

Assessment Plan

Tarkio R-I Schools

UPDATED: 6/8/2024

Assessment Rationale

Assessment implies the use of a variety of means, including periodic formative tests, teacher observations, evaluation of student performance in real-live situations, and end-of-year summative tests, to determine student capabilities. Assessments involve sampling student performance in a variety of ways so judgments and decisions can be made concerning individual students, groups of students and educational programs. The validity of judgments and decisions that are made depends on the wise choice of assessment methods, appropriate administration procedures and accurate interpretation of the results.

Goals

Information obtained through assessment shall be used in reviewing and improving individual student performance and the content and process of instruction. Information shall be used in the guidance and counseling of students about students' personal and educational choices. In addition, Assessment information will be used to drive individual student reading success plans. Assessment information has several administrative uses. Appropriate test information shall be a part of a student's permanent school record and shall be released only upon receipt of student or parent consent. Individual assessment results shall be used in combination with other information to help screen and select students for participation in certain school programs.

District Testing Coordinator: Tarkio R-1 HS Counselor

Reading Assessment Coordinator: Tarkio R-1 Title 1 Teacher

Pre-School Screening (Infants to Age 5)

ASSESSMENT DATA COLLECTION

Tarkio R-1 Pre-School- The Tarkio R-1 School District utilizes Standards Based Grading and data collection in the Preschool Classroom. Priority Standards based on the Missouri Early Learning Standards will be used to determine student success and intervention needs.

Parents as Teachers (PAT) screening: Held at preschool annually.

ASQ (Ages and Stages Questionnaire) – used to gather information in the areas of communication, gross motor, fine motor, problem solving and personal social development.

Brigance Diagnostic Inventory of Early Development– used to identify reading readiness and language development. Measures the four areas of gross and fine motor, concepts and communication.

Utilization of Screening Results

The screening team will meet to discuss each child's results and to determine an appropriate course of action for each child. 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 persons for further assessment.

Results of screening will be used to help plan further evaluation. Screening results will be forwarded to teachers in the district's regular early childhood program for instructional use. Screening results will not be used to identify children for placement in any program.

Testing Conditions and Personnel

Screening will be conducted by a multidisciplinary team which may include the parent educator, early childhood teachers, the speech/language specialist, the school nurse, and parent volunteers. Following screenings, a team of at least three individuals involved in the screening will meet to discuss the results for each child. Re-screens will be conducted as needed.

Dissemination Procedures

The district will make an effort to notify parents of upcoming screenings through a number of different channels. Results of screenings will be shared with parents and other appropriate individuals. If there is an area that needs to be discussed with parents, a conference will be held 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 PAT program. Appropriate screening results will also be forwarded to appropriate early childhood teachers for instructional use.

In-service Needs: Provided Through PAT

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. Following screenings, the parent educator will offer informational meetings for parents to discuss child development and activities that can be done in the home to promote development.

Pre- Kindergarten Assessment

Brigance Diagnostic Inventory of Early Development– used to identify reading readiness and language development. Measures the four areas of gross and fine motor, concepts and communication.

- * Parent Questionnaire - to gather information regarding prenatal care, birth health and developmental history, social skills, vision, hearing, immunizations.
- * Physical Measurement - to compare height and weight to expected standards.
- * Dental Check - to identify possible problems with teeth or gums.
- * Vision Check - to identify problems in vision such as lazy eye, poor vision, and depth.
- * Hearing Check - to measure the quality of hearing.

Utilization of Results

Results of all assessment procedures will be used in combination to help identify children who may be in need of extra programs. Checklist results will be used by the teacher to assist in planning instruction for students. The screening team will utilize all available information to make decisions regarding students who may have disabilities or who may be eligible for remedial education.

Vision/health checks will be conducted prior to other testing to help ensure the validity of other test results. Children failing this screen will be referred to appropriate medical personnel. Children failing this screen will not be tested if potential difficulties could negatively influence test results in any way. Children not tested at this time will be tested at a later date.

