FULTON PUBLIC SCHOOLS ASSESSMENT PROGRAM

Teaching

Assessing

Learning

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Board Approved: 8/12/20

Foreword

This edition of the Comprehensive Assessment Program for the Fulton School District is an update of previous plans approved for the Fulton District. Counselors, directors, and administrators representing each instructional level dedicated several hours over a period of months to the preparation of this document.

It should be noted that the term "assessment" is used in place of "testing". "Testing" constitutes only one aspect of a comprehensive plan. Assessment implies the use of a variety of means to determine students' capabilities, including periodic formative tests, teacher observations, and evaluation of student performance in real-life situations, along with traditional, end-of-year summative tests.

In keeping with the Strategic Planning Committee's belief that "all children can learn," it is anticipated that this Comprehensive Assessment Plan will contribute significantly to that realization. Included in this plan are assessment plans for children 0-4 years of age, identification of children who are academically gifted, children with handicapping conditions, and children in need of remedial assistance.

Appropriate use of assessment results of the plan should assist parents, teachers, administrators, and the Board of Education in making instruction more effective for each student.

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REASONS FOR AN ASSESSMENT PROGRAM

Assessment involves sampling student performance so judgments and decisions can be made concerning individual students, groups of students, and educational programs. The validity of judgments and decisions that are made depends on the wise choice of assessment procedures and the appropriate administration and interpretation of these procedures. The primary justification for assessment is that the information obtained can be used to make better and more informed educational decisions or judgments. There are three major uses of assessment results: Instructional, Guidance and Counseling, and Administrative.

INSTRUCTIONAL UTILIZATION

Information obtained through assessment shall be used in reviewing and improving individual student performance and the content and process of instruction. Copies of individual and group achievement test results should be given to teachers to assist in accomplishing these goals. Pre-instructional Measurement (pretesting) of entry level academic performance can help identify individual strengths and weaknesses, assist teachers in grouping students and planning instruction, and help indicate where group or individual instruction should begin. Students may also use knowledge of entry-level performance as a source of motivation to achieve goals that have yet to be mastered. Post-instructional measurement (post testing) of student academic performance can be used to monitor individual student learning, and to evaluate classroom curriculum and instructional effectiveness. Analysis of achievement test results may reveal that curricular or instructional reorganization and/or re-teaching of skills may be necessary. Awareness of achievement of instructional goals and objectives is a source of satisfaction and motivation for students. Appropriate use of assessment results should assist educators in making instruction more effective for each student.

GUIDANCE AND COUNSELING UTILIZATION

Information from assessment shall be used in the guidance and counseling of students. Test information shall be used by students, parents, and advisors or counselors to assist in making cooperative decisions about students' personal and educational choices. Information from tests should be combined with other relevant information to help a student:

- understand his or her academic needs and achievement
- plan a school program of studies
- make career decisions
- plan for college or advanced training
- make wise personal decisions

ADMINISTRATIVE UTILIZATION

Assessment information has several administrative uses. Appropriate test information shall be part of a student's permanent school record and released upon student or parent consent. Files of test information shall be maintained in a manner that is easily accessible to appropriate staff. Test results are often requested from school officials by colleges, vocational training institutions, the military, or potential employers.

Individual assessment results shall be used in combination with other information to help screen and select students for participation in certain school programs (e.g. special education, compensatory education, or gifted education).

Information about the test performance of students in a school or district should be used to help inform parents, the public, and the school board about the quality of schooling. Student performance on tests should be analyzed to detect trends or differences that will aid in setting priorities, planning the curriculum, revising instructional processes, and evaluating the educational program.

II

TEST SECURITY

Tests requiring long-term secure storage will be housed at the district Central Office. The district test coordinator will distribute, collect and account for test booklets (unless the test is in an electronic format) received for each grade level. Only the district test coordinator/assistant superintendent, secretarial assistants to the assistant superintendent, and the superintendent will have prior access to these test materials. After these tests are distributed to individual buildings, they will be locked in a secure place each evening during the testing dates and returned promptly as soon as test administration is complete. No teacher will have access to test booklets before the designated testing dates.

INSTRUCTIONS FOR TEST ADMINISTRATION

1. Testing materials will be delivered to buildings the number of days before the test period as agreed upon by the district test coordinator and building coordinators. The building test coordinator will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be stored in a secure area.

2. Test booklets will be checked out to teachers the morning testing is scheduled to begin. Students will not receive test booklets until time for testing to begin. Testing materials will be returned to a secure area immediately after testing for the period has been completed.

3. Building administrators and testing coordinators will move between classrooms during test administration to assist in monitoring and to provide assistance as needed.

4. If a standardized test is to be administered over a period of days, teachers will immediately return them to the building secure area or to a locked cabinet or closet after each day's testing.

UNFAIR PRACTICES

Following is a list of unfair practices that this district considers inappropriate and will result in an investigation by the District Test Coordinator:
1. Copying any part of a standardized test booklet.
2. Removal of a test booklet from the secure storage area except during test administration.
3. Failure to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test.
5. Indicating to students during testing that they have answered items incorrectly; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy each other's work.
6. Pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

III

MINIMUM ASSESSMENT PROGRAM
(As recommended by the Missouri Department of Elementary and Secondary Education)

This is an abridgment and adaptation of Section III of "Assessment Standards for Missouri Public Schools". Public school districts shall provide, as a minimum, the assessment services and activities described in this section in order to meet the Minimum Statewide Assessment Program requirements of the classification and accreditation standards and state law. Assessment results shall be used for instructional, guidance and counseling, and administrative purposes. Additional screening and assessment, above the minimum program, may be needed for decision-making purposes and is required for students involved in some special programs. Brief descriptions of Special Education, Title I, Multicultural Education, Gifted Education, Early Childhood Education, and Vocational Education assessment requirements are included in this section. School districts must comply with the screening and assessment requirements of these state and federal programs as well as the requirements of the classification and accreditation standards and the Outstanding Schools Act. Throughout this section, the use of the verbs "shall" or "must" indicates a requirement, while the use of the verb "should" indicates a recommendation. Similarly, the phrase "shall have the opportunity" requires the districts to inform all parents and students of the availability of certain types of tests. Districts must make the respective tests available upon request or establish district test dates for the respective tests. The glossary, which follows, contains common assessment terms used throughout this manual.

ASSESSMENT PROGRAMS/PLANS

Each school district shall develop an assessment program. This program shall provide a written, comprehensive assessment plan for the district personnel to follow when assessing students, Preschool through 12th grade. Tests included in the district's assessment program should be chosen carefully. Reliability, validity, appropriateness of the norm group, and the extent to which the objectives measured by the test match those taught in the district should be considered in choosing standardized tests. The assessment program must be reviewed annually by the local school board and be available for review by representatives of the Department. Each district's assessment program shall include:

- the name of an individual responsible for the assessment program
- the name of each test or other assessment procedure to be used at each grade level
- the purposes for administering each test or other assessment procedure
- a description of how assessment results will be used
- procedures for disseminating assessment results to the public
- a description of provisions for in-service training of staff
- provision for students to learn test-taking skills

Dyslexia Screening/Testing

In the 2018-2019 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the findings and recommendations of the task force created under section 633.420. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support.

Who should be screened?
- Each student Kindergarten through grade 3 each year.
  - Grades 1-3 should be screened within the first 30 days of the school year, with follow up at the middle and end of the year for systematic documentation of progress or lack of progress.
  - Kindergarten initial screening should occur no later than January 31st and also at the end of the year for systematic documentation and progress monitoring.
- Any student K-3 who transfers from a school within the state that has not previously been screened.
- Any students K-3 who transfers from another state and cannot present documentation that the student has a previous screening.
- A student in grades 4 or higher who is experiencing consistent difficulty in the areas of weakness as determined by the classroom teacher or as requested by the student's parent/guardian.
- Exemptions
  - Existing diagnosis of dyslexia
  - Students with a sensory impairment (visual/auditory)
  - Severe intellectual disabilities
  - English Learner's where tools or staffing related to administration and/or interpretation, in native language is unavailable

Supports and Accommodations

In the 2018-2019 school year and subsequent years, the school board of each district and the governing board of each charter school will provide reasonable classroom support consistent with the findings and recommendations of the task force created under section 633.420. "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods. A full list of example accommodations that benefit students with dyslexia can be found in the "Serving students at-risk for Dyslexia Guidance to LEA's" on DESE's website.

GRADE LEVEL TESTING REQUIREMENTS

PRESCHOOL

Early Childhood Development - Act (Senate - Bill 658) requirements. Senate Bill 658 authorized state funding for preschool screening. School districts shall offer developmental screening to eligible children, ages 1 through entrance in kindergarten in the areas of general development, language, hearing, vision, and physical development. Participation is voluntary on the part of families.

The Early Childhood - Development Act Program Guidelines and Administration Manual, available from the Early Childhood Section of the Department, contains specific requirements and suggestions for preschool screening under Senate Bill 658. Manuals are also available which provide school personnel with specific information regarding screening in the areas of vision, hearing, and physical development.

