District Assessment Plan

We're building a better world
…one student at a time.

Moberly School District
Revised June, 2019

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Moberly Public School District's
Local Assessment Plan

Part 1: Introduction

Philosophy Statement: Educators in the Moberly School District believe assessment is a necessary component of student instruction. We believe assessments must be ongoing and systematic, following a plan determined by administrators in conjunction with their faculty and staff and approved by the Board of Education. Information from assessments will provide direction for student instruction and lead to improved student achievement.

Rationale: The Moberly Public School District Board of Education supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the Moberly school district. With time and effort, the local assessment plan will produce:

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes

- data driven decision making in regard to curriculum, assessment, instruction, and programs

- teachers and administrators who are knowledgeable about data analysis, test security policies, strategies for teaching test-taking skills, and motivating students to do well on tests

- increased public awareness of student achievement

Overview: The Moberly School District's Local Assessment Plan includes components as specified in the Missouri School Improvement Process (MSIP) Instructional Standards 2 and 4 along with their respective indicators:

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. The district provides structures for instructional staff to regularly and systemically use common assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies and to determine the extent in which expectations for student work are aligned with state 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 to students and parents.

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 the required components.

2. The district uses a variety of data (e.g., longitudinal, demographic, diagnostic, 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 at a grade level 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.

Part 2: Board of Education Rules and Regulations

The Moberly Public Schools' Board of Education considers assessment an integral part of the education of the district's students. The following files from the Board of Education Rules and Regulations address assessment:

SECTION I: <u>PROGRAM DESCRIPTION</u> **<u>FILE:</u> IL**

CRITICAL

ASSESSMENT PROGRAM

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation
In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan
The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. Student Achievement – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.

2. Student Guidance – To serve as a tool for implementing the district's student guidance program.

3. Instructional Change – To provide data that will assist in the preparation of recommendations for instructional program changes to:

    - Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.

    - Help the professional staff formulate and recommend instructional policy.

    - Help the Board of Education adopt instructional policies.

4. School and District Evaluation – To provide indicators of the progress of the district and individual schools toward established goals.

5. Accreditation – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment
The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments
The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments
The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migrant or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress
If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice
At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

When possible, the district will provide parents/guardians information on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Local Assessments by Students Not Enrolled in the District
In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course and ACT assessments. These student scores shall not affect district accountability.

Original Adopted Date: 8/23/2007   Last Revised Date: 04/09/2019

SECTION II: TEST SECURITY   **FILE: ILA**
                                                  BASIC
TEST INTEGRITY & SECURITY

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security
Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access under the supervision or direction of the testing coordinator.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.

2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.

3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.

4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.

5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.

6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.

7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.

8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.

9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.

10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.

2. The district shall inform parents/guardians of the district's testing schedule.

3. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.

2. Copying any part of the standardized test materials or online test unless authorized by test protocol.

3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.

4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.

5. Failing to return all test materials following test administration.

6. Directly teaching any actual test item or taking actions to discover test items included on a test.

7. Altering in any way a student's responses on a test.

8. 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 copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.

9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

Original Adopted Date: 8/23/2007   Last Revised Date: 2/13/2018

*Part 3: State-Wide/District-Wide Testing**

In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. As stated in the Moberly Public Schools' Board of Education Rules and Regulations, the purposes of the district-wide assessment program are to facilitate and provide information for student achievement, student counseling, instructional change, and school/district evaluation.

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

The district-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board of Education, administrators, teachers, parents/guardians, and students. The Board of Education, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The Board of Education will annually review performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or ELL students in order to effectively monitor student academic achievement and dropout/persistence to graduation rates. If the district, or a school within the district, has an enrollment of five or more students in any of the above student populations at a grade level, then data for the group will be disaggregated for board review. Special attention given to groups represented in the super subgroup (free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities) as defined by MSIP.   The district will use a variety of assessment data (i.e., longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

The Moberly assessment program is planned with attention to validity, reliability, and the culture and gender equity of all measures used. There shall be involvement in the development of the program and its implementation. Instructional staff will be provided training and given responsibilities in coordinating and implementing the program.

The measures included in the district-wide assessment program include:

- tests mandated by state and federal programs
- tests mandated by state and federal law
- tests mandated district-wide for specified groups of students

*District-wide assessments are assessments that are administered district-wide to a particular group of students (i.e., all 2nd grade students, all students enrolled in 6th grade reading classes, all boys in the district, all kindergarten students, etc.)

In compliance with the MSIP, the following chart will:

- identify tests/assessments included in the district-wide assessment program
- identify the grade in which the test/assessment is given
- identify the purpose of each test/assessment
- identify the use(s) of results
- identify the way results are disseminated

STATE-WIDE & DISTRICT-WIDE ASSESSMENTS

GRADE LEVEL(S)	NAME OF TEST	*PURPOSE*	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS	IN-SERVICE
Pre-K	**Developmental Indicators for the Assessment of Learning(DIAL)** (State & Federal requirement)	*Screen children in the 4 areas motor, language, cognitive, and social, Young Child With Developmental Delay (YCDD) screen--- Preschool Title I screen*	Identify developmental levels to implement appropriate programs/interventions---Title I eligibility---Instructional planning--- Appropriate referrals to YCDD/ Title I--- Development of IEP goals---Assist parent(s) with in-home learning ideas and techniques	Parents receive personal summary with suggestions for fostering learning in the home--- Results shared with appropriate YCDD/Title I staff	New PAT personnel will be trained by PAT Director---Parent(s) learn functions and purposes of assessment during evaluation/ diagnostic meetings and through reports provided by the individual performing assessment
Pre-K & Kindergarten	**Kindergarten Screen** (State & Federal Requirement)	*Screen incoming kindergarteners to determine kindergarten readiness*	Provides developmental information to child's kindergarten teacher---Provides parents/guardians with information concerning kindergarten readiness---Assists kindergarten teachers in developing appropriate lessons	A district personnel discusses results with parents/ guardians at Kindergarten Screening, Results sent to appropriate K-2 building to be shared with administrators, kindergarten teachers and building Title I personnel	Building teams will review and revise the screening instrument prior to administration---Parent(s) learn functions and purposes of screen during screening exit interview & reports provided by the individual performing the screen
K – 5th	**Developmental Reading Assessment (DRA)** (District Assessment)	*Identify reading level--- Measure progress*	Provide appropriate instructional goals--- Measure progress--- Identify appropriate instructional reading level---Identify strengths/weaknesses of student---Monitor curriculum effectiveness---Used as one criteria for Title I eligibility--- Evaluate progress toward locally developed desired outcomes for Title I students	Individual completing assessment shares results with student's educational team' building principal, and District Literacy Coordinator---Results shared with parents at parent conferences	To ensure correct test administration, new personnel will be trained by Literacy Coordinator--- Parent(s) learn functions and purposes of assessment during evaluation/diagnostic meetings and through parent teacher conferences
1st – 8th	**i-Ready Reading & Math** (District Assessment)	Measure academic achievement in Math and Reading on a nationally-normed test	Identify strengths and weaknesses of the child, Measure academic achievement, Drive instruction, Modify curriculum, Title 1 eligibility criteria	Individual student reports are provided to the parent with grade cards, assessment results are used by the student's educational team, Group reports are provided for teachers and administrators, the Board of Education annually reviews performance data	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly, Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the school with grade cards
3rd – 8th	**Missouri Assessment Program (MAP)** • Comm. Arts • Mathematics • Science (5th -8th gr.) (State & Federal) (Alternative: MAP-A/DLM)	Required by law---Used to evaluate school districts, programs, and overall student achievement---Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention---Monitor achievement of subpopulations	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement---Results are analyzed by teachers/administrators---Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment through reports provided by the district
5th & 9th Grades	**Physical Fitness Test** (State Required)	All 5th & 9th grade students enrolled in a PE class take the physical fitness test as required by state mandate	Results sent to DESE in core data reports--- Used to evaluate programs---Used to evaluate the content of the curriculum	Results included in the annual review by the board---Students informed of results	Prior to test date, PE Dept. Chair (or an individual trained by the PE Dept Chair) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences
9th grade	**Missouri Connections**	Career interest inventory--- Provides an integrated program to help students make wise, realistic decisions about their futures	Results used to aid the student, counselors and parents plan appropriate instructional programs	Students/Parents provided results through written report	New personnel will be trained by existing counseling staff

