



# **North Nodaway R-VI School District**

## **Comprehensive School Assessment Plan**

**2025-2026**

**"Preparing Productive Citizens That Are College  
And Career Ready"**

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# **ASSESSMENT PLANNING PERSONNEL**

## **North Nodaway R-VI School District**

**District Assessment Coordinator:** Cameron Morrison, School Counselor

**Committee Members:**

Heather Townsend, Elem. Principal, SpEd Coordinator  
Catherine Auffert, HS. SpEd. Services  
Audrey Boulting, Elem. SpEd. Services  
Linda Russell, School Nurse  
Cody Jenkins, High School Principal  
Chris Turpin, Superintendent of Schools

# Board Policies

## Board Policy: IL-1 Assessment Program

### 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 districtwide assessment plan are to facilitate and provide information for the following:

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

# Purpose

The purpose of the Comprehensive School Assessment Plan is to facilitate and provide information for:

- Student Achievement-To produce information about relative student achievement so that parents/guardians, students, and teachers have a baseline to monitor academic progress.
- Instructional Change- To provide data that will assist in the recommendations for instructional program changes to:
  - Help teachers with instructional decisions, plans, and changes regarding student learning objects and program implementation
  - Help professional staff formulate and recommend instructional policy
  - Help the Board of Education adopt instruction policies
- School and District Evaluation- To provide indicators of the progress of the district toward established goals and objectives
- Adequate Yearly Progress- To determine student progress toward meeting the goals established by the Missouri State Board of Education.

This assessment plan is aligned with the district's Comprehensive School Improvement Plan (CSIP), ensuring that assessment practices directly support the district's strategic goals and continuous improvement efforts.

The Superintendent and North Nodaway School Board are responsible for establishing the testing budgets which adequately fund assessments to meet the above purposes.

# Professional Development

## **Guidelines for Professional Development Related to Student Assessment**

The teachers and administrators in North Nodaway R-VI School District will participate in professional development opportunities related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, and the results of the Professional Development Committee's needs assessment. The information contained in this narrative will address professional development related to student assessment.

The topics related to state and district-wide assessment that will be addressed in in-service opportunities will be:

- 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, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- How to teach test-taking strategies to students;
- Instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- How to create performance-based classroom activities/assessments and scoring guides;
- How to develop and use strategies that will assess the Missouri Learning Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- How to motivate students to take MAP seriously and possible incentives which could be offered to students;
- The legal requirement of reporting data as designated by IDEA (for administrators).
- Test administration and test security
  - Prior to test administration, test examiners must:
    - Familiarize themselves with the testing manual(s)
    - Participate in any district created training
- Implement & coordinate a competency based approach towards assessments.

# TEST-TAKING STRATEGIES

Students will have the opportunity to learn test-taking strategies in classrooms, appropriate for their grade level. Teachers will implement various types of self-developed test questions as practice for standardized tests. Strategies will be taught by classroom teachers/school counselors. The administration and school counselor may also provide in-service to teachers regarding the teaching of test-taking skills and strategies. Practice sessions will be offered in accordance to group achievement test guidelines.

- The core subject area MAP Assessments contain the following types of items: selected response (SR) items, evidence-based selected response (EBSR), constructed response (CR) items, writing tasks (WT), performance events (PE) and/or technology enhanced (TE) items (e.g. drag and drop, drop-down menu, matching, selected answers, hot spot, etc.)
- There are two types of test-taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process.
  - Students in Grades 3-12 will be taught computer skills for online assessments.

## Missouri Assessment Program (MAP)

The Missouri Assessment Program Assesses students' progress toward mastery of the educational standards in Missouri. All certified staff members prepare students for the MAP assessments year-round through their curriculum, instruction, released items, MAP-prep materials, scoring guides, expected level of performance, and test-taking skills.

According to state law results are given to parents, administrators, teachers, and kept in the students' file. They must also be available to parents within 10 days after the district has been notified that results are available. North Nodaway R-VI makes results available for pickup in the district office within the 10 days. For those who do not pick them up by 1st quarter parent teacher conferences, they will be included in their grade cards to be given out during conferences or sent home via mail. Group results are analyzed (item/question type,) and presented to the professional staff and the board annually. Group data is also publicized.

Tests are administered by classroom teachers, special education staff, title teachers, administrators, and the district testing coordinator (DTC). Tests are administered during the state testing windows as needed, a schedule will be made before the testing window. North Nodaway R-VI typically uses the 3rd testing window. Since the 2014-2015 school year, the MAP Grade-Level Assessments and End-of-Course exams have been administered online unless paper-pencil are required by Special Services plans.

## ***Grade-Level Assessments***

The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade, third through eighth grade, by the state of Missouri. The Grade-Level Assessment is designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district and state levels. This information is used to identify individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri. All students in grades 3-8 in Missouri will take the Grade-Level Assessment.

