

**Pleasant Hill R-III  
School District**

***Testing  
and  
Assessment Plan***

**Submitted to the  
Board of Education  
June 2025**

## **TESTING PHILOSOPHY**

The fundamental premise of the appraisal service is that students are alike as well as different. Therefore, the major purpose of the appraisal service is to gather information about students that will aid them in understanding themselves and in making meaningful decisions.

The role of standardized testing in the school system is to help make decisions of selection, placement, evaluation, and diagnosis. The school needs a comprehensive testing program to assess a student's interests, aptitudes, and achievements. The standardized tests best suited to gauge the information needed in an objective manner must have validity, reliability, and normative data in order to arrive at non-judgmental decisions.

While testing plays a major role in making decisions, other factors are considered to complete the evaluation process as well. Input from teachers, counselors, and parents is a necessity in the testing program.

## **JUSTIFICATION FOR A TESTING PROGRAM**

Testing involves a performance sampling so judgments and decisions can be made regarding individuals, groups of individuals, and educational programs. The validity of judgments and decisions are dependent upon the wise choice of tests, prior planning, and the appropriate administration of the tests. The primary justification for testing is found in the use of the obtained information in making better and more informed educational decisions and judgments. Test results have three major uses: (1) *instructional*, (2) *guidance and counseling*, and (3) *administrative*.

### **Instructional Utilization:**

Information from testing has a number of instructional uses. Pre-instructional measurements of entry-level performances may be used to identify individual performance differences so that differential assignments may be made within the classroom and/or among classroom groups. Knowledge of entry-level performance may also be used by students as a source of motivation to achieve non-mastered goals. Post-instructional measurements of performance may be used to evaluate individual learning, group or classroom learning, and instructional effectiveness. Awareness of achievement of instructional goals and objectives can be a source of satisfaction and motivation to students. Testing may reveal that instructional reorganization, intervention, and/or re-teaching may be necessary. Remember, the main purpose of testing is to assist teachers in making instruction more effective for each student.

Guidance and Counseling Utilization:

Information from testing is used in the guidance and counseling for students. Test information helps students make better decisions about personal and educational choices. Information from a variety of tests may be used in helping students:

- (a) Understand their academic needs and achievement
- (b) Plan their school program
- (c) Make career decisions
- (d) Plan for college or advanced training
- (e) Make wise personal decisions

Administrative Utilization:

Test information has several administrative uses. Tests are used to monitor pupil performance and to check whether students have achieved certain levels of competence. Appropriate test information shall be part of a student's permanent school record and may be released upon student or parent consent. Test results are often requested from school officials by colleges, other training institutions, or potential employers. Individual test performance and criterion cutoffs can be used to help select students for participation in certain school programs (*special education, regular education, advanced programs, tier 2 and 3 interventions, and gifted programs*). The test performance of students in a school or district should be used to inform the public about the quality of student performance and the quality of schooling. Pupil performance on academic achievement tests should be used to detect trends or differences in performance that may aid in setting priorities, curriculum planning, revisions of instructional processes, and evaluation of the education program.

**TESTING PROGRAM**

The Board of Education supports the establishment of a district-wide educational testing program as one indication of the success and quality of the total educational program. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

Student Achievement - to produce information about achievement so that parents, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

Student Counseling - to serve as a tool in counseling and guidance of students for further direction and for specific academic placement.

Instructional Change - to provide data which will assist in preparing recommendations for instructional program changes to:

- (1) Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
- (2) Help the professional staff formulate and recommend instructional policy.
- (3) Help the Board of Education adopt instructional policy.

School and District Assessment - to provide indicators as to how well the district is moving toward achieving established goals.

The testing program is considered to be an integral part of the needs assessment and the evaluation programs of the district. They should be developed primarily for furnishing needed information to decision-makers, including the Board, administrators, teachers, parents, and students. The needs of these various groups shall be clearly identified and the testing program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of the testing program and its implementation. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education, the district will administer tests of basic competencies and other assessments to students at particular levels, periodically throughout the K-12 program.

Confidentiality will be maintained with regard to individual test scores and other information derived from the district's testing program. Individual student scores will be discussed with parents upon request and/or as needed. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional. Tabulated results are to be handled in a professional manner and not released except to members of the Board of Education and others as authorized by the Board and/or mandated by the Department of Elementary and Secondary Education.

