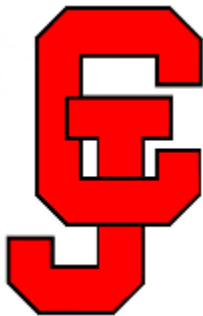


# **Carl Junction K-12 District Assessment Plan**

**Carl Junction R-1 School District**



**Carl Junction, Missouri**

**School Board Approval October 20, 2014  
Updates Approved by the Board September 23, 2024**

## **Introduction**

The use of test results is an important component of a district's ability to assess individual students, groups of students, and educational programs.

The Carl Junction School District has three major uses of testing results: improving instruction for each student, providing information for guidance and counseling, and to make better curriculum decisions so each student will have the opportunity to develop their abilities and skills.

The Carl Junction School District's assessment program meets the criteria required by the Missouri Department of Elementary and Secondary Education as set forth in the "Assessment Standards for Missouri Public Schools, 1998" and Missouri School Improvement Program Standards.

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# **Carl Junction R-1 Public Schools Assessment Program Description**

## **Rationale for Testing**

The testing program of the Carl Junction Public School District involves sampling students' performance in order that judgments and decisions may be made concerning individual students, groups of students, and educational programs of the district. The testing program is built on the principle that various abilities, aptitudes and skills appear at different ages for different people and if students are to have the opportunity to realize their own unique potential, their strengths and limitations must be identified as early as possible. The primary justification for assessment is that the information obtained can be used to make better and more informed educational decisions or judgments. There are three major uses of assessment results: Instructional, Guidance and Counseling, and Administrative.

## **Use of Tests**

The testing and evaluation program in the Carl Junction Public Schools is a continuous cooperative process for obtaining information. Evaluation provides the following information to:

- a. teachers as an aid for improvement of instruction; determining where group or individual instruction should begin; and identifying individual strengths and weaknesses.
- b. students and their parents as an aid for self understanding of achievement and academic needs as well as for educational, vocational, personal decision making, and guidance planning.
- c. administrators as a basis for planning and decision-making, a data-base for reporting to funding agencies, and evaluating the effectiveness of the instructional programs. Information about the test performance of students in a building or district should be used to help inform parents, the public, and the school board about the quality of schooling. Student performance on tests should be analyzed to detect trends that will aid in setting priorities, planning the curriculum, revising instructional processes, and evaluating the educational program.

## **Different Kinds of Tests**

Numerous tests are used as part of the school wide testing. These include nationally standardized tests, criterion referenced tests developed by the State Department of Education, Common Assessments, group tests, and individual tests. In addition to these tests, students are administered tests prepared by teachers in various subject areas being studied.

### **Validity of Test Scores**

A variety of factors can have an influence on the student's performance on a given test. Although test scores are not a perfect measure, with an accumulation of test scores over a period of time, a composite profile can be developed that lends itself to analyzing students' strengths and weaknesses as well as district assessments of instruction and curriculum.

### **Rights of Parents**

Parents and legal guardians are provided the opportunity and are encouraged to view the results of all school testing. School records are kept confidential; however, parents have access to their child's cumulative record file. Individuals have the right to due process under the law when questions are raised about appropriate educational procedures.

For further information, contact your child's school principal or guidance counselor.

### **Special Service Testing**

Additional testing above the minimum program may be needed for decision making purposes at any instructional level, and may be required for students involved in special programs. The Carl Junction School District shall comply with screening and testing requirements under state and federal program regulations for special education, gifted education, and Title I.

## **Minimum Assessment Program and Testing Calendars**

The Carl Junction School District has developed this comprehensive assessment plan which addresses the needs of students preschool through 12th grade. This plan meets the minimum assessment program standards and goes beyond the requirements. The assessment program and testing calendar is reviewed and approved annually by the local school board.

The Carl Junction District Test Coordinator is the individual responsible for coordinating the assessment program. The assessment program includes the following information: name of each assessment procedure to be used at each grade level; the purpose for administering each assessment; a description of how the results of each assessment will be used; the process for disseminating results of the assessments; provisions for in-service training of staff; provisions for all students to learn test taking skills; and a test security policy.

### General Assessment Requirements

1. The Carl Junction District will be administering grade-level and content-specific common assessments in order to track student progress, to make informed instructional and administrative decisions, and to prepare students for state-level assessments.
2. To locally assess student progress on those Show-Me Standards which are not assessed at the state level, the Standards are assessed through the use of district common assessments.

The local assessment program assesses students' proficiency in each locally assessed standard enabling teachers to evaluate students' actual academic performance. Documentation will include summary results from the common assessment instruments and teacher grades.

3. The Carl Junction District is accountable for assessment of all students (at both the state and local level), other than those who may be exempted, as specified by Department guidelines. This includes students with disabilities who are eligible to receive special education services, students whose first language is not English, migrant students, and gifted and talented students.

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 (MAP/EOC.) All students residing within the boundary, not attending Carl Junction Public Schools, may notify the district of intent to test at least one month prior to test administration. Local test administration windows will be posted on the

Academics/Assessment page of the district website at the beginning of each school year. Students will need to present verification of living within the district at the time of testing.

### **Instructional Improvement**

In order to improve instruction, target areas need to be identified. The Carl Junction Curriculum Director and Test Coordinator reviews summary results from available assessment instruments and confers with principals, counselors, department heads, grade level chairs, special education faculty, and teachers. Strengths and weaknesses are identified and longitudinal data of both students and subject matter is considered.

### **Test Security**

Every effort will be made to ensure test security. Please refer to the Board Policy on Test Security and Administration (Page 8). In summary, the following points are observed:

- a. Do not view the test and teach specific items before the test is administered.
- b. Do not discuss specific test items with students or staff before, during, or after test administration.
- c. Do not photocopy any test booklets or answer sheets in paper/pencil or online format.
- d. During state testing, Cell Phones and Smartwatches are not allowed in the testing room for students, unless needed for medical issues. If needed for medical issues, the cell phone will be held by the test examiner and all settings should be set so students are not disturbed during testing for anything other than a non-medical alert.
- e. During state testing, Cell Phones and Smartwatches are allowed in the testing room for staff but should only be used to communicate with those responsible for administering assessments such as the School Test Coordinator, District Test Coordinator, principals, and instructional technology staff.

### **Test Taking Skills**

In the Carl Junction School District students are given the opportunity to perform to the best of their ability on tests. No student or group of students will be tested under conditions which may adversely affect test performance. An appropriate testing environment, reasonably free of distractions and

impediments will be provided. Furthermore, all students are provided the opportunity to learn the necessary test taking skills through classroom instruction and practice.

### **Inservice Activities**

Carl Junction Schools provides support and in-service to its educational staff concerning the district's assessment program. Activities will be conducted to ensure proper administration of tests, coordination of the testing program, effective teaching of test taking skills, and appropriate use of the test results in improving individual and group instruction. Teachers meet yearly to review MAP and EOC assessment data and write action plans for improvement. District-provided professional development time is used to evaluate current assessment strategies and assessment results.