Individuals with Disabilities Education Improvement Act (IDEA 2004) HR 1350 requirements: requires that all children, age's birth - 21, be screened to identify potential problems in the following seven areas: vision, hearing, health/motor, cognitive (including adaptive behavior), academic or developmental readiness, speech/ language, and social/emotional/behavioral.

Screenings which meet the requirements of Senate Bill 658 can be considered a part of a district's special education screening. Screening in the areas of language, vision, hearing, and physical development is clearly required by both IDEA 2004 and Senate Bill 658; however, to meet IDEA 2004 requirements, special care needs to be taken to ensure that preschool screenings also adequately address the areas of speech, cognitive development (including adaptive behavior), academic or developmental readiness and social/ emotional/behavioral development.

Screening should result in the identification of a pool of students who are in need of further assessment and in suggestions for parents regarding what they might do in the home to further their child's development. Because most screening instruments provide only a brief overview of how children are doing in different areas, they are not considered appropriate for diagnosing a handicapping condition or determining placement into any type of special or remedial program. Districts wishing to identify students for special remedial preschool programs should follow up screening with more in-depth assessment. Students suspected of displaying a handicapping condition must receive a multidisciplinary evaluation consisting of evaluation procedures specified in an evaluation plan. The evaluation plan must be based on information obtained during screening and be designed to answer questions raised or unanswered during screening relative to the seven areas of functioning.

Speech and Language Screening
The FPS Early Childhood Speech and Language Screener is designed to identify children 3-5 years of age who may have delayed or disordered development of speech and language skills. Three versions exist to target age-appropriate speech and language skills for each age range: 3 year olds, 4 year olds, 5 year olds. The screener briefly assesses speech articulation through a single word production task. Receptive language skills are assessed through completion of multistep directions, picture pointing, auditory reception, auditory association and/or auditory memory tasks. Expressive language skills are assessed through picture naming, sentence repetition, answering questions, divergent naming, picture description, and/or describing/defining tasks. Speech intelligibility, fluency and voice are assessed throughout all verbal tasks on the assessment. The results indicate the need for implementation of basic strategies and continued monitoring or referral for special education consideration in the areas of receptive and expressive language, speech articulation, speech fluency, and/or voice.

KINDERGARTEN

Kindergarten Screening: Prior to entry into, or during the first two weeks of attendance in kindergarten, all students shall be screened to identify those who may have potential learning problems and who are thus in need of further assessment. The DIAL-4 or other appropriate tests may be used to meet this requirement. Screening results should be used in conjunction with other information for planning instructional programs for students. Screening results should not be used to determine placement into special programs or readiness for entry into kindergarten and cannot be used to diagnose a handicapping condition. Because most screening instruments provide only a brief overview of how children are doing, research has proven them to be inaccurate for these purposes. Screening done at the kindergarten level should result in the identification of a smaller pool of students needing further assessment. As a result of further assessment, a child may be identified as having a disability, in need of Title I services, or as having advanced abilities. Special Education, Title I, and Gifted Education all have specific evaluation requirements for children placed in these programs. Some of these requirements are discussed more thoroughly in the special needs section.

Vision and Hearing: All kindergartners shall be screened for possible disorders of vision and hearing. The Children's Vision Commission has determined that only children entering kindergarten or first grade for the first time will be required to have a comprehensive eye exam. If a parent or legal guardian does not want their child to participate in the vision exam, the child shall be excused upon receipt of a written request by the parent or legal guardian to the appropriate school administrator.

The kindergarten screening required by the Minimum Testing Standards can be conducted as part of a district's special education screening program. Special Education requires screening in the following areas of functioning: vision, hearing, health/motor cognitive (including adaptive behavior), academic or developmental readiness, speech/language, social/emotional/ behavioral. Districts wishing to utilize the kindergarten screening as a part of their Special Education screening should examine the screening instruments they are using to determine what additional information they need to meet IDEA 2004 requirements.

GRADE 1

Reading Screening and Assessment: The first grade is an important time for children learning to read. Careful and continuous monitoring of the acquisition of reading skills can result in the early identification and remediation of problems and the prevention of later deficits. Assessment at this level should be an ongoing part of the teaching process, involving both periodic and continuous measures. Diagnostic teaching, daily observation, and formative and summative testing can all provide information, which should alert teachers to potential reading problems. Ongoing Assessment will be administered throughout the year by the classroom teacher. To be effective, assessment measures should be directly linked to the skills taught in the district's reading program. Administrators shall work with kindergarten and first-grade teachers to help ensure that the district's assessment program adequately provides for the early detection of reading problems so that appropriate intervention can be instigated.

GRADES 2-3

<u>Reading Screening and Assessment:</u> Careful and continuous monitoring of the acquisition of reading skills can result in the early identification and remediation of problems and the prevention of later deficits. Assessment at this level should be an ongoing part of the teaching process, involving both periodic and continuous measures. Diagnostic teaching, daily observation, and formative and summative testing can all provide information, which should alert teachers to potential reading problems. To be effective, assessment measures should be directly linked to the skills taught in the district's reading program. Administrators shall work with teachers to help ensure that the district's assessment program adequately provides for the early detection of reading problems so that appropriate intervention can be instigated.

GRADES K-2

<u>Achievement Tests:</u> Each school year, students may be assessed with an achievement test to identify academic strengths and weaknesses, skills mastered, and skills to be mastered in English/reading/language arts, science, mathematics, and social studies/civics. Assessment at grades K - 2 may be limited to reading and mathematics. Achievement testing may include criterion-referenced tests, norm-referenced tests or a combination of the two. Results should be used for instructional, guidance, and administrative purposes.

<u>DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills, 8th Edition):</u> This screening is used to find strengths and weaknesses in the following areas: ***Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF) and Oral Reading Fluency (ORF)***. Results should identify potential problems and determine instruction and progress monitoring as needed for at-risk students.

GRADES 3-8

<u>Missouri Assessment Program:</u> To comply with the Outstanding Schools Act of 1993, each district's assessment program shall include the administration of the state approved MAP. The MAP includes three types of test instruments to evaluate student achievement in each subject area addressed in the Show-Me Standards–the familiar multiple-choice test, a short-answer ("constructed-response") test, and performance events. The Missouri Assessment Program covers all six of the subject areas addressed in the Show-Me Standards–math, communication arts, science, social studies, health/physical education, and fine arts. However, the latter three are not being offered by the state at this time.

The Missouri Assessment Program is designed to meet the requirements of the Outstanding Schools Act and the Missouri School Improvement Program, the state's accreditation system. The Communication Arts and Mathematics MAP is required for all students in grades 3-8. The Science MAP is required for students in grades five and eight.

Maze (formerly Daze in DIBELS Next): This screening tool is used to assess student progress in reading fluency and reading comprehension. Results should identify potential problems and determine instruction and progress monitoring as needed for At-Risk students.

GRADES 9-12

Missouri Assessment Program: To comply with the Outstanding Schools Act of 1993, each district's assessment program shall include the administration of the state approved MAP. The MAP includes three types of test instruments to evaluate student achievement in each subject area addressed in the Show-Me Standards–the familiar multiple-choice test, a short-answer ("constructed-response") test, and performance events. At the high school level, The Missouri Assessment Program covers the following subject areas addressed in the Show-Me Standards– math, communication arts, science, and social studies.

The Missouri Assessment Program is designed to meet the requirements of the Outstanding Schools Act and the Missouri School Improvement Program, the state's accreditation system. The high school level MAP End-of-Course Assessment (EOC) is required in Algebra I, Biology I, English II, and Government. The EOC scores may be recorded as a student's final exam grade for the above-mentioned courses, but **may not** count for more than ten percent of the overall course grade.

GRADE 11

Scholastic Aptitude Battery: Each student shall be informed of and assisted in completing the necessary logistics to register and take scholastic aptitude batteries such as the SAT and the ACT as required by the colleges of the student's choice. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling. Additionally, all eleventh-grade students will be encouraged to take the ACT at FHS in April of each year. The district will seek out opportunities for supplemental funding for students where available to take the ACT.

ASVAB: Each student shall take this multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. This is being put into place due to the more rigorous requirements of MSIP 5. This assessment is administered annually to more than one million military applicants, high school, and post-secondary students.

GRADE 12

Scholastic Aptitude Battery: Each student shall be informed of and assisted in completing the necessary logistics to register and take scholastic aptitude batteries such as the SAT and ACT as required by the colleges of the student's choice. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling.

WorkKeys: Students completing Career and Technical Educations programs of course work participate in WorkKeys Assessments to measure workplace skills and potentially earning industry credentials.

SPECIAL NEEDS ASSESSMENT

In keeping with one of the three major purposes of assessment in schools, each school district shall include in the district assessment program procedures for screening all students, including those transferring into the district, to determine who may need special services. Screening procedures must have the capability to identify students in need of further diagnostic evaluation.

