

WARRENSBURG R-VI SCHOOL DISTRICT



TESTING PROGRAM AND TESTING CALENDAR

2022-2023

Approved by the Warrensburg R-VI Board of Education on

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RATIONALE FOR TESTING

The testing program of the Warrensburg R-VI School District involves sampling of students' performance in order that judgments and decisions may be made concerning individual students, groups of students, and educational programs of the district. The testing program is built on the principle that various abilities, aptitudes and skills appear at different ages for different people and if students are to have the opportunity to realize their own unique potential, their strengths and limitations must be identified as early as possible.

USE OF TESTS

The testing and evaluation program in the Warrensburg R-VI School District is a continuous cooperative process for obtaining information. Evaluation provides information (a) to students and their parents, as an aid for self-understanding as well as for educational and vocational planning; (b) to teachers as an aid for improvement of instruction; and (c) to administrators, as a basis for planning and decision-making, a data base for reporting to funding agencies and evaluating the effectiveness of instructional programs and identification of areas for instructional improvement.

VALIDITY OF TEST SCORES

A variety of factors can have an influence on the student's performance on a given test. Although test scores are not a perfect measure of how well a student is performing, tests do provide valuable information on the student's learning strengths and weaknesses.

EFFECTIVE TEST TAKING ENVIRONMENT AND TEST TAKING SKILLS

In a test taking situation teachers attempt to create a relaxed, positive testing environment and attempt to promote students' emotional and physical preparedness for testing. Through the elementary classroom teachers and the counselor, children are taught test taking skills. These skills are reinforced at the Middle School through Life 101 and the Study Skills class and at the High School through a unit in the Citizenship class. Training by school counselors and classroom teachers in handling standardized testing situations helps decrease test anxiety and increase confidence.

OFF-GRADE ASSESSMENT AND LOCAL ASSESSMENT ON SHOW ME STANDARDS

The Warrensburg R-VI School District will be using district-developed performance assessments to address off-grade and off-subject area testing. Results will be used to help track mastery of the Show Me Standards. Any goals or standards not addressed by the MAP or the district-developed performance assessment will be addressed in classroom activities and assessments. The goals and standards which cannot be assessed by a paper and pencil test will have a classroom level task or assignment that demonstrates the district is measuring these areas.

ASSESSMENT OF SPECIAL POPULATIONS

Special populations will be included in statewide and district assessment programs, with appropriate accommodations where necessary. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do.

TEST SECURITY POLICY

The Warrensburg R-VI School District has a policy pertaining to test security and is located in the Board of Education Rules and Regulations.

RIGHTS OF PARENTS

Parents and legal guardians are provided the opportunity and are encouraged to view the results of all school testing. School records are kept confidential; however, parents have access to their child's cumulative record file until the student reaches age 18. Individuals have the right to due process under the law when questions are raised about appropriate educational procedures.

For further information regarding the testing program, contact the Executive Director of Academic Services, Mrs. Susan Crooks, 201 S. Holden Street, Warrensburg, Missouri, Phone No. 660-747-7823, or your child's school.

ELEMENTARY TESTING

| Assessment | Grade Level | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | Student Group(s) | State Required | |
|--|-------------|-----------------------------------|------|-----|-----|-----|--------------------|-----|-----|-------------|-----|---|---|---|
| District-Developed Checklist of Basic Skills: Reading, Language Arts, Math | K | Aug | | | | | | | | | May | All | | |
| DIBELS | K | Prior to January 31 st | | | | | | | | | | | All | * |
| DIBELS | 1-3 | First 30 Days of School | | | | | | | | | | All | * | |
| District-Developed Performance Assessments: Math, Comm. Arts, Science and Social Studies | K-5 | August - May | | | | | | | | | | | All | |
| WIDA ACCESS Placement Test (W-APT) | K-5 | August - May | | | | | | | | | | | English Language Learner (ELL) Students New to District | * |
| Developmental Reading Assessment 2 (DRA 2) | K-5 | | Sept | | | | Jan | | | April | | Individual Students | | |
| STAR 360 | K-5 | Aug | Sept | | | Dec | Jan | | | April | May | All | | |
| Map-A (Alternate) | 3-5 | | | | | | January - February | | | | | Special Education Students not participating in MAP Grade-Level Assessments | * | |
| WIDA ACCESS | K-5 | | | | | | January - February | | | | | English Language Learner (ELL) Students | * | |
| MAP Grade-Level Assessments | 3-5 | | | | | | | | | April - May | | All | * | |