### **Utilization of Test Results in Program Evaluation**

Carl Junction Schools evaluate the educational programs at all levels and in all instructional areas. District test results, including longitudinal trends in pupil performance, are analyzed as part of this evaluation. Group test scores are used to help make decisions regarding changes in instructional materials, instructional strategies, resource allocations, and curricula.

### **Dissemination of Test Results**

Teachers, parents, and students receive the results of tests given and are aided in interpreting these results.

## **Policy**

Descriptor Code: IL-1

### **ASSESSMENT PROGRAM**

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 superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.



The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

### **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 areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the district wide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
  - ▶ Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
  - ▶ Help the professional staff formulate and recommend instructional policy.
  - ▶ 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.

### **Reading Assessment**

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method or combination of methods of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

### **English Proficiency Assessments**

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

### **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. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations 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.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

### **National Assessment of Educational Progress**

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

### **Assessments in Preparation for Postsecondary Education and Work Opportunities**

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, the ACT WorkKeys assessments (WorkKeys) 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.

#### **ACT/WorkKeys at State Expense**

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

#### **ACT/WorkKeys at District Expense**

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

#### **High School Equivalency Examination**

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

#### **Parental Notice**

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any 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 and, where practicable, on the website of each school in the district for each grade level in the district, 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, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

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. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

#### **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.

\* \* \* \* \*

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Carl Junction R-1

Date Adopted: 4/15/2002  
Last Revised: 2/25/2019

## **Policy**

Descriptor Code: ILA

### **TEST INTEGRITY AND SECURITY**

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

**Test Security**

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

**Training**

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

**Test Coordinator Roles**

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.

10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

### **General Test Administration**

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

### **Paper-and-Pencil Testing**

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

### **Online Testing**

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.

4. Workstations will have adequate space between them so that students are not able to view each other's screens.

### **Sanctions Against Improper or Unethical Practices**

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

Carl Junction R-I

Date Adopted: 4/15/2002  
Last Revised: 7/28/2014

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For Office Use Only: [ILA-C.1B]

## Carl Junction School District

### Test Security Policy/Documentation

Each year the Department of Elementary and Secondary Education holds district educators and administrators accountable for ensuring test security of all standardized tests administered in the district. The district test security policy details test security protocol as well as consequences/penalties that may be imposed if security procedures are violated. It is imperative that all district educators carefully read this policy.

Carl Junction School District holds test security and test procedures to be of utmost importance and deems violations to be serious. Test security and adherence to testing protocol are essential to valid and reliable test results. Staff members are expected to take every precaution to ensure that all tests, ASVAB, ACT, PSAT, MAP Grade Level, EOC, etc., are administered in such a manner so as not to compromise in any way the testing results or the integrity of the testing procedures.

In order to avoid breach of test security and/or testing procedures:

1. All faculty & staff will attend a required in-service which specifically addresses test security policies, procedures, and schedules; and informs them of high stakes testing requirements set by the state.
2. All test administrators shall follow test security procedures which require testing materials to be kept under lock and key except during the designated testing times.
3. All test administrators are to adhere to the testing schedule provided by the building-level testing coordinator(s). Administering any test section out-of-schedule shall be treated as a test security violation.
4. All test administrators shall adhere to all security and testing procedures as outlined in the testing manual.
5. Test administrators are required to report testing irregularities to the building administrator and/or building-level test coordinator(s) immediately.
6. All faculty and staff will sign a document to indicate attendance at the required testing in-service, and acknowledgement of understanding of individual responsibilities related to testing security, policies, and procedures.

The District Testing Coordinator shall investigate any teacher, administrator, or other school personnel who allows or breaches test security and /or prescribed procedures. Substantiated violation may result in disciplinary action and/or dismissal.

- ☐ Required In-service Attendance
- ☐ Read the Directions for Administration thoroughly for the test administered
- ☐ Acknowledgment of Responsibilities Related to Test Security/ Policies/ Procedures

Your signature on this document indicates that you have (1) read and understand this document, and (2) carefully read the **District Test Security Policy ILA** (included with this document) and the Examiner's Manual for the test administered and (3) understand the penalties that may be imposed for violation of the policy. This signed document will be placed in your personnel file.

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*Signature of Staff Member*

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*Date*



**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>0- TO 3-YEAR-OLD SCREEN</b>  Approximately 30 min.	<u>Health</u> Parent Questionnaire	On-going Parent Educators	Gain background information from parents in regard to health history & immunizations.	To make referrals to physicians if necessary.	Parent conferences at conclusion of screening.	Training session for staff if needed.
	Nutritional Assessment	If Needed	Nutritional assessment & needs.			
	Dental Check	If Needed	Dental Check.			
Approximately 30 minutes	Ages and Stages Questionnaire (ASQ)	If Needed Parent Educators	Helps identify children with serious developmental lags or learning difficulties. Measures language, fine motor, gross motor, and personal-social development.	Alert parents to developmental lags that may lead to potential problems.	Files & records.  Results are reported to parents.	Training if needed.
Approximately 15 minutes	<u>Speech &amp; Language Development</u>  Informal Screening	SLP Parent Educators  On-going	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skill	Alert parent to possible speech & language delays. Identify and refer those in need of further evaluation.	Files & records.  Results are reported to parents.	Training if needed.

**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>0- to 3-year-old screen continued</b>  Approximately 10 minutes	<u>Auditory</u> Hearing Observation & Audiometer or tympanometer as appropriate informal hearing	On-going  SLP Parent Educators	Check response to voice and other sounds. To test hearing. Check condition of middle ear.	Referral to physician if needed.	Parent conferences.	Training if needed.
	Parent Questionnaire	On-going Parent Educators	Gain background information from parent concerning child's hearing.	Referral if needed.	Parent conferences.	Training if needed.
Approximately 15 min.	<u>Visual</u> Functional Assessment and Parent Questionnaire	On-going Parent Educators	Checks appearance of eyes: redness, encrusted lids, pupillary response, blink reflex, reaching, tracking, etc. Penlight.	Referral to physician if needed.	Parent conferences.	Training if needed.

**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>3-YEAR-OLD SCREEN</b>  45 minutes          Approximately 15 min.	Health Brigance	On-going Parent Educators	Diagnostic only. Helps identify children with serious developmental lags. Measures fine motor, gross motor, and development.	Alert parents to developmental lags that may lead to potential problems.	Parent conferences. File results in records.	Training if needed.
	Parent Questionnaire	On-going Parent Educators	Gain background information from parents regarding health history, immunizations, prenatal & birth history.	Referrals and file information in records.		Provide information to appropriate staff.
	Nutritional Assessment Measurements	If Needed Parent Educators	To obtain height and weight measurements.			
	Dental Check	If Needed Parent Educators	Determine if physical problem inhibits learning process.			