#### **GUIDELINES FOR TESTING STUDENTS WITH SPECIAL NEEDS**

Pleasant Hill includes between 99 – 100% of their Special Students in MAP testing and district-wide testing. Students are provided accommodations as identified in their IEP or 504 plan. Screeners are given to all students without accommodations to allow educators to know specific strengths and weaknesses and to gauge effectiveness of interventions, modifications, and accommodations.

On an annual basis the IEP team or 504 team meets to discuss what accommodation(s) would be best for each student with special needs. The following are examples of accommodations that could be used, but are not exhaustive:

1. Read test orally to student (*Math, Science, and ELA may include passages for allowed grade levels or just items and directions; unless IEP team determines otherwise*).
2. Utilization of calculator (*for non-calculator allowed items, for allowed grade levels, unless IEP team determines otherwise*)
3. Administer test in a small group setting
4. Administer test in a separate setting

For students who are in grades 3-12 (grade levels are determined by DESE) with the most significant cognitive disabilities, the alternate MAP assessment (MAP-A) may be appropriate. This assessment is designed to promote enhanced capacities and integrated learning opportunities via instruction. Eligibility is determined by the student's IEP team using DESE-established eligibility criteria. The student has to meet all five of the following eligibility requirements:

1. The student has been evaluated and found eligible under IDEA.
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
4. The most significant cognitive disability impacts the student's post-school outcomes.
5. The student's difficulty in the general education curriculum is NOT primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.

MAP-A is an online assessment. The assessment provides evidence used to determine student progress on the Missouri Learning Standards and essential elements (*as evidenced by the IEP goals and objectives, utilizing the DLM crosswalk of grade-level standards*) and the instructional support provided to enhance learning.

Approximately 1% of the student population is able to take MAP-A, when criteria is met. A student who is eligible for the MAP-A does not participate in any other statewide (i.e., End-of-Course exams or Grade-Level Assessments) standardized assessments. Students taking MAP-A take ELA in grades 3-8 and 11; Math in grades 3-8 and 11; and Science in grades 5,8, and 11. It is optional to administer assessments in non-tested grade levels above 3rd grade. For continuity of use and because MAP-A is instructionally embedded and supports continued progress, eligible students will take ELA and Math MAP-A during their 9th and 10th grade years.

## **ASSESSMENT RESULTS USE AND DISSEMINATION**

The three primary district-wide assessments used for school improvement efforts are the MAP Grade Level/EOC exams, grade-level common assessments, and universal screenings. Students are administered the required English Language Arts grade level assessments annually in grades 3, 4, 5, 6, 7, and 8. In Math, students are administered the required grade level assessments annually in grades 3, 4, 5, 6, 7, and 8. In Science, students are administered the required grade level assessments annually in grades 5 and 8. The required EOCs for Algebra I (Algebra II for those who complete Algebra I at the middle school level), Biology I, English II, and Government are given annually at the High School. The ACT will be given to all juniors when it is required by the State.

In the fall of each school year, or when available from DESE, disaggregated results of the MAP assessment are provided for each grade level tested. The secure area of the DESE website is utilized to drill-down student performance data in each **process** and **content** area, when available. Staff, under the direction of the building Principal, Director of Curriculum and Assessment, and Assistant Superintendent, are expected to analyze the data and to develop an Instructional Improvement Plan which address individual building, grade level, class and student needs. In addition, teachers are expected to reflect upon instructional strategies used the prior year to determine the level of effectiveness in helping students and entire grade-levels improve their overall performance on the MAP assessments.

Students across the district will participate in common assessments and other formative and summative online assessments through NWEA. These assessments will help guide instruction as well as identify students in need of interventions in a Response to Intervention (RtI) model of instruction. Other assessments will be utilized as necessary to evaluate needs and accomplishments of students, such as NWEA MAP Fluency, running records, etc.

## **ADDRESSING MISSOURI LEARNING STANDARDS NOT ASSESSED ON M.A.P.**

Core area teachers make every effort to address all MO Learning Standards assessed on the MAP. However, greater emphasis is given to those areas assured to be assessed.

