



Hazelwood School District Assessment Plan

The Hazelwood School District (HSD) Assessment Plan is designed to provide guidelines for assessing students pre-kindergarten through grade 12. The plan incorporates a variety of methods to determine student abilities and performance. Assessments can be formative assessments, parent/teacher/administrator observations and summative assessments, including standardized assessments. Assessment information is necessary to support decisions made regarding individual students, groups of students and educational programs. The goal for 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 for:

Students	Program Evaluation	Accountability
<ul style="list-style-type: none"> • 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 intervention, Title I, special education and gifted education. • Provides information to the student, parent and school personnel to accommodate academic planning as well as direction for counseling and career awareness. • Identifies a student's performance level in order to design instructional strategies. 	<ul style="list-style-type: none"> • Monitors curriculum and resource changes over time. • Evaluates the effectiveness of the instructional program. 	<ul style="list-style-type: none"> • 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 effectiveness of instruction.

Hazelwood School District Assessment Plan

The Hazelwood School District Assessment Plan provides the following information on the assessment methods to be used at each grade level:

Assessment	Grade Level	Purpose of Assessment	Use of Assessment Data
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Assessments may be administered to an individual student, groups of students, or to all students in the District. Assessments may be formal or informal in nature and include formative and summative instruments. 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 are responsible for the educational well-being of the student.

Assessment	Grade Level	Purpose of the Assessment	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	<p><u>Teacher/Parent Educator:</u> Monitor developmental progress; assist in referral to appropriate agencies as needed</p> <p><u>Parent:</u> Monitor developmental progress; assist in referral to appropriate agencies as needed</p> <p><u>Special Education:</u> Help plan instruction and/or further evaluations</p> <p><u>District:</u> Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education</p> <p><u>Other/State:</u> 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</p>
Parent Health and Behavior Questionnaire	6 months to 2-11 3 years to Kindergarten	Required by the state and district	<p><u>Teacher/Parent Educator:</u> Monitor developmental progress; assist in referral to appropriate agencies</p> <p><u>Parent:</u> Monitor developmental progress; assist in referral to appropriate agencies</p> <p><u>Special Education:</u> Help plan instruction and/or further evaluations</p> <p><u>Buildings:</u> 0.5 to 2.92, not applicable; 3.0 to kindergarten reviewed by school nurses</p> <p><u>District:</u> Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education</p> <p><u>Other/State:</u> 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</p>

Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
Functional Assessment of Vision Acuity Assessment: McDowell or Lighthouse Flashcards (when appropriate)	6 months to 2-11 3 years to Kindergarten	Required by the state and district	<u>Teacher/Parent Educator:</u> Monitor developmental progress; assist in referral to appropriate agencies <u>Parent:</u> Monitor developmental progress; assist in referral to appropriate agencies <u>Special Education:</u> Help plan instruction and/or further evaluations <u>Buildings:</u> 0.5 to 2.92, not applicable; 3.0 to kindergarten, reviewed by school nurses. <u>District:</u> Report numbers of children screened and screening results by age on annual report to the Missouri Department of Elementary and Secondary Education <u>Other/State:</u> 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-K	Used to screen preschool students and as a Title 1 qualifier prior to attending kindergarten	<u>Teacher:</u> Use in determining need for referral for special education and/or additional support <u>Parent:</u> Provide information regarding the student's readiness for kindergarten <u>Special Education:</u> Help plan instruction and/or further evaluations <u>Principals:</u> Benchmarks individual students' progress <u>Title I:</u> Use as part of the multi-criteria for determining services
CogAT Cognitive Abilities Test	K-8	Gifted services identification	<u>Teacher:</u> Identify students for gifted services <u>Parent:</u> Provide information regarding the student's reasoning ability <u>District:</u> Identify students for gifted services
WASI Wechsler Abbreviated Scale of Intelligence	K-8	Gifted services identification	<u>Teacher:</u> Identify students for gifted services <u>Parent:</u> Provide information regarding the student's intelligence level <u>District:</u> Identify students for gifted services
WNV Wechsler Non-Verbal Scale of Intelligence	K-8	Gifted services identification	<u>Teacher:</u> Identify students for gifted services <u>Parent:</u> Provide information regarding the student's intelligence level <u>District:</u> Identify students for gifted services
Teacher Inventory	K, 2-8	Gifted services identification	<u>Teacher:</u> Identify students for gifted services <u>Parent:</u> Provide information regarding the student's intelligence level <u>District:</u> Identify students for gifted services

