

BRONAUGH R-7

SCHOOL DISTRICT

Assessment Plan

APPROVED BY THE BOARD OF EDUCATION

SEPTEMBER 8, 2005

Bronaugh R-7 School District's Part 1: Introduction

Rationale: The Board supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- increased public awareness of student achievement.

Overview: The district's local assessment plan includes all components as specified in the third cycle MSIP Standard 6.2. In compliance to the standard, the district's local assessment plan includes:

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used;
- guidelines for including students with special needs into the state and district-wide assessment programs;
- a description of how and in what subjects the district is assessing the Show-Me Standards which are not assessed by the MAP;
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking strategies;
- a test-security policy.

The district's local assessment plan includes two additional components. One component addresses motivation of students to do well on state and district tests. The inclusion of this component provides some sense of direction for possible ways and means of motivating students. The second added component is a written record of decisions made as a result of data review and analysis. It is the feeling of the district; the anecdotal accounting of the use of data will ensure that decision-making is the result of careful and purposeful data analysis.

Process and Involvement: The district used varied processes to develop the different components of the local assessment plan. The counselors from the district attended a meeting with other area counselors, and discussed how to create a local assessment plan.. The district adopted several ideas from this conference plus. It is the belief of the district that the local assessment plan reflects local autonomy and will bring about valued outcomes.

Bronaugh R-7 School District Part 2: Testing of Student Achievement

Rationale: In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purposes of the district-wide assessment program are to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - help teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - help the district make needed changes in the curriculum;
 - help the professional staff formulate and recommend instructional policy;
 - help the Board of Education adopt instructional polices.
4. School and District Evaluation: To provide indicators of progress of the district towards the goals and objectives of the CSIP and Goals for Graduation.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me Standards. Other assessments given on a district-wide basis are described in the chart contained in this section of the district's local assessment plan.

The district-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board, administrators, teachers,

parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The board will annually review performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or LEP students in order to effectively monitor student academic achievement and dropout/ persistence to graduation rates. If the district has an enrollment of five or more students in any of the above student populations at a grade level, then data for the group will be disaggregated for board review. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

There shall be involvement in the development of the district-wide assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program.

The tests included in the district-wide assessment program include:

- tests mandated by state and federal programs;
- tests mandated by state and federal law;
- tests mandated district-wide for a particular group of students.

Bronaugh R-7 School District Part 3: Guidelines for Including Students with Special Needs in State and District-wide Assessments

Rationale: Missouri has moved to an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Goals 2000: Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards. *Goals 2000*, which was signed on March 31, 1994, provides states with funds for school reform. It is very clear in its definition of "all students," and in the requirement that students with disabilities be considered in all aspects of educational reform.

Improving America's Schools Act (IASA)(Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning by promoting school wide reform that provides opportunities for all students to achieve at the highest levels of performance. This act, which is the revised Elementary and Secondary Education Act, was also signed into law in 1994. IASA authorizes funding for Title I programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.

Individuals with Disabilities Education Act (IDEA)(Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs.

With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
- Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

In order to comply with federal laws and state mandates, the Bronaugh R-7 School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level

of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:

- **MAP Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
- **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
- **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

2. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.

3. The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment program.

- **Is the student working toward the same instructional goals as other students?**

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of each of the four MAP subject area assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.

- **Is the student working toward modified instructional goals?**

Students are working toward modified instructional goals if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in general education curriculum. These students will participate in all parts of the four MAP

subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will probably require accommodations in testing procedures.

- **Is the student working toward different instructional goals than other students?**

Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.

4. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.

- Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the six MAP subject area assessments and all parts of the assessments included in the district-wide assessment program.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team, and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the four MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.
- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the four MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.
- It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.

5. The IEP Team will use the following process to make judicious decisions about accommodations during participation in the state assessment program and the district-wide assessment program.

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP subject area assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessments.

