



Hillsboro R-3 Comprehensive Assessment Plan

2011/2012

Board Approval
07/28/2011

2011/2012 HILLSBORO ASSESSMENT PLAN

The Hillsboro R-3 School District has a district-wide assessment plan. The justification for assessment is that the information obtained can be used to make better and more informed educational decisions or judgments. There are three major uses of assessment results: Instructional, Guidance and Counseling, and Administrative. The assessment plan includes standardized group achievement tests, group intelligence tests, individual achievement tests, individual intelligence tests, criterion referenced tests, vocational interest surveys, and teacher-made tests. Also included are screenings for sight, hearing, motor skill development, health, language development, and other tests that help to determine placement for special education services.

Decisions about participation of students with disabilities in the assessment program will be based on the goals of their instruction. Decisions will be made by the IEP team and documented in the IEP.

The Show-Me Standards, specifically the Grade Level Expectations (GLE's) and Course Level Expectations (CLE's), will be assessed through the Missouri Assessment Program, STAR Reading Assessment, Acuity, AIMSweb, and curriculum-based formative and summative assessments.

Test-taking skills will be taught by teachers and/or counselors throughout the year.

The Director of Assessment is the person responsible for coordinating the assessment program. All district counselors, special services teachers, classroom teachers, administrators, and nurses assist with the assessment program.

The following tests are utilized at the Hillsboro R-3 School District. A composite testing calendar details the approximate dates for the assessment program. (Screening is a continuous process for all age levels. Preschool students are screened at parents' request; therefore, specific test dates are not reflected on the testing calendar.)

NAME AND PURPOSE OF EACH INSTRUMENT USED - (3 and 4 year olds)

Denver Developmental Screening Test II – (3 yr. old) the test is used to identify potential problems in the areas of language, fine motor, gross motor, and personal/social development.

DIAL-III - (4 yr. old) to screen for possible deficits in concepts, language, gross and fine motor.

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

Pure Tone and/or Verbal Auditory Screening/Pilot Audiometer - to screen for possible deficits in hearing acuity.

Lighthouse Flash Cards - to screen for possible deficits in visual acuity.

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

Fluharty (3 yr. old) - to screen for possible deficits in the language areas.

UTILIZATION OF SCREENING RESULTS:

The screening team will meet to discuss students' results and determine an appropriate course of action. Children screening low in any area or combination of areas will be re-screened at a later date. If children still appear to be having difficulty, they will be referred to appropriate individuals for further assessment. Results of screenings will be used to help plan further evaluations for students who are experiencing difficulty. As a result of this assessment, the child might eventually be placed in a program for children with disabilities.

DISSEMINATION PROCEDURES:

The district will make an effort to notify parents of upcoming screenings through a number of different channels. Local newspaper and radio announcements will be made beginning two weeks in advance of screening and continuing through the first day of screening.

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

IN-SERVICE NEEDS:

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration, use, and logistics of the screening process.

NAME AND PURPOSE OF EACH INSTRUMENT USED - (4 and 5 year olds)

First Step – Screening test for evaluating preschoolers to identify young children who may have mild to severe developmental delays in each of the following five domains: cognition, communication (language), motor, social-emotional, and adaptive functioning. First Step screens for the need to conduct follow up assessment of children who may have special educational needs.

Parent Questionnaire - to gather information regarding prenatal care, birth health and developmental history, social skills, vision, hearing, immunizations, preschool experience, language, adaptive behavior, and cognitive development, etc.

Hearing Screening - to identify potential problems in the middle ear and possible deficits in hearing acuity.

Informal Articulation/Language Screening - to screen for possible deficits in speech/language areas.

Vision Screening - to identify potential problems with vision.

CELF-R Screening – Clinical Evaluation of Language Fundamentals Screening Test.

Fluharty - to screen for possible deficits in the language areas.

Joliet 3-minute Speech & Language Screener – Language deficits

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

UTILIZATION OF SCREENING RESULTS:

Results of all assessment procedures will be used to help identify children who may be in need of remedial programs. For all children screened, recommendations will be made to parents concerning things that can be done in the home to promote child development.

DISSEMINATION PROCEDURES:

The district will make an effort to inform parents of upcoming screenings through a number of different channels. Local newspaper and radio announcements will be made beginning two weeks in advance and continuing through the first day of screening. Following each screening, a conference will be held with each child's parents to discuss results and suggest activities that can be done in the home to promote child development.