## ***End-of-Course (EOC)***

The Missouri Assessment Program assesses students' progress toward the Missouri Learning Standards, which are Missouri's content standards. End-of-Course assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment, regardless of grade level. Districts must ensure that students complete EOC Assessments in Algebra I, English II, Biology, and Government prior to high school graduation. All EOC assessments are available only online, unless a student's IEP indicates that a Braille, Large Print, or Paper/Pencil form is needed. Students in Missouri are required to take the Algebra I, Biology, English II, and Government Assessments.

A few groups of students may be exempt from certain portions or all of the assessment. Those include:

- Students whose IEP teams have determined that the MAP-Alternative (MAP-A) is the appropriate assessment do not have to take the Grade-Level Assessment.
- English Language Learners (ELL) who have been in the United States for twelve cumulative months or fewer at the time of administration may be exempt from taking the English Language Arts along with English I & II portion. All other content areas must be passed.
- Foreign exchange students are allowed, but are not required to take the assessment. This is a district decision.
- Homeschooled students may take part in the assessment at the local district's discretion.
- Private school students are not required to take the Grade-Level assessment.

## **EOC Local Decisions**

- The District will administer all state-required EOC assessments to monitor student academic performance, curriculum, & instructional processes and to provide data for the Annual Performance Report (or APR). EOC assessments are typically given the year students take the courses.
- The "District-Delayed" option may be used if a student is not satisfactorily completing the currently enrolled course being assessed by an EOC. The principal shall work with team members (core instructor, IEP student special education instructor, and district test coordinator) to determine eligibility for the "district-delayed" option. The student would then be required to take the EOC during a future testing window after completing further coursework.



## ***MAP-Alternative (MAP-A)***

MAP-A is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the students Individualized Education Program (IEP) team using DESE-established eligibility criteria. No student may be tested outside of his or her assigned grade level. The MAP-A achievement standards are aligned with the Missouri's Learning Standards, and students who take the MAP-A Assessment do not participate in Grade-Level, End-of-Course, ACT, or any other district wide assessments given at the high school level. MAP A uses the Dynamic Learning MAP (DLM) instructionally embedded assessment model.

- If the MAP-A assessment is given to more than 1% of the total tested population (per content area), the district must provide justification for exceeding the 1% participating rule for Special Education Compliance monitoring purposes.

MAP-A is administered by examiners in three content areas:

- English Language Arts in grades 3-8 and 11
- Mathematics in grades 3-8 and 11
- Science in grades 5, 8, and 11

If a student is considered MAP-A and continues to test in grades 9-12 they are not required to participate in other assessments that include the ASVAB, ACT, Accuplacer, and WorkKeys. The student must be continuously assessed using the MAP-A assessments through their 11th grade year.

Timing will vary depending on the grade and level of student, but the majority of testlets take between 5 and 20 minutes.

## ***WIDA ACCESS***

WIDA's Access for ELLs is the English Language proficiency assessment that Missouri has selected to meet the requirement of the Every Student Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services, including students with disabilities. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.

WIDA offer three assessments:

- ACCESS for ELLs-The online assessment for students in grades 1-12 (a paper version is available for those with an IEP and for students with very limited exposure to technology)
- Kindergarten ACCESS- A Paper-Based Kindergarten assessment that comes in a kit with manipulatives
- Alternate ACCESS-An assessment of English language proficiency for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities (those who do or would qualify for MAP-A) that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The assessment is based on Alternate Model Performance Indicators (AMPIs), which provide expectations of what students should be able to

process and produce at a given Alternate ELP level.

### **Students Assessed**

- Students that meet the following criteria are required to take the ACCESS assessment:
  - Those K-12 students that are eligible for ELL services
  - Enrolled in a Missouri Public School or charter school
- Students who are in “monitored” status do not take the assessment.
- All students are screened for ELL eligibility upon entering the district through a brief questionnaire regarding the student’s first language and the language spoken by members of the student’s immediate family.

## **Early Childhood Program Assessments**

The district’s Parents as Teachers program offers developmental screenings to eligible children (age birth through entrance into Kindergarten) in the areas of general development, language, hearing, vision, social-emotional development, and physical/motor development. Family participation is voluntary.

## **Kindergarten Screening Assessments**

Children who live in the district who are age five before August 1st, and will be eligible for Kindergarten the following fall will be screened for readiness in the spring.

- Screening Assessments are administered by the Kindergarten teacher, Title teachers, and the Special Education Director. The district currently uses DIAL-4
- Assessments are given in the spring to assess the child’s readiness for Kindergarten the next fall in the areas of number concepts, auditory skills, paper and pencil skills, language concepts, visual skills, and gross motor skills. Results show each student’s ability level and help with determining the starting level of the Kindergarten curriculum. Accommodations are provided as directed in the child’s IEP or 504 plan, if applicable. A report is given to the parent/guardian and placed in the student’s file.

