

East Newton School District  
District Assessment Plan  
2020-21

**Overview of Assessment**

Assessment is a crucial part of the instructional process, student learning, and overall school improvement. By analyzing information from assessments, teachers and administrators can identify gaps in student learning, opportunities to challenge students, and academic levels of individual students. The East Newton School District Assessment Plan includes all federal and state mandated assessments in addition to locally developed assessments. Other assessments are used to identify students in need. The results of these assessments are used to determine interventions groups to address the students’ need. The results of the state mandated assessments are available to the parents’ of the students when the assessments have been scored and reports become available. The district notifies parents of the availability of the results and the plan to distribute the results per timelines set by the Missouri Department of Elementary and Secondary Education.

The East Newton School District Assessment Program consists of a variety of assessment types and formats including norm-referenced tests, criterion-referenced tests, nationally developed tests, and locally developed assessments. The primary goal is to monitor and improve student performance. A second important role of assessment is to provide necessary information to adjust curriculum and improve instructional practices.

Mandated testing is evaluated by the Missouri Department of Elementary and Secondary Education according to criteria developed in the MO Every Student Succeeds Act (ESSA) objectives in response to a waiver from key provisions of the Federal No Child Left Behind legislation. For the state mandated assessments, students in all subgroups should be increasing in the proficiency levels each year with a target year of 2026.

**District Assessment Calendar**

The East Newton School District for 2020-21 is provided below.

ENSD Assessment Calendar

Month	Date	Assessment
August	8/3 – 8/14	DIAL 4 Kindergarten Screening
Sept.-Oct.	9/1 – 10/2	Study Island Assessment (2 <sup>nd</sup> – 8 <sup>th</sup> Grade)
September	9/12	ACT (Offsite location)
September	9/13	ACT (Offsite location)
September	9/19	ACT (Offsite location)
September	9/23	OLSAT 8 (2 <sup>nd</sup> & 5 <sup>th</sup> Grades only)

Sept. – Dec.	9/14 – 12/18	MAP-A Fall Required Instructionally Embedded Window
October	10/10	ACT (Offsite location)
October	10/17	ACT (Offsite location)
October	10/24	ACT (Offsite location)
October	10/25	ACT (Offsite location)
Oct.- Dec.	10/30 – 12/14	Study Island Assessment (2 <sup>nd</sup> – 8 <sup>th</sup> Grade)
Oct. - Jan.	10/5 – 1/22	EOC Fall Testing Window – High School
December	12/12	ACT (Offsite location)
December	12/8 – 12/17	High School Final Exams
Jan. – Mar.	1/25 – 3/19	NAEP Assessment Window (Select campus(s) only)
Jan. – Apr.	1/11 – 4/2	ACCESS for ELLs Test Window
February	2/6	ACT (Offsite location)
February	2/17	ASVAB (Juniors only)
Feb. – Mar.	2/23 – 3/15	Study Island Assessment (2 <sup>nd</sup> – 8 <sup>th</sup> Grade)
Feb. – May	2/1 – 5/21	MAP-A Spring Required Instructionally Embedded Window
March	3/2	ACT (Statewide test opportunity for Juniors taken at ENHS)
March	3/16	ACT (District Administration Make-Up Date)
Mar. - April	3/2 – 4/30	TSA Testing
April	4/17	ACT (Offsite location)
April - May	4/6 – 5/7	MAP EOC testing window – High School
April - May	4/5 – 5/14	Grade Level – MAP window (3 <sup>rd</sup> - 8 <sup>th</sup> grades)
April - May	4/13 – 5/7	Kindergarten Screenings
May	5/5	AP Test – English Literature and Composition
May	5/12	AP Test – English Language and Composition
May	5/11 – 5/25	High School Final Exams
May	5/7 – 5/21	Study Island Assessment (2 <sup>nd</sup> Grade only)
June	6/12	ACT (Offsite location)
July	7/17	ACT (Offsite location)

### **ENSD Board Policies Governing Assessment**

The following two policies govern ENSD’s Assessment practices:

- Board Policy IL
- Board Policy ILA

These policies are described below.

### **ENSD Board Policy IL (Assessment Program Policy)**

The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

### **District Assessment Plan**

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies, and civics, as required by law.

The purposes of the district wide assessment plan 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.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
  - a. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
  - b. Help the professional staff formulate and recommend instructional policy.
  - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to

ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

### **Reading Assessment**

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five, or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

### **English Proficiency Assessments**

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12. This will be completed using the MELPA (Missouri English Language Proficiency Assessment) which is currently the WIDA ACCESS test.

