



**EXCELSIOR SPRINGS
SCHOOL DISTRICT**

**CURRICULUM &
INSTRUCTION
HANDBOOK**

Updated for

2023-24

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www.essd40.com

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ESSD 40 Curriculum & Instruction: The purpose of this handbook

This Curriculum and Instruction Handbook is to serve as a guide for all district-level/building-level administrators, instructional coaches, curriculum committee members, department heads, classroom teachers, and paraprofessionals. A Curriculum, Instruction, and Assessment Handbook clearly outlines guidelines and procedures developed to create the expectation and context for a fully-aligned curriculum that is clear and available to all stakeholders. It is the intent of the guidelines and procedures outlined in this handbook to provide the best learning environment for our students. The Excelsior Springs School District curriculum development is a comprehensive process that considers all stakeholders. These stakeholders include teachers, parents, community members, administrators, board members, and students. The curriculum centers around our district mission and vision and our Comprehensive School Improvement Plan aligns with this handbook.

The curriculum process is never finished, but rather a cyclical plan that is continually monitored and adjusted to meet the changing needs of our students. Best practices differ from one professional to another as education is a highly personal and ever-changing area. This handbook is meant to fully outline that plan and offer guidance when making changes. Students are at the center of every curriculum-based decision in Excelsior Springs, and the district is committed to giving every student an equitable opportunity that prepares them for their next level.

The following pages provide resources and structure to assist teachers in curriculum development. Our district philosophies regarding assessment and instruction are also highlighted. This document further outlines the opportunities available for staff members to assist through grade-level representation on curriculum leadership teams, grade-level and content-level meetings, vertical department meetings, and staff development meetings throughout the year.

Curriculum, instruction, and assessment are components that can not be detailed in black and white. There are many gray areas and this handbook aids in assisting teachers in making the right decisions at the right time for all of our students. Our district philosophy and the people who make up this district and community are the cornerstones of what makes our district great.

Curriculum & Resource Development

A solid curriculum plan is an integral component of any continuous improvement plan. The critical characteristics of our curriculum, instruction, and assessment system include:

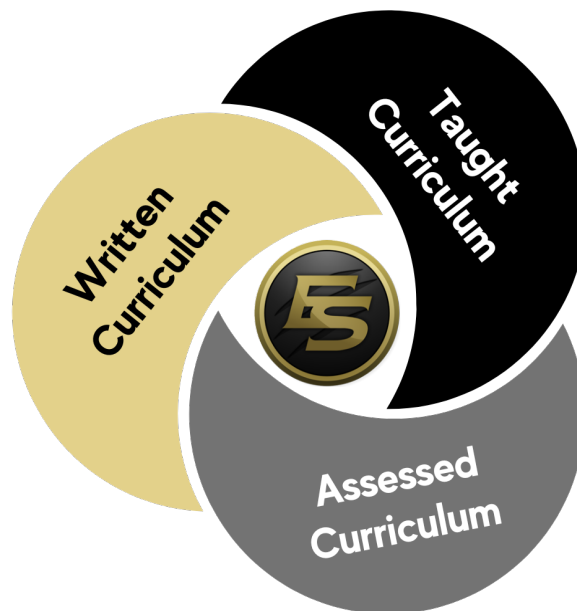
- a direct link to the mission, core values, mission, and vision
- monitoring of student learning
- assessment-driven instruction that informs instruction and is heavy in frequent student feedback
- professional collaboration driven by data
- systematic professional development based on teacher/student needs
- alignment to the Missouri Learning Standards

A clear, public, viable, and aligned curriculum exists when teachers are instructing using the written curriculum; when assessments are aligned to the written AND taught curriculum; and the written curriculum is used to steer decisions about resources and professional development. See Below.

Written Curriculum - Defines the learning goals and objectives aligned to state standards that students are to master and teachers are to teach. The written curriculum includes all assessments, instructional teaching strategies, and resources.

Taught Curriculum - The delivery of the written curriculum packaged in units of study, lesson plans, and various instructional strategies make up the taught curriculum. The taught curriculum is meant to evolve with students depending on how feedback informs instruction.

Assessed Curriculum - The portion of the written and taught curriculum whose purpose is to assess, both formally and informally, and to evaluate student progress toward mastery of the written curriculum. Assessments should focus on the incremental growth of students, regardless of their learning level.



District Mission, Vision, and Core Beliefs

Our Vision:

To challenge and inspire students through their learning experiences to empower future success

Our Mission:

Excelsior Springs 40 School District works together to help students discover potential, explore passions, and develop leadership **for all learners**.

Our Core Beliefs:

- Student-Focused
- Integrity

- Growth Mindset
- Collaboration
- Community Partnership
- Innovation
- Transformation

District Grading Philosophy: Beliefs, Principles, and Practices

At Excelsior Springs School District, We believe that...

- Grades are based on standards
- A grade should be a timely reflection of a student's learning right now
- Students deserve to be reassessed to demonstrate mastery of learning
- Students should be able to identify the path to mastery of learning through objectives and expectations, and teachers should make this path clear
- A parent deserves to know where their student is at in their learning progression
- Independent homework and practice assignments should be meaningful and purposeful

Curriculum Leadership Teams and Responsibilities

Department Chairpersons and team members comprise the Curriculum Leadership Teams. This section will detail the staff and their major responsibilities.

The Curriculum Committee

Curriculum Committee: Each year, Core and NonCore committees (Curriculum Leadership Teams) meet to review and revise curriculum documents. Multiple grade levels are represented from all buildings and community members are invited to attend. District instructional coaches are members of their respective content areas. A member of the administrative team also represents the district and offers a different perspective. These committees review their curriculum and evaluate their data regularly to make needed adjustments for student achievement. All curriculum is audited and formally revised every six years on a systematic basis. If necessary, the teams make extensive revisions and review textbooks/resources for necessary changes.

Department Chairperson Roles

Christina Harris, curriculum coordinator for the district, acts as the department chairperson. The department chairperson is key in providing leadership and preserving the department's integrity. Although the responsibility for the quality of instruction and the level of success rests primarily on the classroom teacher, the chairperson is responsible for assisting the classroom teacher in achieving success. The department chairperson is charged with ensuring vertical alignment throughout the district, making sure that all of the pieces fit together.

