the building testing coordinator immediately following testing, and stored in a secure area.
2. All test materials will be collected by the building testing coordinator the last day of testing and returned to the secure area provided in each building.
3. Test booklets and answer sheets will be recounted by the building testing coordinator. These counts will be documented and checked against pre-administration counts.
4. Answer sheets and test booklets will be sorted and packaged by the building testing coordinator, according to direction, and delivered to the district testing coordinator. The district testing coordinator will finalize sorting per district-level directions and send the tests for scoring as expeditiously as possible.

F. Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices, however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices that this district considers inappropriate.
 - a. copying any part of a standardized test booklet for any reason;
 - b. removal of a test booklet from the secure storage area except during test administration;
 - 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 missed items and need to change them, giving students clues or answers to questions, allowing students to give each other answers to questions or to copy off each other's work, or altering test administration procedures in any other way to give students an unfair advantage; and
 - 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 member is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent or his designee and appropriate disciplinary action will be taken.

XI. Individual Student Performance Assessment Processes

- A. Students are asked to demonstrate their content knowledge and/or ability to apply that knowledge through a product, performance, or exhibit on standardized or norm- referenced tests.
1. Standard-Referenced Testing
 - a. Standard-referenced testing assesses a student's knowledge and ability to do certain performance tasks specific to state and local standards.
 - b. Implementation:
 - Missouri Assessment Program (MAP). The State of Missouri requires school districts to assess students by means of a performance test. It is designed to complement traditional test methods. It encourages learners to understand and apply basic academic skills more effectively in today's society. The MAP includes Grade Level Tests and End of Course Exams.
 2. Norm-referenced Testing
 - a. Norm-referenced tests are tests in which student or group achievement is determined by comparison to a reference group of others who have taken the same test.
 - b. Implementation
 - Missouri Assessment Program (MAP)
 - American College Testing (ACT)
 - Stanford Achievement Test (SAT)
 3. Criterion-Referenced Testing
 - a. Criterion-referenced tests compare what a student can do in a specific area without reference to others' performance, but relative to an established standard or criterion.
 - b. Implementation
 - Pre-test/Post-test
 - Teacher-made tests
 - Unit/Chapter tests published by adopted textbook series

- Common assessments
4. Grades
 - a. Grades measure what a student has achieved in a given subject at a particular point in time.
 - b. Implementation
 - Grades are given periodically to give students and parents/guardians feedback on student achievement.
 - A student's grades could be used to make appropriate placement. Example: regular class placement or next course in sequence. (Honors class, Spanish I to Spanish II)
 5. Teacher-Made Tests
 - a. Teacher-made tests are designed by the teacher to evaluate a student's mastery of established objectives.
 - b. Tests are designed to accommodate different learning styles.
 - c. Different tests can be made to cover the same material.
 - d. These tests will provide a means of sharing and compiling teacher-generated tests. Example: pooling questions to generate a final high school exam.
 - e. Implementation:
 - Different types of tests that may be used, but are not limited to, are multiple-choice, true/false, matching, objective tests, short answer or essays, spelling, writing, mixed media performances, portfolios, teacher observations, checklists, anecdotal records, and constructed response.
 6. Authentic Assessment
 - a. A performance-based assessment requires a student to go beyond basic recall and demonstrate knowledge and understanding through a product, performance, or exhibition. A wide variety of measurement techniques may be designed to correspond as closely as possible to the real world of students' experiences. Assessment is interwoven throughout the entire educational process and becomes ongoing and an integral part of the whole teaching and learning process.

Examples:

 - Portfolios include samples of student's work that help to identify how a student performs over time.
 - Performance tasks capture a student's ability to think critically, to solve problems, and to connect his/her learning to real-world applications. Examples: (Essays, products, demonstrations, projects, self-assessment, and journal writing)
 - b. Implementation
 - Teachers will carefully align what they need to learn about their student's knowledge and abilities with the assessment tool most suited to revealing that information.
 7. Teacher Observation
 - a. Teacher observations assess individual student progress/performance based on professional judgment. Professional educators can make valid judgments, but these judgments should be used in conjunction with other assessment tools.