## **Special Education Program Assessments**

The “Individuals with Disabilities Education Act” (IDEA) requires all children, ages birth to 21, be screened to identify potential problems in vision, hearing, health/motor skills, cognition (including adaptive behavior), academic achievement (pre-academic for pre-kindergarten, transition/ vocational for older students), speech/language, and social/emotional/behavioral development.

Review of screening data can assist the district in the identification of students who are in need of more in-depth, problem-specific assessment. Diagnosis of an educational disability and

eligibility for special education services should be part of a comprehensive evaluation process, which also determines children's educational needs.

Results of each assessment used will be discussed with an Evaluation Team (consisting of the parent/student, assessment professional, special education teacher, general education teachers, LEA representative/principal/supt, personal to interpret instructional implications of evaluation results, school counselor, etc.), and the team will determine if the student should be placed on an IEP to get resource/instructional help. Results of the assessment are disseminated to parents through the Evaluation Report and IEP forms. Copies are kept in the student's special education file. Assessments given are decided by the IEP team and administered either by a special education teacher or by a qualified person through ACES. Tests used are also available through ACES upon request.

### ***Special Education: Speech & Language Program Assessments***

The Speech & Language Pathologist will administer assessments to students referred for speech and language concerns. Findings are used to develop the student's IEP with goals to improve language skills in areas of semantics, syntax, morphology, expressive and receptive language. Accommodations are provided as directed on a pre-existing IEP or 504 Plan.

Results of each assessment used will be discussed with an IEP Team (consisting of the parent/student, assessment professional, special education teacher, general education teachers, LEA representative/principal/supt, persona to interpret instructional implications of evaluation results, school counselor, etc.), and the team will determine if the student should be placed on an IEP to get resource help. Results of the assessment are disseminated to parents through the Evaluation Report and IEP forms. Copies are kept in the student's special education file. Assessments administered will be determined by the speech & language pathologist and 504/IEP team.

### ***Other Special Needs Assessments***

#### ***Section 504***

A person is considered disabled under "Section 504" of the "Rehabilitation Act of 1973" if he/she has a physical or mental impairment which substantially limits one or more major life activities. Examples of disabling conditions under Section 504 are: Drug or alcohol addiction, heart disease, communicable diseases, temporary disabling conditions, attention deficit disorder (ADD), chronic asthma, severe allergies, spinal bifida, and diabetes.

#### ***English Language Learner (ELL)***

All students are screened for English Language Learner (ELL) eligibility upon entering the district through a brief questionnaire regarding the student's first language and the language spoken by members of the student's immediate family. Further assessments will be used as needed to determine ELL skill levels.

- WIDA's Access for ELLs is the English Language proficiency assessment that Missouri has selected to meet the requirement of the Every Student Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services,

including students with disabilities.

### ***Title I Reading Program***

Title I of the Every Student Succeeds Act (ESSA) is intended to ensure that all students, though particularly low-income students, reach higher learning goals. Title I services target specific students or may be used for overall improvement in high poverty schools. North Nodaway Elementary is a school-wide Title I program. To determine eligibility for services for students, Title I requires at least two indicators:

- For Grades PK-2: Teacher referral, and developmentally appropriate measures.
- For Grades 3-5: Standardized test scores, teacher observation, classroom performance.

As required by law, the district will administer a reading assessment to students in Grades K-5 to determine if additional reading instruction/intervention, increased tutoring, or retention is needed.

- STAR Early Literacy test (K-1); STAR Reading Test – (Grades 1-5) Administered by the Title I Reading teacher and/or classroom teachers quarterly/as needed to determine reading level for each student. This test is used to determine if a student needs additional instruction based on grade-level equivalency. It is also used to show growth. Extended time accommodation is allowed for eligible students. This computerized test requires student log-ins for security. Teachers can log in to view reports. Parents receive results quarterly. Test accommodations are provided as stated on IEP and 504 Plans.
- STAR CBM (Curriculum Based Measures)– (Grades K-3) Administered by the Title I Instructor for beginning, middle, and End-of-Year Benchmarking purposes. Results are reviewed to drive instruction, programming changes, and tutoring needs. Identify students who are on track for learning to read, and also identify students who may need additional instructional support to meet reading goals. Monitor at-risk students while they receive additional, targeted instruction. Parents receive reports at conferences.
- Reading Success Plans -Students are identified if they have a substantial reading deficiency or are at risk of dyslexia. The plan details specific interventions and support, including individual and/or small group instruction. An individual instructional plan based on results from a state-approved reading assessment.