The diagnostic evaluation will then provide additional information necessary for making decisions regarding a special education program, a gifted education program, a program for limited English students, a remedial education program, or a vocational education program designed to meet the student's needs. Parental permission should be obtained in writing prior to the administration of any test, which is not routinely given to all students in a grade or class. A brief description of the assessment requirements of these special needs programs follows:

SPECIAL EDUCATION

The Individuals with Disabilities Education Improvement Act (IDEA 2004) HR 1350: requires that all students, ages birth through 21, be screened to identify potential problems in the following seven areas of functioning: vision, hearing, health/motor, cognitive (including adaptive behavior) academic, speech/language, and social/emotional/ behavioral. Screening is the first step in the identification process and should include both periodic (e.g., systematic or formal testing) and continuous (e.g., observational) procedures. As a result of screening, the following may be determined:

- No further action is necessary. The child can succeed in his or her regular environment without intervention or modification.

- Alternative intervention strategies (various modifications) should be instigated in an attempt to help the child succeed in the regular environment.

- An evaluation plan should be developed if the child has been unable to profit by remaining in the regular environment even with modifications.

Systematic assessments included in a district's minimum assessment program should be utilized as a part of the district's periodic screening. Furthermore, the results of achievement tests, aptitude batteries, and interest inventories should be used with information obtained from the diagnostic evaluation to assist in planning a student's educational program.

The Local Compliance Plan for Special Education and Missouri State Plan for Special Education (available from the Special Education Division of the Department of Elementary and Secondary Education) provides specific information regarding the procedures districts must follow in the screening and identification of handicapped children.

Using the MAP with Special Education Students: Decisions about whether students should participate in the Missouri Assessment Program (MAP) should be based on the goals of their instruction. Students with disabilities whose instructional goals are expected to lead to typical work and life experiences should take the MAP. Students who are working only toward functional goals (self-care, life skills) should participate in the alternate assessment (MAP-A).

Students with disabilities should participate in all subject areas in which they are receiving instruction in the related content-oriented Show-Me Standards. Decisions about participation should never be based on program setting, category of disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP for which that student receives instruction, regardless of where that instruction occurs.

All decisions regarding participation and accommodations (listed in the Examiner's Manual) must be made by the IEP team and documented in the IEP. Reasons for exclusion from testing must also be documented in the IEP.

GIFTED EDUCATION - STATE ASSISTED PROGRAMS

The Guidance Manual for Gifted Programs, available from the Department, specifies a systematic set of steps educators should follow in the identification of gifted children. The identification process should consist of at least the two stages summarized below:

1. Screening and Referral

Screening is the process of looking at the total population of students to decide which students may need further assessment to determine if they qualify for the district's gifted program. As a result of screening, approximately 10 to 20 percent of the students in a district should be referred for individual assessment. It is important that districts use a number of sources for obtaining screening data. These scores might include MAP scores, nationally normed achievement test scores; group intelligence test scores; student grades; recommendations from teachers, parents, and other personnel; and documented evidence of creativity or problem-solving ability.

2. Individual Evaluation and Selection

Research in the field of education suggests that only 2 to 3 percent of the school-aged population is gifted to the extent that its development requires special educational services. Because of the variance among the population served by Missouri school districts, it is recognized that the percentage of gifted students identified in some school districts may be greater than that suggested by research.

Students identified for further assessment during the screening and referral process should be individually evaluated to determine eligibility for the district's gifted program. Districts should select specific evaluation procedures, criteria, and instruments based on the type of program offered, the grade levels served, and the background of students in

the district. Each school shall utilize information from at least three of the following four categories when selecting students for the gifted program. In order to improve the reliability of the information obtained during the evaluation procedure, best practice would be to assess students in all four areas and identify them as gifted if they qualify in three.

a. General Mental Ability

Students qualifying in this area must score at or above the 95th percentile on one individually administered or two group-administered intelligence tests.

b. Academic Ability
Students must score at or above the 95th percentile on a standardized test of academic achievement to qualify in this area. The scores used should reflect the subject or subtest scores most closely related to the design of the gifted program offered by the district.

c. Creativity, Reasoning, and Problem-Solving Ability

To be considered eligible in this area, students must demonstrate outstanding ability in one of the following on a test or other assessment: 1) creative and productive thinking; 2) advanced insight; 3) outstanding imagination; 4) innovative or creative reasoning; 5) perception of cause and effect relationships; 6) problem solving; 7) grasp of abstract concepts. In establishing an identification process, districts should stress the areas that are most closely related to the design of the gifted program.

d. Performance

Students qualifying in the performance area must be nominated for the gifted program by individuals from at least two of the following groups: teachers, other school personnel, outside experts in the area of gifted education, peer or parents. Nominations must be supported by documented evidence of outstanding performance and should address the student's ability to succeed in the specific program provided by the district.

Alternative Student Selection Criteria

A school district may propose an alternative plan for the identification of gifted students when the proposed alternative will result in improved evaluation and identification. The proposal shall clearly set forth in writing the screening and individual evaluation procedures to be used by the district. Each proposal must include a description of the objective measures and criteria to be used for the identification of students, and of the steps taken to ensure competent professional evaluations, which utilize appropriate procedures.

LIMITED ENGLISH PROFICIENT STUDENTS

All students entering a school district should be screened to determine if there is a reason to believe they might be limited English proficient. A limited English proficient student is one with a non-English background whose listening comprehension, speaking, reading, or writing proficiency in English is below that of his or her native English speaking peers. A brief questionnaire regarding the child's first language and the language spoken by members of the child's immediate family can be used to serve this purpose.

Children whose first language is not English or who speak another language in the home should be further assessed to determine if special programming or placement is necessary to meet their educational needs. Comprehensive assessments should include both formal and informal measures of listening, speaking, reading, and writing proficiency in English; assessment of native language proficiency (where possible); assessment of academic skills; and interviews with the parent and child. It is important that the background and history of the child be taken into account.

Districts, which provide special programs for limited English proficient students, should establish entry and exit criteria based on the assessment of English listening, speaking, reading, and writing proficiency. Additional information obtained during a comprehensive assessment should be utilized in planning the educational program for the child.

Using the MAP with Limited English (LEP) students: The MAP should be administered to LEP students as soon as doing so will provide instructionally useful information. In no case will an LEP student be exempt from the MAP for more than one year after enrollment in a school in the United States. Because students may not be prepared to take one or more parts of the MAP after one year in school, accommodations (listed in the Examiner's Manual) may be used to allow students greater access to the test.

TITLE I ESEA

Fulton elementary schools are implementing school-wide Title I programs. A school-wide program uses its Title allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. No longer are students or teachers labeled "Title I," but instead all the students and all the teachers at the school use Title I dollars to improve the school's entire academic program.

VOCATIONAL EDUCATION

Carl D. Perkins Vocational Evaluation Act (PL98-524) requirements: Funds are available through the Carl D. Perkins Act for districts serving special needs students in vocational education programs. Districts receiving funds must provide an assessment of the interests, abilities and special needs of each student served. Results obtained through assessment shall be used in formulating a realistic vocational plan for each student.

Special needs students are defined as those who are handicapped or disadvantaged and who require special services and assistance to succeed in a vocational education program. Disadvantaged students include those who are:

- economically disadvantaged
- migrants
- limited English proficient
- dropouts or potential dropouts
- academically disadvantaged (score below the 25th percentile on a standardized achievement or aptitude test)

Ideally, assessment should be conducted the year prior to the student's placement into a vocational program. Results from interest inventories, multiple aptitude batteries, and achievement tests administered as part of the district's minimum assessment program may be utilized if the scores are current. However, special needs students often require more comprehensive vocational assessment to fairly and accurately evaluate their level of functioning. Districts may use Carl D. Perkins funds to assist them in providing comprehensive evaluation services.

IV

LOCAL ASSESSMENTS

Local assessments will be administered at each grade level. The local assessments will be in a format compatible with the MAP: selected response, constructed response, and performance events. The assessments may be locally developed or commercially prepared or a combination of the two. The minimum recommendation is for these assessments to be administered by the end of each semester.

The local assessments must include, but not be limited to, assessments of Show-Me Standards, which are not assessed through the Missouri Assessment Program (MAP). These assessment items must be referenced in the district curriculum. The following is a sample listing of those Show-Me Standards that are not assessed on the MAP.

Communication Arts Content Standards
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions);
6. Participating in formal and informal presentations and discussions of issues and ideas;
7. Identifying and evaluating relationships between language and culture.

Fine Arts Content Standard
3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.

Goal 1, Process Standard
2. Conduct research to answer questions and evaluate information and ideas.

Goal 2, Process Standards
3. Exchange information, questions, and ideas while recognizing the perspectives of others;
5. Perform or produce works in the fine and practical arts;
6. Apply communication techniques to the job search and to the workplace;
7. Use technological tools to exchange information and ideas.

Goal 4, Process Standard
4. Recognize and practice honesty and integrity in academic work and in the workplace;
8. Explore, prepare for, and seek educational and job opportunities.