- b. Implementation:
 - Teachers will establish well-defined criteria/scoring guides.
 - Teachers will document data from observations as opposed to relying solely on intuitive judgments.
8. Report Cards
- a. Reports cards are a communication tool given to parents, students, and the educational community to explain the student’s cumulative grades in a subject area over a specific amount of time.
 - b. Implementation
 - Teachers will complete report card procedures on an established calendar, a minimum of four times a year. The schools will use established procedures to provide parents/guardians the report cards.
 - Progress reports are issued after the first four weeks of each quarter.
9. Attendance
- a. A student is offered a minimum of 174 days and 1,101 hours of instruction in grades K-12.
 - b. Implementation:
 - Consistent follow-up on absences
 - Monthly printout by building attendance throughout the district
 - Data utilized to implement ways to improve attendance
10. Surveys/Interviews/Inventories
- a. These are instruments used to assess opinions, preferences, skills, and interests. The means of gathering this data may be formal, through published instruments, or informal through local design.
 - b. Implementation:
 1. Surveys
 - To obtain opinions of students, parents, and community
 2. Interviews
 - To obtain opinions
 3. Inventories
 - To gain opinions/interests of students
11. Aptitude Testing
- a. Aptitude tests measure a student’s ability or potential to perform in new situations
 - b. Implementation:
 - American College Testing (ACT)
 - Scholastic Aptitude Test (SAT)
 - Armed Services Vocational Aptitude Battery (ASVAB)
 - PLAN test
12. Multiple Criterion Measures
- a. A combination of assessment strategies to provide a deeper, more specific picture of an individual student’s performance.
 - b. Implementation:
 - For placement in Special Services Programs

- For placement in the Title I Program
- For continuation in the ELL Program
- MAP A tests

13. End of Course Examinations

- An assessment of the total curriculum objectives presented in a course.
- Implementation:
 - This assessment is used as a means to determine whether a student has met course objectives and is prepared for the next level of learning.

14. Individual Education Plan (IEP) and other Special Services Assessments

- Students with special needs will be assessed according to provisions established by federal and state law
- Implementation:
 - Students referred by parents and staff may be assessed through the appropriate strategies and other procedural requirements. The assessment will be monitored, written, and approved by the educational staff and parents. (Refer to testing calendar for a complete list and description)

15. Assessment of Student Developmental Progress for Preschool Children

Preschool children will be assessed for developmental skills and continuing developmental progress.

- Implementation:
 - Early Childhood Special Education Staff, parents and Parents as Teachers (PAT) personnel will join in an effort to observe, record, and intervene when necessary to see that children develop according to established norms. (Refer to testing calendar for a complete list and description)

16. Vision 1,3,5/Hearing K & /Health Screening

- Students are screened at the Preschool level for vision. All students in grades 1,3,5 are screened on an annual basis. Additional screenings including hearing, height and weight are done on request by parents, teachers or administration. All other grades can be screened as needed/requested by teacher/staff

Special Note: Modification of the standardized testing procedures for IEP and LEP students are allowable. This is addressed on an individual basis.

XII. Schools and Program Assessment

A. Different kinds of assessments may be used to report class and school level group performances. Teachers are expected to utilize both formative and summative assessments in a class to effectively inform instruction. Schools and programs may be assessed by:

- Standard-Referenced Testing
- Norm-Referenced Testing
- Criterion-Referenced Testing
- Grades
- Attendance

(Consistent follow-up on absences and utilization of data to develop strategies and

- implementation of ways to improve attendance)
- 6. Surveys/Interviews
(To obtain a building-needs assessment, student needs assessment, and opinions of students, parents, and community)
- 7. Data Analysis
(Attendance, dropout rate, suspensions, discipline referrals, parental involvement, achievement, and performance)
- 8. Aptitude Testing
(ACT and SAT)

XIII. District Performance Assessment Processes

As applicable, assessment data from the individual assessment processes and school program assessment will be compiled by the District for a comparison with other districts in the state and in the nation taking the same tests.

- A. Standard-Referenced Testing
- B. Norm-Referenced Testing
- C. Criterion-Referenced Testing
- D. Authentic Assessment
- E. Surveys/Interviews
- F. Data Analysis
(Attendance, dropout rates, achievement, and performance)
- G. Aptitude Testing (ACT & SAT)

XIV. College and Career Assessment Requirement

Missouri School Improvement Program (MSIP 5) Performance Standard 3 reads “the district provides adequate post-secondary preparation for all students.” Standard 3.3 specifically measures the percent of graduates who participated in any department-approved measure of college and career readiness (CCR). DESE approved measures include ACT, ASVAB, COMPASS, and SAT. Troy R-III, as other districts, will need to meet or exceed the state standard or demonstrate required improvement in this area. A local goal in support of this new standard will require all students to take at least one of the afore-mentioned measures of college or career readiness before graduation. The new practice will become part of the student advisory system at both TBHS and NHHS guidance departments. District secondary administration and guidance department employees will have the responsibility for the administration and tracking of all student assessments with the goal being 100% participation.

XV. Student Expectations for Testing

It is expected that all Lincoln County R-III students participate in all local and state assessments required by the state or District. The District will not provide alternate plans for students who are scheduled to test. If a student is in attendance, he or she will be tested.