### **Statewide Assessments**

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine

when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

### **National Assessment of Educational Progress**

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

### **Assessments in Preparation for Postsecondary Education and Work Opportunities**

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

### **ACT/WorkKeys at State Expense**

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be

allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

### **ACT/WorkKeys at District Expense**

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

### **High School Equivalency Examination**

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

### **Parental Notice**

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format

and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

### **Access to Assessments by Students Not Enrolled in the District**

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

### **ENSD Board Policy ILA (Test Integrity and Security)**

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

#### **Test Security**

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

#### **Training**

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

## **Test Coordinator Roles**

The superintendent or designee will appoint a district-wide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff, associated with the assessment process, are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives, and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff has sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

## **General Test Administration**

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.



2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks, and take care of other needs before beginning the test.
4. No individuals other than the test administrator and/or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions, and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

### **Paper-and-Pencil Testing**

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

### **Online Testing**

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops, and tablet devices.

2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books, and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

### **Sanctions Against Improper or Unethical Practices**

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

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

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

## **Assessment Descriptions**

### **Missouri Assessment Program**

#### Grade-Level Assessments (referred to as MAP)

The MAP assessments are required by the state and given to grades 3-8 in selected subject areas. Subject areas that are assessed include English language arts and math in grades 3-8, and science in grades 5 and 8. These assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Grade Level Expectations. The results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the locally developed district curriculum. The results are reflected in building and district Annual Performance Reports produced by Missouri's Department of Elementary and Secondary Education.

#### End-of-Course (EOC) Exams

End-of-Course assessments are taken when a student has received instruction on the course-level expectations for an assessment, regardless of grade level. The courses assessed include: English II, Algebra I, Biology, and American Government. The assessments are used to measure the students' knowledge and ability in relation to skills identified by the Missouri Course Level Expectations. The results are included as part of the student's final grade for each particular course. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the locally developed district curriculum. These results are reflected in building and district Annual Performance Reports produced by Missouri's Department of Elementary and Secondary

#### MAP Alternate (MAP-A) Assessment

The MAP-Alternate Assessment (MAP-A) is designed to promote enhanced capacities and integrated life opportunities and is administered only to students with the most significant cognitive disabilities who meet grade level and eligibility criteria. No students may be tested outside of their assigned grade level. Student eligibility is determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.

MAP-A measures student performance based on alternate achievement standards that are aligned with Missouri's Show-Me Standards. A student who is eligible for the MAP-A Assessment does not participate in any other statewide standardized assessments, including the Grade-Level, End-of-Course, or the ACT Assessments. The MAP-A is administered by educators in three content areas: English Language Arts (ELA), Mathematics, and Science. Dynamic Learning Maps instructional embedded assessment model will be used for Math, Science, and ELA.

## **English Language Learners (ELL) Assessments**

### Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

ACCESS for ELLs is the English language proficiency assessment that Missouri has selected to assess Missouri's students who are eligible for ELL (English Language Learner) services. This will allow Missouri to improve standards for ELLs and provide better service and assessment to this population. ACCESS stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. ACCESS assesses the academic English language proficiency of students in listening, speaking, reading, and writing. Results also are calculated to determine if the district has met the AMAOs (Annual Measurable Achievement Objectives).

### WIDA Screener

An English language proficiency assessment given to new students in Grades 1–12 to help educators identify whether they are English language learners (ELLs). It is a flexible, on-demand assessment that can be administered at any time during the school year.

## **Early Childhood Assessments**

### Ages & Stages Questionnaire (ASQ) and ASQ-SE (Social and Emotional)

ASQ is a developmental and social-emotional screening for children from one month to 5 ½ years. The screener looks at strengths, trouble spots, and recognizes developmental milestones. Information guides instructional decisions and identifies student growth.

## **Elementary/Middle School Assessments**

### **Standardized Assessments**

#### Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4)

DIAL-4 is a screening tool used to assess children before entering kindergarten. It assesses language, concepts, motor skills, self-help skills, and social development. This information provides knowledge to teachers on the students' abilities in the different areas assessed.

#### Developmental Reading Assessment (DRA)

The DRA is a standardized reading test used to determine a student's *instructional* level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, the difficulty level also increases for each selection.

