

ASSESSMENT PLAN

For the

Fredericktown R-1 School District

Fredericktown, Missouri

2019-2020

Approved by the Board of Education October 7, 2019

**Fredericktown R-1 School District's Assessment Plan
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Fredericktown R-1 School District
Local Assessment Plan
Part 1: Introduction

Philosophy:

Educators in Fredericktown R-1 School District believe that assessment must be an ongoing, systematic, standards-based measure of student learning. Information about student learning and development will inform instruction, direct resources, and lead to improved student achievement.

Rationale:

The State Board of Education requires school districts to have a written assessment plan to assess all students, and that at a minimum, the plan shall include the statewide testing program provided in Section III of the Assessment Standards for Missouri Public Schools (1998) to 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 Board supports the establishment of the Assessment Plan as one indication of the success and quality of the total education in the district. With time and effort the Assessment Plan will produce

- a comprehensive assessment program which monitors a variety of learning indicators for a variety of purposes
- data-driven decision making in regard to curriculum, assessment, instruction, and programs
- teachers and administrators who are knowledgeable about types of assessments and the uses, data analysis, and strategies to motivate students to do well on tests, test security policies, and strategies for teaching test-taking skills and
- increased public awareness of student achievement.

Overview: The Assessment Plan includes all components as specified in MSIP Standard 6.2. In compliance to the standard the Assessment Plan includes

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used
- guidelines for including students with special needs into the state and district-wide assessment programs
- a description of how and in what subjects the district is assessing the Show-Me-Standards which are not assessed by the MAP
- guidelines for staff development in relation to state and local assessment
- guidelines for teaching test-taking strategies and
- a test-security policy.

Additional components of the Assessment Plan include motivation of students to perform well on assessments and informing instruction through data analysis.

Description of the Process and Involvement:

The district used varied processes to develop the different components of the Assessment Plan. An Assessment Committee comprised of central office administrators, principals, counselors, instructional coaches, and teachers provided input into the development of the plan. It is the belief of the district, the local assessment plan reflects local autonomy and will bring about valued outcomes.

Evaluation of the Assessment Plan:

The district believes the Assessment Plan reflects local autonomy and will lead to improved student learning. The Assessment Plan will be reviewed on an annual basis in order to make the necessary modifications as needed.

Test Taking Instruction: The Fredericktown R-1 School District provides instruction in test taking strategies beginning at the elementary level. Counselors make classroom presentations and classroom teachers administer practice tests to familiarize students with and provide test taking strategies for selected response items, structured response items, technology enhanced items and performance events which appear in the classroom tests and in the District's norm referenced achievement instruments.

Accommodation Guidelines: Full participation of students with disabilities in state and district-wide assessments is required by a number of state and federal laws and regulations. Most important is the expectation that students with disabilities can achieve the standards that have been established for all students, and participation in these assessments lead to improved teaching and learning.

Accommodations are practices and procedures in the areas of administration, response, setting, timing, and scheduling that provide equitable access during instruction and assessment for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of the student's disability; they do not reduce learning expectations. Accommodations provided for students with disabilities are typically the same for classroom instruction, classroom assessments, and district and state assessments. There may be consequences (e.g., invalidating a student's score) for the use of some accommodations for both district and state assessments. An individual student's IEP/504 team must possess strong knowledge concerning state and district academic standards and assessments.

All decisions regarding how a student with a disability will participate in state and district assessments are made by the student's IEP/504 team and documented in the IEP/504 plan. It is the expectation that all students will participate in the state assessments (MAP) and district-wide assessments. If the IEP team determines that a particular district-wide

assessment, in whole or part, is not appropriate for an individual student, the IEP team must document in the IEP why the assessment is not appropriate and how the student will be assessed. If the purpose of the district assessment is to determine levels of student achievement an alternative assessment method must be identified, documented and implemented.

Fredericktown R-1 School District
Local Assessment Plan
Part 2: Testing of Student Achievement

In compliance with the MSIP 5, Process Standards:

Process Standard I-2: Instructional staff use effective assessment practices to monitor student learning and adjust instruction.

