

MRH Assessment Plan

2017-2018



Reviewed by:

- Board of Education, March _____, 2016
- Approved by Board of Education: March _____, 2016

Maplewood-Richmond Heights School District

2017-2018

District Assessment Matrix

Content Area	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication Arts	Dominie F&P Letter ID STAR 360 UA	F&P STAR 360 UA	F&P STAR 360 UA	F&P MAP-CCSS STAR 360 UA	F&P MAP-CCSS STAR 360 ASPIRE UA	F&P MAP-CCSS STAR 360 ASPIRE UA	F&P MAP-CCSS STAR 360 ASPIRE DDA UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS STAR 360 ASPIRE UA	SRI EOC ASPIRE UA	SRI EOC UA	SRI UA	SRI UA
Mathematics	STAR 360 UA	STAR 360 UA	STAR 360 UA	MAP-CCSS STAR 360 UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS IBSAA STAR 360 ASPIRE UA	MAP-CCSS/EOC STAR 360 ASPIRE UA	ASPIRE EOC UA	EOC UA	EOC UA	UA
Science	UA	UA	UA	UA	ASPIRE UA	MAP ASPIRE UA	ASPIRE UA	ASPIRE UA	MAP ASPIRE UA	ASPIRE UA	UA	EOC UA	UA
Social Studies	UA	UA	UA	UA	UA	UA	UA	UA	UA	UA	UA	EOC UA	EOC UA
Other	FAST WIDA / ACCESS	FAST WIDA / ACCESS	FAST WIDA / ACCESS	MAP-A DLM EE-FAST WIDA / ACCESS	MAP-A DLM EE-FAST WIDA / ACCESS	MAP-A DLM EE-FAST WIDA / ACCESS	MAP-A DLM EE-FAST WIDA / ACCESS	MAP-A DLM EE-FAST WIDA / ACCESS	MAP-A DLM EE-FAST WIDA / ACCESS	MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1	MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1	MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE NSE-1	MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1
Optional											AP Tests	AP Tests	ACT AP Tests SAT
Student Screener	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360 IBSAA	SRI	SRI	SRI	SRI
Summer	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360				