### ***Migratory Children***

The school district systematically identifies migratory children, ages 3-20, through a brief enrollment questionnaire. Students meeting requirements of the program are reported to the state and are given full access to all programs and services provided to all other children.

### ***Homeless Children***

The district identifies and assesses the educational needs of all homeless children living in the district. Students meeting program criteria are reported to the state and provided information about community resources.

## **Test Security**

### ***Test Security Policy for all Standardized Tests***

Missouri Assessment Program (MAP) tests and other standardized assessments are secure materials. The District has developed security procedures to protect the integrity of test results. No testing materials or logins may be copied or made accessible to personnel not responsible for testing. When not in use, testing tickets, any printed testing materials, and logins will be kept in a locked room or cabinet in the school building to prevent unauthorized access. After test administration, test tickets, and used scrap paper must be returned to the district test coordinator. Privacy dividers will be used between computer screens if needed.

### ***Test Administration Training***

At least one week prior to testing, the DTC will distribute the Examiner's manual and will do in-service describing the exact process for the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during testing administration. Other security issues that will be addressed will include: The handling and storage of the test tickets, providing directions for students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the room in which tests are being administered. Some examples include: maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers would be removed.

### ***Test Administration***

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Each day, prior to testing, the examiner will get their test tickets from the DTC and will return them after test administration.
3. Students will be encouraged to use the restroom facilities, get drinks, etc. before the testing. If a student has to leave the room during testing, he/she will be instructed to raise their hand and wait for the test examiner and pause their screen.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being administered, designated individuals will move between classrooms to provide assistance as needed.

### ***Collection of Test Materials Following Testing***

1. Upon completion of testing, the DTC will collect all test tickets, scrap paper, and effort scoring guides.
2. All makeup testing will be scheduled by the district testing coordinator.

## ***Sanctions for Unfair Practices***

1. The security measures outlined in this document should help to prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices this district considers inappropriate.
  - Copying any part of a standardized test booklet for any reason;
  - Removal of a test ticket from the secure storage area except during test administration;
  - Failure to follow testing guidelines as specified in the Examiner's Manual
  - Failure to return testing materials;
  - Directly testing any item in the test;
  - Failure to remove items from students' view which give correct answers to items on the test.
  - Indications to the student during testing that they have missed items and need to change them; giving answers or clues to questions; allowing students to give each other answers; altering test administration procedures to give students an unfair advantage;
  - Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

## **College Readiness Assessments**

These assessments measure a student's readiness for post-secondary training and are used in combination with other information to assist in educational and career planning.

- American College Test (ACT) – (Grades 11-12) Assesses a student's readiness for post-secondary training and is used for college entrance & placement, scholarship eligibility, and other programs. Compares college-bound students nationally in areas of English, Reading, Science Reasoning, and Math. Students may register in person to test on the district test date or on-line to participate on a national test date at a national test site.
- Pre-ACT- (Grade 9) Assesses students' predicted performance on the ACT and helps inform important high school course decisions. PreACT reports are designed to identify strengths and areas for improvement, providing a complete view of students' college and career readiness.
- Accuplacer-(Grades 10-12)- A series of tests that assesses and evaluates students' skills in reading, writing, and math to help colleges place them in courses that match their skills (Also used for dual-credit course options).
- Armed Services Vocational Aptitude Battery (ASVAB)- (Grades 10 & 12) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students

## **Career Interests & Aptitude Assessments**

The results of career assessments, career interest inventories, and vocational aptitude batteries should be used in combination with other information in the development of each student's Individual Career & Academic Plan (ICAP) and long-range career goals. Such assessments must start no later than Grade 8 and continue throughout high school.

- Career Interest Inventories and activities used include, but are not limited to the following. Results are discussed with the students and kept in their ICAP starting in 8th grade.
  - Missouri Connections on-line assessment-Grades 5-12
  - ASVAB & Career Directions-Grades 10 & 12
  - Other career exploration resources are used with the School Counselor and other department classes- Grades K-12
  - Job Shadowing
  - Career Days & College/career fairs
  - Resume Development

## **Career & Technical Education (CTE) Assessments**

Each Career & Technical Education program, working in connection with its state vocational department, shall devise a Technical Skills Assessment (TSA) or Industry-Recognized Credential (IRC) tool appropriate for its content area. The local CTE program instructor will be responsible for administering the assessment, keeping documentation for each program participant assessed, and reporting results as required.

