

**Pleasant Hill R-III
School District**

***Testing
and
Assessment Plan***

**Submitted to the
Board of Education
June 2017**

TESTING PHILOSOPHY

The fundamental premise of the appraisal service is that students are alike as well as different. Therefore, the major purpose of the appraisal service is to gather information about students that will aid them in understanding themselves and in making meaningful decisions.

The role of standardized testing in the school system is to help make decisions of selection, placement, evaluation, and diagnosis. The school needs a comprehensive testing program to assess a student's interests, aptitudes, and achievements. The standardized tests best suited to gauge the information needed in an objective manner must have validity, reliability, and normative data in order to arrive at non-judgmental decisions.

While testing plays a major role in making decisions, other factors are considered to complete the evaluation process as well. Input from teachers, counselors, and parents is a necessity in the testing program.

JUSTIFICATION FOR A TESTING PROGRAM

Testing involves a performance sampling so judgments and decisions can be made regarding individuals, groups of individuals, and educational programs. The validity of judgments and decisions are dependent upon the wise choice of tests, prior planning, and the appropriate administration of the tests. The primary justification for testing is found in the use of the obtained information in making better and more informed educational decisions and judgments. Test results have three major uses: (1) *instructional*, (2) *guidance and counseling*, and (3) *administrative*.

Instructional Utilization:

Information from testing has a number of instructional uses. Pre-instructional measurements of entry-level performances may be used to identify individual performance differences so that differential assignments may be made within the classroom and/or among classroom groups. Knowledge of entry-level performance may also be used by students as a source of motivation to achieve non-mastered goals. Post-instructional measurements of performance may be used to evaluate individual learning, group or classroom learning, and instructional effectiveness. Awareness of achievement of instructional goals and objectives can be a source of satisfaction and motivation to students. Testing may reveal that instructional reorganization and/or re-teaching may be necessary. Remember, the main purpose of testing is to assist teachers in making instruction more effective for each student.

Guidance and Counseling Utilization:

Information from testing is used in the guidance and counseling for students. Test information helps students make better decisions about personal and educational choices. Information from a variety of tests may be used in helping students:

- (a) Understand their academic needs and achievement
- (b) Plan their school program
- (c) Make career decisions
- (d) Plan for college or advanced training
- (e) Make wise personal decisions

Administrative Utilization:

Test information has several administrative uses. Tests are used to monitor pupil performance and to check whether students have achieved certain levels of competence. Appropriate test information shall be part of a student's permanent school record and may be released upon student or parent consent. Test results are often requested from school officials by colleges, other training institutions, or potential employers. Individual test performance and criterion cutoffs can be used to help select students for participation in certain school programs (*special education, regular education, advanced programs, and gifted programs*). The test performance of students in a school or district should be used to inform the public about the quality of student performance and the quality of schooling. Pupil performance on academic achievement tests should be used to detect trends or differences in performance that may aid in setting priorities, curriculum planning, revisions of instructional processes, and evaluation of the education program.

TESTING PROGRAM

The Board of Education supports the establishment of a district-wide educational testing program as one indication of the success and quality of the total educational program. 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 testing program are to facilitate and provide information for the following:

Student Achievement - to produce information about achievement so that parents, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

Student Counseling - to serve as a tool in counseling and guidance of students for further direction and for specific academic placement.

Instructional Change - to provide data which will assist in preparing recommendations for instructional program changes to:

- (1) Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
- (2) Help the professional staff formulate and recommend instructional policy.
- (3) Help the Board of Education adopt instructional policy.

School and District Assessment - to provide indicators as to how well the district is moving toward achieving established goals.

The testing program is considered to be an integral part of the needs assessment and the evaluation programs of the district. They should be developed primarily for furnishing needed information to decision-makers, including the Board, administrators, teachers, parents, and students. The needs of these various groups shall be clearly identified and the testing program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of the testing program and its implementation. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education, the district will administer tests of basic competencies and other assessments to students at particular levels, periodically throughout the K-12 program.

Confidentiality will be maintained with regard to individual test scores and other information derived from the district's testing program. Individual student scores will be discussed with parents upon request and/or as needed. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional. Tabulated results are to be handled in a professional manner and not released except to members of the Board of Education and others as authorized by the Board and/or mandated by the Department of Elementary and Secondary Education.

GUIDELINES FOR TESTING STUDENTS WITH SPECIAL NEEDS

Pleasant Hill includes between 99 – 100% of their Special Students in MAP testing and district-wide testing. Students are accommodated according to their individual needs and Individual Education Program (IEP).

On an annual basis the IEP team meets to discuss what accommodations would be best for each special student. The following are examples of accommodations that could be used:

1. Test is read orally to student (*Math only, and allowable grade levels for ELA*)
2. Providing a scribe for the student to write answers down
3. Students being able to use a calculator
4. Administer test in a small group setting.

MAP-A may be given to approximately 1% of the student population. It is determined by the IEP team whether a severely disabled student that is in grades 3rd - 12th, (*grades are determined by DESE*) could be eligible for the MAP-A. The special needs student has to meet all five of the following eligibility criteria:

1. The student has significant problems acquiring new skills and acquisition of skills must be taught in very small steps.
2. The student does not keep pace with peers, even with the majority of students in special education with respect to the total number of skills acquired.
3. The student's educational program centers on the functional application of the Missouri Show-Me Standards.
4. The IEP team, as documented in the IEP, does not recommend participation in the Missouri Assessment Program (MAP) subject areas or taking the MAP with accommodations.
5. The student's inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.