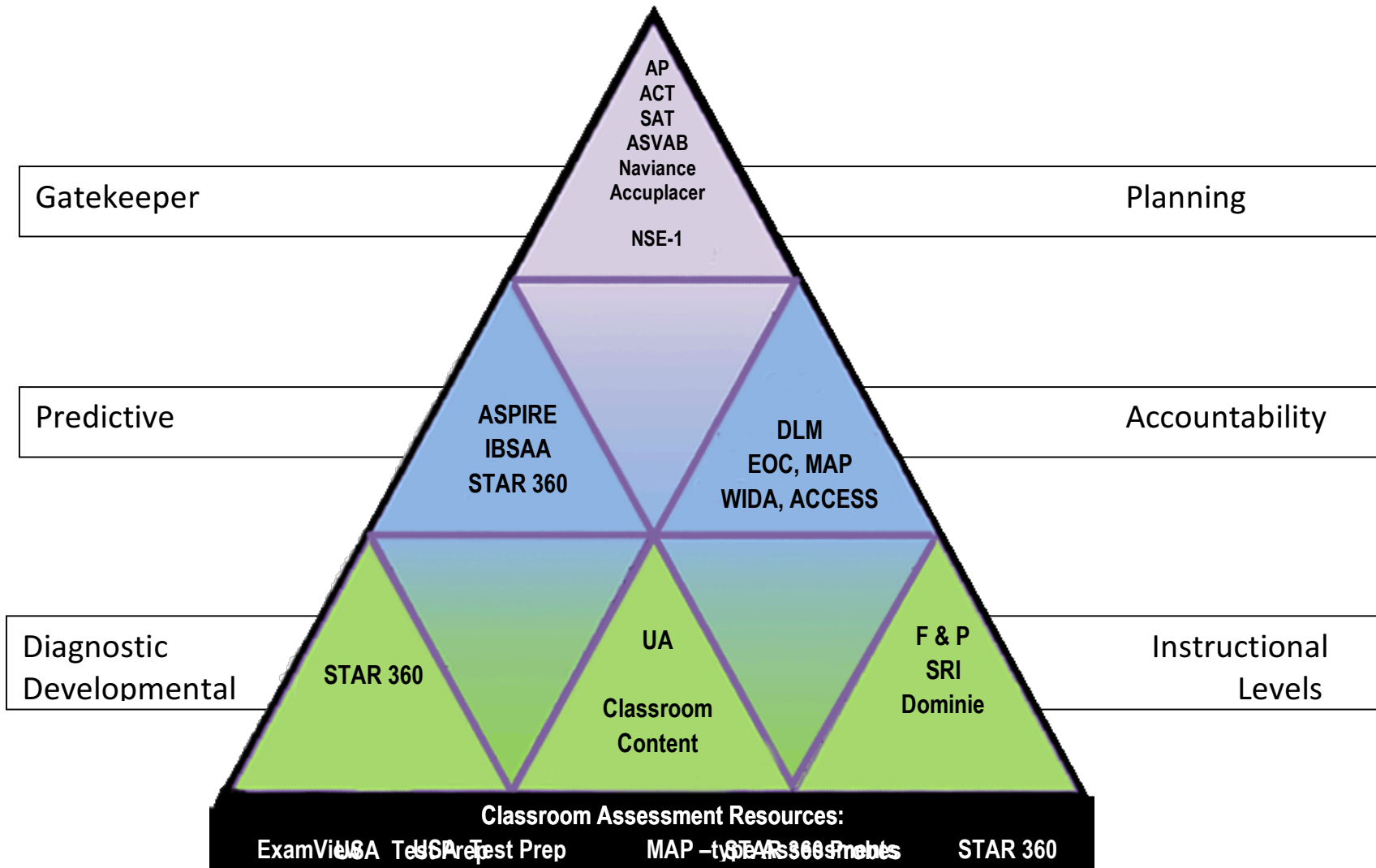
Table of Tests

Code	Test Administered	Purpose	Who Takes	When Given	Test Type	Interpretation
ACCESS	ACCESS	Given to determine proficiency with four strands of English – speaking, listening, reading, writing	ELL students eligible to receive services	January-March	Criterion	One of several pieces of evidence to exit ELL services and determine instructional focus
AP	Advanced Placement	Given to students enrolled in Advanced Placement courses to determine AP credits for college	AP students grades 10-12	May	National Norms	Eligibility for university credit = score of 4 or 5
ACCU	Accuplacer	Computer adapted college placement test	Optional for seniors interested in junior colleges	Spring	Criterion	Used to provide data to junior colleges and additional academic programming for juniors and seniors for remediation or for those wanting dual enrollment
ACT	American College Test	College entrance test	Grades 11 required and grade 12, by choice	Required – April Otherwise, determined by students	National Norms	State required test and required for admission to some colleges. Score of 22 meets or exceeds national average. (non-public 11 th graders may participate during state funded administration)
Aspire	ACT Aspire	Identification of student strengths and needs in English, reading, math, science and writing; Academic level and college and career readiness indicator at high school level	Grades 4 - 9	September/October	National Norms	Guides teaching and learning in all core subject areas. Aligned to state and national standards; Use for guiding academic needs; Correlation to ACT
ASVAB	Armed Services Vocational Battery	Optional assessment given to students interested in the military	Grades 11-12 Students interested in military	Once during fall and once during spring	National Norms and criterion	Needed for students to enter military; also may be used for career path guidance