In order to address areas which are not normally assessed on the spring MAP exams, the district encourages teachers in elective areas (*Family and Consumer Sciences, Art, Music, P.E. etc.*) to integrate MO Learning Standard content into their curriculum. More specifically, elective classes concentrate on test-taking skills, along with performance standards which include practice on learning tasks that will increase proficiency on the MAP. Elective teachers are encouraged to participate in building level discussions regarding MAP preparation.

## **DISTRICT TEST SECURITY POLICY**

**FILE: ILA**

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 district wide 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.

Date Adopted: 10/14/1993

Last Revised: 11/19/2024

#### **District Group Achievement Testing Schedule (Grades K-12)**

Test	Grade Level	Test Date	Administered By:
NWEA MAP Fluency	K-5	August/December/May	Classroom Teachers/Principals/Assessment Facilitators

<b>NWEA MAP Growth</b>	Grades K-HS	August/December/March /May	Classroom Teachers/Principals/Assessment Facilitators
<b>DESE Testlets</b>	Grades 3-HS	Intermittent	Classroom Teachers/Principals/Assessment Facilitators
<b>MAP End-of-Course (EOC) Assessment</b>	Various @ HS	December/January//May /June/August	Classroom Teachers/Counselors
<b>AGS- Early Childhood Profiles</b>	Pre-K	April/May	Parents As Teachers
<b>KEA - Kindergarten Entry Assessment</b>	Kindergarten	September	Kindergarten Teachers
<b>MAP Grade Level Assessments</b> <i>(Mo. Assessment Program) Tests</i>	3,4,5,6,7,8	April	Classroom Teachers Counselors Principals
<b>MAP-A (for students with the most significant cognitive delays)</b>	Grades 3-11	September - May	Special Education Teachers
<b>WIDA (English Learners)</b> <b>ACCESS</b> for ELLs	ACCESS for ELLs (Kindergarten - 12th)	January - April	ELL Teacher
<b>PSAT</b> <i>(Preliminary Scholastic Aptitude Test)</i>	11th <i>(by choice)</i>	October	HS Counselors/Off – Campus Officials
<b>ACT</b> <i>(American College Testing Program)</i>	All 11 <sup>th</sup> (when required by DESE) <b>or</b> 9th - 12 <sup>th</sup> (by choice)	April - May  As scheduled by individual students	HS Counselors/Off-Campus Officials
<b>YouScience</b>	Grades 7-12	October	Classroom Teachers, Counselors
<b>ASVAB</b> (Armed Services Vocational Aptitude Battery)	12 <sup>th</sup>	September	HS Counselors / ASVAB Representatives

## **GROUP TEST DESCRIPTIONS**

### **American College Testing Program (ACT)**

Administered by the local colleges/universities/high schools at various dates during the year. The students are made aware of test dates and instructed in how to register. With the advent of technology, most students register online. The American College Testing Program serves as a college entrance examination required for admittance into colleges and universities. Copies of student results are sent to the high school counselor(s) who aid in interpreting results. The ACT

can be taken five (5) times throughout the year at various sites. Juniors and Seniors are strongly encouraged to take the test. This test is accepted by most of the colleges and universities in the Midwest.

### **End-of-Course Assessment (EOC)**

Course specific assessment administered to a student at completion of local course content. The DESE required EOC assessments are Algebra I; Language Arts II; Biology; and Government. In addition to these assessments, we give Algebra II, and Language Arts I to our students. At this time, no specific minimum score is needed for graduation.

### **NWEA-MAP Fluency**

The NWEA Measures of Academic Performance is an adaptive assessment designed to identify a student's instructional level in the areas of reading and mathematics. The assessment is nationally normed and provides results in RIT (Rausch Incremental Units). It is given three times each year (Fall, Winter & Spring) in grades first through fifth, and twice a year in kindergarten. The NWEA is used as the initial screener for the district MTSS model as well as the state required Dyslexia screener for grades K-3.

### **NWEA-MAP Growth**

The NWEA Measures of Academic Performance is an adaptive assessment designed to identify a student's instructional level in the areas of reading and mathematics. The assessment is nationally normed and provides results in RIT (Rausch Incremental Units). It is given three times each year (Fall, Winter & Spring) to sixth through eighth grade students, as well as to any high school student enrolled in Algebra.