1. Instructional staff use both formative and summative assessments to monitor student learning and adjust instruction.
2. Instructional staff regularly and systematically uses assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards.
3. Classroom assessments include the use of higher order thinking and problem solving skills, as well as complex reasoning skills.
4. Timely, descriptive, and constructive feedback from assessments is provided by students and parents.

Process Standard I-4: The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices.

- 1..The district has a written assessment plan that includes regional components.
2. The district uses a variety of data (e.g., longitudinal, demographic, and perceptual) to support and inform district-wide decisions.
3. The local board of education annually reviews performance data disaggregated for any subgroup of five (5) or more students per assessment in order to effectively monitor student academic achievement and persistence to graduation rates.
4. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me Standards. Other assessments given on a district-wide basis are described in the chart contained in this section of the district's local assessment plan.

**Fredericktown R-1 School District
Local Assessment Plan
State and Local Assessments**

The following assessments are required to be given by Missouri public school district.

Grades Kindergarten through 2nd

| Assessment Instrument or Process | Purpose | Administrative Procedure | Utilization | Dissemination of Results |
|---|--|-------------------------------------|--|--|
| DIAL IV | Identify possible delays in learning for Kdg. Readiness | Administered by Kdg. Screening Team | Determine need for remediation | Shared with parents and analyzed by staff |
| Common Formative Assessments for Math and Reading | To assess students' progress toward District ELA and Math Learning Targets | Administered by Teachers | Determine need for remediation or enrichment | Shared with parents and analyzed by staff |
| Shaywitz Dyslexia Screener | Identifies students at risk of Dyslexia | Administered by teachers | Determine need for remediation or further assessment | Shared with parents and analyzed by staff. |
| Aimsweb Plus for Math and Reading | MTSS Screener Progress Monitoring | Administered by Teachers | Determine need for remediation or enrichment | Shared with parents and analyzed by staff |
| GRADE for Reading and Key Math for Math | Tier III Data | Administered by Teachers | Determine need for remediation | Shared with parents and analyzed by staff |
| EDULASTIC Benchmarks for Math and Reading | Determine achievement in Reading and Math | Administered by Teachers | Determine need for remediation and enrichment | Shared with parents and analyzed by staff |

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| BAS (Benchmark Assessment System) | Benchmark Assessment | Administered by Teachers | Diagnostic reading assessment | Results are shared with parents and analyzed by staff. |
| WIDA Access | Language Assessment for ELL students | Administered by ELL Instructor | Determine services for ELL students | Results are shared with parents, administrators and classroom teachers |
| NAEP | National Assessment for Reading, Writing, Science, and Math. Required if randomly selected. | Trained Evaluators | Results used for Nation's Report Card. Student achievement is compared across states and other jurisdictions. | National and State reports are produced. |

Grades 3rd - 5th

| Assessment Instrument or Process | Purpose | Administrative Procedure | Utilization | Dissemination of Results |
|---|---|--|--|--|
| Missouri Assessment Program (MAP) Math and ELA | MAP is required by law. The assessments are used as a means to evaluate students, school districts, and programs. | Administered by trained educator during the designated testing window. | Results are used to evaluate programs, student achievement and to monitor achievement of subpopulations | The Board, administrators, and teachers annually review performance data both aggregated and disaggregated form in order to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports. |
| Missouri Assessment Program (MAP) Science - Grade 5 | MAP is required by law. The assessments are used as a means to evaluate students, school districts, and programs. | Administered by trained educator during the designated testing window. | Results are used to evaluate programs, student achievement and to monitor achievement of subpopulations. | The Board, administrators, and teachers annually review performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with |

