

Assessment Plan 2023 - 2024



Jefferson City School District

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Introduction

Assessment is an integral part of student achievement and school improvement. The ongoing use of a variety of assessments provides important benchmarks used by the district to measure the progress of students, the effectiveness of curriculum and instruction, and the impact of education programs.

It is the belief of the Jefferson City School District that assessments should be administered for the following purposes:

- To assist teachers with instructional decisions, plans and changes,
- To provide information to intervene/remediate a student's program,
- To assist in the counseling of students and guidance for course selection
- To provide critical information for districts to guide decision making in curriculum and instruction, AND
- To meet state and federal requirements

The Jefferson City School District uses a variety of assessment tools and formats including: state and nationally developed assessments, locally developed assessments in content area, criterion-based assessments, benchmark assessments, summative assessments, and formative assessments. The district's assessment program allows the district to collect meaningful, measurable and sustainable data in the following areas:

- 1) Student Achievement
- 2) Student Counseling
- 3) Instruction and Curriculum
- 4) Program Evaluation
- 5) School and District Evaluation

In addressing these five areas, the Jefferson City School District has developed an assessment plan which includes components specified in the Missouri School Improvement Program (MSIP) Process Standards. The results of assessments named in this plan, in combination with other criteria, are indicators of the success and quality of education in the school district. This plan attempts to:

- Summarize Jefferson City Schools District's district-wide comprehensive assessment program,
- Describe each test/survey included in the assessment program and its purpose,

- Outline the data available and how data results, including disaggregated data, are used to guide decision-making with regard to curriculum, instruction, intervention, professional development and programs.
- Describe guidelines for including students with disabilities in the district assessment program,
- Support the district's commitment to providing each student with the highest quality of education, helping students achieve a high level of performance, communicating assessment results, ensuring test security, teaching test taking skills, and
- Outline a process for how student assessment and subsequent results are continuously monitored and adjusted.

Purposes of District Assessment Program

Assessment, in combination with other criteria, can provide an indication of student achievement. The purposes of the district assessment program are to facilitate and provide information for the following:

1. **Student Achievement:** To produce information about relative student achievement so that parents/guardians, students, teachers and administrators can monitor academic progress of individual students, as well as the general population and subpopulations.
2. **Student Counseling:** To provide data as a tool in the counseling and guidance of students for further direction and for specific placement and remediation.
3. **Instructional and Curriculum Change:** To provide data, which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - Help teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - Help the district make needed changes in the curriculum which provide opportunities for higher level thinking, problem solving and complex reasoning skills.
 - Help the professional staff formulate and recommend instructional policy; and
 - Help the Board of Education adopt instructional policies.
4. **Evaluation of Instructional and Curriculum changes:** To provide data to evaluate the effectiveness of the implementation of instructional and curriculum changes.
5. **Program, School and District Evaluation:** To provide indicators of progress of the district towards the goals and objectives of the Comprehensive School Improvement Plan (CSIP) and the Missouri Learning Standards.
6. **Accreditation:** To ensure the district obtains and maintains accreditation.

In the continual effort to improve instruction and programs, the district assessment program will implement assessments which monitor the progress of all students in meeting Missouri Learning Standards.

Student Participation in Assessments

The plan is governed by Jefferson City School District BOE policy IL. The district requires student participation in all assessments. Unless stipulated by an IEP, the BOE does not recognize opt-out requests.

The district requires all enrolled students to participate in all application aspects of the BOE-approved JC Schools assessment program, which includes the full implementation of all components of the Missouri Assessment Program (MAP).

Coordination

The District Test Coordinator (DTC) has overall responsibility for coordination of the testing and assessment program for the Jefferson City School District, and will stay informed of all relevant communication regarding assessments. Responsibility also includes ensuring that standardized tests will be administered in compliance with testing guidelines provided by the vendor producing or administering the test and DESE when applicable. The DTC will work with the School Test Coordinators (STC) to set the testing schedule for each required assessment. The summarized testing schedule will be made available on the district's website for parents/guardians to see. The STC will work with the Office of Special Services to ensure access to translators. Throughout the testing windows for state testing, the DTC, or a designee,

will conduct random quality assurance observations. The DTC may modify this assessment plan in keeping with program requirements and curricular revisions.

Assessment Categories

The Jefferson City School District uses a variety of assessment tools and formats to allow for the continuous collection of meaningful, measurable and sustainable data. The district utilizes state and nationally developed assessments, locally developed assessments in content area, and criterion-based assessments, as well as others. These assessments typically fall into several categories:

Diagnostic Assessments: This is a type of pre-assessment that allows a teacher to determine a student's individual strengths, weaknesses, knowledge and skills prior to instruction. This information enables teachers to understand the needs of students and is instrumental in developing appropriate and meaningful lessons that individualize instruction. It also provides a baseline for future assessment and learning.

Formative Assessments: This type of assessment is classroom based and often occurs in the teaching moment. Formative assessments are used to provide immediate feedback to student progress. Formative assessments might include: performance events/tasks, activities such as classroom discussion, question/answer, jigsaw, and other interactions that allow the teacher to quickly evaluate student understanding of a particular concept or standard. This type of assessment does not lend itself to large scale tracking or data collection but rather is a tool used to enable teachers to quickly gauge what their students understand and to adjust instruction to bridge learning gaps, offer additional support, etc. This type of assessment supports learning.

Benchmark (Interim) Assessments: This type of assessment is typically administered at different intervals throughout the school year and provides teachers with immediate feedback about how students are progressing toward short, and long term, learning goals. Benchmark assessments often focus on reading and mathematics skills and are used to help guide teacher instruction, planning and decision making at the classroom, school and district level. This is an assessment for accountability to provide data that shows progress toward state academic standards and district learning goals.

Summative Assessments: This type of assessment focuses on outcomes of learning and includes assessments such as end-of-unit or chapter tests, final projects, achievement tests and standardized tests. The data from this type of assessment is used to evaluate student learning progress and achievement, evaluate the effectiveness of the district's educational program, and measure progress towards goal and learning standards. Summative assessment results are often recorded as scores or letter grades that become part of a student's permanent academic record. This is an assessment for certification that provides data regarding whether goals/benchmarks have been met by students, teachers, districts. This type of assessment does lend itself to large scale tracking or data collection. This information is used to evaluate and guide decision-making of teachers, parents, administrators and the board in making changes for improvement and to determine accreditation for school districts.

