![Hazelwood School District — High Expectations For All!]

Hazelwood School District 2022-2023 Assessment Plan

The Hazelwood School District (HSD) Assessment Plan is designed to provide guidelines for assessing students from pre-kindergarten through grade 12. The plan incorporates a variety of methods to determine student abilities and performance. Assessments can include formative assessments, parent/teacher/administrator observations, summative assessments, and standardized assessments. The assessment information is necessary to support decisions made regarding individual students, groups of students, and educational programs. The goal of analyzing assessment data is to improve instruction and, ultimately, student learning. The Hazelwood Assessment Plan represents a comprehensive approach to evaluating student achievement. For an assessment plan to be considered comprehensive and effective, it must offer more than one set of measurable variables of student performance. The plan meets the following needs:

Students	Program Evaluation	Accountability
- Provides content and process benchmarks of student performance that align with state and national performance standards. - Provides screening and/or evaluation requirements for intervention programs such as Title I, special education, English language learners, and gifted education. - Provides information to the student, parent, and school personnel to accommodate academic planning and direction for counseling and career awareness. - Illustrates a student's performance level in order to design instructional strategies.	- Monitors curriculum and resource changes over time. - Provides information about which student groups are supported by the respective program. - Evaluates the effectiveness of the instructional program.	- Provides data on individual student progress over time. - Compares data on student, building, and district performance with state and national performance. - Provides a measure for the effectiveness of instruction.

Assessments may be administered to an individual student, groups of students, or all students in the District. Assessments may be formal or informal and include formative (assessment FOR learning) and summative (assessment OF learning) measures. The communication of assessment data in a concise, understandable, and timely manner is an integral component of the District Assessment Plan. Student performance results will be available to individuals, as prescribed by law, who is responsible for the educational well-being of the student.

DISTRICT ASSESSMENTS			
Assessment	Grade Level	Purpose	How is the assessment data utilized to improve student learning?
Mastery Connect / CASE Benchmark	● 3rd-8th English Language Arts and Math ● Algebra I, English 2	Required by the district Monitor individual student progress and track student achievement levels based on standards aligned to the Missouri Assessment Programs (MAP)-Grade Level Assessments (GLA) and End of Course assessments (EOC) through an online assessment system	Student: Use to monitor academic progress Teacher: Use to analyze curricular alignment; improve instructional practice through analysis of content and process item data Parent: Communicate achievement as compared to district averages Special Education: Help plan for instruction and/or evaluation Principals: Analyze individual students by comparing teacher and subgroup results; use data to update the School Accountability Plan; communicate expectations grade levels through data teams Teams/Departments: Study data and analyze trends; identify classroom needs; identify individual student needs; plan for instructional adjustments Buildings: Review results through the Building Data/PDC Team; create and revise the Building Accountability Plan District: Analyze results to align HSD curriculum, instruction, and assessment to Missouri/national standards; use results to determine needed professional development
USA Test Prep	● 5th and 8th Science ● Biology ● Government	Required by the district Monitor individual student progress and track student achievement levels based on standards aligned to the Missouri Assessment	Student: Use to monitor academic progress Teacher: Use to analyze curricular alignment; improve instructional practice through analysis of content and process item data Parent: Communicate achievement as compared to district averages Special Education: Help plan for instruction and/or

		Programs (MAP)-Grade Level Assessments (GLA) and End of Course assessments (EOC) through an online assessment system	evaluation Principals: Analyze individual students by comparing teacher and subgroup results; use data to update the School Accountability Plan; communicate expectations grade levels through data teams Teams/Departments: Study data and analyze trends; identify classroom needs; identify individual student needs; plan for instructional adjustments Buildings: Review results through the Building Data/PDC Team; create and revise the Building Accountability Plan District: Analyze results to align HSD curriculum, instruction, and assessment to Missouri/national standards; use results to determine needed professional development
Reading Inventory (RI)	2nd-11th	Required by the district Monitor student progress in reading comprehension; Lexile score indicates approximate reading comprehension level and appropriate independent reading comprehension level; administered 3 times a year	Student: Use to self-monitor progress in reading Teacher: Determine differentiated and/or Response to Intervention (RtI) tiered instruction; monitor progress Parent: Inform parents of current reading level and progress; suggest books at student's independent reading level Special Education: Monitor progress Principals: Monitor student reading comprehension progress over time Grade Levels/Departments: Determine differentiated and/or Response to Intervention (RtI) tiered instruction; monitor class and individual student progress/ Buildings: Use by department, team, or grade level data teams to track each student's progress District: Use Lexile data to determine District and school progress; make curriculum, instruction, and/or assessment adjustments based on data; identify students in 3rd-6th grades in need of a Reading Improvement Plan and provide information to the Department of Elementary and Secondary Education to meet state law
Unit Assessments		District-wide assessments at the end of curricular units of instruction. Monitor student progress	Student: Self-monitor progress towards learning goals Teacher: Monitor student needs and progress; Parent: Communicates student progress and learning of district curriculum throughout the units of classroom instruction.