IN-SERVICE NEEDS:

All staff involved in the screening for the first time will participate in training and guided practice concerning appropriate test administration, use, and logistics of the screening process.

NAME AND PURPOSE OF EACH INSTRUMENT USED – (KINDERGARTEN)

District developed checklist of skills that a child should have mastered by the end of the kindergarten program (given in spring to all children) - to assess the attainment of skills considered important for children to have mastered during the kindergarten year.

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

Vision and Hearing Screening - to identify potential problems with vision and deficits in hearing acuity. A shape chart is used to screen for vision problems for students who are unable to understand and/or follow testing directions. Screenings for vision must include (Pen light) functional assessment and Lighthouse or HVOC chart for acuity. Results must be recorded on a Summary Screening. A copy must be filed in the child's folder and parent must receive a copy of the Screening Summary in order to receive DESE screening funds. Puretone audiometric screening is conducted at 20 dB for frequencies 500, 1K, 2K, 4K, and 6K.

Informal Articulation Screening - to identify possible speech deficits. First Step, CELF-R Screening Test, or Joliet - to identify possible language deficits.

Headlice - checked yearly and as needed.

Gifted Program Identification/Screening - the Naglieri Nonverbal Ability Test (NNAT) - to identify students who have a strong possibility of meeting the criteria for our Gifted and Talented Education (G.A.T.E.) program.

UTILIZATION OF RESULTS:

Results of all assessment procedures will be used in combination to help identify children who may be in need of 1st grade remedial or gifted programs. Test data will be used to adjust curriculum and instruction.

DISSEMINATION PROCEDURES:

Teachers should inform parents at the beginning of the year about the skills children will be learning throughout the year and about what they can do to help. Parents should be updated regularly regarding student progress through progress reports, report cards and teacher contacts.

IN-SERVICE NEEDS:

All staff will be given updated information by the special needs staff on topics such as recognizing children with special needs, utilizing alternative intervention strategies, the referral process and dealing with special needs children in the classroom.

NAME AND PURPOSE OF EACH INSTRUMENT USED – (FIRST GRADE)

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

Vision/Hearing - to screen for possible disorders in hearing and visual acuity and health. A shape chart is used to screen for vision problems for students who are unable to understand and/or follow testing directions for the Snellen E chart.

Height/Weight – yearly documentation of height and weight.

Headlice – checked yearly and as needed.

Gifted Program Identification/Screening – the Naglieri Nonverbal Ability Test (NNAT) – to identify students who have a strong possibility of meeting the criteria for our Gifted and Talented Education (G.A.T.E.) program for new 1st grade students.

Otis Lennon School Ability Test (OLSAT) – to assess the development of cognitive abilities related to verbal, quantitative, and non-verbal reasoning and problem solving.

Terra Nova – to provide norm-referenced and curriculum-referenced information in reading, math, science, and social studies.

Speech and Language Screening - To identify possible articulation and language problems of students new to the district, rechecks, and referrals. *Joliet 3 Minute Speech and Language Screen* for new students, rechecks, and referrals in grades 2, 3, 4, 5, 6.

Test-taking skills (Grades 2-6) – test-taking strategies taught in classroom throughout year.

UTILIZATION OF RESULTS:

Assessment results will be used by the first grade teacher to help in planning, evaluating and adjusting, curriculum and instruction. Standardized test results will be used to help in determining which students are in need of remedial and gifted services. Checklist results will be used along with data gathered informally and parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations designed to meet the students' individual needs.

DISSEMINATION PROCEDURES:

Teachers should inform parents at the beginning of the year about the skills that will be taught throughout the year and about what they can do to help. Parents should be updated regularly regarding student progress through progress notes, report cards, and teacher contacts. Parents will receive a copy of test reports. Test results will be reported to the Board of Education.

IN-SERVICE NEEDS:

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

NAMES AND PURPOSE OF EACH INSTRUMENT USED – (GRADES 2 – 6)

Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral (Grades 2-6) - to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs.

Height/Weight – (Grades 2 – 6) yearly height and weight. *Body Mass Index (BMI)* – grades 2 and 4.

Vision Testing – (Grades 3 and 5) yearly vision screening.

Headlice – yearly and as needed.