Assessment Calendar

June /July	
Spring/summer prior to PreK Entrance	DIAL- Developmental Indicators for Assessment of Learning
August	
BOY	IReady Diagnostic (K-8)
September	
Fall	DRDP- Desired Results Developmental Profile - Pretest
Fall/Ongoing	Home Language Survey
BOY	Kindergarten Entry Assessment
Fall	MAP – Alternative
Fall/Ongoing	W-APT WIDA – ACCESS Placement Test
October	
Fall	Student Survey
November	
December	
EOP	ASE Automotive Service Excellence
Fall	MAP - End of Course
EOP	MOASK MO Agriculture Skills and Knowledge Assessment
Term 2	MO Civics
Term 2	MO Constitution/US Constitution
EOS	Physical Fitness Test (2-5)

January	
MOY/Ongoing	ACCESS
EOQ	Rapid Naming Screener (K)
MOY	I-Ready Diagnostic (K-8)
MOY	Pre-ACT (9)
February	
Spring/Ongoing	ACCESS
Spring	MAP – Alternative
Spring	Otis Lennon School Ability
March	
April	
Spring	ACT/ Accuplacer/ASVAB
EOP	ACT WorkKeys
EOP	ASE Automotive Service Excellence
EOP	Career Connections Lev 1 Building Trades
Spring	Computer Tech (PCPRO)
EOP	DRDP Desired Results Developmental Profile-Post test
EOP	EM -1 Mechatronics
EOP	Gas H.E.A.T (HVAC)
Spring	I-Car Collision Technology
Spring	i-Ready (K-8)
Spring	MAP - End of Course
Spring	MAP Grade Level Assessment
EOP	NOCTI National Occupational Competency Testing Institute
EOP	Broadcasting/Journalism
Spring	Sense Level 1- Welding
EOP	Student Survey
	SkillsUSA - Graphic Comm
May	
EOS	Advanced Placement (AP)
EOC	Certified Nurse Assistant (CNA)
EOY	DRDP – Desired Results Developmental Profile (PK) Posttest
Term 4	MO Civics
Term 4	MO Constitution/US Constitution
EOS	Physical Fitness Test (2-5)

BOY – Beginning of Year

EOY – End of Year

EOP – End of Program

(Unit - Standards Based Assessments are administered throughout the school year.)

EOQ – End of Quarter

EOS – End of Semester

MOY – Middle of Year

Assessment Descriptions

The following section provides a summary of both state-wide and local assessments used by the Jefferson City School District.

District Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
District Early Childhood /PreK	Developmental Indicators for the Assessment of Learning (DIAL-IV)	Identify potential problems in the areas of language, fine motor, gross motor, and concept development.	Grade PreK	Data is used to screen for potential delays possibly needing referral for evaluation for special services, to identify students of highest need in acceptance/placement in the preschool program and to place students in appropriate balanced classrooms for optimal student performance	Spring/Summer prior to entrance into PreK Program
District Early Childhood /PreK	Desired Results Developmental Profile (DRDP)	Measures learning and development in the key domains associated with school readiness	Grade PreK	Test results are shared with teachers and parents to inform decision-making for kindergarten readiness.	Pretest – Fall Spring
District Literacy	Rapid Naming Screener	This screener is part of a comprehensive reading evaluation that measures how quickly students can name aloud objects, pictures, colors, or symbols *(letters or digits).	Grade K	This screener is used as a measure to identify kindergarten students who might be “at risk” for reading issues including dyslexia. Data is used by district/school/classroom staff to support further testing and interventions and to provide important information to guide differentiated instruction.	End of 2 nd Quarter
District Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
District	Career Futures Interest Inventory	Provides an interest inventory and career exploration; assists in developing a career path; assists in developing a four-year	Grades 7, 8	Data is used by guidance counselors to develop personal plans of study for students as they identify areas of interest, strength, and	Once per term during Career Explorations class or fall of 8 th grade year.

		plan for high school; ties in with Career Futures Occupational Search Information		exploration. Data is used to guide further exploration in career opportunities and interests. Data is used at the district/school/classroom level to monitor and improve instructional programs.	
District	iReady Reading	Students are assessed 3 times annually to measure on-grade level proficiency in math and reading based on state and national standards.	Grades K - 8	Student level reports are shared with parents. Data provides information for districts/school/classroom to help monitor and improve instructional programs.	Fall, Winter, Spring
District Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
District	iReady Math	Students are assessed 3 times annually to measure on-grade level proficiency in math and reading based on state and national standards.	Grades K - 8	Student level reports are shared with parents. Data provides information for districts/school/classroom to help monitor and improve instructional programs.	Fall, Winter, Spring
District/ State Required	Missouri Civics	The Missouri Civics Education Initiative passed by the MO Legislature June 2016 requires any student entering 9 th grade after July 1, 2017 to pass an examination on the provisions and principles of American Civics.	Grade 9	Performance data is generally available to students upon completion of the assessment. Data is used at the district/school/classroom level to monitor and improve instructional programs.	Given in term 2 and term 4
District/ State Required	Missouri Constitution Proficiency Assessments	As part of the Missouri state graduation requirements, students completing American History courses. must demonstrate proficiency on the provisions and principles of the Missouri and U.S. constitutions.	Grades 9-12	Performance data is generally available to students upon completion of the assessment. Data are used at the district/school/classroom level to monitor and improve instructional programs.	Given in term 2 and term 4

District Required	Unit Standards Based Assessments	The data from this type of assessment is used to evaluate student learning progress and achievement, evaluate the effectiveness of the district's educational program, and measure progress towards goals and learning standards.	Grades 1st - 12th	The data from this type of assessment is used to evaluate student learning progress and achievement, evaluate the effectiveness of the district's educational program, and measure progress towards goals and learning standards.	Given following each Unit
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State Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
State ESOL	ACCESS for ELL 2.0	ACCESS stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. ACCESS assesses academic English language proficiency of students in listening, speaking, reading and writing.	Grades K-12 (ELL Students)	Data is returned to districts in the spring of the school year. Student-level reports provided to families. Data used at the state level for accountability and at the district /school/classroom level to monitor and improve instructional programs.	Winter
State ESOL	Home Language Survey	As required by law, all new students entering the district are to complete a Home Language Survey to determine if they should be screened for English Language Proficiency and English for Speakers of Other Languages (ESOL)	Grades K-12 (ELL Students)	Every potential EL identified by the Language survey required to be screened. Data is used to determine supports needed for each individual student.	Fall Ongoing
State ESOL	WIDA W-APT	The W-APT is a screener to determine ELL eligibility.	Grades K-12 (ELL Students)	Every potential EL identified by the Language survey required to be screened. Data is used to determine supports needed for each individual student.	Ongoing
State Missouri Kindergarten Entry Assessment	Kindergarten Observation Form (KOF)	This assessment measures the skills and behaviors of kindergarteners within the first few weeks of entering to determine the student's readiness as well as strengths and growth in each early learning domain. JC School District has chosen the Kindergarten Observation Form (KOF) that is aligned to the MO. Early Learning Standards as an assessment to meet this requirement.	Grade K	This data can help inform teachers and leaders of the number of students who are ready for school overall. It is also used to support differentiated instruction by meeting students where they are when they enter kindergarten.	Within first few weeks of school
State Assessment					

Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
State MAP	MAP – End-of-Course Assessments	As part of the state assessment plan, end-of-course summative assessments provide information regarding student attainment of Missouri Course-Level-Expectations (CLEs) in English Language Arts, Mathematics, Science and Social Studies	Grades 9 – 12 (Students Enrolled in EOC Courses)	Student-level reports are provided to families for students testing in Algebra I, II, English II, Biology, Govt. Student level reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instruction.	Fall/Spring
State MAP	MAP – Grade Level Assessments English Language Arts and Mathematics	As part of the state assessment plan, end-of-grade summative assessments provide information regarding student attainment of Missouri Learning Standards in English Language Arts and Mathematics	Grades 3 - 8	Student-level reports are provided to families. Data is used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.	Spring
State MAP	MAP- Grade Level Assessments Science	As part of the state assessment plan, end-of-grade summative assessments provide information regarding student attainment of Missouri Learning Standards in Science	Grades 5 and 8	Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.	Spring
State Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				