#### Study Island Assessment (SIA)

The SIA provides diagnostic testing for all academic grade levels at elementary level in reading and math. This online assessment determines skill level by measuring specific performance categories. It also provides educators with the tools needed to inform instruction and drive student achievement. SIA is given three times a year to determine progress by student and by class in reading and math, grades 2 - 8. It also is given to 5th and 8th graders twice a year in science.

### Otis Lennon School Ability Test, Eighth Edition Form 5 (OLSAT 8)

A group-IQ test, given to all students in grades 2 and 5, used to screen for gifted students (SAI 125 and up), as well as provide a way to meaningfully evaluate student effort and teacher efficiency.

## **Non-standardized District Assessments**

### Common Formative Assessments

Additional formative assessments are administered within the classroom. Formative assessments include formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student performance.

## **Voluntary Assessments**

Voluntary assessments are opted in by a student or family or students are selected to participate with parent/guardian permission.

### Accuplacer Test

The Accuplacer test is used by Crowder College to determine the appropriate English and Math class placement for incoming students.

### Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB provides students with aptitude measurements to assist students become more aware of their potential capabilities related to specific careers upon graduation. It is a voluntary instrument sometimes used for students entering technical courses at area vocational schools. This test is administered to students that are in their junior year. It is also a College & Career Readiness assessment that fulfills MSIP 5 requirements.

### American College Test (ACT)

Colleges and universities for admissions decisions use the ACT. Scores on this test may also be used to determine placement in several core subject upper level courses or in various honors programs. Because course and grading standards vary, the test is utilized by colleges and universities as a standardized method of identifying student academic achievement. It is also a College & Career Readiness assessment that fulfills MSIP 5 requirements. There are twelve opportunities for a student to take the ACT throughout the school year. If the school decides to offer the opportunity to all juniors to take the ACT during the statewide window, it will be given on March 2<sup>nd</sup> and a makeup date of March 16<sup>th</sup>. For these administrations only, the students will not have to pay a fee to take the ACT.

## **East Newton R-IV School District Board Policy (JECC-1)**

### **ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES**

The Board believes that a student should be placed in the grade level and classes that best meet the student's academic needs, after consultation with the student's parent/guardian. A student's social and emotional needs will also be considered, to the extent that they affect academic progress. Although the district will first consider placing students in grade levels or classes with students of similar age, age will not necessarily be the determining factor. Further,

any student's placement may be adjusted by the principal or designee as needed, after consultation with the student's parent/guardian. The district's administrative staff will make the final decision regarding assignment of students to grade levels or classes. Students receiving special education services will be placed in accordance with law.

### **Transfers from Accredited Schools**

For the purposes of this policy, an "accredited school" includes a Missouri public school district, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state, that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organizations.

In general, if a student transfers to the East Newton R-VI School District from an accredited school, this district will accept the units of credit completed in the previous school or school district and rely on the grade-level placement in the previous school to the extent that it coincides with the district's program. However, the district may adjust the student's placement as needed to meet his or her educational needs after consultation with the student's parent/guardian.

All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the East Newton R-VI School District may be accepted to meet graduation requirements.

### **Transfers from Unaccredited Schools**

For the purposes of this policy an "unaccredited school" is any public or private school or school district or home school that does not meet the definition of "accredited" above.

In general, if a student transfers to the East Newton R-VI School District from an unaccredited school, the principal or designee will examine a number of criteria to determine grade-level or class placement including age, achievement tests or other performance data, transcripts, course descriptions, textbooks used, home-schooling logs, and interviews with the student and his or her parents/guardians. If necessary, the district will administer additional tests to aid placement decisions. Once placed, the district may further adjust the student's placement to meet his or her educational needs after consultation with the student's parent/guardian.

The district will attempt to award credit for classes completed in previous schools if there is sufficient evidence of achievement. All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the East Newton R-VI School District may be accepted to meet graduation requirements.

### **Transfers While Enrolled in MOCAP**

Students who transfer to the district while enrolled in one or more MOCAP courses will remain enrolled in the courses as required by law.

## **Transfers of Students of Military Families**

If a transfer student is in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, the district will initially place the student in the same courses and programs the student was in while attending the previous district, to the extent the district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate, Advanced Placement, English learner and gifted programs. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's parent/guardian.

## **Transfers of Students in Foster Care**

Students in foster care will be placed in courses and programs pursuant to law and the district's policy on foster care students.

### **Quest Assessments**

The following assessments and information for the determination of eligibility into the district gifted program.