STATE-WIDE & DISTRICT-WIDE ASSESSMENTS

GRADE LEVEL(S)	NAME OF TEST	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS	IN-SERVICE
All students enrolled in Algebra 1 or commiserate course	**Algebra I** (State Required)	Required by law---Used to evaluate school districts, programs, and overall student achievement---Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in Geometry	**Geometry** (District Assessment)	Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators---Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in Algebra II	**Algebra II** (State required for students taking Algebra 1 EOC in 8th grade)	Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in Biology	**Biology** (State Required)	Required by law---Used to evaluate school districts, programs, and overall student achievement---Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in English 1	**English I** (District Assessment)	Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district

STATE-WIDE & DISTRICT-WIDE ASSESSMENTS

GRADE LEVEL(S)	NAME OF TEST	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS	IN-SERVICE
All students enrolled in English II	**English II** (State Required)	Required by law---Used to evaluate school districts, programs, and overall student achievement---Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in Government	**Government (DESE Mandated)**	Required by law---Used to evaluate school districts, programs, and overall student achievement---Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in American History	**American History**	Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement--- Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly---Parent(s) learn functions and purposes of assessment during parent/teacher conferences and/or through reports provided by the district
All students enrolled in Personal Finance	**Personal Finance**	Measure knowledge of subject matter and determine how effectively students integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom	Evaluate curriculum, programs, and instructional strategies--- Evaluate student achievement--- Program placement/referral--- Determine need for remediation and/or retention--- Monitor achievement of subpopulations	Board annually reviews performance data both in aggregated and disaggregated from in order to effectively monitor student achievement---Results are analyzed by teachers/administrators---Students receive there score upon completion of the test.	Prior to test date, DTC (or an individual trained by the DTC) will train all district personnel involved in testing to ensure test is given correctly
11th Grade	**ACT- American College Test**	Scholastic aptitude test required by colleges	Measure effectiveness of programs, instruction, and curriculum---Used by student, counselor, and parent for post-secondary selection, placement and scholarship determination	Scores included in the board's annual review---Provided to students, parents, and colleges of the student's choice. Students and parents are provided with student reports within 30 days of receipt or the first two weeks of school if received over the summer.	New personnel will be trained by existing counseling staff
11th Grade	**Armed Services Vocational Aptitude Battery**	Assist elective students in identification of relative strengths in academic and occupational areas to enable these students to make better educational and vocational decisions	Used by student, parent, and counselor to assist in planning an appropriate instructional program	Students given individual "Student Summary" score sheets which include interpretive information---Senior scores automatically reported to the Armed Service recruiters to assist them in attracting well-qualified individuals---Parents encouraged to contact the school to discuss results	Test administered by Armed Services personnel---New personnel will be trained by existing counseling staff on techniques for appropriate monitoring/ proctoring

STATE-WIDE & DISTRICT-WIDE ASSESSMENTS

GRADE LEVEL(S)	NAME OF TEST	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS	IN-SERVICE
12th Grade	**ACT Workkeys**	ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs.	Workkeys is used to measure the College and Career Readiness of seniors. It is by the students, counselors, parents and employers to measure the cognitive and non-cognitive skills needed for success in the workplace	Students and parents given individual "Student Summary" score sheets which include interpretive information within 30 days of receipt. Reported to DESE as a college and career readiness indicator used for MSIP 5.	The assessment is administered either online or in paper format by MACC in accordance with ACT Workkeys protocols.

DISTRICT VOLUNTARY ASSESSMENTS

GRADE LEVEL(S)	NAME OF TEST	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS	IN-SERVICE
11th Grade (Voluntary)	**Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)**	Scholarship/Stipend screen--- Estimate for SAT	Predict SAT scores---Possible scholarship/stipend qualification,---Educational/Vocational guidance and counseling	Student test results are distributed to students and parents within 30 days of receipt from the College Board.	New personnel will be trained by existing counseling staff---High school counselors will administer according to The College Board and National Merit Scholarship Corporation directions manual

Participation in State and Local Assessments for Non-enrolled students

EOC: Moberly Public School District does not allow non-enrolled students to participate in our End of Course assessments.

MAP: Moberly Public School District does not allow non-enrolled students to participate in our MAP Grade-level assessments.

ACT: Moberly Public School District does not allow non-enrolled students to participate in the district ACT assessment.

ASSESSMENT MATRIX for Moberly School District

Assessments given to every student in the district: Assessments marked in **boldface** are required by the State of Missouri and/or Federal government. End-of-course assessments are taken when students complete the EOC course. The grade levels identified for EOC tests are when most students take the course. Some students take Algebra I and its EOC exam in 8th grade. For students who complete the Algebra I EOC assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes.

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA (English)				**MAP** (3 hrs) iReady (3x=3hr)	**MAP** (4 hrs) iReady (3x=3hr)	**MAP** (3 hrs) iReady (3x=3hr)	**MAP** (3 hrs) iReady (3x=3hr)	**MAP** (3 hrs) iReady (3x=3hr)	**MAP** (4 hrs) iReady (3x=3hr)	Eng. 1 EOC (3.5 hrs)	**Eng. 2 EOC** (3.5 hrs)		
Reading	DRA (2x = 1 hr)	DRA (3x = 1.5 hr)	DRA (3x = 2 hr)	DRA (3x = 1.5 hr)	DRA (3x = 1.5 hr)								
Mathematics	iReady (3x=3hr)	iReady (3x=3hr)	iReady (3x=3hr)	**MAP** (2.5 hrs) iReady (3x=3hr)	**MAP** (2.5 hrs) iReady (3x=3hr)	**MAP** (2.5 hrs) iReady (3x=3hr)	**MAP** (2.5 hrs) iReady (3x=3hr)	**MAP** (2.5 hrs) iReady (3x=3hr)	**MAP** (2.5 hrs) iReady (3x=3hr)	**Alg. 1 EOC** (3 hrs)	Geom. EOC (3 hrs)	**Alg. 2** EOC (3 hrs)	
Science						**MAP** (2 hrs)			**MAP** (2 hrs)			**Biology EOC** (2 hrs)	
Social Studies											**Gov. EOC** (1.5 hrs)	Am. Hist. EOC (1.5 hrs)	
Personal Finance											Per. Fin. Test (1 hr)		
Physical Fitness Test						**Phy. Fit. Test** (1 hr)			**Phy. Fit Test** (1 hr)				
Career Planning												ACT (4 hrs) ASVAB (3 hrs)	ACT WorkKeys (3 hrs)
Approx. Total Time Testing	4 hrs.	4.5 hrs.	5 hrs.	13 hrs.	14 hrs.	14.5 hrs.	11.5 hrs.	11.5 hrs.	14.5 hrs.	7.5 hrs.	9 hrs.	13.5 hrs.	3 hrs.