Decisions will be based on consideration of all results and will be a team decision. No cutoff scores will be established as children may score low on one or more parts of the assessment for reasons other than low ability. Children who the team feels are performing as well as, or better than, the average child entering kindergarten will be accepted.

Testing Conditions and Personnel

The children will be scheduled to come in intervals during which time they will be screened for vision/hearing/health concerns and parent interviews will be conducted.

Dissemination Procedures

One individual will be designated to coordinate early entry assessment and will be responsible for scheduling, ordering assessments, filling out identifying information on protocols, etc. A team member will arrange a conference with parents to explain the test results and the decisions made by the team.

In-Service Needs

Each team member will be trained in advance as needed concerning the administration and interpretation of his or her part of the assessment process.

Kindergarten

* Standards Based Priority Standards- to assess the attainment of skills considered important for children to have mastered during the Kindergarten year. These Priority Standards are aligned with the Missouri Learning Standards for Kindergarten.

*Really Great Reading Assessment– to measure reading skills for interventions and title programs.

*STAR ASSESSMENTS EARLY LITERACY - to measure reading skills for interventions and title programs. Assessments used in the Kindergarten Classroom include: Letter naming fluency, phoneme segmentation fluency, nonsense word fluency sounds, nonsense word fluency words, word recognition fluency among others

*KOF- Utilized during the first 30 days of school to determine a student's kindergarten readiness. Utilized to identify areas of strengths and areas for growth.

*STAR Math Assessment- to measure math skills for interventions and title programs. Information gathered will be used to help determine instructional grouping and individual student needs.

*Arkansas Rapid Naming Screener- (As Needed) It is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in Essentials of Dyslexia Assessment and Intervention.

Utilization of Results

Results of all assessment procedures will be used in combination to help identify children who may be in need of Kindergarten Title1 programs and Individual Student Reading Success Plans. Checklist

results will be used by the Kindergarten teacher to assist in planning instruction for students. The kindergarten teacher will use checklist results to help in evaluating curriculum instruction. The screening team will utilize all available information to make decisions regarding students who may have disabilities or who may be eligible for remedial education.

Testing Conditions and Personnel

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative strategies, and participating in evaluation teams as needed.

Dissemination Procedures

Teachers should inform parents at the beginning of the year about the things children will be learning and doing throughout the year, and about what they can do to help. Parents should be updated regularly regarding student progress. Students whose children are referred for remedial program assessment will be informed of the results of that assessment

In-Service Needs

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/referral processes, and dealing with special needs children in the classroom.

First Grade & Second Grade

* Standards Based Priority Standards- to assess the attainment of skills considered important for children to have mastered during the 1st and 2nd grade year. These Priority Standards are aligned with the Missouri Learning Standards for each grade level.

*Really Great Reading Assessment– to measure reading skills for interventions and title programs.

*STAR Reading Assessment- to measure reading skills for interventions and title programs. Assessments used in the 1st and Second Grade Classroom include: Letter naming fluency, phoneme segmentation fluency, nonsense word fluency sounds, nonsense word fluency words, word recognition fluency, Oral Reading Fluency. In addition, used to measure grader level reading comprehension. These assessments also have a Dyslexia Screener.

*STAR Math Assessment- to measure math skills for interventions and title programs. Information gathered will be used to help determine instructional grouping and individual student needs.

*Arkansas Rapid Naming Screener- (As Needed)It is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in Essentials of Dyslexia Assessment and Intervention

Utilization of Results

Assessment results will be used by the first grade teacher to help in planning and evaluating curriculum and instruction. Results will be used to help in determining which students are in need of second grade Title I services. The screening team will utilize all available information to make decisions regarding students who may have disabilities or who may be eligible for remedial, gifted, or multicultural education.

Testing Conditions and Personnel

The classroom teacher will be responsible for providing informal reading assessments. The school nurse will conduct vision and hearing screens and health checks at the beginning of the school year. All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative interventions and participating on evaluation teams as needed.

Dissemination Procedures

The classroom teacher will provide parents with a list of things that will be taught during the year in each subject area. Parents will be regularly informed of their child's progress.

In-service Needs

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, the referral process, and dealing with special needs children in the classroom.