#### **Academic Achievement**

Study Island Assessment (SAI)  
Missouri Assessment Program (MAP)

#### **Intellectual Ability**

Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)  
Wechsler Nonverbal Scale of Ability (WNV)  
Otis Lennon School Ability Test, Eighth Edition (OLSAT 8)

#### **Critical Thinking**

Raven's Coloured Progressive Matrices (CPM)

### **Special Education Assessments**

The following assessments are used in the special education department for identification of students. Details on the assessments, including administration, processes, and procedures, can be provided by contacting the Special Education Department at East Newton School District.

#### **Achievement**

Brigance Comprehensive Inventory of Basic Skills II (CIBS II)  
Wechsler Individual Achievement Test - Third Edition (WIAT-III)  
Kaufman Test of Educational Achievement – Third Edition (KTEA-3)  
WJ IV Test of Early Cognitive & Academic Development (ECAD)  
Learning Disabilities Evaluation Scale – Fourth Edition (LDES-4)  
Preschool Evaluation Scale – Second Edition (PES-2)

## **Adaptive Behavior**

Adaptive Behavior Evaluation Scale (ABES)  
Vineland Adaptive Behavior Scale – 2  
Developmental Profile 3 (DP3)

## **Autism**

Asperger Syndrome Diagnostic Scale (ASDS)  
Childhood Autism Rating Scale, Second Edition (CARS-2)  
Gilliam Autism Rating Scale – Second Edition (GARS-2)  
Social Responsiveness Scale (SRS)

## **Behavioral/Social/Emotional**

Attention Deficit Disorders Evaluation Scale – Third Edition (ADDES-3)  
Behavior Evaluation Scale – Third Edition (BES-3)  
Burks Behavior Rating Scales, Second Edition (BBRS-2)  
Conners, Third Edition (Conners-3)  
Conners Early Childhood DM (Conners DM)  
Behavior Rating Inventory for Executive Functioning, Second Edition (BRIEF-2)  
Emotional Disturbance Decision Tree (EDDT)

## **Cognitive**

Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)  
Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)  
Wechsler Nonverbal Scale of Ability (WNV)  
WJ IV Test of Early Cognitive & Academic Development (ECAD)

## **Occupational Assessments**

The Beery-Buktenica Developmental Test of Visual Motor Integration  
Peabody Developmental Motor Scales-2  
Test of Visual Perceptual Skills 4<sup>th</sup> Edition  
The Print Tool Assessment for Handwriting Skills  
School Function Assessment  
Sensory Profile School Companion  
King Devick Test - An Eye Movement Screening Test for Reading

## **Physical Therapy Assessments**

Test of Gross Motor Development – 2

## **Speech/Language/Phonological/Articulation Assessments**

Hodson Assessment of Phonological Patterns, Third Edition  
Goldman-Fristoe Test of Articulation – 4  
Arizona Articulation Proficiency Scale, Third Edition (Arizona-3)  
Comprehensive Assessment of Spoken Language (CASL)  
Expressive One-Word Picture Vocabulary Test (EOWPVT)  
Receptive One-Word Picture Vocabulary Test (ROWPVT)  
Oral and Written Language Scales, Second Edition (OWLS-II)  
Test of Early Language Development – 3<sup>rd</sup> Edition (TELD-3)  
Reynell Developmental Language Scales



Test of Language Development – Primary, Third Edition (TOLD-P:3)  
Test of Language Development-Intermediate, Third Edition (TOLD-I:3)  
Test for Auditory Comprehension of Language, Third Edition (TACL-3)  
Receptive-Expressive Emergent Language Test, Third Edition (REEL-3)  
Test of Wording Reading Efficiency (TOWRE)  
Test of Pragmatic Language (TOPL)  
Test of Integrated Language & Literacy Skills (TILLS)  
Comprehensive Receptive and Expressive Vocabulary Test, Third Edition (CREVT 3)  
Arizona Articulation and Phonology Scale, Fourth Edition (AAPS-4)  
Gray Oral Reading Tests, Fifth Edition (GORT 5)

## Early Childhood Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
		Assessment of Early Childhood Special Education students using Early Childhood Outcomes (ECO's)							Ages & Stages Questionnaire <hr/> Kindergarten Screening (DIAL-4) Prior to student beginning kindergarten
		Informal Assessment of student's progress using district determined standards.		Informal Assessment of student's progress using district determined standards.			Informal Assessment of student's progress using district determined standards.		Informal Assessment of student's progress using district determined standards.