FULTON SCHOOL DISTRICT ASSESSMENT PROGRAM

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS

Infants to Four-year olds	Ages and Stages Questionnaire (Birth – Three)
	
	Parent Questionnaire (district developed)
	
	Hearing Assessment may include:
	
	    Functional Assessment of Hearing
	
	    Tympanometry
	
	    Pure Tone Audiometry (3 – 4 year olds)
	
	Vision Assessment may include:
	
	    Functional Assessment of Vision
	        including alternate cover testing
	
	    Lighthouse Flashcards
	
	Measurement (physical)
	
	Dental Check
	
	Observation
	
	Dial-4 (3 – 4 year olds)
		Identify potential problems in the areas of language, fine motor, gross motor, and personal social development.
		Gather information regarding parental, birth, health, and developmental history, social skills, self-help skills, appearance of eyes, responsiveness to stimuli, immunizations, adaptive behavior, etc.
		Identify potential problems in the middle ear.
		
		Identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking, and reaching.
		
		Compare height, weight, and head circumference to expected standards.
		Identify possible nutritional deficits or needs.
		
		Identify possible problems with teeth or gums.
		
		Gather information about behavior, language, social skills, cognitive skills, response to voice, ability to locate sounds, general development, etc.
			Children screening low in any area or combination of areas will be rescreened at a later date. If children still appear to be having difficulty, parents will be given strategies to implement for four to six weeks. If children are still having difficulty, they will be referred to appropriate persons for further assessment. Results of screenings will be used to help plan further evaluation.
			
			1) Children scoring exceedingly low on standardized instruments and who are observed and/or reported by parents to be experiencing difficulty will receive a diagnostic assessment. As a result of this assessment, the child might eventually be placed in the school's preschool special education program or Title I preschool.
			
			2) Children screening low in the vision, hearing, or health areas will be referred through the parents to appropriate medical personnel unless the child is suspected of being handicapped in which case the evaluation procedures become a part of the multidisciplinary assessment.
			
			Screening results will be forwarded to teachers in the district's regular preschool program for instructional use.

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
Screening will be conducted throughout the year by a multidisciplinary team, which may include: parent educators, early childhood teachers, the speech/language specialist, special educators, the school nurse, the school psychologist, the counselor, and parent volunteers. When possible, a portion of the screenings will be offered at night or on Saturday for parents who cannot get off work on a weekday. Parents will be asked to call in advance for appointments. The school nurse, and or appropriate personnel, will coordinate vision, hearing and health screens. The speech/language specialist may conduct language screens and visit briefly with each child. All personnel will be responsible for keeping observational notes. Team member(s) will meet with each child's parents to explain screening results when concerns arise; suggestions will be given to promote development. Activities recommended will be developmentally appropriate. Re-screenings will be conducted as needed.	Efforts to notify parents that screenings will occur will include the following: 1) Local newspaper, T.V. and radio announcements beginning two weeks in advance and continuing through the first day of screening. 2) PAT Newsletter and website. Following each screening, a conference will be held with each child's parents to discuss results. When concerns arise, activities that can be done in the home to promote child development are suggested. All parents will be given information about the district's PAT Program.	All staff participating in the screening for the first time will participate in training and guided practice concerning appropriate test administration and use and the logistics of the screening process. A refresher course will be held for team members who have participated in previous screenings. Training in parent conferencing skills and techniques will be offered for individuals responsible for meeting with parents. Following screenings, parent educators will offer two evening workshops for parents discussing child development and activities that can be done in the home to promote child development.

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
Kindergarten Screening	DIAL-4	Identify potential problems in the areas of language, concepts, and motor skills. Observations of conditions and behaviors during testing are recorded on the pupil's record sheet.	Children whose screening results indicate functioning in the average range or above will be admitted to the regular kindergarten program without further assessment at this time. Results of the DIAL-4 will be given to the kindergarten teachers for instructional purposes.
	Parent Questionnaire	Gather information about the child's prenatal, birth, health, and developmental history, social skills, vision, hearing, immunizations, preschool experience, language, adaptive behavior, cognitive development, etc.	For children scoring low on standardized assessments or for whom parent reports or observations indicate possible problems, the following decision might be made: 1) Children scoring exceedingly low on standardized instruments, who are observed or reported by parents to be experiencing difficulty, may be referred for special education evaluation. Screening results will be utilized in planning evaluations. 2) Children who demonstrate potential problems with vision or hearing will be referred through the parents to appropriate medical personnel unless the child is suspected of being handicapped in which case the evaluation procedures become part of the multidisciplinary assessment.
	Pure Tone Audiometry	Screen for possible deficits in hearing acuity.	
	Vision Assessment	Screen for possible deficits in vision acuity.	
			When appropriate, recommendations will be made to parents concerning things that can be done in the home to promote child development.
Kindergarten	District developed checklist of skills that a child needs to have mastered by the end of kindergarten to succeed in the school's 1st-grade program.	To assess the academic achievement of each student completing the kindergarten year. Areas assessed will be reading readiness, language development, and number concepts.

Evaluate individual student performance. | To assist in identifying children in need of services who have been referred for further testing. Children referred for testing for 1st grade remedial program will be assessed in a manner similar to that used to identify children for extended day kindergarten Title I services. |
| | DIBELS 8 | Indicators screen for indication of reading success | To screen for students who need further instruction and an assessment of student response to instruction for phonemic awareness in reading. |

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
Screening will be done in the spring of each year by a multidisciplinary team that may include parent educators, parent volunteers, the school nurse, the counselor, kindergarten and special education aides or teachers and speech teachers.

Parents will be asked to call in advance for appointments.

A team of at least three individuals involved in different parts of the screening may meet, discuss results and determine appropriate courses of action. Individuals who have been designated as responsible for conferencing with parents will also participate in this meeting. | Efforts to notify parents that screening will occur will include:

    Local newspaper and radio announcements beginning two weeks in advance and continuing through the first day of screening.

    PAT Newsletter and website

    Fliers are sent home with Kindergarten students.

    Postcards are sent to PAT participants

    Notify local pre-schools, Head Start, Housing Authority, and other vested agencies.

Information describing the assessment program and dates of screening are given to parents at a designated time prior to screening.

All parents will be notified by mail of the screening results within three weeks following the screening.

Information will be shared with the building administration and appropriate teachers on an as-needed basis. | All staff involved in the screening for the first time will participate in training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. Literacy coaches will be available for support. |
| Teachers at specified grade levels will supervise the students taking the tests in their rooms.

The classroom teacher will be responsible for providing reading assessment and for modifying instruction based on the results.

DIBELS 8 will be administered by designated district staff. | | |

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
First Grade	Continuous and periodic reading assessment in the classroom including the following: Diagnostic teaching, daily observation, formative testing, and summative testing	Monitor the acquisition of reading skills to ensure that each child receives instruction designated to meet his/her needs.	DIBELS 8, DRA, and Standardized test results will be used to evaluate Title I programs and to assist in identifying children in need of remedial services.
	DIBELS 8 I-Ready Assessment	Determination of reading levels	Assessment results will be used by the 1st and 2nd-grade teachers to assist in planning instruction.
		Indicators screen for indication of reading success	The classroom teacher will utilize the information obtained from reading assessments to tailor instruction and to ensure that every child is attaining the reading skills taught at this level.
	Observation Evaluation of Classroom Performance Formative Testing Diagnostic Teaching Parent/Teacher Referral Vision/Hearing/Health Screen	Provide information about speech and language, behavior, health, vision, academic performance, learning and cognition that will aid in screening students for special programs.	
		Screen for possible disorders in hearing and visual acuity, muscle balance, and health.	Assessment results will be used by the first-grade teacher to help in evaluating curriculum and instruction.
	District developed checklist of skills that a child needs to have mastered by the end of first grade to succeed in the school's 2nd-grade program.	Determine what skills a child has attained or is lacking that might be needed for success in the specific 2nd-grade program offered by the school.	Checklist results will be used along with data gathered informally and parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations designed to meet the student's individual needs.
		Evaluate individual student performance.	
			Students who do not pass any part of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel unless the student is suspected of having a handicapping condition, in which case the evaluation procedures become part of the multidisciplinary assessment.
Grades 2-5	Observation Evaluation of Classroom Performance Formative Testing Diagnostic Teaching Parent/Teacher Referral	Provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs	
	Pure Tone Audiometry Joliet – Language (2nd grade only) Vision Tester Health Check	Screen for possible deficits in hearing acuity. Screen for possible problems with near sightedness, far sightedness, and muscle balance. Screen for possible health disorders.	

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
The classroom teacher will be responsible for providing reading assessment and for modifying instruction based on the results. All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative interventions and participating on evaluation teams as needed. The school nurse will conduct vision and hearing screens and health checks during registration or at the beginning of the school year. All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative intervention strategies and participating on evaluation teams as needed. The school nurse and an assistant will conduct vision and hearing screens and health checks during registration or at the start of the school year.	The classroom teacher will provide parents with a listing of things that will be taught during the year in each subject area. Parents will be regularly informed of their child's progress.	Elementary teachers will receive extensive in-service regarding the diagnostic and correction of reading disorders. All staff will participate in in-service offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom.