Team members should look through the MAP released items and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP subject area assessments, the MAP Alternate Assessment, and the assessments included in the district-wide assessment program should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program to identify possible accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program.

IEP team members should ask themselves:

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

- Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team needs to document the reasoning behind using these non-approved accommodations. (Note: The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)
6. The following information related to assessment will be included in the IEP.
 - a description of how a student will participate in the state and district-wide assessment programs.
 - statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
 - a statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)
 7. Parents of students with special needs will be part of the IEP team discussion and will be informed about:
 - options for their child's participation in the state and district-wide assessment programs;
 - the benefits to be gained as a result of participating in standardized testing;
 - the reporting policies of IDEA regarding student achievement;
 - accommodation options for the state and district-wide assessments;
 - any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.
 8. Once the test results are obtained from MAP and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.
 9. Teachers will study the achievement levels of subgroups of students by disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.
 10. To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer than 5 students in a given grade level.

Bronaugh R-7 School District
Part 4: Local Assessment of Standards Not Assessed by MAP

Rationale

In September of 1997, the State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students (including special populations) and that at a minimum, the plan shall include all components of the Missouri Assessment Program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show-Me Standards not assessed on the statewide assessment. The plan does not have to be submitted to the Department of Elementary and Secondary Education, but will be reviewed by the visiting Missouri School Improvement Team as part of the MSIP review program. This rule gives districts flexibility in planning off-grade assessments.

Some of the Show-Me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to statewide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulates and/or interaction within student groups or the workplace. Assessing these types of standards at the state-level is impractical; resulting in the need for these to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district developed a local assessment plan to assess these standards.

Below are some things the district considered when developing the plan to assess standards not assessed by MAP.

- each content standard specified for local assessment needs to be addressed and assessed three times (once at the elementary level, once at the middle level, and once at the high school level);
- each process standard specified for local assessment needs to be addressed and assessed three times at levels the district chooses;
- the variance in staff, resources, course offerings, and curriculum among buildings and grade levels;
- the district's achievement scores and areas of weakness;
- the district and building level improvement plans;
- the achievement of subgroups;
- documentation for MSIP;
- the validity and reliability of multilevel or multi-curricular assessments;
- the logistics and ease of administration;
- how to track student achievement on the standards not assessed by MAP.

Process Used to Develop a Plan for Assessing Standards Not Assessed by MAP

The district followed a process to develop its plan for assessing locally the Show-Me Standards not assessed by the MAP Assessments. Using the list of standards specified for local assessment provided by the State, a group of teachers and administrators used a planning chart to: list the non-assessed standards, determine grade levels for assessment, determine people responsible for assessing the standards, and determine how the performance would be demonstrated, documented, and measured.

It was felt that quality indicators needed to be established for each non-assessed standard. The reasoning was to ensure that all teachers had a clear picture as to what a student should know and be able to do in relation to the Show-Me Standard and to effectively track student performance as it relates to the standard. The quality indicators are included in this plan and may be used by teachers to create learner objectives, activities, and assessments.

How the District Assesses Standards Not Assessed by MAP

The knowledge, skills, and processes as described by the Show-Me Standards and quality indicators will be addressed at an age appropriate levels in many classrooms throughout the district and are written into the curricula as learner objectives. However, the teachers specified in the local assessment plan for assessing non-assessed standards will be responsible for collecting data related to the quality indicators and the Show-Me Standards.

The teachers will design specific activities and assessments that require students to demonstrate at age-appropriate levels the knowledge, skills, and processes specified in the non-assessed standards and quality indicators. They will design scoring guides or checklists using the quality indicators shown on the charts. The documentation will be kept by the teacher in his/her filing cabinet and will be available upon request. To learn at what grade levels, in what subjects, and how the district will assess standards not assessed by MAP, see the charts and quality indicators contained in this section. For a more comprehensive view, consult the district's written curriculum.