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| | | | | student reports. |
| MAP - Alternative DLM (MATH and ELA - grades 3-5) (SCIENCE - grade 5) | MAP-Alternative DLM is required by law for special education students who meet eligibility requirements. They are exempt from MAP. | Administered by trained educator | Results are used to evaluate programs and student achievement. | The board, administrators and teachers annually review performance data to monitor student achievement. Students and parents are provided with student reports. |
| Common Formative Assessments for Math and Reading | To assess students' progress toward District ELA and Math Learning Targets | Administered by Teachers | Determine need for remediation or enrichment | Shared with parents and analyzed by staff |
| Shaywitz Dyslexia Screener | Identifies students at risk of Dyslexia | Administered by Teachers | Determine need for remediation or further assessment | Shared with parents and analyzed by staff |
| Aimswest Plus for Math and Reading | MTSS Screener Progress Monitoring | Administered by Teachers | Determine need for remediation or enrichment | Shared with parents and analyzed by staff |
| GRADE/GMADE for Math and Reading | Tier III Data | Administered by Teachers | Determine need for remediation | Shared with parents and analyzed by staff |
| EDULASTIC Benchmarks/ Assessments for Math and Reading | Determine achievement in Reading and Math | Administered by Teachers | Determine need for remediation and enrichment | Shared with parents and analyzed by staff |
| WIDA Access | Determine services for ELL students | Administered by ELL Instructor | Determine services for ELL students | Results are shared with parents, administrators and classroom teachers |

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| NAEP | National Assessment for Reading, Writing, Science, and Math. Required if randomly selected. | Trained Evaluators | Results used for Nation's Report Card. Student achievement is compared across states and other jurisdictions. | National and State reports are produced. |
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Grades 6th-8th

| Assessment Instrument or Process | Purpose | Administrative Procedure | Utilization | Dissemination of Results |
|--|---|--|---|---|
| Missouri Connections Career Interest Inventory (7th & 8th Grade) | Help students identify areas of potential vocational aptitude and supports instructional programs | Administered by trained educator and or counselor | Results inform instruction | Shared with parents, students, and administration |
| Missouri Assessment Program (MAP) Math and ELA | MAP is required by law. The assessments are used as a means to evaluate students, school districts, and programs. | Administered by trained educator during the designated testing window. | Results are used to evaluate programs, student achievement and to monitor achievement of subpopulations | The Board, administrators, and teachers annually review performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports. |
| Missouri Assessment Program (MAP) Science - Grade 8 | MAP is required by law. The assessments are used as a means to evaluate students, school districts, and programs. | Administered by trained educator during the designated testing window. | Results are used to evaluate programs, student achievement and to monitor achievement of subpopulations | The Board, administrators, and teachers annually review performance data both in aggregated and disaggregated form in order to |

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| | | | | effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports. |
| USA Test Prep ELA, Social Studies, and SCIENCE | Determine achievement in ELA, Social Studies and Science | Administered by Teachers | Determine need for remediation and enrichment | Shared with parents and analyzed by staff |
| MAP - Alternative DLM (MATH and ELA - grades 6-8) (SCIENCE - grade 8) | MAP-Alternative DLM is required by law for special education students who meet eligibility requirements. They are exempt from MAP. | Administered by trained educator | Results are used to evaluate programs and student achievement. | The board, administrators and teachers annually review performance data to monitor student achievement. Students and parents are provided with student reports. |
| WIDA Access | Determine services for ELL students | Administered by ELL Instructor | Determine services for ELL students | Results are shared with parents, administrators and classroom teachers |
| NAEP | National Assessment for Reading, Writing, Science, and Math. Required if randomly selected. | Trained Evaluators | Results used for Nation's Report Card. Student achievement is compared across states and other jurisdictions. | National and State reports are produced. |

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| IXL | Determine achievement in Math | Administered by trained educator | Determine need for remediation and enrichment | Shared with parents and analyzed by staff |
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Grades 9th-12th

| Assessment Instrument or Process | Purpose | Administrative Procedure | Utilization | Dissemination of Results |
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| Missouri Connections Career Interest Inventory (9th Grade) | Help students identify areas of potential vocational aptitude and supports instructional programs | Administered by trained educator and/or counselor | Results guide instruction | Reported to parents, students, and administration. |
| Missouri Assessment Program End of Course (EOC) Exams | Law requires End of Course assessments. The assessments are used as a means to evaluate students, school districts, and programs. | Administered by teachers during the designated testing window upon the successful completion of Algebra I, Biology I, English II, and Government. | Results are used to evaluate programs, student achievement, and to monitor achievement of subpopulations. | The Board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports. |
| IXL | Determine achievement in Math | Administered by Teachers | Determine need for remediation and enrichment | Shared with parents and analyzed by staff. |
| USA Test Prep for Science, Government and ELA | Determine achievement in Science, Government and ELA | Administered by Teachers | Determine need for remediation and enrichment | Shared with parents and analyzed by staff |
| MAP - Alternative DLM (MATH, Science and ELA) | MAP-Alternative DLM is required by law for special education students who meet eligibility requirements. | Administered by trained educator. | Results are used to evaluate programs and student achievement. | The board, administrators and teachers annually review performance data to monitor student achievement. Students and parents are provided with student |