Developmental Indicators for the Assessment of Learning (DIAL): The Dial is used to screen Pre-K children in the 4 areas motor, language, cognitive, and social. The assessment takes approximately 30 minutes to administer.

Kindergarten Screening: The screener, a mix of English and Math skills, is used to assess Kindergarten readiness. The time frame is approximately 20 minutes.

ASSESSMENT MATRIX for Moberly School District

Access for ELL: This assessment is given to students, in grades k-12, identified as English Language Learners. The time frame is approximately 3-4 hours in length.

TSA: The Technical Skill Attainment (TSA) assessments are given to a MATC student who earns 3 credits in a sequence that leads to a career path. Below are the list of career paths available at MATC, the TSA assessment used and the approximate time frame for each assessment.

Career Path	Assessment	Time Required For Administration
Agriculture	NOCTI-Small Animal Science & Tech	3 hrs.
	NOCTI-Animal Systems	3 hrs.
	NOCTI-Floriculture	3 hrs.
Architecture & Engineering	Skills USA-Technical Drafting	1 hr.
Automotive Technology	ASE(5 Tests)	10 hrs.
Business & Technology	NOCTI-Accounting Basic	3 hrs.
	NOCTI-Mo Info Tech Seq #2	3 hrs.
Computer Info. Technology	Microsoft MTA	3 hrs.
Collision Repair	NOCTI-Collision Repair	4 hrs.
Electronics & Robotics	NOCTI-Electronics Technology	3 hrs.
Marketing	MBA Research	2 hrs.
Machine Tool Technology	NOCTI-Precision Machining	3 hrs.
Medical Technology	NOCTI-Health Assisting	3 hrs.
Welding	AWS	4 hrs.

Part 4: Guidelines for Including Students with Special Needs in State-Wide/District-Wide Assessments

Rationale: Missouri has an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students are required to participate in either the Missouri Assessment Program assessments (MAP and EOC) developed for specific content areas or the Missouri Assessment Program-Alternate assessments (Dynamic Learning Map for Math and English and Science).

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and also be included in the districts' local assessment programs. In order to comply with federal laws and state mandates, the Moberly Public School District has developed the following guidelines for including students with special needs into the state-wide and district-wide assessment programs:

Guideline 1: Decisions regarding participation in state-level testing (MAP, MAP-A) or accommodations for state-level assessments will be made annually based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in state-wide assessments in one of three ways:

- MAP and/or EOC Subject Area Assessments without Accommodations—Students with disabilities for whom this option is appropriate would participate in MAP and/or EOC subject area assessments under the same conditions as nondisabled students. They would not use accommodations, so there would be no modifications in testing procedure.

- MAP and/or EOC Subject Area Assessments with Accommodations--Students with disabilities for whom this option is appropriate would participate in MAP and/or EOC subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with test performance.

- MAP Alternate Assessment (MAP-A)—A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP-A.

Guideline 2: Decisions regarding participation in district-wide assessments or accommodations for district-wide assessments will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in district-wide assessments one of three ways—assessments will be administered without accommodations/ modifications, assessments will be administered with accommodations/modifications, or alternate assessments will be administered. Alternate assessments will parallel district-wide assessments in purpose, type, and content assessed.

Guideline 3: Alternate assessment participation is determined by the student's IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP team for a student with a disability must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternate Assessment. Below are the criteria to determine if a student is eligible to participate in the Missouri Alternate Assessment:

1. Student has been evaluated and found eligible under IDEA.
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
3. The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments.
   OR
4. The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports.
   AND

5. The student demonstrates adaptive skills that are significantly limited compared to same age peers.
6. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
    a. The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum.
        AND
    b. The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities.
        AND
    c. The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts, and guidance from adults.
        AND
    d. The student requires information to be obtained primarily through methods other than reading due to limited reading ability.
        AND
    e. The student requires alternate methods to express or share oral or written ideas and information.

7. The most significant cognitive disability impacts the student's post-school outcomes.
    a. The student's post-secondary outcomes likely require supported or assisted living.

8. The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or, social, cultural, language or economic differences.

Guideline 4: The IEP team will use the following key points as a premise when making state and local assessment participation decisions:

- Decision makers shall start with the premise that all students, including those with disabilities, will participate in the state-wide and district-wide assessment programs and that participation will be to the greatest extent possible.
- Any decisions regarding participation in state-wide and district-wide assessments shall be made by a student's IEP team and documented in the IEP along with reasons for those decisions.
- Decisions about how a student should participate in state-wide and district-wide assessments shall be based on the goals and content of that student's instruction.
- A student with disabilities shall participate in all MAP and EOC assessments and all district-wide assessments that are instructionally relevant for that student.
- Decisions about participation shall never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students shall not be exempted from any part(s) of state-wide or district-wide assessments simply because they are not expected to do well.
- Because situations change through the school year, participation decisions shall be reviewed just prior to assessment to be certain that they are still appropriate.

Guideline 5: The IEP Team will use the following process to make judicious decisions about accommodations during participation in state-wide and district-wide assessments:

- Identify the learning characteristics and needs of the student.
- Identify the accommodations used during instruction.
- Learn about MAP-A, MAP and EOC assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessment. Use what is known about the student, accommodations used in the classroom and items included on the MAP, EOC and assessments included in the district-wide assessment program to identify possible accommodations needed during testing.

- Determine which of the identified accommodations are appropriate for the MAP and EOC assessments and the assessments included in the district-wide assessment program. IEP teams should use state policy guidelines for testing accommodations and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP and EOC assessments and/or the assessments included in the district-wide assessment program.
  IEP team members should ask themselves:

    1. Does this accommodation change what is tested?
    2. If this accommodation is used, is the integrity of the test protected?
    3. Does the use of the accommodation give clues to the correct answer or otherwise give the student an unfair advantage?
    4. Is the accommodation needed to lessen the impact of a disability or will it artificially raise the test score of the student?
    5. Does the accommodation threaten test security?

- Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and EOC and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP and EOC or the testing vendor(s), the IEP team needs to document the reasoning behind using the non-approved accommodations.

- The following information related to assessment will be included in the IEP:

    - a description of how a student will participate in the state and district-wide assessment programs
    - statements regarding any individual accommodations and/or modifications needed in the administration of the state and district-wide assessment programs
    - a statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP and EOC assessments, in the MAP-A, or any part of an assessment contained in the district-wide assessment program.)

- Parents of students with special needs will be part of the IEP team discussion and will be informed about the following:

    1. options for their child's participation in the state-wide and district-wide assessment programs
    2. the benefits to be gained as a result of participating in standardized testing
    3. the reporting policies of **IDEA** regarding student achievement
    4. accommodation and/or modification options for state-wide and district-wide assessments
    5. any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma

- Once test results are obtained from the MAP and EOC assessments and the other assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students. The district will comply with **IDEA** guidelines in the reporting of state and district-wide test results.

- To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer students in a given grade level group than the number of students in a cell size meeting the requirements for Adequate Yearly Progress reporting.