| Name of Test | Purpose of Test | Use of Results | Dissemination of Test Results | Administered By |
|---|--|--|--|---------------------------|
| Developmental Reading Assessment 2 (DRA2) | Identify student reading level | Planning for individual needs | Parent conferences | Teachers |
| DIBELS | Dyslexia Screening | Identification of students at risk for dyslexia | Parent Letter | Teachers/SLPs |
| District Developed Checklist of Basic Skills: Reading, Language Arts and Math | Helps identify students in need of Title I services | Plan appropriate program for children | Conferences | Kindergarten Teachers |
| District Developed Performance Assessments: ELA, Math, Science and Social Studies | Measures concepts, processes and objectives in the areas of communication arts, math, science and social studies | Planning for individual needs of students; planning curriculum changes and revisions | Printout of results sent home | Teachers |
| Missouri Assessment Program Alternate (MAP-A) | Measures concepts, processes and objectives in the areas of communication arts and math | Planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Special Services Teachers |
| Missouri Assessment Program (MAP) Grade-Level Assessments: Communication Arts, Math and Science | Assesses students' progress toward meeting the Missouri Learning Standards that Missouri students should acquire by the time they complete high school | Planning curriculum changes and revisions; planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Teachers |
| iReady, NWEA | Assesses student's math, reading and early literacy skills in order to determine overall achievement. | Planning for individual needs | Parent conferences | Teachers |
| WIDA ACCESS Placement Test (W-APT) - English Language Proficiency Assessment | The W-APT identifies ELLs and assists in appropriate placement in a language instruction educational program. | Planning for individual needs of students and assigning ELLs to one of the three tiers for ACCESS testing. | Parent conferences | ELL Teachers |
| WIDA ACCESS for ELLs - English Language Proficiency Assessment | Measures annually the progress Missouri's ELLs are making in the acquisition of their English language skills | Planning curriculum changes and revisions; planning for individual needs of students; determining AMAOs | Printout of results sent home; district results reported at Board of Education meeting | ELL Teachers |

MIDDLE SCHOOL TESTING

| Assessment | Grade Level | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Student Group(s) | State Required | |
|--|-------------|--------------|-----------------|-----|-----|-----|--------------------|-----|-----|-------------|-----|--|----------------|--|
| District-Developed Performance Assessments: Math, Comm. Arts, Science and Social Studies | 6-8 | August - May | | | | | | | | | | All | | |
| NWEA | 6-8 | August - May | | | | | | | | | | All | | |
| WIDA ACCESS Placement Test (W-APT) | 6-8 | August - May | | | | | | | | | | English Language Learner (ELL) Students New to District | * | |
| Career Finder/Exploring Career Paths | 8 | | September - May | | | | | | | | | | All | |
| Map-A (Alternate) | 6-8 | | | | | | January - February | | | | | Special Education Students not participating in MAP GL Assessments | * | |
| WIDA ACCESS | 6-8 | | | | | | Jan - Feb | | | | | English Language Learner (ELL) Students | * | |
| MAP Grade-Level Assessments | 6-8 | | | | | | | | | April - May | | All | * | |
| MAP End-of-Course Assessments | 7-8 | | | | | | | | | April - May | | Students enrolled in Algebra I | * | |

| Name of Test | Purpose of Test | Use of Results | Dissemination of Test Results | Administered By |
|--|---|---|--|---|
| District Developed Performance Assessments: Communication Arts, Math, Science and Social Studies | Measures concepts, processes and objectives in the areas of communication arts, math, science and social studies | Planning for individual needs of students; planning curriculum changes and revisions; placement criteria for Gifted and Title program | Printout of results sent home; Graded tests; reported at Board of Education meeting | Classroom Teachers |
| Exploring Career Paths | Helps students select three career paths for career exploration | Assists students in planning short and long-range educational/career paths | Booklet given to students and results used for selection of high school classes | Counselor |
| Missouri Assessment Program Alternate (MAP-A) | Measures concepts, processes and objectives in the areas of communication arts and math | Planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Special Services Teachers |
| Missouri Assessment Program (MAP) Grade-Level Assessments: Communication Arts, Math and Science | Assesses students' progress toward meeting the Missouri Learning Standards that students should acquire by the time they complete high school | Planning curriculum changes and revisions; planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Classroom and Special Services Teachers |
| Missouri Assessment Program (MAP) End-of-Course Assessments: Algebra I | Assesses students' progress toward meeting the Missouri Learning Standards that students should acquire by the time they complete high school | Planning curriculum changes and revisions; planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Classroom and Special Services Teachers |
| NWEA | Assesses student's math and reading skills in order to determine overall achievement. | Planning for individual needs | Parent conferences | Classroom Teachers |
| WIDA ACCESS Placement Test (W-APT) - English Language Proficiency Assessment | The W-APT identifies ELLs and assists in appropriate placement in a language instruction educational program. | Planning for individual needs of students and assigning ELLs to one of the three tiers for ACCESS testing. | Parent conferences | ELL Teachers |
| WIDA ACCESS for ELLs - English Language Proficiency Assessment | Measures the progress of ELL students in the acquisition of their English language skills | Planning curriculum changes and revisions; planning for individual needs of students; determining AMAOs | Printout of results sent home; district results reported at Board of Education meeting | ELL Teachers |