Responsibilities of the Chairperson

1. Be a leader in the continuous development of the curriculum
2. Lead creatively and set a positive tone for the department
3. Manage and lead the work of the department
4. Communicate effectively and professionally with the Assistant Superintendent of Academic Instruction.
5. Share research-based strategies to engage students in learning

6. Incorporate technology into unit plans to enhance learning when appropriate
7. Assist the professional development committee by identifying teacher needs based on communication and observation

Responsibilities of the Committee Members

- Be the content and standards specialist in your department/grade level, especially regarding proficiency scales and their primary role in all curricular decisions
- Collaborate with teachers to develop and clarify curriculum documents -- priority standards, proficiency scales, common tests, pacing guides, unit maps, lesson plans
- Develop model lesson plans for curriculum guides
- Work with the chairperson to analyze data from common tests to monitor learning and make decisions about needed changes in curriculum and instruction
- Continuously deepen their content knowledge and content pedagogy
- Develop teacher leadership capacity in your building/departments/grade level
- Be the liaison between buildings and the Assistant Superintendent of Academic Instruction

Meetings: The Curriculum Committees meet for a week each summer, but ideally convene an additional two to four full days during the school year. Revision suggestions from staff during the previous year will be analyzed and may or may not be revised based on committee decisions. Each content area due for extensive revisions and textbook adoption (per the six-year rotation) should meet a minimum of two full days during that school year in addition to the curriculum week provided during the non-contract time. Additional time is allowed if needed. During those work days, teachers receive training on rigorous curriculum design, the curriculum review and revision process, and competency-based instructional pedagogy.

Time will be given at building-level and cross-district meetings to review the use and utilization of proficiency scales, based on staff feedback. The following types of information are used to review and revise the curriculum:

1. Missouri Learning Standards and MSIP6 Guidelines
2. Grade Level Expectations (GLE), Course Level Expectations (CLE), Performance Level Descriptors (PLD), and Depth of Knowledge (DOK)
3. Missouri Assessment Program (MAP) results -- Grade Level Assessment (GLA) and End of Course (EOC)
4. Formative & Summative Test and Student Evidence Data
5. Informal Assessment of learning
6. Community Input

Utilization of Information in Curriculum Work:

1. **Missouri Learning Standards:** The Excelsior Springs School District utilizes the Missouri Learning Standards as the foundation of our instructional program. Teachers must refer to State Show-Me Standards, State Grade Level or Course Level Expectations, Curriculum Frameworks, and Assessment Annotations. Teachers also review their Content Rationale, Goals for Graduates, Depth of Knowledge levels, Implementation levels, and Equity Standards. Finally, all curricula must meet the requirements of the Missouri Comprehensive Improvement Program (MSIP 6).
2. **DOK (Depth of Knowledge):** Depth of Knowledge levels will also be assigned to each objective, and coding will be applied to the written objective.

3. Missouri Assessment Program (MAP & EOC) Results: Map and EOC results will be reviewed during grade-level and department meetings during the school year once data is received. MAP and EOC results may impact the curriculum review cycles depending on this data.

4. Formative and Summative Data: Teachers evaluate their students' learning on formative and common tests directly aligned to the proficiency scales. The results of these evaluations are used to guide curriculum development and inform instructional decisions. The curriculum committee may revise these assessments as needed based on student data to ensure authentic and aligned assessments are administered.

5. Informal Assessment of Curriculum: The faculty is informally assessing the curriculum regularly and gathering evidence of student learning, as designated by formative and common assessments. Current events, such as presidential elections, natural disasters, the space program, etc., may be included in the curriculum when appropriate and timely.

6. Community Input:

- GLA/EOC scores are shared with the parents.
- Annually, students in grades 5-12 are allowed to complete an evaluation form that asks questions about the instructor, the textbook, and the curriculum.
- The district responds to various requests from community special interest groups to disseminate information.
- Elementary Parent/Teacher Organization (PTO) frequently offers suggestions and concerns.
- Parents with children in IDEA programs or Title I classes are invited to attend a yearly meeting to discuss these services.
- Parents are invited to various meetings and to serve on advisory boards.
- Parents are on the Comprehensive School Improvement Plan committee and are encouraged to attend curriculum meetings.

Resource Selection Process: The Board of Education must make provisions for selecting up-to-date and appropriate resources for all students enrolled in our schools. Free resources are provided in grades kindergarten through twelve. The responsibility for selecting textbooks and materials lies with the teachers and administrators. If there is a need for revision due to misalignment to best practice or state guidelines, the Assistant Superintendent of Academic Instruction will get involved with the process. New resource adoptions shall be done periodically (every six years at a minimum) as a part of the regular evaluation of curriculum areas on a systematic school-wide basis. Resources are purchased as a supplement to the curriculum.

Textbooks/resources do not drive the curriculum. Therefore, resource vendors and versions are not required to align vertically.

Equity of Resources: Resources chosen at the elementary level will be utilized across the district. Building administrators will have the opportunity to advocate or voice concerns on any resources brought to the curriculum committee. We will NOT provide the same type of resource in three formats to three different elementary schools. The committee will analyze all sources and choose the best one for all students. What is available in one school will be available in all schools to ensure students have an equitable experience.

Textbook Selection: Basic resources that provide material currently in the field should be selected so the books may be used for at least five years. Selection will be made with the cooperation of the faculty and administration under the direction of the Curriculum & Instruction team. Textbooks will be selected in the following manner:

1. A selection process will be established by the Curriculum Leadership Team members, teachers directly involved with the materials, the administration of the schools, and the Assistant Superintendent in charge of the curriculum. The Curriculum Leadership Team is responsible for submitting the final textbook request. A scoring rubric will be utilized during the selection process.

2. Specific needs for a course of study will be established in writing, and the book selected will be the one that best meets the needs in the opinion of the selection committee.
3. Sufficient time will be allowed to evaluate materials submitted by the vendors.

Textbook Selection Procedures: Suggested procedures for adopting new textbooks or materials in a specific subject area:

1. Every six years, selected content areas may purchase new textbooks as presented in the Curriculum Development Cycle and Textbook Adoption Plan.
2. Curriculum Leadership Team members in the core content areas will commence the textbook selection committee. The District Curriculum Coordinator (Christina Harris) will lead textbook selection in all content areas with the exception of ELA. The District Literacy Coach (Jessica Himbury) will lead textbook/resource selection for ELA courses and components.
3. Curriculum Leadership Team members will ensure alignment with Missouri Learning Standards for a textbook/resource to be considered.
4. Content area teachers will be given an opportunity to review the materials (a minimum of two different textbooks are required) and make a preliminary decision.
5. Building administration and the Assistant Superintendent in charge of the curriculum will review and approve the materials.
6. Once decided, a Purchase Requisition form will be completed for the textbook and sent to the Assistant Superintendent in charge of the curriculum.
7. The principals and Curriculum Leadership Team members will determine the need for in-service workshops and information sessions with company consultants representing the textbook or materials selected.