		towards meeting curricular expectations.	Principals: Provides information on student proficiency; shows the effectiveness of programs or instructional techniques; Buildings: Guides our Professional Learning Communities; illuminates areas of need for students, groups of students, and classrooms District: Ensures equitable education for all HSD students by providing common district targets for all students in all schools; supports district professional development, programs, or curricular needs.

STATE or FEDERAL ASSESSMENTS

Assessment	Grade Level	Purpose	How is the assessment data utilized to improve student learning?
Denver Developmental Screening Test II	6 months to 2-11	Required by the state and district	Teacher/Parent Educator: Monitor developmental progress; assist in referral to appropriate agencies as needed Parent: Monitor developmental progress; assist in referral to appropriate agencies as needed Special Education: Help plan instruction and/or further evaluations District: Report numbers of children screened and screening results by age on the annual report to the Missouri Department of Elementary and Secondary Education Other/State: Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education state report; numbers determine state reimbursement for screening services

Parent Health and Behavior Questionnaire	6 months to 2-11 3 years to KG	Required by the state and district	Teacher/Parent Educator: Monitor developmental progress; assist in referral to appropriate agencies Parent: Monitor developmental progress; assist in referral to appropriate agencies Special Education: Help plan instruction and/or further evaluations Buildings: 0.5 to 2.92, not applicable; 3.0 to kindergarten reviewed by school nurses District: Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education Other/State: Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education state report; numbers determine state reimbursement for screening services
Functional Assessment of Vision Acuity Assessment: McDowell or Lighthouse Flashcards (when appropriate)	6 months to 2-11 3 years to KG	Required by the state and district	Teacher/Parent Educator: Monitor developmental progress; assist in referral to appropriate agencies Parent: Monitor developmental progress; assist in referral to appropriate agencies Special Education: Help plan instruction and/or further evaluations Buildings: 0.5 to 2.92, not applicable; 3.0 to kindergarten, reviewed by school nurses. District: Report numbers of children screened and screening results by age on the annual report to the Missouri Department of Elementary and Secondary Education Other/State: Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education state report; numbers determine state reimbursement for screening services
DIAL	Pre-KG	Used to screen preschool students and as a Title 1 qualifier prior to attending kindergarten	Teacher: Use in determining the need for referral for special education and/or additional support Parent: Provide information regarding the student's readiness for kindergarten Special Education: Help plan instruction and/or further evaluations Principals: Benchmarks individual students' progress Title I: Use as part of the multi-criteria for determining services

WAPT WIDA ACCESS Placement Test	KG-12th	Language proficiency screener	Teacher: Determine placement for ELL services Parent: Provide information regarding students' level of language proficiency District: Identify students for ELL services
ACCESS Assessing Comprehension and Communication in English State to State for English Language Learners	KG-12th	Required by the state and district Annual language assessment Measure and evaluate student progress toward English proficiency	Teacher: Use data to monitor progress towards English proficiency Parent: Provide information regarding students' level of language proficiency Special Education: Use to determine language proficiency in the case of a suspected disability District: Identify, monitor, and graduate students for ELL services
AIMSweb Reading	1st - 3rd dyslexia screening (fall); KG - 3rd dyslexia screening (winter, spring) 4th-8th grade is optional however it can be used when teachers and/or guardians have reading concerns	Dyslexia screening is required by the district and state. Monitor students who are at risk and evaluate the effectiveness of instructional changes Write individualized annual goals and monitor more frequently for those who need intensive	Teacher: Beginning of Year Assessment: determine students' level of functioning (universal screening) and Response to Intervention (RtI) tiered instruction; Middle of Year Assessment: use to identify students who need additional support and RtI tiered instruction; End of Year: measure progress (accountability); determine differentiated and/or Response to Intervention (RtI) tiered instruction Parent: Provide information regarding basic literacy skills Special Education: Help plan for instruction; write individualized annual goals; monitor progress of those receiving intensive instructional interventions Principals: Compare individual student's progress from Beginning of the Year to the End of the Year; analyze differentiated and/or Response to Intervention (RtI) tiered instruction; monitor performance of students at-risk and receiving special education Buildings: Use as HSD Accountability Plan indicator Title I: Use as part of the multi-criteria for determining title services; accountability District: Use as HSD Accountability Plan indicator Other/State: Provide information to the Department of Elementary and Secondary Education to meet state law