# CARL JUNCTION R-1 SCHOOL DISTRICT'S TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE 2024-2025

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>3-year-old screen continued</b>  Speech: Approximately 15 minutes Joliet: Approximately 5 minutes	<u>Speech &amp; Language Development</u> Informal Screening  Brigance Joliet 3 minute preschool speech & language screen	On-going SLP Parent Educators	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skills.	Alert parent to possible speech & language delays. Identify those in need of further evaluation.	Files & records.  Results are reported to parents.	Group inservice.
Approximately 10 min.	<u>Auditory</u> Audiometry  Tympanometry  Parent Conference Informal Hearing Observation	On-going SLP  Parent Educators	To test hearing.  Check condition of middle ear.  Gain information.	Referral if needed.  Referrals.  Referrals.	Parent conferences.  Parent conference.  Parent conferences.	Training if needed.  Training if needed.
Plusoptix 5 minutes Functional Assessment 5 minutes Lighthouse symbols 5 minutes	<u>Visual</u> Parent Questionnaire  Functional Assessment Lighthouse Visual Acuity Lea Symbols Plusoptix	On-going Parent Educators  On-going Nurse/Parent Educators  On-going Parent Educators	To check the appearance of eyes, redness, encrusted lids, etc.  Penlight pupillary response, blink reflex, tracking, & reaching.  Check for vision problems.	To place in files. To make referrals if necessary.	Parent Conferences.	Training if needed.

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<b>4-YEAR-OLD SCREEN</b>  Approximately 15 min.	<u>Health</u> Parent Questionnaire Measurement, Nutritional Assessment, Dental Check	February & on-going. Parent Educators	To obtain health history, immunizations, measurements, and nutritional assessments.	Parent conference.	Parent conferences.	Appropriate training.
Approximately 45 min.	<u>Motor/Perceptual</u> Parent Interview	February & on-going Parent Educators & Support Staff	Background information.	Files and records.		Provide information to appropriate staff.
	Brigance	February & on-going Parent Educators & Support Staff	Diagnostic only. To measure paper-pencil skills, and gross & fine motor development.	Identification of children for Special Education Early Childhood Program.	Parent conference.	Training if needed.
DIAL 4: Approximately 45 min.	<u>Speech &amp; Language Development</u> Informal Screening	February & on-going SLP	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skills.	Alert parent to possible speech & language delays. Identify those in need of further evaluation.	Files & records.  Results are reported to parents.	Group inservice
Joliet: Approximately 5 min.	Brigance Joliet 3 minute preschool speech & language screen	Parent Educators				

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<b>4-year-old screen continued</b>  Approximately 10 min.	Auditory Parent Questionnaire & Observation Informal Hearing	February & on-going  SLP	To test hearing & condition of middle ear.	Referrals if needed.	Parent conference.	Training if needed.
	Audiometry Tympanometry	Parent Educators		Referrals.	Parent conference.	Training if needed.
Plusoptix 5 minutes	<u>Visual</u> Functional Assessment	February & on-going  SLP	To check appearance of eyes, redness, encrusted lids, check tracking, pupillary response, blink reflex, etc.	Referrals to physicians if needed.	Parent conference.	Training if needed.
Lighthouse Symbols 5 minutes	Visual Acuity Lighthouse Lea Symbols Plusoptix	Parent Educators Nurse	Check for vision problems.	Referrals.	Parent conference.	Training if needed
	Parent Questionnaire		Identify number of children with problems.	To make referrals	Parent conference.	N/A
<b>PRE-KINDER -GARTEN</b> Approximately 5 minutes	<u>Speech &amp; Language Screen</u> Joliet 3 minute speech & language screen.	Spring before Kindergarten when they enroll. Must be 5 years old by August 1.	To check for need of further speech or language evaluation. Determine appropriateness of speech & language skills.	Identify those in need of speech & language evaluation.	Files & records.  Results are reported to parents.	Inservice If needed.
Hearing: Approximately 10 minutes	Puretone Hearing Screen & Tympanogram	SLP	Screen hearing acuity for possible loss. Check middle ear condition.	Referral if needed.	Parents notified if loss is found.	Training if needed.

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<b>Pre-kindergarten continued</b>  Approximately 45 min.	<u>Motor/Perceptual</u> Parent Interview  Brigance	Spring K enrollment  Spring K enrollment  Counselor & Teachers	Background information.  Diagnostic only. To measure language understanding & usage, cognitive skills, visual discrimination and memory, listening and recall, mathematical reasoning, paper-pencil skills, and gross & fine motor development.	Files and records.  Identification of children for Title I, Early Childhood Program; & plan an appropriate developmental program for Title I Kindergarteners.	Parent conference.	Information to appropriate staff.  Training if needed
Approximately 15 min.	<u>Health</u> Parent Questionnaire, Enrollment Form	Spring and during the year.  Nurse	To obtain health history, immunizations.	Parent conference.	Parent conferences.	Appropriate training.
Plusoptix 5 minutes  Lighthouse 5 minutes  Random Dot E 5 minutes	<u>Visual</u> Plusoptix  Visual Acuity Lighthouse  Random Dot E	Spring  Nurse	Checks appearance of eyes: redness, encrusted lids, check tracking, pupillary response, blink reflex, etc.  Check for vision problems.  Identify number of children with problems.	Referrals to physicians if needed.  Referrals.  To make referrals.	Parent conference.  Parent conference.  Parent conference.	Training if necessary.  Training if needed  N/A

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<b>KINDER-GA RTEN</b>  Approximately 20 minutes	Brigance	Spring prior to Kindergarten or Fall if new enrollee	Helps identify children with serious developmental lags or learning difficulties who may require further evaluation and services.	Identification of children for Title I, Early Childhood Program; & plan an appropriate program.	Parent conference with PAT.	Training session on administration scoring and interpretation of results.
Ongoing	Checklist and Observation	Quarterly  Classroom teachers	Observational measure of growth in fundamental areas of vocabulary, reading, language arts, study skills, math, science and social studies.	Plan curriculum changes and revisions; planning for individual needs of students; qualification for Title I.	Parent conference.	Yearly review.
Plusoptix 5 minutes  Hearing: Approximately 10 minutes	Vision & Hearing from Kindergarten Screening Referral  Plusoptix	Fall  Nurse  SLP	Recheck any students that we had concerns about from the pre-kindergarten screening; screen new K students who were not screened in the spring.	Identify students who will need speech and language evaluation. Refer to appropriate sources.	Referrals if needed. Files and records. Parents informed.	