XV. District Testing Calendar

- A. SPECIAL PROGRAMS – Students in special programs are tested throughout the year. Site-based coordinators, site-based examiners and the director of special education programs maintain testing logs that verify testing dates.

- B. PARENTS AS TEACHERS PROGRAM – Students in the Parents As Teachers Program are tested throughout the year. The director of the local PAT program maintains a testing log that verifies testing dates.
- C. GRADE LEVEL ASSESSMENTS – Students in grades three, four, five, six, seven, and eight take the Grade Level Assessments that are part of the Missouri Assessment Program. These tests are administered during the testing window outlined by the state department. Students in grades two, five, and six take the Stanford Achievement Test – Tenth Edition in the fall. Pre-kindergarten students take the Kindergarten Diagnostic Instrument – Second Edition (KDI-2) test as part of kindergarten pre-enrollment held in early August of each year.
- D. END OF COURSE EXAMS- Students completing the following courses take end of course exams: Algebra I, Algebra II, geometry, English I, English II, biology, government, and United States history. These tests are part of the Missouri Assessment Program and are administered during the testing windows throughout the year as specified by the state.
- E. COMMON ASSESSMENTS- Students at every grade level are expected to participate in subject specific tests on a quarterly basis. The data collected through this formative assessment is used to inform instruction and measure individual student learning.
- F. GRADE LEVEL SPECIFIC ASSESSMENTS- Students are expected to take assessments at different grade levels to inform instruction, measure student progress, or to measure building and district progress. Assessments that fall into this category are outlined in the appendix of this document.

XVI. Health and Screening

See attached charts outlining grade level and special programs assessments.

KINDERGARTEN

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
K-Beginning of year , Middle & End of year	STAR Early Literacy	To assess comprehension of passages	Individual data is used to determine needs of students to become an established reader. Compare to nationwide norms.	Parent letter with scores Teacher collaboration	Renaissance training webinars	Building principals Teachers Title teachers Literacy coaches
K/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
K/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
K/ Screening Five & Six Year Olds/ March	Pure Tone Auditory	Screening for possible deficits in hearing acuity	Establish a baseline Retesting if need for reevaluation	Parents are present and receive results before leaving.	N/A	Kindergarten teachers Speech therapist's Special education aides School nurse
K / Five & Six Year Olds/March as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student	Establish baseline data for student Immunization history History of illness	Pertinent information given to teachers, principal, and bus drivers.	N/A	School nurse

K/ Screening Five & Six Year Olds/ September	Kindergarten Diagnostic Instrument Second Edition (KDI-2) Brigance	To assess learning readiness by evaluating abilities and possible learning deficits in the areas of number concepts, auditory skills, paper and pencil skills, language concepts, visual skills, and gross motor skills.	Title I Program screening Recommendation to parents of pupil progress May be used to evaluate curriculum	Parents are notified in advance of scheduled screenings. Following screening, a conference will be held with each child's parents to discuss results and suggest activities that can be done in the home to promote the child's development.	Department head will provide in-service to new teachers as needed.	Kindergarten teachers Speech Therapists Special Education aides
K/ Screening Five & Six Year Olds/ August/ September	Observations during testing	Gathering information about a child's behavior, speech and language, social skills, ability to locate sounds, general physical development, etc.	Determine any areas of concern	Following screening, a conference will be held with each child's parents to discuss results and suggest activities that can be done in the home to promote the child's development.	N/A	School nurse Kindergarten teachers Speech therapists Special education aides

FIRST GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
I/Beginning of year middle and at the end of year	STAR Early Literacy	To assess comprehension of passages	Individual data is used to determine needs of students to become an established reader. Compare to nationwide norms.	Parent letter with scores Teacher collaboration	Renaissance training webinars	Building principals Teachers Title teachers Literacy coaches
1/and as needed	Eye Chart	Screening for potential problems with near and farsightedness	To determine areas of concern	Parents and teachers are notified of results.	N/A	School nurse
1/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
1/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator

SECOND GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
2/Beginning of year and at the end of each quarter	STAR	To assess comprehension of passages	Individual data is used to determine needs of students to become an established reader. Compare to nationwide norms.	Parent letter with scores Teacher collaboration	Renaissance training webinars	Building principals Teachers Title teachers Literacy coaches
2/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
2/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
2/All Students/ as needed	Pure Tone Auditory	Screening for possible deficits in hearing acuity	To determine areas of concern	Parents and teachers are notified of results.	N/A	School nurse
2/ as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student	To determine areas of concern	Parents and teachers are notified of results.	N/A	School nurse

