

Sarcoxie R-II School District

Assessment Plan

• Introduction:

The purpose of the Assessment Program is to gather sample performances of students so judgments and decisions concerning the individual students, groups of students, and educational programs may be made. Assessments are one tool used to monitor students' performances. Assessment results may also be used to inform the public about student performances and quality of schooling.

The assessment program includes the assessments that are administered to the students of Sarcoxie schools in grades K-12. Some assessments are required by the Missouri Department of Education, while some are administered for the district's purpose of gathering information about students' progress.

A variety of factors can have an influence on the students' performance on a given test. Although test scores are not a perfect measure, an accumulation of test scores over a period of time will help parents and educators observe students' strengths and weaknesses as well as strengths and weaknesses of the district's instruction or curriculum.

The primary justification of assessment is that parents and teachers can make informed educational decisions using test data.

The district's assessment plan will:

- 1) Provide MAP data that identifies areas that were most difficult for students scoring in Step 1 and progressing levels.
- 2) Provide assessment data that may help identify students who are at-risk for dropping out as a result of poor achievement in school.
- 3) Provide information that will support the district's need to modify instruction or curriculum, which may result in the need for additional resources.
- 4) Explain the process for which assessment information and results will be given to teachers, parents, and the community.

• **Summary of Assessments:** *(Effective: October, 2005)*

Pre K/Kindergarten—

DIAL-3: Administered to students before or shortly after entering kindergarten to assess the students' strengths and weaknesses prior to the kindergarten year.

Kindergarten—

DIBELS test: Administered several times throughout the year to assess students' reading ability and monitor progress throughout the year.

Terra Nova: Administered in the Spring to measure students' progress in reading and math for the year.

Grade 1—

DIBELS test: Administered several times throughout the year to assess students' reading ability and monitor progress throughout the year.

Terra Nova: Administered in the Spring to measure students' progress in reading and math for the year.

Grade 2—

DIBELS test: Administered several times throughout the year to assess students' reading ability and monitor progress throughout the year.

Terra Nova: Administered in the Spring to measure students' progress in reading and math for the year.

Grade 3—

DIBELS test: Administered several times throughout the year to assess students' reading ability and monitor progress throughout the year.

Missouri Assessment Program (MAP)--Communication Arts: *required by the Missouri Department of Education* -- Administered in the Spring to monitor students' progress in meeting the Show-Me Standards, which are the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school. Test data is used to make decisions about curriculum and instruction for Communication Arts in the district.

MAP—Math: *required by the Missouri Department of Education* -- Administered in the Spring to monitor students' progress in meeting the Show-Me Standards, which are the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school. Test data is used to make decisions about curriculum and instruction for mathematics in the district.

Stanford 9 Achievement Test (Abbreviated Version): Administered in the Fall to monitor students' progress. Data is a portion of information that is used to make educational decisions about students.

Grade 4—

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students should acquire by the time they complete high school. Test data is used to make decisions about curriculum and instruction for Communication Arts in the district.

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Gates McGinitie: Administered in the Spring to assess reading ability and reading achievement while identifying strengths and weaknesses in specific reading areas. According to test data, changes are made in instruction that will address the needs of the students.

Stanford 9 Achievement Test (Abbreviated Version): Administered in the Fall to monitor students' progress. Data is a portion of information that is used to make educational decisions about students.

Grade 5—

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Stanford 9 Achievement Test: Administered in the Fall to monitor students' progress. Data is a portion of information that is used to make educational decisions about students.

Grade 6—

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Grade 7—

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Grade 8—

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ACT EXPLORE—Identifies students' interests, which assists the students in enrolling in classes of interest. Test results are also used for placement in the proper level of classes (math, science, etc.).

Grade 10—

MAP—Math: *required by the Missouri Department of Education* -- Administered in the Spring to monitor students' progress in meeting the Show-Me Standards, which are the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school. Test data is used to make decisions about curriculum and instruction for mathematics in the district.

Optional:PLAN—Students take the PLAN test to help them prepare for the ACT. The results are used to help determine which classes students need to enroll in to better prepare them for the ACT. *Students pay a fee to take the PLAN test.*

Grade 11—

Missouri Assessment Program (MAP)--Communication Arts: *required by the Missouri Department of Education* -- Administered in the Spring to monitor students' progress in meeting the Show-Me Standards, which are the knowledge, skills, and competencies that Missouri

students should acquire by the time they complete high school. Test data is used to make decisions about curriculum and instruction for Communication Arts in the district.