The MAP-A is an online assessment. The assessment provides evidence used to determine student progress on the Missouri Learning Standards (*as evidenced by the IEP goals and objectives*) and the instructional support provided to enhance learning.

ASSESSMENT RESULTS USE AND DISSEMINATION

The two primary district-wide assessments used for school improvement efforts are the **MAP Grade Level/EOC exams** taken in the spring each year. Students are administered the required English Language Arts grade level assessments annually in grades 3, 4, 5, 6, 7, and 8. In Math, students are administered the required grade level assessments annually in grades 3, 4, 5, 6, 7, and 8. In Science, students are administered the required grade level assessments annually in grades 5 and 8. The required EOCs for Algebra I, Biology I, English II, and Government are given annually at the High School. The ACT will be given to all juniors when it is required by the State.

In the fall of each school year, disaggregated results of the MAP assessment are provided for each grade level tested. The secure area of the DESE website is utilized to drill-down student performance data in each **process** and **content** area. Staff, under the direction of the building Principal and Assistant Superintendent, are expected to analyze the data and to develop an

Instructional Improvement Plan which address individual building, grade level, class and student needs. In addition, teachers are expected to reflect upon instructional strategies used the prior year to determine the level of effectiveness in helping students and entire grade-levels improve their overall performance on the MAP assessments.

students across the district will participate in common assessments and other formative and summarize online assessments through Illuminate DnA. These assessments will help guide instruction as well as identify students in need of interventions in a Response to Intervention (RtI) model of instruction. Other assessments will be utilized as necessary to evaluate needs and accomplishments of students, such as Gates, running records, Dibels, etc.

ADDRESSING SHOW-ME STANDARDS NOT ASSESSED ON M.A.P.

Core area teachers make every effort to address all Show-Me Standards assessed on the MAP. However, greater emphasis is given to those areas assured to be assessed.

In order to address areas which are not normally assessed on the spring MAP exams, the district encourages teachers in elective areas (*Family and Consumer Sciences, Art, Music, P.E. etc.*) to integrate Show-Me Standard content into their curriculum. More specifically, elective classes concentrate on test-taking skills, along with performance standards which include practice on learning tasks that will increase proficiency on the MAP. Elective teachers are encouraged to participate in building level discussions regarding MAP preparation. Journal writing is practiced in many cross disciplinary areas to continue to improve student writing and comprehension skills.

DISTRICT TEST SECURITY POLICY

FILE: ILA

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 have 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 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.

Date Adopted: 10/14/1993

Last Revised: 7/22/2014

District Group Achievement Testing Schedule (Grades K-12)

Test	Grade Level	Test Date	Administered By:
Gates-MacGinitie Reading Assessment	K – 9 th	August & May	Classroom Teachers/Counselors
EXPLORE	9 th	September	Classroom Teachers/Counselors
End-of-Course (EOC) Assessment	Various @ HS	December/January//May /June/August	Classroom Teachers/Counselors
AGS- Early Childhood Profiles	Pre-K	April/May	Parents As Teachers
MAP Grade Level Assements (Mo. Assessment Program) Tests	3,4,5,6,7,8	April	Classroom Teachers Counselors Principals
Self-Directed Search	10 th	October	High School Counselors
PLAN	10 th	September	HS Counselors/Classroom Teachers
PSAT (Preliminary Scholastic Aptitude Test)	11th (by choice)	October	HS Counselors/Off – Campus Officials

ACT (<i>American College Testing Program</i>)	All 11 th or 9 th - 12 th	April - May As scheduled by individual students	HS Counselors/Off-Campus Officials
ASVAB (Armed Services Vocational Aptitude Battery)	12 th	September	HS Counselors / ASVAB Representatives

GROUP TEST DESCRIPTIONS

American College Testing Program (ACT)

Administered by the local colleges/universities/high schools at various dates during the year. The students are made aware of test dates and instructed in how to register. With the advent of technology, most students register online. The American College Testing Program serves as a college entrance examination required for admittance into colleges and universities. Copies of student results are sent to the high school counselor(s) who aid in interpreting results. The ACT can be taken five (5) times throughout the year at various sites. Juniors and Seniors are strongly encouraged to take the test. This test is accepted by most of the colleges and universities in the Midwest.

End-of-Course Assessment (EOC)

Course specific assessment administered to a student at completion of local course content. For the 2008-2009 school year, the EOC assessments will be provided in Algebra I; Language Arts II; and Biology. In subsequent years, additional EOC assessments will be implemented. For the Class of 2012, it will be imperative that all students prior to graduation are administered a total of at least eight (8) separate EOC assessments. At this time, no specific minimum score is needed for graduation.

EXPLORE

The **EXPLORE**[®] program is designed to help 9th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success.