Gifted Program Identification/Screening – the Naglieri Nonverbal Ability Test (NNAT) – to identify students who have a strong possibility of meeting the criteria for our Gifted and Talented Education (G.A.T.E.) program for new 2nd grade students.

Terra Nova (Grade 1, 2) – to evaluate individual students' performance; to evaluate curriculum and instruction at the classroom, building, and district level; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs.

Speech/Language Screening – Joliet 3 Minute Speech and Language Screen for articulation screening and/or *Clinical Evaluation of Language Fundamentals 4 (CELF 4)* for language screening for grades 2, 3, 4, 5. All Transfer-In students, Grades K – 6, will be screened.

For grade 6 – *CELF 4* only. To screen for possible problems in speech/language for rechecks, new students, and referrals.

MAP or MAP-A - Communication Arts and Math (Grades 3, 4, 5, 6) - Science (Grade 5) - Missouri State Assessment to monitor progress in communication arts, math and science.

Acuity – web-based predictive assessment for individual student performance and progress on state standards.

AIMS web – web-based benchmark and progress monitoring system to provide continuous information on individual student achievement.

Test-taking skills – test-taking strategies taught in classroom throughout year.

Specific strategies and assessments to address Show Me Standards and/or GLE's not assessed by the MAP are listed in the district curriculum guides.

UTILIZATION OF RESULTS:

When school begins each year, teachers will have access to testing information for each student coming into their classrooms. Teachers will use the results to provide instruction as needed.

Each teacher will have access to a copy of the individual student reports for the appropriate grade level. Teachers will use these results along with other information to review their classroom curriculum and instruction and to make modifications as needed.

Each teacher will use test results to set goals for the following year.

Collaborative Teams will review the standardized test and additional assessment results to aid in evaluation and adjustment of the district's curriculum. The results will be used along with data gathered informally and from parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial education, or gifted education.

DISSEMINATION PROCEDURES:

At the beginning of each school year, all parents will be notified regarding the skills their children will be expected to master during the school year. Parents will be regularly updated regarding their children's progress through progress reports, report cards and teacher contacts. Two weeks prior to achievement testing, all parents will receive a letter notifying them of test dates, explaining the purpose of the test and describing what they can do to help prepare their child for testing. Following the return of the test results, parents will receive a copy of the results. Students will receive feedback throughout the year regarding their progress toward mastering both tested and non-tested goals. Test results will be reported to the Board of Education.

IN-SERVICE NEEDS:

District counselors will annually in-service teachers regarding appropriate test administration and use of group standardized test information. All staff will participate in in-services offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, initiating the referral process, and dealing with special needs children in the classroom. The guidance staff will provide in-services to teachers and classroom presentations to students annually on test-taking skills and study skills.

NAME AND PURPOSE OF EACH INSTRUMENT USED - GRADES 7 - 12:

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

Blood Pressure Screening (Grades 7 and 9) - to screen for possible health problems. (change – no longer 11th grade)

Height and Weight – height/weight/Body Mass Index (BMI) recorded yearly for grades 7 and 9.

Vision Screening – yearly for grades 7 and 9. (change – no longer 11th grade)

Interest Inventory/American Careers Planner (Grade 7) - an inventory that yields a personality type to use with career pathways.

MAP or MAP-A - Communication Arts (Grades 7 and 8), Math (Grades 7 and 8), Science (Grade 8) - Missouri State Assessment to monitor progress in Communication Arts, Mathematics, and Science.

Acuity (Grades 7,8) – web-based predictive assessment for individual student performance and progress on state standards.

AIMS web (Grades 7, 8) - web-based benchmark and progress monitoring system to provide continuous information on individual student achievement.

EOC Exams - End of Course Examination (Grades 8 -12) - To determine the level of knowledge/mastery in Algebra I, English II, Biology, and Government.

EXPLORE Test (Grade 9) – to provide information to the student about the student’s knowledge, skills, interests, plans, needs, educational and career plans, and high school coursework plans.

PLAN Test (Grade 9) – to be used as a practice exercise for freshman who plan to take the ACT. The test also provides information for career planning, study skills, interests, educational planning, and individual needs.

PSAT - Preliminary Scholastic Aptitude Test (Grades 10 and 11 as appropriate to meet individual student needs) - to be used by the College Board for Merit Scholarship competition. It is also used as a practice exercise for sophomores so that those deciding to go to college can have the best possible scores.