HIGH SCHOOL TESTING

| Assessment | Grade Level | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July | Student Group(s) | State Required |
|---|-------------|--------------|------|-----|----------------------------|-----|--------------------|-----|-------|----------------------|-----|----------------------|---|---|----------------|
| District-Developed Performance Assessments: Math, Science | 9-12 | August - May | | | | | | | | | | | All | | |
| District-Developed Performance Assessments: Communication Arts, Social Studies | 9-12 | August - May | | | | | | | | | | | All | | |
| Scholastic Reading Inventory (SRI) | 9-11 | August - May | | | | | | | | | | | All | | |
| WIDA ACCESS Placement Test (W-APT) | 9-12 | August - May | | | | | | | | | | | English Language Learner (ELL) Students New to District | * | |
| COMPASS | 11-12 | August - May | | | | | | | | | | | Optional assessment for students | | |
| Pre-ACT | 10 | | Sept | | | | | | | | | | | All Students in Grade 10 | |
| American College Testing (ACT) | 9-12 | | Sept | Oct | | Dec | | Feb | | April | | June | | Optional assessment for students | |
| Scholastic Aptitude Test (SAT) | 9-12 | | | Oct | Nov | Dec | | | March | | May | June | | Optional assessment for students | |
| Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT) | 10-12 | | | Oct | | | | | | | | | | Optional assessment for students | |
| Armed Services Vocational Aptitude Battery (ASVAB) | 9-12 | | | Oct | | | | | | | | | | Optional assessment for students | * |
| MAP End-of-Course Assessments | 9-12 | | | | November - December (Fall) | | | | | April - May (Spring) | | June - July (Summer) | | Students enrolled in Algebra I, Biology, English II, Government, Algebra II (if Algebra I was taken in Middle School) | * |
| Map-A (Alternate) | 10-11 | | | | | | January - February | | | | | | | Special Education Students not participating in MAP Grade-Level Assessments | * |
| WIDA ACCESS | 9-12 | | | | | | January - February | | | | | | | English Language Learner (ELL) Students | * |
| American College Testing (ACT) | 11 | | | | | | | | | April-May | | | | All Students in Grade 11 | |
| Advanced Placement Tests | 11-12 | | | | | | | | | | May | | | Students enrolled in Advanced Placement Courses | |

HIGH SCHOOL TESTING (Continued)

| Name of Test | Purpose of Test | Use of Results | Dissemination of Test Results | Administered By |
|---|---|---|--|---|
| Advanced Placement Tests | Opportunity for students to pursue college level studies while in high school and to receive college credit through a standardized test | College and high school credit | Printout of results given to students | Counselors |
| American College Testing (ACT) | College entrance | Indicator of how students compare with other college-bound students locally, statewide and nationally; educational and vocational guidance and counseling | Printout of results sent to students | Various locations in Missouri |
| Armed Services Vocational Aptitude Battery (ASVAB) | Vocational aptitude | Educational and vocational guidance and counseling | Printout of results given to students | Civil service employee, counselors |
| COMPASS | College entrance | Evaluate students' skill levels and place in appropriate classes | Printout of results sent to students | Various locations in Missouri |
| District Developed Performance Assessments: Communication Arts, Math, Science and Social Studies | Measures concepts, processes and objectives in the areas of communication arts, math, science and social studies | Planning for individual needs of students; planning curriculum changes and revisions; placement criteria for Gifted and Title program | Printout of results sent home; reported at Board of Education meeting; Graded tests | Classroom Teachers |
| Missouri Assessment Program Alternate (MAP-A) | Measures concepts, processes and objectives in the areas of communication arts and math | Planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Special Services Teachers |
| Missouri Assessment Program (MAP) End-of-Course Assessments: Algebra I, Algebra II, Biology, English II, Government | Assesses students' progress toward meeting the Missouri Learning Standards that students should acquire by the time they complete high school | Planning curriculum changes and revisions; planning for individual needs of students; determining APR; Goal achievements | Printout of results sent home; district results reported at Board of Education meeting | Classroom and Special Services Teachers |
| Pre-ACT | Predicts student performance on the ACT and can be used for college and career planning. | High school, college and career planning for students. | Printout of results given to students | Counselors |
| Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT) | Qualifying for Missouri Scholar's program; allow students to compete for National Merit Scholarship | Placement in Missouri Scholar's program; indicator of how students compare academically with other junior college bound students | Printout to students – school gets a copy | Counselors |
| Scholastic Aptitude Test (SAT) | College entrance | Indicator of how students compare with other college-bound students locally, statewide and nationally; educational and vocational guidance and counseling | Printout of results sent to students | Various locations in Missouri |
| Scholastic Reading Inventory (SRI) | Identify student reading level | Planning for individual needs | Parent conferences | Classroom Teachers |
| WIDA ACCESS Placement Test (W-APT) - English Language Proficiency Assessment | The W-APT identifies ELLs and assists in appropriate placement in a language instruction educational program. | Planning for individual needs of students and assigning ELLs to one of the three tiers for ACCESS testing. | Parent conferences | ELL Teachers |
| WIDA ACCESS for ELLs - English Language Proficiency Assessment | Measures annually the progress Missouri's ELLs are making in the acquisition of their English language skills | Planning curriculum changes and revisions; planning for individual needs of students; determining AMAOs | Printout of results sent home; district results reported at Board of Education meeting | ELL Teachers |