Optional:ACT—Students planning to attend college take the ACT, which is a college placement test that is used as a predictor of success in college. It is required b most colleges for entrance.

The students pay a fee to take the ACT.

Grade 12—

ASVAB—Identifies students’ natural abilities and is used to assist in career counseling.

Optional:ACT—Students planning to attend college take the ACT, which is a college placement test that is used as a predictor of success in college. It is required b most colleges for entrance.

The students pay a fee to take the ACT.

- **Guidelines For Including Students With Disabilities:**

The district follows federal and state guidelines established for testing students with special needs. Prior to assessments, students' IEPs and 504 Plans are reviewed by teachers and staff to provide the needed testing accommodations. The special services director or case managers are to be contacted regarding questions about individual student needs and accommodations for testing. The building testing coordinator, special services director, and/or resource teachers may meet to coordinate the testing accommodations for testing.

- **Strategies For Assessing The Show-Me Standards Not Assessed On The MAP Test:**

The Show-Me Standards not assessed on the MAP test will be assessed once at the elementary, middle, and high school levels. The district test coordinator will review the district's plan sheet for the locally assessed standards in the Fall of each year, coordinate the assessments, and file the necessary documentation.

Below is the listing of Show-Me Standards that are not assessed by the MAP Assessments:

4.4	Recognizes and practices honesty and integrity in academic work and in the workplace
4.8	Explores, prepares for, and seeks educational and job opportunities.
2.6	Applies communication techniques to the job search and the workplace.
CA6	Participates in formal and informal presentations and discussions of issues and ideas.
2.3	Exchanges information, questions and ideas while recognizing the perspective of others.
FA3	Acquires a solid foundation, which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.
1.2	Conducts research to answer questions and evaluate information and ideas.
CA5	Comprehends and evaluates the content and artistic aspects of oral and visual presentations.
2.3	Performs and produces works in the fine and practical arts.
2.6	Uses technological tools to exchange information and ideas.
CA7	Evaluates relationships between language and culture.

Following is the planning sheet for assessing the Show-Me Standards.

Sarcoxie R-II Planning Sheet For Locally Assessed Show-Me Standards

Upon graduation, the students in the Sarcoxie R-II School District will be proficient and competent in the locally assessed Show-Me Standards.

Elementary Level

	Skills Cluster	Standard #	Grade Levels	Person (s) Responsible	Demonstrations/Strategies	Documentation	Criteria Cluster
1	Recognizes and practices honesty and integrity in academic work and in the workplace	4.4	4	Counselor Mrs. Robinson	Students will participate in a discussion about honesty/integrity after reading about a story's character or person in history who exhibited great integrity and honesty. Students will discuss the effects when they do and do not take responsibility for their actions or be honest at school/work/home.	Observation form	A
2	Explores, prepares for, and seeks educational and job opportunities.	4.8	5	Counselor Mrs. Robinson	Students will participate in the school's career fair where career people will tell the students about their career and what things they need to learn in school and any further education/training that is needed to be employed in that career.	Sign-in sheet	B
3	Applies communication techniques to the job search and the workplace.	2.6	5	Counselor Mrs. Robinson	Students will write letters requesting information about a chosen career. Students will complete a web search finding information about a chosen career.	Check-sheet	C
4	Participates in formal and informal presentations and <u>discussions</u> of issues and ideas.	CA6	4	Art teacher Mrs. Bramwell	Students will research an assigned patriotic symbol. They will create an image and document two important statistics about the symbol during an oral presentation.	Pre and Post Test record sheet	D1
5	Exchanges information, questions and ideas while recognizing the perspective of others.	2.3	3	Art teacher Mrs. Bramwell	Students will be shown a video about Alexander Calder. The above game will be played in which groups will be given chances to answer the most questions correct to win a sucker. Vocabulary: Calder, mobile, stabile, mass, volume,	Observation form/checklist	D2