THIRD GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
3/Beginning of year and at the end of each quarter as possible	STAR	To assess comprehension of passages	Individual data is used to determine needs of students to become an established reader. Compare to nationwide norms.	Parent letter with scores Teacher collaboration	Renaissance training webinars	Building principals Teachers Title teachers Literacy coaches
3/All students/ Oct.	Eye Chart	Screening for potential problems with near and farsightedness	To determine areas of concern	Parents and teachers are notified of results.	N/A	School nurse Health volunteers
3/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
3/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
3/ as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student; Verification of immunizations	To determine any concerns in the area of health	Parents and teachers are notified of results.	N/A	School nurse

3/ April/May	Grade Level Test for Missouri Assessment Program (Communication Arts and Math)	Measures mastery of basic skills and a student's ability to demonstrate how information can be used.	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of student learning. Results compared to state scores.	Parents receive notification of testing dates. Counselors go over results with student/parents as needed. Results placed in student file. Parents are provided a copy of results. Results are published in the annual report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator or designee meets with all grade and department chairpersons to review achievement data and seek suggestions for improvement	Counselors (building testing coordinators) Teachers District Testing Coordinator SLP
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level

FOURTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
4/Beginning of year and at the end of each quarter	STAR	To assess comprehension of passages	Individual data is used to determine needs of students to become an established reader. Compare to nationwide norms.	Parent letter with scores Teacher collaboration	Renaissance training webinars	Building principals Teachers Title teachers Literacy coaches
4/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
4/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
4/as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student; Verification of immunizations	To determine any concerns in the area of health	Parents and teachers are notified of results.	N/A	School nurse

4/April/May	MAP (Math and Communication Arts)	Measures mastery of basic skills and a student's ability to demonstrate how information can be used	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of student learning. Results compared to state scores.	Parents receive notification of testing dates. Counselors go over results with student/parents as needed. Results placed in student file. Parents are provided a copy of results. Results are published in the annual report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with all grade and department chairpersons to review achievement data and seek suggestions for improvement	Counselors Teachers Testing coordinator Building principals
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level

FIFTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
5/Beginning of year and at the end of each quarter as possible	STAR	To assess comprehension of passages	Individual data is used to determine needs of students to become an established reader. Compare to nationwide norms.	Parent letter with scores Teacher collaboration	Renaissance training webinars	Building principals Teachers Title teachers Literacy coaches
5/ When a new ELL student enrolls in District	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of students	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
5/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
5/as needed	Vision	Screening for possible deficits in hearing acuity	To determine areas of concern	Parents and teachers are notified of results.	N/A	School nurse
5/as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student; Verification of immunizations	To determine any concerns in the area of health	Parents and teachers are notified of results.	N/A	School nurse

5/ April/May	MAP (Math, Science, and Communication Arts)	Measures mastery of basic skills and a student's ability to demonstrate how information can be used	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of student learning. Results compared to state scores.	Parents receive notification of testing dates. Counselors go over results with student/parents as needed. Results placed in student file. Parents are provided a copy of results. Results are published in the annual report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with all grade and department chairpersons to review achievement data and seek suggestions for improvement.	Counselors Teachers Testing coordinator Building principals
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level

SIXTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
6/ April/May	MAP (Math, Science, and Communication Arts)	Measures mastery of basic skills and a student's ability to demonstrate how information can be used	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of student learning. Results compared to state scores.	Parents receive notification of testing dates. Counselors go over results with student/parents as needed. Results placed in student file. Parents are provided a copy of results. Results are published in the annual report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with all grade and department chairpersons to review achievement data and seek suggestions for improvement	Counselors Teachers Testing coordinator Building principals
6/ One week before or after each end of quarter; within a two week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
6/twice each year	Presidential Physical Fitness	To encourage physical accomplishments and improvements for a healthier, active lifestyle	Tested twice a year to chart and monitor improvement	Results are given to parents and students	N/A	Physical education teachers
6/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator

6/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
6/as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student Verification of immunizations	To determine any concerns in the area of health	Parents and teachers are notified of results.	N/A	School Nurse
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level

SEVENTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
7/ April/May	MAP (Math, Science, and Communication Arts)	Measures mastery of basic skills and a student's ability to demonstrate how information can be used	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of student learning. Results compared to state scores.	Parents receive notification of testing dates. Counselors go over results with student/parents as needed. Results placed in student file. Parents are provided a copy of results. Results are published in the annual report.	Counselor will provide in-service to teachers in regard to test administration and use. Testing coordinator meets with all grade and department chairpersons to review achievement data and seek suggestions for improvement.	Counselors Teachers Testing coordinator Building principals
7/ One week before or after each end of quarter; within a two-week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students.	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
7/twice each year	Presidential Physical Fitness	To encourage physical accomplishments and improvements for a healthier, active lifestyle	Tested twice a year to chart and monitor improvement	Results are given to parents and students	N/A	Physical education teachers