Code	Test Administered	Purpose	Who Takes	When Given	Test Type	Interpretation
DDA	District Designed Screening Assessments	Assessments from portions of standardized test primarily used in transition between levels to identify students needing additional support	Grade 6	May	Criterion	Transition to 7 th grade – assesses academic needs
Dominie	Dominie Reading and Writing Portfolio Assessment	Assesses concepts of print for students entering Kindergarten and through the Kindergarten year	KG	September and January	Criterion	Development of specific readiness skills in literacy and for Kg. RTi
EE	Essential Elements Check Lists	Assesses growth towards state standards in Math/ELA/Science skills	Students in grades 3-12 who are eligible for MAP-A	September, January and May	Criterion	Identify gains for students who are beginning to develop math, reading, or science academic skills. Monitor growth and modify instructional opportunities.
EOC	End of Course Assessments	Mandated by the State of Missouri by course; includes multiple choice, constructed-response, and performance assessments	Students taking content in grades 8-12	November and April	Criterion	Proficiency on content and accountability measure for state/federal requirements
FAST	Formative Assessment System for Teachers	Progress monitoring for early reading, reading, early math and math related to IEP goals	Students in grades K-8 who are eligible for SSD services	September, January and May	Criterion	Identify strengths and weaknesses, select progress monitoring tools and measure summative progress related to IEP goals.
F&P	Fountas & Pinnell Benchmark Assessment	Individual assessment of reading achievement; for kindergarten, Letter ID is the subtest administered.	K-6	September, January (optional), May	Criterion	Monitor student reading growth and provide appropriate instructional level materials
IBSAAT	Iowa Basic Skills Algebra Aptitude Test	Assesses readiness for algebra and helps with identification of students needing support classes in high school	Grades 7 – 8	Depends on group of students (January or April)	Norm and criterion	Identifies the thinking skills students have in mathematics in preparation for algebra; correlates with success rate in algebra; used to support acceleration of course programming

Code	Test Administered	Purpose	Who Takes	When Given	Test Type	Interpretation
MAP-A DLM	Missouri Assessment Program – Alternative/ Developmental Learning Maps	For students who have an IEP and meet functionality criteria	Grades 3-12	October through March	Criterion	Monitors growth of select group of students
MAP	Missouri Assessment Program	Mandated by the State of Missouri by grade level	Students in grades 3-8	April	Criterion	Proficiency on content and accountability measure for state/federal requirements
NAVIANCE	Naviance	Platform for ongoing college and career exploration and planning.	Grades 6-12 for selected students	Spring or as deemed appropriate by counselors.		College and career readiness used for post-secondary planning
NSE-1	National Spanish Exam – Level 1	Recognize student achievement in the study of Spanish language	Grades 9-11 in Spanish I	April	National Norm	Offer travel and language study scholarships to students performing at 75 th ile or above
PSAT	Pre- Scholastic Aptitude Test	Preparation examination for the SAT	Grade 11	Fall	National Norms	Predicts SAT scores; can be used to identify students with SAT/ACT support needs
SAT	Scholastic Aptitude Test	College entrance examination	Grades 11-12	Determined by students	National Norms	College application requirement for some colleges.
SRI	Scholastic Reading Inventory	Computer based tests to determine students reading level; results in Lexile levels	Grades 9-12	September, January, and April	Criterion	Identify students needing reading support or accommodations in content classes to access text based information
STAR 360	STAR Reading, STAR Early Literacy, and STAR Math	Diagnostic reading, math and literacy test	Grades K-8	September, December/January, March or as needed	National Norms and Criterion	Can be used for screening, benchmarking, student growth measurement, progress monitoring, and instructional planning
UA	Unit Assessments	Determine learning related to specific curriculum	Grades K-12	As finished with units	Criterion	Provides information on learning mastery
WIDA	Wida W-Apt	Used to screen students for ELL services	Potential ELL students	September or within 2 weeks of student entering school	Criterion	Screens students for potential ELL services

