

Cameron R-I School District



2016-2017 Assessment Plan

BOE Approved: July 2016

Mrs. Mary Tyrrell, Board President

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Cameron R-1 School District Assessment Plan (IL)

The Cameron R-1 School District will use 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. The Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary. MSIP 5 I-4.1. requires the school district to locally approve annually the District's Assessment Plan.

Test security and ethical testing practices are priorities. Test security and ethics also include standardized training for all District and School Test Coordinators, Examiners, translators, proctors, and any district staff who have responsibilities in testing. The District will utilize test administration manuals and webinars from the Missouri Department of Education.

Storage and Access Before Test Administration

1. All Missouri assessment documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive at the district the school test coordinators will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The school test coordinators will assume responsibility for contacting the Center for Education Assessment if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the district and school test coordinators and other designated individuals will have access to testing materials.
6. No teacher shall have access to test booklets or online exams before the test is distributed.
7. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the school testing coordinator, designed to train test administrators in administration procedures. School Test Coordinators will document attendees to the training.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to student questions, and monitoring the test setting.
3. Prior to any standardized testing, staff will receive a handout, which outlines in a step-by-step manner, the procedures to follow when administering a standardized test in a secure manner.
4. Building Administrators shall work in conjunction with the School Test Coordinator to develop a testing schedule for the building that minimizes student distractions and optimizes student performance.
5. Parents and guardians should be informed of the building assessment schedule so they may help ensure their students are present on the day of testing and prepared with the proper materials.
6. Students should have experience using computers and should know how to use the mouse and keyboard before taking exams. Administrators shall insure that teachers have given students the above opportunity, prior to testing windows.
7. Building Administrators shall work in conjunction with the School Test Coordinator to determine the appropriateness of the layout of the physical computer lab for all online testing.

Test Administration

1. All state required standardized tests will be administered online in an appropriate manner in compliance with testing guidelines; unless otherwise determined by an IEP team.
2. Students will be encouraged to use restroom facilities, get drinks, etc., before beginning to take the test.
3. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room during the entire time the test is being given.
4. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration of the exam and to provide assistance as needed.
5. If a test is to be administered over a series of days, scratch paper, test tickets, assessment log-ins will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility. Scratch paper should be collected and destroyed following each testing session.
6. Detail attendance records shall be required during all testing sessions.

Collection and Storage of Test Materials Following Testing for Paper/Pencil Assessments

1. Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. All scratch papers shall be destroyed following each testing session.
2. Test booklets and answer sheets will be re-counted by the School Test Coordinator, and these counts will be documented and checked against pre-administration counts.
3. Answer sheets and test booklets will be sorted and packaged by the School Test Coordinator or person who has been designated as responsible, according to directions and sent for scoring as expediently as possible while allowing for make-ups.
4. All test make-ups will be scheduled by the School Test Coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices which this district considers inappropriate:
 - Copying any part of a standardized test for any reason; including taking an electronic picture.
 - Removal of a test booklet from the secure storage area except during test administration.
 - Failure to return all test materials as directed following test administration.
 - Directly teaching any test item included on a standardized test.
 - Altering a student's response to items.
 - Indications to student during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
 - Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

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

Standardized Tests Administered in the Cameron R-I School District

Level/Date	Test Title	Description & Purpose	Use & Dissemination
<p>Preschool/PAT Screening</p> <p>Spring</p> <p>Required</p>	<p>Children 2 months - 36 Ages and Stages Questionnaire (ASQ) protocol.</p> <p>Brigance Preschool Screening for ages 3.6 to 4.9 years.</p> <p>Ages and Stages Questionnaire Social-Emotional (ASQ-SE)</p> <p>District developed: -speech/language -vision -hearing -health -nutritional -dental</p>	<p>The ASQ assesses general development in Language, Fine and Gross Motor, Intellectual and Social Domains.</p> <p>Assessment is used to observe developmental skills demonstrated by the child and to assist teachers in planning a developmentally appropriate program for individual student needs; and to identify students with serious developmental delays which may require further evaluation</p> <p>ASQ-SE is used with children who show specific concerning behaviors in this area.</p> <p>DESE funds one full screening (dev., hearing, health and vision) per year - but PAT administers the screenings throughout the year in home settings, not only at the spring mass screening event.</p>	<p>The assessments are used by Parent Educators to design specific developmental support for each family; additionally the assessments provide information to parents regarding their child's strengths and emerging skills.</p>