## Kindergarten Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Kindergarten Screening (DIAL-4) Prior to student beginning kindergarten		Informal Assessment of student's progress using district determined standards.		Informal Assessment of student's progress using district determined standards.			Informal Assessment of student's progress using district determined standards.		Informal Assessment of student's progress using district determined standards.
					WIDA ACCESS Test 1/11 – 3/5				

## First Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
		Informal Assessment of student's progress using district determined standards.		Informal Assessment of student's progress using district determined standards.			Informal Assessment of student's progress using district determined standards.		Informal Assessment of student's progress using district determined standards.
					WIDA ACCESS Test 1/11 – 3/5				

## Second Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math			Study Island Assessment in Comm. Arts and Math
	OLSAT 8 given on 9/23				WIDA ACCESS Test 1/11 – 3/5				

## Third Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math		Missouri Assessment Program (MAP) English Language Arts and Math 4/5 – 5/14	
	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts and Math 9/4 – 12/18				WIDA ACCESS for ELLs Test 1/11 – 3/5		Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM - English Language Arts and Math 2/1 – 5/21		

## Fourth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math		Missouri Assessment Program (MAP) English Language Arts and Math 4/5 – 5/14	
	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts and Math 9/4 – 12/18				WIDA ACCESS for ELLs Test 1/11 – 3/5		Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM - English Language Arts and Math 2/1 – 5/21		

## Fifth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math		Missouri Assessment Program (MAP) English Language Arts, Math, and Science 4/5 – 5/14	
	OLSAT 8 given on 9/23	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts, Math, and Science 9/4 – 12/18			WIDA ACCESS for ELLs Test 1/11 – 3/5		Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM in English Language Arts, Math, and Science 2/1 – 5/21		



## Sixth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math		Missouri Assessment Program (MAP) English Language Arts and Math 4/5 – 5/14	
	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts and Math 9/4 – 12/18				WIDA ACCESS for ELLs Test 1/11 – 3/5		Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM - English Language Arts and Math 2/1 – 5/21		

## Seventh Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math		Missouri Assessment Program (MAP) English Language Arts and Math 4/5 – 5/14	
	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts and Math 9/4 – 12/18				WIDA ACCESS for ELLs Test 1/11 – 3/5		Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM - English Language Arts and Math 2/1 – 5/21		

## Eighth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
Study Island Benchmark Assessment in Comm. Arts and Math		Study Island Benchmark Assessment in Comm. Arts and Math				Study Island Benchmark Assessment in Comm. Arts and Math		Missouri Assessment Program (MAP) English Language Arts, Math, and Science 4/5 – 5/14	
	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts, Math, and Science 9/4 – 12/18				WIDA ACCESS for ELLs Test 1/11 – 3/5		Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM in English Language Arts, Math, and Science 3/3 – 5/15		

## Ninth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
					WIDA ACCESS for ELLs Test 1/11 – 3/5			Missouri End-of-Course Assessments (EOC) in Algebra I, Government (based on course enrollment) 4/6 – 5/7	
							Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM - English Language Arts and Math 2/1 – 5/21		

## Tenth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
					WIDA ACCESS for ELLs Test 1/11 – 3/5			Missouri End-of-Course Assessments (EOC) in Biology, English II, Algebra I, American History (based on course enrollment) 4/6 – 5/7	
							Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM - English Language Arts and Math 2/1 – 5/21		

## Eleventh Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
					WIDA ACCESS for ELLs Test 1/11 – 3/5			Missouri End-of-Course Assessments (EOC) in Algebra I, American History, Biology, Government (based on course enrollment) 4/6 – 5/7	
							Missouri Assessment Program – Alternate (Dynamic Learning Maps) Spring MAP-A DLM in English Language Arts, Math, and Science 2/1 – 5/21		
	Missouri Assessment Program – Alternate (Dynamic Learning Maps) Fall MAP-A DLM - English Language Arts, Math, and Science 9/4 – 12/18					Armed Services Vocational Aptitude Battery (ASVAB) 2/17	ACT – Statewide admin for all juniors, if offered, dates: 3/2 & 3/16 (make-up)		Advanced Placement (AP) Exams

## Twelfth Grade Assessment Plan 2020-21

August	September	October	November	December	January	February	March	April	May
					WIDA ACCESS for ELLs Test 1/11 – 3/5			Missouri End-of-Course Assessments (EOC) in Algebra I, Government, Biology, American Government (based on course enrollment) 4/6 – 5/7	
							Technical Skills Attainment (TSA) Assessments 3/2 – 4/30		Advanced Placement (AP) Exams