Relationships among Assessments



Curriculum

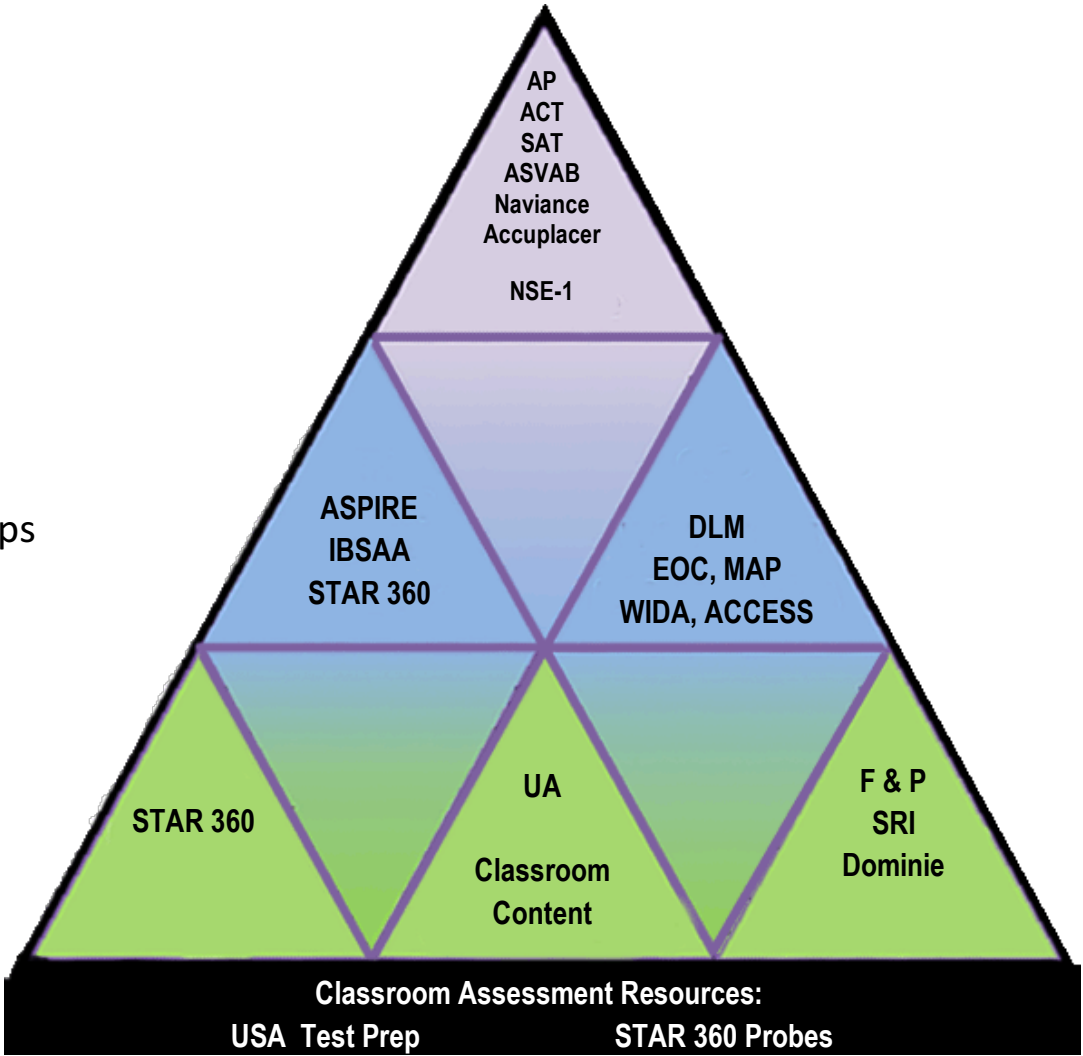
Groups

Instruction

Clusters in Groups

Differentiation

Individuals



Calendar of Assessments

	August – September	October	November	December	January	February	March	April	May
		ASVAB PSAT						ACT	AP
		Aspire	EOC		MAP-A/DLM ACCESS	MAP-A/DLM ACCESS		MAP-CCSS EOC	EOC
	F&P SRI STAR 360 Dominie				F&P SRI STAR 360				F&P SRI STAR 360

Frequently Asked Questions

Who has to take the state assessments?

All students enrolled in the Maplewood Richmond Hts. School District are required to take the state-required assessments. This policy includes part-time, full-time, students on homebound instruction, and students who are homeschooled except for specified courses. These students are required to take all tests at their grade level. (Please see attached letter and Board Policy IL.)

How are students with disabilities included in required state testing?

All decisions about how a student with a disability will be tested are made by the student's IEP team and documented in the IEP. Students with disabilities take all MAP content-area assessments (or portions of each content-area assessment as determined by the IEP team) or the MAP Alternate Assessment. For students taking the MAP-A, district standardized assessments, such as Aspire, will be given at the student's instructional level if stated in the IEP.