State MAP	<p>MAP – Alternative (MAP-A) DLM</p> <p>English Language Arts and Mathematics</p>	<p>As part of the state assessment plan, this end-of-grade alternative assessment is required for students with the most significant cognitive disabilities. Depending on the student's grade level, the areas assessed may include online assessments in English Language Arts, Mathematics</p> <p>The fall assessment is used to identify essential elements that will be required to be assessed in the spring. This assessment contributes to the final, end-of-year individual Student Score Report (ISR).</p> <p>Spring window assesses required elements selected in the fall. This contributes to student ISRs</p>	<p>Grades 3 - 8 11</p> <p>(Students whose IEP Meets the MAP A Criteria)</p>	<p>Performance data are returned to districts in the fall of the school year following testing. Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/ classroom level to monitor and improve instructional programs</p>	<p>Fall (required)</p> <p>Spring (required)</p>
State MAP	<p>MAP – Alternative (MAP-A) DLM</p> <p>Science</p>	<p>As part of the state assessment plan, this end-of-grade alternative assessment is required for students with the most significant cognitive disabilities. Depending on the student's grade level, the areas assessed may include online assessments in Science</p>	<p>Grades 3 - 8 11</p> <p>(Students whose IEP Meets the MAP A Criteria)</p>	<p>Performance data are returned to districts in the fall of the school year following testing. Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/ classroom level to monitor and improve instructional programs</p>	<p>Students are not required to test in the fall for science</p> <p>Spring window assesses required elements</p>
State Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				

State MAP	Physical Fitness Test	All students in grades 5,7,9 taking PE take the fitness test as required by state mandate. The results are sent in core data reports for DESE and used to evaluate programs and curriculum.	Grades 5, 7 and 9	Data are used at the state level for accountability and at the district/school/ classroom level to monitor and improve instructional programs. Parents and students are provided the results of their fitness test.	Quarter 2 – grade 9 Quarter 4 – grades 5 & 7 (Assessment must be completed by May)
State MSIP5 IRC	Certified Nurse Assistant (CNA)	The assessment for this program is required for CNA certification by the Missouri Dept. of Health and Senior Services. Assessment has two components and practicum examination.	Grades 9-12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/ classroom level to monitor and improve instructional programs	May
State Perkins TSA/ MSIP5 IRC	Mo Agriculture Skills and Knowledge Assessment (MOASK)	Students attend MOASK certified contests in the spring; fall contests are not offered or feasible to attend. Juniors and seniors will take test, then junior scores banked for the next reporting cycle	Grades 9-12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/ classroom level to monitor and improve instructional programs	Ongoing throughout year (based on Ag contest results)

National Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
National	PreACT	The PreACT provides students with a realistic ACT test experience and predicts ACT performance. This test is given to all sophomore students.	Grade 9 or 10	Printable score reports are available which can be used to inform students, families and educators of student strengths and areas for improvement. Data is used at district/school/ classroom level to monitor and improve instructional programs	Winter
National	ACT	<p>All students in grade 11 will take the ACT during school hours.</p> <p>A test used for college admissions or post-secondary planning, indicating student mastery of core academic subjects - English, mathematics, reading and science</p>	<p>Grade 11</p> <p>Voluntary in other grades</p>	Student-level reports are provided to families following the testing date and are used to track individual achievement on the secondary level. Data is used by colleges and universities to make admissions decisions. Data are used at the state level for accountability and at the district/school/ classroom level to monitor and improve instructional programs	Spring
National	ACT WorkKeys	WorkKeys measures foundational skill required for success in the workplace, and helps measure the workplace skills that can affect job performance. Successful completion of the three core assessments can lead to earning an ACT WorkKeys National Career Readiness Certificate	<p>Grade 9 – 12</p> <p>(Select Students)</p>	Student level reports are provided to families following testing. Data are used for state accountability and at the district/school /classroom level to monitor and improve instructional programs.	Spring

National Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
National	Advanced Placement (AP)	Assessment given to students wishing to receive college credit for classes. Students who score a 3 or above on the AP test may be eligible to receive college credit.	Grade 9 – 12 (Select Students)	The AP exams are a measure of student success in AP courses. Students who score a 3 or higher on the AP exam may be eligible to receive college credit for the subject of the course. Data is used at the district/school/ classroom level to monitor and improve instruction.	Fall/Spring
National	ASVAB	The ASVAB is a multiple-aptitude battery test that measures developed abilities and helps predict future academic and occupational success in the military.	Grade 9 – 12 (Select Students)	Student level reports are provided to parents/students to identify aptitudes for career and vocational purposes. Data are used for state accountability and at the district/school/ classroom level to monitor and improve instructional programs.	Given once in fall. May also be given in spring (depending on student interest) (JCAC schedules ASVAB for students as needed)
National	Otis Lennon School Ability Test (OLSAT)	This assessment measures reasoning skills and problem-solving skills to determine gifted Education identification	Grade 2	Scores are used as the initial criteria in the screening and identification process for gifted education services. Scores are shared with gifted education staff and parents to identify students needing additional testing	Winter (Typically given in February)

National Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
National Perkins TSA/MSIP5 IRC	ASE (Auto Technology)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program. Sub-assessments in: Braking systems, electrical/electronic systems, engine performance, steering & suspension, maintenance/light repair	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.	Assessments alternate each year. <u>One year is:</u> Engine Performance (Dec) Braking Systems (April) <u>The following year is:</u> electrical/Electronic Systems (Dec) Suspension & Steering (April) Maintenance and Light Repair is offered every year.
National Perkins TSA	Broadcasting and Journalism NOCTI	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program.	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April
National Perkins TSA/IRC	Career Connections Level 1 (Building Trades)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program.	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April

National Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
National Perkins TSA/ MSIP5 IRC	Certified Fundamental Cook (Culinary Arts)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	Technical Note on this assessment. This is no longer a “test”. Rather graduates of the program automatically receive the certification. Therefore, the only data in IC will be pass/fail.
National Perkins TSA/ MSIP5 IRC	Collision Technology I-Car	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program Sub-assessments include: nonstructural, refinishing	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April
National Perkins TSA/ MSIP5 IRC	Computer Technology (PCPRO)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April
National Perkins TSA/ MSIP5 IRC	EM-1 (Mechatronics)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April

National Assessment					
Assessment		Overview	Population	How Data is Used and Shared	Assessment Window
Type	Name				
National Perkins TSA/ MSIP5 IRC	Gas H.E.A.T (HVAC)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program.	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.	April
National Perkins TSA/ MSIP5 IRC	Skills USA Graphic Communication/ Design	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April
National Perkins TSA/ MSIP5 IRC	Sense Level 1 (Welding)	Nationally recognized certification program assessment that measures skill competency/proficiency upon completion of a secondary technical program.	Grades 11 and 12 (Select CTE Students)	This assessment is used to determine whether competencies are met for certification. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs	April

National Assessment of Educational Progress (NAEP)

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the US Department of Education. NCES is responsible for developing test questions, administering the assessment, scoring student responses, conducting analysis of the data and reporting results. The NCES administers the same NAEP assessment in every state. This provides a common measure of student achievement across the country. NAEP does not report results for individual students.

Schools are randomly selected from a Common Core of Data (CCD) from each state. CCD is a NCES program that annually collects fiscal and other data about all public schools, public school districts and state education agencies in the United States. Within schools, students are randomly selected from a list of all students enrolled in the grade(s) being assessed. Students in grades 4 and 8 are assessed.