7/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
7/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
7/ as needed	Health Screenings	To determine any health related issues that may affect the educational or health needs of the student Verify immunizations	To determine any concerns in the area of health	Parents and teachers are notified of results	N/A	School nurse
January-March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services, Site Coordinators at building level

EIGHTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
8/ April/May	MAP (Math, Science, and Communication Arts)	Measures mastery of basic skills and a student's ability to demonstrate how information can be used	Key skills are reviewed by each teacher, principal, and testing coordinator to determine areas of curricular strengths or weaknesses. Measures progress of student learning. Results compared to state scores.	Parents receive notification of testing dates. Counselors go over results with student/parents as needed. Results placed in student file. Parents are provided a copy of results. Results are published in the annual report.	Counselor will provide In-Service to teachers in regard to test administration and use. Testing coordinator meets with all grade and department chairpersons to review achievement data and seek suggestions for improvement	Counselors Teachers Testing coordinator Building principals
8/ One week before or after each end of quarter; within a two week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students.	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
8/twice each year	Presidential Physical Fitness	To encourage physical accomplishments and improvements for a healthier, active lifestyle	Tested twice a year to chart and monitor improvement	Results are given to parents and students	N/A	Physical education teachers

8/ April or May	End of Course Exam for Algebra I	Measures mastery of ELOs and a student's ability to demonstrate how information can be used	Can determine placement of math course in 9 th grade; determines eligibility in A+ Program; measures mastery of math concepts	Parents and students are notified of results	Training by building testing coordinator	Teachers Building principals Counselors District Testing Coordinator
8/annually	Computer literacy	Measures mastery of computer skills	Results provide a basis for improvement of curriculum and instruction	Students are notified.	N/A	Computer teachers
8/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
8/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
January -March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level
8/Monthly	eValuate	To inform instruction in ELA and Math.	The data collected from the ELA and Math assessments guide teachers in knowing what skills a student has mastered and ones the student has not. Then, instruction may be focused to assist the child.	Teachers view the data from the reports and share with stakeholders.	Collaboration time to discuss skills and strategies for meeting students' needs	Classroom teachers Building administration

NINTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
9/April or May	End of Course Exam for Algebra I, Algebra II, English I	Measures mastery of ELOs and a student's ability to demonstrate how information can be used	Determines eligibility in A+ Program for Algebra I; measures mastery of course concepts in all tested subjects	Parents and students are notified of results	Training by Building Testing Coordinator	Teachers Building principals Counselors District Testing Coordinator
9/ One week before or after each end of quarter; within a two-week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students.	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
9/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
9/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level

TENTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
10/ April or May	End of Course Exam for Algebra I, Algebra II, geometry, English I, English II, Government, Biology	Measures mastery of ELOs and a student's ability to demonstrate how information can be used	Determines eligibility in A+ Program for Algebra I; measures mastery of course concepts in all tested subjects	Parents and students are notified of results	Training by Building Testing Coordinator	Teachers Building principals Counselors District Testing Coordinator
10/ One week before or after each end of quarter; within a two-week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students.	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
10/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
10/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documented in SIS.	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site coordinator at building level

ELEVENTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
11/ April or May	End of Course Exam for Algebra I, geometry, English I, English II, government, biology	Measures mastery of ELOs and a student's ability to demonstrate how information can be used	Determines eligibility in A+ Program for Algebra I; measures mastery of course concepts in all tested subjects	Parents and students are notified of results	Training by Building Testing Coordinator	Teachers Building principals Counselors District Testing Coordinator
11/One week before or after each end of quarter; within a two-week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students.	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
11/ April	ACT	To assess students' abilities to determine success in college	Results may determine college choice and scholarship opportunities Retesting determined if scores are not sufficient for college of choice	Classroom presentations Letters to parents Pre-College Night Results placed in permanent record	Summary of results is provided to teachers by counselors	Counselors for test registration
11/ As needed	Missouri Connections	To assess students' interests, skills, and values as they relate to a potential career	Provides students information for career exploration	Counselor provides login instructions and reviews results with students	Review with students by counselor	Counselor
11/ November	ASVAB	Students are tested in academic and occupational composites. Career information is also provided.	Provides students with aptitude scores for various areas. A military screening tool for possible armed service candidates.	Copies of the ASVAB scores will be given to students accompanied by an explanation of scores and career information. Results in permanent file.	Group review with students by counselors	Armed Forces representatives Counselors

11/ October	PSAT/NMSQT (on a volunteer basis)	Verbal, math, and writing skills are assessed. Students planning to attend college are strongly encouraged to take this test	Prepares student for SAT. Students are given an explanation of the results. A copy is taken home and a copy is placed in the permanent file. Students that qualify for National Merit Scholarships are notified.	Counselors go over results with students.	N/A	Counselors
11/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
11/ January- February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator
January - March	MAP A tests	To show growth of students against alternative standards	Used to guide what type of instructional activities are utilized in IEP for following year	Parents are sent to parents and put in student file. In addition, results are documents in SIS	Training for teachers/staff who facilitate MAP A tests in any way	Director of Student Services Site Coordinators at building level