Instructional Coaching

Instructional Coaches have been given a specified content/instructional area as a district focus. They ensure vertical alignment throughout the district by taking feedback from teachers throughout the district at all grade levels. Instructional coaches can and should assist teachers in all forms of content and instruction (not just their expertise) through observation, coaching cycles, and committee work. The instructional coach is not an administrator or the instructional leader in the building, but rather the ultimate resource for all teachers. The work of instructional coaches aligns with the district mission and vision, Missouri Learning Standards, and the building vision.

Instructional Coach	Content Area Expertise
Christina Harris	Curriculum
Jessica Himbury	Literacy
Amy Cook	Math
Leslie Horne	Science
Jeffrey Manning	Collaboration and Professional Development

Guidelines for Choosing Curriculum Materials at the Building Level

Before using building textbook funding allocation to purchase classroom, building, or course-level instructional materials, we suggest asking the following questions:

- Will these materials replace district-provided resource? (For example, is an app for math facts replacing another resource that does the same thing?)
- Will this create inequity for any students in the building or across the district? (example: Does one building feel the need for a resource based on data, while another building does not. If either answer is “yes,” please stop here and contact C&I for guidance before proceeding.)

If the answer is “curricular support that does not supplant or create inequity,” continue:

2. Are materials aligned with district and state standards and GLEs and CLEs?
3. Are instructional goals stated clearly in terms of what students should know and be able to do?
4. Do materials make connections within and across content areas?
5. Are formal and informal assessment practices integrated into instruction?
6. Are students engaged in problems and questions before being introduced to solutions and answers?
7. Do materials provide opportunities for students to practice using knowledge differently?
8. Do materials allow for various activities that address different learning styles?
9. Can materials build students’ cross-cutting competencies, such as multicultural, problem-solving, communication, citizenship, technology, and school-to-career skills?
10. Are parents and community members involved in learning activities?
11. Do materials use or refer to up-to-date research?

*All resource requests should be submitted in the form of a requisition to Dr. Miller.

Curriculum and Resource Development Review Cycle

The district began a curriculum audit in the 21-22 school year. Prior to this school year, little had been done in terms of a formal and thorough audit. Based on feedback from teachers and administrators, along with a shift in literacy, we began our journey to identify holes in our current curriculum. The district was placed on an ongoing review cycle for the 22-23 school year. Over the next six years, all subject levels will be reviewed, revised, and fully aligned to meet the needs of our learners. The cycle will continue in this order, on this cycle until further notice.

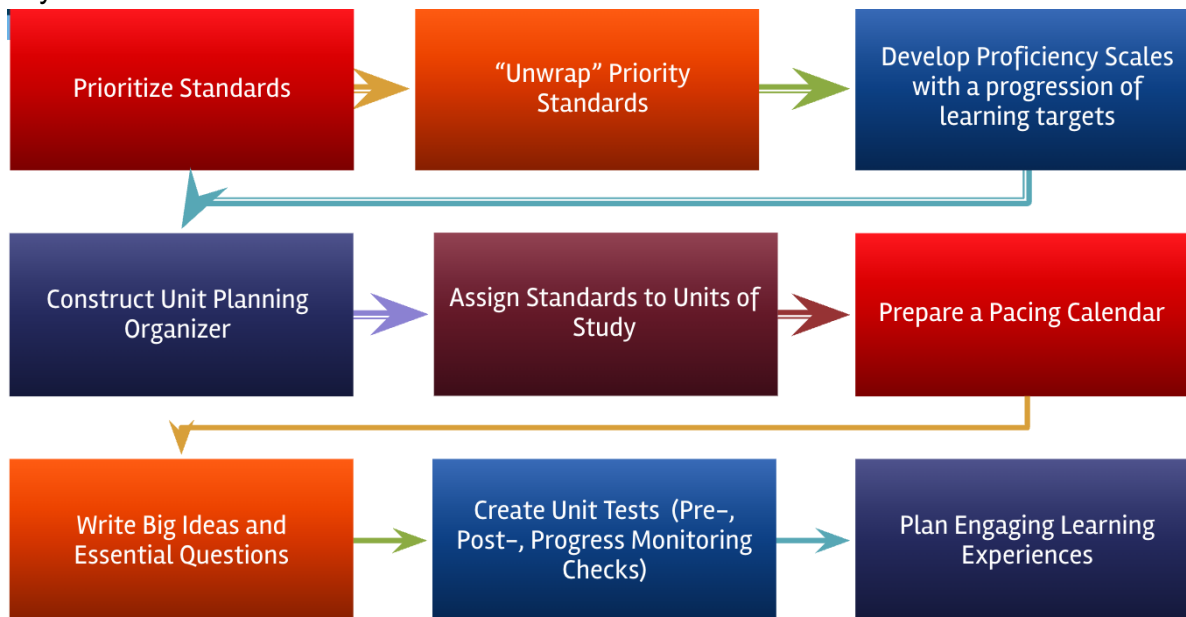
ESSD Standards and Resource Review Cycle											
Subject	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
ELA			✓	New					✓	New	
Science				✓		New					✓
Social Studies		✓	New					✓	New		
Fine Arts						✓	New				
Practical Arts					✓	New					
Math	✓	New					✓	New			
Library								✓			

✓= On Cycle

New= Implementation Year

Curriculum Development Process

Curriculum development is a tedious process and a plan is needed to organize this process in a manageable way. Curriculum Teams are to follow the Rigorous Curriculum Design process, as established based on the work of Larry Ainsworth.



Required Curriculum Elements in Documents

Rigorous curriculum design is the process of developing learning experiences that are both challenging and engaging for students. This curriculum is based on research-based best practices and is designed to develop critical thinking and problem-solving skills. It typically includes various activities, such as hands-on projects, cooperative learning, technology-based instruction, and a focus on higher-order thinking skills. Rigorous curriculum design takes into account students' individual needs and is tailored to meet the specific learning goals of the classroom. A rigorous curriculum is an inclusive set of the following intentionally aligned components organized into sequenced units of study:

- Clear learning outcomes
- Rigorous and aligned assessments
- Engaging learning experiences
- Instructional strategies

A completed Curriculum Document includes

1. **Priority Standards/Proficiency Scales:** Teachers along with guidance from DESE have chosen priority standards for content areas. Although we are just beginning our work with proficiency scales, all priority standards will eventually have a proficiency scale that denotes the progression of learning and achievement measures. All proficiency scales are notated with the quarter to report progress. Proficiency scales are an effective tool for helping teachers evaluate their student's progress and track their learning progress in the classroom. They provide a way for teachers to assess students'

knowledge of a particular subject and set learning goals. They also allow teachers to differentiate instruction for individual students and adjust assignments and instruction to meet each student's needs better. By using proficiency scales in the classroom, teachers can better support and motivate their students to reach their full potential. Proficiency Scales: A proficiency scale is a collection of learning targets, including supporting standards, organized into a learning progression. The below chart outlines how to create proficiency scales. Although very similar to standards-based learning, the process is different in that it breaks down instruction into manageable tasks and goals for students to master at their own pace, in their own time.

