Brookfield R-III

Assessment Plan

Reviewed and Revised for the 2025-2026 School Year

Approved by the Board of Education December 16, 2025

Assessment Plan
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Assessment Plan
Part 1: Introduction

The Brookfield R-III School District Comprehensive Assessment Plan is a document that details the instruments and strategies used to monitor the quality of the district's instructional programs and screening for participation in special programs (*Board Policy IL-1: Assessment Program*). The Plan establishes guidelines for individual and group assessments. In general, individual assessment data is gathered as a means for providing parents, teachers, administrators, and counselors with information to monitor a child's capabilities, learning, and progress. This individual data is used for planning educational programs specific to a given student's identified needs. Group assessment data is used to identify strengths and opportunities for growth within a given curriculum and/or within classroom instruction.

The Assessment Plan is developed following guidelines established by the Missouri Department of Elementary and Secondary Education, with input from the District Testing Coordinator, building-level administrators, guidance counselors/Site Testing Coordinators, and teachers. Upon approval by the Board of Education, this document offers guidance to district personnel on all elements of the Brookfield R-III Assessment Plan. Data from building, grade level, and content area testing, as well as assessment data disaggregated by various subgroups, will be analyzed annually to assess the effectiveness of educational programs in the Brookfield R-III School District. The Assessment Plan will be reviewed and modified, as needed, on an annual basis.

The Brookfield R-III School District uses formal assessment data to monitor student progress and evaluate program effectiveness. This includes early childhood and health screenings, state-mandated achievement tests, assessments for program planning, and evaluations for eligibility in special programs. The district also administers standardized tests to track overall academic achievement and assess the success of district programs. Additionally, local assessments have been developed to help prepare students for the Missouri Assessment Program (MAP), which includes Grade Level Assessments for grades 3-8 and End of Course Exams (EOC) for grades 9-12.

Preparation of technology is essential in the administration of state-wide assessments. Administrators will collaborate with the District Technology Director to address any potential challenges associated with online assessments. This includes verifying the availability of an appropriate number of secure computers for test administration, as well as ensuring that programs and software associated with the testing platform are updated. Teachers are encouraged to use provided tools and resources to familiarize students with the online assessment format.

The Assessment Plan was developed based on the following guiding principles:
- The district will ensure equity and access for all students.
- The district will utilize a data-driven approach to determine instructional needs and improve student learning outcomes.
- The district will implement a systematic approach to formatively and summatively assess students.
- The district will align the use of local assessments to the Missouri Learning Standards.

The following MSIP 6 Standards and Indicators were considered during the development of the Brookfield R-III Assessment Plan:

- AS2: The school system implements a comprehensive assessment system including state required and locally selected assessments.
  - A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student
  - B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
  - C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
  - D. Instructional staff use disaggregated data to adjust instruction for identified student groups and have criteria for evaluating the effectiveness of these adjustments.
  - E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
  - F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem solving skills, as well as complex reasoning skills.
  - G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
  - H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.
- EA1: The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
- TL1: Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.

Brookfield R-III
Assessment Plan
Part 2: Testing of Student Achievement

Standardized tests, along with other criteria, can offer insight into the achievement of individual students. The district-wide assessment program aims to support and deliver information for the following purposes:

1. ***Student Achievement*** - To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress of the general population as well as subpopulations.

2. ***Student Counseling*** - To provide data that can be used to assist students in determining appropriate academic placement and in identifying areas for remediation as part of the district's comprehensive guidance program.

3. ***Instructional Change*** - To provide a variety of data which will assist in the preparation of recommendations for instructional and curriculum changes to:
    a. help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
    b. help the district make needed changes in curriculum;
    c. help the professional staff formulate and recommend instructional policy; and
    d. help the Board of Education adopt instructional policies.

4. ***School and District Evaluation*** - To provide indicators of the progress of the district toward the goals and objectives of the CSIP.

5. ***Program Evaluation*** - To provide longitudinal student performance data to the Board of Education for the annual evaluation of existing programs.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Missouri Learning Standards. Other assessments given on a district-wide basis are described in the chart (Appendix A) contained within the district's local assessment plan.

The district-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board, administrators, teachers, parents/guardians, and students. The Board, administrators, and instructional staff will annually review disaggregated and aggregated student performance data based on race/ethnicity, gender, socio-economic status, identified disability, migrant, and/or LEP student in order to effectively monitor student academic achievement and dropout/persistence to graduation rates. Other areas in which disaggregated data might

be considered include placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

Input from faculty, staff and community will be considered in the development of the district-wide assessment program and its implementation. Instructional staff will be given training and responsibilities in implementation of the program.