Third Grade, Fourth Grade, & Fifth Grade

- * Standards Based Priority Standards- to assess the attainment of skills considered important for children to have mastered during the 3rd, 4th and 5th grade year. These Priority Standards are aligned with the Missouri Learning Standards for each grade level.
- * Missouri Assessment Program (MAP) - to evaluate individual students' performance; to evaluate curriculum and instruction in the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs.
- *STAR Reading Assessment - to measure reading skills for interventions and title programs. Assessments used in the 3rd, 4th, 5th and 6th Grade Classroom include: nonsense word fluency sounds, nonsense word fluency words, word recognition fluency and Oral Reading Fluency. In addition, these assessments are utilized to measure grade level reading comprehension. There is also a Dyslexia Screener.
- *STAR Math Assessment- to measure math skills for interventions and title programs. Information gathered will be used to help determine instructional grouping and individual student needs.

Testing Conditions and Personnel

The MAP will be given over a 2-week period. Practice Tests will be given prior to testing when applicable and available. The MAP will be given in the classroom by the child's teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the test is being administered.

IEP students who require modification in testing will be grouped according to their testing needs when possible. At each building, the counselor will be responsible for ensuring ease in administration. The counselor will work with special education teachers to assist in following appropriate procedures in modifying administration. The district designated test coordinator will be responsible for ordering testing materials, distributing them, and coordinating district-wide test administration.

The school nurse will conduct vision and hearing screens at the beginning of the school year. All educational staff will be responsible for assisting the screening team by monitoring students' progress,

making referrals, instigating alternative intervention strategies, and participating on evaluation teams as needed.

Utilization of Results

Before school starts each year, teachers will be encouraged to verify and supplement student results using other achievement data and formative test results and to provide instruction as needed. Each teacher will be encouraged to verify pupil lists and the grade level expectations for the grade they teach. Teachers will be encouraged to use this information to review their classroom curriculum and instruction and make modifications as needed. Additionally, each teacher will be encouraged to use test results to set goals for the following year.

MAP 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 or remedial education.

Children who do not pass any part of the vision or hearing screen, or who are observed to be in poor health will be referred through their parents to appropriate medical personnel, unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multi-disciplinary assessment.

Dissemination Procedures

At the beginning of each school year, all parents will be notified regarding the skills their child will be expected to master during the school year. Parents will be regularly updated regarding their children's progress towards meeting these goals. The child's teacher will be responsible for initiating contacts. Prior to the MAP testing, all parents will receive notification of test dates explaining the purpose of the test, and describe what they can do to help prepare their child for testing.

Following the return of the test results, test results will be distributed. Parents will be given the opportunity to visit with teachers about their child's results and information regarding things they might do to help their child with key skills not mastered.

In-Service Needs

The district MAP coordinator will annually review teachers regarding appropriate test administration and use. All staff will participate in in-services held 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. The counselor will provide information to teachers regarding the teaching of test taking skills and study skills on a needs basis.

Sixth, Seventh & Eighth Grades

*Renaissance STAR Benchmark Assessments- given 3 times yearly to students to assess academic performance levels in Math and ELA

*Missouri Assessment Program (MAP) - to evaluate individual students' performance; to evaluate curriculum and instruction in the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs.

*Missouri Connections – to assess student’s career interests, search different careers. Post-secondary schools and to record their Personal Plan of Study (aka Four Year Plan) and begin developing an Individualized Academic and Career Plan (ICAP).

*Semester Exams – to determine a student's cumulative semester progress. May be exempt due to attendance.

Testing Conditions and Personnel

The MAP will be given in the classroom by the assigned teacher. Efforts will be made to ensure that the testing environment is comfortable and free of distractions. The teacher will remain in the classroom at all times while the test is being given. The test will be administered over a two-week period. IEP students who require modification in testing will be grouped according to their testing needs when possible. The counselor will be responsible for distributing and collecting tests and for ensuring ease of administration. The counselor will work with special education teachers to help them in following appropriate procedures when modifying test administration. The district designated test coordinator will be responsible for ordering tests, and for administering the tests according to district policy.