Each proficiency scale includes

- Tasks and activities to use learning in applicable situations in each proficiency level
- Essential skills from the previous grade/course
- Prerequisite skills/strategies for new learning
- Necessary vocabulary for new learning
- ALL supporting standards needed for meeting/Level 3

2. **Pacing Guide:** K-5 and 6-12 uniformly-designed pacing guides are used by teachers to plan and organize their instruction throughout the school year. They also provide teachers with a timeline for when to cover content and assign projects or tests. This document will be placed on the district's curriculum website.

3. **Course Objectives:** Each objective must be specific and measurable. Course objectives will be identified in the curriculum maps. These documents can be accessed and printed through electronic curriculum documents. These documents will be placed on the district's curriculum website. All course curricula will include the following:

- A Description of each subject area and course content: The Missouri School Improvement Program requires that district curriculum guides provide general descriptions of the content taught in each subject area and each course. Course descriptions should identify essential topics to be studied and communicate the course's importance.
- Objectives for each course: Each objective should identify what students are to know and be able to do, be specific and measurable and relate directly to the Grade Level Expectations (GLE) and Course Level Expectations (CLE) if available in the content.
- Depth of Knowledge levels should be applied to each objective.

4. **Lessons, Activities, Assessments, and Projects:** Written activities and assessments are required for each objective in all content areas. Activities and assessments will be input into the electronic curriculum documents and utilized and updated regularly.

5. **Evidence of Learning:** Student Work & Assessment Samples (a minimum of 2 or 3) of student work and assessments will be kept by each teacher in the content areas taught. Some examples of evidence are observations, presentations, activities, projects, one-on-one or small group interactions and conversations, and student surveys.

6. **Common Tests:** These are written by grade-level teachers for the content areas taught. Common Tests will be based on grade level curriculum and be MAP GLA/EOC-like. The assessments will contain various question types, including selected responses, constructed responses, and performance events. Common tests will be consistently utilized, evaluated, updated, and used to improve instruction by teachers. Common Tests utilized by teachers at a specific grade level and the content area should be kept on curriculum documents. A testing window is provided for teachers outlining when common tests should be given.

Course Request Form and Process

The existing process for course request submissions by secondary teachers is the following:

Who is in charge	Task
Classroom Teacher	Staff who have course changes, deletions, or requests complete the ESSD course request form and submit it to their building administrator for support and feedback. This must be submitted no later than December 1st for consideration for the following year.
Building Principal	The principal submits approved course requests to the Assistant Superintendent of Academic Instruction for review by December 15th.
Asst. Supt. C&I	The Assistant Superintendent will review the course request and provide a decision/feedback/concerns with the building principal by January 3rd.
Board/Building Principal	If approved, the Building Principal will submit a course change/addition request to the board for approval at the January board meeting.
Core Data	The Core Data Specialist (Misty Jones) will create a new course code and update PowerSchool in preparation for student scheduling.
Counselors	Counselors add course codes and course descriptions to the student catalog.
ICs & Classroom Teacher	Instructional Coaches and department chairs support teachers in complete curriculum writing. The completed Curriculum with all mandatory components needs to be submitted to the District Curriculum Coordinator no later than April 1st. * **
Department	Any approved curriculum will be housed on the district curriculum website and reviewed/updated annually by the department.

**No outside contract time will be given to classroom teachers who write content curricula outside of the curriculum cycle. (Example: A teacher may utilize the week during the summer to write a new botany course during the science cycle year only.) All outside cycle work needs to be completed by the teacher on their own time.*

***Career Ladder hours may not be used to write curriculum without special exception given by the Assistant Superintendent of Academic Instruction.*

ESSD 40 Assessment Program

Purpose of the Assessment Program

The purpose of the district assessment program is to provide teachers with data to gauge student learning, improve instructional practices, and prepare students to be college and career ready. The Excelsior Springs School District will continue to commit to student improvement and focus on equity by utilizing assessment data to drive decisions based on student achievement. The results-based commitment requires a robust and comprehensive assessment program. Assessments are a tool for student learning when the results are used systematically and regularly to improve instruction. Various assessments proved students, parents, teachers, administrators, board members, and the community with accurate, reliable, and valid data that may be used to:

- Inform decisions regarding curriculum, instruction, and assessment
- Ensure alignment of the district curricula with national and state learning standards
- Inform the integration of technology in the classes
- Assist in the selection of students for advanced academic classes
- Evaluate district programs
- Inform decisions regarding the allocation of district resources
- Inform teacher instruction
- Improve student learning
- Evaluate the college and career readiness of students
- Measure student growth
- Provide accountability for the district's stakeholders

The assessment program is woven throughout four corollary questions that guide the PLC process.

- What do we want students to learn?
- How do we know if they have learned it?
- What do we do if they don't learn?
- What do we do if they already know it?

The school buildings use the professional development days and weekly collaborative/grade level meetings to study data, collaborate to make instructional decisions based on the data, and plan needed lessons for large and small groups of students. Multiple sources of student assessment data are shared with district-level administrators and board members throughout the year for review.

Roles and Responsibilities

The Assistant Superintendent of Academic Services is responsible for the Excelsior Springs School District assessment program. The Assistant Superintendent will chair the district assessment committee and work with its members to evaluate and update the district assessment plan as needed. The current members of the assessment committee are included in a subsequent section of this document. The Assistant Superintendent will work closely with Building Principals, Assistant Principals, Instructional Coaches, the Core Data Secretary, the Assistant Superintendent of Student Services, and Department Supervisors to coordinate all district assessment activities.

The Assistant Superintendent of Academic Services is responsible for:

- Overseeing the district assessment program
- Working with Building Principals to coordinate the assessment of all students during fall and spring testing, including, but not limited to, setting assessment windows.