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<b>Kindergarten continued</b>  Approximately 15 min.	WIDA Screener English Language Proficiency Test	Given to suspected ESL students or students without prior identification for ESL status. Given upon enrollment  ESL Coordinator	Used only for ESL students to determine English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
<b>Kindergarten continued</b>  Approximately 45 min.	WIDA ACCESS English Language Proficiency Test	Given to active ESL students in the spring every year to measure their language proficiency.  ESL Coordinator	Use only for ESL students to measure progress in their English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
Approximately 20 minutes	Joliet 3-minute screening	Fall Speech & Language Pathologist	Check for need of further speech or language evaluation & determine appropriateness of speech & language skills.	Identify those in need of speech & language evaluation.	Files & records.  Results are reported to teachers.	Group inservice for teachers.
Approximately 20 min	Foundations Reading Assessment	Winter & Spring Classroom Teachers	Determine student's ability to read on grade level and dyslexia diagnostic testing.	Student placement in reading groups and reading instructional strategies and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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<b>Kindergarten continued</b>  Approximately 15 minutes each	i-Ready Literacy Assessments/ Dyslexia Screener	Winter & Spring Classroom Teachers	Determine early literacy foundational skills and dyslexia screening tool.	Students placement in RtI Tier levels and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by Curriculum Associates and district instructional coach.

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<b>GRADE 1</b> Plusoptix 5 minutes HOTV 5 minutes Random Dot E 5 minutes	Vision Screening  HOTV  Random Dot E  Plusoptix	Fall  Nurse	Check for vision problems.	Referrals if problem is found.  Record in SIS and cumulative folder.	Parent notification. Reported to teachers.	Information to teachers.
Approximately 10 minutes	Puretone Hearing Screen & Tympanogram on pure tone failures	Fall  SLP	Screen hearing acuity for possible loss. Check middle ear condition, if Puretone failure.	Physician referral if needed.	Parents notified in writing.	Training for staff if needed.
Approximately 20 minutes	Joliet-3 Minute Speech and Language Screen	By referral  Fall  SLP	Check for need of further speech or language evaluation & determine appropriateness of speech & language skills.	Identify those in need of speech & language evaluation.	Files & records.  Results are reported to teachers.	Group inservice for teachers.
Ongoing	Continuous reading assessment in the classroom including diagnostic teaching, daily observation, formative and summative testing.	Continually  Classroom Teachers	Monitor the acquisition of reading skills to ensure that each child receives instruction to meet their needs.	Identify children in need of services and refer for further testing.	Parents are informed about the objectives taught during the year and regularly informed of their child's progress.	Teachers will receive information regarding the diagnosis and correction of reading problems.

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<b>Grade 1 continued</b>  Approximately 80 min.	WIDA Screener Online 1-12	Given to suspected ESL students or students without prior identification for ESL status.  Given upon enrollment  2 <sup>nd</sup> Semester 1 <sup>st</sup> Grade through Grade 12 (1 <sup>st</sup> semester Grade 1 students take K W-APT)  ESL Coordinator	Used only for ESL students to determine English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
Approximately 20 min	Foundations Reading Assessment	Fall, Winter & Spring  Classroom Teachers	Determine student's ability to read on grade level and dyslexia screening and diagnostic testing.	Student placement in reading groups and reading instructional strategies and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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<b>Grade 1 continued</b>  Approximately 15 minutes each	i-Ready Literacy Assessments/ Dyslexia Screener	Fall, Winter and Spring  Classroom Teachers	Determine early literacy foundational skills and dyslexia screening and diagnostic tool.	Student placement in RtI Tier levels, and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by Curriculum Associates and district instructional coach and

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<b>Grade 2</b>  Approximately 20 min.	Vision  Hearing, Speech & Language Screen	Nurse/Teacher/ Parent referral New students  SLP/ Teacher/ Parent referral as needed	Check for need of further vision, speech or language evaluation & determine appropriateness of speech & language skills.	Identify those in need of vision, speech & language evaluation.	Files & records.  Failures are reported to teachers.	If needed.
Approximately 2 hours each window	i-Ready Math & Literacy Assessments/ Dyslexia Screener	Fall, Winter & Spring  Classroom Teachers	Determine baseline data and student growth and dyslexia screening tool.	Differentiation of students, grouping, growth targets, and used to identify and service students who are at-risk for dyslexia and other reading or math difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach and Curriculum Associates staff.

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<b>Grade 2 continued</b>  30 minutes	LETRS Basic Spelling Screener	Fall, Winter and Spring based on prior results  Classroom Teachers	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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<b>GRADE 3</b>  ELA 85-195 min. Math 75- 140 min.	Missouri Assessment Program (MAP)  MAP-A	Spring  Counselor and classroom teachers.  Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	Test “Show-Me Standards” as identified by Missouri DESE in areas of Communication Arts and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy sent home to parents. Information shared with various curriculum committees.	Training session for faculty. Counselor instructs students on completing answer sheets and test taking skills.
Approximately 20 min.	Vision Screen  Hearing, Speech & Language Screening	Nurse - By referral and new students.  SLP/SL - By referral as needed.	Check for need of further speech, language or vision evaluation & determine appropriateness of speech & language skills.	Identify those in need of speech, language or vision evaluation.	Files & records. Failures are reported to teachers and parents.	As needed.



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<b>Grade 3 Continued</b>  Approximately 2 hours for each window	i-Ready Math & Literacy Assessments/ Dyslexia Screener	Fall, Winter & Spring Classroom Teachers	Determine baseline data and student growth and dyslexia screening tool.	Differentiation of students; grouping; growth targets and used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach and Curriculum Associates staff.
30 Minutes	LETRS Advanced Spelling Screener	Fall, Winter and Spring  Classroom Teachers	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

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<b>GRADE 4</b>  ELA 170-295 min.  Math 75-140 min.	Missouri Assessment Program (MAP)  MAP-A	Spring  Counselor, resource and classroom teachers, and paraprofessionals.  Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	Test “Show-Me Standards” as identified by Missouri DESE in areas of Communication Arts, and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy sent home to parents. Information shared with various curriculum committees.	MAP Manuals Training session for faculty. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on test taking skills.
Approximately 20 min.	Vision Screen  Hearing, speech, & language screen	Nurse - By referral and new students.  SLP/SL - By referral as needed	Determine appropriateness of vision, hearing, speech, and language skills.	Identify those in need of further evaluation.	Reported to parents if warranted.	Information shared with faculty.
Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by district instructional coach and Curriculum Associates staff.

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<b>GRADE 5</b>  ELA 85-180 min.  Math 85-150 min.  Science 120-160 min.	Missouri Assessment Program (MAP)  MAP-A	Spring  Counselor, resource and classroom teachers, and paraprofessionals.  Efforts will be made to ensure test environment is comfortable and free of distractions.	To test “Show-Me Standards” identified by Missouri DESE in areas of Communication Arts, Math and Science.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy given to each student to take home. Information shared with principals and curriculum committees to facilitate curriculum planning.	MAP Manuals training session for faculty. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on test taking skills.
Approximately 20 min.	Vision Screen  Hearing, Speech & Language Screening	Nurse - By referral and new students.  SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records.  Results are reported to parents and teachers if needed.	Group inservice for teachers.
Approximately 2 hours	MAP Physical Fitness Assessment	Spring  Physical Education teachers	Assesses physical fitness aerobic capacity, abdominal strength, upper body strength, and flexibility.	Results are reviewed to make necessary revisions to PE programming.	Results are sent home with students and reported to DESE.	PE teachers review guidelines if necessary.