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| | They are exempt from MAP. | | | reports. |
| WIDA Access | Determine services for ELL students. | Administered by ELL instructor. | Determine services for ELL students. | Results are shared with parents, administrators and classroom teachers |
| ACT | College admissions | Offered on-site at student expense | Results are used to evaluate student achievement and to monitor achievement of subpopulations. | The Board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Teachers and administrators analyze the results. |
| Physical Fitness Test | MO requires a physical fitness test for 9th grade students | Administered by PE Teachers | Results are reported to DESE. They are also used to evaluate the PE programs, course offerings, and the content of the curriculum | Students are provided the results of their assessment and the overall results are included in the district core data reports |
| Personal Finance | Required for students who take Personal Finance as an embedded credit | Administered by Teachers | Results are used to evaluate curriculum, instructional programs and strategies, to evaluate the success of embedded credit. | Parents and students are provided copies of the results. |
| NAEP | National Assessment for Reading, Writing, Science, and Math. Required if randomly selected. | Trained Evaluators | Results used for Nation's Report Card. Student achievement is compared across states and other jurisdictions. | National and State reports are produced. |
| ASVAB | Measures | Trained | Career guidance | Results are provided to |

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| | developed abilities and helps predict future academic and occupational success in the military. | Evaluators | and interest inventory. | students and parents |
| TSA - Technical Skill Attainment | Required for students who complete 3 or more sequential credits in any state approved CTE program | Trained Evaluators | Results are used to evaluate curriculum, instructional programs and strategies, and to evaluate the success of embedded credit. | Results are reported to DESE as well as provided to students and parents |
| IRC - Industry Recognized Credential | A credential that validates an individual has successfully acquired skill competencies in a core set of content and performance standards in a specific set of work- related tasks, single occupational area, or a cluster of related occupational area. | Trained Evaluators | Results are used to evaluate curriculum, instructional programs and strategies, and to evaluate the success of embedded credit. | Results are reported to DESE as well as provided to students and parents. |

**Fredericktown R-1 School District
Local Assessment Plan**

Part 3: Guidelines for Inclusion of Special Needs Students Students with A Disability

Both the passage of Missouri's Outstanding Schools Act (OSA) and Reauthorization of the Individuals with Disabilities Act (IDEA), have called for a greater focus on the accountability of educational services for students with disabilities. The Missouri School Improvement Program (MSIP), which accredits school districts in Missouri, uses the performance of all students on the Missouri Assessment Program (MAP) subject area assessments as one measure of performance. This focus on educational achievement and outcomes for students with disabilities is intended to direct attention to the accommodations and supports needed by students with disabilities to access and progress in the general education curriculum. Participation in state and district-wide assessments goes hand in hand with access to the general education curriculum. This participation, in addition to being required by state and federal laws/regulations, sets the expectation that students with disabilities can achieve the standards that have been established for all students. Participation in these assessments should lead to improved teaching and learning and will also allow local district administrators and boards of education to consider the needs of all students when instructional decisions are made.

Individual students with IEPs or 504 plans will participate in assessments administered by the district as indicated by the student's IEP or 504 plan. Accommodations, if applicable will be designed to provide all students with an equal opportunity to demonstrate what they have learned and typically reflect those used in the student's daily instructional program. Accommodation procedures include adjustments in the assessment setting, item presentation, student response methods, as well as timing on the assessment. Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category or disability, or percentage of time in a particular placement or classroom. The school staff should expect that all students, including those with disabilities and on 504 plans, will participate in Grade Level Assessments or End of Course Assessments and other district-wide assessments. Consideration for MAP-A and alternative district-wide assessments will be determined by IEP teams.