- Working with the Core Data Secretary to ensure
 - 1) storing of assessment results in PowerSchool, the district's student information system, and
 - 2) uploading required materials into DESE's core data system.
- Analyzing assessment data at the district and building levels
- Communicating with outside organizations, such as ACT, DESE, and local elementary, middle, and high school administration, to facilitate the assessment process

The Building Principals are responsible for:

- Setting building assessment timelines during the district testing window
- Coordinating the administration of assessments for all students during testing windows
- Coordinating the administration of assessments for select groups of students throughout the school year (homebound students, suspended students, etc.)
- Ensuring that students with IEP or 504 plans that call for accommodations for standardized tests are being met.
- Communicating with outside organizations, such as ACT, the College Board, DESE, and other assessment vendors.
- Communicating information about assessments and assessment results to students, parents, faculty members, and administration
- Coordinating test-preparation and administration activities
- Analyzing data at the building level
- Organizing building data and sharing with staff

The Building Counselors are responsible for:

- Coordinating test-preparation activities, as directed by the principal
- Ensuring that all assessments are completed in accordance with graduation requirements
- Training staff in assessment related preparation (MAP,EOC)
- Coordinating the administration of subject-area assessments to select groups of students throughout the school year
- Working with staff to ensure accurate entry of data into PowerSchool as it relates to student assessment
- Ensuring that all students with an outside placement are tested

The Grade-Level/Content-Level Teacher Leaders are responsible for:

- Working with the teachers in their department to develop and revise valid, reliable formative assessments, common assessments, and performance assessments which are aligned to curricula and state or national standards
- Distributing current versions of common assessments and performance assessments to the teachers in their departments
- Working with the district curriculum coordinator to adjust existing assessments when needed
- Ensuring the accuracy of district-level assessment data for their subject areas
- Working with the teachers in their departments to analyze student assessment data
- Working with the Building Principals and Instructional Coaches to provide the teachers in their departments with professional development related to assessment

The Core Data Secretary is responsible for:

- All district uploads as required by DESE in preparation for state assessments
- Import assessment scores in to PowerSchool

The Director of Special Education, with assistance from Process Coordinators, is responsible for:

- Working with the teachers in the department to develop and revise valid, reliable benchmark assessments, common assessments, and performance assessments which are aligned to curricula and state or national standards
- Identifying and coordinating assessment needs of students place outside the district
- Communicating a list of students with outside placement to the Assistant Superintendent of Academic Services
- Distributing current versions of benchmark assessments, common assessments, and performance assessments to the teachers in their departments
- Ensuring the accuracy of district-level assessment data for their subject areas
- Working with the teachers in their departments to analyze student assessment data
- Overseeing the testing required to determine eligibility of students for special education services
- Facilitating the assessment of students throughout the school year who receive accommodations per their Individual Education Plans (IEP) or Section 504 (504) plans

Teachers are responsible for:

- Administering assessments
- Reviewing and analyzing formative and summative data and using information from that analysis to inform instruction
- Reviewing assessment results with students collectively and individually in order to improve student learning
- Participating in the district professional development to become knowledgeable of the practices for test administration
- Participating in the district professional development in order to accurately interpret assessment data and use that data to inform classroom instruction
- Reporting any assessment concerns to the curriculum coordinator
- Serving on committees as needed to support the creation and revision of district assessments

Assessments and Purposes

Frequent formative classroom assessments aligned to proficiency scales followed by thoughtful data analysis and decision-making are the way for the district to make decisions to best meet the needs of students and raise student achievement. A comprehensive assessment system is a system of assessment tools that promote the careful selection of the right assessment at the right time to provide the right information for **actionable** steps.

Assessment Literacy

Diagnostic Assessments: Norm- or Criterion-referenced measures against a set of pre-specified qualities or a predefined population. The STAR Assessment is an example of a Diagnostic test that is both Norm- and Criterion-referenced.

- With a **norm-referenced** test, students' performance is compared to other students' performance. The norm-referenced approach relies heavily on the traditional bell curve distribution of student performance. (To determine what grade they should be reading at for example.)
- In a **criterion-referenced** approach, student performance is compared to the criterion or standards for students to learn. (To determine where a student needs support in the learning progression, for example.)

Interim and Benchmark Assessments: Used to determine if students are on track to perform well on future high-stakes assessments with many standards. These are typically given at three or four predetermined intervals during the school year. (The DRA is an example.) DESE is discussing making the MAP/EOC exams a series of interim assessments as opposed to one summative.

- An **interim** assessment measures a portion of the standards of the grade/course regardless of the standards that have been taught at that point in the school year.
- A **benchmark** assessment measures a portion of the standards taught in that measurement period.

Formative Assessments: All assessments are formative in nature, or there is no need to administer them. "Formative" literally means to inform instruction. Formative Assessment types include Obtrusive, Unobtrusive, or Student-Generated checks of student learning for calibrating and adjusting instruction of one standard at a time. This can get confusing because almost anything can be a formative assessment.

- **Obtrusive** Assessments -- Interrupt the normal flow of activity in the classroom. Teaching does not occur during obtrusive assessments. Instead, instruction stops while students 'take the assessment.' (Hence, the term obtrusive.) Examples include an end-of-unit assessment or a common formative assessment.
- **Unobtrusive** Assessments -- Do not interrupt the flow of activity in the classroom. Students might not even be aware that they are being assessed during an unobtrusive assessment. These include the "quick checks" during your instruction to gauge student understanding.
- **Student-Generated Assessments** -- Student-generated assessments are probably the most underutilized form of classroom assessment. Students generate ideas for demonstrating their current status on a given topic. They are also a good option for re-assessment and offer increased levels of student engagement.

Common Assessments: These are assessments that inform instruction and highlight issues within the curriculum. Common Assessments are created by district teachers and all students within a grade level take them within a specified window. A common assessment is a type of benchmark assessment.

Summative Assessments: Used to determine learning achievement, evaluate the effectiveness of curricular resources and instructional decisions, measure progress toward improvement goals, or make course-placement decisions.

All **evidence of student learning** is a form of assessment, not just computerized or paper/pencil tests. And all evidence of student learning can be formative or summative.