### **Missouri Assessment Program (MAP) Tests**

Performance-based assessments that measure student achievement on MO Learning Standards. These assessments are given at designated grade levels and subject areas. The tests are comprised of three methods of measurement: *multiple-choice items, constructed response items, and performance events*. Results are used in individual planning, program evaluation, and curriculum revision. The Missouri Department of Elementary and Secondary Education also monitors results for classification and accreditation.

### **Missouri Assessment Program - Alternative (MAP-A) Tests**

Performance-based assessments that measure student achievement on MO Learning Standards. These assessments are given at designated grade levels and subject areas. Special Education Teachers providing MAP-A assessments attend training every year. MAP-A is a computerized assessment that DESE has purchased through Dynamic Learning Maps. The program is designed for the district's students with the most significant cognitive delays. The test and results are individualized for each student to monitor student growth over the year. The Missouri Department of Elementary and Secondary Education also monitors the MAP-A results for the district.

**ACCESS for ELLs (ACCESS) - WIDA**

ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states, of which Missouri is a member. ACCESS monitors students' progress in learning academic English. The assessment meets US federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency. It assesses the four language domains of listening, speaking, reading and writing. Educators use ACCESS results, along with other WIDA resources to make decisions about students' English academic language and to facilitate their language development. Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching). The assessment can be used to exit students from English language services.

**Kindergarten Screening: AGS Early Screening Profiles**

A nationally norm-referenced assessment battery that measures the cognitive, language, motor, self-help/social, articulation, and health development skills of children aged two through six. This screening tool is useful for identifying children who may be 'at risk' for learning problems and those potentially gifted. It is individually administered and consists of three profiles supplemented by four surveys. Results are shared with parents at the time of initial screening. Results are also sent to the primary school principal.

**ACT Program for Educational Planning (PLAN)**

A tenth-grade assessment program from American College Testing, designed to help students improve their post-secondary planning and preparation. PLAN contains academic tests, an interest inventory, study skills assessment, and a student information section. It is complementary in content and format to the ACT Assessment. The fall version of the PLAN provides students with an 'approximate' ACT score.

This assessment is administered to ALL sophomores and juniors. Students are assisted in interpretation of the results by the counselor(s).

**Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB is an exam that will better assess a student's practical knowledge and mental aptitude. Administered by the United States Military Entrance Processing Command, it is used to determine qualification for enlistment in the United States Armed Forces. Although the test is administered by the military, it is not a requirement that a test-taker with a qualifying score enlist in the armed forces.

**Kindergarten Entry Assessment (KEA)**

KEA is a one time assessment designed to measure a child's skills and behaviors within the first few weeks of entering kindergarten. This data helps inform teachers and leaders of the number of children who are ready for school overall, as well as, support instruction by meeting students where they are when they enter kindergarten.

**Preliminary Scholastic Aptitude Test (PSAT)**

Offered each year to any student who will pay a fee to take the examination and who has completed their tenth year of high school. The PSAT is similar to the college entrance examinations and is a highly reliable indicator of expected performance on college entrance exams in the verbal and qualitative areas. Scores are requested on many scholarship applications. This assessment is also the qualifying exam for the National Merit Scholars program.

The PSAT is administered in October by the guidance counselor(s). Often, the test is administered on a Saturday morning.

**Self-Directed Search (SDS)**

A comprehensive occupational interest inventory that stimulates and assists in career exploration. The SDS is a self-administered, self-scored, and self-interpreted inventory. It is designed to help individuals make informed decisions about their education and career. It provides immediate feedback, which helps increase self-understanding and stimulate career exploration. The SDS is given to all ninth-grade students.

**YouScience**

YouScience is a platform designed to help individuals, especially students, explore their aptitudes, discover potential career paths, and connect with related educational opportunities.

**DESE Testlets**

Supplementary materials that allow teachers to engage students in subject-related practices and learning expectations associated with the Missouri Learning Standards. Contain discrete sets of items focused on a standard to help teachers and students identify areas of learning and areas needing more experience and understanding.

**SIPPS**

SIPPS is a research-based foundational skills program that helps identify specific areas of need for reading and the interventions to help both new and struggling readers in grades kindergarten through fifth. It focuses on explicit, systematic approaches to instruction that helps students build a strong foundation in word

## **SPECIAL SERVICES SUPPLEMENTAL TESTS**

The assessments used for Special Education are chosen on an individual basis. The following are all the areas that an IEP team considers when determining a Special Education Evaluation Plan for a student, at any grade level.