Part 4: Local Assessment of Standards Not Assessed By MAP

Upon graduation, the students educated in the Fredericktown R-1 School District will be proficient and competent in the knowledge, skills, and processes as described by the Show-Me Standards designated for local assessment. Below is a listing of the criteria or indicators the teachers in this district will use as a guide to create age appropriate activities and classroom assessments. Even though these indicators are not required by DESE or MSIP, the district felt it necessary to create these as a means of effectively monitoring student achievement in relation to the locally assessed standards.

Show-Me Process Standards:

1.2 Conduct research to answer questions and evaluate information and ideas

The student:

- demonstrates knowledge of basic information-gathering techniques and commands a useful range of information-gathering techniques using a variety of mediums.
- interprets information gathered to answer guiding questions and synthesizes the information concisely.
- analyzes information accurately to determine whether the information is credible and relevant to the task.

1.3. Design and conduct field and laboratory investigations to study nature

The student:

- uses accurate and important information to suggest an explanation for something that is being studied.
- predicts what would happen if the explanation were correct.
- sets up and carries out an experiment (or activity) to find out whether the prediction is accurate.
- evaluates the results of the experiment (or activity) and decides whether the original explanation of what is being studied is correct.

1.4 Use technological tools and other resources to locate, select, and organize information

The student:

- uses the Internet and a variety of other sources to locate needed information.
- demonstrates the ability to separate relevant from irrelevant information when looking at data.
- uses a variety of computer-based programs to organize and present information.

2.1 Plan and make oral and visual presentations for a variety of purposes and audiences

The student:

- uses appropriate methods to organize the content of a presentation.

-considers audience when planning a presentation and uses appropriate voice for appeal and impact.

2.3 Exchange information and ideas while recognizing the perspectives of others The student:

- actively exchanges ideas, opinions, and ideas with others.
- listens to the perspective of others and appreciates their point of view.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions for both immediate and long-term impact.
- demonstrates insight concerning the feeling and levels of knowledge of others.

2.5 Perform and produce works in the fine and practical arts

The student:

- selects and applies combination of visual elements and organizing principles to achieve their expressive purposes in art making.
- demonstrates a comprehensive understanding and usage of materials and technologies when making works of art and/or doing a project in practical arts.
- reflects on artworks/projects made in the past to give direction and meaning to upcoming projects.

2.6 Apply communication techniques to the job search and the workplace

The student:

- communicates information and ideas effectively in the interview process.
- demonstrates an ability to adjust tone, style, and content to a wide and highly diverse population of potential employers.
- answers interview questions appropriately.

2.7 Use technological tools to exchange information and ideas

The student:

- uses the Internet to locate needed information.
- uses electronic mail as a means to exchange ideas with others.
- demonstrates an understanding in using the computer and surfing the web.

3.1 Apply problem solving strategies based on ways others have prevented or solved problems The student:

- demonstrates insight concerning the way others have solved problems and considers their results when called upon to solve similar types of problems.
- seeks out different and opposing points of view and considers alternative views impartially and rationally.

3.3 Apply strategies based on one's own experience in preventing or solving problems

The student:

- recognizes all the important limits or barriers based on personal experience that make it difficult to prevent or solve a problem and works within the confines of these limitations to develop a strategy.

1.2 Apply the rights and responsibilities of citizenship in Missouri and the United States

The student:

- takes other people's rights into account when making decisions.
- does not infringe upon other people's rights.
- takes responsibility for his/her actions or lack of action.
- utilizes the school setting for self-betterment and personal growth.
- appreciates the diverse nature of students and their approaches to learning.
- is aware of different and opposing points of view and considers alternative views impartially and rationally.

1.3 Practice honesty

The student:

- tells the truth when interacting with peers and staff.
- admits to actions regardless of the consequences.

4.6 Work with others to complete tasks

The student:

- works toward the achievement of group goals.
- demonstrates effective interpersonal skills.
- contributes to group maintenance.
- effectively performs a variety of roles within a group.