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Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by Curriculum Associates staff.
<b>GRADE 6</b>  ELA 75-165 min.  Math 90-135 min.	Missouri Assessment Program (MAP)  MAP-A	Spring  Counselor, resource and classroom teachers, and paraprofessionals.  Efforts will be made to ensure test environment is comfortable and free of distractions.	To test “Show-Me Standards” identified by Missouri DESE in areas of Communication Arts, and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for records. Copy placed in cumulative file. Copy given to each student to take home. Information shared with principals and teachers for curriculum planning.	MAP Manuals training session for faculty. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on test taking skills.
Approximately 20 min.	Vision Screen  Hearing, Speech & Language Screen	Nurse - By referral and new students.  SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records. Results are reported to parents and teachers as needed.	As needed.

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Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by Curriculum Associates staff.
<b>GRADE 7</b>  ELA 75-145 min.  Math 90-140 min.	Missouri Assessment Program (MAP)  MAP-A	Spring  Counselor and classroom teachers.  Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	To test “Show-Me Standards” as identified by Missouri DESE in areas of Communication Arts and Math.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for student records to help monitor student progress. Copy given to each student to take home after the scores have been explained in the classroom setting. Information shared with principals, teachers, and curriculum committees to facilitate curriculum planning.	Group receives instruction on administration of test and interpretation of test results. Group meetings to explain how to use results for teaching and curriculum improvement. Counselor instructs students on completing answer sheets and test taking skills.

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<b>Grade 7 continued</b>  Approximately 40 min.	MAP Physical Fitness Assessment	Fall, Spring  Physical Education teachers	Assesses physical fitness aerobic capacity, abdominal strength, upper body strength, and flexibility.	Results are reviewed to make necessary revisions to PE programming.	Results are sent home with students and reported to DESE.	PE teachers review guidelines if necessary.
Approximately 20 min.	Vision Screen  Hearing, Speech & Language Screening	Nurse - By referral and new students.  SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records.  Results are reported to parents and teachers if needed.	Group inservice for teachers.
Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by Curriculum Associates staff.
Approximately 40 min.	District-Created Advanced Math Readiness Test	Beginning of Year Math Teachers	To determine student's readiness for pre-algebra.	Used as one measure to determine math placement for 7 <sup>th</sup> grade.	Scores are given to 7 <sup>th</sup> grade math teachers and counselors. Given to parents upon request.	As needed.

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2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
Approximately 40 min.	Cumulative Assessments for students in Pre-Algebra Prep 7	Assessment per unit by classroom teacher	To assess student's mastery of Algebra 1 concepts/standards.	Student placement in 8 <sup>th</sup> Grade Algebra 1 or Pre-Algebra	Parents and students receive results after each assessment.	Teacher collaboration time for assessment creation and evaluation.
Approximately 30 min.	Diagnostic and Placement Test for Algebra 1	End of Year, after MAP testing	To assess student's mastery of Algebra 1 concepts/standards.	Student placement in 8 <sup>th</sup> Grade Algebra 1 or Pre-Algebra	Students receive assessment results	Teacher collaboration time for assessment creation and evaluation.

# CARL JUNCTION R-1 SCHOOL DISTRICT'S TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE 2024-2025

<u>AGE OR GRADE</u>	<u>NAME OF TEST</u>	<u>DATE, PERSONNEL &amp; TEST CONDITIONS</u>	<u>PURPOSE OF TEST</u>	<u>USE OF RESULTS</u>	<u>DISSEMINATION OF TEST RESULTS</u>	<u>INSERVICE NEEDS</u>
<b>GRADE 8</b>  ELA 165-260 min.  Math 90-140 min.  Science 110-150 min.	Missouri Assessment Program (MAP)  MAP-A	Spring  Counselor and classroom teachers.  Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	To test “Show-Me Standards” identified by Missouri DESE in areas of Communication Arts, Math & Science.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered.	Copy to teacher for student records to help monitor student progress. Copy given to each student to take home after the scores have been explained in the classroom setting. Information shared with principals, teachers, and curriculum committees.	Group receives instruction on administration of test and interpretation of test results. Meetings to discuss results for teaching and curriculum improvement. Students learn to complete answer sheets and test taking skills.
Approximately 20 min.	Vision Screen  Hearing, Speech & Language Screen	Nurse - By referral and new students.  SLP/SL - By referral as needed.	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records.  Results are reported to parents and teachers if needed.	Group inservice for teachers.
Approximately 2 hours for each window	i-Ready Math & Literacy Assessments	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by Curriculum Associates staff.



**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>GRADE 9</b>  3-4.5 hours	MAP Physical Fitness Test	Spring  Physical Education teachers  9 <sup>th</sup> Grade students enrolled in PE	Assesses physical fitness aerobic capacity, abdominal strength, upper body strength, and flexibility.	Results are reviewed to make necessary revisions to PE programming.	Results are provided to students and reported to DESE.	PE teachers review guidelines if necessary.
Approximately 3 hours for each window	IXL online Assessment	Fall, Winter, Spring Classrooms	Determine baseline data and student growth	Differentiation of students; grouping; growth targets	Teachers receive results. Parent notification.	Teacher training by IXL staff.
<b>Grades 10-11</b>  3.5 hours	Preliminary Achievement Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Optional in Fall Counselor  Efforts are made to ensure that the testing environment is comfortable.	Scholarships and college admission.	Scholarships and Awards.	Profile provided by test company and given to students.	Information provided as needed. Student Guide booklet provided to those choosing to test.

# CARL JUNCTION R-1 SCHOOL DISTRICT'S TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE 2024-2025

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>Grades 10-12</b> 4 – 4.5 hours (depending on whether writing section is completed)	American College Test (ACT)	Optional Offered several times per year.  Tests are taken at CJ in designated months, nearby colleges, and high schools.	Scholarships and college admission.	Scholarships and Awards.	Profile provided by test company and given to students. Results recorded on transcripts.	Information provided as needed. Testing Program booklet provided upon request.
<b>Grades 10-12</b> 45-50 minutes per test (90-100 minutes total)	U.S. and Missouri Constitution Test	May and as needed.  Social Studies department personnel.	State law graduation requirement.	Graduation requirement.	Results given to students and entered on transcripts.	Social Studies department personnel training.
<b>Grades 11-12</b> 3-4 hours (depending on writing section)	Scholastic Aptitude Test (SAT)	Optional Offered several times per year at nearby colleges.	Scholarships and college admission.	Scholarships and Awards.	Profile provided by test company and given to students. Results recorded on transcripts.	Information provided as needed. Testing Program booklet provided upon request.
3.5 hours	Advanced Placement Assessments in Biology, Physics, English Literature, Chemistry, Art, also as needed based on distance learning classes	Upon completion of course.  Spring AP Test Coordinator	Determine pre-college success in the content areas. Students can earn college credit if qualifying score.	Earn college credit and placement in college	Students receive results from the College board.	AP instructors attend AP workshop prior to first time of instruction.