The **EXPLORE English** Test measures student understanding of standard written English—punctuation, grammar and usage, and sentence structure (*Usage/Mechanics*)—and their understanding of the use of strategy, organization, and style in writing (*Rhetorical Skills*). The **EXPLORE Math** Test measures mathematical reasoning. The test focuses on a student's ability to reason in math rather than on how well a student may have memorized formulas.

Questions on the test cover four areas—*knowledge and skills, direct application, understanding concepts, and integrating your understanding of concepts*—in pre-algebra, elementary algebra, geometry, and statistics and probability.

The **EXPLORE Reading** Test measures ability to understand written material from different school subjects. The skills measured include referring to details in the passage, drawing conclusions, and making comparisons and generalizations. The test does not cover information outside the passages, vocabulary taken out of context, or formal logic.

The EXPLORE **Science** Test measures scientific reasoning skills and your ability to understand scientific information and draw conclusions from it. Six sets of scientific information are presented in one of three formats: data representation (*graphs, tables, and other forms*), research summaries (*descriptions of several related experiments*), or conflicting viewpoints (*two or more hypotheses that are inconsistent with one another*).

Materials for this test are drawn from the life sciences, Earth/space sciences (*e.g., geology, astronomy, and meteorology*), and physical sciences. The test emphasizes scientific reasoning skills rather than how well a student can recall scientific facts, or their in mathematics or in reading

Gates-MacGinitie Reading Test

A standardized survey of achievement in reading given annually each Spring to students in Kindergarten. Students in first (1st) through ninth (9th) grade are tested in late August or early September and again in May to evaluate overall growth in reading achievement between the beginning and end of the school year.

The Kindergarten test measures pre-reading skills, beginning/ending sounds, rhyming words, syllables, number of words in a sentence and beginning reading skills with picture prompts. The kindergarten assessment measures Literacy Concepts, Oral Language Concepts, Letters/Letter-Sound Correspondences, and Listening (Story) Comprehension. First-grade grade measures initial consonants/clusters, final consonants/clusters, vowels, and basic story words in the fall and on the spring assessment measures word decoding and comprehension. Second-grade assessment measures word decoding, word knowledge, and comprehension. Third through sixth grade measures Vocabulary and Comprehension along with providing a Total Reading score.

Missouri Assessment Program (MAP) Tests

Performance-based assessments that measure student achievement on Show-Me Standards. These assessments are given at designated grade levels and subject areas. The tests are comprised of three methods of measurement: *multiple-choice items, constructed response items, and performance events*. Results are used in individual planning, program evaluation, and curriculum revision. The Missouri Department of Elementary and Secondary Education also monitors results for classification and accreditation.

Kindergarten Screening: AGS Early Screening Profiles

A nationally norm-referenced assessment battery that measures the cognitive, language, motor, self-help/social, articulation, and health development skills of children aged two through six. This screening tool is useful for identifying children who may be 'at risk' for learning problems and those potentially gifted. It is individually administered and consists of three profiles supplemented by four surveys. Results are shared with parents at the time of initial screening. Results are also sent to the primary school principal.

ACT Program for Educational Planning (PLAN)

A tenth-grade assessment program from American College Testing, designed to help students improve their post-secondary planning and preparation. PLAN contains academic tests, an interest inventory, study skills assessment, and a student information section. It is complementary in content and format to the ACT Assessment. The fall version of the PLAN provides students with an 'approximate' ACT score.

This assessment is administered to ALL sophomores and juniors. Students are assisted in interpretation of the results by the counselor(s).

Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB is an exam that will better assess a student's practical knowledge and mental aptitude. Administered by the United States Military Entrance Processing Command, it is used to determine qualification for enlistment in the United States Armed Forces. Although the test is administered by the military, it is not a requirement that a test-taker with a qualifying score enlist in the armed forces.

Preliminary Scholastic Aptitude Test (PSAT)

Offered each year to any student who will pay a fee to take the examination and who has completed their tenth year of high school. The PSAT is similar to the college entrance examinations and is a highly reliable indicator of expected performance on college entrance exams in the verbal and qualitative areas. Scores are requested on many scholarship applications. This assessment is also the qualifying exam for the National Merit Scholar's program.

The PSAT is administered in October by the guidance counselor(s). Often, the test is administered on a Saturday morning.

Self-Directed Search (SDS)

A comprehensive occupational interest inventory that stimulates and assists in career exploration. The SDS is a self-administered, self-scored, and self-interpreted inventory. It is designed to help individuals make informed decisions about their education and career. It provides immediate feedback, which helps increase self-understanding and stimulate career exploration. The SDS is given to all ninth-grade students.

SPECIAL SERVICES SUPPLEMENTAL TESTS

Intelligence

1. Bayley Scales of Infant Development

Evaluate developmental functioning levels of children from the ages of one month to 42 months. The test takes 25 - 60 minutes to administer.

2. Kaufman Assessment Battery for Children (KABC)

Individually administered measure of intelligence and achievement. The KABC looks at a child's ability to solve problems using simultaneous and sequential mental processes. This test can be used with children 2 years 5 months to 12 years 5 months. It takes 35-85 minutes to administer.

3. Leiter-R International Performance Scale

A nonverbal intelligence test appropriate for individuals aged two through adulthood. It is frequently used with persons that are hearing impaired or speech/language delayed. Leiter-R contains fast screenings for LD/ADHD and Gifted. This version of the test includes attention and memory domains (AM Battery) which accurately identifies children with ADHD, learning disabilities, or neuropsychological impairments. This test contains no cultural or language bias.