4.7 Apply practices that preserve and enhance the safety and health of others

The student:

- encourages others to behave in a manner that promotes healthy living.
- acts in ways that do not endanger others.
- models safe and healthy living practices.

4.8 Explore, prepare for, and seek education and job opportunities

The student:

- practices and/or adheres to proper job interviewing techniques.
- consults several sources to seek job or career opportunities.

-prepares appropriate resume, cover letters, and follow-up letters needed for the job search. -prepares and presents a portfolio at the job interview.

Show Me Content Standards:

CA1 Speak Standard English

The student:

-uses Standard English to communicate both in written form and verbally.

CA5 Comprehend and evaluate the content and artistic aspects of oral and visual presentations

The student:

-demonstrates knowledge of the major elements needed to create a quality oral and/or visual presentation and uses this knowledge to evaluate presentations.

-understands the content of presentations in order to formulate an opinion and defend it.

CA6 Participate in formal presentations of issues and ideas

The student:

-makes presentations of issues and ideas that provide in-depth coverage of topic.

-provides explanations and reasoning when presenting an issue or idea.

-communicates in a clear, concise manner with or without visual aids.

-considers audience and uses appropriate language for appeal and impact.

CA6 Participate in formal discussions of issues and ideas

The student:

-actively helps promote group interaction and expresses ideas, opinions, and ideas.

-listens to the perspective of others and appreciates their point of view.

-formulates questions and answers pertinent to discussions.

-is sensitive to group feedback and evaluates actions for both immediate and long-term impact.

CA7 Evaluate relationships between language and culture

The student:

-recognizes that different cultures have unique languages and many of the customs associated with the cultural group are the direct result of the spoken language.

-recognizes that behaviors often associated with cultural groups are reflected in their spoken language.

-shows the cause and effect relationships of language on culture and culture upon language.

SS7 Design and conduct field studies to study society

The student:

-uses accurate and important information to suggest an explanation for something that is being studied

-predicts what would happen if the explanation were correct.

-sets up and carries out a field study (or activity) to find out whether the prediction is accurate.

-evaluates the results of the field study (or activity) and decides whether the original explanation of what is being studied is correct.

FAI Use adequate processes and techniques for the production, exhibition, or performance of one or more of the visual or performing arts

The student:

-creates products that clearly demonstrate an understanding of the processes and techniques used in visual or performing arts.

-demonstrates a comprehensive understanding and usage of art making/visual performance making materials and technologies.

Respond to emergency situations

The student:

-demonstrates knowledge of appropriate first aid techniques.

-demonstrates knowledge of appropriate sources to contact in case of emergencies.

-responds appropriately when confronted with emergency situations.

Fredericktown R-1 School District

Local Assessment Plan

Part 5: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in the Fredericktown R-1 School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, and the results of the Professional Development Committee's needs assessment. The information contained in this narrative will address professional development related to student assessment. For a more detailed, comprehensive description of the District's Professional Development Plan, consult the District's documentation as required by the MSIP 5 Process Standards.

The topics related to state and district-wide assessment that will be addressed in in-service opportunities/professional development resource materials will include:

- how to analyze data to determine the strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote mastery of standards;
- how to create performance-based classroom activities/assessments and scoring guides, and how to monitor performance on standards;
- how to motivate students to take MAP, grade level, and end of course assessments, seriously and possible incentives which could be offered to students; and
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of Fredericktown R-1 School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in CSIP.

- study groups/focus groups/building data teams;
- building level and district-wide in-service facilitated by RPDC staff, DESE staff, administrators, and/or other consultants;
- peer coaching through the mentor/mentee program and teacher observations; literacy and math coaching supported by district Title I staff;
- teacher collaboration by common planning and/or departmental meetings;
- A teacher resource library with print and visual resources;
- reflecting about teaching strategies and showcasing instructional activities;
- attending state and regional workshops related to CSIP goals and areas of needed student achievement;
- training for beginning teachers through district mentoring programs and workshops as well as those offered by RPDC's, teacher organizations, and/or colleges/universities; and
- enrolling in college/university classes.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators. Three days prior to the beginning of school and four days throughout the year have been included in the District's calendar to allow for in-service opportunities. To allow for teacher observation, peer coaching, MAP training, in-service opportunities and departmental meetings, substitutes will be provided when necessary.

