

Assessment Handbook



Concordia R2 Schools

204 SW 11th St.

Concordia, MO 64020

Board Adopted: 2024

Board of Education Members

2026-2027

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Introduction & Information

The district will use high-quality academic 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 superintendents 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).

Staff Associated with Assessment Process

1. Superintendent - Jeremy Covey
2. Curriculum, Instruction, and Assessment Director - Staci Hon
3. Building Principals -
 Brienne Bredehoeft; Junior High & High School
 Rachel Brunkhorst; Elementary School
4. Building Counselors-
 Olyvia Buzzanga; Junior High & High School
 Hailee Brown; Elementary School
5. Special Services Director Consultant - Aaron Knipmeyer
 Crystal Scott; Process Coordinator Junior High & High School
 Omar Lovercamp; Process Coordinator Elementary School
6. IT Director - Robert Christian
7. Also includes, but not limited to:
 Classroom Teachers, Special Education Teachers, Title I Teachers

Testing Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in

all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject area of English, Reading, Language Arts, Science, Mathematics, Social Studies and Civics, as required by law.

The purposes of the district wide assessment plan is 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 obtains and 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.

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 challenging academic standards set forth by the Missouri State Board of Education.

Grade Level Assessments (Grades 3-8) in the areas of English Language Arts, Math, and Science will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). Students in grade 3-8 will take the English Language Arts and Math assessments each year. Students in grade 5 and 8 will take the Science Assessment.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). The District is required to test all students in the areas of Algebra 1, English 2, Biology, and Government. Additional non-state required areas, such as Algebra II and Personal Finance may be tested as well. These examinations are course specific and meant to be taken in the year that the student is enrolled in the course. If a student is taking a course that requires an EOC assessment and is failing the course, the student may be required to do the following per district's recommendation: 1) retake the course, 2) postpone the assessment, 3) delay administration of the EOC until the following year. A team consisting of the course instructor, the principal, assessment director, and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC Exams & Grade Level Assessments may be waived for:

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

National and State Assessments of Educational Progress

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, Accuplacer and the SAT.

When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

Parental Notice

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

The district shall post on the district's website information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed and the purpose for the assessment. The information shall also include the expected timeline for assessments, as well as the grade level assigned. If the district does not operate a website, the district shall determine how to make the information widely available.

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

Access to Assessments by Students Not Enrolled in the District

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

Test Integrity, Security, and Responsibilities

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, administrators and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or testing coordinator.

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 state, specific tests, or by the company administering the testing, as well as training on the requirements of this policy.

Testing Coordinator Responsibilities

The district testing coordinator or designee 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.
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.

Test Guidelines & Administration

Guidelines:

Prior to administration of any district or state standardized test, the testing coordinator will review with assigned proctors, examiners, etc. the testing guidelines that they and the students are to follow. The testing coordinator shall distribute this policy and any other testing guidelines to all test administrators/examiners.

The guidelines include, but are not limited to:

1. Staff associated with the assessment process are not to review the test questions or content prior to its being given to the students.

2. Staff associated with the assessment process are not to provide any assistance to the students during the test.
3. Staff associated with the assessment process are to review only the purpose of the test, directions, time restraints, and what students are to do upon completion.

Violation of these and other testing guidelines may result in disciplinary action.

Administration:

1. All standardized tests will be administered by designated and trained staff members, including but not limited to, classroom teachers, special education teachers, title teachers, or other school personnel.
2. Test booklets/ access codes will be distributed by testing coordinator or designated staff immediately prior to testing.
3. Students will be encouraged to use the restroom, get drinks, etc. before starting the test. If students must leave the room during the test, they will be instructed to pause/suspend their test and place all materials in a secure place.
4. All staff associated with the assessment process will be required to strictly follow procedures outlined in testing manuals or handbooks.
5. Staff associated with the assessment process will not leave the testing room during the exam and will not leave test materials unattended.
6. While the test is being given, testing coordinators, administrators, and other designated individuals will move between classrooms to help monitor exams and provide assistance as needed.
7. If a test is to be administered over a series of days, test booklets, answer sheets, and/or access codes will be collected immediately and returned prior to the next testing session.