**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>Grade 11</b>  3 hours	Armed Services Vocational Aptitude Battery (ASVAB)	Fall  Counselors coordinate the test. Armed Services personnel administer the test in the High School.  Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	Career Planning and military placement. ROTC Scholarships and college admission.	Military enlistment and vocational guidance.	Profile provided by test company and given to students.	Information provided as needed. The Armed Services Personnel administer the test.
<b>Grades 9-12</b>  Approximately 30 min.	Vision, Hearing, Speech & Language Screen	By referral as needed. SLP/SL Nurse	Check for need of further evaluation.	Identify for further evaluation and refer if needed.	Files & records.  Results are reported to parents and teachers if needed.	Information distributed as needed.

# CARL JUNCTION R-1 SCHOOL DISTRICT'S TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE 2024-2025

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>Grades 9-12, continued</b>  Algebra 1 180-220 min.  Algebra 2 180-220 min.  Biology 55-60 min.  English 2 190-230 min.  Government 60-80 min.	Algebra 1, Language Arts 2, Biology, Algebra 2, Government End of Course Exams (EOC)  MAP-A	Upon completion of course.  Counselor, department heads, and classroom teachers.  Efforts will be made to ensure that the testing environment is comfortable and free of distractions.	To test “Show-Me Standards” as identified by Missouri DESE.	Improve curriculum, instruction, and student learning. To document which objectives in each area have been mastered. Useful for school and career guidance.  Score used as a percentage of student’s final class grade.	Copy placed in student records to help monitor student progress. Copy given to each student to take home after the scores have been explained in the classroom setting. Information shared with principals, teachers, and curriculum committees to facilitate curriculum planning. School Reach message to student’s homes.	Group receives instruction on administration of test and & interpretation of test results. Meetings to discuss results for teaching and curriculum improvement. Testing information given in daily bulletin and teacher handouts as needed.
60-90 min.	Wechsler Adult Intelligence Scale-III (WAIS III)	Given to ages 16 and up as needed.	Given to assess intellectual ability.	Placement for gifted programs or special education.	Results are reported to gifted/special education teachers. Parents are given assessment results.	Counselor training.
<b>Grades 1-12</b>  30 –60 min.	Scales for Identifying Gifted Students (SIGS)	Ongoing/As needed	Screening for gifted program.	Placement into gifted program.	Results are reported to gifted teacher and parents.	Gifted program teacher training.

**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>Grades 1-12, Continued</b>  45 – 90 min.	Stanford Binet 5	As needed	Screening for gifted or special education programs.	Results are used to screen students for possible placement in gifted or special education program.	Results given to gifted/special education teacher and parents.	Counselor/Psychological Examiner training.
Approximately 80 min.	WIDA Screener Online 1-12	Given to suspected ESL students or students without prior identification for ESL status.  Given upon enrollment  2 <sup>nd</sup> Semester 1 <sup>st</sup> Grade through Grade 12 (1 <sup>st</sup> semester Grade 1 students take K Screener)  ESL Coordinator	Used only for ESL students to determine English proficiency level.	Determine placement in the ESL program & possible classroom modifications.	Results mailed to parents with letter of explanation. Reported to principal, teacher, and counselor.	Inservice to teachers as needed.
<b>Grades 1-10</b>  45-65 min.	Wechsler Intelligence Scale for Children Fourth Edition (WISC-V)	Used for ages 6 through 16. Ongoing/As Needed	Given to assess intellectual ability	Placement for gifted programs or special education.	Results are reported to gifted/special education teachers. Parents are given assessment results.	Counselor training.

**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>Grades K-12</b> Kindergarten Approximately 45 min.  Grades 1-12 Approximately 170 min.	Assessing Comprehension and Communication in English State-to-State (ACCESS)	Given to identified ESL.  ESL Coordinator	Used only for ESL students to determine English proficiency level.	Used to measure student reading progress in speaking, listening, reading, & writing.	Results mailed to parents with letter of explanation. Reported to DESE.	Inservice to teachers as needed.
<b>Grades 4-12</b>  Approximately 2 hours	i-Ready Assessment	<u>When requested</u> by teacher/parent for dyslexia screening Classroom Teachers/ELA Instructional Coach	Dyslexia screening tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach and Curriculum Associates staff.
10 minutes	RAN/RAS	When requested by teacher/parent for dyslexia screening Classroom Teachers/ELA Instructional Coach	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

**CARL JUNCTION R-1 SCHOOL DISTRICT'S  
TESTING AND ASSESSMENT PROGRAM BY AGE OR GRADE  
2024-2025**

<b><u>AGE OR GRADE</u></b>	<b><u>NAME OF TEST</u></b>	<b><u>DATE, PERSONNEL &amp; TEST CONDITIONS</u></b>	<b><u>PURPOSE OF TEST</u></b>	<b><u>USE OF RESULTS</u></b>	<b><u>DISSEMINATION OF TEST RESULTS</u></b>	<b><u>INSERVICE NEEDS</u></b>
<b>Grades 4-12, Continued</b>  One hour	Flynt-Cooter Reading Inventory	When requested by teacher/parent for dyslexia screening Classroom Teachers/ELA Instructional Coach	Dyslexia screening and diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.
30 minutes	WIST – Word Identification and Spelling Test	As needed Classroom Teachers/ELA Instructional Coach	Dyslexia diagnostic tool.	Used to identify and service students who are at-risk for dyslexia and other reading difficulties.	Teachers receive results. Parent notification.	Teacher training by district instructional coach.

**PERIODIC SCREENING CHART BY AREA**  
**Carl Junction R-1 School District**

<b><u>AREA</u></b>	<b><u>MEASUREMENT PROCEDURE</u></b>	<b><u>TIME LINE</u></b>	<b><u>PASS/FAIL CRITERIA</u></b>	<b><u>PERSONNEL</u></b>	<b><u>USE OF SCREENING RESULTS</u></b>
<b>VISION</b>	Tracking/Reaching Functional Assessment LEA Symbols, Plusoptix  Lighthouse Vision Screening, Random Dot E, Plusoptix  10 ft. distance HOTV Chart Random Dot E, Plusoptix  10 ft. distance HOTV Chart, Plusoptix	1-5 year olds annually  3,4,5 year olds annually  K Students New students Referrals  1 <sup>st</sup> Grade Fall  K-12 new students and referrals	1-12 Failure = 20/40 or below in either eye  3-5 year failure = 20/50 or below in either eye or large discrepancy between eyes  20/30 or below	Nurse/Support Staff Parent Educators	Rescreen failures within 30 days using a different procedure.  Referral for professional evaluation, if warranted. Share results with parents when referral criteria is met and record results on health record.  Screening summary and evaluation plan, if applicable.
<b>HEARING</b>	Audiometric screening       Tympanogram	Annually 3 & 4 year olds who go through preschool screening K, 1, New students and referrals  Tympanogram done on pure tone failures for 1-4 year olds and grades K, 1 requests and referrals	Fail if student does not respond at 25dB to any one frequency in either ear, at 1K, 2K, 4K, 500K, Hz.  Fail if tympanogram is abnormal.	Speech Language Pathologists (SLP) Parent Educators	Any student failing puretone and or tympanogram should be rescreened within 4-6 weeks.  Results shared with parents when referral criteria is met. Referral for professional examination, if warranted. Screening summary and evaluation plan, if applicable.