Elementary Level Locally Assessed Show-Me Standards

					form, movement, depth		
6	Acquires a solid foundation, which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.	FA3	1	Art teacher Mrs. Bramwell	Students will be exposed to Impressionism and evaluate the style. They will learn about the struggles to be accepted and what ideas people of the time had about good artwork.	Checklist/ grade sheet	K
7	Conducts research to answer questions and evaluate information and ideas.	1.2	5	Art teacher Mrs. Bramwell	Students will study Da Vinci's inventions and artwork. They will design an original invention on paper then in 3-D form.	Checklist/ grade sheet	F
8	Comprehends and evaluates the content and artistic aspects of oral and visual presentations.	CA5	4	Art teacher Mrs. Bramwell	Students will understand the difference between symmetrical and asymmetrical balance. Vocabulary: symmetrical, asymmetrical, formal, informal, focal point, illusion of depth.	Checklist/ grade sheet	G
9	Performs and produces works in the: a) Fine arts and b) Practical arts.	2.3	2	Art teacher Mrs. Bramwell	Students will understand analogous and complementary colors, cool and warm colors and what texture is in artwork.	Checklist/ grade sheet	H
10	Uses technological tools to exchange information and ideas.	2.6	5	Art teacher Mrs. Bramwell	Students will be assigned a president to research in the computer lab. They will use the information attained to create a portrait of that president along with images of their life in the background.	Checklist/ grade sheet	I
11	Evaluates relationships between language and culture.	CA7	2	2 nd grade teachers	Students will participate in a pre reading discussion, brainstorming the differences between the American culture/language and the Mexican/Jewish cultures/languages. Students will respond to questions to check comprehension/understanding.	Observati on form/chec klist	J

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Upon graduation, the students in the Sarcoxie R-II School District will be proficient and competent in the locally assessed Show-Me Standards.

Middle School Level

	Skills Cluster	Stand ard #	Grade Levels	Person (s) Respon sible	Demonstrations/Strategies	Documen tation	Criter ia Cluste r
1	Recognizes and practices honesty and integrity in academic work and in the workplace	4.4	6	Classroom teacher Mr. Bussleman	Social Studies worksheet	Student grade	A
2	Explores, prepares for, and seeks educational and job opportunities.	4.8	6-8	Counselor (Mr. Herbst)	Four year plan and Pathways Book	Career pathways book completed successfully.	B
3	Applies communication techniques to the job search and the workplace.	2.6	8	Counselor (Mr. Herbst)	Mock Interview	Verbal assessment	C
4	Participates in formal and informal presentations and discussions of issues and ideas.	CA6	7-8	Science (Mrs. Agan)	Has Science Gone Too Far? Science Project	Student grade	D1
5	Exchanges information, questions and ideas while recognizing the perspective of others.	2.3	7-8	Science (Mrs. Agan)	Has Science Gone too Far? Student paper	Student grade	D2

Middle School Level Locally Assessed Show-Me Standards

6	Acquires a solid foundation, which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.	FA3	7-8	Art (Mr. Earl)	Weekly quizzes in Art History class teach vocabulary words such as Humanism, Classicism, Formalism, etc.	Grade for test	K
7	Conducts research to answer questions and evaluate information and ideas.	1.2	7-8	Exploring Agriculture (Mr. Nelson)	Market Steers work sheet	Student grade	F
8	Comprehends and evaluates the content and artistic aspects of oral and visual presentations.	CA5	7-8	Science (Mrs. Agan)	Oral presentations, skits on diseases and systems (grades 7 and 8 respectively)	Graded project	G
9	Performs and produces works in the: c) Fine arts and d) Practical arts.	2.3	a)6-8 b)7-8	a)Art dept. (Mr. Earl) b) FACS Mrs. Waggoner	Sketchbook Assignment Making Snack Foods	B) Sketchbook rubrics b) grade	H
10	Uses technological tools to exchange information and ideas.	2.6	7-8	Science (Mrs. Agan)	Measurements and Science Fair—balance, meter stick, thermometer, and all weather instruments	Lab and Science Fair experiment	I
11	Evaluates relationships between language and culture.	CA7	7	English (Short)	Names/Nombres work sheet	Student grade	J

Sarcoxie R-II Planning Sheet For Locally Assessed Show-Me Standards

Upon graduation, the students in the Sarcoxie R-II School District will be proficient and competent in the locally assessed Show-Me Standards.