Part 5: Guidelines for Professional Development Related to Student Achievement

The teachers and administrators in the Moberly Public School District will participate in professional development opportunities as related to the goals and objectives of the Comprehensive School Improvement Plan (CSIP), areas of needed student improvement based on data analysis, Missouri School Improvement Plan (MSIP) requirements, the results of the Professional Development Committee's (PDC) needs assessment, and the results of other needs assessments. The information in this section addresses professional development related to student assessment. For a more detailed, comprehensive description of the Moberly Public Schools' Professional Development Plan, consults the district's documentation as required by MSIP standard 6.7.

Topics related to state and district-wide assessment that will be addressed through the district's in-service opportunities will include (but not be limited to) the following:

- Analyzing data to determine strengths and weaknesses
- Using results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment
- Using achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP [ELL], 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 student learning and success on MAP, EOC and other standardized tests
- Creating performance-based classroom activities, assessments, and scoring guides
- Test security
- Administration of standardized tests

The Professional Development Committee of the Moberly Public School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The Moberly Public School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

Part 6: Teaching Test-Taking Strategies

Rationale: In order for students to show what they know and can do, it is imperative that they know strategies for taking tests. For this reason, the Moberly Public School District has developed guidelines for teaching test-taking strategies to students.

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 within the instructional process.

Shortly before the MAP, EOC and/or district-wide assessments, strategies for answering multiple choice items will be taught to or reviewed with students. This will be done within classrooms by grade-level or subject-area teachers whose students are scheduled for assessment. These strategies will include utilizing the available online practice assessments, online training tools and tutorials provided by DESE and the testing vendors.

Strategies for answering open-ended constructed response items and performance events need to occur over time within the instructional process. Teachers throughout the district, at all levels and in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to do the following:

- Address all parts of the question
- Include specific examples from the text in the response
- Make reference to specific characters and titles in the response
- Give specific examples to support a claim
- Show the major steps in the solution process (math)
- Give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast
- Include a title and labels when creating a graphic organizer
- Not stop at just one correct answer but to think about and write additional correct answers
- Make sure pronouns are preceded by antecedents in the response
- Use major elements of the question/item stem as statements in the answer

Further, all teachers in the district will teach students strategies for being successful on performance events by teaching students to do the following:

- Formulate a strategy to solve complex problems and be able to implement the strategy by following a focused solution process
- Consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for the 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, numerical data, etc.) to make an inference needed to answer a question
- 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 that shows…, etc.)
- Describe the process used for finding solutions or tell why the proposed solution is the best

In addition, various units designed to address test-taking skills have been developed throughout the district and have become part of the district's curriculum. At the elementary level, the communication arts curriculum addresses the teaching and use of graphic organizers, data interpretation and dictionary skills; the guidance curriculum addresses study, listening, questioning, homework and organizational skills, as well as overcoming test anxiety; and the library and technology curricula address locating information, accessing information, using software, identifying and using parts of a book, completing graphic organizers, and basic computer skills. Middle school teachers reinforce these skills through classroom opportunities, guidance curriculum, and study skills activities which are embedded in the general middle school curriculum. At the high school level, a library and study skills unit is part of the freshman communication arts curriculum, and a study skills unit is done with the freshmen during advisee time in homeroom. Throughout the year all high school teachers reinforce appropriate test-taking skills including emphasis on rubrics, scoring guides, constructed response, and performance events.

Part 7: Test Security

Rationale: In order to maintain the integrity of the MAP, EOC assessments and/or other tests administered district wide, the Moberly Public School District recognizes the importance of maintaining test security and addresses the issue in the Moberly Public School Board's Rules and Regulations.

Procedure: According to Board of Education policy, the following guidelines must be implemented in order to maintain test security:

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access under the supervision or direction of the testing coordinator.

Similar test security precautions apply to online testing.

Part 8: In-Service Relating to Test Administration, Handling and Security
Rationale: Proper handling and administration of Missouri assessments and/or district-wide assessments is imperative to maintenance of test integrity and test security.

General Test Administration
1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.

2. The district shall inform parents/guardians of the district's testing schedule.

3. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.

Training
The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles
The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.

2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.

3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.

4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.

5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.

6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.

7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.

8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.

9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.

10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

Part 9: Limited English Proficient/English Language Learner

Rationale: Title III of the *No Child Left Behind Act of 2001 (NCLB)* is a federal law that requires school districts to identify language minority students, to assess progress in English proficiency and to provide eligible children with services that would increase English proficiency and academic achievement. To comply with federal guidelines, the Moberly Public School District has a procedure for identification, placement and service for Limited English Proficient (LEP)/English Language Learning (ELL) students.

Procedure: Upon enrollment, all students or their parent(s)/guardian(s) complete the *Moberly Public School District No. 81 Student Survey* which assists in identification of students who are eligible for Limited English Proficient, Migrant, or Homeless supplemental services. The Student Survey will be reviewed by the building administrator. If the provided information indicates that the student uses a language other than English or that a language other than English is spoken in the home, the student is screened for further evaluation. Students formally evaluated by the Moberly Public School District are assessed using the **W-APT** assessment which consists of sets of individually administered tests that provides a broad sampling of proficiency in oral language, reading, writing and listening. The test results from the W-APT will be used to make qualification/placement decisions.

Missouri English Language Learning Assessment: The state of Missouri requires the annual administration of the **WIDA Access** as its assessment of English Language Learning. The tests measure proficiency in speaking, listening, reading, writing and comprehension. No ELL student may be exempted from taking the assessment. Districts will continue to give a student the annual assessment until both of the following criteria have been met:

- The student has met all of the district's ELL requirements and no longer receives services.

- The student has received two years of monitoring after discontinuation of ELL services.

The **W-APT** & **WIDA Access** are administered under the direction of the district test coordinator. The district test coordinator or other designee will annually attend an in-service/training that provides an overview of the assessment, activities for learning how to administer the assessment, procedures for shipping materials for scoring and return, and new information on administration and interpretation. The **W-APT** & **WIDA Access** tests will be handled and administered in the same secure manner as all other state and district-wide assessments.

Part 10: Gifted Student Program

Rationale: The Moberly School District provides differentiated gifted education for identified students in grades K-8. According to Missouri Department of Elementary and Secondary Education guidelines, gifted students are described as follows:

Those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade-level curriculum. (Administrative Manual and Guidelines State-Assisted Program for Gifted Students)

The Moberly School District's gifted programs are state assisted gifted programs. The state special education law (Chapter 162 RSMo) enacted in 1973 authorized the State Board of Education to establish standards for state aid for special programs for gifted students. The current law states that the program must go beyond the level of those programs ordinarily provided in regular school curriculums. Programs for the gifted must be different, not just in quantity of material covered, but also in kind. Instruction for the gifted is not mandatory in Missouri.

The programs for gifted education in the Moberly School District include the following:

- **Enriched Accelerated Guided Learning for Exceptional Students (E.A.G.L.E.S.)** is a K-6 program designed as a pull-out program and housed at Gratz Brown Elementary (grades 3-6), North/South Park Elementary (grades K-2), and Moberly Middle School (grade 6). Units of study allow students to develop their research skills, reasoning abilities, and creativity.

OBJECTIVES OF THE E.A.G.L.E.S. PROGRAM
The following objectives of the E.A.G.L.E.S. (grades K-6) program have been approved by the Department of Elementary and Secondary Education:

- Students will apply critical thinking skills
- Students will apply basic research skills
- Students will apply independent learning strategies.
- Students will demonstrate increased understanding of themselves and their giftedness.
- Students will develop short- and long-term goals needed for future development.

The Moberly gifted programs are under the supervision of the Director of Special Services.