In making decisions about accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP. As per state guidelines, any accommodations made are deemed necessary for all testing situations, not just for the MAP.

How are students who are learning English included in testing?

ELL students who are receiving ELL services or who are being monitored, take the WIDA as a screening measure when they enter the district and the ACCESS assessment during the spring of each year to monitor progress toward English Language Proficiency.

ELL students are tested with the MAP, regardless of the length of time that the students have been in the United States, except in the area of Communication Arts. Students who have been in the United States less than one year are not required to take the MAP Communication Arts assessment.

How are assessment results used and disseminated?

Standardized assessment results are summarized annually in the MRH Assessment Report and presented to the Board of Education in November of each school year. Additionally, results are presented to the Teaching and Learning Council annually and subsequently shared with each Curriculum Action Team (CAT). Each CAT analyzes the data from their respective content area looking for strengths and weaknesses, identifying instructional priorities for the coming year. CATs also analyze the data from the perspective of the process standards to ensure that the way instruction is taking place is aligned with the process standards.

Each elementary classroom teacher assesses his/her students in reading at the beginning of the school year and at the end of the year. Students who are below grade level are also assessed in January. Teachers regularly assess students' reading with running records during instruction. Elementary classroom teachers assess writing using a variety of rubrics including those that are teacher-developed.

Teachers have had training on the administration of the assessments used (STAR 360, Dominie, F&P, and running records). Teachers in grades K-2 have also had training in miscue analysis.

Students in grades K-1 can be assessed monthly using the STAR 360 probes in reading and mathematics. These ongoing assessments provide diagnostic information to classroom teachers to inform classroom instruction and monitor students' progress. They also provide data that can be used to determine student's response to specific interventions.

Students in grades 1-6 are assessed three times per year using STAR 360 Reading or Early Literacy. These ongoing assessments provide formative information to classroom teachers to inform classroom instruction and monitor students' progress.

Reading and writing at the middle school and high school are monitored by the language arts staff and the reading specialist. Assessment at the middle school level focuses on ensuring that no student "falls through the cracks" and on providing individual support through focused interventions. All core teachers are provided the information and consult with the reading specialist to incorporate reading strategies that will optimize student success. During the middle school years, the BRI and Journey assessments, along with other selected tests, are administered to students as needed to obtain diagnostic information needed to customize reading support for individual students.

In grades 9-12, the Scholastic Reading Inventory is administered to all students to identify students needing varying levels of reading support or enrichment.

Students in grades 1-8 take the STAR 360 Mathematics Assessment or the Math-Level Indicator to identify areas of weakness in basic mathematics skills for students. Teachers use this information to provide customized practice/interventions to increase student skills in these areas. When patterns of weakness are observed across years, changes may be made to the curriculum.

At the end of seventh or eighth grade prior to the year in which formal algebra begins, the Iowa Basic Skills Algebra Aptitude Test results are used along with teacher recommendations to identify students' readiness level for Algebra and to determine who needs additional support or enrichment in Algebra in ninth grade. The items on this assessment are analyzed for specific content area. The individual student analysis is provided to the ninth grade teachers while group analysis is used to identify areas in the curriculum that may need additional emphasis at the middle school level.

What test-taking strategies are taught to students?

MRH CAT teams include specific recommendations in each curriculum document regarding assessment methods that give students practice with constructed response, multiple choice, and performance events. Students are provided with ongoing opportunities to practice test-taking strategies within the classroom.

What is the test security policy for state-required assessments? (See attached Policy ILA)

Test materials may not be photocopied, duplicated, or made accessible to personnel not responsible for testing. When not in use, test materials are stored in locked areas at the MRH Central Office or in locked areas at the school buildings. Teachers may not see the test booklets prior to testing.

Prior to standardized testing, all staff administering tests attend a building faculty training and review the examiner's manual to ensure consistency of administration, compliance with guidelines, and adequate preparation of the testing environment.

For students who attend out-of-district schools, the Student Services Director delivers the appropriate number and type of test materials to the student's school prior to the first day of testing and picks them up for delivery back to MRH for scoring with the other MRH tests.

How does MRH address compliance with Senate Bill 319?