TWELFTH GRADE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
12/ April or May	End of Course Exam for Algebra I, Algebra II, geometry, English I, English II, American History, government, biology	Measures mastery of ELOs and a student's ability to demonstrate how information can be used	Determines eligibility in A+ Program for Algebra I; measures mastery of course concepts in all tested subjects	Parents and students are notified of results	Training by Building Testing Coordinator	Teachers Building principals Counselors District Testing Coordinator
12/ One week before or after each end of quarter; within a two week window of the end of the quarter for 4 th quarter	Common assessment	To inform instruction in the content area	This collected data informs teachers about student learning. The expectation is to change instruction or plan intervention for students to ensure learning for all students.	Compiled and shared by collaborative teams; shared with building principal and central office personnel	PD from building level principals during early release on Wednesdays	Building principals Content level teachers Department heads
12/ October-June	ACT	Core areas are assessed. Students planning to attend college are strongly encouraged to take these assessments.	Results may determine college choice and scholarship opportunities Retesting determined if scores are not sufficient for college of choice	Classroom presentations Letters to parents Pre-College Night Results placed in permanent record	Summary of results is provided to teachers by counselors	Counselors for test registration Outside Agencies for testing
12/ When a new ELL student enrolls in district	W-APT test	An English language proficiency screener test to assist educators with programmatic placement decisions of student	To place student appropriately in course of study	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers Federal Programs Coordinator
12/ January-February for all ELL students	ACCESS for ELLS	To assess comprehension and communication skills in English for all ELL learners	To monitor progress in the acquisition of the English language	Parents are notified of results by letter.	ELL teachers attend annual conference.	ELL teachers District Testing Coordinator Federal Programs Coordinator

**ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM
INTELLIGENCE/COGNITIVE ASSESSMENTS**

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages 2 -adult	Stanford-Binet Intelligence Scale (5 th edition)	Individualized standardized test designed to measure intelligence by assessing verbal reasoning, abstract/visual reasoning, quantitative reasoning, and short-term memory	Placement decisions	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners
Ages 2:6-7:7	Wechsler Preschool and Primary Scale of Intelligence (4 th edition) (WPPSI-4)	Individualized standardized test for general intelligence providing a verbal, performance, and full scale intelligence quotient	Placement decisions	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners
Ages 6-16.11	Wechsler Intelligence Scale for Children (5 th edition) (WISC-V)	Individualized standardized test for general intelligence providing a verbal comprehension index, perceptual reasoning index, working memory index, processing speed index, and full scale intelligence quotient	Placement decisions	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners
Ages 16 -90	Wechsler Adult Intelligence Scale (4 th edition) (WAIS-IV)	Individualized standardized test for general intelligence providing a verbal, performance, and full scale intelligence quotient	Placement decisions and/or eligibility determination	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners
Ages 6-89.11.	Test of Non-Verbal Intelligence (4 th edition) (TONI-4)	Individualized intelligence test that is language free, motor reduced, and culture reduced	Placement decisions	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners

Ages 3-75+	Leiter International Performance Scale- 3	Non-verbal individual standardized cognitive scale	Placement decisions	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners
Ages 6:0-90:11	Wechsler Abbreviated Scale of Intelligence (WASI-II)	Individual administered, abbreviated IQ test designed to assess cognition in children and adults	Eligibility determination and placement decisions	Staffings/ evaluation report	Testing personnel are trained in a college program	Psychological Examiners
Ages 4:0-21:11	Wechsler Nonverbal Scale of Ability	Non-verbal, individually administered cognitive assessment	Placement decisions and eligibility determination	Staffings/ evaluation report	Testing personnel are TV in a college program	Psychological Examiners

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)
ACHIEVEMENT/ACADEMIC ASSESSMENTS

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages 4 -85.11 Grades Pre K-16	Wechsler Individual Achievement Test (4 th edition) (WIAT-IV)	Individual standardized achievement test which assesses reading, math, written expression, oral expression, and listening comprehension with age and grade based norms	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Grades K-8	Key Math-revised 3	Standardized individually administered math test to assess mastery of numerical operations, applications, and basic concepts	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Ages 2-90+ Grade Pre K- 12th	Woodcock Johnson Test of Achievement IV (WJ-IV)	Individual standardized achievement test which assesses reading, math, written expression, oral expression, and listening comprehension with	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Grades 1-12	Test of Written Language (2 nd edition) TOWL-2	Standardized achievement test to assess written language skills	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers SLP
Ages 3-21	Oral Written Language Scales (OWLS)	Standardized achievement test to assess written language skills	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers SLP
Grades Pre K-9	Brigance Inventories of Basic Skills	Four inventories designed to assess basic competencies	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program	Special Education Teachers SLP