WAPT WIDA ACCESS Placement Test	K-12	Language proficiency screener	<u>Teacher</u> : Determine placement for ELL services <u>Parent</u> : Provide information regarding students' level of language proficiency <u>District</u> : Identify students for ELL services
Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
ACCESS Assessing Comprehension and Communication in English State to State for English Language Learners	K-12	Required by the state and district Annual language assessment Measure and evaluate student progress toward English proficiency	<u>Teacher</u> : Use data to monitor progress towards English proficiency <u>Parent</u> : Provide information regarding students' level of language proficiency <u>Special Education</u> : Use to determine language proficiency in the case of a suspected disability <u>District</u> : Identify, monitor, and graduate students for ELL services

Health Screening	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
Visual Acuity	Students in K, 1, 3, 5, 7 • Special Ed K through 6 8 through 12 • New students • Upon request	Required by the state and district Determine visual acuity of students	<u>Teacher</u> : Use results to make necessary adaptations and modifications <u>Parent</u> : Communicate results to parents; recommend further evaluation
Hearing Acuity	Students in K, 1, 3, 5, 7 • Special Ed K through 6 8 through 12 • New students • Upon request	Required by the state and district Determine hearing ability of students	<u>Teacher</u> : Use results to make necessary adaptations and modifications <u>Parent</u> : Communicate results to parents; recommend further evaluation

Spinal Scoliosis Screening	Grades 5, 6, & 8	Required by the state and District Screening assessment to determine if there is any asymmetry of the back	<u>Parent:</u> Communicate results to parents; recommend further evaluation
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Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
Developmental Reading Assessment (DRA)	K-2	Assessment given to students in kindergarten through second grade and progress monitoring	<p><u>Teacher:</u> Determine early reading skills that need to be taught; Beginning of Year Assessment: determine students' level of functioning; Middle of Year Assessment: use to guide reading groups and differentiated instruction; EOY: measure progress (accountability)</p> <p><u>Parent:</u> Provide information regarding basic literacy skills</p> <p><u>Special Education:</u> Help plan for instruction and/or evaluation</p> <p><u>Principals:</u> Compare individual student's progress from beginning to end of the year</p> <p><u>Buildings:</u> Use as HSD Accountability Plan indicator</p> <p><u>Title I:</u> Use as part of the multi-criteria for determining title services</p> <p><u>District:</u> Use as HSD Accountability Plan indicator</p> <p><u>Other/State:</u> Provide information for data team use</p>
AIMSweb Reading and Math AIMSweb Reading and Math	K-2 Benchmarking Fall, Winter and Spring K-8 Students in Tier 2 and Tier 3 Progress Monitoring	<p>Benchmark and progress monitoring assessment</p> <p>Monitor students who are at-risk and evaluate the effectiveness of instructional changes</p> <p>Write individualized annual goals and monitor more frequently for those who need intensive instructional services</p>	<p><u>Teacher:</u> Beginning of Year Assessment: determine students' level of functioning (universal screening) and Response to Intervention (Rtl) tiered instruction; Middle of Year Assessment: use to identify students who need additional support and Rtl tiered instruction; End of Year: measure progress (accountability); determine differentiated and/or Response to Intervention (Rtl) tiered instruction</p> <p><u>Parent:</u> Provide information regarding basic literacy and math skills</p> <p><u>Special Education:</u> Help plan for instruction; write individualized annual goals; monitor progress of those receiving intensive instructional interventions</p> <p><u>Principals:</u> Compare individual student's progress from Beginning of the Year to the End of the Year; analyze differentiated and/or Response to Intervention (Rtl) tiered instruction; monitor performance of students at-risk and receiving special education</p> <p><u>Buildings:</u> Use as HSD Accountability Plan indicator</p> <p><u>Title I:</u> Use as part of the multi-criteria for determining title services; AYP accountability</p> <p><u>District:</u> Use as HSD Accountability Plan indicator</p> <p><u>Other/State:</u> Provide information for data team use</p>

Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
eValuate Benchmark Assessment English Language Arts and Mathematics (2-8)	2-5	<p>Required by the district</p> <p>Monitor individual student progress and track student achievement levels based on standards aligned to the Missouri Assessment Program (MAP) through an online assessment system</p>	<p><u>Student</u>: Provide monthly information regarding progress in reading, writing and mathematics achievement to self-monitor skill development</p> <p><u>Teacher</u>: Monitor student progress and adjust instructional practices; use data to place students in intervention reading/math groups, assisted writing group, Title I services, and/or extended learning opportunities</p> <p><u>Parent</u>: Communicate performance to parents to Inform them of student's progress</p> <p><u>Special Education</u>: Help planning for instruction and/or evaluation</p> <p><u>Principals</u>: Identify areas of concern; use during accountability process</p> <p><u>Grade Levels/Departments</u>: Study data and analyze trends; identify classroom needs; identify individual student needs; plan for instructional adjustments</p> <p><u>Buildings</u>: Use data to revise School Accountability Plan; provide and implement job-embedded professional development (data teams)</p> <p><u>Title I</u>: Identify students who qualify for extended learning tutoring programs</p> <p><u>District</u>: Use data (district administrators and curriculum committees) to analyze alignment of HSD curriculum, instruction, and assessment of Missouri Learning Standards; make curriculum, instruction, and/or assessment modification based on data</p>