Fredericktown R-1 School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, facilitate differentiation and data-driven decision-making, and create learning cultures within each building.

**Fredericktown R-1 School District
Local Assessment Plan
Part 6: Teaching Test Taking Strategies**

Test Taking Instruction: The Fredericktown R-1 School District provides instruction in test taking strategies beginning at the elementary level. Counselors make classroom presentations and classroom teachers administer practice tests to familiarize students with and provide test taking strategies for multiple choice items, structured response items and performance events which appear in the classroom tests and in the District's norm referenced achievement

Two Types of Test-Taking Strategies: There are two types of test-taking strategies-short-term strategies that can be done shortly before the test and long-term strategies that need to occur over time with the instructional process.

In addition, district teaching staff will encourage higher level thinking by students through incorporating activities/assessments from all four levels of the Depth of Knowledge throughout their instruction. State standards will be addressed and tracked.

Online Test Taking Strategies:

All MAP assessments are online assessments. Students must practice and perform other online testing formats throughout the school year in order to become familiar with an online testing format. Teachers are encouraged to use online formats with their students in the form of formative quizzes and summative assessments. Some factors that are important to consider may include:

- Online testing time limits
- Saving and returning to the test at a later point
- Sequence of answer questions
- Ability to review answers and change answers before submitting or moving on to the next question
- Is there a review feature that lets students check their work, or check for unanswered questions?
- How do you save and exit so your work is not lost?
- Online tools that students will be required to use and demonstrate proficiency
- Reading online text that will be presented in a split screen format
- Online options related to Universal tools for all students
- Designated supports, and accommodations (for IEP/504 only)

All teachers in the district will teach students how to formulate quality answers for OCR items by teaching students to:

Answer specifically and concisely, all parts of the question

- Utilize major elements of the question/item stem as statements in the answer

Include text evidence:

- Specific details from the text in the response
- Make reference to specific characters and title in the response
- Cite specific examples in text to support a claim or argument

- Explain multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast, especially text to text comparisons

Execute the major steps in the solution process

Create a title and labels when creating a graphic organizer.

All teachers in the district will teach students strategies for being successful on performance events and writing prompts by teaching students to:

- Formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process.
- Consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice.
- Consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications).
- Interpret data (i.e.; a picture, graph, data, etc) to make an inference needed to answer a question and use an effective writing process to do so.
- Organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster to show..., etc.)
- Describe the process used for finding the solutions to tell why the proposed solution is the best.
- Be able to write a well-developed narrative, informational and opinion/argumentative product at the appropriate grade level standard.
- Fredericktown R-1 School District view teaching students the skills and processes needed to be successful on the MAP assessments as synonymous with teaching students to be successful in life.

**Fredericktown R-1 School District
Local Assessment Plan
Part 7: Test Security Policy**

Test Security:

Test security is the responsibility of all District staff, especially the District Test Coordinator, District and building administrators, building test coordinators, counselors, classroom test administrators and all classroom teachers. It is expected that District Policy provides all needed direction for test storage, access, administration, collection of materials and sanctions against unfair practices which will guarantee true, valid and reliable feedback for the individual students and the District's building and classroom's educational programs.

Test Security-Instructions for Administration:

Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in Staff Development, led by the building test coordinators, regarding testing procedures. Building test coordinators are trained in the administration of all standardized tests at least annually. The Staff Development will stress the importance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, reporting to students' questions, and monitoring the test setting.

All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. If test booklets are used, they will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until it is time for the testing to begin. 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 booklets before leaving their seats. All individuals administering test will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room while the test is being given. While the test is being given, building administrators and other designated individuals may transition between classrooms to help monitor administration and to provide assistance as needed. If a test is administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted, and stored in a locked facility. Security for online test administration will be addressed prior to the first day of testing. Online protocols will be followed at all times.