REFERRAL and SCREENING
Students who exhibit gifted characteristics may be referred for further consideration by three sources. The program uses the minimum eligibility requirements as set by the state.

1. A **TEACHER** may refer a student by completing a *Teacher Referral for Consideration for the Gifted Program* and submitting it to the building counselor or gifted program teacher.

2. A **PARENT/GUARDIAN** may refer a child by contacting the building counselor or gifted program teacher and requesting that the child be considered for an evaluation. In such cases, the parent/guardian(s) will be asked to complete the *Referral for Consideration for the Gifted Program and Parent Inventory.*

3. **PRINCIPALS** should screen group test and MAP scores to find students who meet the Advanced/Proficient level or obtain at least one test score of 95% or above on a group achievement test. The principal will complete the *Referral for Consideration for the Gifted Program.*

Referrals are considered by a team consisting of at least two of the following: Director of Special Services, gifted program teacher, counselor, and other educator. The team determines whether an evaluation is warranted by reviewing the cumulative record of the student to check previous achievement test results, group I.Q. scores, individual I.Q. scores, grades, and MAP scores. Other screening instruments, such as the **Kaufman Brief Intelligence Test, Second Edition**, may be used when screening data is inconclusive. The child's teacher will complete the *Teacher Recommendation for Student participation in the gifted program.* If the referral form indicates vision and or hearing deficits, formalized screening will be administered prior to any other assessment.

Special consideration will be given to any child with an identified disability under specific eligibility criteria as stated under PL 94-142.

Notation of the referral and the team's decision will be made in the student's permanent record. If the team determines that an evaluation is not warranted, the parent and teacher of the student will be notified. If the team determines that an evaluation is appropriate, they will proceed with the formal assessment process.

EVALUATION
1. The gifted program teacher will seek parent consent (Form C) to ask the child's classroom teacher to complete Form F and to administer any of the following instruments that are necessary to determine if the student qualifies for the gifted program:

- **GENERAL MENTAL ABILITY**-*Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III) or Stanford-Binet Intelligence Scales-Fifth Edition (SBS)*
- **ACADEMIC ABILITY-***Woodcock-Johnson Tests of Achievement, Third Edition (Standard Battery)*
- **CREATIVITY-***Torrance Test of Creative Thinking*
- **OTHER DOCUMENTED EVIDENCE-***Renzulli-Hartman Scale for Rating Behavioral Characteristic of Superior Students*

2. The individual intelligence test will be administered first. If the student meets the program criterion of a full scale score of 125 or above, the evaluation process will continue. If the student does not meet the IQ criterion, the teacher and parent will be notified and notation will be made in the child's permanent record.
   - As a general guideline, a student who does not meet the IQ criterion must wait a period of at least 24 months before being retested unless the psychometrics' report indicates a reason to question the validity of the original IQ test.
   - A student may be assessed to determine eligibility for the gifted program a maximum of three times unless there is a significant discrepancy between the two assessments. However, for each re-assessment, the student must meet all screening criteria and be recommended by the team for re-assessment.

The student must meet at least two of the remaining three criteria

3. To determine if the student meets the achievement criterion, the following will be considered.

   - A child may meet the achievement criterion with a majority of his/her group achievement test scores in the core curriculum areas at or above the 95th percentile. The core curriculum areas of reading, language, and math should be considered. In order to do so, scores from the two most recent test administrations may be considered.
   - If the child does not meet the achievement criterion as noted above, the **Woodcock-Johnson Test of Achievement** may be administered. To meet the criterion in this manner, the student must score at or above the 95th percentile on the total achievement score (Complete Battery), or on a majority of the composite scores, or on a majority of the subtest scores.

4. To meet the criterion for Creativity, the **Torrance Test of Creative Thinking** will be given. The student must achieve at or above normal quotient on one or more program components.

5. The student's classroom teacher will be asked to complete the **Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students**. To meet evaluation criterion for this checklist, the student must have an 80 percent or above on one or more categories (learning, motivational, creativity, leadership characteristics).

PLACEMENT
Following the evaluation process, the team shall determine the student's eligibility to participate in the program.

In review, the student must meet the I.Q. criterion and at least two of the remaining three criteria. The criteria are as follows:

- 125 or above on general mental ability
- 95% or above on academic ability
- Specific creativity on Torrance Test of Creative Thinking
- Other documented evidence-80% in one area of Renzulli-Hartman Scale for Rating Behavioral Characteristics.

The team will notify the child's teacher, and parent concerning the evaluation results within 60 days of receiving parental consent for evaluation. If the child qualifies for the gifted program, the gifted program teacher will meet with the parents to obtain written permission for the child to participate in the program. Notation of the decision will be made in the student's permanent record

Part 11: Assessments for Programs and Services

Rationale: Assessment is an integral part of the educational process. The Moberly Public School District's assessment program has been developed to facilitate and provide information for student achievement, student counseling, instructional change and school and district evaluation.

Assessments Used: In addition to the MAP assessments and district-wide achievement and aptitude assessments, the Moberly Public School District utilizes assessment measures to provide critical information for specific programs and services within the district. The following charts provide information concerning those assessments. Charts are developed for the following areas:

- Gifted
- Health
- Kindergarten
- Literacy
- Parents as Teachers
- Special Education
- Speech/Language
- Young Child with a Developmental Delay (YCDD)

Updated versions of the assessments may periodically replace the tests listed. In addition, assessment measures may be added or deleted as state and federal mandates, curriculum, Grade Level Expectations and programs change. The district will make every effort to keep current with testing.

In-Service: Certified staff members are trained through college level courses to administer and interpret diagnostic measures. When new staff members are hired by the Moberly Public School District, the District Test Coordinator, the Literacy Coordinator, the staff member's department chair, or the staff member's area director will provide in-service/training for administration of assessments relevant to that staff member's position. In-service will include test security, test administration and scoring, dissemination of results, and confidentiality of student information (including test results).

ASSESSMENTS FOR GIFTED-STUDENT PROGRAM

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
All	*Screening Procedures:* • Locally developed staff nomination form • Parent referral • Self referral • Achievement test scores from **MAP**, **STAR Math & Reading**, or Kindergarten Screening • Group IQ scores (when available) • **Kaufman Brief Intelligence Test**	According to state guidelines, identify 3% to 5% of the school population considered "gifted".	Teachers use results of screening for instructional planning--- Screening results will be used to make decisions concerning further testing to determine eligibility for gifted program	Parents will be notified by mail or phone call if their child has been nominated and meets criteria to be tested---Signed permission to test will be required
All	*Formal Testing:* IQ • **Stanford-Binet 5** • **Wechsler Intelligence Scale for Children-IV** • **Wechsler Preschool and Primary Scale of Intelligence-III**	Identify cognitive level	Student must score criterion score on IQ to continue testing process	Parent(s) and child (when appropriate) will be notified by conference (with a follow-up letter) if child does not earn a qualifying score---Results will be documented in the student's permanent record
All	*Formal Testing:* Achievement • **Woodcock-Johnson Tests of Achievement**	Assess level of academic achievement	Student must earn criterion score of 95% on one or more language subtests using either grade or age norms	Results shared with parent(s) and child (when appropriate) by conference after evaluation is completed---Results will be documented in the student's permanent record
K – 8	*Formal Testing:* Creativity • **Torrance Test of Creative Thinking**	Assess level of creativity	Student must earn criterion score on one or more component	Results shared with parent(s) and child (when appropriate) by conference after evaluation is completed---Results will be documented in the student's permanent record
All	*Formal Testing:* Rating Scale • **Renzulli-Hartman (Scale for Rating Behavioral Characteristics of Superior Students**	Identify superior characteristics in the areas of learning, motivation, creativity and leadership	Student must earn criterion score in one or more areas	Results shared with parent(s) and child (when appropriate) by conference after evaluation is completed---Results will be documented in the student's permanent record