Vision- measures a student's near/far point visual acuity, eye muscle control, depth perception, color blindness, orientation/mobility skills.

Hearing- measures a student's hearing acuity for pure-tones and speech, middle ear function, central auditory processing skills, and the need for/use of amplification systems.

Health/Motor- measures a student's physiological and neurological condition including gross and fine motor skills, metabolic functioning, and/or evidence of disease or injury. Assessment may also include laterality, directionality, balance, kinesthetic skills, tactile skills, and ambulatory/postural problems.

Speech/Language- measures a student's articulation skill, auditory perception, voice, fluency, receptive/expressive language development

Intellectual/Cognitive- measures a student's general mental abilities including specific strengths and weaknesses, and sensory perceptual learning processes

Adaptive Behavior- measures a student's ability to function and maintain self independently, and the degree to which the student meets satisfactorily the culturally imposed demands of personal and social responsibility

Social/Emotional/Behavioral- measures a student's social/emotional/behavioral development in relation to learning, interpersonal relationships, and self.

Academic Achievement- measures a student's educational skills and achievement levels.

Transition- assesses a student's ability to function independently in the school environment and movement toward successful functioning in post-school activities (i.e. working toward career choices).

Assistive Technology- assesses a student's need for assistive devices/services in order to maintain, increase, or improve the function capabilities of the student.

Observations- assesses a student's behavior and skills in the natural environment(s).

Assessments listed below are not exhaustive and are not utilized for every student, the determination of which assessments to administer is a decision made by the IEP or Evaluation Team on an individual basis.

## **Intelligence**

### **1. Wechsler Adult Intelligence Scale, 4th edition (WAIS- V)**

The Wechsler Adult Intelligence Scale (WAIS-IV) is an IQ test designed to measure intelligence and cognitive ability in adults and older adolescents. The WAIS-IV is composed of 10 core subtests and five supplemental subtests, with the 10 core subtests comprising the Full Scale IQ. The General Ability Index (GAI) consists of the Similarities, Vocabulary and Information subtests from the Verbal Comprehension Index and the Block Design, Matrix Reasoning and Visual Puzzles subtests from the Perceptual Reasoning Index. The GAI is clinically useful because it can be used as a measure of cognitive abilities that are less vulnerable to impairments of processing and working memory.

### **2. Wechsler Intelligence Scale for Children - 5th edition (WISC-V)**

The Wechsler Intelligence Scale for Children, 5<sup>th</sup> edition (WISC-V) is an individual intelligence test divided into sixteen subtests, six of which are optional. The basic composite scores derived from these subtests include a Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), Processing Speed Index (PSI), and a Full Scale Intelligence Quotient (FSIQ). This FSIQ is calculated using seven subtests; Similarities, Vocabulary, Block Design, Matrix Reasoning, Figure Weights, Digit Span, and Coding. Ancillary scores may also be calculated to provide additional information on a student's cognitive abilities (Nonverbal , NVI; General Abilities, GAI; and Cognitive Proficiency, CPI) This instrument assesses the intellectual ability of children ages 6 -16:11. This test is given electronically via iPad in a one-to-one setting with an examiner and takes approximately 90 minutes to administer.

### **3. Wechsler Preschool and Primary Scale of Intelligence, 4th edition (WPPSI-IV)**

Designed to measure a child's global intelligence in the age range of 2:6 - 7:7. The WPPSI-IV provides primary index scores that represent intellectual functioning in specified cognitive areas (i.e. Verbal Comprehension Index, Visual Spatial Index, Working Memory Index) and a composite score that represents general intellectual ability (Full Scale IQ or FSIQ).

Primary Index Scales include: *Verbal Comprehension* (comprised of Information and Similarities subtests), *Visual Spatial* (Block Design and Object Assembly), *Fluid Reasoning* (Matrix Reasoning and Picture Concepts), *Working Memory* (Picture Memory and Zoo Locations), and *Processing Speed* (Bug Search and Cancellation). Ancillary Index Scales are also available to provide additional specific information, but not required to obtain a FSIQ. These include a Nonverbal Index, not a true nonverbal measure, but less reliant on language than the FSIQ; the General



Abilities Index, which is less reliant on Working Memory and Processing Speed, and the Cognitive Processing Speed Index which measures how the student processes information. This assessment takes approximately 90 minutes to administer.