4. Stanford-Binet Intelligence Scale, 5th ed.

Measures general intellectual ability. It may be administered to persons in the age range from two through adulthood. It is most often used as a supplementary test when the Wechsler cannot be given. The Stanford-Binet relies heavily on language and much less on visual-perceptual and performance skills.

5. Wechsler Adult Intelligence Scale !V (WAIS-IV)

Measures specific mental abilities and processes in persons from ages 16 through adulthood. *Verbal Intelligence, Performance Intelligence, and Full Scale Intelligence* may be calculated from the raw scores on subtests. The **Verbal Scale** consists of subtests in *Information, Digit Span, Vocabulary, Arithmetic, Comprehension, and Similarities*. **Performance tests** include *Picture Completion, Picture Arrangement, Block Design, Object Assembly, and Digit Symbol*.

6. Wechsler Intelligence Scale for Children - V (WISC-V)

Measures specific mental abilities and processes in children from ages 6 through 16. Verbal and Performance scales each have five mandatory subtest and alternative subtests which may be used as a supplement to assist in further analysis.

The following scores may be calculated using raw scores from the subtests: *Verbal*

Intelligence (VIQ), Performance Intelligence (PIQ), Full Scale Intelligence (FSIQ), Verbal Comprehension Index (VCI), Perceptual Organization Index (POI), Freedom from Distractibility (FDI), and Processing Speed Index (PSI).

7. Wechsler Preschool and Primary Scale of Intelligence, 4th ed. - (WPPSI-IV)

Designed to measure a child's global intelligence in the age range of two years, six months through seven years, seven months. The WPPSI-IV provides primary index scores that represent intellectual functioning in specified cognitive areas (i.e. Verbal Comprehension Index, Visual Spatial Index, Working Memory Index) and a composite score that represents general intellectual ability (Full Scale IQ or FSIQ).

Primary Index Scales include: *Verbal Comprehension* (comprised of Information and Similarities subtests), *Visual Spatial* (Block Design and Object Assembly), *Fluid Reasoning* (Matrix Reasoning and Picture Concepts), *Working Memory* (Picture Memory and Zoo Locations), and *Processing Speed* (Bug Search and Cancellation). Ancillary Index Scales are also available to provide additional specific information, but not required to obtain a FSIQ.

8. Woodcock-Johnson Psycho-Educational Battery, 3rd ed. (WJ-III)

Measures both aptitude and achievement. It is used to compare the two in order to determine if a student is performing (*achievement*) as expected (*aptitude*). The results are very useful in ascertaining whether a student could possibly have a Learning Disability. The complete test consists of 20 cognitive subtests and 22 achievement tests.

The WJ-III Tests of Cognitive Ability provide information on these specific abilities: *Verbal Ability, Thinking Ability, Cognitive Efficiency, and a General Intellectual Ability (GAI).*

The WJ-III Tests of Achievement measure performance in *Oral Language, Broad Reading, Broad Math, Broad Written Language, Academic Skills, and a Total Achievement score.* Supplemental tests may also be given to break each broad skill into more specific skills.

The WJ-III test may be given to individuals aged 2 - 90+, or grades K - 16+.

9. Test of Nonverbal Intelligence (TONI-3)

A language-free measure of cognitive ability. It can be used with students of ages 6 - 85+ years old. Test administration is 15 - 20 minutes.

EDUCATIONAL TESTS:

1. Key Math III

Assesses mathematical skills in the areas of *content, operations, and application.* May be administered to students in grades K – 8 and takes approximately 30 - 45 minutes.

2. **Test of Reading Comprehension (TORC)**

Measures both general reading comprehension and specific knowledge needed to read in three content areas. It may be administered to students in grades one through eight in approximately 10 to 30 minutes. Certain subtests may be given separately in lieu of the entire test.

3. **Test of Written Language (TOWL)**

Provides a comprehensive measure of written expression. May be administered to students in grades three through eight in approximately 40 minutes.

4. **Test of Written Spelling (TWS)**

Provides a measure of a student's ability in written spelling. Contains both predictable and unpredictable words. May be administered to ages five to fifteen in approximately 15 - 20 minutes.

5. **Woodcock Reading Mastery Tests, 3rd ed. (WRMT-III)**

Measures a person's Broad Reading level, as well as specific skills in the following areas: *Visual-Auditory Learning, Letter Identification, Word Identification, Word Attack, Word Comprehension, and Passage Comprehension*. These tests may be given to students in grades kindergarten through twelve in approximately 30 - 45 minutes.

6. **Bracken Basic Concepts Scale (BBCS)**

This test can be given to students 5 - 7 years old. Administration time is approximately 5 - 10 minutes. The Bracken checks the following concepts: *color, letter identification, numbers, comparisons, shapes, direction/position, social/emotional, and time/sequence*.

7. **First STEP Screening for Evaluating Preschoolers**

Designed to test preschoolers in the areas of *cognitive, communication, motor, social/emotional, and adaptive behavior*. The tests take approximately 15 minutes to administer.