High School Level

	Skills Cluster	Stand ard #	Grade Levels	Person (s) Resposi ble	Demonstrations/Strategies	Documen tation	Criter ia Cluste r
1	Recognizes and practices honesty and integrity in academic work and in the workplace	4.4	9-12	Business (Mr. Harris)	Discussion on business ethics.	Chapter test on business ethics.	A
2	Explores, prepares for, and seeks educational and job opportunities.	4.8	9-12	Guidance (Mr. Herbst)	Assortment of career guidance activities	Worksheets that are filled out correctly..	B
3	Applies communication techniques to the job search and the workplace.	2.6	9-12	Vo-Ag (Mr. Nelson)	Students fill out an application.	Application correctly filled out.	C
4	Participates in formal and informal presentations and discussions of issues and ideas.	CA6	9-12	Social studies (Mr. Tabb)	Classroom discussion on immorality in America.	Student check sheet.	D1
5	Exchanges information, questions and ideas while recognizing the perspective of others.	2.3	10-12	Social studies (Mr. Tabb)	Immorality—Research issue and write and essay discussing and debating the issue. In the final portion of lesson, the students read aloud their essays and the class discusses issues in essays.	Students are graded for their presentation.	D2
6	Acquires a solid	FA3	9-12	Foreign Lang.	Students play a game and knowledge of material is	Student	K

High School Level Locally Assessed Show-Me Standards

	foundation, which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.			(Mrs. Elliot)	checked.	check sheet.	
7	Conducts research to answer questions and evaluate information and ideas.	1.2	11-12	Mrs. Smith (English)	Research paper on the Puritans	Grade given for research paper	F
8	Comprehends and evaluates the content and artistic aspects of oral and visual presentations.	CA5	9-12	Mr. Earl (Art)	Students create a work of art and gives an in class presentation.	Student work.	G
9	Performs and produces works in the: e) Fine arts and f) Practical arts.	2.3	a)6-8 b)7-8	a)Art dept. (Mr. Earl) b)Mrs. Wagoner(facs)	A. Students create a symbol for a company. B. Making a Snack	Student work Student work	H
10	Uses technological tools to exchange information and ideas.	2.6	9-12	Business dept. (Mrs. Jennett)	Classroom presentation	Students graded On presentation.	I
11	Evaluates relationships between language and culture.	CA7	9-12	Foreign Lang. (Mrs. Elliot)	Students have a classroom discussion on Spanish Trivia.	Student checksheet	J

● **Assessment data use and dissemination:**

Use of data:

Data gathered from assessments is used, along with other information, to make judgments and decisions concerning individual students, groups of students, and educational programs in the district.

Dissemination of data:

The building counselors or district assessment coordinator receives the assessment data. The building counselors are responsible for distributing the appropriate data to the superintendent, principals, faculty, and parents/guardians.

The school board reviews assessment results on a yearly basis and on additional occasions if deemed necessary by the superintendent, principal(s), or counselor.

The building counselor is responsible for filing the individual student results. The reports and labels are filed in the students' permanent record. Home reports are mailed to the students' parents/guardians or are sent home with students.

The building counselor stores the assessment results for future use.

● **Staff Development For Assessment Program:**

It is the responsibility of the guidance staff to provide the instructional staff with the knowledge necessary to administer the test(s) and/or interpret the results. As the building counselor deems necessary, he/she will design an appropriate in-service for the staff regarding assessment.

● **Teaching Test-Taking Skills To Students:**

The building counselors will conduct or coordinate lessons with the students to teach and review test-taking skills.

● **Test Security:**

Every effort will be made to insure test security. The following points are observed:

1. When the test booklets and answer sheets are not in use, they will be stored in a secure location by the building counselors or testing coordinator.
2. During testing, the teachers may store the testing materials in a secure location or return them daily to the counselor to be stored. The building counselor will be aware of the location where tests are stored when in the possession of the teacher.
3. Teachers will not view the test or teach specific items before the test is administered.
4. There will be no duplication of test booklets or answer sheets.
5. The same quantity of answer sheets and booklets distributed to the teacher should be returned to the counselor.