ESSD District Assessments

Level	Content	Assessment	Purpose
		Norm-Referenced Assessments	
<ul style="list-style-type: none"> Elementary Secondary High School 	<ul style="list-style-type: none"> Mathematics Language Arts 	STAR Assessment	<ul style="list-style-type: none"> • Measure student achievement in mathematics and language arts • Provide data for district and school improvement • Identify students who are at risk of not meeting state standards • Inform instruction and intervention • Monitor progress of students and groups of students • Compare student performance to state standards • Provide information to parents and the community • Support district and school improvement efforts • Inform policy and program decisions • Provide information to the public • Support district and school improvement efforts • Inform policy and program decisions • Provide information to the public
		Criterion-Referenced Assessments	
<ul style="list-style-type: none"> Elementary Secondary High School 	<ul style="list-style-type: none"> Mathematics 	Developmental Reading Assessment <ul style="list-style-type: none"> • Measure student achievement in reading • Provide data for district and school improvement • Identify students who are at risk of not meeting state standards • Inform instruction and intervention • Monitor progress of students and groups of students • Compare student performance to state standards • Provide information to parents and the community • Support district and school improvement efforts • Inform policy and program decisions • Provide information to the public 	<ul style="list-style-type: none"> • Measure student achievement in reading • Provide data for district and school improvement • Identify students who are at risk of not meeting state standards • Inform instruction and intervention • Monitor progress of students and groups of students • Compare student performance to state standards • Provide information to parents and the community • Support district and school improvement efforts • Inform policy and program decisions • Provide information to the public
<ul style="list-style-type: none"> Elementary Secondary High School 	<ul style="list-style-type: none"> Mathematics Language Arts 	STAR Assessment	<ul style="list-style-type: none"> • Measure student achievement in mathematics and language arts • Provide data for district and school improvement • Identify students who are at risk of not meeting state standards • Inform instruction and intervention • Monitor progress of students and groups of students • Compare student performance to state standards • Provide information to parents and the community • Support district and school improvement efforts • Inform policy and program decisions • Provide information to the public
<ul style="list-style-type: none"> Elementary 	<ul style="list-style-type: none"> Mathematics Language Arts 	Brigance Inventory of Early Development III Standardized	<ul style="list-style-type: none"> • Measure student achievement in early development • Provide data for district and school improvement • Identify students who are at risk of not meeting state standards • Inform instruction and intervention • Monitor progress of students and groups of students • Compare student performance to state standards • Provide information to parents and the community • Support district and school improvement efforts • Inform policy and program decisions • Provide information to the public
		District Common Assessments	

<input type="checkbox"/>	<input type="checkbox"/>	Mathematics, Science, Social Studies	<input type="checkbox"/>
<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies 	Mathematics, Science, and Social Studies Unit Tests <ul style="list-style-type: none"> Mathematics Science Social Studies 	<ul style="list-style-type: none"> Mathematics Science Social Studies
<input type="checkbox"/>	<input type="checkbox"/>	State Required Assessment	<input type="checkbox"/>
<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies 	MAP (Grade Level) <ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies
<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies 	MAP (Grade Level) <ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies
<ul style="list-style-type: none"> Mathematics (Gr. 8: Algebra I only as enrolled) 	<ul style="list-style-type: none"> Mathematics Science Social Studies 	End Of Course <ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies
<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies 	End Of Course <ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies
<input type="checkbox"/>	<input type="checkbox"/>	College and Career Readiness	<input type="checkbox"/>
<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies 	Preliminary Scholastic Aptitude Test (PSAT) <ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics Science Social Studies

			<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	ACT <ul style="list-style-type: none"> • <input type="checkbox"/> • <input type="checkbox"/> 	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Armed Services Vocational Aptitude Battery (ASVAB) <ul style="list-style-type: none"> • <input type="checkbox"/> • <input type="checkbox"/> 	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	WorkKeys <ul style="list-style-type: none"> • <input type="checkbox"/> 	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Government	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	United States and Missouri Constitution <ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Alternative Assessments

All students with disabilities participate in the MAP assessment. The students with an IEP that reflects mastery of skills required in the general education setting take the standard MAP. If the students require accommodations in administration, this is reflected in the IEP, and the accommodations are consistent with those utilized in daily instruction. Students immersed in a functional curriculum are eligible to take the MAP-A. The students are identified before the year of test administration, which is reflected in the IEP.

Special Education Testing

A variety of tests are used in the Special Education Program to identify students under the following categories:

- Adaptive Behavior
- Academic
- Academic Diagnostic
- Cognitive
- Language
- Global Assessment
- Social/Emotional/Behavioral
- Motor Assessments

Gifted Education Assessment

Assessment Measures:

- Woodcock-Johnson
- Torrance Test of Creativity
- WISC-IV NNAT (Naglieri Nonverbal Ability Test)

A student must meet criteria in any three of the following four areas to qualify for the program. If the Cognitive Area is not one of the three areas met, the student must have at least a cognitive score of 121 or higher to be considered for the Gifted Program. Areas tested:

1. Cognitive:

Individual intelligence tests A composite or General Ability Index IQ Standard of 123 or higher must be attained.

2. Achievement:

General subject knowledge as measured by a group or individual achievement test
A score at the 85th percentile in at least three tested areas is required.

3. Creativity:

Nonverbal and general problem-solving abilities
A score at the 90th percentile or higher is required.

4. Exceptional Performance:

Gifted Learner Checklists administered by the classroom teacher
An average of 95 points from the two checklists required

English Language Learners (ELL) Assessment

W-APT – WIDA-ACCESS Placement Test

Purpose: measure the English language proficiency of students who have recently arrived in the U.S. or a particular district. It can help determine whether a child requires English language instructional services. Ideally, a student will take the W-APT one time.

Assessment Categories:

- Speaking
- Reading
- Writing
- Listening

ACCESS for ELLs -Assessing Comprehension and Communication in English State-to-State for English Language Learners. Standards-based, criterion-referenced English language proficiency test is designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (reading, writing, listening, and speaking)

Assessment Categories:

- Reading
- Writing
- Listening
- Speaking

Excelsior Springs School District Assessment Schedule

Along with ongoing formative checks administered in all subject area classrooms, the following information details assessments that are administered throughout the district in various grade levels and courses.

Insert Elementary Assessment Calendar

Insert Middle School Assessment Calendar

Insert High School Assessment Calendar

Dissemination and Use of Assessment Results

Dissemination

District and building assessment results are presented to the School Board in the fall of each school year and updated throughout the year. District, building, and classroom data are provided to principals and teachers. Through secure passwords, educators can access a wide variety of student assessment data via the District Pulse. To protect students' privacy, teachers can only access individual scores for students with whom they work directly. Through the Parent Portal function of the Student Information System, parents have access to ongoing assessment data for their children. This transparency increases accountability for reliable, valid, and useful assessment practices. It also provides the information parents need to play an integral role in their children's education.

Confidentiality of Student Assessment Data

The Family Educational Rights and Privacy Act of 1974 (FERPA), as Amended governs access to records and data maintained by an educational institution and the release of such records or data. Each Excelsior Springs School District faculty member is accountable for ensuring the confidentiality of all student educational records in accordance with FERPA. In accordance with this responsibility, faculty will not post or display, either electronically or in hard copy, lists of students' scores in personally identifiable forms unless the student gives prior written consent.