Warrensburg R-VI School District
Test Security Regulation 6420
Revised July 7, 2022

Storage and Access

1. The Executive Director of Academic Services will be responsible for ordering, storing, securing, and distributing all Missouri assessment documents and standardized test booklets. The Executive Director of Special Programs will be responsible for ordering, storing, securing, and distributing all tests used in special services programs.
2. Upon receipt of the tests, the Executive Director of Academic Services will carefully check all materials and report any inaccuracy between the number requested and the number received to the publishing company.
3. Missouri assessment documents and standardized test booklets will remain untouched until they are distributed for administration. During this time, test booklets will be stored in a secure area in the district central office building. Only the Executive Director of Academic Services and other designated individuals will have access to test materials.
4. The Executive Director of Academic Services will carefully sort test documents in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
5. The special services tests will be stored in each building in a locked central location as designated by the principal. The principal and psychological examiner will be responsible for the tests located in the buildings.
6. 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).
7. Teachers will have access to the appropriate documents, including the Test Administration Manual, approximately one week prior to the test administration.
8. Only those people who will administer a special services test will have access to the test protocols or the test materials, except for review of test results during staffing when results are being interpreted by qualified examiners.

Instructions for Administration

1. Prior to the first day of testing, all staff involved in test administration will be required to participate in an in-service and/or DESE webinar designed to train test administrators in administration procedures, led by the Executive Director of Academic Services, psychological examiners or counselors.
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 students' questions and monitoring the test setting, and will include distribution of the district test security policy.

Test Administration

1. All standardized and/or statewide tests will be administered by the classroom teachers and counselors in an appropriate manner compliant with testing guidelines.
2. Special services tests will be administered by a staff member who is qualified in the area being assessed in an appropriate manner compliant with testing guidelines.
3. Test booklets will be delivered to each building principal before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.
4. 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.
5. 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.
6. While the test is being given, building administrators and other designated individuals will move between classrooms or other testing locations to help monitor administration and to provide assistance as needed.

7. 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 the building test coordinator, and stored in a secure location by the building test coordinator.
8. Make-up testing will be given following the general administration of the test. A designated person in each building will administer the test according to specified administration procedures, taking all previously stated precautions to insure security. Test materials will be counted.

Collection and Storage of Test Materials Following Testing

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Special services test protocols will be collected from the students and stored in a secure area.
2. Test booklets will be re-counted by the Executive Director of Academic Services and counselors, and these counts will be documented and checked against pre-administration counts.
3. Test booklets will be sorted and packaged, according to directions, by the Executive Director of Academic Services and counselors. All test materials will be stored in a secure area in the district central office while sorting for mailing, and sent for scoring as expediently as possible.
4. Upon completion, special services tests will be scored, and the test booklets will be stored in a secure location along with the other records of the student.

Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices. The following list is a description of unfair practices which the district considers inappropriate:
 - a. Copying any part of a standardized test booklet for any reason.
 - b. Removal of a test booklet from the secure storage area except during test administration.
 - c. Failure to return all test booklets following test administration.
 - d. Directly teaching any test item included on a standardized test by copying the item from the test verbatim or specifically coaching or supplying the exact appearance or sequence of answers.
 - e. Altering a student's responses to items on an answer sheet.
 - f. 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.
 - g. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
 - h. Any other practice which violates administration procedures established by the test producer and which positively or negatively affects student performance beyond normal instruction or student variance.
2. If a district staff person is suspected of engaging in any unfair practice, an immediate investigation will occur. The investigation procedures and participants will be under the Executive Director of Academic Services. Established due process and appeal procedures will be followed as stated in Board Policy.
3. The Board of Education may assess for a verified unfair practice, penalties which include, but are not limited to:
 - a. First Verification – written reprimand in personnel file.
 - b. Second Verification – three (3) days unpaid suspension from school.
 - c. Depending upon the nature or impact of such verified unfair practices, further actions such as long-term suspension, reassignment of personnel, termination of employment, or petition for removal of licensure might also occur.