## **Physical Education & Athletic Program Assessments**

- “Presidential Fitness Challenge” assessments measure fitness levels and are given to all students in Grades 7-8 who are enrolled in a physical education class. The PE teacher records data each fall and spring. Fall data is used to determine fitness levels of students and to incorporate different activities to improve needed areas. Results are used to compare students with peers across the nation and to receive awards. The teacher keeps longevity reports for each student to view progress.
- Health Physicals are administered by area physicians (of the athlete's choice) to students in Grades 5-12 to assure the student is healthy enough to participate in sports that require a lot of physical demands. Coaches review the information to see if any participation limitations have been added or removed. A copy of the physical form is kept on file in the high school office and a copy is in the medical kit carried to each sport activity. Parents and students must sign the physical form and pay for the physical. Coaches are reminded at their orientation meeting at the beginning of each year that physicals are a requirement prior to the first practice date.
- CPR training is required for high school graduation. The district will provide CPR hands-on training to all freshmen facilitated by the health teacher.

# **Comprehensive Health Program Assessments**

Health screenings are conducted throughout the year by the school nurse, along with outside resources such as a Dentist, the Health Department, trained vision screeners, and at times other trained volunteers. All screenings are done in an attempt to identify potential problem areas that need further treatment. If concerns are identified, parents are notified and encouraged to obtain proper treatment. Results are added to the student's health records and shared with other school personnel on a need-to-know basis.

- Vision Screenings – Grades PK-12th as needed
- Hearing Screenings – Grades PK-3, and others as needed
- Dental Screenings – Grades PK-5
- Head Lice Screenings- only as needed

## **National Assessment of Educational Progress (NAEP)**

The district will participate when selected for the National Assessment of Educational Progress (NAEP)—a congressionally mandated large-scale assessment administered by the National Center for Education Statistics (NCES). The NAEP consists of print and digital assessments in various subject areas. Three of these subjects—mathematics, reading, and science—are assessed most frequently and reported at the state and select district level, usually for grades 4 and 8. The Nation's Report Card provides results on student performance based on gender, race/ethnicity, public or nonpublic school, teacher experience, and hundreds of other factors.

NAEP is designed to report results at the national and state level, as well as for selected urban districts, without requiring every student in every school to take the assessment. This is accomplished by creating a sampling frame using the Common Core of Data (CCD) and the Private School Survey (PSS). NAEP is then administered to a sample of students from this frame who represent the student population of the nation as a whole and of individual states and districts participating in the Trial Urban District Assessment (TUDA).

## **Student Effort Incentives**

### ***Elementary***

North Nodaway Elementary incentives testing to motivate students and celebrate their academic progress. While the testing typically takes place toward the conclusion of the school year, the specific format of incentives, timing, and implementation are determined by the school administration. This allows the school to align assessments with educational objectives while maintaining flexibility in how incentives are carried out.



## ***Middle School/High School***

The Test Incentives Program at North Nodaway Middle and High School rewards students for academic achievement and improvement on standardized assessments by allowing them to earn points that can be exchanged for various incentives. Students in grades 6 through 12 participate in state and national assessments including the Missouri Assessment Program (MAP), End-of-Course (EOC) exams, ACT, ACCUPLACER, ASVAB, and WorkKeys. State assessments are administered each spring: 6th through 8th graders are tested in Math and English Language Arts (ELA), with 8th graders also taking Science. High school students are tested in Algebra I (9th/10th grade), Biology and English II (10th grade), and Government (11th grade). National assessments are administered in upper grades: ASVAB in 10th and 12th grade, ACT in grade 11th and 12th, ACCUPLACER in grade 10th-12th, and WorkKeys in 12th grade, with ACT/ACCUPLACER retakes allowed at the student's expense.

Students can earn points based on their test performance: Advanced scores earn 2 points, Proficient scores earn 1 point, and Improved scores from the previous year's Math or ELA tests also earn 1 point. For national tests, scoring criteria for points are determined by DESE and are available through the principal. Points must be earned while enrolled at North Nodaway and used in the following school year.

Incentives vary by grade level. For middle school students (grades 6–9), MAP points can be used for a MAP trip, verified absences, and a dollar amount per point toward the purchase of Mustang Pride purchases. These MAP points expire at the end of the student's 9th grade year. High school students (grades 9–12) can use EOC, ACT, ASVAB, Accuplacer points for ACT/Accuplacer reimbursement, verified absences, and Mustang Pride purchases. Importantly, using points for absences does not affect a student's perfect attendance record. This program is designed to motivate students to perform well on assessments and reward their academic efforts through meaningful and flexible incentives.

## **Program Evaluation and Assessment Data**

Public school districts are required to evaluate their educational programs in all instructional areas for all student populations at all levels. At least annually, the local board of education will review test results, including longitudinal and disaggregated student performance data to evaluate the effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resource allocations, and curriculum.

- The district believes it is imperative to use data as a means of making decisions for instruction, assessment, policies, and student placement. All types of data both aggregate and disaggregate are reviewed on an annual basis.
- Data analysis will help identify areas deemed as weaknesses where changes need to be made, strategies for addressing the areas of weakness or changes to be made, the impact of the changes (what worked/did not work?), and further action (if any) to be taken.
- The individuals involved in the analysis process will include, but not be limited to, administrators/curriculum coordinators, district testing coordinator/school counselor, program coordinators, teachers, advisory council members, board of education members, and educational consultants.