The WJ-IV Tests of Cognitive Ability provide information on these specific abilities: *Verbal Ability, Thinking Ability, Cognitive Efficiency, and a General Intellectual Ability (GIA)*.

The WJ-IV Tests of Achievement measure performance in *Oral Language, Broad Reading, Broad Math, Broad Written Language, Academic Skills, and a Total Achievement score*. Supplemental tests may also be given to break each broad skill into more specific skills.

The WJ-IV Tests of Oral Language measures a student's Oral Language Skills.

The WJ-IV test may be given to individuals aged 2 - 90+, or grades K - 16+. Assessments may be given alone or as a test battery.

#### **4. Test of Nonverbal Intelligence. 4rd edition (TONI-4)**

A language-free measure of cognitive ability. It can be used with students of ages 6 - 85+ years old. TONI-4 offers an assessment of intelligence, aptitude, abstract reasoning, and problem solving. Test administration is 15 - 20 minutes.

### **EDUCATIONAL TESTS:**

#### **1. Key Math, 3rd edition (KeyMath-III)**

Assesses mathematical skills in the areas of *content, operations, and application*. May be administered to students in grades K – 8 and takes approximately 30 - 45 minutes.

#### **2. Kaufman Test of Educational Achievement, 3rd edition (KTEA-3)**

The ***Kaufman Test of Educational Achievement, 3rd edition (KTEA-3)*** is an individually administered measure of academic achievement for grades pre-kindergarten through 12th grade, or ages 4-25. The KTEA-3 has two independent parallel forms (A&B), covers a wide range of achievement and language domains, and provides error analysis when needed. This assessment is administered using an iPad.

### **CORRELATES:**

#### **3. Peabody Developmental Motor Scale, 3rd edition**

Assesses fine and gross motor skills in 3 to 6 year old children. The Peabody Developmental Motor Scale takes 30 to 60 minutes to administer.

**SPEECH/LANGUAGE:****1. Test of Language Development - Primary, 4th edition (TOLD-P:4)**

Provides specific information about a particular aspect of a child's language ability. Selected expressive and receptive abilities are measured. The TOLD-P:4 may be administered to ages 4-11 in approximately 30-40 minutes.

**2. Clinical Evaluation of Language Fundamentals, 5th edition (CELF-5)**

A quick screening tool to measure receptive and expressive language, semantics, syntax, and working memory in children ages 5 to 21:11.

**3. Test of Language Development-Intermediate (TOLD-I:4)**

Assesses overall language skills in 6 areas: *sentence combining, picture vocabulary, word ordering, generals, grammatical comprehension, and malapropisms*. It may be used with students 8:0 to 12:11 years of age. Results are reported as *standard scores, percentiles, and age equivalents*. Administration takes 30 to 60 minutes.

**4. Clinical Evaluation of Language Fundamentals – Pre-School, 2nd edition (CELF-Pre-3)**

Measures receptive and expressive language, semantics, and syntax in children ages 3 to 6:11.

**5. Comprehensive Assessment of Spoken Language, 2nd edition (CASL-2)**

Measures comprehension, expression, and retrieval in four language categories: semantic, syntactic, supralinguistic and pragmatic. For ages 3 to 21:11.

**BEHAVIOR:****1. Behavior Assessment System for Children, 3rd edition (BASC-3)**

The *Behavior Assessment System for Children, 3rd edition (BASC-3)* is a multimethod, multidimensional system used to evaluate the behavior and self-perceptions of children and young adults ages 2 through 25 years. The BASC-3 has a comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH).

## 2. **Scales for Assessing Emotional Disturbance (SAED-3)**

The Scales for Assessing Emotional Disturbance (SAED-3) is an assessment of emotional and behavioral problems designed for use by teachers of students who range in age from 5 years 0 months through 18 years 11 months. The SAED-3 Rating scale contains five core subscales, one supplemental subscale, and one composite index score.