Quality Indicators for Each Locally Assessed Standard

In order to effectively measure growth over time in relation to the knowledge, skills and processes specified in the standards identified for local assessment, Northeast Vernon County School District will use quality indicators. The use of quality indicators allows all teachers to measure student progress towards a common set of goals. The district believes if the ultimate goal is proficiency in relation to the standard, the end result needs to be clearly defined by describing what is meant by quality. Teachers may use some or all of the quality indicators as a guide when creating age appropriate learner objectives, activities and classroom assessments.

Cluster A

4.4 Recognizes and practices honesty and integrity in academic work and in the

workplace.

The student:

- Practices honesty and integrity when interacting with peers and staff.
- Admits to actions regardless of the potential consequences.
- Uses integrity when completing tasks and/or assignments.

Cluster B

4.8 Explores, prepares for, and seeks educational and job opportunities.

The Student:

- Is knowledgeable as to the nature of various types of jobs, occupations, and career.
- Is knowledgeable as to the skills needed to be successful in jobs, occupations, and careers or post-high school educational opportunities.
- Practices lifelong learning skills needed for success in the world of work and /or post-high school educational studies.
- Consults and investigates several sources to seek job, career, or educational opportunities.
- Prepares effective resumes, cover letters, and follow-up letters needed for the job search and/or entrance into a post-high school educational institution.
- Prepares and presents an effective portfolio which clearly communicates personal areas of expertise, past experience, and education.

Cluster C

2.6 Applies communication techniques to the job search and workplace.

- Communicates effectively in written and oral form when searching for a job and/or in the workplace.
- Communicates information and ideas effectively and answers questions appropriately in a job interview.
- Demonstrates the ability to adjust tone, style, and content (of communications) to a wide and highly diverse population of potential employers.

Cluster D1

CA 6 Participates in formal and informal presentations and discussions of issues and ideas.

The student:

- Actively promotes group interaction and effectively expresses opinions and ideas.
- Listens to the perspective of others and recognizes the importance of “listening” to various points of view about a given issue or topic.
- Formulates questions and answers pertinent to discussions.
- Is sensitive to groups feedback and evaluates actions (of self and group members) for both immediate and long-term impact.

Cluster D2

CA 6 Participates in formal and informal presentations and discussions of issues and ideas.

The student:

- Makes all types of presentation of issues and ideas, which are well developed and provide adequate coverage of topic.
- Provides explanations, examples, and /or reasoning to support claims/ideas.
- Communicates effectively in a clear, concise manner with or without visual aids.
- Effectively uses visual aids as a means to enhance and clarify the presentation.
- Considers audience to determine appropriate language for appeal and impact.
- Considers purpose to determine content and format of presentation.

Cluster E

2.3 Exchanges information, questions, and ideas while recognizing the perspective of others.

The student:

- Actively exchanges ideas and questions with others.
- Listens to others and appreciates diversity of opinions and points of view related to a given topic.
- Formulates answers and questions pertinent to discussions.
- Is sensitive to feedback and evaluated actions of self and others for both immediate and long-term impact.
- Demonstrates insight concerning the feelings and levels of knowledge of others.

Cluster F

1.2 Conducts research to answer questions and evaluate information and ideas.

The student:

- Develops and uses broad guiding questions to direct research.
- Has command of a useful range of information-gathering techniques using a variety of mediums.
- Analyzes information accurately to determine whether it is credible, relevant, and addresses the guiding questions.
- Effectively synthesizes relevant information into a finished product.

Cluster G

CA 5 Comprehends and evaluates the content and artistic aspects of oral and visual presentations.

The student:

- Knows and comprehends all of the possible artistic elements which may be used to create oral and/or visual presentations.

- Recognizes and explains the effects the presence or absence of various artistic elements have upon a given piece of artwork and/or an artistic presentation.
- Demonstrates knowledge of the major elements needed to create a quality oral and/or visual artistic presentation and use this knowledge to evaluate presentations.
- Understands the content/composition of presentations in order to formulate an opinion and defend it.