8. **Kaufman Survey of Early Academic and Language Skills (K-SEALS)**

Measures expressive and receptive vocabulary, pre-academic skills, and articulation of children ages 3-0 to 6-11. It takes approximately 15-20 minutes to administer.

9. **Metropolitan Readiness Test**

Measures 4 to 7 year old children in the areas of: *visual discrimination, beginning consonants, sound-letter correspondence, story comprehension, quantitative concepts, and reasoning skills*. It takes up to 85 minutes to administer.

10. **Wechsler Individual Achievement Test III (WIAT III)**

Designed to assess a student's skill in the following areas: *Word Reading, Pseudo word Decoding, Reading Comprehension, Spelling, Written Expression, Numerical Operations, Math Reasoning, Listening Comprehension, and Oral Expression*. Allows for comparisons between a student's IQ and their actual achievement. May be given to students ages 4 – 19 and takes approximately 30 – 60 minutes to administer.

11. **Young Children's Achievement Test (YCAT)**

A standardized, norm-referenced instrument to assess students age 4-0 to 7-11 in skills related to general information, reading, mathematics, writing, and spoken language. The Early Achievement Composite reflects the child's abilities across all areas of school-related achievement.

12. **Test of Early Written Language – Third Edition (TEWL-3)**

A standardized, norm-referenced instrument that focuses on the functional, tool, or mechanical components of writing and the child's ability to generate a writing sample. The test can be given to students 4-0 to 10-11 years of age.

CORRELATES:

1. **Bruininks-Oseretsky Test of Motor Proficiency**

Useful in evaluating *gross* and *fine* motor skills for ages 4 years 6 months to 14 years 6 months. The complete battery can be given in approximately 45 -60 minutes, and a shortened form of the test takes approximately 15 - 20 minutes to administer.

2. **Detroit Test of Learning Aptitude**

Assesses the functioning of a wide range of intellectual abilities, including *Reasoning, Comprehension, Practical Judgment, Verbal Ability, Time and Space Relationships, Numerical Ability, Auditory Memory, Visual Memory, and Motor Ability*. It can be administered to ages three to nineteen, and requires approximately 60 - 75 minutes.

3. **Motor-Free Visual Perception Test (MVPT)**

Measures overall visual perceptual processing ability. Test time is 10-15 minutes, and the test may be administered to ages four through nine.

4. **Peabody Developmental Motor Scale**

Assesses fine and gross motor skills in 3 to 6 year old children. The Peabody Developmental Motor Scale takes 30 to 60 minutes to administer.

5. **Test of Visual-Perceptual Skills (TOVP)**

A non-motor test measuring the following: *visual discrimination, visual memory, visual-spatial relationships, visual form constancy, visual sequential memory, visual figure-ground, and visual closure skills*. The test may be given to ages 4 to 12 years, and takes approximately 10 - 20 minutes to give.

6. **Developmental Test of Visual Perception-2 (DTVP-2)**

Designed to assess visual perceptual skills in children. It provides information that includes an estimation of the overall visual perception ability of the child and a delimitation of the distinct visual perception difficulties in need of training.

7 **Miller Function and Participation Scales**

Determines how a child's motor competency affects his or her ability to engage in home and school activities and to participate socially in his/her world. Assesses visual motor, fine motor, and gross motor skills. Includes home and classroom observation checklists. Test engages in tasks that sample functional preschool and school fine motor activities and gross motor activities. Ages 2.6 to 3.11 years and 4.0 to 7.11 years.

8 **The PRINT Tool (Handwriting Without Tears)**

Assesses capital, number, and lowercase letter skills. Skills evaluated include memory, orientation, placement, size, start, sequence, control, and spacing. Ages 6 and older.

9 **Test of Handwriting Skills (THS)**

Assesses a child's neurosensory integration ability in handwriting in either manuscript or cursive and in upper and lowercase forms and to measure the speed with which a child handwrites for the following: 1) writing spontaneously from memory, upper and lowercase letters of the alphabet in alphabetic sequence. 2) Writing from dictation, upper and lowercase letters of the alphabet out of alphabetical sequence. 3) Writing from dictation numbers out of numerical order. 4) Copying selected letters of the alphabet. 5) Copying selected words. 6) Copying selected sentences. 7) Writing from dictation selected words. This test is for ages 5 to 10.11.

10 **Functional Vision Screening**

Used to demonstrate a need for an optometric referral. Identifies specific problems in the complete function of the visual system. Looks at visual regard, fixation, pursuits, saccadic movements or tracking, rotation, and convergence/divergence.

11 **Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)**

Age 2 to 17.11 years. Motor test. Includes supplemental Visual Perception and Motor Coordination tests.

12 **Jordan Left Right Reversal Test**

Assesses visual reversal of letters, numbers, and words in students age 5 to 12 (can be used over age 12).

13 **Quick Neurological Screening Test (QNST-II)**

Age 5 and up. Allows detection of soft neurological signs often associated with learning disabilities. Includes assessment of balance, visual-motor integration, fine and gross motor control, sound discrimination, and other developmental tasks.

SPEECH/LANGUAGE:

1. **Arizona Articulation Proficiency Scale (Arizona Arctic.)**

Determines the percentage of speech sounds correctly articulated. The score is given as an intelligibility rating. This test may be used with ages 2 to 11, and takes approximately 20 minutes to administer.

