2022-2023 Crystal City School District Assessment Plan

OVERVIEW OF THE DISTRICT'S ASSESSMENT PLAN

Assessment in the Crystal City School District is used to make informed educational judgments and decisions concerning individual students, groups of students, and educational programs. The three major uses of assessment results include: instructional, guidance and counseling, and administrative.

INSTRUCTIONAL USES

Information obtained through assessment may be used to review and improve both student performance and the content and process of instruction. Achievement test results can assist teachers in monitoring individual student learning and in identifying specific strengths and weaknesses in classroom curriculum and instruction.

GUIDANCE AND COUNSELING USES

Students, parents, and counselors can make cooperative decisions about students' personal and educational choices by utilizing assessment information. This information, combined with other relevant information, will help a student:

- understand his or her achievement and academic needs;
- plan a school program of studies;
- make vocational and career decisions;
- plan for college or advanced training; and
- make wise personal decisions.

ADMINISTRATIVE USES

Individual student results will be used in combination with other information to help screen and select students for participation in certain school programs (for example, special education, gifted education, Title I, or remediation).

The Crystal City Assessment Plan is aligned with the goals and objectives outlined in the district's Comprehensive School Improvement Plan and includes all components as specified in 6th Cycle MSIP Standard 6.2:

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

2022-2023 Crystal City School District Assessment Plan

DISTRICT-WIDE AND STATE TESTING

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
Pre-K: Age 5	ESI-R	The Early Screening Inventory-Revised is given to gather developmental information and assess a child's readiness for kindergarten.	Staff confers with parents to discuss the results. Activities that may further the child's development are suggested if needed. Kindergarten teachers may use information from the results to improve instruction.	Parents are provided with a summary of the results. Results of the ESI-R be placed in the student's permanent file.
Age 5 – 6th grade	Joliet 3-Minute Speech and Language Screening and/or Stephens Oral Language Screening Test (SOLST)	The Joliet 3-Minute Speech and Language Screening and/or Stephens Oral Language Screening Test (SOLST) are given for identification of speech-language problems.	Results from the Joliet 3-Minute Speech and Language Screening and/or Stephens Oral Language Screening Test (SOLST) are used to determine the need for speech and language therapy services.	Results Joliet 3-Minute Speech and Language Screening and/or Stephens Oral Language Screening Test (SOLST) are placed in the office of the Director of Special Education.
K - 2	DIBELS	DIBELS benchmark screenings are given at the beginning, middle, and end of the school year to identify problem areas in reading. Between benchmarks teachers progress monitor students whose scores are below the proficient range.	Results from DIBELS benchmark screenings are used to determine RtI placement and objectives worked on in those intervention groups. Progress monitoring is used to maintain appropriate placement between benchmark periods.	Results are stored by the DIBELS online program, which the administrator has access to throughout the year. Teacher progress monitoring notes are turned in to the administrator at the end of the year. Information may also be shared with parents.
K – 12	i-Ready Assessment			

DISTRICT-WIDE AND STATE TESTING *(cont.)*

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
2	Terra Nova (Reading and Math)	Terra Nova tests are given to determine individual and group achievement in reading and mathematics.	Results from the Terra Nova tests are used to evaluate student and group achievement as well as evaluate curriculum effectiveness. They are also used for program placement and to determine the need for remediation and/or retention.	Teachers and administrators analyze the results of the Terra Nova tests in order to monitor student and group achievement. Parents are provided with a report of their child's Terra Nova scores and results are kept in the child's permanent records. The school board annually reviews performance data in order to effectively monitor group achievement.
3-8	MAP English Language Arts and Mathematics	MAP assessments are required by law. They are used as a means to evaluate the district's programs and overall student achievement.	Results from the MAP are used to evaluate curriculum, programs, and student achievement. Results are also used for program placement and to monitor achievement of subpopulations.	Teachers and administrators analyze MAP results in order to monitor student and group achievement. Parents are provided with a report of their child's MAP scores and results are kept in the child's permanent records. The school board annually reviews performance data in order to effectively monitor group achievement.
5, 8	MAP Science			
9-11	End of Course Exams (EOC)			

DISTRICT-WIDE AND STATE TESTING *(cont.)*

Grade	Name of Test	Purpose	How Results are Used	Dissemination of Results
10	PLAN (Pre-ACT) COMPASS	PLAN is given to determine student career area interests and abilities. COMPASS is given for placement in College Prep courses.	Results are used to provide students, parents, and guidance counselor's assistance in determining educational plans and for career planning.	Results are given to students and are also filed in the student's permanent records.
11	ASVAB (Armed Services Vocational Aptitude Battery)	ASVAB is given to determine student vocational interests and abilities.	Results are used to provide students, parents, and guidance counselor's assistance in determining educational plans and for career planning.	Results are given to students and are also filed in the student's permanent records.
10–11	PSAT (Preliminary Scholastic Aptitude Test)	PSAT is given to provide information relative to college planning.	Results are used for developing individual educational and career plans.	Results are given to students and are also filed in the student's permanent records.
11-12	ACT (American College Testing)	ACT is given to provide information relative to college planning and admission.	Results are used for developing individual educational and career plans. They are also used to evaluate student and group achievement as well as to evaluate curriculum effectiveness.	Results are given to students and are also filed in the student's permanent records. The school board is given the annual ACT Profile Report.
11-12	SAT (Scholastic Aptitude Test)	SAT is given to provide information relative to college planning and admission.	Results are used for developing individual educational and career plans. They are also used to evaluate student and group achievement as well as to evaluate curriculum effectiveness.	Results are given to students to parents and are also filed in the student's permanent records.