Use of Assessment Results

Assessment data drives school improvement by informing decisions related to

- Curriculum revision
- District Comprehensive School Improvement Plan development
- School Improvement Plan development
- Formative and summative assessment development
- Instructional practices
- Evaluation of the effectiveness of the district's curricular and instructional programs
- Progress monitoring

Assessment Professional Development Activities

Principals are responsible for collecting building data from diagnostic, common, and classroom-level assessment results. The data is utilized to give principals the tools to improve student learning. Missouri Assessment Program (MAP/EOC) reports ranging from the summary level to individual student performance at the item level are made available, along with a process for understanding and using the data. Principals establish a structure within the school to ensure that all teachers have access to the data and know how to use it to improve student learning. Principals and other building leadership conduct annual training to prepare for the administration of MAP GLA and EOC assessments along with their staff. Every school schedules

mandatory informational meetings with the counselor before MAP/EOC, including information from Examiner Manuals and security procedures.

All teaching and administrative staff receive professional development related to the district assessment program. Topics include

- Purposes of norm-referenced and criterion-referenced assessments
- Interpretation of assessment data
- Using data to inform instruction
- Utilizing assessment programs
- Writing formative and summative assessments
- Guidelines for incorporating MAP/EOC type questions into assessments
- Administration procedures for state assessments

Professional development is incorporated into district induction programs for new teachers along with back-to-school days for existing staff members. In addition to formal professional development opportunities, casual opportunities are available during staff and departmental meetings, workshops, and instructional coach-led activities that are embedded during the school day. All instructional coaches are trained in writing and implementing rigorous and aligned assessments and are available to provide coaching cycles with teachers.

ESSD 40 Test Security

Storage and Access before Test Administration

- All Missouri Grade-Level and End-of-Course assessments are taken online, with exceptions for students who may have paper/pencil accommodation allowed through an Individualized Education Plan.
- All teacher usernames and passwords required for online testing are kept secure until the time for testing. Student logins are destroyed immediately following each test session administration.
- The district test coordinator assumes responsibility for contacting DESE if clarification is needed.
- Teachers have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

- Before testing, a district meeting is conducted to train all principals and building test coordinators in test administration procedures. Before the first day of any standardized testing, all staff involved in test administration must participate in an in-service led by the building test coordinator, designed to train test administrators in administration procedures.
- The in-service stresses the maintenance of test security during test administration. Security issues addressed include securely handling student usernames and logins, providing directions to students, responding to students' questions and instructional materials displayed in the test environment, and monitoring the test setting.
- Before any standardized testing, staff receives a handout that outlines step-by-step procedures to follow when securely administering a standardized test.

Test Administration

- All standardized tests are administered appropriately in compliance with testing guidelines.
- Students are encouraged to use restroom facilities, get drinks, etc., before taking the test. If students must leave the room during the testing, they pause their test and cover materials before leaving their

seats.

- All individuals administering tests strictly follow the procedures outlined in the test administration manual. Test administrators do not leave the testing room when the test is being administered.
- While the test is being administered, building administrators and other designated individuals move between classrooms to help monitor administration and to assist as needed.

Following Testing

- The building test coordinator schedules all test make-ups. Students in each building are grouped for testing. A designated individual administers the test according to specified procedures, taking all previously stated precautions to ensure security.

Sanctions for Unfair Practices

- The security measures outlined in this document are designed to prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices that this district considers inappropriate:
 - Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy another student's work; or altering test administration procedures in any other way to give students an unfair advantage.
 - Placing undue pressure or encouragement on administrators or teachers to engage in any of those mentioned inappropriate or unfair practices.
 - See the District Testing Protocols for more details.

District Assessment Protocols and Code of Conduct

The Excelsior Springs School District values ensuring an equitable and exceptional learning environment for all students. If the written curriculum is the taught curriculum, it is the responsibility of our staff to provide an assessment of our practices that accurately reflects student learning.

The integrity of all ESSD district assessments must be maintained at all times; cheating is not permitted. The assessment environment must neither advantage nor disadvantage any student. District assessments should be appropriately administered according to district protocol and teacher directions, being mindful of the time, location, and supervision requirements. District assessments must be done in the designated window as determined by the Assistant Superintendent, curriculum coordinator, and building principals. Active supervision of students during the assessments is required.

Assessment administrators should ensure their actions before, during, and after the assessments do not unduly impact students' results.

Schools and teachers should adopt appropriate assessment preparation strategies that familiarize students with the assessment process but do not excessively rehearse students such that results reflect prepared work rather than students' abilities.

The best preparation schools can provide for students is teaching the curriculum, as the assessments reflect core elements of the school, district, and state curricula. Any actions that compromise the ability of students to produce results that reflect their unrehearsed knowledge and skill that are inappropriate. The pre-preparation

of possible responses for the assessment is inappropriate. Any attempt by school staff to unfairly or dishonestly manipulate assessment results is inappropriate. Any attempts by students to gain an unfair advantage are inappropriate. Any attempts by any party to **modify the assessment or answers** are inappropriate.

Assessment Security

Assessment security and ethical assessment practices continue to be a priority. Assessment security includes but is not limited to the following:

1. Locking paper assessments in a cabinet or designated storage area before and after administration
2. Logging on and off to online assessments ONLY at the designated time for administration
3. Restriction of “assessment preview” to teachers who are required to support students in extenuating circumstances (i.e., IEP accommodations, etc..) or as designated by the testing coordinator.

District High-Stakes Assessment Policy

Policy ILA

TEST INTEGRITY AND SECURITY

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

Test Security

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

Training

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

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.

3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These devices must be turned off and not readily visible during the testing session. **No cell phones, data-connected watches, or other devices that have internet connectivity are allowed by teachers, proctors, assistants, or students.** Some students use their phones to track medical issues, such as blood pressure, heart rate, and blood sugar. If a student uses their phone for a medical issue, they can have it in the testing room, but it should be held on to by the Test Examiner or a test proctor and not by the student. The phone should also be set up to not disturb other students by making noise for phone calls, text messages, or other non-medical alerts.
6. After testing, all used draft, scratch, grid, or unlabeled graph paper, student test directions, and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately before testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials per the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them per this policy.
5. The test coordinator will recount test materials; these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops, and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books, and other information.
3. The district will perform site certification procedures before each testing window.
4. Workstations will have adequate space between them so students cannot view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper and unethical practices. Improper and unethical practices include but are not limited to, the following:

1. Violating any policy provision.
2. Copying any part of standardized or online test materials unless authorized by test protocol.