- The types of data to be analyzed will include state and district-wide tests, college readiness assessments, advanced course enrollment, reading levels, dropout data/persistence to graduation, career placement, post-secondary education placement, and other data areas related to the Annual Performance Report and Adequate Yearly Progress evaluations.
- Strategies for addressing weak areas will be developed through input from administrators, teachers, students, parents, community representatives, and consultants.
- The district realizes that using data to make needed changes is an on-going process that requires periodic updates. Each educational program should include this documentation in their annual program report to the board of education.

# Testing Calendar

Grade	Name of Assessment	Purpose	How Results are Used	Month
PAT	ASQ	No identify significant developmental	Screening results determine the need for referral and/or further evaluation. The results are shared	Individual
Grade	Name of Assessment	Purpose	How Results are Used	Month
Pre-K	DIAL-HH	To identify Significant developmental Delays.	Screening results determine the need for referral and/or further evaluation. The results are shared with parents.	March
Pre-K	Health Screening Hearing	To identify significant development delays	Screening results determine the need for referral and/or further evaluation. The results are shared	March
Pre-K	School Readiness Inventory • Letter naming • Letter sounds • Shapes • Colors • Rote Counting • 1:1 Correspondence • Number Recognition	To determine a student's readiness for Kindergarten.	Results will help modify instruction to meet the needs of each student.	May
Grade	Name of Assessment	Purpose	How Results are Used	Month
K	KOF	To determine a student's readiness for Kindergarten.	Determine Kindergarten Readiness, State Required	September
K	Really Great Reading	Foundational skills survey	Foundational phonic skills	BOY, MOY, EOY
K	Early Literacy Test	Fulfill Senate Bill 681, Measures comprehension skills	Create RSP's/Dyslexia Screener	Every Quarter
K	I-Ready - Diagnostic	Math foundation grade level skills	Help modify instruction and to place students in small groups and intervention	BOY, MOY, EOY
Grade	Name of Assessment	Purpose	How Results are Used	Month
1	Really Great Reading	Foundational skills survey, Site words	Foundational phonic skills	BOY, MOY, EOY

1	STAR	Fulfill Senate Bill 681, Measures comprehension skills	Create RSP's/Dyslexia Screener	Every Quarter
1	I-Ready - Diagnostic	Math foundation grade level skills	Help modify instruction and to place students in small groups and intervention	BOY, MOY, EOY
<b>Grade</b>	<b>Name of Assessment</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Month</b>
2	Really Great Reading	Beginning decoding survey, site word survey	Foundational phonic skills	BOY, MOY, EOY
2	Wonder	Reading oral fluency	Reading fluency	BOY, MOY, EOY
2	STAR	Fulfill Senate Bill 681, Measures comprehension skills	Create RSP's/Dyslexia Screener	Every Quarter
2	I-Ready - Diagnostic	Math foundation grade Level Skills	Help modify instruction and to place students in small groups and intervention	BOY, MOY, EOY
<b>Grade</b>	<b>Name of Assessment</b>	<b>Purpose</b>	<b>How Results are Used</b>	<b>Month</b>
3	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Spring
3	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
3	Really Great Reading	Beginning decoding survey, Sight word survey	Foundational phonic skills	BOY, MOY, EOY
3	Wonders	Oral reading fluency	Reading fluency	BOY, MOY, EOY
3	STAR	Fulfill Senate Bill 681, Measures comprehension skills	Create RSP's/Dyslexia Screener	Every Quarter
3	I-Ready - Diagnostic	Math foundation grade level skills	Help modify instruction and to place students in small groups and intervention	BOY, MOY, EOY

3	MAP · Math · ELA	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May
Grade	Name of Assessment	Purpose	How Results are Used	Month
4	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Spring
4	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
4	Really Great Reading	Advanced decoding survey	Foundational phonic skills	BOY, MOY, EOY
4	Wonders Oral Reading Survey	Oral reading fluency	Reading fluency	BOY, MOY, EOY
4	STAR	Fulfill Senate Bill 681, Measures comprehension skills	Create RSP's/Dyslexia Screener	Every Quarter
4	I-Ready - Diagnostic	Math foundation grade level skills	Help modify instruction and to place students in small groups and intervention	BOY, MOY, EOY
4	MAP · Math · ELA	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May