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative intervention strategies, and participating on evaluation teams as needed. The school nurse will conduct vision and hearing screens and health checks at the beginning of the school year.

Utilization of Results

Teachers will be encouraged to verify student reports for each student coming into their classrooms. Teachers will be encouraged to verify and supplement these results with other achievement data and formative test results and provide instruction as needed. Teachers are encouraged to view pupil list reports and grade level key skill reports for the grades and subjects they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Teachers will also be encouraged to use the test results to set goals for the following year.

Results of the MAP will be utilized in conjunction with other information to help students plan their educational programs and to make wise decisions. Standardized test results will be used along with data gathered informally and from parents/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 educational services and remedial education.

Students who do not pass all parts of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel, unless the student has a chronic debilitating condition or medically fragile, in which case the evaluation procedures become part of the multi-disciplinary assessment.

Dissemination Procedures

Dissemination procedures for the MAP will be the same as for grades three and four. In the spring of the 8th grade, the counselor will meet with each student to develop a tentative four year plan using information from Missouri Connections and other resources to formulate a plan. Test results, grades, interests and student preferences will all be taken into account. The plan will be revised annually with the student based on updated information and interest. Test data will be kept in the student file and released upon student consent.

In-Service Needs

All staff will participate in in-services held by the district test coordinator and special needs staff on topics such as: test administration, recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom. The counselor will provide information to teachers regarding the teaching of test taking skills and study skills on a needs basis.

Ninth Grade, Tenth Grade, Eleventh Grade and Twelfth Grade

*MAP – End of Course Assessments – to assess a student's end of course knowledge in a subject. These state assessments are given in Biology, Algebra 1, English 1, English 2 and Government.

* ACT (Grades 9-12) - ACT will be encouraged for all College Bound Students.

*PSAT/NMSQT - The Pre-Scholastic Aptitude Test (PSAT) is a National Merit Scholarship Qualifying Test (NMSQT) administered to Juniors in reading, writing, language, and math.

*Renaissance STAR Benchmark Assessments- given as needed to students in grades 9 and 10 to assess academic performance levels in Math and ELA

*Missouri Connections – to assess student's career interests, search different careers. Post-secondary schools and to update their Individualized Academic and Career Plan (ICAP).

*Semester Exams – to determine a student's cumulative semester progress. May be exempt due to attendance.

* A.S.V.A.B. (Grade 11/12) - Armed Services Vocational Aptitude Battery to help students identify what things they can learn easily or perform well. This assessment also serves as a career assessment. Juniors and Seniors who are interested in joining the military may take the ASVAB as many times as they wish.

Testing Conditions and Personnel

The MAP EOC will be given in the classroom by the assigned teacher. Efforts will be made to ensure that the testing environment is comfortable and free of distractions. The teacher will remain in the classroom at all times while the test is being given. The test will be administered during the class period. IEP students who require modification in testing will be grouped according to their testing needs when possible.

The counselor will be responsible for distributing and collecting tests and for ensuring ease of administration. The counselor will work with special education teachers to help them in following appropriate procedures when modifying test administration. The district designated test coordinator will be responsible for ordering tests, and for administering the tests according to district policy.

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative intervention strategies, and participating on evaluation teams as needed. The school nurse will conduct vision and hearing screens and health checks at the beginning of the school year.

Utilization of Results

Teachers will be encouraged to verify student reports for each student coming into their classrooms. Teachers will be encouraged to verify and supplement these results with other achievement data and formative test results and provide instruction as needed. Teachers are encouraged to view pupil list reports and grade level key skill reports for the grades and subjects they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Teachers will also be encouraged to use the test results to set goals for the following year.

Results of the MAP will be utilized in conjunction with other information to help students plan their educational programs and to make wise decisions. Standardized test results will be used along with data gathered informally and from parents/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 educational services and remedial education.

Students who do not pass all parts of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel, unless the student is expected of having disabilities, in which case the evaluation procedures become part of the multi-disciplinary assessment.

Dissemination Procedures

Dissemination procedures for the EOC will be the same as for MAP assessment grades three and four.