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
Grades 2 - 5	I-Ready Assessment DIBELS 8 (Gr. 2) Maze (formerly Daze in DIBLES Next) (Gr. 3-5) Local Grade Level Assessments MAP English Language Arts and Math (3rd, 4th, and 5th Grade) MAP Science (5th Grade)	Determination of reading levels Evaluate individual student performance. Indicators screen for indication of reading success A reading tool, which will provide normed-reference data about the reading level of students. Evaluate curriculum and instruction at the classroom, building, and district levels. Assist in the guidance and counseling of students.	Teachers will receive the Individual Student Reports for each student in their classrooms. Teachers will be encouraged to verify and supplement these results using other achievement data and formative test results and to provide instruction as needed. Each teacher will receive a copy of the district and building evaluation summary reports for the grade he/she teaches. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and made modifications as needed. Additionally, each teacher will be encouraged to use assessment results to set goals. Curriculum committees for each subject will review the MAP results to aide in the evaluation of the district's curriculum. Where necessary, modifications in the curriculum or instructional emphasis may occur. Counselors will use the information obtained from the 3rd, 4th, and 5th grade MAP results in conjunction with grades, etc., to help students understand their academic needs and achievements and making wise personal choices. 3rd, 4th, and 5th grade MAP results will be used along with data gathered informally and from parent/teachers to assist the screening team in making decisions, identifying alternative intervention strategies and planning individual evaluations designed to meet student needs. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial evaluation, or gifted education.

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
The classroom teacher will be responsible for providing reading assessment and for modifying instruction based on the results. Grade level teachers will be responsible for developing, administering, and analyzing results for Local Grade Level Assessments. MAP will be given in the classroom by the child's teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the assessment is being administered. The assessment will be administered over a several day period. The building assessment team will determine the testing schedule. IEP and LEP students who require modification in testing will be grouped according to their testing needs when possible. The assessment coordinator will be responsible for ordering assessments, distributing them to the schools, and coordinating district-wide test administration. Counselors in individual buildings are responsible for verifying adequate testing materials and in-service for the staff on assessment procedures when appropriate.	At the beginning of each school year, parents will be notified regarding the skills their child will be expected to master during the school year. Parents will be regularly updated on their child's progress toward mastering these skills. The child's teacher will be responsible for initiating contacts. Two weeks prior to the MAP, each parent will receive a letter notifying them of the assessment dates, explaining the purpose of the assessment, and describing what they can do to help prepare their child for testing. A sample letter is included in the Appendix. Following the return of the assessment results, a report will be made to the school board concerning changes on subject performance from previous years and percent of students locally in each of the five achievement levels. Similar information will be released to the press. Following the return of assessment results, individual assessment data will be provided to parents of each child. Parents may schedule a conference with the counselor and/or teacher regarding any questions they may have.	Teachers will participate in a workshop designed to help them use the MAP results effectively in the classroom to evaluate individual student performance, curriculum, and instruction. The district MAP coordinator or designee(s) will attend workshops/webinars when offered by the Missouri Assessment Program to help with the administration and logistics. The information obtained at these workshops/webinars will be shared with the principals and test coordinators in each building. The district and building assessment coordinators will annually in-service teachers regarding appropriate assessment administration and use. All staff involved in the screening for the first time will participate in training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. Literacy coaches will be available for support.

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
Grades 2 & 6	Otis-Lennon School Abilities Test (OLSAT)	Aid in the screening of students for special programs. Evaluate individual student ability. Assist in the guidance and counseling of students.	OLSAT results will be used along with data gathered informally and from parent/teacher referral to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations designed to meet the students' needs. The screening will utilize all available information to make decisions regarding students who may be in need of special education services, remedial education, gifted education or upper-level math course (8th grade). Counseling will use the information obtained from the OLSAT in conjunction with grades, etc., to help students understand their academic need and achievement and make wise personal choices. Results of the OLSAT will be used by teachers to review their classroom curriculum and instruction and make modifications as necessary. Standardized test results will be used along with other data gathered informally and from parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluation designed to meet the students' needs.

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
The OLSAT will be given in the classroom by the child's teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the test is being administered. At each building, the counselor will be responsible for distributing and collecting tests and for insuring care in administration. The counselor will work with special education teachers to assist in following appropriate procedures in modifying administration. The district designated assessment coordinator will be responsible for ordering tests, distributing them to schools, and coordinating district-wide test administration. IEP and LEP students who require modifications in testing will be grouped according to their testing needs when possible. The counselors will be responsible for distributing and collecting tests for insuring ease in administration.	One week prior to OLSAT testing, parents will receive a letter notifying them of tests dates, explaining the purpose of the test, and describing what they can do to help prepare their child for the test. Results from OLSAT will become a part of each student's cumulative record and will be available to parents upon request.	The district will annually in-service teachers regarding appropriate test administration and use on an as-needed basis. The counseling staff will provide in services to teachers on a regular basis regarding the teaching of test-taking skills and study skills. At a faculty meeting, time will be spent advising teachers of how test results should be used by staff. It will be the responsibility of each staff member to check permanent records for students' results. All staff will participate in-service offered by the district assessment coordinator regarding appropriate test administration and use.

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
Grades 6- 8	Local Grade Level Assessments MAP English Language Arts and Math MAP Science (Eighth Grade) NWEA Science, Math, and English Language Arts	Evaluate individual student performance. Evaluate curriculum and instruction at the classroom, building, and district levels. Determine reading level. Assist in the guidance and counseling of students. Aid in the screening and selection for special programs. Benchmark assessment to monitor student growth	Teachers will receive the Individual Student Reports for each student in their classrooms. Each teacher will receive a copy of the district and building evaluation summary reports for the grade he/she teaches. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and made modifications as needed. Additionally, each teacher will be encouraged to use assessment results to set goals. Curriculum committees for each subject will review the MAP results to aid in the evaluation of the district's curriculum. Where necessary, modifications in the curriculum or in instructional emphasis may occur. Counselors will use the information obtained from the MAP in conjunction with grades, etc., to help students understand their academic needs and achievements and making wise personal choices. MAP results will be used along with data gathered informally and from parent/teacher to assist the screening team in making decisions, identifying alternative intervention strategies and planning individual evaluations designed to meet student needs. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial evaluation, or gifted education.
	Observation Evaluation of Classroom Performance Formative Testing Diagnostic Testing Parent/Teacher Referral Parathion Audiometry	Provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening for special programs. Screen for possible deficits in hearing acuity. Screen for possible problems with near sightedness, far sightedness, and muscle balance. Screen for possible health disorders.	Students who do not pass any part of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel unless the student is suspected of having a handicapping condition, in which the case evaluation procedure becomes a part of the multidisciplinary assessment.

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
By subject area departments, teachers will be responsible for developing, administering, and analyzing results for Local Grade Level Assessments. Communication Arts teachers will be responsible for administering the I-READY assessment. The MAP will be given in the classroom by the student's teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the assessment is being administered. IEP and LEP students who require modification in testing will be grouped according to their testing needs when possible. The assessment coordinator will be responsible for ordering tests, distributing them to the schools, and coordinating district-wide test administration. Counselors in individual buildings are responsible for verifying adequate assessment materials and in-service for the staff on testing procedures when appropriate. All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative strategies, and participating on evaluation teams as needed. The school nurse and an assistant will conduct visits and hearing screens and health checks during registration or at the start of the year.	Two weeks prior to the MAP, each parent will receive a letter notifying them of the test dates, explaining the purpose of the assessment, and describing what they can do to help prepare their child for testing. A sample letter is included in the Appendix. Following the return of the assessment results, a report will be made to the school board concerning changes on subject performance from previous years. Similar information will be released to the press. Following the return of assessment results, individual assessment data will be provided to parents of each child. Parents may schedule a conference with the counselor and/or teacher regarding any questions they may have.	Teachers will participate in a workshop designed to help them use the MAP results effectively in the classroom to evaluate individual student performance, curriculum, and instruction. The district MAP coordinator or designee(s) will attend workshops/webinars when offered by the Missouri Assessment Program to help with the administration and logistics. The information obtained at these workshops/webinars will be shared with the principals and test coordinators in each building. The district and building assessment coordinators will annually in-service teachers regarding appropriate assessment administration and use.

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
Grades 9-12	Local Grade Level Assessments MAP End-of-Course Assessments for Algebra I, Biology I, English II, Government, and Algebra II, which the last one is only assessed when needed. ASVAB ACT WorkKeys	Evaluate individual student performance. Evaluate curriculum and instruction at the classroom building, and district levels. Assist in the guidance and counseling of students. Aid in the screening and selection for special programs. Evaluate future academic and occupational success in the military Evaluate Career and Technical Education curriculum and for students to earn industry credentials.	Each teacher will receive a copy of the district and building evaluation summary reports for the grade he/she teaches. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Additionally, each teacher will be encouraged to use assessment results to set goals for the following year. Curriculum committees for each subject will review the MAP/EOC results to aid in the evaluation of the district's curriculum. Where necessary, modifications in the curriculum or in instructional emphasis may occur. Counselors will use the information obtained from the assessments in conjunction with grades, etc., to help students understand their academic needs and achievements and making wise personal choices. MAP/EOC results will be used along with data gathered informally and from parent/teacher to assist the screening team in making decisions, identifying alternative intervention strategies and planning individual evaluations designed to meet student needs. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial evaluation, or gifted education. Participation results from the ASVAB and ACT will be reflected in the district's MSIP 5 Annual Performance Report data.