		instructional services	
ASVAB	10th		Student: guiding information on career exploration and post-secondary plans; goal setting Parent: helps gauge whether student are on track to meet goals Buildings: Provides information on overall effectiveness of instructional delivery District: HSD Accountability measure; Other/State: The Department of Elementary and Secondary Education uses the overall student performance to rate district effectiveness in preparing students for college or careers.
NAEP	4th and 8th		
MAP-A	Students with cognitive disabilities in 3rd-8th and 11th grade English Language Arts, Math and Science	Required by federal state and the district Part of the state assessment plan to assess English Language Arts, math and science	Student: Use data to monitor English Language Arts and mathematics progress between grades 3-8 and 11. Teacher: Monitor and improve instructional programs Parent: Communicate achievement results to parents, identifying individual student strengths and weaknesses as compared to state and national averages Special Education: Help monitor progress and drive instruction for students with disabilities; use standardized test results as one indicator in the assessment process Principals: Analyze results of student level; analyze results to determine Annual Performance Report (APR) Standards Met for MSIP (Missouri School Improvement Plan); use summative data to revise the School Accountability Plan Grade Levels/Teams: Use data to adjust curriculum, instruction, and assessment through the data team process District: Analyze results; use to revise the District Accountability (CSIP) Plan Other/State: Use MAP data to determine Annual Performance Report (APR) Standards Met for MSIP (Missouri School Improvement Plan)
MAP Grade Level Assessments (GLA)	3rd-8th English Language Arts and Math 5th and 8th Science	Required by federal, state, and the district Measure and evaluate student progress toward meeting the Missouri	Student: Use data to monitor English Language Arts and mathematics progress between grades 3 through 8 Teacher: Analyze content and process item data to determine curricular alignment; use content and process item data to improve instructional practice Parent: Communicate achievement results to parents, identifying individual student strengths and weaknesses as compared to state and national averages Special Education: Help monitor progress and drive instruction for students with disabilities; use standardized test results as one indicator in the assessment process Principals: Analyze results at the school, classroom, and student level; analyze

		Learning Standards	results based on subgroup performance; analyze results to determine Annual Performance
MAP End of Course (EOC)Tests	Algebra I Biology English II Government	Required by federal state and the district Measure and evaluate student progress toward meeting the Missouri Learning Standards	Student: Use to monitor academic performance Teacher: Use to analyze curricular alignment and improve instructional practice through analysis of content and process item data Parent: Communicate achievement results compared to state averages Special Education: Help plan for instruction and/or evaluation Principals: Analyze results at the school, classroom, and student level; analyze results based on subgroup performance; analyze results to determine Annual Performance Report (APR) Standards Met for MSIP (Missouri School Improvement Plan); use summative data to revise the School Accountability Plan Departments: Use data to adjust curriculum, instruction, and assessment through the data team process Buildings: Use summative data to revise the School Accountability Plan District: Analyze results; use to revise the District Accountability (CSIP) Plan Other/State: Use results to determine the performance of HSD students on the high school achievement standards, which is reported through the State of Missouri's Annual Performance Report (APR) score for MSIP
American Civics Exam	9th	Required by federal state and the district (Graduation requirement)	Student: Use results to determine proficiency level District: Use results to monitor and improve instruction State: Monitor the students' proficiency level throughout the state Grade Levels/Teams: Use data to adjust curriculum, instruction, and assessment through the data team process
United States and Missouri Constitution	8th	Required by federal state and the district (Graduation requirement)	Student: Use results to determine proficiency level District: Use results to monitor and improve instruction State: Monitor the students' proficiency level throughout the state Grade Levels/Teams: Use data to adjust curriculum, instruction, and assessment through the data team process
Physical Education: Physical Fitness Assessment	5th, 7th, 9th	Required by federal, state, and the district	Student: Use data for student self-assessment of strengths and weaknesses Teacher: Use data to evaluate physical education programming; use data to assess each student's physical education strengths and weaknesses District: Analyze district data to see how HSD students rank as a group in relation to the fitness zone; comparisons annual results to determine progress