4	National Assessment of Educational Progress (NAEP)  <b>Only administered when selected by the National Center for Education Statistics &amp; the Institute of Education Sciences</b>	To find a common measure of student achievement across the country in mathematics, reading, science, and many other subjects.	To inform educational improvements across the nation, within states and TUDA districts, and for various student groups. Parents, media, and the general public use NAEP results to monitor educational progress in their communities and compare performance with other regions of the country. Also provide states with a benchmark to target important efforts that raise the bar for student achievement and ensure that students have equal opportunities to succeed.	Winter
Grade	Name of Assessment	Purpose	How Results are Used	Month
5	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Spring
5	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
5	Really Great Reading	Advanced decoding survey	foundational phonic skills	BOY, MOY, EOY
5	Wonders	Oral reading fluency	reading fluency	BOY, MOY, EOY
5	STAR	Fulfill Senate Bill 681, Measures comprehension skills	Create RSP's/Dyslexia Screener	Every Quarter
5	I-Ready - Diagnostic	Math foundation grade level skills	Help modify instruction and to place students in small groups and intervention	BOY, MOY, EOY
5	MAP · Math · ELA · Science	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor	May

			achievement of subpopulations.	
Grade	Name of Assessment	Purpose	How Results are Used	Month
6	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
6	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
6	NWEA – MAP Growth (Northwest Evaluation Association) · Math · ELA · Reading · Science	NWEA tests are used to target students who would benefit with extra support for the MAP/EOC Assessments.	Results from NWEA tests are used to evaluate programs and instructional strategies. Results are used for program placement, to monitor achievement of sub populations, and to gauge the strengths and weaknesses of each learner by targeting instruction accordingly.	September, December, and March
6	MAP · Math · ELA	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May
Grade	Name of Assessment	Purpose	How Results are Used	Month
7	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
7	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September

7	NWEA – MAP Growth Northwest Evaluation Association) · Math · ELA · Reading · Science	NWEA tests are used to target students who would benefit with extra support for the MAP/EOC Assessments.	Results from NWEA tests are used to evaluate programs and instructional strategies. Results are used for program placement, to monitor achievement of sub populations, and to gauge the strengths and weaknesses of each learner by targeting instruction accordingly.	September, December, and March
7	MAP · Math · ELA	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May
Grade	Name of Assessment	Purpose	How Results are Used	Month
8	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
8	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
8	MAP · Math · Science · ELA	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May



8	Missouri Constitution & U.S. Constitution Tests	<p>The United States Constitution test is a comprehensive exam related to the federal Government, seated in Washington, D.C.</p> <p>The Missouri Constitution test is a comprehensive exam related to the State Government, seated in Jefferson City, MO.</p>	Students must earn a score of 70% on each, as a requisite for high school graduation.	Spring
8	NWEA – MAP Growth (Northwest Evaluation Association) <ul style="list-style-type: none"> <li>· Math</li> <li>· Science</li> <li>· ELA</li> <li>· Reading</li> </ul>	NWEA tests are used to target students who would benefit with extra support for the MAP/EOC Assessments.	Results from NWEA tests are used to evaluate programs and instructional strategies. Results are used for program placement, to monitor achievement of sub populations, and to gauge the strengths and weaknesses of each learner by targeting instruction accordingly.	September, December, and March
8	National Assessment of Educational Progress (NAEP)  <b>Only administered when selected by the National Center for Education Statistics &amp; the Institute of Education Sciences</b>	To find a common measure of student achievement across the country in mathematics, reading, science, and many other subjects.	To inform educational improvements across the nation, within states and TUDA districts, and for various student groups. Parents, media, and the general public use NAEP results to monitor educational progress in their communities and compare performance with other regions of the country. Also provide states with a benchmark to target important efforts that raise the bar for student achievement and ensure that students have equal opportunities to succeed.	Winter
Grade	Name of Assessment	Purpose	How Results are Used	Month
9	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
9	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September

9	Physical Fitness Test	All 9 <sup>th</sup> grade students enrolled in a Physical Education class will take the PACER test required by state mandate.	Results will be sent in MOSIS/core data reports to DESE and will be used to evaluate programs and the content of curriculum.	April
9	Pre ACT	Assesses students in English, math, Reading, and science. Additional vocational interest information assessed. Also allows students to take Dual Credit if they score high enough.	Accuplacer tests are given to determine if a person is ready to take college level classes in key subject areas. Results may also determine college choice and scholarship opportunities.  <b>*Used for college and Career Readiness*</b>	March
9	MAP- EOC · Algebra I	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May
9	NWEA – MAP Growth (Northwest Evaluation Association) · Algebra I	NWEA tests are used to target students who would benefit with extra support for the MAP/EOC Assessments.	Results from NWEA tests are used to evaluate programs and instructional strategies. Results are used for program placement, to monitor achievement of subpopulations, and to gauge the strengths and weaknesses of each learner by targeting instruction accordingly.	September, December, and March
9	CPR Training	to equip students with essential life-saving skills and confidence to respond effectively in emergency situations involving cardiac arrest	Assessment will focus on correct technique (compressions, breathing, and AED use), response sequence, and understanding of emergency protocols	Fall or Spring
Grade	Name of Assessment	Purpose	How Results are Used	Month