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
By subject area departments, teachers will be responsible for developing, administering, and analyzing results for Local Grade Level Assessments. The MAP/EOC will be given in the classroom by the students' teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the assessment is being administered. The assessments will be administered over a several day period. The building assessment team will determine the testing schedule. IEP and LEP students who require modification in assessments will be grouped according to their testing needs when possible. The assessment coordinator will be responsible for ordering tests, distributing them to the schools, and coordinating district-wide test administration. Counselors in individual buildings are responsible for verifying adequate testing materials and in-service the staff on assessment procedures when appropriate.	Following the return of assessment results, a report will be made to the school board concerning changes on subject performance from previous years. Similar information will be made available to the press. Following the return of the assessment results, the students' homeroom teacher will explain and interpret test results. Following the return of the assessment results, a report will be made to the administration concerning changes on subject performance from previous years.	Teachers will participate in a workshop designed to help them use the MAP results effectively in the classroom to evaluate individual student performance, curriculum, and instruction. The district MAP coordinator or designee(s) will attend workshops/webinars when offered by the Missouri Assessment Program to help with the administration and logistics. The information obtained at these workshops/webinars will be shared with the principals and test coordinators in each building. The district and building assessment coordinators will annually in-service teachers regarding appropriate assessment administration and use.

LEVEL	ASSESSMENT INSTRUMENTS AND PROCEDURES	PURPOSE	UTILIZATION OF RESULTS
Grade 10	Career Aptitude Survey (Choices)	Provide information to assist students with career planning	Survey results will be used to assist students with course selection and career planning.
Grade 9-12	ACT/PSAT/SAT	All students will be strongly encouraged to take these assessments, starting in the 9th grade so that those later deciding to go to college have the best possible scores.	Standardized test results will be used along with data gathered informally and from parent/teacher to assist the screening team in making decisions, identifying alternative intervention strategies and planning individual evaluations designed to meet student needs. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial evaluation, or gifted education. Results of the test will be used as initial predictors of college success. They will also be used to determine college entrance eligibility.
	Observation Evaluation of Classroom Performance Formative Testing Diagnostic Testing Parent/Teacher Referral	Provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs.	Students who do not pass any part of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel unless the student is suspected of having a handicapping condition in which case the evaluation procedures become part of the multidisciplinary assessment.
	Parathion Audiometry	Screen for possible deficits in hearing acuity.	
	Vision Tester	Screen for possible problems with near sightedness, far sightedness, and muscle balance.	
	Health Check	Screen for possible health disorders.	

TESTING CONDITIONS AND PERSONNEL	DISSEMINATION PROCEDURES	INSERVICE NEEDS
The counselors of Fulton High School will be responsible for ordering the Career Aptitude Survey and college entrance exams. The counselors will also be responsible for insuring that students are aware of the opportunity to take optional tests, and for administering the tests according to district policy. All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative intervention strategies, and participating on evaluation teams as needed. The school nurse will conduct vision and hearing screens and health checks during registration or at the start of the school year.	Students will be made aware of the opportunity to take optional tests through the following procedures: 1) Counselors will make brief presentations to classrooms describing upcoming tests and why students might want to take them, 2) test times, locations, and administration procedures will be announced daily on the bulletin for 3 days before the student is required to act. Counselors and teachers will be responsible for going over the results of each test with the students. This can be done in groups or individually, as long as the interpretation is thoroughly explained. Test data will be kept in the student's file and released as requested upon student consent. Counselors will work with each 9th-grade student to develop a Career Pathway.	The district assessment coordinator or designee will annually in-service teachers regarding appropriate test administration and use.

VI. FULTON SCHOOL DISTRICT TESTING CALENDAR

DATE	ACTIVITY	ADMINISTERED BY	COORDINATOR
At intervals throughout year	Local Assessments	Classroom Teachers	Principal
First Semester	DIBELS 8 Grades K-2	Classroom Teachers	Reading Coordinator
	MAZE (formerly Daze in DIBELS Next) Grades 3-5	Classroom Teachers	Coaches
September	I-READY Grades 1-5 Grade 11: ASVAB	Military	Counselor
September		Speech/Language	Speech Therapists
September	1st Grade Hearing	Classroom Teacher	Comm. Arts Department Chairperson
September	2nd Grade Speech/Language		
September	NWEA Assessment Grades 6 - 8	Classroom Teacher	Counselor
September	Otis-Lennon School Abilities Test Grades 2 & 6	Counselor	Principal/Counselor
November			
Winter Window	DIBELS 8 K-2 I-READY Grade 3-5 NWEA 6-8	Classroom Teacher Classroom Teacher Screening Team Classroom Teacher	Reading Coaches Principal
	DIAL-4		
March	Pre-School Parent Questionnaire		
	Vision/Hearing/Health Speech/Language Screening	Classroom Teachers	Principal/Counselors
March - April	MAP Grades 3, 4, 5, 6, 7, 8, High School EOC's, DESE ACT	Counselor and Outside Test Center	Counselor
According to National Schedule	PSAT/ACT/SAT	Classroom Teachers Classroom Teachers	Coaches Teachers
Second Semester	DIBELS K-2 I-READY 1-8	Classroom Teachers	Guidance
	Gates-MacGinitie Grades 6-8 (Optional)		
	I-READY Grades 3-5 NWEA 6-8		

VII. READING LEVEL ASSESSMENT

READING IMPROVEMENT PLANS

Fulton Public Schools strive to have all students reading at or above grade level throughout the district. In order to achieve this goal, the district implements a plan of action to promote reading on grade level.

This plan also outlines possible steps for intervention for those students reading below grade level.

State law requires the assessment of all third-grade students reading below grade level within forty-five days of the close of the school year. A reading improvement plan for their fourth-grade year must be developed. There is a mandatory retention of students who are not reading at the third-grade level (3.0) when they finish the fourth grade. The following factors may be included in the determination of reading expectancy: special education students, Section 504 students, students not proficient in the English language and students with cognitive abilities insufficient to meet the reading standard in the bill. In order for these students to be exempt from the mandatory retention, these students must be identified at the beginning of their fourth-grade year.

Fulton Public Schools supports this law with the following plan of action.

Any student in grades 3-5 who is reading at a level considered two grade levels or more below the student's current grade, could be required to receive reading instruction outside of the traditional school day. At the end of grade 3, a reading plan will be developed to address the reading needs of identified students. Reading instruction may include a mandatory summer school program or other reading tutoring outside the hours of the regular school day. At the end of grade 4, the student's reading level will be assessed to determine promotion to grade 5. If the district provides remediation tutoring outside the school day, the extra hours of instruction may be counted in the calculation of average daily attendance.

At the end of 6th grade, a notation will be made on a student's transcript indicating if they have met the 5th-grade minimal reading standard. The transcript will be changed once a student has met the minimal reading standard.

ACADEMIC EXPECTANCY CHART
READING

Use the chart to compare a student's chronological age (C.A.) with his/her cognitive ability (IQ). From that comparison, one should be able to determine the approximate reading level expectation of that student.

The Fulton School District administers the Otis-Lennon School Abilities Test (OLSAT) in Grades 2 and 6. In years previous to 2001, student scores are available on the Cognitive Abilities Test (CAT). The composite score on either test could be used to determine the expected reading level of the student. For students who do not have a cognitive ability score, a WISC-III screener may be administered.