Health Screening	Grade Level	Purpose	How is the assessment data utilized to improve student learning?
			Other/State: Reporting scores are mandated by DESE
Visual Acuity	• Students in KG, 1st, 3rd, 5th, 7th • Special Needs KG-6th, 8th-12th • New Students • Upon Request	Required by the state and district Determine visual acuity of students	Teacher: Use results to make necessary adaptations and modifications Parent: Communicate results to parents; recommend further evaluation
Hearing Acuity	• Students in KG, 1st, 3rd, 5th, 7th • Special Needs KG-6th, 8th-12th • New Students • Upon Request	Required by the state and district Determine the hearing ability of students	Teacher: Use results to make necessary adaptations and modifications Parent: Communicate results to parents; recommend further evaluation

SPECIALIZED ASSESSMENTS

Assessment	Grade Level	Purpose	How is the assessment data utilized to improve student outcomes?
Cognitive Abilities Test (CogAT)	KG-8th	Gifted services identification	Teacher: Identify students for gifted services Parent: Provide information regarding the student's reasoning ability District: Identify students for gifted services
Wechsler Abbreviated Scale of Intelligence (WASI)	KG-8th	Gifted services identification	Teacher: Identify students for gifted services Parent: Provide information regarding the student's reasoning ability District: Identify students for gifted services
Wechsler NonVerbal Scale of Intelligence (WNV)	KG-8th	Gifted services identification	Teacher: Identify students for gifted services Parent: Provide information regarding the student's reasoning ability District: Identify students for gifted services
Teacher Inventory	KG, 2nd-8th	Gifted services identification	Teacher: Identify students for gifted services Parent: Provide information regarding the student's reasoning ability District: Identify students for gifted services
Advanced Placement (AP) Exams: Biology Calculus Chemistry English Literature & Composition European History French German Government Physics Spanish Statistics US History	11th-12th	Provides students with the opportunity to earn credit and/or advanced standing at colleges and universities	Student/Parent: Use to predict student preparation for college level courses Teacher: Analyze results; assist AP teachers in planning instruction based on student performance on AP exams Principals: Recruit students and schedule AP classes; use results to improve instruction in AP courses Departments: Analyze annual AP results; use results to improve instruction District: Analyze annual AP results to improve instruction in pre-requisite and AP courses; use results to predict student preparation for college level courses

ACT	11th	Required by the district Assess high school students' general educational development and ability to complete college-level work; assess student achievement in the areas of English, math, reading, and science	Student/Parents: Use ACT results to evaluate student achievement; use results to plan future coursework and post-secondary planning Teacher: Use ACT standards to improve curriculum, instruction, and assessment Principals: Use ACT results to evaluate student achievement; compare District and school results to national and state results; use ACT data to determine curriculum and instruction changes Departments and Buildings: Use ACT results to evaluate student achievement; compare District and school results to national and state results; use ACT data to determine curriculum and instruction changes District: Use ACT results to evaluate student achievement; compare District and school results to national and state results; use ACT data to determine curriculum and instruction changes; update the HSD Career Pathways Curriculum Guide Other/State: Use results to determine the performance of HSD students on the ACT high school achievement standard, which is reported through the State of Missouri's Annual Performance Report (APR) score for MSIP

CAREER READINESS

Assessment	Grade Level	Purpose	How is the assessment data utilized to improve student learning?
Health Occupations Technical Skills Assessment: National Health Care Foundation Skill Standard Assessment	12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Accounting 2 Technical Skills Assessment:	12th	Assess industry level technical skills of students who have completed 3 credits in a	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who

Assessment	Grade Level	Purpose	How is the assessment data utilized to improve student learning?
Accounting Basic		Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Exploring Teaching Technical Skills Assessment: AAFCS Education Fundamentals*	12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Assessment	**Grade Level**	**Purpose**	**How is the assessment data utilized to improve student learning?**
Culinary Arts 1 Technical Skills Assessment: ProStart Exam: Level 1* ServSafe Food Handler	10th-12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Culinary Arts 2	11th-12th	Assess industry level technical skills of	Student: Use results to determine technical skills proficiency level that results in proficiency certification