Senate Bill 319 requires assessment of students in grades 3-6 (with some exceptions) to determine their reading level as well as individualized "Reading Improvement Plans" for students in grades 4-6 who are substantially below grade level in reading. Additional reading instruction is required for students with Reading Improvement Plans. Retention of students in grade 4 is expected if they are reading below the third-grade level (several exceptions to this requirement are specified in the law).

In addressing this law, grade level equivalencies are determined using multiple measures. At MRH, our primary measures also serve instructional roles in our program: Fountas and Pinnell Benchmark Assessment and STAR Reading. Additional measures may be used to confirm inconclusive results.

All students in grades 1- 6 who are significantly below grade level have a reading literacy plan. The RTI process helps ensure that all students' individual needs are considered in planning and supporting on grade level reading ability.



Maplewood Richmond Heights School District

7539 Manchester Road, Maplewood, MO 63142 | (314) 347-1400 | FAX (314) 761-3160 | www.mrhshd.org
Recognized National Board, FLS • Accredited Statewide Performance Network, FLS

Re: Missouri Assessment Testing/End of Course Exams

Dear Parent:

The Missouri Assessment Program was created to monitor the progress of students in meeting state standards as set forth by the Missouri State Board of Education. All Missouri public school districts and charter schools must administer the MAP to their students. Federal law requires students be assessed in the areas of reading or language arts, mathematics and science. The MAP test is also given to meet the federal requirements. Under both state and federal law, all students, including students with disabilities, are required to take some version of the MAP test.

End of Course exams recently became part of the Missouri assessment program, as well. Students must take the EOC exams during designated EOC exam administration windows after completing the applicable courses. These tests are also used as a part of the student's final grade.

MAP and EOC tests are not optional. Failing to take the test is in violation of federal and state law, as well as district policy. Level of participation in taking these tests, as well as performance, are consideration in the District's accreditation determination. All parents are encouraged to assist their child in successfully completing these exams. Tips for parents and students with regard to these tests will be provided by the teacher.

Should you have questions or concerns, please contact:

Roxanna Mechem
Assistant Superintendent
314-644-4400

*Board of Education • Francis Chmela, President • Brooks Wintou, Vice President • Jason Miller, Treasurer
 Wade Longtin, Secretary • Jan Fahn • Ralph Foster • Diana Medina*

The mission of the Maplewood Richmond Heights School District is to inspire and prepare students as leaders, scholars, stewards, and citizens for a diverse and changing world.

ASSESSMENT PROGRAM

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 districtwide 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 students with limited English proficiency.

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.

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 or designee 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.

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.

* * * * *

Adopted: 10/28/1999

Revised: 01/17/2002; 12/16/2004; 05/18/2006; 03/24/2011; 12/18/2014;

Cross Refs: JHD, Student Guidance and Counseling

JO, Student Records

KB, Public Information Program

MSIP Refs: 6.2

Legal Refs: §§ 160.257, .518, .570, 167.645, RSMo.

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

School District of Maplewood Richmond Heights, Maplewood, Missouri

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 districtwide 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, up to and 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.

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Adopted: 10/28/1999

Revised: 11/20/2014

Cross Refs: GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members
JG, Student Discipline

School District of Maplewood Richmond Heights, Maplewood, Missouri

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Mathematics	STAR 360 UA	STAR 360 UA	STAR 360 UA	MAP-CCSS STAR 360 UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS STAR 360 ASPIRE UA	MAP-CCSS IBSAA MLI ASPIRE UA	MAP-CCSS/ EOC MLI ASPIRE UA	ASPIRE EOC UA	EOC UA	EOC UA	UA
Science	UA	UA	UA	UA	ASPIRE UA	MAP ASPIRE UA	ASPIRE UA	ASPIRE UA	MAP ASPIRE UA	ASPIRE UA	UA	EOC UA	UA
Social Studies	UA	UA	UA	UA	UA	UA	UA	UA	UA	UA	UA	EOC UA	EOC UA
Other	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS NAVIANCE NSE-1	WIDA / ACCESS NAVIANCE NSE-1	ACT WIDA / ACCESS NAVIANCE NSE-1	WIDA / ACCESS NAVIANCE NSE-1
Optional											AP Tests	AP Tests COMPASS ASVAB PSAT SAT	ACT AP Tests SAT
Student Screener	STAR 360*	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	STAR 360*	STAR 360*	SRI	SRI	SRI	SRI
Summer								STAR 360	STAR 360				