2. **Bankson Language Screening Test**

A battery of 17 subtests that are organized into the general categories of *semantic knowledge, morphological rules, syntactic rules, visual-perception, and auditory-perception*. May be given to children ages 2 to 7.

3. **Basic Concept Inventory**

A check-list of basic concepts frequently used in verbal directions, which are considered necessary for a child preparing for beginning academic tasks. It may be given to preschool-kindergarten children, and takes approximately 15 minutes.

4. **Boehm Test of Basic Concepts (Boehm)**

Assesses knowledge of concepts which are basic to early academic success, and identifies students with low-level concept mastery. It may be administered to children in Kindergarten through Second Grade, and requires approximately 30-40 min.

5. **Bracken Basic Concept Scale**

Measures 258 basic concepts and may be used with children ages 2.6 to 8.0. The test takes approximately 30 minutes to administer.

6. **Expressive One-Word Picture Vocabulary Test - Revised**

Obtains a quick and valid estimate of a student's expressive verbal ability. **Level 1** is used with students age 2 to 12 years old, and **Level 2** is used with students 12 to 15 years old. Both test levels take 15 - 30 minutes to administer.

7. **Fullerton Language Test for Adolescents**

Provides a measure of receptive and expressive language skills in adolescents ages 11 to 18. Test time is approximately 45 minutes.

8. **Goldman-Fristoe Test of Articulation (G-F Arctic)**

Assesses articulation of consonant sounds in English. It may be administered to ages 3 to 16, and requires approximately 20 minutes.

9. **Language Sampling, Analysis & Training**

Provides speech clinicians an easy-to-use system to analyze spoken sentences.

10. **The Listening Test**

Measures *main idea, details, concepts, reasoning, and story comprehension skills*. The test may be given to students 6 to 11 years old, and takes approximately 30 minutes to administer.

11. **Peabody Picture Vocabulary Test - II (PPVT-II)**

Assesses a student's receptive vocabulary. May be given to ages 2 to 18, and requires 10-15 minutes to administer.

12. **Preschool Language Scale - 4 (PLS-4)**

Measures receptive and expressive language abilities in children from birth to age 6. The test takes 20 - 50 minutes to administer.

13. **Receptive Expressive Emergent Language (REEL)**

Used to identify children's expressive and receptive language skills, from birth to age 3. An interviewing technique is used to gather the data.

14. **Stuttering Severity Instrument for Children and Adults**

Measures stuttering severity in the areas of frequency **and** duration. It takes approximately 15 minutes to administer.

15. **Test of Auditory Comprehension of Language - 3 (TACL-3)**

Provides an inventory of grammatical forms for observing a child's auditory-comprehension behavior. The test helps to identify individuals having receptive language disorders. This test is norm-referenced for children ages 3 through 9 and takes 20 minutes to administer.

16. **Test of Auditory Perceptual Skills (TAPS)**

Measures the following areas: *auditory number memory, auditory sentence memory, auditory word memory, auditory interpretation of directions, auditory word discrimination, and auditory processing* (thinking and reasoning skills). Included is a parent rating of the child's hyperactivity. This test may be given to students from ages 4 - 12, and takes approximately 15 - 20 minutes to administer.

17. **Test of Language Development - Revised (TOLD-R)**

Provides specific information about a particular aspect of a child's language ability. Selected expressive and receptive abilities are measured. The TOLD-R may be administered to ages 4-11 in approximately 30-40 minutes.

18. **Test of Pragmatic Language**

Assesses a student's ability to effectively use pragmatic language. The test provides information within six core subcomponents of *pragmatic language: physical setting, audience, topic, purpose (speech acts), visual-gesture cues, and abstraction*. The test includes 44 items, each of which establishes a social context. It may be used with Kindergarten-aged children through adults, and takes approximately 45 minutes to administer.

19. **Test of Problem Solving - Revised - Elementary (TOPS-R)**

Assesses *problem solving, predicting outcomes, determining solutions, and drawing inferences*. The TOPS-R can be given to 6 - 11 year-old students and takes 30-60 minutes to administer.

20. **Test of Problem Solving - Adolescent**

Assesses the following skills: *clarifying, evaluating, affect, thinking independently, fair mindedness, and analyzing*. The test can be given to 12 - 17 year-old students and takes 45 - 60 minutes to administer.

21. **The Word - 2**

Assesses semantic vocabulary skills. Consists of six subtests designed to assist in evaluating children ages 7 - 12.

22. **Clinical Evaluation of Language Fundamentals-5 (CELF-5)**

A quick screening tool to measure receptive and expressive language, semantics, syntax, and working memory in children ages 5 to 21.11.

23. **Test of Language Development-Intermediate (TOLD-1:3)**

Assesses overall language skills in 6 areas: *sentence combining, picture vocabulary, word ordering, generals, grammatical comprehension, and malapropisms*. It may be used with students 8.0 to 12.11 years of age. Results are reported as *standard scores, percentiles, and age equivalents*. Administration takes 30 to 60 minutes.

24. **Oral and Written Language Scale (OWLS)**

Measures listening comprehension and expressive language skills. May be given to students aged 10 to 18 and can be administered in 45 minutes.