Scholastic Reading Inventory (SRI)	2-11	<p>Required by the district</p> <p>Monitor student progress in reading; Lexile score indicates approximate reading level and appropriate independent reading level; administered 3 times a year</p>	<p><u>Student:</u> Use to self-monitor progress in reading</p> <p><u>Teacher:</u> Determine differentiated and/or Response to Intervention (Rtl) tiered instruction; monitor progress; identify students who qualify for Title I services</p> <p><u>Parent:</u> Inform parents of current SRI level and progress; suggest books at student's independent reading level</p> <p><u>Special Education:</u> Monitor progress</p> <p><u>Principals:</u> Monitor student progress through quarterly Compelling Conversations</p> <p><u>Grade Levels/Departments:</u> Determine differentiated and/or Response to Intervention (Rtl) tiered instruction; monitor class and individual student progress.</p> <p><u>Buildings:</u> Use by department, team, or grade level data teams to track each student's progress</p> <p><u>District:</u> Use Lexile data to determine District and school progress; make curriculum, instruction, and/or assessment modification based on data</p>
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Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
Achieve 3000 Level Set	4-10	<p>Required by the district</p> <p>Monitor student progress for students reading more than 2 years below grade level; administered 3 times a year</p>	<p><u>Student:</u> Use to self-monitor progress in reading</p> <p><u>Teacher:</u> Determine differentiated and/or Response to Intervention (Rtl) tiered instruction; monitor progress; identify students who qualify for Title I services</p> <p><u>Parent:</u> Inform parents of current SRI level and progress; suggest books at student's independent reading level</p> <p><u>Special Education:</u> Monitor progress</p> <p><u>Principals:</u> Monitor student progress through quarterly Compelling Conversations</p> <p><u>Grade Levels/Departments:</u> Determine differentiated and/or Response to Intervention (Rtl) tiered instruction; monitor class and individual student progress.</p> <p><u>Buildings:</u> Use by department, team, or grade level data teams to track each student's progress</p> <p><u>District:</u> Use Lexile data to determine District and school progress; make curriculum, instruction, and/or assessment modification based on data</p>

USA Test Prep	5-Science 6-8-English Language Arts, Math and Science 9-12: Biology, Algebra, Government, English	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	<u>Student:</u> Use to monitor academic progress <u>Teacher:</u> Use to analyze curricular alignment; improve instructional practice through analysis of content and process item data <u>Parent:</u> Communicate achievement as compared to district averages <u>Special Education:</u> Help plan for instruction and/or evaluation <u>Principals:</u> Analyze individual students by comparing teacher and subgroup results; use data to update the School Accountability Plan; communicate expectations grade levels through data teams <u>Teams/Departments:</u> Study data and analyze trends; identify classroom needs; identify individual student needs; plan for instructional adjustments <u>Buildings:</u> Review results through the Building Data/PDC Team; create and revise the Building Accountability Plan <u>District:</u> Analyze results to align HSD curriculum, instruction, and assessment to Missouri/national standards; use results to determine needed professional development
Physical Education: Physical Fitness Assessment	5 7 9	Required by federal, state, and the district DESE Admin Memo #CCR - 14 - 013	<u>Student:</u> Use data for student self-assessment of strengths and weaknesses <u>Teacher:</u> Use data to evaluate physical education programming; use data to assess each student's physical education strengths and weaknesses <u>District:</u> Analyze district data to see how HSD students rank as a group in relation to the fitness zone; comparisons annual results to determine progress <u>Other/State:</u> Reporting scores are mandated by DESE
MAP Grade Level Assessments (GLA) English Language Arts and Mathematics Science	 3-8 5 & 8	Required by federal, state, and the district Measure and evaluate student progress toward meeting the Missouri Learning Standards	<u>Student:</u> Use data to monitor English Language Arts and mathematics progress between grades 3 through 8 <u>Teacher:</u> Analyze content and process item data to determine curricular alignment; use content and process item data to improve instructional practice <u>Parent:</u> Communicate achievement results to parents, identifying individual student strengths and weaknesses as compared to state and national averages <u>Special Education:</u> Help monitor progress and drive instruction for students with disabilities; use standardized test results as one indicator in the assessment process <u>Principals:</u> Analyze results at the school, classroom, and student level; analyze results based on subgroup performance; analyze results to determine Annual Performance

Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
MAP Grade Level Assessments (GLA) Science	5-8	Required by federal, state, and the district Measure and evaluate student progress toward meeting the Missouri Learning Standards	Report (APR) Standards Met for MSIP (Missouri School Improvement Plan); use summative data to revise the School Accountability Plan <u>Grade Levels/Teams:</u> Use data to adjust curriculum, instruction, and assessment through the data team process <u>Buildings:</u> Use summative data to revise the School Accountability Plan <u>Title I:</u> Use MAP data as part of the multiple criteria to identify students for Title I services <u>District:</u> Analyze results; use to revise the District Accountability (CSIP) Plan <u>Other/State:</u> Use MAP data to determine Annual Performance Report (APR) Standards Met for MSIP (Missouri School Improvement Plan)

<p>MAP</p> <p>End of Course (EOC) Tests</p> <p>Algebra I Biology English II Government</p>	<p>9-12</p>	<p>Required by federal state and the district</p> <p>Measure and evaluate student progress toward meeting the Missouri Learning Standards</p>	<p><u>Student</u>: Use to monitor academic performance <u>Teacher</u>: Use to analyze curricular alignment and improve instructional practice through analysis of content and process item data <u>Parent</u>: Communicate achievement results compared to state averages <u>Special Education</u>: Help plan for instruction and/or evaluation <u>Principals</u>: 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 <u>Departments</u>: Use data to adjust curriculum, instruction, and assessment through the data team process <u>Buildings</u>: Use summative data to revise the School Accountability Plan <u>District</u>: Analyze results; use to revise the District Accountability (CSIP) Plan <u>Other/State</u>: 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</p>
<p>MAP-A</p> <p>English Language Arts, Math and Science</p>	<p>Students with significant cognitive disabilities in 3-8 and 11th grade</p>	<p>Required by federal state and the district</p> <p>Part of the state assessment plan to assess English Language Arts, math and science</p>	<p><u>Student</u>: Use data to monitor English Language Arts and mathematics progress between grades 3-8 and 11. <u>Teacher</u>: Monitor and improve instructional programs <u>Parent</u>: Communicate achievement results to parents, identifying individual student strengths and weaknesses as compared to state and national averages <u>Special Education</u>: Help monitor progress and drive instruction for students with disabilities; use standardized test results as one indicator in the assessment process <u>Principals</u>: 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 <u>Grade Levels/Teams</u>: Use data to adjust curriculum, instruction, and assessment through the data team process <u>District</u>: Analyze results; use to revise the District Accountability (CSIP) Plan <u>Other/State</u>: Use MAP data to determine Annual Performance Report (APR) Standards Met for MSIP (Missouri School Improvement Plan)</p>

<p>Advanced Placement (AP) Exams:</p> <p>Biology Calculus Chemistry English Literature & Composition European History French German Government Physics Spanish Statistics US History</p>	11-12	Provides students with the opportunity to earn credit and/or advanced standing at colleges and universities	<p><u>Student/Parent:</u> Use to predict student preparation for college level courses</p> <p><u>Teacher:</u> Analyze results; assist AP teachers in planning instruction based on student performance on AP exams</p> <p><u>Principals:</u> Recruit students and schedule AP classes; use results to improve instruction in AP courses</p> <p><u>Departments:</u> Analyze annual AP results; use results to improve instruction</p> <p><u>District:</u> Analyze annual AP results to improve instruction in pre-requisite and AP courses; use results to predict student preparation for college level courses</p>
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Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
American Civics Exam	9	<p>Required by federal state and the district</p> <p>(Graduation requirement)</p>	<p><u>Student:</u> Use results to determine proficiency level</p> <p><u>District:</u> Use results to monitor and improve instruction</p> <p><u>State:</u> Monitor the students' proficiency level throughout the state</p> <p><u>Grade Levels/Teams:</u> Use data to adjust curriculum, instruction, and assessment through the data team process</p>
United States and Missouri Constitution	8	<p>Required by federal state and the district</p> <p>(Graduation requirement)</p>	<p><u>Student:</u> Use results to determine proficiency level</p> <p><u>District:</u> Use results to monitor and improve instruction</p> <p><u>State:</u> Monitor the students' proficiency level throughout the state</p> <p><u>Grade Levels/Teams:</u> Use data to adjust curriculum, instruction, and assessment through the data team process</p>
<p>Business Technology</p> <p>Technical Skills Assessment: Missouri IT Exam, Sequence 1</p>	12	<p>Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area</p> <p>Results are reported to DESE as part of the June Core Data submission</p>	<p><u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification</p> <p><u>Teacher:</u> Analyze data to improve instruction</p> <p><u>District:</u> 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</p> <p><u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%</p>