C.A.	50-59 IQ	60-69 IQ	70-75 IQ	76-85 IQ	90 IQ
6-0 to 6-11	Reading Readiness	Reading Readiness	Reading Readiness	Reading Readiness	Reading Readiness
7-0 to 7-11	Reading Readiness	Reading Readiness	Reading Readiness	Reading Readiness	
8-0 to 8-11	Reading Readiness	Reading Readiness	Grade 1	Grade 1	
9-0 to 9-11	Reading Readiness	Grade 1	Grade 1	Grade 1/2	Grade 3
10-0 to 10-11	Reading Readiness	Grade 1	Grade 2	Grade 2	
11-0 to 11-11	Grade 1	Grade 2	Grade 2	Grade 3	
12-0 to 12-11	Grade 1	Grade 2	Grade 3	Grade 3/4	Grade 5/6
13-0 to 13-11	Grade 1	Grade 3	Grade 3	Grade 4	
14-0 to 14-11	Grade 2	Grade 3	Grade 4	Grade 5	
15-0 to 15-11	Grade 2	Grade 4	Grade 4/5	Grade 5/6	Grade 7/8
16-0 to 16-11	Grade 2	Grade 4	Grade 5	Grade 6	

Literacy Assessment Chart

Grade Level	Fall Testing Window Aug. 31 – Sept. 28	Winter Testing Window Jan. 5 – Jan. 29	Spring Testing Window Apr. 22 – May 20
K	DIBELS 8 – FSF, LNF	DIBELS 8 – FSF, LNF, PSF, NWF	DIBELS 8 – LNF, PSF, NWF
1	DIBELS 8 – LNF, PSF, NWF, i-Ready (optional)	DIBELS 8 – NWF, ORF, i-Ready (optional)	DIBELS 8 – ORF i-Ready
2	DIBELS 8 – NWF, ORF OLSAT i-Ready	DIBELS 8 – ORF i-Ready	DIBELS 8 – ORF i-Ready
3	Maze (formerly Daze in DIBELS NEXT)/ORF i-Ready	Maze (formerly Daze in DIBELS NEXT)/ORF i-Ready	Maze (formerly Daze in DIBELS NEXT)/ORF MAP (ELA/MA) i-Ready
4	Maze (formerly Daze in DIBELS NEXT)/ORF i-Ready	Maze (formerly Daze in DIBELS NEXT)/ORF i-Ready	Maze (formerly Daze in DIBELS NEXT)/ORF MAP (ELA/MA) i-Ready
5	Maze (formerly Daze in DIBELS NEXT)/ORF i-Ready	Maze (formerly Daze in DIBELS NEXT)/ORF i-Ready	Maze (formerly Daze in DIBELS NEXT)/ORF MAP (ELA/MA) i-Ready
6-8	OLSAT (6th Only) NWEA	NWEA	MAP (ELA/MA/SC) NWEA
9-12			Basic Reading Inventory (students reading <5.0)

- DRA-2 and Informal Reading Inventory are additional assessments available in the district to be administered throughout the year for additional data for focus of instruction, for the reading plan process, and for students falling

more than one year below grade level in reading (i.e., Reading Plan students).

- DIBELS 8 and Maze (formerly Daze in DIBELS Next), and can be used to progress monitor students throughout the year.

Literacy Assessment Overview

Assessment	Purpose	When	Who/How	Reporting Strategy
BASIC READING INVENTORY	Determine Reading Level	As Needed	Classroom Teacher Individually	*Reading Achievement Data *Parent/Student/Teacher Conferences
Maze (formerly Daze in DIBELS NEXT)	▪Universal Screening ·To determine effectiveness of instructional strategies ·To determine effectiveness of curriculum ·To screen for students who have not developed reading comprehension skills ▪Progress Monitor	September January May	Classroom Teacher Whole Class	▪DIBELS Data System ▪Building/District Grade Level Literacy Meetings ▪Parent Teacher Conferences
DIBELS 8	▪Universal Screening ·To screen students who have not developed prerequisite early reading skills and students who have advanced early reading skills ·To determine effectiveness of instructional strategies ·To determine effectiveness of	September January May	▪District Level ▪Screening Team ▪Whole school/district Individually	▪AIMSWEB ▪Building/District Grade Level Literacy Meetings ▪Parent Teacher Conferences

	curriculum ▪Progress Monitor			
DRA-2	▪Identify instructional priorities for individual students	As needed	Classroom Teacher Individually	▪Reading Achievement Data (Reading Plans) ▪Parent Teacher Conferences

Assessment	Purpose	When	Who/How	*Reporting Strategy*
Gates-MacGinitie	▪Screen for Reading Plan ▪Obtain Grade Level	Spring (8th Grade optional)	Classroom Teacher Optional by student	▪Building/District Grade Level Literacy Meetings ▪Reading Achievement Data (Reading Plans) ▪Parent Teacher Conference
MAP	▪Screen for Gifted	Spring (3rd-8th Grade)	Classroom Teacher Whole Class	▪Parent Teacher Conference ▪Building/District Grade Level Literacy Meetings
OLSAT	▪Cognitive Abilities ▪Screen for Gifted ▪Identify Low Cognitive students for Reading Plans	September (2nd / 6th grade)	Classroom Teachers Whole Class	▪Reading Achievement Data (Reading Plans)
i-Ready	▪Identify Reading Level ▪Screen for Reading Plan	Benchmarked	Classroom Teacher Individually (Computer-based)	▪Parent Teacher Conferences ▪Reading Achievement Data (Reading Plans)

Literacy Assessment Descriptors

DIBELS 8--The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS 8 comprises six measures.
1. Word Reading Fluency (WRF): Students read individual words aloud from a word list printed on a sheet of paper for one minute. Each administration includes up to 140 stimulus words presented five per row on a single sheet of paper. The student reads words for one minute, and the score is the number of words read.

2. Letter Naming Fluency (LNF): Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. If they do not know a letter, the examiner provides the name of the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute.

3. Phoneme Segmentation Fluency (PSF): The PSF task is administered by the examiner orally presenting words of three to four phonemes. The student then to verbally produces the individual phonemes in each word.

4. Nonsense Word Fluency (NWF): The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to verbally produce the individual letter sounds in each word, or read the whole word.

5. Oral Reading Fluency (ORF): Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score.

6. *Maze (formerly (formerly Daze in DIBELS Next):* Students are asked to read a passage silently. In the passage, every seventh word (approximately) is blank, with a maze of options (i.e., three possible word choices for the blank). One of the words in the maze is always correct, and the other two are incorrect. Maze requires students to choose the correct word as they read the passage. Students are given three minutes to work on this task.

DRA - *Developmental Reading Assessment* is given as needed to students grades K-8 to establish a reading level. Testing involves the student individually reading in leveled texts and the teacher recording a running record. Comprehension questions are orally assessed for primary students grades K-3 and written out for grade 4-8. Primary reading kits are used with grades K-3 and Upper-grade kits for students in grades 4-8. There is a bridge kit to use with students in Grades 4-8 who are reading below grade level.

Gates-MacGinitie Reading Test

The *Gates-MacGinitie Reading Test* is a group-administered test that provides a general level of reading achievement of individual students. The assessment has two portions: Vocabulary and Comprehension.

The Vocabulary tests measure reading vocabulary. Each test word is presented in a brief context intended to suggest part of speech but not to provide clues to meaning. Students are expected to select the word or phrase that means most nearly the same as the test word.

The Comprehension tests measure students' abilities to read and understand different types of prose. All of the passages are taken from published books and periodicals. The content is selected to reflect the type of materials that students are required to read for their schoolwork and choose to read for recreation. Some questions require students to construct an understanding based on a literal understanding of the passage; others require students to make inferences or draw conclusions. The Comprehension tests also measure the ability to determine the meaning of words in an authentic text context.

Informal Reading Inventory—Inventories such as *The Basic Reading Inventory (Johns- BRI), The Analytical Reading Inventory (ARI), The Qualitative Reading Inventory (QRI), the Stieglitz Informal Reading Inventory (SIRI), the Ekwall/Shanker Reading Inventory, and the Burns-Roe Reading Inventory* are individually administered tools designed to determine a student's approximate independent, instructional, and frustrational reading levels and abilities. They are composed of a series of graded word lists and graded passages to help teachers gain insight into students' reading behaviors and determine a student's oral, silent and listening levels. (http://web001.greece.k12.ny.us/academics.cfm?subpage=1640)

Creating your own IRI: http://lrs.ed.uiuc.edu/students/srutledg/iri.html

OLSAT—The *Otis Lennon School Abilities Test* is a group-administered assessment that measures the cognitive abilities that relate to a student's ability to learn in school. By assessing students' thinking skills, the OLSAT provides an understanding of a student's relative strengths and weaknesses in performing a variety of reasoning tasks. This information allows educators to design educational programs that will enhance students' strengths while supporting their learning needs. It is composed of four components — verbal comprehension; verbal reasoning; figural reasoning, which measures nonverbal skills using pictograms; and quantitative reasoning.

i-Ready Assessment – i-Ready is an interactive online learning environment designed to assess students and provide individualized instruction based on each one's unique needs. This online assessment platform pinpoints students' strengths and knowledge gaps at the sub-skill level, delivers individualized learning paths in i-Ready, Personalized Instruction, saves time by automatically grouping students and offering targeted instructional recommendations, and helps educators spot trends across student groups.

VIII

SUGGESTIONS FOR IMPROVING TEST-TAKING SKILLS

In order for any assessment to provide a reasonably accurate picture of students' skills, known sources of testing error must be minimized. Two of these sources can generally be categorized as a) errors due to students' negative attitudes, emotional states, or physical states when taking the test; and b) adverse conditions in the testing environment (e.g., the classroom).

This document offers several suggestions to teachers and others responsible for test administration on the promotion of effective conditions for giving tests. Many test administrators will be familiar with these suggestions; however, it is hoped that the following will provide a useful review. It is the expectation of all teachers that class time will be devoted to the improvement of test-taking skills.

SUGGESTIONS FOR ATTITUDINAL AND EMOTIONAL PREPARATION OF STUDENTS

1.   Communicate to your students about the assessment in positive, enthusiastic terms (both verbally and nonverbally).

2.   Inform students in advance that they will take the test and explain its purposes. When explaining the assessment, it is helpful to emphasize the benefits. Many students fear tests because they fear assessment of their performance. Thus, promote test-taking as a way to "help you help them" may enhance an attitude of cooperation.