Teaching Test-Taking Skills

Teachers and Counselors will teach student test preparedness by:

1. Reviewing and practicing lessons each day
2. Getting Plenty of Rest
3. Eating Nutritious Breakfast
4. Having materials necessary for testing - pencils, erasers, scratch paper
5. Teaching importance of Punctuality

Teachers and Counselors will build test-taking strategies by teaching students to:

1. Read questions carefully
2. Guess the answer, skip, or flag a question to return to later
3. Pre-read questions before reading a passage
4. Eliminate obvious wrong answers

Teachers and Counselors will teach students to form constructed responses by:

1. Addressing all parts of the question
2. Give specific examples or details to support their response
3. Restate the question

Teachers and Counselors will prepare students for state assessments by:

1. Reviewing online testing tutorials
2. Completing online assessment practice
3. Reviewing paper/pencil assessment practice (if needed)

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 expeditiously 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.

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.

Quality Assurance

The district testing coordinator will complete the Quality Assurance form required by DESE and located at the following website:

<https://dese.mo.gov/media/pdf/mo-500-3068-quality-assurance-map-grade-level-and-end-course-assessments-2023-2024-pdf>

This form, along with two classroom observations for MAP & EOC, will be completed and submitted to DESE by the end of June each year.

Guidelines for Accommodations & Universal Tools

Accommodations:

Individual students with disabilities will participate in assessments administered by the district as indicated by the student's IEP or 504 plan with appropriate accommodations. Accommodations will be designed to provide all students with an equal opportunity to demonstrate what they know and are able to do.

Accommodation procedures 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 specific types of assessments will be made on an annual basis by the IEP team and will not be based

on program settings, category of disability, or percentage of time in a particular placement or classroom.

Universal Tools:

Universal Tools, such as scratch paper/sticky note, highlighter, magnifier, line guide, and more are automatically available for the use of all students for all state assessments.

View the full list of Universal Tools here:

<https://dese.mo.gov/media/pdf/map-grade-level-assessment-tools-and-accommodations>

Other Universal Tools are available for students and must be selected prior to the testing window.

While the tools listed in the provided link are available, not all students will directly benefit from them. The Department of Elementary & Secondary Education does *not* recommend the use of tools for students unless it is part of their everyday learning in the classroom. Because of this, specific guidelines will be put into place at each building outlining the procedure used in identifying which students would benefit from and will receive these specific tools.

Description of Assessments & Schedule

Test Name	Grade Level (s)	Timeline	Purpose
I-Ready Reading Assessment	K-3 4-12 as needed	Beginning, Middle, & End of year	Screening test that flags students who have fallen at risk for critical reading skills
I-Ready Math Assessment	K-2	Beginning, Middle, & End of year	To measure individual and group achievement related to content standards

NWEA Growth Reading, Math, Language, Science	3-6: Reading, Math, and Science 7-12: Reading, Math, and Science (depending on current course schedules)	Beginning, Middle, & End of year	To measure individual and group achievement related to content standards
Kindergarten Readiness	Age 3 to Kindergarten	Spring	Determine essentials of school readiness
Kindergarten Entry Assessment (KEA)	Kindergarten	Within first 6 weeks of school	Determine essentials of Kindergarten readiness
MAP: Grade Level	Grades 3-8 English Language Arts & Math Grades 5 & 8: Science	Spring	Used as a means to evaluate school and district programs and overall student achievement. Required by law.
MAP -A	Grades 3-12 as assigned in student IEP	Ongoing for each student during Fall or Spring windows	Used as an assessment for students identified through their IEPs. This assessment replaces the grade level assessments and end of course exams
End of Course Exams	Algebra I Algebra II (as needed) English Language	Spring	Used as a means to evaluate school district programs and overall student

	Arts II Biology Government Personal Finance (when course is offered)		achievement. EOC assessments in the core areas are required by law.
WIDA ACCESS for ELLs	K-12 English Language Learners	Ongoing throughout the Spring testing window.	Used as an English Language proficiency assessment for students receiving ELL services. Required by law.
ACT	Grades 9-12	Designated dates throughout the year	College admissions examination.
Accuplacer	Grades 9-12 As needed	Designated monthly test dates or as needed.	Used for students wishing to enroll in dual credit classes or who wish to attend a junior college.
ASVAB	Grade 11	Fall	Measures developed abilities and helps predict future academic and occupational success in the military.
PSAT	Grade 11 (Top 10% of class, but others may choose)	Fall	Screening for National Merit-Scholarship Program

WISC IQ	Grades K-12 As needed	Throughout the year	Used to determine eligibility for Special Education or Gifted services
Classroom Assessments	Grades K-12	Throughout the year	Used to determine student progress on grade level standards