Cluster H

2.5 Performs and produces works in the fine and practical arts.

The student:

- Selects and combines a combination of elements and organizing principles to achieve their expressive purposes when creating/performing works in the fine and practical arts.
- Demonstrates knowledge or major processes when creating/performing works in the fine and/or practical arts.
- Demonstrates a comprehensive understanding and usage of materials, instruments, or technologies when creating works of art and/or doing a project in the practical arts.
- Reflects on artworks/projects made in the past to give direction and meaning to upcoming projects.

Cluster I

2.6 Use technological tools to exchange information and ideas.

The student:

- Demonstrates an understanding of the use of the computer and surfing the web.
- Uses the Internet and other technological tools as a means to locate and share information.
- Uses electronic mail and web pages as a means to exchange ideas with others.

Cluster J

CA 7 Evaluates relationships between language and culture.

The student:

- Recognizes that different cultures have unique languages.
- Recognizes that customs often associated with different cultures are a direct result of the spoken or written language.
- Recognizes that culture contributes to and shapes spoken and written language.
- Evaluates the relationship between language and culture by showing the cause-effect relationships of language upon culture and culture upon language.

Cluster K

FA 3 Acquires a solid foundation which includes the knowledge, skills, and vocabulary to explain perceptions about and evaluation of works in dance, music, theater, and

visual arts.

The student:

- Uses the appropriate and correct vocabulary to explain perceptions of works in the fine arts.
- Gives perceptions of works based on knowledge of elements and techniques used to produce the works.
- Accurately evaluates and critiques works in dance, music, theater, and/or visual arts.

Bronaugh R-7 School District

Part 5: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Bronaugh R-7 School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The information contained in this narrative will address professional development related to student assessment. For a more detailed, comprehensive description of District's Professional Development Plan, consult the District's PDC Handbook.

The topics related to state and district-wide assessment that will be addressed in in-service opportunities will be:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Show-Me Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP seriously and possible incentives which could be offered to students;
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of Bronaugh R-7 School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups/after school tutorial groups/ building level MAP teams;
- building level and district-wide in-service facilitated by MAP Senior Leaders and team members, MAP Facilitators, RPDC staff, DESE staff, and/or other consultants;
- peer coaching through the mentor program and teacher observations;
- teacher collaboration by common planning and/or departmental meetings;
- a teacher resource library which contains both written and other forms of mediums;

- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending BTAP meetings offered by RPDCs, teacher organizations, and/or colleges/universities;
- enrolling in college/university classes.

Bronaugh R-7 School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

Bronaugh R-7 School District
Part 6: Teaching Test-Taking Strategies
MAP Assessments and Assessments Administered District-Wide

Introduction

Rationale: In order for students to demonstrate what they know and can do. It is imperative that students know strategies for taking tests and for this reason, Bronaugh R-7 School District has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject area MAP Assessments contain three types of items.

- Multiple-choice items in which students choose the correct answer from four answer choices.
- Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.

- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student is given a writing prompt must use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim.

Two Types of Test-Taking Strategies

There are two types of test-taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process.

Bronaugh R-7 School District's Guidelines for Teaching Test-Taking Strategies

Throughout the school year, strategies for answering multiple choice items will be taught to students. This will be done within classrooms by grade-level teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- address all parts of the question;
- include specific examples from the text in the response;
- make reference to specific characters and titles in the response;
- give specific examples to support a claim;
- show the major steps in the solution process (math);
- give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- include a title and labels when creating a graphic organizer;
- not stop at just one correct answer but to think about and write more correct answers;
- use major elements of the question/item stem as statements in the answer.

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

- formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications);
- interpret data (i.e. a picture, graph, data, etc.) to make an inference needed to answer a question;
- organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster that shows..., etc.);
- describe the process used for finding the solutions or tell why the proposed solution is the best.