* Awaiting budget approval

Maplewood-Richmond Heights School District

2015-2016

District Assessment Matrix

Content Area	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication Arts	AIMS Dominie F&P Letter ID UA	AIMS F&P STAR 360 UA	F&P STAR 360 UA	F&P MO_Sys* MAP-CCSS STAR 360 UA	F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE UA	F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE UA	F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE DDA UA	MO_Sys* MAP-CCSS SRI ASPIRE UA	MO_Sys* MAP-CCSS SRI ASPIRE US	ASPIRE EOC SRI UA	EOC SRI UA	SRI UA	SRI UA
Mathematics	AIMS UA	AIMS STAR 360 UA	STAR 360 AIMS UA	MO_Sys* MAP-CCSS STAR 360 AIMS UA	MO_Sys* MAP-CCSS STAR 360 ASPIRE AIMS UA	MO_Sys* MAP-CCSS STAR 360 ASPIRE AIMS UA	MO_Sys* MAP-CCSS STAR 360 ASPIRE AIMS UA	MO_Sys* MAP-CCSS IBSAA MLI ASPIRE UA	MO_Sys* MAP-CCSS/ EOC IBSAA MLI ASPIRE UA	ASPIRE EOC UA	EOC UA	EOC UA	UA
Science	UA	UA	UA	UA	ASPIRE UA	MAP ASPIRE UA	ASPIRE UA	ASPIRE UA	MAP ASPIRE UA	ASPIRE UA	UA	EOC UA	UA
Social Studies	UA	UA	UA	UA	ASPIRE UA	ASPIRE UA	ASPIRE UA	ASPIRE UA	ASPIRE UA	ASPIRE UA	UA	EOC UA	EOC UA
Other	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	ASPIRE WIDA / ACCESS NAVIANCE NSE-1	WIDA / ACCESS NAVIANCE NSE-1	ACT* COMPASS WIDA / ACCESS NAVIANCE NSE-1	WIDA / ACCESS NAVIANCE NSE-1
Optional											AP Tests	AP Tests ASVB PSAT SAT	ACT AP Tests SAT
New Student Screener			STAR 360	STAR 360	STAR 360	STAR 360	STAR 360	SRI SLOSSON	SRI IBSAA / SLOSSON	SRI Algebra Exam	SRI	SRI	SRI
Summer								Gates SLOSSON	Gates SLOSSON				

- Starred assessments will not be finalized until state budget appropriates money for the assessments.

Maplewood-Richmond Heights School District

2014-2015

District Assessment Matrix

Content Area	K	1	2	3	4	5	6	7	8	9	10	11	12	
Communication Arts	AIMS Dominie F&P -Letter ID UA	AIMS F&P Gates UA	F&P Gates TN AIMS UA	F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA	F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA	F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA	F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA	F&P MO_Sys* MAP-CCSS Gates DDA TN-CCSS UA	MO_Sys* MAP-CCSS SRI TN-CCSS UA	MO_Sys* MAP-CCSS SRI TN-CCSS US	EOC SRI UA	EOC SRI UA	SRI UA	SRI UA
Mathematics	AIMS UA	AIMS SLOSSON UA	SLOSSON AIMS TN UA	MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA	MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA	MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA	MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA	MO_Sys* MAP-CCSS IBSAA UA SLOSSON TN-CCSS	MO_Sys* MAP-CCSS IBSAA UA SLOSSON TN-CCSS	UA	EOC UA	EOC UA	UA	
Science	UA	UA	TN UA	TN-CCSS UA	TN-CCSS UA	MAP TN-CCSS UA	TN-CCSS UA	TN-CCSS UA	MAP TN-CCSS UA	UA	UA	EOC UA	UA	
Social Studies	UA	UA	UA TN	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA	UA	EOC UA	EOC UA	
Other	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	ASPIRE WIDA / ACCESS	ASPIRE WIDA / ACCESS	ACT* COMPASS WIDA / ACCESS	WIDA / ACCESS	
Optional										NAVIANCE	AP Tests NAVIANCE	AP Tests ASVB NAVIANCE PSAT SAT	ACT AP Tests NAVIANCE SAT	
New Student Screening								SRI SLOSSON	SRI IBSAA / SLOSSON	SRI Algebra Exam	SRI	SRI	SRI	

- Starred assessments will not be finalized until state budget appropriates money for the assessments.