3. Removing any test materials from the secure storage area except during test administration or accessing test questions before the test is given unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading, or duplicating any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work, and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff must immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in improper or unethical practices. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken. The district will investigate any student suspected of engaging in improper or unethical practices. If allegations are proven, the student will be disciplined per district policy. Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or per specific testing protocol.

ESSD Assessment Expectations and Practices

Practices for Assessment Examiners and Proctors

- Do **NOT** review the assessment books before, during, or after the assessment is administered.
- Do **NOT** paraphrase the item directions for students – unless otherwise stated in an IEP or 504 plan.
- Do **NOT** react verbally or non-verbally to students' answers or otherwise potentially cue students in any way.
- Do **NOT** allow assessment books to be transported by students or made accessible to personnel not responsible for administering the assessment.

Practices for All District Administrative Staff

- Do **NOT** score, photocopy, duplicate, or scan assessment books or online tests.
- Do **NOT** edit student responses in any way.
- Only the student can answer their assessment items and only during the assessment sessions.
- Do **NOT** return an assessment book with unanswered items to any student to finish or to edit incomplete/inaccurate answers.
- Do **NOT** assist students with any item-related questions other than to ensure that the students understand the general assessment directions. Assist them with assessment-taking procedures, but be careful not to give hints or clues that indicate an answer or help eliminate answer choices.

Both written and verbal discussions of specific Grade-Level/Department Assessment items breach the security and integrity of the assessment. It may result in invalidation or loss of scores for accountability purposes.

Prepare for Testing

Be sure students understand the directions and how to mark or appropriately respond to the questions.

Assist them with assessment-taking procedures, but be careful not to give hints or clues that indicate an answer or help eliminate answer choices. **Do not assist students with any questions other than to ensure that they understand the general assessment directions.** Do not paraphrase the item directions for students.

Encourage students to attempt all items. Tell them to read each question carefully and try their best to answer. Be careful not to imply that they should guess randomly. **Assessments may not be returned to students to complete or to correct incomplete or inaccurate answers.**

Organize your Classroom

Plan for the distribution and collection of materials in advance.

Plan seating arrangements - even if in a computer lab. Allow enough space between students to prevent the sharing of answers.

Eliminate distractions such as bells, building announcements, or telephones if possible.

Ensure classroom maps, charts, and other materials related to the assessment's content and processes are covered, removed, or out of the students' view.

When administering the timed portion of the assessment, write on the board the starting and stopping times for the assessment. Ensure that all students can see and understand the time frame for each strictly timed portion of the assessment.

Prepare your students before administering the assessments

Help students approach the assessment in a relaxed and positive way.

Encourage and motivate students to put forth their best effort.

Tell students if an item seems difficult, it may be wise to skip it temporarily and go on to the next item. Before the assessment period ends, they should attempt to answer all questions.

Reassure students they will be given ample time to do their best.

After finishing a test, students should remain seated until all students are finished.

Students should have something to do after the assessment that allows them to stay seated and quiet.

Students should not be going to other websites or activities on the computer while waiting for other students to complete the assessment.

Check Your Assessment Materials

Check to be sure you have the following materials. If any materials are missing, notify the Assessment Coordinator or Instructional Coach.

Tools

The following guidelines explain specific rules for using tools. Students may not use any content- or process-related materials except those listed as appropriate by the district or DESE *Examiner's Manual*. In all Grade-Level Assessments, students may be provided with bookmarks (such as paper strips or index cards) that can be placed in assessment books. Bookmarks can be used for each content area. No content or process information is allowed on the bookmarks. Only bookmarks with no writing may be used in later testing sessions.

Scratch paper may not be needed for all content areas or all sessions in a content area. The used scratch paper should be collected after each session or part. The clean, unused scratch paper should be distributed for each applicable session or part. The Assessment Examiner may provide clean, unused scratch paper when needed.

ELA / Communication Arts

Unless specifically stated, the dictionaries are not permitted for any session or items in the ELA/CA assessments.

Mathematics

Only expressly stated manipulatives listed in the *Teacher Directions* are allowed during testing.

Clean scratch paper, grid paper, or unlabeled graph paper for each session is needed (not provided).

Mathematics instructions referencing scratch paper during the assessments include grid or unlabeled graph paper. Clean scratch paper must be distributed before and collected after each testing session or part. Used scratch paper is given to the School Assessment Coordinator to destroy securely.

By design, many assessment items do not require a calculator to solve them. If the district chooses to allow students to use a calculator, a four-function calculator is generally all that is needed, and it can be used only on designated sections of the assessment or as dictated explicitly by a student's IEP.

Science

Scratch paper and graph/grid paper for each session is needed. Clean scratch paper and graph/grid paper must be distributed before and collected after each testing session. Used scratch and graph/grid paper is given to the School Assessment Coordinator to destroy securely.

HOW TO HANDLE STUDENT ABSENCES DURING ASSESSMENT WINDOW

Teachers and test administrators must make every effort to make up all district-mandated assessments. The appropriate assessments must be completed promptly to inform instruction and determine a student's mastery level.

If a student misses an assessment, teachers and the administrator must plan to make up that assessment within the assessment window if possible. Level Not Determined thresholds should not exceed 3% of the grade level/department population.

Appendix

The Show Me-Standards: Performance

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. Students will demonstrate within and integrate across all content areas the ability to...

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas, and structures
7. evaluate the accuracy of the information and the reliability of its sources
8. organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to...

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions, and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities, and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and the workplace
7. use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. Students will demonstrate within and integrate across all content areas the ability to...

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits, and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society. Students will demonstrate within and integrate across all content areas the ability to...

1. explain the reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace

5. develop, monitor, and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek education and job opportunities

The Show-Me Standards: Content

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry, and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outline, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, and 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

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability, and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, and fractions), geometry, and number theory (including primes, factors, and multiples)
6. discrete mathematics (such as graph theory, counting techniques, and matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, airflow) and interactions of Earth's biosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology, and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world

3. principles and processes of governance systems
4. economic concepts (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment, and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergencies

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100

Missouri Learning Standards: State-Wide Priority Standards English Language Arts Priority Standards (approved 2021)

[ELA Priority Standards](#) (approved 2021)

[Mathematics Priority Standards](#) (approved 2021)

[Science Priority Standards](#) (approved 2021)

[Social Studies Priority Standards](#) (approved 2021)