25. **Clinical Evaluation of Language Fundamentals – Pre-School (CELF-Preschool)**

Measures receptive and expressive language, semantics, and syntax in children ages 3 to 6.11.

26. **Comprehensive Assessment of Spoken Language**

Measures comprehension, expression, and retrieval in four language categories: semantic, syntactic, supralinguistic and pragmatic. For ages 3 to 21.11.

27. **Kauffman-Lewis Phonological Assessment – 2 (KLPA-2)**

Assesses phonological process errors in children ages 2 to 21.11.

28. **Language Processing Test (LPT)**

Measures the ability to process spoken language

29. **Structured Photographic Expressive Language Test – 3 (TACL-3)**

Measures expressive grammar by sentence completion for ages 4 to 9.11.

30. **Test of Auditory Reasoning and Processing Skills – (TARPS)**

This test is for ages 5 to 13.11

31. **Test of Early Language Development (TELD)**

Measures receptive and expressive language abilities for ages 2 to 7.11

32. **Test of Narrative Language (TNL)**

Measures comprehension and expression of narrative discourse for ages 5 to 11.11

33. **Test of Oral Structures and Function (TOSF)**

Measures the oral structure and movement of articulators in ages 7 to adult

BEHAVIOR:

1. **AAMD Adaptive Behavior Scale (ABS)**

Developed to aid school personnel in obtaining measures of children's personal independence and social skills in order to reveal areas of functioning for which special program planning might be required.

2. **Behavior Evaluation Scale (BES)**

Designed to provide educationally relevant information about the behavior of students. A direct observation and recording procedure is used to document the frequency of 52 behaviors which have been identified as the most common classroom behavior problems.

3. **Behavior Rating Profile (BRP)**

Designed to study the behavior of children at home, school, and with peers Can be administered to students 6 ½ to 13 ½ and grades 1 to 7. The parents, teachers, and student are all asked to complete a questionnaire. The results are compared to determine if a special program is needed.

4. **Burk's Behavior Rating Scales**

Used to identify patterns of pathological behavior shown by children. May be administered to children in grades 1-9.

5. **Piers-Harris Children's Self-Concept Scale**

Provides a total positive self-concept score and six sub-cores in behavior, intellectual and school status, physical appearance, anxiety, popularity, and happiness/satisfaction. It may be administered to students in grades 3 to 12. Test time is approximately 15-20 minutes.

6. **Self-Esteem Index (SEI)**

A norm-referenced measure of the way individuals perceive and value themselves. There are four scales on the SEI: *Academic, Family, Interpersonal and Personal*. May be administered to individuals from the ages of 7 to 19, and takes approximately 30 minutes.

7. **Vineland Adaptive Behavior Scale**

A measure of personal and social skills from birth to adulthood. Information is gathered through an interview process. It takes 20 - 60 minutes to gather the information needed.

8. **Vineland Social Maturity Scale**

Contains an informant-interview technique used for screening and diagnosis of the degree or level of social competence and development. It is administered to ages birth through adulthood, and takes approximately 20 - 30 minutes to complete.

9. **Gilliam Asperger's Disorder Scale (GADS)**

Designed to help in identifying persons with Asperger's Disorder, unique behavioral problems, to document the progress in the behavior problem areas as consequence of special intervention programs, and to target goals for change and intervention on IEP. The assessment contains four (4) subscales: Social Interaction, Restricted Patterns, Cognitive Patterns, and Pragmatic Skills. The assessment is designed for ages 3 to 22.

10. **Gilliam Autism Rating Scale, Second Edition (GARS—2)**

This assessment is a behavior checklist that helps identify persons who are autistic. It consists of four (4) sections: Stereotyped Behaviors, Communication, Social Interactions, and Developmental Disturbances (this fourth section is typically completed by the parents). The test is for ages 3 to 22.

11 **Assessment of Basic Language and Learning Skills (ABLLS)**

Measures the basic linguistic and functional skills of an individual with developmental delays or disabilities.

12 **Test of Sensory Integration (TSI)**

Designed for use with 3- to 5-year-old children, the TSI includes 36 items measuring overall sensory integration as well as three clinically significant subdomains: Postural Control, Bilateral Motor Integration, and Reflex Integration. These vestibular-based functions are essential to the development of motor skills, visual-spatial and language abilities, hand dominance, and motor planning.

13 **Preschool Visual Motor Integration Assessment (PVMIA)**

Used to identify visual motor integration deficits of children 3-1/2 to 5-1/2 years old. Specific skills addressed by the PVMIA include: perception of position in space, awareness of spatial relationships, color and shape discrimination, matching two attributes simultaneously, and the ability to reproduce what is seen and what is interpreted. It can be administered in approximately 20 minutes and scored in approximately 25-30 minutes. The PVMIA consists of two subtests: a Drawing subtest (8 items), which examines the ability to recognize and reproduce lines and shapes

on paper, and a Block Patterns subtest (25 items), which examines the abilities to recognize color and shape using three-dimensional blocks and to recognize and reproduce patterns created by assembling the same blocks. The drawings used in the Drawing subtest are novel to children and developmental in nature. The Block Pattern Subtest uses parquet blocks that fit small hands rather than the one inch cubes typically used in other tests. The test items are presented in order of increasing difficulty. In addition, there are two Behavioral Observation Checklists which assist in the interpretation of the test results.