HEALTH ASSESSMENTS

Grade	SCREENING PROGRAM	TESTING PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
K, 1, 3,6 ____ Pre-K	Hearing	Puretone audiometry Tympanometry Otoscopy _____ Functional hearing assessment	Screens for possible deficit in hearing acuity.	Students who do not pass hearing screens are referred through their parent(s)/guardians for appropriate medical evaluation. Medical information is shared with teachers, special education staffing/diagnostic team upon referral so appropriate accommodations can be made if needed.	Referral form sent to parent(s)/guardian(s) if student fails screen. Teachers will be informed of medical concerns and recommendations. Parent(s)/guardian(s) will return referral forms with a medical evaluation from the physician.
K, 1, 3 ____ 6, 9 ____ Pre-K	Vision	Near and distance acuity using letter chart Stereopsis/Binocularity using Random Dot E _____ Near and distance acuity tested electronically Near and distance acuity using symbol chart	Screen for possible problems with near and far sightedness.	Students who do not pass vision screens are referred through their parent(s)/guardian(s) for appropriate medical evaluation. Medical information is shared with teachers, special education staffing/diagnostic team upon referral so appropriate accommodations can be made if needed.	Referral form sent to parent(s)/guardian(s) if student fails screen. Teachers will be informed of medical concerns and recommendations. Parent(s)/guardian(s) will return referral forms with a medical evaluation from the physician.
All Grades	Health development history	Health history summary	Comprehensive health history completed by parent(s)/guardian(s) annually at enrollment. Provides confidential health information to health services staff so students can be supported medically at school.	Information used to determine adaptations needed for health reasons or to determine precautions necessary for safety of student.	Teacher(s) are informed of student medical needs on a need to know basis.
5,8	Spinal	Standing position (back) Forward bending position	Screen for possible abnormal spinal curvatures.	Students who do not pass spinal screen are referred through their parent(s)/guardian(s) for appropriate medical evaluation.	Referral form sent to parent(s)/guardian(s) if student fails screen. Parent(s)/guardian(s) will return referral forms with a medical evaluation from the physician.
K,2,3,5,6, 8,9,10	Physical development	Measure height, weight and body mass index	Confidential growth assessment of student to determine possible development problems.	Results used to monitor the growth of the student in order to determine possible development problems.	Nurse will notify parent(s)/guardian(s) if concerns are noted

LITERACY ASSESSMENTS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
K – 12	**Literacy Portfolio**	Monitor student achievement/ progress in literacy	Monitor progress---Plan instruction---Modify curriculum	The portfolio follows a student throughout his/her school career---Results are shared with parent(s) at Parent/Teacher Conferences
K	**Letter ID/Sounds**	Assess letter and sound knowledge	Results are intended to drive instruction---Monitor progress---Can be used as one criteria for Title I eligibility---Evaluate progress toward locally developed desired outcomes for Title I students	Results are provided to classroom teacher(s), Title I teacher(s), administrators and Literacy Coordinator by individual performing assessment---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference
K - 5	**Writing Prompt** **Sample Writing Pieces**	Assess writing skills	Results are intended to drive instruction---Monitor progress---Can be used as one criteria for Title I eligibility---Evaluate progress toward locally developed desired outcomes for Title I students	Results are provided to classroom teacher(s), Title I teacher(s), administrators and Literacy Coordinator by individual performing assessment---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference
K, 1, 2	**Sentence Dictation/Wright Group Dictation**	Assess student's ability to hear and record sounds---Assess student's ability to write dictated material using conventions of written language	Results are intended to drive instruction---Monitor progress---Can be used as one criteria for Title I eligibility---Evaluate progress toward locally developed desired outcomes for Title I students	Results are provided to classroom teacher(s), Title I teacher(s), administrators and Literacy Coordinator by individual performing assessment---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference
K - 5	**Developmental Reading Assessment (DRA)**	*Identify reading level---Measure progress*	Provide appropriate instructional goals---Measure progress---Identify appropriate instructional reading level---Identify strengths/weaknesses of student---Monitor curriculum effectiveness---Used as one criteria for Title I eligibility---Evaluate progress toward locally developed desired outcomes for Title I students	Individual completing assessment shares results with student's educational team' building principal, and District Literacy Coordinator---Results shared with parents at parent conference
1	**Observation Survey**	Identify reading readiness/reading skills---Measure progress in reading	Results are intended to drive instruction---Monitor progress---Can be used as one criteria for Title I eligibility---Evaluate progress toward locally developed desired outcomes for Title I students	Results are provided to classroom teacher(s), Title I teacher(s), administrators and Literacy Coordinator by individual performing assessment---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference
1, 2	**Gentry Spelling**	Assess spelling skills	Results are intended to drive instruction---Monitor progress	Results are provided to classroom teacher(s), Title I teacher(s), administrators and Literacy Coordinator by individual performing assessment---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference
3 – 5	**Spelling Inventory**	Assess spelling skills	Results are intended to drive instruction---Monitor progress	Results are provided to classroom teacher(s), administrators and Literacy Coordinator by individual performing assessment ---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference
1	**Phonemic Awareness Assessment**	Assess student's phonemic awareness	Results are intended to drive instruction---Monitor progress	Results are provided to classroom teacher(s), Title I teacher(s), administrators and Literacy Coordinator by individual performing assessment---Results maintained in student's Literacy Portfolio---Results shared with parents at Parent/Teacher Conference

ASSESSMENTS USED BY PARENTS AS TEACHERS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K	**District-Developed Parent Questionnaire**	To obtain information from parents concerning health, social skills, adaptive behavior, developmental history, typical behaviors, etc.	Results are used in combination with other data to assist in program planning---Results are used in combination with other data to make referrals for Title I or YCDD programs	Information is provided by parent when child is initially enrolled in PAT program and shared with teacher(s) who work with the child through report in the file
Pre K	**Hearing, Vision, Speech and Language** (*Informal Assessments*) **Bell Test for Hearing**	Screen for potential problems in the areas of hearing, vision, speech and language	Results used to make formal referrals through the parent(s)/ guardian(s) to appropriate physicians---Results used to make appropriate referrals for further testing by speech/language therapists	Information shared with parent(s)/ guardian(s) after screen---Information provided to physician or speech/language therapist after referral is made and appropriate consent is given
Pre K	<u>**Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)**</u>	Administered by PAT Teacher to screen the following five early childhood areas: • Motor • Language • Concepts • Self-Help • Social Development	Results are used in combination with other data to assist in program planning---Results are used in combination with other data to make appropriate referrals to YCDD and Title 1 Preschool programs---Results used to provide parents with in-home teaching ideas and techniques	Results shared with parent(s)/ guardian(s) and teacher(s) after assessment through conference and/or through reports provided by the test administrator
Pre K	<u>**Ages and Stages**</u>	This instrument screens the following developmental areas: • Gross Motor • Fine Motor • Adaptive Behavior • Personal-Social • Language	Identify developmental levels to implement appropriate programs/ interventions---Used in combination with other data for Title I eligibility---Used for instructional planning---Used to make appropriate referrals to YCDD and Title I Preschool programs---Used to provide parents with in-home learning ideas and techniques	Results shared with parent(s)/ guardian(s) and teacher(s) after assessment through conference and/or through reports provided by the test administrator