<p>Incoming Kindergarten</p> <p>Spring</p> <p>Required</p>	<p>District developed:</p> <ul style="list-style-type: none"> -speech/language -vision -hearing -health -nutritional -dental 	<p>Assessment is used to observe various developmental skills demonstrated by the child and to assist teachers in planning a developmentally appropriate program for individual student needs; and to identify students with serious developmental delays which may require further evaluation.</p>	<p>Information will be used to inform parents of their child's current developmental status in relationship to Kindergarten readiness skills. Results will be used to assist the district in preparing for the incoming students' needs. Parents will receive a copy of all results.</p>
<p>WIDA</p> <p>ACCESS</p> <p>Required for all ELL students</p>	<p>World Class Instructional Design and Assessment</p> <p>Assessing Comprehension in English State-to-State English Language Learners</p>	<p>Academic reference for English language learners.</p> <p>Academic references given annually to measure English language proficiency in K through 12th grades.</p>	<p>Measure of progress for all English language learners on an annual basis. Exams are used to inform classroom instruction and assessment and aid in programmatic decision making.</p>
<p>Gifted/IQ Testing</p> <p>As Needed</p> <p>Optional</p>	<p>Kaufman Brief Intelligence Test, Second Edition.</p> <p>Kaufman Assessment Battery for Children, Second Edition</p> <p>Stanford-Binet Intelligence Scales-Fifth Edition</p> <p>Wechsler Abbreviated Scale of Intelligences</p>	<p>The assessment generates an IQ score which represents a child's general cognitive ability; verbal (vocabulary subtest) and non-verbal intelligence (Matrices subtest).</p> <p>WASI produces an estimate of general intellectual ability.</p>	<p>To identify students to receive gifted services offered by the school district.</p> <p>General IQ testing as needed.</p>

<p>Grades K-8</p> <p>Ongoing Formative Assessments</p> <p>Required</p>	<p>Acuity</p>	<p>Acuity helps teachers of the district with a unique integration of assessments, reports, and instructional resources.</p>	<p>Guides teachers with immediate, detailed insight on student strengths and areas for instructional need with <u>Diagnostic</u> and <u>Predictive</u> Assessments</p> <p>Indicate student performance on state accountability exams using research-based measurements and robust reporting tools</p> <p>Support targeted instruction with easy-to-use reports and standards-aligned <u>instructional resources</u> assigned directly from student and class assessment results</p>
<p>Grades 3-12</p> <p>Spring</p> <p>Required</p>	<p>Missouri Assessment Program</p> <ul style="list-style-type: none"> -Grade Level Exams -End of Course Exams 	<p>An assessment used to measure academic skills as related to the Missouri Show-Me Standards and Missouri Learning Standards. All MAP Communication Arts, Math and Science, and End of Course Assessments will be administered to the grade levels as assigned by the Missouri Department of Elementary and Secondary Education.</p>	<p>Results will be used for curriculum revisions. Results will also be used to determine individual and grade level strengths and weaknesses. Results will be used by staff in instructional planning. Results will be provided to the Board of Education, administration, teachers, parents, and all community stakeholders.</p>
<p>Grade 11</p> <p>Fall</p> <p>Optional</p>	<p>ASVAB or Armed Services Vocational Aptitude Battery</p>	<p>The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. The exam measures student talents and aptitudes in ten vocational areas. MSIP 5 measure of College and Career Readiness.</p>	<p>The results are used to assist students in career planning and vocational selection in technical programs. Individual results are provided to the student and the administration.</p>

<p>Grades 11 and 12</p> <p>May</p> <p>Optional</p>	<p>Advanced Placement Exam</p>	<p>These standardized tests are designed to measure how well students have mastered content and skills of the advanced placement course.</p>	<p>Successful results earn the student credit and advanced placement in college.</p>
<p>Grades 10 and 11</p> <p>As Needed</p> <p>Optional</p>	<p>Preliminary Scholastic Aptitude Test (PSAT)</p>	<p>The PSAT is a college entrance exam used to help determine a student's general academic abilities and entry level in the National Merit Scholarship Program.</p>	<p>The exam is used to determine verbal reasoning, critical reading, math problem solving and writing skills in preparation for college entrance and the National Merit Program. Results are given to the individual.</p>
<p>Grade 11</p> <p>Spring - TBD</p> <p>Required</p>	<p>ACT</p>	<p>The ACT is a college entrance exam used for placement purposes, admissions and financial aid determinations. MSIP 5 measure of College and Career Readiness.</p>	<p>This exam is used for college course level selection. Individual results are supplied to the district and the student. Results will be used for curriculum revisions.</p>