**PERIODIC SCREENING CHART BY AREA**  
**Carl Junction R-1 School District**

<b><u>AREA</u></b>	<b><u>MEASUREMENT PROCEDURE</u></b>	<b><u>TIME LINE</u></b>	<b><u>PASS/FAIL CRITERIA</u></b>	<b><u>PERSONNEL</u></b>	<b><u>USE OF SCREENING RESULTS</u></b>
<b>MOTOR</b>	Ages & Stages Questionnaire (ASQ)	1-2 year olds; on-going	Developmental Norms and Professional judgment	Parents as Teachers	Share results with parents; refer if needed.
	DIAL 4 (diagnostic only)	3-4 year olds; April and on-going	Developmental Norms and Professional judgment	Parents as Teachers	Share results with parents; refer if needed.
<b>HEALTH &amp; PHYSICAL DEVELOPMENT</b>	Periodic review of: 1. Attendance records and 2. Immunizations 3. Records of Medications 4. Continuous informal observations  Voluntary ACHE Dental	1yr-4yr olds: April and on-going K-1st grade: Fall 2 yrs-12th grade and New students/referrals K-12: Ongoing Ongoing  Education and Dental Days	Developmental Charts  State regulations	Nurse Parent Educators	Results recorded in SIS  Development of screening summary and evaluation plan if applicable.  Advise parents to seek professional examination, if warranted.
<b>COGNITIVE TO INCLUDE ADAPTIVE BEHAVIOR</b>	DIAL 4 (diagnostic only)	3-4 year olds as referred	Referral if score is below the 16th percentile.	Parent Educators	Share information with parents.
	Stanford Benet 5	Grades 1-12 as referred	95th percentile for gifted See DESE Standards & Indicators Manual for Special Education	Counselor/Psychological Examiner	Used to refer to gifted program or special education. Special Education/Gifted Teachers and Parents are informed of results.
	Wechsler Intelligence Scale for Children - IV (WISC-V)	Ages 6-16 - as referred			
	Wechsler Adult Intelligence Scale - III (WAIS-III)	Ages 17 and up - as referred			
	Scales for Identifying Gifted Students (SIGS)	1-12 grade -- as referred	95th percentile	Gifted Program teachers	To qualify for gifted program and determines if student advances to intelligence testing. Parents receive results in a letter.

**PERIODIC SCREENING CHART BY AREA**  
**Carl Junction R-1 School District**

<b><u>AREA</u></b>	<b><u>MEASUREMENT PROCEDURE</u></b>	<b><u>TIME LINE</u></b>	<b><u>PASS/FAIL CRITERIA</u></b>	<b><u>PERSONNEL</u></b>	<b><u>USE OF SCREENING RESULTS</u></b>
<b>SPEECH &amp; LANGUAGE</b>	Informal Screening	1-4 year olds who come through preschool screening and home visits	Developmental norms and Professional Judgment	Parent Educators SLP	Share results with parents. Refer if needed.
	DIAL 4 (diagnostic only)	3-4 year olds-on-going	Developmental norms and Professional Judgment	Parent Educators SLP	Share results with parents. Refer if needed.
	Joilet 3 minute preschool speech and language screening	3-4 year olds-on-going	Developmental norms and Professional Judgment	Parent Educators SLP	Refer for comprehensive evaluation and develop evaluation plan if warranted.
	Joilet 3 minute speech and language screening revised	K, 1 annually and new students	Professional Judgment	SLP	Instructional information for teacher.
	Informal Screening	2-12 grade by teacher referral	Professional Judgment	SLP	Monitor for possible referral.

**PERIODIC SCREENING CHART BY AREA**  
**Carl Junction R-1 School District**

<u>AREA</u>	<u>MEASUREMENT PROCEDURE</u>	<u>TIME LINE</u>	<u>PASS/FAIL CRITERIA</u>	<u>PERSONNEL</u>	<u>USE OF SCREENING RESULTS</u>
<b>DYSLEXIA</b>	i-Ready	K & 1	i-Ready norms	Classroom Teachers	Used to determine if student is at-risk for dyslexia and to share information with parents. Helps to focus the RtI Intervention.
	RAN/RAS Rapid Automatic Naming Rapid Alternating Stimulus	K & 1 & 4-12 as needed	RAN/RAS Norms	ELA Instructional Coach	
				Title Teachers	
	i-Ready	2 & 3 & 4-12 as needed	i-Ready Norms		
	LETRS Basic Spelling Screener	2 & 3	Assessment Norms		
	Flynt-Cooter Reading Inventory	4-12 as needed	Hasbrouck & Tindal ORF Norms (2017)		
	Heggerty (Diagnostic Only)	K-3 as needed	<90% on any section requires remediation		
	PAST (Diagnostic Only)	K-12 as needed	<80% requires remediation		

**PERIODIC SCREENING CHART BY AREA**  
**Carl Junction R-1 School District**

<b><u>AREA</u></b>	<b><u>MEASUREMENT PROCEDURE</u></b>	<b><u>TIME LINE</u></b>	<b><u>PASS/FAIL CRITERIA</u></b>	<b><u>PERSONNEL</u></b>	<b><u>USE OF SCREENING RESULTS</u></b>
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	Continuous informal observations DIAL 4 parent questionnaire  Parent conferences	3-4 year olds   K-12	Checklist of age appropriate behaviors, if difficulties are noted, the situation will be reviewed and a referral will be made, if warranted.	Classroom Teacher, Principal, Counselor, Parent Educators	Share information with parents.
<b>ACHIEVEMENT AND VOCATIONAL</b>	DIAL 4 (diagnostic only)   Missouri Assessment Program (MAP), MAP-A  EOC	Kindergarten: Spring or upon entry   Grades 3, 4, 5, 7, 8, 9, 10, 11; Spring  Grades 8-12; Fall or Spring	None   State Norms	Parent Educators SLP   Counselors, Teachers, and Paraprofessionals	Qualifier for special programs, instructional planning, and screening summary if applicable. Screening for special services.   Information qualifiers for Title I Programs, screening summary, and instructional planning. Also, screening for Gifted, and Duke Talent Identification Program.