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)
EARLY CHILDHOOD DEVELOPMENT, BEHAVIORAL, PRE-ACADEMIC ASSESSMENTS

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages 36-71 mos.	Early Childhood Behavior Scales (ECBS)	Standardized rating of academic progress, social relationships, and personal adjustment	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Ages 3-8.11	Test of Early Math Ability (2 nd edition) TEMA-3	Individual standardized assessment to provide useful information concerning children with learning problems in elementary math or who are likely to develop problems	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Ages 3-7.11	Test of Early Reading Ability (3 rd edition) TERA-3	Individual standardized assessment to identify children with special needs and to document progress in reading	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Ages 3-10.11	Test of Early Written Language (3 rd edition) (TEWL-3)	Individual standardized measure of early writing ability	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers
Ages 3-6 years	Pre-school and Kindergarten Behavior Scales (2 nd edition) (PKBS-2)	Standardized evaluation of social skills and problem behaviors of preschool and kindergarten age students	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Special Education Teachers

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)
EARLY CHILDHOOD DEVELOPMENT, BEHAVIORAL, PRE-ACADEMIC ASSESSMENTS (continued)

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
2 & up	CARS-2	Helps to identify children with autism and determine symptom severity through quantifiable ratings based on direct observation	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners Special Education Teachers
Birth-5	DAYC-2	Parent Questionnaire used to identify children birth through 5-11 with possible delays in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior.	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners Special Education Teachers Speech/Language Pathologist
Birth-7:11	PLS5	Assessment of developmental language skills.	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners Special Education Teachers Speech/Language Pathologist
Birth-3	REEL3	Parent Questionnaire to assist in determining expressive and receptive language delays in children birth through 3.	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners Special Education Teachers Speech/Language Pathologist

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)
SOCIAL/EMOTIONAL/BEHAVIORAL ASSESSMENTS including ADAPTIVE BEHAVIOR

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages 0-90	Vineland -3	Standardized assessment of personal/social and communication/motor sufficiency of individuals	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Psychological Examiners Special Education Teachers
Ages 4-18	Behavioral Evaluation Scale- 4 th Edition (BES-4)	Assesses serious emotional disturbance	Placement decisions and/or diagnostic information	Staffing and/or evaluation report	Testing personnel are trained in a college program	Special Education Teachers
Grade K-12	Differential Test of Conduct and Emotional Problems (DT-CEP)	Comprehensive assessment to assess Conduct Disorders and Emotionally Disturbed	Placement decisions and/or diagnostic information	Staffing and/or evaluation report	Testing personnel are trained in a college program	Special Education Teachers
Ages 5-18	Scales for Assessing Emotional Disturbance (SAED)	Assesses serious emotional disturbance	Placement decisions and/or diagnostic information	Staffing and/or evaluation report	Testing personnel are trained in a college program	Special Education Teachers
Ages 5-18	Emotional Disturbance Decision Tree (EDDT)	Assesses serious emotional disturbance	Placement decisions and/or diagnostic information	Staffing and/or evaluation report	Testing personnel are trained in a college program	Special Education Teachers
SPEECH AND LANGUAGE ASSESSMENTS						
Ages 3-21	Goldman Fristoe Test of Articulation-3 rd edition (GFTA-3)	Individual standardized assessment of articulation skills in all positions of single words and in sentences	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Ages 2-adult	Stuttering Severity Instrument for Children and Adults-4 th edition	Individualized standardized assessment of the level of dysfluency	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Ages 2-21	Khan-Lewis Phonological Analysis 3	Compare individual articulation errors to phonological processes to determine phonological process disorders	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)
LANGUAGE

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages 8-12.11	Test of Language Development-Intermediate-3 rd edition (TOLD-I-5)	Assesses receptive and expressive syntax, semantics, listening, and organizing of language	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Ages 4-8.11	Test of Language Development-Primary-3 rd edition (TOLD-P:5)	Assesses receptive and expressive syntax, semantics, listening, and organizing of language	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Ages 5-21	Clinical Evaluation of Language Fundamentals-5 th edition (CELF-5)	Assesses expressive and receptive language including semantics and syntax and provides a language organizing quotient and speaking and listening quotient	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Age 3-21	CASL-2 Comprehensive Assessment of spoken language 2 nd Edition	Assesses receptive+ expressive language including Lexical/Symantec, Symantec, supralinguistic and pragmatic	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)
LANGUAGE (continued)