Analysis and Use of Assessment Results

Assessment results are analyzed in a comprehensive manner, integrating multiple assessments in order to make inferences and draw conclusions regarding student achievement. The district's assessment data analysis process identifies areas of strengths and weaknesses. The ongoing use of a variety of assessments provides important benchmarks used by the district to measure the progress of students, the effectiveness of curriculum and instruction, and the impact of education programs.

Jefferson City School District utilizes three different types of assessments - state, local (district) and national. State assessments are required by the Department of Elementary and Secondary Education. Some examples include: MAP Grade Level Assessments and End of Course Assessments. Local or district assessments include teacher created assessments that align to the Missouri Learning standards and the district curriculum plan and any district purchased assessments. National assessments include any assessment that is given nationally. Some examples include Advanced Placement and ACT assessments.

Statewide Summative Assessment Results

The Missouri State Board of Education and the Department of Elementary and Secondary Education (DESE) define the Missouri Assessment Program (MAP) for all public school systems in the state of Missouri.

District administrators, curriculum staff, professional development committee, and building staff will review assessment results annually, in an effort to inform the decision-making process. Results of this analysis are used to identify and evaluate areas of strength and concerns. Areas of strength are evaluated to identify best practices. The practices are then shared and effective practices implemented. Areas of concern are evaluated so that improvement plans can be developed and implemented. Results will also be considered when developing and revising curriculum, designing professional development, informing and adjusting instructional programs and practices, and monitoring student achievement, including subgroup achievement.

The Board of Education, in cooperation with the administration, annually reviews student performance data. The MAP and End of Course (EOC) performance data are disaggregated based on race/ethnicity and socio-economic status, as well as for special education and English language learners (ELL). In order to effectively monitor student academic achievement and dropout/persistence to graduation rates. The disaggregation is done according to the state guidelines for minimum enrollment numbers for each category. The district will use a variety of assessment data to guide district-wide decisions.

Pertinent information regarding the testing and assessment program will be shared with the community through the Jefferson City School District Report Card and the district website. Students and parents are provided with individual student reports of assessment results.

District Assessment of Standards Not Assessed by the MAP

Due to their nature, not all of the Missouri standards can be assessed on the MAP and therefore, must be assessed locally at least once in each grade span. The Department of Elementary and Secondary Education indicates that districts must embed specific strategies for locally assessing the Missouri Learning Standards within the curriculum. These standards are embedded in the district's curriculum and are evaluated through classroom assessment practices on an ongoing basis.

Curriculum based assessments align with key learning standards within each unit of study. There are a variety of assessment types developed and used by curriculum staff and teachers that include diagnostic assessments, formative, and summative. The results of diagnostic assessments are used to identify areas of student strength and weakness and to allow the teacher to develop strategies for differentiated instruction based on student need. The data from formative assessments are used to provide immediate feedback and guide instruction. Summative assessment tools are used at the end of instruction to determine the level of mastery for the learning objectives taught. Data is used by the district to support students and evaluate and adjust the instructional process. Additionally, data evaluation enables the district to make needed changes in the curriculum, instruction and intervention to provide opportunities for higher level thinking, problem solving and complex reasoning skills for all students

National Assessments

Students participate in a variety of voluntary assessments based on interests. Examples of these include: Advanced Placement (AP), PSAT, SAT, ASVAB, additional administrations of the ACT Test, and more.

Provisions

Large Scale Assessment for Special Populations

The Jefferson City School District believes that all students can learn and should have the opportunity to be fairly and thoroughly assessed. The Jefferson City School District is responsible for the assessment of all students enrolled within the district. The assessment

program for the district is designed to account for all students and in compliance with all state and federal laws.

For students with disabilities, accommodations will be specified in the student's Individualized Education Plan (IEP) or 504 Plan and carried out in accordance with the determined needs of the student. All students will participate in either the MAP assessments designed for specific content areas or the MAP-Alternate Assessment.

Under certain circumstances, students with an IEP and ELL students may be exempted from certain testing requirements.

The district follows those accommodation and exemption procedures set forth by the Missouri Department of Elementary and Secondary Education.

Professional Development Related to Assessment

Jefferson City School District believes that on-going professional learning is essential to school improvement and student success. A sampling of topics related to state and district-wide assessment which will be addressed in JC Schools professional learning offerings include:

- How to analyze data to determine strengths and weaknesses;
- How to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- How to use achievement data and dropout data of subgroups by race/ethnicity, gender, disability, Limited English Proficiency, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- Instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests; and how to create performance-based classroom activities/assessments and scoring guides.

JC Schools also employs instructional coaches who work with teachers to develop assessments that are meaningful and aligned to Missouri Learning Standards.

Staff Development Activities Directly Related to the Missouri Assessment Program

Prior to the first day of any state-mandated testing, per Board policy, all staff involved in test administration will be required to participate in an in-service led by the building test coordinator, designed to train test administrators in administration procedures. A record of when staff are trained, as well as which staff are trained, will be maintained for each training session for one year.

The training will stress the maintenance of test security during test administration. Security issues addressed will include: handling test materials in a secure manner, providing directions to students, how to respond to students' questions, and monitoring the test setting. Prior to any standardized testing, staff will receive the examiner's manual, which outlines in a step-by-step manner the procedures to follow when administering a standardized test in a secure manner. Staff will sign off, annually, that they understand the test security protocols and that they have read the relevant administration manuals.

Student Preparation

Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops, and tablet devices. The district will also provide students with online testing opportunities to try out the testing platform. Students will be encouraged to use restroom facilities, get drinks, and take care of other needs before beginning the test. If students must leave the room during testing, they will be instructed to secure their device or physical test materials in accordance with the specific test protocol before leaving their seats.

Testing Issues

Testing issues generally fall into one of the following areas:

- Accommodations (e.g. misuse or missing)
- Security (e.g. disclosure of content through staff discussion, copies, or electronic media)
- Preparation (e.g. failure to train and examiner or failure to read the appropriate manuals)
- Administration (e.g. technology issues, disciplinary issues, examiner provides too much assistance, testing aids or content on the walls, allowing prohibited materials, student cheating)

If a test examiner or other staff member encounters an issue while testing, they should immediately contact the STC. If the issue is technology-related, the STC will contact the Tech Department (the district will perform technology site certification procedures prior to each testing window). If there is a potential breach of testing protocol, the STC will contact the DTC immediately.

Test Security Policy and Regulation

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. District developed security policies and protocols are followed for all assessments given, whether state, district or classroom level.

The Office of Student Information, Planning and Assessment (SIPA) is responsible for data collection and distribution related to the MAP Grade Level assessment and the EOC assessments. For paper/pencil tests, the DTC will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site. Only the DTC and his/her designees will have prior access to these test materials. After these tests are distributed to individual buildings, they will be locked in a secure place each evening during the testing dates and returned promptly as soon as test administration is complete. No teacher will have access to test booklets before the designated testing dates, except as specified in the testing manual for select situations (e.g., translators for ELLs).

For all computer-administered assessments (state, district and classroom), the following considerations are given:

- a. Study carrels;

- b. Staggered start times;
- c. Randomized item display.