**PERIODIC SCREENING CHART BY AREA**  
**Carl Junction R-1 School District**

<b><u>AREA</u></b>	<b><u>MEASUREMENT PROCEDURE</u></b>	<b><u>TIME LINE</u></b>	<b><u>PASS/FAIL CRITERIA</u></b>	<b><u>PERSONNEL</u></b>	<b><u>USE OF SCREENING RESULTS</u></b>
<b>ACHIEVEMENT AND VOCATIONAL continued</b>	Armed Services Vocational Aptitude Battery (ASVAB)	11 <sup>th</sup> grade: Fall	National Norms	Counselors and Armed Service Personnel	Results should be used with other information to develop career interests and awareness and assist in the planning of the high school program.
	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Selected Sophomores and Juniors: October	National Norms	Counselors	College entrance and scholarship information.
	American College Testing Program (ACT) or Scholastic Aptitude Test (SAT). Information provided to the students	Sophomores, Juniors and Seniors October through June	National Norms	Counselors	College entrance and scholarship information.
	Missouri Connections	9-12	None	Counselors	Share information with students for career planning.

# **TESTING CALENDAR**

## **2024-2025**

*\*Required by the State*

**MSIP Standard 6.2:** *The district administers state-required tests and other tests.*

<b><u>DATE</u></b>	<b><u>ACTIVITY (Tests &amp; Training)</u></b>	<b><u>GRADE</u></b>	<b><u>Coordinator/Staff</u></b>
Referrals or notification of new students if necessary	*Speech, Language, Hearing, & Vision Screening for new and referred students	K through 12	Speech Pathologist and School Nurse
March and April 2025	*Preschool Screening	3-4 years	Early Education Center Principal & Staff
August 19, 2024 through December 2024 & Ongoing	*Make-ups for Speech, Language, Hearing & Vision Screening	K	Speech Pathologist, Primary K-1 School Nurse
August 19, 2024 – September 19, 2024 & Ongoing	*WIDA-ACCESS Placement Test WIDA Screener Online	Possible ELLs in K-12	ESL Coordinator
Fall: 9/23-9/27 (1st) Winter: 1/21-1/24 (K) Spring: 4/21-5/9 (K-1)	Fundations Benchmark Testing	K-1	Principals, Classroom Teachers
Fall: 8/26-9/6 Winter: 1/6-1/17 Spring: 5/5-5/16	LETRS Spelling Screener	2-3	Classroom Teachers
Fall: 9/3-9/19 (1-8) Winter: 11/18-12/6 (K) 1/6-1/24 (1-8) Spring: 5/12-5/22	i-Ready Math & Literacy* Assessments	K-8 (literacy only for K-1)	Principals, Classroom Teachers

Fall: 8/21 – 9/15 Winter: 12/4 – 12/21 Spring: 5/6 – 5/23	IXL – Algebra, Math Principals classes, ELA I & II	9-12	Principals, Classroom Teachers
<b><u>DATE</u></b>	<b><u>ACTIVITY (Tests &amp; Training)</u></b>	<b><u>GRADE</u></b>	<b><u>Coordinator/Staff</u></b>
October 2024-April 2025	*Vision Screening	1, 2, 3	Primary K-1 School Nurse
October 23, 2024	Preliminary Scholastic Aptitude Test (PSAT) optional for sophomores & juniors	10 <sup>th</sup> & 11 <sup>th</sup>	High School Counselors
September 24 & 26, 2024	Armed Service Vocational Aptitude Battery (ASVAB)	11 <sup>th</sup>	High School Counselors and Armed Service Personnel
January 21 – February 14, 2025	*Assessing Comprehension and Communication in English State-to-State (ACCESS)	ESL Students K-12	ESL Coordinator
Fall: 9/9/24-12/20/24 Spring: 2/3/25-5/16/25	*MAP-A Science *MAP-A English Language Arts and Mathematics	3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup>	Special Education Director, Special Education teachers
April 7 – May-23, 2025	*Missouri Assessment Program (MAP): COMMUNICATION ARTS	3 4/7-5/9 4, 5, 6 (4/22-4/24) 7 & 8 (4/15-4/17)	Building Principals, Counselors, Staff, and Satellite School Director and Staff
April 7 – May 23, 2025	*Missouri Assessment Program (MAP): SCIENCE	5 (5/6-5/7) 8 (4/21-4/22)	Building Principals, Counselors, Staff, and Satellite School Director and Staff
April 7 – May 23, 2025	*Missouri Assessment Program (MAP): MATH	3 4/7-5/9 4, 5, 6 (4/29-5/1) 7 & 8 (4/23-4/24)	Building Principals, Counselors, Staff, and Satellite School Director and Staff

Fall Window: 10/21/24 - 1/24/25 Spring Window: 3/10/25 - 5/23/25	*Missouri End of Course Assessments (EOC): Government 4/28-5/2 English 2 4/28-5/2 JH Algebra I 4/28-5/2 HS Algebra I 4/28-5/2 Biology 4/28-5/2 Algebra II 4/28-5/2	8-Algebra I  9-12 Fall testing only done in HS based on individual need.	Junior High, High School, Alternative School Counselors and Staff
<u>DATE</u>	<u>ACTIVITY (Tests &amp; Training)</u>	<u>GRADE</u>	<u>Coordinator/Staff</u>
Fall 2024 Spring 2025	*Missouri Assessment Program (MAP): Locally Assessed PHYSICAL EDUCATION	5 (2/12-2/15) JH (8/21-8/25, 12/4-12/8, 1/8-1/12, 4/8-4/12) 9th PE (4/22-4/26)	Counselor & Int. Physical Ed. Staff, JH Physical Education Staff  HS Physical Education Staff Satellite School Director and Staff
April – May 2025	*Checklist and Observations for Title I criteria	K through 6 <sup>th</sup>	Classroom Teachers
March 2025	*Kindergarten Enrollment & Screening	Pre-K	Primary Principal & Staff
May 2025 & as needed	*U.S. and Missouri Constitution Tests and American Civics	10 <sup>th</sup> -12 <sup>th</sup>	HS Social Studies Department
May 6, 2025 @ 8:00 am	Advanced Placement Chemistry	11 <sup>th</sup> & 12 <sup>th</sup>	AP Test Coordinator
May 5, 2025 @ 8:00 am	Advanced Placement Biology	11 <sup>th</sup> & 12 <sup>th</sup>	AP Test Coordinator
May 7, 2025 @8:00 am	Advanced Placement English Literature & Comp.	11 <sup>th</sup> & 12 <sup>th</sup>	AP Test Coordinator
May 16, 2025 @ 12:00 pm	Advanced Placement Psychology	11 <sup>th</sup> & 12 <sup>th</sup>	AP Test Coordinator
May 16, 2025 @ 8:00 am	Advanced Placement Physics	11 <sup>th</sup> & 12 <sup>th</sup>	AP Test Coordinator
May 1-16, 2025	Various AP Exams as needed for online courses	11 <sup>th</sup> & 12 <sup>th</sup>	AP Test Coordinator



September 14, 2024 October 26, 2024 @ CJ December 14, 2024 @ CJ February 8, 2025 @ CJ April 5, 2025 @ CJ June 14, 2025 July 12, 2025	ACT-Testing dates	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup>	Counselors & ACT website <a href="http://www.act.org">www.act.org</a>
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