Test Security - Collection and Storage of Test Materials Following Testing:

If answer sheets and test booklets are used, they will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Test booklets and answer sheets will be re-counted by the school test coordinator and these counts will be documented and checked against pre-administration counts. As expediently as possible, answer sheets and test booklets will be sorted and packaged by the school test coordinator, or designee, according to directions and sent to final check to the district coordinator who will arrange shipping for scoring. All test make-ups will be scheduled by the test coordinator. Students in each building will be grouped together for testing when possible. A designated individual will administer the test according to specified administration procedures, taking all precautions to ensure test security.

Test Security - Sanctions against Unfair Practices:

The test 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 is a list of unfair practices which this district considers inappropriate:

- Copying any part of a standardized test booklet for any reason.
- Removal of a test booklet from the secure storage area except during test administration.
- Failure to return all test booklets following test administration.
- Directly teaching any test item included on a standardized test.
- Altering a student's responses to items on an answer sheet.
- Indications to students during testing that they have answered items incorrectly and need to change them, 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 way to give students an advantage.
- Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent and appropriate disciplinary action will be taken.

To view the entire policy refer to: ILA

**Fredericktown R-1 School District
Local Assessment Plan**

Part 8: Motivating Students To Do Well On State And District-Wide Assessments

Fredericktown R-1 School District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on MAP assessments. (MSIP 5 Process Standard)

Since MAP scores are returned to districts until a later date, teachers in each building will develop a program for providing incentives to students in the spring, shortly after the MAP testing. Testing behavior, such as a positive attitude during testing and the appearance of putting forth an effort, are to be used as a means of determining whether or not a student earns the incentives.

Some incentives to recognize attitude and effort might include:

- Learning based incentives such as academic field trips, coupons, tickets, books, etc.;
- Certificates or medals for individual students (growth, proficient/advanced);
- Class recognition or celebrations;
- Recognition of effort;

Some interventions and behavioral items to assist with attitude and effort may include:

- Required summer school attendance or remedial instructional requirements;
- Use of a scoring guide to assign points for appropriate testing behavior that includes a positive attitude and the appearance of putting forth an effort on the test.

In the fall, when the district receives the final testing results, a special recognition ceremony may be held for high achieving students at building sites. Each building will decide how and when they want that to occur.

Scoring proficient or advanced on the Algebra I, Algebra II, or another DESE approved assessment is an eligibility requirement of the A+ Schools Program.

**Fredericktown R-1 School District
Local Assessment Plan**

Part 9: Written Record of Data Analysis, Test Results, And Making Changes As A Result

Rationale: Assessment is an expensive and time-consuming activity, which would have no value if the information gained from the process were not utilized.

The district believes it is important to use student achievement data as a means of making decisions for curriculum, instruction, programs, policies, and student placement. All types of data, both aggregated and disaggregated, are reviewed on an ongoing basis. The district Comprehensive School Improvement Plan (CSIP) and building improvement plans uses student performance as the main focus.

District assessment data from standardized achievement tests will be provided to appropriate personnel at all levels (central office, building administration, classroom teachers, special education teachers, for example).

District Level: At the district level, data will be analyzed by building and reported to the board of education to identify achievement levels over time. This data will also be discussed with building administration as they plan for improvement at the building level. Student achievement on standardized tests will be addressed in the district Comprehensive School Improvement Plan (CSIP) and the annual District Report Card.

Building Level: At the building level, data will be analyzed and discussed by building faculty at staff meetings, assessment meetings and grade level/department meetings not only to recognize achievement gains but also to plan for improvement in any areas indicated.

Classroom Level: At the classroom level, data will be reviewed by district teaching staff to highlight content skills or strands that need to be addressed. The results of this data analysis will be shared with building administration as building plans are reviewed and revised.

District and building professional development and support provided in the area of data analysis for building administration will be shared at the building level with classroom teaching staff. Support for continuing data analysis will be provided by the building administrator as well as through district-level professional development. Data driven decision protocol will be followed.

Data will be used to fine tune curriculum, lesson plans and instructional strategies. The results are also used to assist in determining future staff development activities.

Reports regarding individual student test data results will be provided to students in addition to being placed in student permanent records.