2022-2023 Crystal City School District Assessment Plan

SPECIAL EDUCATION DEPARTMENT / GATE TESTING

Intelligence Tests

♦ WISC - V - Psychological Examiners

♦ WPPSI- Psychological Examiners

♦ WAIS - IV- Psychological Examiners

♦ Stanford Binet-V- Psychological Examiners

♦ Kaufman Assessment Battery of Children- Psychological Examiners

Achievement Tests

♦ WIAT-III - All certified special education teachers

♦ Test of Written Language -4 - All certified special education teachers

♦ Gray Oral Reading- (GORT-V)- All certified special education teachers

♦ Woodcock Johnson Psycho-Educational Battery - All certified special education teachers

♦ Woodcock Diagnostic Reading Test - All certified special education teachers

♦ KTEA-All certified special education teachers

♦ DAYC- All certified special education teachers

ADHD and Behavior Evaluation Tests

♦ Attention Deficit Disorders Evaluation Scale - All certified special education teachers

♦ Behavior Evaluation Scale - All certified special education teachers

♦ Burks' Behavior Rating Scale - All certified special education teachers

♦ BASC-III- All certified special education teachers

♦ Conners'-3 Parent Rating Scale - Parents

♦ Conners-3 Teacher Rating Scale - Regular education/special education teachers - scored by Special Services Department

♦ Vineland Adaptive Behavior Scale-III - All certified special education teachers

♦ Transition Behavior Scale - All certified special education teachers

2022-2023 Crystal City School District Assessment Plan

Gifted Screening/Creativity Tests

♦ Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)- All certified special education teachers

♦ Torrance Tests of Creativity Thinking

Speech and Language Disorders

♦ Clinical Evaluation of Language Fundamentals—5th Edition (CELF-5) – Speech-Language Pathologist

♦ Test of Language Development-Primary 4th Edition (TOLD-P4) – Speech-Language Pathologist

♦ Test of Language Development-Intermediate 4th Edition (TOLD-I4) – Speech-Language Pathologist

♦ Comprehensive Assessment of Spoken Language (CASL) – Speech-Language Pathologist

♦ Receptive One-Word Picture Vocabulary Test 4th Edition – Speech-Language Pathologist

♦ Expressive One-Word Picture Vocabulary Test 4th Edition – Speech-Language Pathologist

♦ Goldman-Fristoe Test of Articulation 2 – Speech-Language Pathologist

♦ Joliet 3-Minute Speech and Language Screening – Speech-Language Pathologist

♦ Stephens Oral Language Screening Test (SOLST) – Speech-Language Pathologist

♦ Phase 1-B Language Screening– Speech-Language Pathologist

♦ Informal Articulation Screening Test – Speech-Language Pathologist

♦ Oral Peripheral Screening Examination – Speech-Language Pathologist

♦ Informal Voice Screening - Speech Pathologist

♦ Informal Stuttering Screening - Speech Pathologist

♦ The school nurse performs vision and hearing tests for special services evaluations. Parents/Guardians are informed expeditiously by the nurse of any abnormal findings.

Tests are scored and results incorporated into an evaluation report. A multi-disciplinary team conference is convened including parents and student (if warranted). All test implications and results are thoroughly discussed along with Procedural Safeguards. Parent or majority-age student is given a copy of evaluation report and copy retained for student's agency file.

GUIDELINES FOR INCLUDING STUDENTS WITH DISABILITIES

Individual students with disabilities will participate in assessments with appropriate accommodations as indicated by the student's IEP or 504 plan. Accommodations will be made to provide all students with an equal opportunity to demonstrate what they know and can do. These accommodations may include adjustments in the assessment setting, how items are presented, how students are required to respond, and the timing of the assessment. Decisions regarding accommodations or non-participation in assessments will be made on an annual basis by the IEP team. These decisions will not be based on program settings, category of disability, or percentage of time in a particular classroom. The decisions will be based on the premise that all students, including those with disabilities, will participate in state and district assessment programs.

After considering a student's instructional goals, current level of functioning, learning characteristics, and curriculum, if an IEP team determines that a student should not participate in MAP, the student will participate in the Dynamic Learning Maps (MAP-A).

GUIDELINES FOR STAFF DEVELOPMENT

Teachers and administrators in the Crystal City School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, and the results of the Professional Development Committee's needs assessment. Topics related to assessment that will be addressed in in-service opportunities will include:

- how to administer the tests in an appropriate testing environment, including test security;
- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis to make changes in curriculum and instruction;
- how to teach test-taking skills;
- how to align curriculum internally and externally; and

- Instructional strategies to be used in classrooms that will promote success on MAP and other tests.

GUIDELINES FOR TEACHING TEST-TAKING SKILLS

There are two types of test-taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process. Shortly before the MAP tests and other district-wide assessments, classroom teachers will instruct students on strategies for answering multiple-choice questions.

Strategies for answering open-ended constructed response questions and performance events will occur throughout the year within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in answering these types of questions.

TEST SECURITY PROCEDURES

Crystal City School Board Policy 6420 details the district's test security provisions. (See Policy 6420 on page 8)

INSTRUCTIONAL SERVICES   **Policy 6420**

Evaluation Services

Test Security

All standardized testing materials shall be stored, distributed and collected according to procedures that insure the security and authorized access to test booklets. The Superintendent shall designate a District test coordinator who will direct the administration and security procedures for each testing site.

Teacher Responsibilities for Test Administration

Prior to the administration of any District or State standardized test, the principal/designee will review with the teachers the testing guidelines that they and the students are to follow. The principal/designee shall distribute this policy and any other testing guidelines to all teachers, require them to sign and return one copy and keep a copy for their files.

The guidelines listed below are examples; others may be provided by the principal/designee.

1.   Teachers are not to review the test questions or content prior to its being given to the students.

2.   Teachers are not to give any assistance to the students during the administration of the test.

3.   Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.