Statewide assessments are considered secure materials. Written and/or verbal discussion of specific items by either staff or students breach the security and integrity of the test.

- a. Electronic Communication – Transmitting information about an item via text, posting on social media, or sending it electronically in another format is not allowed. LEAs should work to stop exposure of items as quickly as possible.
- b. Photograph – Taking pictures of items is not allowed. LEAs should delete any photographs of the assessment upon discovery.
- c. Additional – Photocopying, reproducing, disclosing, or disseminating testing materials or items in any other manner is also prohibited.

Examples of Test Examiner protocol violations include, but are not limited to:

- a. Providing too much information so as to assist the students in correctly answering questions
- b. Coaching or giving hints to students
- c. Rephrasing questions
- d. Pointing out errors or incorrect choices
- e. Altering student answers when doing transcription
- f. Divulging details about test items to students who have not yet taken the assessment

For all administered assessments, continual teacher attention and proximity are required during the testing process. Teachers are expected to actively proctor the exam using a number of strategies including, but not limited to: actively moving around the classroom, continuous monitoring of examinees, etc. Teachers must not proctor a room full of students that is larger than a typical classroom by themselves (generally, 30 or fewer students). If there are more students than a typical classroom, additional proctors are required. Students who behave improperly will be immediately reported to the STC, who will then decide if the student needs to test in a separate setting.

Students may not have/use cell phones or smart watches during testing (with the exception of tracking medical issues). Cell phones/smart watches must be turned off and kept in a backpack or purse during testing. If a student is caught using a cell phone, the STC should be notified, who will then notify the DTC. The DTC would then submit a security breach to DESE.

Instruction for State Test Administration

- a) Testing materials will be delivered to buildings in advance of testing to allow time for distributing the examiner's manuals and conducting the in-service about test administration. For paper/pencil tests, the building test coordinator will be responsible for verifying the number of test materials per grade level received in that building. Test materials will then be stored in a secure area.
- b) Testing conditions should be comfortable for students – announcements should not be made on the PA system during testing, lighting should be adequate in testing

- rooms, enough chairs and desks should be available to spread students out, signs should be posted on rooms where students are testing, and computer updates should be disabled so that testing is not interrupted during administration of the test.
- c) Physical test materials will be distributed by the STC to the test examiners. Test examiners will need to sign off on a document housed with the STC that they have received/returned the materials.
 - d) All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
 - e) Building administrators and other designated individuals will move between classrooms during testing administration to assist in monitoring and provide other assistance, as needed.

Collection and Storage of State Test Materials Following Testing

- a) Upon completion of testing, the building test coordinators will collect all test materials (booklets, test tickets, etc. from test administrators immediately following testing, checking the numbers to make sure all materials are accounted for. The building test coordinators will complete the necessary building level reports and pack materials according to instructions. The boxes will be stored in a secure area.
- b) The building test coordinators will bring the necessary information and materials to the district test coordinator. The district test coordinator and/or person who has been designated as responsible, will re-inventory materials and sign off on the collection.
- c) Test materials will be sorted and packaged by the district test coordinator, or person who has been designated as responsible, according to directions. The district test coordinator will arrange to have the test materials shipped to the scoring center(s).
- d) The building test coordinators will schedule all test makeups.

Investigations and Outcomes

Once a testing concern is reported to the DTC, a determination is made regarding whether it needs to be reported to DESE. Once reported to DESE, DESE Assessment writes up a general summary of the issue. DESE will contact the Superintendent to disclose the issue reported, and the district will start an investigation into the allegation.

Investigations should be confidential and undertaken with full understanding of the open records laws, and due consideration of the potential consequences of violations. In addition, relevant LEA policy should be taken into account.

The goal of the investigation is to determine the validity of the concern. It should include conversations with any student or staff members involved. The district should verify that the accused staff completed district training and had access to the proper manuals prior to testing. Interviews should also be done with other staff members to gather additional background knowledge.

Districts have 30 calendar days to complete their investigation. If the issue is related to data forensics, the LEA will have seven business days to complete the investigation.

The LEA must submit a response to DESE with their determination as to the validity of the issue. If the issue was found valid, the LEA will also submit a plan to ensure there are no future violations.

When an LEA has experienced accusations or incidents related to test security, those events should be addressed appropriately with staff during future district assessment training activities, and with students as part of preparation for future testing.

The LEA has complete control in making decisions as it pertains to district personnel. No matter the finding of the investigation, DESE has no authority over internal district decisions related to personnel, nor can DESE revoke certificates of staff due to a testing violation. In some situations, the district will choose to retrain the staff member prior to allowing them to continue acting as a test examiner. If the violation is deemed more egregious, districts may choose to discipline, suspend, or even fire staff involved.

Sanctions Against Fair Practices

Each test coordinator, test examiner (and any other staff associated with testing) are required to read and understand the current year's Test Administration Manual, attend the building test training sessions and read/sign the JC School District Assessment Testing Security Agreement. See Appendix A for a copy of the security agreement for the STC and test examiners.

Improper and unethical practices include, but are not limited to:

- violating any provision of this policy
- directly teaching any actual test item or taking actions to discover test items included on a test
- allowing students to give each other answers to questions or copy each other's work
- altering test administration procedures in any other way to give students an unfair advantage
- pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices
- any other improper or unethical practices embedded throughout this document

Appendix A

Test Security Guidelines for the Missouri Assessment Program

Updated November 2022

Purpose

Ensuring test security and data integrity for administration of all Missouri statewide assessments begins with understanding the importance of the valid information provided by measurement of student achievement. The primary goals of test security are to protect the integrity of the assessment and ensure results are accurate and meaningful. Local education agencies (LEAs) use assessment results for a variety of purposes, including planning instruction. Critical to the validity of any use of data, is the integrity of the procedures followed by school personnel in all aspects of assessment administration – before, during and after testing. Standardized security practices and procedures help to serve students, teachers and district administration when test results are used at the student, building, district and state levels.

All school personnel involved in test administration must understand the purpose of assessment, as well as the range of decisions made by the LEA that rest on test results. This understanding is a prerequisite to school personnel valuing test security policies and procedures. For administrations of assessments, the following guidelines should be followed to aid in the prevention of testing irregularities at the LEA level.

Each district must also have an assessment plan - *MO 160.570.2: The school board of each school district shall establish a written policy on student participation in statewide assessments*. Ideally, the district test security policies should be laid out in the assessment plan, so that everyone involved in the process is aware of them.

LEA Policies and Procedures

While the student testing experience is standardized throughout the state, each LEA must make decisions on testing policies and procedures. Policies are the guiding principles used to set direction for those involved with the assessment process. Procedures are the concrete steps to be followed to accomplish the end goal.

District Policies

Although many testing policies are universal as defined by the state, districts have a

number of decisions to make prior to testing.

Some of the policy choices that must be made include: deciding if there will be one examiner per room or if additional proctors are required; if student teachers allowed to observe testing; who conducts training; who is responsible for various tasks between the District Testing Coordinator (DTC), School Test Coordinator (STC) and test examiners; etc. Any district specific policies should also be shared during test examiner trainings.