ASVAB - Armed Service Vocational Aptitude Battery (Grade 11) - to assess students' academic verbal and math aptitude, along with their occupational aptitude in the mechanical, business, electronic, and health areas.

ACT - American College Testing (Grades 10, 11, and 12 as appropriate to meet individual student needs) to be used for college entrance requirements and by the district to evaluate the achievement of the college preparatory curriculum.

Specific strategies and assessments will address Show Me Standards and/or CLE’s not assessed by the MAP as listed in the district curriculum guides.

APT - Advanced Placement Tests (Grade 12) - to be taken on a voluntary basis by top-ranking seniors enrolled in select classes for the purpose of earning college credits or advance placement in college.

Test-taking skills (Grades 7-12) – test-taking strategies taught in classroom throughout year.

UTILIZATION OF RESULTS:

When school begins each year, teachers will have access to testing information for each student coming into their classrooms. Teachers will use the results to provide instruction as needed.

Teachers will have access to a copy of individual student reports for the appropriate grade level. Teachers will use these results along with other information to review their classroom curriculum and instruction and to make modifications as needed.

Each teacher will use test results to set goals for the following year.

Collaborative Teams for each subject will review the standardized test results to aid in evaluating the district's curriculum. Where necessary, modifications in curriculum or instructional emphasis may occur. Vertical Teams will work across grade levels and subject areas to ensure coordination.

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

Standardized test results will be used along with data gathered informally and from parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial education, gifted education, or vocational education.

DISSEMINATION PROCEDURES:

At the beginning of each school year, all parents will be notified regarding the skills their children will be expected to master during the school year. Parents will be regularly updated regarding their children's progress through progress reports, report cards, and teacher contacts.

Two weeks prior to achievement testing, all parents will receive a letter notifying them of test dates, explaining the purpose of the test, and describing what they can do to help prepare their child for testing.

Following the return of the test results, parents will receive a copy of the results. Students will receive feedback throughout the year regarding their progress toward mastering both tested and non-tested goals.

Students will be made aware of the opportunity to take optional tests through the following procedures:

1. Information about each optional test will be included in the student handbook.
2. A letter describing optional tests, when they will be given, and how they are used will be sent to parents at the beginning of the year.
3. Counselors will make brief presentations to classrooms describing upcoming tests and why students might want to take them.
4. Test times, locations, and administration procedures will be announced in the bulletin prior to the time the student is required to act.

Counselors and teachers will be responsible for going over the results of each test with the students. This can be done in groups or individually, as long as interpretation is thoroughly explained. Test data will be kept in the student file and released as requested upon student consent.

Testing reports will be made to the Board of Education on an annual basis.

IN-SERVICE NEEDS:

District guidance counselors will annually in-service teachers regarding appropriate group standardized test administration and use.

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

The guidance staff will provide regular in-service to teachers regarding the teaching of study skills and test-taking skills. Guidance counselors will teach units for students in the classrooms on study and test-taking skills.

STORAGE AND ACCESS BEFORE TEST ADMINISTRATION

- Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration.
- Only the test coordinator and other designated individuals will have access to test materials.
- No teacher shall have access to test booklets or be told what is in them before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).
- All Missouri assessment documents and standardized test booklets are to be stored, immediately upon receipt, in a secured area.
- When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
- The test coordinator or individual responsible for the program will assume responsibility for contacting the appropriate testing coordination site if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
- Teachers will have access to the appropriate documents, including the Test Administration Manual.

INSTRUCTIONS FOR ADMINISTRATION

- Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.
- 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 students' questions and monitoring the test setting.
- Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

TEST SECURITY AND ADMINISTRATION

- All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.
- Test booklets will be delivered to each building before the day of the test and distributed by building staff one day prior to testing. Students will not receive test booklets until time for testing to begin.
- Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
- All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
- While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
- If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

COLLECTION AND STORAGE OF TEST MATERIALS FOLLOWING TESTING

- Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
- Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts.
- Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for make-ups.
- All test make-ups will be scheduled by the 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 a-fore-stated precautions to ensure security. Test materials will be counted.

SANCTIONS AGAINST UNFAIR PRACTICES

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

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

- Copying any part of a standardized test booklet for any reason.
- Removal of a test booklet from the secure storage area except during test administration.
- Failure to return all test booklets following test administration.
- Directly teaching any test item included on a standardized test.
- Altering a student's responses to items on an answer sheet.
- Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
- Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.