The tests included in the district-wide assessment program include:
- tests mandated by state and federal programs;
- tests mandated by state and federal law;
- tests mandated district-wide for a particular group of students.

In compliance with MSIP 6 Standards, the Assessment Plan will include the following information:
- tests and assessments administered as part of the district-wide assessment program;
- the grade level each test is given;
- the purpose of each test;
- how the assessment results are used; and
- how the results are disseminated.

Results Dissemination
Brookfield R-III has procedures in place to ensure that assessment results are disseminated to students, parents, teachers, administrators and Board of Education in an appropriate and timely manner.

Time Line for Grade Level Assessment/End of Course Results *(timelines are tentative pending release of data by the state):*
1. August
   - results received from test scoring center/DESE;
   - District Testing Coordinator or designee checks to verify inclusion of all information/reports as per order;

2. August/September
   - initial results are distributed to appropriate building administrators
   - administrators share information with Superintendent at an administrator's meeting;
   - administrators review initial results with building level counselors and staff;
   - labels are placed on cumulative files, and results are uploaded to the online student information system
   - individual student reports are shared with parents within 15 days of receipt of purchased Individual Student Report documents

3. October

- building level staff review/analyze district results in relation to grade/course level expectations/standards
- district/building level identify areas for improvement and develop action steps and strategies as appropriate

4. November/December/January
   - district/building personnel share disaggregated and aggregated student performance data, including strengths and areas of concern, with the Board of Education at a regularly scheduled board meeting
   - Actions to be implemented at each building level are shared with the Board of Education during the performance data presentation

Other District-wide Testing Results Time Line:
Upon completion of a testing cycle/administration, the following time line will serve to guide dissemination of results:
- Week 1 - results to appropriate building administrators, counselors and teachers
- Weeks 2-4 - individual student results are sent home and printed reports (if applicable) are placed in cumulative folders; individual student results are added to the district's student information system for electronic access

Every effort is made to see that testing contributes to the learning process rather than detracts from it. It is the intention of the Brookfield R-III schools to utilize only culture-free and culture-fair tests to assure that measurements are reasonably accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning testing programs, Brookfield R-III will administer tests periodically throughout the K-12 program to assess student progress on the Missouri Learning Standards and other local curricular competencies (established in the Board approved curriculum guides.) Standards not covered on the state assessment will be monitored and evaluated locally.

Assessment procedures and evaluation instruments will be reviewed annually prior to the new school year. After the annual review, the Local Assessment Plan will be revised to reflect new requirements by the state, as well as local changes, and will be presented to the Board of Education for approval.

Brookfield R-III
Local Assessment Plan
Part 3: Guidelines for Including Students with Special Needs in State and District-Wide Assessments

Brookfield R-III believes all students can learn and should have the opportunity to be fairly and thoroughly assessed to measure the depth and degree of their learning. Missouri implements an inclusive state assessment program. Brookfield R-III is accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type of severity. It is the district's intent that all students be assessed on their academic achievement to the fullest extent of their ability. Testing accommodations will be outlined in each student's IEP/504 Plan and implemented according to their specific needs. Students will take part in either the MAP assessments designed for specific subjects or the MAP-Alternate Assessment. Modifications to the current achievement tests or classroom materials will be made based on the needs of students as indicated in their IEP/504. Whenever possible, DESE guidelines for accommodations on the MAP will be followed, providing support for students with disabilities during district-wide standardized achievement or other standardized ability tests.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. Brookfield R-III's assessment program is designed to account for the progress of all students and to be in compliance with all state and federal laws, including the following:
- **Section 504 of the Rehabilitation Act of 1973** lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.
- **Every Student Succeeds Act (ESSA) of 2015** replaced the No Child Left Behind (NCLB) Act and enables states and local districts more flexibility in setting academic standards, designing assessments, and choosing interventions, while still requiring annual testing, reporting on disadvantaged students, and supporting high standards. This act authorizes federal funding for programs and teaching methods that improve student learning and achievement for all students, including those with disabilities.
- **Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (Public Law 108-446)** provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs.
  With regard to assessment programs, IDEA requires that:

➢ States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
➢ States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
➢ Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary
➢ States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
➢ States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students
➢ The IEP's of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