Technical Skills Assessment: AAFCS Culinary Arts ServSafe Food Manager		students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
PLTW-Pathway to Engineering: IED, POE, DE, CEA, AE, CIM PLTW-Biomedical Sciences: PBS, HBS, MI PLTW-Computer Science: CSE, CSP, CSA, Technical Skills Assessment: PLTW EOC	9th-12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Fashion Merchandising Technical Skills Assessment: AAFCS: Fashion, Textiles, and Apparel*	11th-12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%

		submission	
Business Technology Technical Skills Assessment: Missouri IT Exam, Sequence 1	12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June Core Data submission	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Computer Business Applications 1 & 2 Microsoft Office Specialist	9th-12th	Students can earn certification in Microsoft Word, PowerPoint, and/or Excel. Results are reported to DESE as part of the June Core Data submission.	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Advanced Marketing II Technical Skills Assessment: ASK Exam*	12th	Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area Results are reported to DESE as part of the June core data submission	Student: Use results to determine technical skills proficiency level that results in proficiency certification Teacher: Analyze data to improve instruction District: Analyze data to improve curriculum; ensure that students who complete the CTE program will have the technical skills needed to meet industry standards; report results to DESE as part of the June Core Data Submission Other/State: 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%

Assessment of Missouri Learning Standards

Hazelwood School District assesses student progress on the Missouri Learning Standards using the Missouri Assessment Program (MAP), district-wide assessments, and curriculum-based assessments.

Provision for Teaching Test-Taking Skills to Students

In order for students to show what they know and can do, it is imperative students are able to apply test-taking strategies. The following guidelines for teaching test-taking strategies are used in the Hazelwood School District.

The three types of items that will be presented in curriculum-based assessments are:

1. Multiple-choice items require students to choose the correct answer from the choices provided.

2. Open-ended constructed response items require students to construct their own answers. A question may have more than one acceptable answer and/or have more than one way to arrive at the answer. An open-ended constructed response item requires that students write a short response. These questions can be thought-provoking because the answer is not always obvious, and the student may have to make an inference. Constructed response items can tap a variety of reasoning processes.

3. Performance event test items require students to write an extended response to apply knowledge. Performance events can take between 60 to 90 minutes or more to complete.

Test-Taking Strategies

Long-term test-taking strategies are covered during the instructional process. Teachers should cover the following strategies:

Multiple Choice Questions
All teachers in the district will teach students how to answer multiple-choice questions by teaching students to:
- read each question, more than once if necessary, to make sure they understand what is being asked
- eliminate the incorrect choices, and then use the understanding of the concept, skill and/or given text to select the best answer from the remaining choices
- remember that there is only one correct answer choice.

Constructed Response Questions:
All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:
- address all parts of the question
- include specific examples from the text in the response
- make reference to specific characters and titles in the response
- give specific examples to support a claim
- show the major steps in the solution or inquiry process (math and science)
- give multiple similarities and multiple sets of corresponding differences when asked to compare or to compare and contrast
- include a title and labels when creating a graphic organizer
- write more than one correct answer
- make sure pronouns are preceded by antecedents in the response
- use major elements of the question/item stem as statements in the answer

Performance Events
All teachers in the district will teach students strategies for being successful on performance events by teaching students to:
- formulate and implement a strategy to solve complex problems
- consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice
- consider multiple criteria when solving problems or answering questions
- consider multiple criteria when creating answers/solutions that meet required specifications

- interpret data (i.e., picture, graph, data) to make an inference needed to answer a question
- organize data in different forms to show meaning (i.e., graphic organizer, chart, pictures)
- describe the process used for finding the solutions or tell why the proposed solution is the best

TEST SECURITY

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

Test Security
Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes. Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered. Similar test security precautions apply to online testing.

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

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

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

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

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

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

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

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

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

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

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

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

General Test Administration

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

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

3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.

4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.

5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.

6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.

7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

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

2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.

3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.

4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.

5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against preadministration counts.

6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.

2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.

3. The district will perform site certification procedures prior to each testing window.

4. Workstations will have adequate space between them so that students are not able to view each other's screens.

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

1. Violating any provision of this policy.

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

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

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

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

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

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

8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.

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

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

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy. Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

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