## 3. **Vineland Adaptive Behavior Scale, 3rd Edition (Vineland-3)**

The *Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)* is an individually-administered measure of adaptive behavior that is widely used to assess individuals with intellectual, developmental, and other disabilities. A measure of personal and social skills from birth to adulthood. Information is gathered through an interview process or an online questionnaire through Q-global..

## 4. **Gilliam Autism Rating Scale, 2nd edition (GARS-3)**

This assessment is a behavior checklist that helps identify persons who are autistic. It consists of four (4) sections: Stereotyped Behaviors, Communication, Social Interactions, and Developmental Disturbances (this fourth section is typically completed by the parents). The test is for ages 3 to 22.

## 5. **Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)**

The *Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)* is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays.

## 6. **Emotional Disturbance Decision Tree (EDDT)**

The first instrument of its kind to provide a standardized approach to the assessment of emotional disturbance (ED), the EDDT encompasses all the federal criteria and addresses the broad emotional and behavioral nuances of children who may require special education services for ED.

## 7. **Sensory Processing Measure, 2nd edition (SPM-2-Adolescent)**

Provides a complete picture of sensory integration and processing difficulties in multiple environments; SPM-2 Quick Tips offer item level intervention strategies to help with sensory integration and processing challenges.

## 8. The Oral and Written Language Scales, 2nd edition (OWLS-2)

Provides a complete and integrated picture of oral and written language skills across a wide age range test.

### VOCATIONAL:

#### PHYRE:

### 1. Cognitive Abilities Test 7(CotAG 7)

A group administered abilities test specifically designed to help teachers expand instructional opportunities for students. The test assesses students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The assessment provides insights into the way different students learn, and links assessment results to classroom instruction. It is viewed as a superior instrument for screening students for school programs. It is co-normed with The Iowa Tests for greater instructional insights. The assessment is proven by research studies to identify more ELL and minority students as possibly eligible for Gifted and Talented programs.

## Glossary of Terms

**Achievement Test** - a test that measures the extent to which a person has acquired certain information or mastered certain skills.

**Age Equivalent (AE)** - a comparison of your child's performance compared to age groups whose average scores are in the same range.

**Age Norms** - originally, values representing typical or average performance for persons of various age groups. Most current usage refers to interpretive data for successive age groups.

**Aptitude** - a combination of abilities and other characteristics whether native or acquired, that are indicative of an individual's ability to learn or to develop proficiency in some particular area if appropriate education or training is provided.

**Grade Equivalent (GE)** - the GE of a given score on any test indicates the grade level at which the typical pupil makes this score. The GE should be regarded as an estimate of where the pupil is along a developmental continuum, not of where he should be placed in the graded organization of the school.

**Grade norms** - norms based upon the performance of pupils of a given grade placement.

**Group Test** - a test that may be administered to a number of individuals at the same time by one examiner.

**Individual Test** - a test that can be administered to only one person at a time, either because of the nature of the test and/or the maturity level of the examinee.

**Intelligence Quotient (IQ)** - originally, an index of brightness expressed as the ratio of a person's mental age to his chronological age (MA/CA times 100).

**Mental Age (MA)** - a person's mental ability expressed as the age at which an average person reaches the same ability.

**Norm-referenced Test (NRT)** - a type of test, assessment, or evaluation which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured (i.e. population: other 9-year-old girls across the United States).

**Norming Process** - in the norming process, a test is administered to a large number of persons who are thought to be representative of the persons with whom the test is to be used. This group, known as the standardization sample, serves to establish the test's norms. Such norms indicate the varying degrees of superior or inferior performance on the test in relation to the expected average or median performance.

**Percentile (P)** - a point (score) on a distribution of scores that reflects a particular student's score in relation to all students tested.

**Percentile Rank (PR)** - the PR indicates the status or relative standing of a pupil in comparison to peers. The percentile rank tells the percent of pupils in a particular norm group who obtain lower scores. A pupil who earns a percentile rank of 70 on a particular test scored better than 70% of individuals in the norm group, while 30% scored as well or better than the examinee..

**Performance Test** - a test involving motor/manual responses on the part of the examinee, generally a manipulation of equipment or materials. This is not usually a paper and pencil test.