In order to comply with federal laws and state mandates, outlined in the Missouri State Plan for Special Education (revised 2025), the Brookfield R-III School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP GLA/MAP EOC/ district-wide testing in one of five ways:

   a. **Subject Area Assessments with Universal Tools:** Students with disabilities for whom this option is appropriate would participate in the MAP GLA/MAP EOC/District-wide standardized test subject area assessments under the same conditions as other students. These students would have the opportunity to utilize all provided Universal Tools available to the general student population. Any student may utilize Universal Tools when deemed appropriate by a team of educators. This option will allow students that are non-disabled, yet receiving interventions and support through a RtI/MTSS approach, access to these targeted supports. It is important that these students only utilize designated supports that are deemed necessary by a team of educators and have been used by the student throughout the school year. Introducing new supports during a district/state assessment is not best practice; additionally, Universal Tools are not meant to give students an advantage and should not change the nature of what is being tested.

   b. **Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP GLA/MAP EOC/District-wide standardized test subject area assessments, but accommodations in testing procedures would be made so that their

disabilities do not prohibit obtaining an accurate assessment of their performance. Accommodations are allowed if they are based on the student's need, not benefit. Accommodations are not meant to give students with disabilities an advantage over other students. Accommodations should not change the nature of what is being tested.

c. **Subject Area Assessments with Modifications:** An IEP or 504 Team could determine that a student with disabilities would participate in the MAP GLA or MAP EOC but would require a change in procedures or materials to a marked degree. Modifications to the construct of the assessment will impact the assessment validity and result in the student earning the Lowest Obtainable Scaled Score (LOSS). This option allows students to demonstrate their knowledge in a non-standardized way. Teams should consider all available assessment options before selecting this method to allow the student to demonstrate what he/she knows in a particular subject area.

d. **Subject Area Assessments through the MAP-Alternate Assessment:** A very small number of students with the most significant cognitive disabilities will not be able to participate in the MAP GLA/MAP EOC assessments even with accommodations. These students will participate in the MAP-Alternate Assessment. MAP-Alternate eligibility is determined annually by the student's IEP team using the Department of Elementary and Secondary Education established eligibility criteria:
    i. The student has been evaluated and found eligible under IDEA.
    ii. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
    iii. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
    iv. The most significant cognitive disability impacts the student's post-school outcomes.
    v. The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.
    vi. All decisions regarding participation and accommodations must be made by a student's IEP team and documented in the IEP.

e. **Exempt from testing:** A very small number of students with significant disabilities will not be able to participate in the standardized test subject area assessments even with accommodations. If their IEP so states, these students may be exempted from participating in specific District-wide standardized tests.

2. Students with disabilities should participate in all subject areas in which they are receiving instruction in the content-oriented Missouri Learning Standards. Decisions about participation should be made based upon the instruction in the content-oriented Missouri Learning Standards. Decisions about participation should never be based on program setting, category of

disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP GLA/MAP EOC/District-wide standardized assessment for which that student receives instruction, regardless of where that instruction occurs.

3. The Department of Elementary and Secondary Education (DESE) has authorized a set of universal tools for all students, a set of accommodations, or modification for students with IDEA disabilities that may be implemented in a child's Individualized Educational Plan. The Department of Elementary and Secondary Education, if necessary, may approve additional accommodations. Any accommodations not on the approved list must receive approval from the Department of Elementary and Secondary Education. Any accommodations used must be those accommodations that are routinely made in the student's instructional and assessment programs. The student's IEP/504 should verify the use of the accommodations for instruction and other assessments. Many of the available accommodations fall into the following general categories:

   a. Timing or scheduling of the assessment – Give a child more time to take a test or allow the child to take breaks, etc.
   b. Test directions – Use sign language, read directions several times, or underline key words in the directions, etc.
   c. Test taking supports – Use paper tests, use large-print tests, use visual magnification or hearing devices, braille, use color overlays, etc.
   d. Test setting – Have the child take the test in a different place to reduce distractions, use special lighting or furniture, etc.
   e. Accommodations must be discussed by the IEP/504 team and described in the child's plan. If an IEP team determines the child will not participate in the state MAP assessment, the IEP must include a statement of why the assessment is not appropriate and how the student will be assessed by the MAP-Alternate. Accommodations are allowed if they are based on the student's need, not benefit. Accommodations do not give students with disabilities an advantage over other students and do not change the nature of what is being tested.

   Accommodations may be implemented using teachers, paraprofessionals, student teachers, or trained substitutes with testing experience. All persons who will be implementing accommodations will receive training in test administration and confidentiality procedures. Parents should be notified during team meetings of the support position(s) which may be assigned to implement accommodations during the testing window.