A specific example of a policy to be determined by the LEA involves cell phones and smart watches. The statewide policy on cell phones and smart watches is that students may not have/use them during testing (with the exception of tracking medical issues – see the manuals for more information). Districts could choose to enact any of the following policies (or an alternate district choice):

- Cell phones/smart watches must be turned off and put away
- Cell phones/smart watches must be turned off and kept in a backpack or purse
- Cell phones/smart watches must be collected by the test examiner as students enter the testing room
- Cell phones/smart watches must be left in lockers
- Cell phones/smart watches are not allowed on campus

District Procedures

Districts need to define procedures to achieve the goal of ensuring test security and data integrity. The following are just a few of the many questions that districts must have solid answers for, so that there is no confusion among staff as to procedures. Having concrete procedures leads to a smoother administration overall.

- Where will physical test materials be stored in each building and who has access?
- How are physical test materials distributed and how is the distribution documented?
- Who is involved in setting the testing schedule?
- Who does the district contact for translation services?
- Who does a test examiner contact if there is an issue?
- What is the procedure and who is contacted if there is a technology issue?
- What happens when a student behaves improperly?
- What happens if a student is caught using a cell phone?

Other procedures could include ensuring that testing conditions should be comfortable for all students; making sure that announcements are not made on the public address system during testing sessions; lighting is adequate in testing rooms; enough chairs and desks are available to be able to spread students out to the extent possible; signs are posted on rooms where students are testing; computer updates should be disabled prior to the onset of test window so that student workstations are not interrupted during the administration of the test; etc.

Test Security Agreement

Each LEA should have a Test Security Agreement that outlines the district policies and procedures in reference to protecting the integrity of the testing process and the results. The agreement should outline roles of Test Coordinators, test examiners, test proctors and others in the LEA. It should also contain any state and local procedures regarding test security. The district cell phone and smartwatch policy should be included. There should also be an outline of improper procedures as well as sanctions for violating policies. This policy should be approved by district legal counsel and adopted by the district board.

All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. Upon the conclusion of the annual district training, staff should be given a copy of the Test Security Agreement to read over and sign. By signing, staff agree to the terms and conditions laid out in the agreement. Districts should keep a copy of the signed agreement on file in case there is a future issue or DESE requests it during a QA visit. A sample Test Security Agreement can be found in Appendix A.

Prevention

Prevention of issues starts with clear communication with staff, and district training for all test examiners, proctors, translators, transcribers, building administration and anyone else who may play a part in testing. Staff should feel there is an open environment to ask questions, and be aware of whom to ask.

Test Coordinators and building administration should make clear in their communications with students and staff that the test taking process will be monitored carefully and irregularities will be recorded and reported.

Before Testing

Prevention of most issues happens before testing ever occurs. All test examiners need to follow the guidelines, policies and procedures found in the testing manuals and the local ones discussed during training.

Once physical test materials are received by the district, they should be kept secure at all times when not in use. Access to these materials during non-testing times should be limited.

Prior to assessing students, schools need to make sure that rooms being used for testing are appropriate environments. The testing room should be free from content and process aides. These need to be either taken off the walls or covered up. If you question if something should be covered up or taken down, err on the side of caution. Desks that have the ability to store items should be checked to ensure no testing aids are contained in them.

The testing room should be set up to curb inappropriate behavior. For example, if students are testing close together, dividers may be used between monitors so that students cannot see their neighbor's screen. Signage should be placed on the door to indicate that testing is occurring so that disturbances are kept to a minimum.

Test Examiners should ensure they are aware of which tools/accommodations students have, and how those tools/accommodations work. For example, Test Examiners should know which sessions a dictionary is allowed on or which sessions require the student to have headphones. If the district provides the headphones, they should be cleaned and tested prior to the assessment. They should be provided only during the sessions that require their use.

Examiners need to confirm that students do not have inappropriate electronics such as video game systems, smart watches, music players, etc.

Any tablet or iPad should be locked down for testing. Examiners are responsible for ensuring and verifying that iPads and tablets that have the ability to store or save any content, have the clipboards cleared before and after each assessment.

Examiners must clear the memory of physical calculators before testing. Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside the classroom during testing. Unless a particular assistive device is required for a student and is specified in the IEP/504 plan, students cannot use a calculator on a separate laptop or other portable computer, pocket organizer, cell phone, smart watch, device with a QWERTY keyboard, electronic writing pad or pen-input device.

During Testing

For security purposes, physical test materials must continue to be held securely and only be distributed to test examiners only on the day of testing. Follow the school procedure for checking test materials in and out.

Anyone handling physical materials should be aware of the check-in and check-out procedure. Once examiners have checked out the materials, they should not be left on desks, in drawers, in closets, etc.

If issues arise – technical, disciplinary or otherwise – the school should have a plan in place that will allow test examiners to report the issue without leaving the testing room. Test examiners and proctors should be aware of district procedures for reporting issues during testing. These procedures should indicate who the examiner needs to talk to, how to contact that person, etc.

Test examiners are responsible for ensuring each student has all the physical materials they need for the session they are testing – those prescribed by testing procedures, those used as part of a universal tool or accommodation and those that are optional for the student to use. Test Coordinators are responsible for providing all examiners enough scratch, grid and

graph paper. If the district distributes physical copies of reference sheets, examiners should have enough of those as well. Optional physical materials such as calculators, dictionaries, grammar handbooks, etc., should be made available to test examiners depending on the content/session being tested and district policies.

Test examiners should be sure to double check test tickets prior to distribution. If two students have similar names or the same name, be sure each student is using the correct login.

Test examiners and proctors should make their presence known, but not interfere with students taking the test. Walking around the room, giving verbal encouragement and redirecting students back to the assessment are all acceptable techniques. Examiners and proctors should not be doing tasks that are distracting to their duties – grading classwork, reading a book, preparing for future classes, etc. Test Coordinators and administrators should independently monitor test administrations on a random basis.

After Testing

After testing is complete, examiners should collect all draft, scratch, grid, and graph paper. Examiners should not review student work on these materials. These items should be given to the Test Coordinator for secure shredding. Destruction of these materials should happen as soon as possible after testing. If there is a delay – for LEAs that use outside companies for shredding/document destruction – the items should be held securely with other physical test materials.

Examiners must clear the memory of physical calculators after testing.

Test Examiners should be familiar with, and follow the LEA policy for transcription of translated, paper, large print and/or braille materials. Materials being transcribed must be returned to the appropriate testing vendor.

Any physical testing materials should be returned to the Test Coordinator, following the school procedure for checking materials in and out. Examiners should contact the Test Coordinator for guidance regarding the handling of any contaminated test materials. The Test Coordinator must return physical test materials to the vendor immediately upon the conclusion of testing as directed in the Test Coordinators Manual.

Common Issues

Assessment protocol violations generally fall under these categories:
Accommodations – Issues dealing with accommodations including the misuse of accommodations or the lack thereof.

- o Misuse – Improper use of accommodations that do not appear in a student’s IEP/504 plan give that student an unfair advantage.
- o Missing – Not having proper accommodations from a student’s IEP/504 plan is also considered a testing violation. Those students who are not given the appropriate accommodations may not be able to show what they know to the best of their ability.

Assessment Security – Statewide assessments are considered secure materials. Written and/or verbal discussion of specific items by either staff or students breach the security and integrity of the test.

- o Electronic Communication – Transmitting information about an item via text, posting on social media or sending it electronically in another format is not allowed. LEAs should work to stop exposure of items as quickly as possible.
- o Photograph – Taking pictures of items is not allowed. LEAs should delete any photographs of the assessment upon discovery.
- o Additional – Photocopying, reproducing, disclosing or disseminating testing materials or items in any other manner is also prohibited.