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages 3-5.11	Structured Photographic Expressive Language Test-Preschool (SPELT-P)	Assesses syntax and morphology	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Ages birth-3	Receptive Expressive Emergent Language-2 nd edition (REEL-3)	Assess infant and toddlers language skills	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Grades PreK-12	Speech sample	Informal assessment of articulation	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Grades PreK-12	Language sample	Informal assessment of language use	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist
Age 4-9	Structured Photographic Expressive Language Test SPELT-3	Assesses syntax and morphology	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Speech/Language Pathologist

ASSESSMENTS AVAILABLE FOR SPECIAL NEEDS PROGRAM (continued)

MOTOR ASSESSMENTS

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Ages birth-5	Peabody Developmental Motor Scales-2 nd edition (PDMS-2)	Assesses motor skills	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Occupational therapist
Ages 3.5-5.5	Preschool Test of Visual Motor Integration PVMIA	Designed to identify deficits in areas of color and shape discrimination, position in space, spatial relationships and motor ability to reproduce what is seen	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Occupational therapist
Infant/toddler and ages 0-14:11	Sensory Profile 2	Designed to contribute to a comprehensive assessment of a child's sensory performance when combined with other evaluations and observations	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Occupational therapist
Ages Preschool-Adults	The Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)	Uses a developmental sequence of geometric forms to be copied with paper and pencil to help identify children who may need special assistance	Placement decisions and/or diagnostic information	Staffings and/or evaluation report	Testing personnel are trained in a college program.	Occupational therapist
Ages 2-12	Sensory Process Measures					

**INTELLIGENCE/COGNITIVE ASSESSMENTS
ASSESSMENT AVAILABLE FOR USE IN P.A.T. PROGRAM**

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
Birth-3yrs./as needed	Parent Questionnaire	To determine ability in areas of speech and language, social emotional, and behavioral, problems with vision or hearing, general health or motor problems, cognitive ability, adaptive behavior, and academic ability	Screening shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Given to parents for completion prior to or on day of screening	P.A.T. National Center	P.A.T. Personnel and/or SLP
Birth-3yrs./as needed	Parental Concerns	To determine ability in areas of speech and language, social, emotional, and behavioral	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Parent conference completed at time of screening	P.A.T. National Center	P.A.T. Personnel and/or SLP
Birth-3yrs./as needed	Functional Assessment	To determine visual and hearing ability	Screening shared with parents	In home, as part of complete screening	P.A.T. National Center	P.A.T. Personnel
Birth-3yrs./as needed	OAE	To determine hearing ability	Screening shared with parents	Included as part of complete screening	To be provided by equipment supplier	P.A.T. Personnel And nurse
Birth-3yrs./as needed	Health History	To determine the general health of the student as well as level of motor development	Screening shared with parents	Questionnaire completed prior to or on day of screening for parent to complete	P.A.T. National Center	P.A.T. Personnel
Birth-3yrs	Ages and stages questionnaire social/emotional	To determine ability in the areas of communication, motor (fine and gross) problem solving and personal social	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	In home as part of a complete screening	PAT National Center	PAT personnel

INTELLIGENCE/COGNITIVE ASSESSMENTS
ASSESSMENT AVAILABLE FOR USE IN P.A.T. PROGRAM (continued)

Level/Date	Name of Assessment	Purpose	Utilization of Results	Dissemination Method	In-Service Needs	Person Responsible
3-5 yrs./as needed	Parent Questionnaire	To determine ability in areas of speech and language, social, emotional, and behavioral, problems with vision or hearing, general health or motor problems	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Given to parents for completion prior to or on day of screening	P.A.T. National Center	P.A.T. Personnel and/or SLP
3-5 yrs./as needed	Parental Concerns	To determine ability in areas of speech and language, social, emotional, and behavioral	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Parent conference completed at time of screening	P.A.T. National Center	P.A.T. Personnel and/or SLP
3-5 yrs./as needed	OAE	To determine hearing ability	Screening shared with parents	Included as part of complete screening	To be provided by equipment supplier	P.A.T. Personnel and Nurse
3-5 yrs./as needed	DIAL-IV	To determine ability in areas of speech and language, social, emotional, and behavioral, health or motor problems, cognitive ability, adaptive behavior, and academic ability	Screening to be shared with parents and/or AIS and/or discuss need for referral and/or possible evaluation	Scheduled screening at all district preschool and daycare. Mass screening dates scheduled 3-4 times during school year. Individual screening appointments at parents' convenience	To be provided by district personnel	P.A.T. Personnel and/or SLP
3-5 yrs./as needed	Health History	To determine the general health to the student as well as level of motor development	Screening shared with parents	Questionnaire completed prior to or on day of screening for parents to complete	P.A.T. National Center	P.A.T. Personnel