   Accommodations in testing are in accordance and consistent with those given during daily instruction. Accommodations are directly related to the student's diagnosed disability and are only intended to compensate for that specific disability to allow more normal learning and instruction to occur.

4. It is the responsibility of the District to ensure that the results of assessments are ethical and equitable, and that no single group of the Brookfield R-III student body is disproportionately exempted from testing. Therefore, a basic guideline is to always assume every student, even those with disabilities who may have previously been exempted, will participate in standardized testing.

5. In terms of reporting assessment results, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results. To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer than 5 students in a given grade level. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on the study, actions will be taken to improve the performance of any subgroup that lags behind.

6. Parents of students with special needs will be part of the IEP team discussion and will be informed about:
    - options for their child's participation in the state and district-wide assessment programs;
    - the benefits to be gained as a result of participating in standardized testing;
    - the reporting policies of IDEA regarding student achievement;
    - accommodation options for the state and district-wide assessments;
    - any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.

The district-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e. all 2nd grade students, all students enrolled in 6th grade reading classes, all kindergarten students, etc.). Accommodations for voluntary assessments such as ACT, Advanced Placement, PSAT, and etc., are subject to the testing vendor's discretion. See your Building Test Coordinator for receiving accommodations.

NOTE: Consideration for assessment, alternative assessment, and accommodations/ modifications are IEP and 504 team decisions, must be based on evaluation data, and implemented as written in the IEP or 504 Accommodation Plan.

Brookfield R-III
Local Assessment Plan
Part 4: Local Assessment of Standards
Not Assessed by MAP

In addition to required state tests, it is the responsibility of Brookfield R-III to assess student progress on standards not assessed by MAP using a variety of locally-determined assessments. Assessments are selected according to identified needs and priorities. When appropriate, assessments are selected which can provide information for a variety of needs. Examples of criteria used when considering assessments include:

- relationship to purposes/areas of measure as identified by Brookfield R-III
- Impact, benefit, and usefulness of obtained assessment data
- assessment quality, reliability, validity or bias
- design (purpose, intended population, required time, cost/resources, delivery method, item types, etc.)
- continuity of data between assessments and over time
- ssessment limitations

Each year, recommended changes to the Assessment Plan are taken to the Brookfield R-III Board of Education for approval.

Information regarding specific district assessments that are administered within the district, please refer to Appendix A: District-Wide and State Testing Chart.

Brookfield R-III
Local Assessment Plan
Part 5: Guidelines for Professional Development Related to Student Assessment

Brookfield R-III School District believes that comprehensive professional development is key to school improvement initiatives and ensuring student success. Therefore, the district supports ongoing professional growth in a supportive environment that is designed to improve staff knowledge and skills, with the expectation that participation in those professional development opportunities will also raise student achievement. The information contained in this narrative will address professional development related to student assessment. A more detailed, comprehensive description of the District's Professional Development Plan is available from the Professional Development Committee.

The topics related to state, district-wide and classroom assessment that will be addressed in professional development opportunities include:
- How to analyze data to determine strengths and weaknesses;
- How to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- How to use achievement data (disaggregated by race/ethnicity, gender, disability, LEP, migrant, etc.) 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;
- How to identify learner skills and needs for differentiation and subsequent instructional strategies to use in classrooms that will promote academic success;
- How to create classroom assessments, performance-based classroom activities/assessments and scoring guides (i.e., pre-instruction assessments, formative assessments, and summative assessments);
- How to develop strategies to monitor student performance and adjust instruction accordingly on an ongoing basis;
- How to develop and use strategies that will assess the Missouri Learning Standards not assessed by the MAP and how to monitor performance standards to be assessed locally;
- The legal requirements of reporting data as designated by IDEA (for administrators);
- How to involve students in the assessment process (i.e. goal setting and assessing their own progress towards goals set);
- How to provide specific feedback to students for improved performance.

The Brookfield R-III School District believes that effective professional development as it relates to student assessment enhances the learning for all students. By using detailed analysis of student achievement data, instructional decisions are better informed. Brookfield R-III's goal is to establish and sustain a culture of educators who are proficient in using assessments for learning on a daily basis.

Brookfield R-III
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Part 6: Teaching Test-Taking Strategies

In order for students to show what they know and can do, it is imperative that students know strategies for taking skills. For this reason, strategies for answering test questions will be discussed with students throughout their coursework. This will occur within classrooms by grade-level or groups of teachers whose students are scheduled for assessment.