Maplewood-Richmond Heights School District
2013-2014
District Assessment Matrix

Content Area	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication Arts	AIMS Dominie F&P -Letter ID UA	AIMS F&P UA	F&P DisEd UA TN AIMS	F&P DisEd MAP UA TN-CCSS AIMS	F&P DisEd MAP UA TN-CCSS AIMS	F&P DisEd MAP UA TN-CCSS AIMS	F&P DisEd MAP UA DDA TN-CCSS	MAP DisEd UA SRI TN-CCSS	MAP DisEd UA SRI DDA TN-CCSS	EOC UA SRI	EOC UA SRI	UA SRI	UA SRI
Mathematics	AIMS UA	AIMS UA SLOSSON	DisEd UA SLOSSON TN	MAP DisEd UA SLOSSON TN-CCSS	MAP DisEd UA SLOSSON TN-CCSS	MAP DisEd UA SLOSSON TN-CCSS	MAP DisEd UA SLOSSON TN-CCSS	MAP DisEd IBSAA UA SLOSSON TN-CCSS	MAP DisEd IBSAA UA TN-CCSS	UA	EOC UA	EOC UA	UA
Science	UA	UA	UA TN	UA TN-CCSS	UA TN-CCSS	MAP UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	MAP UA TN-CCSS	UA	UA	EOC UA	UA
Social Studies	UA	UA	UA TN	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA TN-CCSS	UA	UA	EOC UA	EOC UA
Other	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS EXPLORE	WIDA / ACCESS EXPLORE TSA	WIDA / ACCESS PLAN TSA	WIDA / ACCESS TSA	WIDA / ACCESS TSA
Optional										NAVIANCE	AP Tests NAVIANCE	ACT AP Tests NAVIANCE ASVB COMPASS PSAT SAT	ACT AP Tests NAVIANCE SAT
New Student Screening								SRI SMI	SRI SMI	SRI Algebra Exam	SRI	SRI	SRI

Maplewood-Richmond Heights School District

2012-2013

District Assessment Matrix

Content Area	K	1	2	3	4	5	6	7	8	9	10	11	12
Communicati on Arts	AIMS Dominie F&P -Letter ID UA	AIMS F&P UA	F&P DisEd UA	F&P DisEd MAP UA	F&P DisEd MAP UA	F&P DisEd MAP UA	F&P DisEd MAP UA DDA	MAP DisEd UA SRI	MAP DisEd UA SRI DDA	EOC DisEd UA SRI	EOC DisEd UA SRI	DisEd UA SRI	DisEd UA SRI
Mathematics	AIMS UA	AIMS UA SLOSSON	DisEd UA SLOSSON	MAP DisEd UA SLOSSON	MAP DisEd UA SLOSSON	MAP DisEd UA SLOSSON	MAP DisEd UA SLOSSON	MAP DisEd IBSAA UA SLOSSON	MAP DisEd IBSAA UA	DisEd UA	EOC DisEd UA	EOC DisEd UA	DisEd UA
Science	UA	UA	UA	UA	UA	MAP UA	UA	UA	MAP UA	UA	UA	EOC UA	UA
Social Studies	UA	UA	UA	UA	UA	UA	UA	UA	UA	UA	UA	EOC UA	EOC UA
Other	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS	WIDA / ACCESS EXPLORE	WIDA / ACCESS EXPLORE	WIDA / ACCESS PLAN	WIDA / ACCESS	WIDA / ACCESS
Optional										NAVIANCE	AP Tests NAVIANCE	ACT AP Tests NAVIANCE ASVB COMPASS PSAT SAT	ACT AP Tests NAVIANCE SAT