Preparation – Failure to train a test examiner, test proctor, translator or transcriber prior to assessment administration is a violation of testing protocol. Failure to review the appropriate manuals prior to acting as a test examiner or test administrator is also a violation of testing protocol.

Test Administration – Issues related to administration can vary in scope and severity.

- o Examiner Issue – A test examiner can violate testing protocol by going beyond the parameters of test administration. See the sidebar for some examples.
- o Testing Aids – Students should not have access to testing aids – content or process specific – that can assist them during testing. These items, generally found on walls of classrooms should be covered up or taken down. If you question if something specific could benefit students, err on the side of caution.
- o Additional – Allowing students to have cell phones, smart watches or other prohibited materials is a violation of protocol. Other issues relating to test administration may include unauthorized people in the testing area, failure to return secure testing materials and not clearing the memory of physical calculators prior to and immediately after testing.

Test Administration Examiner Issues

Examples of Test Examiner protocol violations include:

- Using prearranged signals with students (e.g. tapping, voice inflection, facial expression)
- Providing too much information so as to assist the students in correctly answering questions
- Coaching or giving hints to students
- Rephrasing questions
- Pointing out errors or incorrect choices
- Altering student answers when doing transcription
- Divulging details about test items to students who have not yet taken the assessment
- Creating “study guides” based on any information from the assessment
- Reviewing items immediately before or after testing
- Asking students about specific items or gathering information about items
- Providing materials that are not allowed on a particular session such as a dictionary or calculator
- Any other action resulting in data that misrepresents the achievement levels of

Reporting

The reporting of quality assurance issues is a vital piece in ensuring test security and data integrity of assessment administration. It is the responsibility of everyone involved in the assessment process to understand the security measures in place, to avoid any intentional or unintentional unethical behavior by students or staff members. Administrators and Test Examiners are responsible for reporting any of these behaviors to district administration and to DESE Assessment.

Issues are reported to DESE through various means. When reporting, student information should not be shared. The most common reporting types are:

- **District Self-Reporting** – The most common reporting comes directly from the district – usually from the DTC or Superintendent.
- **District Staff** – For some concerns, a staff member may not feel comfortable reporting an issue to district administration or an STC/DTC. Those staff members can and do report possible violations directly to DESE. Staff may report possible violations anonymously if necessary.
- **DESE On-Site Visit** – DESE staff or designated representatives are on site at a district conducting an Assessment quality assurance visit, and during the observation a violation of testing protocol is observed.
- **Data Forensics** – After testing is completed, DESE and its testing vendors run data forensics. This process includes looking at statistically unusual patterns within individual and group test results. Statistical anomalies raise flags, and enough flags indicate a pattern of issues that may need to be investigated.
- **Additional Sources** – On occasion, DESE receive reports from parents, former staff and/or concerned parties of a possible testing violation. Although a majority of these reports are received anonymously, DESE treats every concern seriously and gives them the same weight as if the concern was seen during a DESE on-site visit.

Investigation

Once a testing concern is reported, DESE Assessment writes up a general summary of the issue. This summary does not include any specific details, as to not lead the district investigation. Under most circumstances, DESE will contact the Superintendent of the LEA to disclose the issue reported, and have them start an investigation into the allegation. The Superintendent is informed of the possible testing concern, then walked through the QA process and provided a copy of the DESE summary. The District Test Coordinator (DTC) is also a part of this communication. Districts then begin their investigation. If the Superintendent is named as part of the allegation, then an independent investigator will be brought in to conduct the investigation.

Investigations of suspected irregularities and test security breaches involving school personnel should be confidential and undertaken with full understanding of the open records laws, and due consideration of the potential consequences of violations. In addition, relevant LEA policy should be taken into account.

The goal of the investigation is to determine the validity of the concern. This can be a difficult process – no one wants to believe that a colleague you know and have worked with could be guilty of violating testing protocol. The steps an LEA takes to conclude the validity of the concern is determined at the local level.

The investigation should include conversations with any students involved. Keep the age of the student in mind when forming and asking questions. Younger students will need questions worded differently than older students. With younger students, using prompting questions is a good method – it may allow the student to open up more. When interviewing older students, the questions can be more direct. No matter the age of the student, they should be reassured that they are not in any trouble, and that you are just gathering information.

Talk with the staff member(s) about the accusation and present any evidence gathered, if needed. It is recommended to get the staff member to write out a statement, in case the issue or outcome needs to be brought before the board or might involve legal issues.

When it comes to talking with accused staff, it should be verified that they completed district training, had access to the proper manuals and knew whom to talk with if they had questions about testing procedures.

Interviews should also be done with other staff members to gather additional background knowledge.

Districts have 30 calendar days to complete their investigation. If the issue is related to data forensics, the LEA will have seven business days to complete the investigation.

Finally, the LEA must submit a response to DESE with their determination as to the validity of the issue. This response includes a summary of the issue from the LEA standpoint and their findings. If the issue is found valid, the LEA will also submit a plan to ensure there are no future violations.

On occasion, after receiving the response, more information or clarification is needed by DESE. If this is the case, DESE will contact the LEA, who will have seven calendar days to update the original response.

Sample Quality Assurance Issue

Issue

A paraprofessional at an elementary school observes something she believes to be a testing violation. She saw Teacher X ask a student “12 divided by four equals what” during the math assessment. The para then reported the issue to the School Test Coordinator (STC), who reported it to the building principal and District Test Coordinator.

Investigation

The DTC informed DESE Assessment of the initial report and then began their investigation. The LEA started by having a conversation with the student, asking the student prompting questions such as “Did you think the math test was hard? What did you do when you got to a part that you thought was hard?” This led the student to disclose that the teacher would help him by wording the question in a different way to make it easier to solve.

The LEA had similar conversations with other students from the class to see if they were helped as well. Four other students indicated similar experiences.

The DTC and principal then interviewed Teacher X, who after initially denying helping, finally admitted to rephrasing one question for a few students. The principal had Teacher X confirm their statement in writing. The district noted that Teacher X did receive the Test Administration Manual, attended training and signed a statement of attendance.

Outcome

Teacher X was removed from any involvement with testing for the remainder of the year. Additionally, Teacher X was given a written violation of District Board of Education Policy notification that was included in their personnel file. The DTC assured DESE that this scenario would be specifically pointed out and emphasized during training in subsequent years.

Outcomes

If the investigation indicates an assessment protocol violation is found, there are steps to be taken by both DESE and the LEA.

Internal LEA Outcomes

When an LEA has experienced accusations or incidents related to test security, those events should be addressed appropriately with staff during future district assessment training activities, and with students as part of preparation for future testing. To capture a teachable moment with a view toward prevention is a positive response. It offers the opportunity to reiterate to staff and students the value of reliable and valid information from student assessment, not to mention its use in informing instruction and enhancing learning. These are among the most important purposes of student assessment and a proper focus on test security helps make them a reality.

Just as the LEA takes the lead in preventing, detecting and investigating breaches of test security, the district is in the best position to determine appropriate steps to remediate. DESE makes no recommendation as to what action should be taken by a district.