Strategies for answering multiple-choice, open-ended constructed response items and performance events should be integrated over time within the instructional process. These activities should be embedded as part of the curriculum and instructional practices. By adhering to the district curriculum, teachers across all subjects will teach the skills and processes necessary for students to be successful in responding to these tasks. Understanding the question format and vocabulary is also crucial for success on these assessments; therefore, lessons addressing these aspects will be included in the curriculum with the support of curriculum and instructional staff members.

Strategies that may assist students in formulating quality answers to multiple-choice items include:
  ● Determine what the question is asking by identifying key words in the stem;
  ● Attempt to answer the question before reading the choices;
  ● Read all of the choices and eliminate any distractors;
  ● Avoid a choice with overly technical language;
  ● Consider the longest answer choice as the correct answer;
  ● Choose between related terms rather than unrelated terms.

Strategies that may be beneficial when a student is attempting to decide between two close answers include:
  ● For In most cases, do not choose an answer choice that contains an absolute (all, always, none, never);
  ● Read the question using both choices to determine which one makes a more true statement;
  ● Choose a middle answer (B, C, or D) versus a first or last choice when a guess is necessary;
  ● Consider "all of the above," as it is often the correct answer choice;
  ● Avoid "none of the above," as it is typically not the correct answer choice.

Strategies that may be shared with students to formulate quality answers to open-ended constructed response items include:
  ● Address all parts of the question;
  ● Include specific examples from the text in question:
  ● Make reference to specific characters and titles in the response;

- Give specific examples to support a claim;
- Show the major steps in the solution process (math);
- Give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- Include a title and labels when creating a graphic organizer;
- Ensure that various possible answers are considered instead of settling on only the first considered answer;
- Make sure pronouns are preceded by antecedents in the response;
- Use major elements of the question/item stem as statements in the answer.

When appropriate, strategies for being successful on performance events will be shared with students including:
- Formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- Consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- Consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications);
- Interpret data (i.e. a picture, graph, data, etc.) to make an inference needed to answer a question;
- Organize data in different forms to show meaning (construct a graphic organizer that shows…, make a chart to show…, draw a series of pictures to show…, design a poster that shows…, etc.);
- Describe the process used for finding the solutions or tell why the proposed solution is the best.

In addition to providing instruction on test-taking strategies, teachers responsible for assessed content are encouraged to utilize online resources provided by DESE and/or the testing vendor as they prepare students for state assessments. These includes the use of practice forms, released items, Missouri Instructional Testlets (MITs), tutorials, and online tools training resources.

Brookfield R-III
Local Assessment Plan
Part 7: Test Security Policy for All Standardized Tests
Test Administration Training and Procedures

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. All staff associated with the assessment process are responsible for understanding and implementing the security measures in Board Policy ILA: Test Integrity and Security. 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.

Individuals Responsible for Testing Program:
As designated by the superintendent, the Director of Special Services will serve as the District Test Coordinator (DTC). The counselor of each building will assume the responsibility of the School Test Coordinator (STC) for their respective school. The STC should be accessible throughout the day to assist with the coordination and administration of state and specified district-wide assessments, and will assist with the administration of makeup testing sessions. The STC has the authority to implement the district's test security policy.

Training on Integrity and Security for Each Assessment/Test Administration Training and Procedures
Test security and ethical testing practices are essential for valid and reliable results, and the accurate assessment of student achievement is a critical component of the educational process in Missouri. The test-specific integrity and security measures are to be implemented as directed by the respective test manual, and it is the responsibility of everyone involved in the assessment process to understand the security measures in place to avoid any intentional or unintentional unethical behavior by students or staff members. Any breach, or suspected breach, of those integrity and security measures should be reported promptly to the districtwide test coordinator, who will notify the DESE Assessment Section, when appropriate.

Prior to test administration, the districtwide test coordinator will require, as part of general staff training for the assessment, that all staff associated with the assessment process familiarize themselves with the testing manual's section for the security and integrity requirements and practices for the relevant test(s) and participate in any other district-created training.