Bronaugh R-7 School District views teaching students the skills and processes needed to be successful on the MAP assessments is synonymous with teaching students to be successful in life.

In-Service Prior to Testing

At least one week prior to testing, the DTC will do an in-service describing the exact process for completion of forms and the procedure to follow for the administration of the test

The in-service will stress the importance of test security during test administration. Other security issues that will be addressed include: the handling and storage of the test booklets, providing directions to students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the room in which tests are to be administered. Some examples include: maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers will be removed.

Test Administration

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Each day, prior to testing, the examiner will get his/her test booklets from the secure area and will return them to this same area each day after test administration. The DTC will count the test booklets each day upon return to ensure all books are accounted for.
3. Students will be encouraged to use the restroom facilities, get drinks, etc. before the testing. If a student has to leave the room during testing, he/she will be instructed to close the test booklet and bring it to the examiner. It will be returned to the student upon his/her return to the room.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being given, designated individuals will move between classrooms to provide assistance as needed.

Collection of Test Materials Following Testing

1. Upon completion of testing, the DTC will collect all test booklets, check the numbers to make sure all test booklets are accounted for, and will check the forms to make sure they have been completed accurately.
2. The DTC will complete the necessary building level reports and will pack the boxes as described in the Testing Coordinator's Manual. The boxes will be kept in a secure area.
3. The DTC will arrange to have the tests shipped to the scoring center(s).

4. All makeup testing will be scheduled by the District Testing Coordinator.

Sanctions for Unfair Practices

1. The security measures outlined in this document should help 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 this district considers inappropriate.
 - Copying any part of a standardized test booklet for any reason;
 - Removal of a test booklet from the secure storage area except during test administration;
 - Failure to follow testing guidelines as specified in the Examiner's Manual.
 - Failure to return testing materials;
 - Directly testing any item in the test;
 - Altering a student's responses to items in the booklet;
 - Failure to remove items from students' view which give correct answers to items on the test.
 - Indications to the student during testing that they have missed items and need to change them; giving answers or clues to questions; allowing students to give each other answers; or altering test administration procedures to give students an unfair advantage;
 - Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

Bronaugh R-7 School District

Part 8: Motivating Students to Do Well on State and District-Wide Assessments

Bronaugh R-7 School District has implemented strategies to motivate students to take required testing seriously and to recognize those who perform well on the MAP assessments. The district as a whole, along with individual classrooms, will decide what strategies to use to motivate students to do their best on the MAP. Some incentives **may** include:

- tangible incentives such as field trips, coupons, tickets, books, etc.;
- certificates for individual students;
- class recognition or rewards such as parties, etc.;
- grade enhancements, bonus points, etc.;
- applications for state reimbursements for Advanced Placement/duel credit classes based on student MAP results;
- required summer school attendance or remedial instructional requirements;

Since the MAP scores do not come back until the Fall, teachers in each grade level subject area will develop a program for providing incentives to students in the spring, shortly after the MAP testing. Testing behavior such as a positive attitude during testing and the appearance of putting forth an effort are to be used as a means of determining whether or not a student earns the incentives.

In the Fall, when the district receives the testing results, a special recognition ceremony will be held for high achieving students. Applications for reimbursement for Advance Placement/duel enrollment will be sent to the state.

**Bronaugh R-7 School District
Assessment Plan
Table of Contents**

- Part 1: Introduction
- Part 2: The District-wide Assessment Program which tells what tests are given, the purpose of each, how results are used and disseminated
- Part 3: Guidelines for Including Students with Special Needs Into the District-Wide Assessment Program
- Part 4: A description of how and in what subjects the district is assessing the Show-Me Standards which are not assessed through MAP
- Part 5: Guidelines for Staff Development as Related to State and District Assessment
- Part 6: Guidelines for Teaching Test-Taking Strategies
- Part 7: A Test Security Policy
- Part 8: Guidelines for Strategies for Motivating Students on MAP.