10	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
10	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
10	Accuplacer	Series of tests that evaluate students' skills in reading, writing, and math to help college administrators place them in courses that match their skills.	Accuplacer tests are given to determine if a person is ready to take college level classes in key subject areas. Results may also determine college choice and scholarship opportunities.  <b>*Used for college and Career Readiness*</b>	Fall and Spring
10	MAP- EOC · English II · Biology	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.	May
10	NWEA – MAP Growth  (Northwest Evaluation Association) · Life Sciences · ELA · Reading	NWEA tests are used to target students who would benefit with extra support for the MAP/EOC Assessments.	Results from NWEA tests are used to evaluate programs and instructional strategies. Results are used for program placement, to monitor achievement of sub populations, and to gauge the strengths and weaknesses of each learner by targeting instruction accordingly.	September, December, and March

10	Armed Services Vocational Battery (ASVAB)	Students are tested in academic and occupational composites. Career information is also provided	Provides students with aptitude scores for various areas. A military screening tool for possible armed services candidates.  <b>*Used for college and Career Readiness*</b>	Fall
Grade	Name of Assessment	Purpose	How Results are Used	Month
11	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
11	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
11	Dual Credit  North Central Missouri College (NCMC)  Northwest Missouri State University (NWMSU)	Dual credit is a program that allows qualified high school students to enroll in college level classes that earn both high school and college credit.	Helps our career readiness score if the student earns an A or B in a dual credit course.  <b>*Used for college and Career Readiness*</b>	Fall and Spring
11	ACT	Core areas are assessed with science being optional. The district provided test will include the science portion but if students take it outside of the district it will be optional. Students planning to attend college are strongly encouraged to take these assessments at the beginning and latter part of their junior year.	Results may determine college choice and scholarship opportunities. Retesting determines if scores are not sufficient for college choice.  <b>*Used for college and Career Readiness*</b>	Fall and Spring

11	Accuplacer	Series of tests that evaluate students' skills in reading, writing, and math to help college administrators place them in courses that match their skills.	Accuplacer tests are given to determine if a person is ready to take college level classes in key subject areas. Results may also determine college choice and scholarship opportunities.  <b>*Used for college and Career Readiness*</b>	Fall and Spring
11	MAP- EOC · Government	The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards. The End of Course Assessment is a yearly standards-based test that measures specific skills defined for each course by the state of Missouri.	Results from the EOC assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement, to determine the need for remediation and or retention, and to monitor achievement of subpopulations.  <b>*Used for college and Career Readiness*</b>	May
11	Citizenship Test	This should prove that students have the knowledge of an average US citizen.	Students will need to score 60 correct out of 100 to pass.	Spring
Grade	Name of Assessment	Purpose	How Results are Used	Month
12	MO Connections Surveys	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	Fall and Spring
12	MO Comprehensive Student Needs Assessment	To determine students' priorities and needs	Results are used to make changes within the School Counseling Program and Curriculum Guide	September
12	Dual Credit  North Central Missouri College (NCMC)  Northwest Missouri State University (NWMSU)	Dual credit is a program that allows qualified high school students to enroll in college level classes that earn both high school and college credit.	Helps our career readiness score if the student earns an A or B in a dual credit course.  <b>*Used for college and Career Readiness*</b>	Fall and Spring

12	Armed Services Vocational Battery (ASVAB)	Students are tested in academic and occupational composites. Career information is also provided	Provides students with aptitude scores for various areas. A military screening tool for possible armed services candidates.  <b>*Used for college and Career Readiness*</b>	Fall
12	ACT Workkeys	The assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance.	Level Scores are often used in hiring advancement decisions. They are based on ACT Workkeys job profiles which are a snapshot of the skills needed for a particular job. Scale scores are used by educators to track growth in skills over time. They are not used for hiring or advancement decisions.  <b>*Used for college and Career Readiness*</b>	Fall
12	ACT	Core areas are assessed with science being optional. The district provided test will include the science portion but if students take it outside of the district it will be optional. Students planning to attend college are strongly encouraged to take these assessments at the beginning and latter part of their junior year.	Results may determine college choice and scholarship opportunities. Retesting determines if scores are not sufficient for college choice.  <b>*Used for college and Career Readiness*</b>	Fall and Spring
12	Accuplacer	Series of tests that evaluate students' skills in reading, writing, and math to help college administrators place them in courses that match their skills.	Accuplacer tests are given to determine if a person is ready to take college level classes in key subject areas. Results may also determine college choice and scholarship opportunities.  <b>*Used for college and Career Readiness*</b>	Fall and Spring