ASSESSMENTS USED FOR SPECIAL EDUCATION DIAGNOSIS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
All	**NONVERBAL COGNITIVE MEASURES:** • **Comprehensive Test of Nonverbal Intelligence (CTONI)** • **Leiter International Performance Scale, Revised (Leiter-R)**	To determine the level of cognitive functioning based on a nonverbal score	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process
All Age 16 & up Ages 6 – 16 Pre K – Age 7-3	**VERBAL COGNITIVE MEASURES:** • **Stanford-Binet Intelligence Scale, Fourth and Fifth Editions** • **Wechsler Adult Intelligence Scale, Third Edition (WAIS-III)** • **Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)** • **Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III)**	To determine level of cognitive functioning	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process
Pre K – 2 Pre K, K All	**DEVELOPMENTAL SCALES:** • **Batelle Developmental Inventory, 2ⁿᵈ Edition (BDI-2)** • **Brigance Diagnostic Inventory of Early Development, Second Edition (BDI-II)** • **The Callier-Azusa Scale (G)**	Identify developmental level in the following areas: • Adaptive • Personal-Social • Communication • Motor • Cognitive Identify developmental level in the following areas: • Motor • Language • Academic/Cognitive • Daily Living • Social-Emotional Used to aid in the assessment of deaf-blind and severely and profoundly handicapped children	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process

ASSESSMENTS USED FOR SPECIAL EDUCATION DIAGNOSIS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
All	**ADAPTIVE BEHAVIOR MEASURES:** • **The Adaptive Behavior Evaluation Scale, Revised (ABES-R)** • **Vineland Adaptive Behavior Scales**	Used to assess personal and social sufficiency	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process
Pre K – 12 (as appro-priate for each measure)	**ACHIEVEMENT MEASURES:** • **Comprehensive Mathematical Abilities Test (CMAT)** • **Diagnostic Achievement Battery, Third Edition (DAB-3)** • **Kaufman Test of Educational Achievement, Second Edition (KTEA-II)** • **Key Math, Revised** • **Oral and Written Language Scales (OWLS)** • **Peabody Individual Achievement Test, Revised (PIAT-R)** • **Test of Early Mathematics, Second Edition (TEMA-2)** • **Test of Early Reading Ability-3 (TERA-3)** • **Test of Early Written Language, Second Edition (TEWL-2)**	Individually administered achievement measures used to assess the academic achievement of student	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process
Pre K – 12 (as appro-priate for each measure)	**ACHIEVEMENT MEASURES CONTINUED:** • **Test of Reading Comprehension, Third Edition (TORC-3)** • **Test of Written Language, Third Edition (TOWL-3)** • **Wechsler Individual Achievement Test, Second Edition (WIAT-II)** • **Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III)** • **Woodcock Reading Mastery Tests, Revised (WRM-R)** • **Young Children's Achievement Test (YCAT)**	Individually administered achievement measures used to assess the academic achievement of student	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process

ASSESSMENTS USED FOR SPECIAL EDUCATION DIAGNOSIS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K, K	**DEVELOPMENTAL LEVELS:** **Assessment Log and Developmental Progress Chart for the Carolina Curriculum for Preschoolers with Special Needs** **Brigance Diagnostic Inventory of Early Development, Second Edition (BID-II)** **Hawaii Early Learning Profile for Preschoolers (HELP)**	Used to identify developmental levels in young children and to identify areas of concern	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process
Pre K – 12 (as appropriate for each measure)	**SOCIAL/EMOTIONAL BEHAVIOR MEASURES:** **Behavior Evaluation Scale, Second Edition (BES-2)** **Behavior Rating Profile, Second Edition (BRP-2)** **Conners' Rating Scale** **Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2)** **Vineland Social-Emotional Early Childhood Scales (SEEC)**	Designed to document and identify those behaviors most indicative of emotionally disturbed students or to document behavior problems which exceed the norm of any student in the school or home environment	Used to screen for possible emotional or behavioral problems and to assist in identifying emotional disorders during the evaluation process---Results used to assist in program planning and in the development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) and student (when appropriate) are members of the diagnostic team and results will be shared with them through this process

SPEECH/LANGUAGE ASSESSMENTS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
6 – 12 (Ages 12 & up)	**Adolescent Test of Problem Solving (TOPS-Adolescent)**	To assess a student's language-based critical thinking skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 8 (Ages 3 – 13)	**The Apraxia Profile**	Used to document a child's oral-motor sequencing deficits and to establish the level or oral movements and sequences produced successfully	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 12	**Arizona Articulation Proficiency Scale, Third Revision (Arizona-3)**	Assess articulation proficiency, selects children for speech therapy, measures treatment progress, and explains language competencies to parents, teachers, and other professionals	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 8 (Ages 5 – 12-11)	**Auditory Processing Abilities Test (APAT)**	Assess auditory processing	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 1 (Ages 3 – 6-11)	**Bankson Language Test-2 (BLT-2)**	Measure expressive language abilities	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
K – 12	**Clinical Evaluation of Language Fundamentals, Third Edition (CELF-3)**	Used to diagnose language disorders in children, adolescents and young adults	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
K – 12	**Clinical Evaluation of Language Fundamentals, Third and Fourth Editions, Screening Test**	Identify individuals who may be at risk for language disorders	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 12	**Comprehensive Receptive and Expressive Vocabulary Test (CREVT)**	Assist in identification of students who may need in-depth assessment of their language abilities	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 12	**Comprehensive Assessment of Spoken Language (CASL)**	Evaluates auditory comprehension, oral Spoken Language expression, word retrieval, knowledge and use of words, use of language, in communicative contexts, and the use of language required in higher-level cognitive functions	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician

SPEECH/LANGUAGE ASSESSMENTS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K – 1	**Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-III)**	Assess the following areas: • Motor • Concepts • Language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 12	**Expressive Vocabulary Test (EVT)**	Used to measure expressive vocabulary and word retrieval for Standard American English	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 1	**Fluharty Preschool Speech and Language Screening Test, Second Edition (Fluharty-2)**	Used to identify young children who need a complete speech and language evaluation	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 12	**Goldman-Fristoe Test of Articulation, Second Edition (GFTA-2)**	Used to measure an individual's articulation of consonant sounds	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Joliet 3-Minute Preschool Speech and Language Screen**	Used to differentiate individuals having intact skills from those with suspected problems in phonology, grammar and semantics	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
K – 12	**Joliet 3-Minute Speech and Language Screen**	Used to differentiate individuals having intact skills from those with suspected problems in phonology, grammar and semantics	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – K	**Kaufman Speech Praxis Test (KSPT)**	Assess the speech of highly unintelligible children	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – K	**Kindergarten Language Screening Test**	Used to identify children with language deficits that may impede school performance	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 7 (Ages 5 – 11-11)	**Language Processing Test, Revised (LPT-R)**	Assess language processing skill development	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician

SPEECH/LANGUAGE ASSESSMENTS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
K – 6 (Ages 6 – 11-11)	**The Listening Test**	Assess the ability to attend, process and respond to auditory information	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 12	**Peabody Picture Vocabulary Test-Third Edition (PPVT-III)**	Assess receptive vocabulary for standard English and screen for verbal ability	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
K – 5 (Ages 5 – 9-11)	**The Phonological Awareness Test**	Assess phonological awareness skills and phoneme-grapheme correspondence	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 2	**Pre-Reading Inventory of Phonological Awareness (PIPA)**	Inventory phonological awareness skills	Identify students at risk for reading failure---Results used to identify students who may need in-depth assessment	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 2	**Preschool Language Scale, Third and Fourth Editions (PLS-3 & PLS-4)**	Measure young children's receptive and expressive language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 1	**Receptive-Expressive Emergent Language Test, Second Edition (REEL-2)**	Identify young children who have language problems	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 4 (Ages 3 – 9)	**Structured Photographic Articulation & Phonological Test featuring Dudsberry, First and Second Editions (SPAT-D & SPAT D-II)**	Assess articulation skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 4 (Ages 4 – 9-11)	**Structured Photographic Expressive Language Test, Third Edition (SPELT-3)**	Elicits specific morphological and syntactic structures	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician

SPEECH/LANGUAGE ASSESSMENTS

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
6 – 8	**Test for Auditory Comprehension of Language, Third Edition (TACL-3)**	Measure receptive spoken vocabulary, grammar and syntax	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 4 (Ages 3 – 9-1)	**Test of Auditory-Perceptual Skills-Revised (TAPS-R)**	Provides information on auditory difficulties, imperceptions of auditory modality and/or language problems	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 2	**Test of Early Language Development, Second and Third Editions (TELD-2 & 3)**	Assess receptive, expressive and over-all language skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
2 – 6 (Ages 8 – 12-11)	**Test of Language Development-Intermediate, Third Edition (TOLD-I:3)**	Measures components of spoken language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 3 (Ages 4 – 8-11)	**Test of Language Development-Primary, Third Edition (TOLD-P:3)**	Measures components of spoken language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 8 (Ages 5 – 13-11)	**Test of Pragmatic Language (TOPL)**	Assess a student's ability to effectively use pragmatic language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 3 (Ages 4 – 8-11)	**Test of Semantic Skills-Primary (TOSS-P)**	Assess receptive and expressive language skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K – 8 (Ages 4 – 12-11)	**Test of Word Finding, Second Edition (TWF-2)**	Assess word finding skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician

ASSESSMENTS FOR YCDD

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K	**Parent Questionnaire**	Gather information concerning child's developmental and behavioral history	Results used in combination with other data to assist in determining eligibility for Title I Preschool and/or YCDD programs---Results used in instructional planning	Teachers are informed of student needs and areas of concern
Pre K	**School Entry Profile**	Determine what students "know and can do" as they exit early childhood programs	Provide state-level program evaluation information---Program planning for local Title I Preschool and YCDD programs	Information compiled by State of Missouri and disseminated to the Moberly Public School District by the state
Pre K	**Batelle Developmental Inventory, 2nd Edition (BDI-2)**	Identify developmental level in the following areas: • Adaptive • Personal-Social • Communication • Motor • Cognitive	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Brigance Diagnostic Inventory of Early Development, Second Edition (BDI-II)**	Identify developmental level in the following areas: • Motor • Language • Academic/Cognitive • Daily Living • Social-Emotional	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Assessment Log and Developmental Progress Chart for the Carolina Curriculum for Preschoolers with Special Needs**	Assess child's progress toward attainment of specific goals identified as developmentally appropriate for young children	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Hawaii Early Learning Profile for Preschoolers (HELP)**	Assess developmental skills in the following areas: • Cognitive • Language • Gross Motor • Fine Motor • Social • Self-Help	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process

ASSESSMENTS FOR YCDD

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K	**Transdisciplinary Play-Based Assessment**	Assess a child's developmental level, learning styles, temperament, motivation and interaction patterns in the following areas: • Cognitive • Social-Emotional • Communication and Language • Sensory Motor	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2)**	Designed to document and identify those behaviors most indicative of emotionally disturbed students or to document behavior problems which exceed the norm of any student in the school or home environment	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Vineland Social-Emotional Early Childhood Scales (SEEC)**	Designed to document and identify those behaviors most indicative of emotionally disturbed students or to document behavior problems which exceed the norm of any student in the school or home environment	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Vineland Adaptive Behavior Scales**	Used to assess personal and social sufficiency	Used in combination with other data to make recommendations for the diagnosis, classification and placement of children during the evaluation process---Used to assist teacher(s) in instructional planning---Results used to assist in development of IEP goals	Results (in combination with other evaluation data) reviewed by the diagnostic staffing team to determine if a child qualifies for a handicapping condition---Parent(s)/Guardian(s) are members of the diagnostic team and results will be shared with them through this process
Pre K	**Arizona Articulation Proficiency Scale, Third Revision (Arizona-3)**	Assess articulation proficiency, selects children for speech therapy, measures treatment progress, and explains language competencies to parents, teachers, and other professionals	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Bankson Language Test-2 (BLT-2)**	Measure expressive language abilities	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-III)**	Assess the following areas: • Motor • Concepts • Language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Expressive Vocabulary Test (EVT)**	Used to measure expressive vocabulary and word retrieval for Standard American English	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician

ASSESSMENTS FOR YCDD

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K	**Fluharty Preschool Speech and Language Screening Test, Second Edition (Fluharty-2)**	Used to identify young children who need a complete speech and language evaluation	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Goldman-Fristoe Test of Articulation, Second Edition (GFTA-2)**	Used to measure an individual's articulation of consonant sounds	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Joliet 3-Minute Preschool Speech and Language Screen**	Used to differentiate individuals having intact skills from those with suspected problems in phonology, grammar and semantics	Results used to identify students who may need in-depth assessment of their language abilities	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Kaufman Speech Praxis Test (KSPT)**	Assess the speech of highly unintelligible children	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Kindergarten Language Screening Test**	Used to identify children with language deficits that may impede school performance	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Peabody Picture Vocabulary Test-Third Edition (PPVT-III)**	Assess receptive vocabulary for standard English and screen for verbal ability	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Pre-Reading Inventory of Phonological Awareness (PIPA)**	Inventory phonological awareness skills	Identify students at risk for reading failure---Results used to identify students who may need in-depth assessment	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Preschool Language Scale, Third and Fourth Editions (PLS-3 & PLS-4)**	Measure young children's receptive and expressive language	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Receptive-Expressive Emergent Language Test, Second Edition (REEL-2)**	Identify young children who have language problems	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician

ASSESSMENTS FOR YCDD

GRADE	NAME OF TEST/ PROCEDURE	PURPOSE	HOW RESULTS ARE USED	DISSEMINATION OF RESULTS
Pre K – 4 (Ages 3 – 9)	**Structured Photographic Articulation & Phonological Test featuring Dudsberry, First and Second Editions (SPAT-D & SPAT D-II)**	Assess articulation skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Structured Photographic Expressive Language Test, Third Edition (SPELT-3)**	Elicits specific morphological and syntactic structures	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Test of Auditory-Perceptual Skills-Revised (TAPS-R)**	Provides information on auditory difficulties, imperceptions of auditory modality and/or language problems	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician
Pre K	**Test of Early Language Development, Second and Third Editions (TELD-2 & 3)**	Assess receptive, expressive and over-all language skills	Results used in combination with other data to assist in the determination of a language disability---Results used to assist in program planning and in development of IEP goals	Assessment results are shared with parent(s)/guardian(s), teacher(s) and student (when appropriate) at the diagnostic meeting and through various reports provided by the speech clinician