**Range** - the difference between the highest and lowest obtained scores on a test.

**Raw Score** - the first quantitative result obtained in scoring a test.

**Standard Score** - a set of scores that have the same mean and standard deviation so they can be compared.

**Standardized Test** - any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students.

**Stanine** - one of the steps in a nine-point scale of standard scores. The stanine scale has values from 1 to 9, with a mean of 5 and a standard deviation of 2.

# **Appendix A**

## **Pleasant Hill R-III Specific Assessment Definitions**

## Pleasant Hill R-III Specific Assessment Definitions

**Benchmark** - All core content teachers in a district administer these assessments at predetermined district assessment windows throughout the year.

- These assessments closely align to State blueprints and local curriculum. This assessment is used by teachers to gauge students' understanding of concepts and skills.
- Teachers can access results quickly and at the item level.
- Teachers utilize results in a formative way. It is an assessment **for** learning.
- Item analysis provides useful information on problematic concepts or skills.
- Student results are used in data talks and feedback to set individual learning goals for growth to be reviewed after the results on the next benchmark.
- These assessments are never used as a grade in the gradebook.
- These assessments could potentially determine whether or not a student has mastered a skill or standard.
- IEP and 504 accommodations are followed on these assessments.

**Progress Monitoring** - Frequent assessment of those students who are participating in additional instruction in order to learn whether the added support is helping the student achieve a specific learning goal.

- All teachers providing RtI or additional support to students are also responsible for monitoring of student progress.
- Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
- Progress monitoring can be implemented with individual students or an entire class.
- Progress monitoring is never used as a grade in the gradebook.
- These assessments could potentially determine whether or not a student has mastered a skill or standard.

**Formative Assessment** - An active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning, with the express goal of improving skills and student achievement. It is an assessment to gain evidence about student learning for the purpose of making decisions about instruction. The assessment type does not matter; it's about the function the assessment serves. This is sometimes referred to as assessment **for** learning.

- Formative assessment can be either informal or formal in nature.
  - Informal - A quantitative way to simply and briefly determine what students know and are able to do. This is a low-stakes form of assessment used to measure academic or other types of achievement or performance, identifying learning strengths or problems, or inform and guide instructional adjustments (e.g., exit slips, whiteboards, self-assessment, descriptive feedback, skills

assessment, and other student work). These assessments will not be used in the gradebook.

- Formal - A more traditional way to determine student progress on specific skills and standards which have already been taught, informally assessed, and retaught (based on informal formative data). These assessments, which are brief in nature, might be used as a grade in the grade book. These more formal formative assessments might include, but are not limited to, math problem of the week, writing samples/cold writes, science journals, quizzes, On the Fly, skills assessment and other student work.

**Common Assessment** - A summative assessment which is administered during the same timeframe to all students taking a course. It is an evaluation of student learning, typically at the end of an instructional unit. This is sometimes referred to as assessment *of* learning.

- The common assessment data can answer important questions about whether an intervention, curriculum, or program is working as intended.
- These assessments can be used as a grade in the gradebook.
- A common assessment should be given once the teacher is assured the students are prepared to demonstrate mastery on the assessment (through the use of prior formative assessments and reteaching in the classroom).
- IEP and 504 accommodations will be followed on these assessments.

**Norm-referenced test** - A test whereby each individual's score is compared with the performance results of a statistically selected group of test takers (e.g., Iowa Test of Basics Skills, Scholastic Aptitude Test, NWEA, ACT)

- NWEA is norm-referenced. A student's score is compared to the scores earned by his/her peers on a specified test at a specified time of year (e.g., Fall, Winter, or Spring Screening). These peer groups include students in the same classroom, students in the same grade level at the same school, students in the same grade level throughout the district, and all students in the same grade nationally (compiled from all NWEA users).

**Criterion-referenced test** - A test whereby each individual's score is compared with a preset standard for acceptable achievement. It is used to determine how well the student has achieved specific skills or concepts (e.g., mastery test usually including a cut score or pass/fail, MAP EOC assessments, MAP Grade-Level assessments, District Benchmark assessments)

- NWEA also offers criterion-referenced scores, commonly called Benchmark scores, for each academic measure. These "cut scores" are the criteria by which a student's earned score is categorized.

**CBMR** - Curriculum Based Measure of Reading - A progress monitoring tool used to measure student progress in reading.