In-Service Needs

The district MAP/EOC coordinator will annually review teachers regarding appropriate test administration and use. All staff will participate in in-services held 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. The counselor will provide information to teachers regarding the teaching of test taking skills and study skills on a needs basis.

HEALTH SCREENING DATA COLLECTION

All students in K-12 will have a yearly Health Screening based on the recommendations from DHSS and DESE'S school health manual. Data will be used to identify potential health issues that might impede the learning of the district's students and will be provided to parents for their information and ability to follow up on potential issues with their individual healthcare provider.

* Parent Questionnaire - to gather information regarding prenatal care, birth health and developmental history, social skills, vision, hearing, immunizations. Information gathered when students initially enroll and then they fill out an annual health form.

* Physical Measurement - to compare height and weight to expected standards.

* Dental Check - Mobile Dentist offered yearly to identify possible problems with teeth or gums.

*Vision Check - to identify problems in vision such as lazy eye, poor vision, and depth.

*Hearing Check - to measure the quality of hearing.

*Blood Pressure - as needed for assessment based on student symptoms

*SPED Screenings- Appropriate healthcare screenings are held in conjunction with the SPED referral evaluation process.

School Wide Test Security Measures

All standardized testing materials shall be stored, distributed and collected according to procedures which insure the security and authorized access to test booklets. The Superintendent shall designate a District test coordinator who will direct the administration and security procedures for each testing site. The District test coordinator will train test examiners when appropriate, receive and store district test materials and return district test materials.

Special Education Testing

As a result of screening and implementation of alternative strategies suggested by building level teacher support teams, a student may be referred for an individual evaluation if the team suspects a possible educational disability. Students identified to potentially receive special education services will be assessed by either the District SPED Personnel, or consultants from ACES or other outside testing agencies. These assessments will be administered through the district's Special Education Compliance Plan.

Test	Responsible	Age	Date
ASQ-III	PAT Instructor	Birth-Age 4	Voluntary
Brigance	PAT Instructor	Birth-Age 4	Voluntary
Parent Questionnaire	PAT Instructor	Birth-Age 4	Voluntary
Observation	PAT Instructor	Birth-Age 4	Voluntary
Physical Measurement	Nurse	Birth-Age 4 Early Childhood-Grade 12	Voluntary Yearly
Dental Check	Nurse	Birth-Age 4 Early Childhood-Grade 12	Voluntary Yearly
Vision	Nurse	Birth-Age 4 Early Childhood-Grade 12	Voluntary Yearly
Hearing	Nurse	Birth-Age 4 Early Childhood-Grade 12	Voluntary Yearly

Blood Pressure	Nurse	Birth-Age 4 Early Childhood-Grade 12	As Needed for assessment purposes
Kindergarten Screening (Brigance Early Entry Screening	Kindergarten Teacher	Age 4-5	Spring
KOF	Kindergarten Teacher	K	First 30 days of school
Standards Based Grading	Classroom Teachers	PK-5th	Ongoing/Yearly
NWEA Benchmarking	Classroom Teachers.	6th-10th grade	3 times a year
STAR testing Reading	Title Reading and Classroom Teachers	K-6	3 times a year benchmark/ Also used for Progress Monitoring
Really Great Reading	Title Reading and Classroom Teachers	K-2, 3-6 as needed	3 times a year
STAR testing- Math	Title Math and Classroom Teachers	K-5	3 times a year benchmark/ Also used for Progress Monitoring
MAP testing	Classroom Teachers- Testing Coordinator	3-8	Spring
EOC testing	Classroom Teachers- Testing orCoordinator	Biology, Algebra I, Government, English I, II	Spring
ASVAB	Counselor	Grade 10 Grades 11-12 Optional	Fall
Missouri Connections	Counselor	Various Grades	Ongoing
ACT	Counselor-distributes information and helps with sign up	Grades 7-12 (optional)- students sign up on their own with assistance	Oct, Dec, Feb, Apr, June
Arkansas Rapid Naming Screener	Title Reading	Grades K-12	As Needed