3.   Students often need reassurance that they are not expected to know answers to all the questions on an assessment and can do well even if they find certain questions difficult.

4.   Many students hinder their test performance by ruminating on a few difficult questions at the expense of other questions they could more easily answer. Encourage students to thoughtfully attempt difficult questions and move on to other questions.

5.   Ensure that students understand the instructions before beginning the assessment. If a few students do not understand a large portion of the instructions, it is likely that they are not listening effectively. Ask these students to clear all other thoughts and listen carefully as you read the instructions again, slowly. If a student still does not understand the task after a second reading, then explain that portion of the instruction privately to that student in language you believe he or she will understand. Note, however, that it is usually more effective to calm an anxious student than to paraphrase instructions since an anxious student will seldom understand paraphrased instructions better than standard instructions.

6.   Agitated behavior and frequent questioning of the teacher during testing are usually signs that the student is anxious. Use your knowledge of these students to calm them and reassure them that they need only give the answers they believe are best, based on their understanding of the questions.

PROMOTING STUDENT PHYSICAL READINESS FOR TESTING

1. If possible, avoid testing on day's immediately preceding or following vacations and special school events.

2. Administer assessment s in the morning before students have expended a great deal of their day's energy.

3. To avoid fatigue-related decrements in test performance, space testing periods over two mornings (e.g., reading assessments on one morning, mathematics assessments on the following morning).

4. Avoid testing immediately after students have engaged in strenuous physical activity.

5. It is well known that students tend to perform better on assessments when they are well rested and fed. Parents should be encouraged to ensure their children get a full night's sleep and eat breakfast prior to taking the test. When the latter is not possible, teachers may wish to arrange for their students to eat or drink something (e.g., a piece of fruit, milk) in class before testing.

PROMOTING AN EFFECTIVE TEST-TAKING ENVIRONMENT

1. Become familiar with the assessment materials, particularly the instructions, prior to the test date. If you are familiar with the materials and have them organized for quick use, delays a major source of tension/disruption in the room, will be minimized

2. There are several classroom distractions that can interfere with testing activities. These distracters, along with methods for eliminating them, are described below:

    A. Ringing telephones and end-of-period bells;

    B. Noise, visual activity in hallways and outdoor areas
    (close doors, windows, and curtains; limit the use of hallway outside the testing room);

    C. Student movement during the test to sharpen pencils, approach teacher, etc. (keep extra pencils on hand, to go, students, when they have questions).

3. Remove or cover materials in the room (e.g., wall hangings, maps, posters, globes) or objects, which might distract students' attention or provide clues to correct answers on certain questions.

4. Seat students far enough apart from one another to enhance privacy. Adequate spacing is the most effective method for discouraging copying. However, an equally important purpose is to give students a greater feeling of privacy, particularly useful for anxious children.

Fulton Public Schools

Dr. Ty Crain, Superintendent of Schools
Dr. Chris Hubbuch, Assistant Superintendent

Karrie Millard, Director of Special Services
Karen Snethen, PD & School/Community Programs

Dear Parent/Guardian:

Your child is scheduled to take the Missouri Assessment Program test from
through   . The MAP is an achievement test designed to measure the level of
mastery your child has attained on the Missouri Show-Me Standards and the Missouri Learning
Standards.

There are some ways in which you can enhance your child's performance:

Do:
* Encourage your child to do his/her best.
* Make sure he/she gets proper rest and nutrition during the test dates.
* Have your child wear comfortable clothing.
* Protect your child from family pressures or problems if possible during testing.

Don't:
* Forget that emphasis on test scores can be upsetting to children.
* Try to "cram" for the exam.
* Use undue threats or promises based on the outcome of his/her results.
* Judge your child on the basis of a test score. Many factors can influence test scores, and any
test only tells part of the story.

Assessment results will be available in August. At that time we will explain the meaning of the
results and answer any question you may have.

Sincerely,

Dr. Chris Hubbuch
Assistant Superintendent
Fulton Public Schools

2 Hornet Drive, Fulton, MO 65251-2731
Phone: Voice/TDD 573.590-8000   MO Relay Number: 1.800.735.2966 TDD
Fax: 573.590.8090

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GLOSSARY

Achievement Test -- a test that measures knowledge of acquired information and skill mastery, usually attained as a result of planned instruction or training.

Aptitude Classification Battery or Multiple Aptitude Battery -- a test in which number of different abilities area assessed in order to identify areas of relative potential strength. Aptitude classification batteries differ from other aptitude measures in that they are typically designed to predict performance in occupational settings.

Assessment -- the process of using a variety of data collection methodologies to assist in making decisions about curriculum, instruction, and students. The assessment process may make use of tests, measurements, and evaluation. Assessment data, which are consistently collected, can be used to identify trends over time.

Cluster Scores -- scores obtained by aggregating student performance on groups of related learner outcomes such as reading comprehension or language arts.

Criterion-Referenced (content-referenced) Test -- a test designed to provide information on the specific knowledge or skills possess by a student. Scores have meanings in terms of what the student knows or can do, rather than in relation to the scores made by some external reference group. A criterion referenced test is most effectively used when it is closely related to the curriculum (instruction).

Diagnostic Test -- a test used to identify an individual's specific areas of strength or weakness; determine the nature of his/her weaknesses or deficiencies; and wherever possible, suggest their cause and indicate potential remedies.

End-of-Course Assessment – The Missouri Assessment Program's high school assessments are referred to as End-of-Course Assessments (EOC's). Districts must ensure that all students take eight end-of-course exams (Algebra I, English II, Biology, one additional test in each of these content areas, as well as two social studies end-of-course tests) prior to high school graduation. The EOC assessment may be considered the course's final exam.

Evaluation -- a component of assessment that is the process of arriving at a decision or conclusion by comparing the assessed level of performance to a standard or desired level of performance. This process should not be limited to utilizing information gained from standardized testing and may extend over an undefined period.

 Formative Evaluation -- the process used to determine the degree of mastery of a given learning   task and to pinpoint the part of the task not mastered.

Mastery Test -- a test designed to determine whether a pupil has mastered a given unit of instruction or a single objective or skill; a test giving information on what a pupil knows, rather than on how his performance relative to that of some reference group.

Norming Data -- the month and date of the calendar year which is the midpoint of the time period during which the test was administered to the standardization sample. Individuals must be tested at approximately the same time of the year as the norming date.

Norming Process -- the process of administering a test to a large number of persons thought to be representative of persons with whom the test is to be used. The performance of this group, or standardization sample, is used to determine the standards to which the performance of individual taking the test can be compared.

Norm-Referenced Test -- a test which allows the comparison of an individual's performance with the performance of a large group who previously were administered the same test.

Percentile -- percentiles range from 1 thru 99 and indicate a point below which a certain percentage of scores fall.

Practice in Test-Taking Skills -- activities which allow the individual to gain familiarity with responding to test items in a time-efficient and comfortable manner. Examples of this kind of practice would include the periodic, formalized administration of practice or sample tests and allowing students to write items for sample tests. The practice test section preceding most standardized tests does not constitute adequate practice in test taking skills.

Quintile -- one of four points that divide a score distribution into five equal groups. The first quintile is the 20th percentile, the second is the 40th percentile, the third is the 60th percentile, and the fourth is the 80th percentile.

Readiness Test -- a test that measures the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for successfully undertaking some new learning activity.

Reliability -- the extent to which a test is consistent in measuring whatever it measures or the degree to which the test is dependable, stable, and relatively free from errors of measurement. Reliability is usually expressed as a reliability coefficient or by the standard error of measurement derived from it. Reliability coefficients range from zero to one. The closer the coefficient is to one, the more reliable the test.

Scale Score -- a standard score.

Scholastic Aptitude Battery -- a test designed to predict a student's potential for success in a college setting.

Screening -- a means of looking at an entire population of students to determine which, if any, may have special learning needs or abilities. Screening procedures should result in the identification of a pool of students who should be further evaluated to determine whether or not there is truly a need for special assistance.

Standard Error (S.E.) -- a statistic providing an estimate of the possible magnitude of "error" present in some obtained measure whether (1) an individual score or (2) a group score such as a mean.

Standard Score -- a transformed score in which a student's raw score deviation from the mean is expressed in standard deviation units.

Standardized Test -- a test designed to provide a systematic sample of individual performance, administered according to prescribed directions, scored in conformance with definite rules, and interpreted as specified.

Subject Area Scores -- scores on a test containing questions relating to broadly defined areas of knowledge, such as reading, science, or arithmetic. Such scores may indicate the individual's relative level of performance in a broadly defined area of knowledge.

Summative Evaluation -- the process used at the end of a term, course, or program for grading, certification, or evaluation of progress.

Technical Manuals -- a manual containing information on the construction, statistical characteristics, norming process, appropriate uses, et cetera, of a specific test.

Test Content Specifications -- a written statement which identifies the method for measuring a tested objective.

Validity -- the extent to which a test measures what it was intended to measure, when used for the purpose the test was designed.