Advanced Marketing II Technical Skills Assessment: ASK Exam*	12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Health Occupations Technical Skills Assessment: National Health Care Foundation Skill Standard Assessment	12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
Accounting 2 Technical Skills Assessment: Accounting Basic	12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Exploration in Teaching Technical Skills Assessment: Education Fundamentals*	12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%

Culinary Arts 1 Technical Skills Assessment: ProStart Exam: Level 1*	10-12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Culinary Arts 2 Technical Skills Assessment: ProStart Exam Level 2*	11-12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
Assessment	Grade Level	Purpose of the Assessment	How is the assessment data utilized to improve student learning?
PLTW-Pathway to Engineering: IED, POE, DE, CEA, AE, CIM Technical Skills Assessment: PLTW EOC	9-12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%
PLTW-Biomedical Sciences Pathway: PBS, HBS, MI Technical Skills Assessment: PLTW EOC	9-12	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	<u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification <u>Teacher:</u> Analyze data to improve instruction <u>District:</u> 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 <u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%

<p>Fashion Merchandising</p> <p>Technical Skills Assessment: AAFCS: Fashion, Textiles, and Apparel*</p>	<p>11-12</p>	<p>Assess industry level technical skills of students who have completed 3 credits in a Career Technical Education (CTE) program area</p> <p>Results are reported to DESE as part of the June core data submission</p>	<p><u>Student:</u> Use results to determine technical skills proficiency level that results in proficiency certification</p> <p><u>Teacher:</u> Analyze data to improve instruction</p> <p><u>District:</u> 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</p> <p><u>Other/State:</u> 2016-2017 Perkins TSA Secondary Core Indicator of Performance: -Percentage of concentrator completers tested: 100% -Performance Target: 73.00%</p>
<p>ACT</p>	<p>11</p>	<p>Required by the district</p> <p>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</p>	<p><u>Student/Parents:</u> Use ACT results to evaluate student achievement; use results to plan future coursework and post-secondary planning</p> <p><u>Teacher:</u> Use ACT standards to improve curriculum, instruction, and assessment</p> <p><u>Principals:</u> 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</p> <p><u>Departments and Buildings:</u> 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</p> <p><u>District:</u> 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</p> <p><u>Other/State:</u> 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</p>

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 will be presented in curriculum-based assessments are:

1. Multiple-choice items require students to choose the correct answer from 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 types of 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

Hazelwood School District Assessment Professional Development

Assessment	Professional Development	Frequency	Audience/Presenter
Standardized Assessments	Accountability Professional Development Building Data/PDC Professional Development National Assessments ACT State of Missouri Assessments MAP Testing End of Course Tests	Annual Annual Annual Annual	All stakeholders Presenters: <ul style="list-style-type: none"> • Consultants • DESE Staff Career/Technical Education Early Childhood • District Staff • RPDC
Initial Common and Curriculum Based Assessment Professional Development	Data Team Training Common Formative Assessment Training AIMSweb Training SRI Training eValue Training USA Test Prep Training AIMSweb Training	New Teacher Orientation Teacher Professional Development Refresher Professional Development	Administrators and Teachers Presenters: Curriculum Coordinators Instructional Specialists Instructional Coaches
Job-embedded Common and Curriculum-Based Assessment	Data teams analyzing common assessments Data teams creating grade-level or content assessments Data teams using collaborative scoring Data teams about research-based instructional strategies Ongoing Professional Development <ul style="list-style-type: none"> • Data Teams Ongoing Training • Common Formative Assessment Ongoing Training • AIMSweb Ongoing Training • SRI Ongoing Training • eValue Ongoing Training 	Weekly Weekly Weekly Bi-monthly By request By request By request By request By request	Administrators Curriculum Coordinators Assessment Literacy Building Leaders and Steering Committee Department Data Teams Team Data Teams Grade-Level Data Teams Presenters Building Data/PDC Team District Trainers

TEST SECURITY

FILE: ILA BASIC

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 pre-administration 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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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Hazelwood
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