VOCATIONAL:

1. **Career Ability Placement Survey (CAPS)**

A comprehensive, multi-dimensional battery designed to measure abilities keyed to entry requirements for the majority of jobs in each of fourteen occupational clusters. Consists of seven subtests, each lasting 5 minutes. Results are used for occupational exploration and educational planning.

PHYRE:

1. **Cognitive Abilities Test 7(CotAG 7)**

A group administered abilities test specifically designed to help teachers expand instructional opportunities for students. The test assesses students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The assessment provides insights into the way different students learn, and links assessment results to classroom instruction. It is viewed as a superior instrument for screening students for school programs. It is co-normed with The Iowa Tests for greater instructional insights. The assessment is proven by research studies to identify more ELL and minority students as possibly eligible for Gifted and Talented programs.

2. **The Iowa Test of Basic Skills (ITBS)**

A group administered achievement test battery to provide a comprehensive assessment of student progress in major content areas. The test provides educators diagnostic data that can drive remediation and better preparation for other, high-stakes assessments. This assessment ensures current national comparison of students' achievement versus that of students nationwide.

Glossary of Terms

Achievement Test - a test that measures the extent to which a person has acquired certain information or mastered certain skills.

Age Norms - originally, values representing typical or average performance for persons of various age groups. Most current usage refers to interpretive data for successive age groups.

Aptitude - a combination of abilities and other characteristics whether native or acquired, that are indicative of an individual's ability to learn or to develop proficiency in some particular area if appropriate education or training is provided.

Grade Equivalent (GE) - the GE of a given score on any test indicates the grade level at which the typical pupil makes this score. The GE should be regarded as an estimate of where the pupil is along a developmental continuum, not of where he should be placed in the graded organization of the school.

Grade norms - norms based upon the performance of pupils of a given grade placement.

Group Test - a test that may be administered to a number of individuals at the same time by one examiner.

Individual Test - a test that can be administered to only one person at a time, either because of the nature of the test and/or the maturity level of the examinee.

Intelligence Quotient (IQ) - originally, an index of brightness expressed as the ratio of a person's mental age to his chronological age (MA/CA times 100).

Mental Age (MA) - the age for which a given score on a mental ability test is average or normal.

Norming Process - in the norming process, a test is administered to a large number of persons who are thought to be representative of the persons with whom the test is to be used. This group, known as the standardization sample, serves to establish the test's norms. Such norms indicate the varying degrees of superior or inferior performance on the test in relation to the expected average or median performance.

Percentile (P) - a point (score) on a distribution of scores that reflects a particular student's score in relation to all students tested.

Percentile Rank (PR) - the PR indicates the status or relative standing of a pupil in comparison to other pupils. The percentile rank tells the percent of pupils in a particular norm group who obtain lower scores. A pupil who earns a percentile rank of 70 on a particular test scored better than 70% of pupils in the norm group, while 30% scored as well or better than this pupil.

Performance Test - a test involving motor/manual responses on the part of the examinee, generally a manipulation of equipment or materials. This is not usually a paper and pencil test.

Range - the difference between the highest and lowest obtained scores on a test.

Raw Score - the first quantitative result obtained in scoring a test.

Stanine - one of the steps in a nine-point scale of standard scores. The stanine scale has values from 1 to 9, with a mean of 5 and a standard deviation of 2.

Appendix A

Tiers of Assessment Data

TIERS OF STUDENT ASSESSMENT

<p>TIER III Annual Large-Scale Data (Summative Assessment) Example: MAP Examination</p>
<ul style="list-style-type: none"> ● Designed to provide a broad view of the district's achievement levels. ● Useful to curriculum teams that use the information to evaluate the general effectiveness of the curriculum. ● Used to sample broad domains of student knowledge. ● Not helpful when evaluating student progress. <p style="text-align: center;"><u>TIER III ASSESSMENTS CANNOT</u></p> <ul style="list-style-type: none"> ● Help a teacher adjust lesson plans during the school year. ● Help teams make placement or program decisions during the school year. ● Provide information on a student's progress during the school year. ● Provide more detailed information about the student's skill attainment toward the standard. ● Show a student's depth of conceptual understanding.
<p>TIER II Periodic Grade Level and Subject Area Data (Prescriptive Assessment) Examples: <i>Discovery Education, Gates MacGinitie, Common Assessments</i></p>
<ul style="list-style-type: none"> ● Helps document the success of school programs. ● Provides base-line data on student performance. ● Helps determine strengths and weaknesses in a particular content area over time intervals. ● May identify groups of students with special needs.
<p>TIER I Ongoing Classroom Assessment Data (Formative Assessment) Examples: Projects, Unit Tests, Quizzes, Portfolios, Teacher Observations, Student Self-Assessments</p>

- Assesses depth of conceptual understanding as well as knowledge skills.
- Direct impact on instructional practices.
- Decisions can be founded solidly on how students are performing.
- Critical for evaluating curriculum.
- Allows for multiple snapshots, taken from different angles with different lenses.