The LEA has complete control in making decisions as it pertains to district personnel. No matter the finding of the investigation, DESE has no authority over internal district decisions related to personnel, nor can DESE revoke certificates of staff due to a testing violation. In many situations, the district will choose simply to retrain the staff member prior to allowing them to continue acting as a test examiner or proctor. In some cases, it is determined that the staff member will no longer act as an examiner or proctor due to the violation. If the violation is deemed more egregious, districts may choose to discipline, suspend or even fire staff involved.

DESE Outcomes

District responses are reviewed by a committee consisting of members of DESE Assessment, Special Education, School Improvement and Accountability Data. Based on the severity of the violation and the results of the investigation, the committee make recommendations. The Assistant Commissioners of the Office of College and Career Readiness and Office of Quality Schools review the recommendations of the committee for approval. Recommendations include:

- Scores are removed for accountability purposes. If scores are removed for accountability purposes, districts will still receive Individual Student Reports (ISRs) to present to parents with the student score and achievement level.
- DESE Special Education Compliance follows up with the district to ensure they are not violating the IEP
- The school receives a Quality Assurance visit during the next administration
- Some combination of those
- No action is taken

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State

Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Appendix A

Sample Test Security Policy

Modified from sample provided by Missouri School Boards Association

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, transcribers, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as determined 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, verbally or electronically, 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. To prevent unauthorized access before and after test administration, physical test materials must be kept in a locked room or cabinet in the school building, but outside the classroom. All test materials must be returned to the Test Coordinator after the assessment is administered.

Any unauthorized disclosure of confidential student information or test results is a violation as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA).

Training

The district is required to 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 vendor administering the testing, as well as training on the requirements of this policy. All district staff involved in the testing process must also review the appropriate Test Administration Manual prior to administering the assessment.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide Test Coordinator who will:

- View all assessment manuals provided by the Department of Elementary and Secondary Education (DESE)
- Stay informed of all relevant communication regarding assessments
- Develop and present all required district training
- Be responsible for training testing procedures to all school Test Coordinators, test examiners and other staff associated with the assessment process
- Keep a record of when staff associated with the assessment process are trained, and provide that record to the appropriate parties, if required
- Provide school Test Coordinators, test examiners and other staff associated with the assessment process a clearly defined communication plan to be used if issues arise
- Prior to testing, restrict access to all secure physical testing materials, including student test books and student login information
- Ensure that beyond the initial steps of receiving, checking and sorting, that physical test materials remain untouched until they are distributed for test administration
- Maintain the district's testing schedule and be prepared to provide the schedule to DESE upon request. Should the schedule change in any way, the Test Coordinator must update this information and document the reasons for the change
- Inform parents/guardians of the district's testing schedule
- Organize and deliver physical 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
- Ensure that only the Test Coordinators and staff associated with the assessment process have access to physical test materials
- Conduct random quality assurance observations throughout testing
- 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
- After test administration, collect and account for all physical 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

- All standardized and statewide tests will be administered in compliance with testing guidelines provided by the vendor producing or administering the test and DESE when applicable
- Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices
- Prior to testing, the district should provide students testing online the opportunity to try out the testing platform
- All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information
- The district will perform technology site certification procedures prior to each testing window
- Workstations will have adequate space between them so that students are not able to view each other's screens
- Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test
- If students must leave the room during testing, they will be instructed to secure their device or physical test materials in accordance with the specific test protocol before leaving their seats
- No individuals other than the test examiner 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
- 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
- Students will be permitted to use certain materials, such as calculators or dictionaries, when directed by the specific test
- Physical test materials will be 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
- If a test is to be administered over a series of days, the test examiner shall collect and inventory all physical test materials each day immediately following testing and store the test materials in a locked facility
- After testing, all used draft, scratch, grid or graph paper, student test directions and printed manuals shall be collected and securely destroyed
- After the test has been fully administered, the Test Coordinator will immediately collect any physical test materials from the test examiner, organize them according to instructions and securely store them in accordance with this policy. Physical test materials will be recounted by the Test Coordinator, and these counts will be documented and checked against pre-administration counts. The Test Coordinator or designee will sort and package physical test materials according to directions from the assessment company and send them for scoring as expediently as possible.

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:

- Violating any provision of this policy
- Copying any part of the standardized test materials or online test unless authorized by test protocol
- Removing any test materials from the secure storage area except during test administration, unless authorized by the Test Coordinator and otherwise allowed by test protocol
- Accessing test questions prior to when the test is given, unless authorized by the Test Coordinator and otherwise allowed by test protocol
- 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
- Failing to return all test materials following test administration
- Directly teaching any actual test item or taking actions to discover test items included on a test
- Altering in any way a student's responses on a test
- Indicating to students during testing that they have missed items or need to change answers
- Giving students clues or answers to questions
- Allowing students to give each other answers to questions or copy each other's work
- Altering test administration procedures in any other way to give students an unfair advantage
- 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 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 and up to 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.

I, the undersigned, have read and understand this document. I have also participated in the Standardized Testing training given to me in preparation for district standardized and state testing. I acknowledge that as an employee of **INSERT DISTRICT**, I am expected to adhere to the guidelines, the district test security policy and any other testing instructions given to me in writing or by word of mouth from the school testing coordinator, district testing coordinator, or any staff acting on their behalf. I also understand that any unauthorized disclosure of confidential student information or test results, as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA), is a violation of this agreement.

I understand that the current manual has the directions that examiners must follow for testing. **IF** the testing manual does not state that examiners can do something that I think should be allowed for testing, I am to confer with the school testing coordinator, or district testing coordinator, prior to moving forward.

Signature

Printed Full Name

Position

School

Date

Appendix B

Quality Assurance Process for Missouri Assessments

Phase 1 Initial Report and Investigation	Step 1 Information is received by DESE Assessment of a possible testing concern via: *On-site visit *District self-reporting *Anonymous email/phone call *Analysis of test results via data forensics *Other Source		
	Step 2 A testing concern report is written by DESE based on information received.		
	Step 3 The testing concern report is presented to district Superintendent (or independent investigator if allegation is directed at Superintendent). Superintendent has 30 calendar days - 7 calendar days if reported via data forensics - to investigate the matter and report to DESE.		
Phase 2 Findings	Step 4 The Superintendent/Investigator provides DESE with a written response to the possible testing concern.		
	Step 5A The response indicates their inquiry into the possible testing concern found no violation of assessment protocol.	OR Step 5B The response indicates their inquiry into the possible testing concern found that there was a violation of assessment protocol. As part of the response, the district addresses their plan to ensure there are no future violations.	OR Step 5C More information or clarification is needed by DESE. The Superintendent / Investigator has 7 calendar days to update the original written response. Move back to Step 4.
Phase 3 Outcomes	Step 6 District responses are reviewed by a committee consisting of members of DESE Assessment, Special Education, School Improvement and Accountability Data. Based on the severity of the violation and the results of the investigation, the committee make recommendations.		
	Step 7 The Assistant Commissioners of the Office of College and Career Readiness and Office of Quality Schools review and approve the recommendations of the committee.		
	Step 8 If recommended by the committee, assessment scores are removed for accountability purposes only, as approved by the Assistant Commissioners. If required, DESE Special Education Compliance follows up with the district on ensuring IEP's are honored.		
	Step 9 The district makes any decisions as it pertains to training, discipline, suspension, and contract status of district personnel.		