The following serves as a guideline for the provision of training to be provided to all staff members assisting with the administration of standardized assessments within the district:

1. One to two weeks prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an inservice led by the district test coordinator and/or site test coordinator, designed to train test administrators in administration procedures. In addition to providing information regarding test administration guidelines specific to Brookfield R-III (schedules, test security protocols, etc.), webinars and materials provided by DESE and/or the testing vendor will be utilized to train staff.
2. The inservice will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to student 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 to be administered before test administration. Some examples include: maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers shall be removed.
3. Examiners and test proctors will receive an examiner's manual during the scheduled inservice, but no less than one week prior to the scheduled assessment. Provision of the manuals in advance will provide examiners sufficient time to become familiar with directions and restrictions unique to the content and grade level being assessed.
4. Staff will be informed of any students requiring testing accommodations (504 IAP, IEP, or LEP) or alternate assessments. Accommodations will be provided to these students as described in their individualized plan (504 IAP or IEP).
5. Upon completion of the assessment training, staff members who will be assisting with the administration of the test will complete a security statement. These statements must be signed and submitted to the DTC prior to testing. (see Appendix C). A copy of the security policy will be provided to staff during training.
6. Any staff member unable to attend the inservice meeting must contact the DTC to schedule a time to obtain the information shared, including guidelines and instructions for the administration of the test. This individualized training must be scheduled prior to the first day of test administration.

Storage and Access Before Test Administration
Note: Secure items are defined as student test booklets and/or online test items – any material that has the actual test questions that has not been released to the public by the publisher/vendor for viewing. Test login information, which contains personally identifiable information, are also considered secure materials. Examiner's manuals/instruction manuals, vendor-provided reference sheets, and practice test materials are NON-secure items.
1. When utilizing an online testing format, information regarding student access to the secure browser will be maintained in the same manner as printed materials. Only the District Test Coordinator and/or the Site Test Coordinator will have access to individual student login information prior to the testing session. All student login information will be kept in a secure location by the DTC and/or STC until the testing date.

2. When utilizing printed materials, all standardized test booklets are to be stored, immediately upon receipt, in a secured area (generally in the vault in the PreK-8 office).
3. When printed standardized tests first arrive at the district, the district test coordinator or designee will carefully check all materials and sort them in preparation for administration, making a written record of the number of test booklets that will be utilized at each testing location.
4. The district testing coordinator or designee will assume responsibility for contacting the appropriate testing service center if the order is inaccurate or additional materials are required, and for providing secured storage of any materials received as a result of this contact.
5. Beyond the initial check and sorting, printed test material will remain untouched until they are prepared, sorted, and distributed for administration.
6. Only the district test coordinator, building test coordinators or other designated individuals will have access to test materials prior to test distribution. Access prior to the designated testing window will only be allowed to prepare materials for the assessment (placing student labels/names on test booklets, and/or preparing individual student login information for online assessments). Once testing materials have been prepared, they will be maintained in a secure location.
7. No teacher or examiner will have access to secure test material or be told their contents before the test is distributed.

Test Administration
1. District and School Test Coordinators, Test Examiners, translators, proctors, and any other district staff who have testing responsibilities must follow test security procedures. The tests must not be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, photographed, texted, or made accessible to personnel not responsible for testing. Both written and/or verbal discussion of specific EOC Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.
2. Standardized tests will either be administered in the classroom by the regular classroom teacher or by the counselor (with classroom teachers as monitors) in a large group setting in grades K-4, and by designated teachers or by the counselor (with classroom teacher monitors) in grades 5-12. During years when NAEP (National Assessment of Educational Progress) is administered, NAEP contracted field staff will conduct the administration.
3. If utilizing printed materials, test booklets will be delivered to each building one to two days before the day of the test and distributed by building counselors immediately prior to testing. Online student login materials are provided to the test examiner just prior to the first testing session. Students will not receive individual test materials until time for testing to begin.
4. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to pause and/or exit the assessment using procedures established by

the assessment vendor. If using printed test materials, students should place their answer sheets in their test booklets and close these booklets before leaving their seats.

5. All individuals administering a standardized test will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room unattended the entire time the test is being given.

6. Teachers/examiners will actively monitor students at all times during the test administration.

7. The DTC, STC, and building administrators may discretely move between classrooms during the test administration to assist in monitoring and to provide assistance as needed.

8. If a test is to be administered over a series of days, secure student login information and/or printed test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored securely in a locked location.

9. Students will utilize district-issued Chromebook/MacBooks for online testing. The district technology director will prepare the secure browser prior to the established testing window to maintain test security.

10. iPad, tablets and calculators being used for testing cannot contain stored equations, functions, copied text, or any saved content at the time of the assessment. Test examiners are responsible for ensuring and verifying that iPads, tablets and calculators that have the ability to store or save any content have the clipboards cleared before and after each assessment.

11. Students will not be allowed to have possession of a cell phone and/or smart watch during the test administration. All prohibited technology should be left in a location other than where the assessment is administered; however, in the event that is not possible, the test examiner will collect all electronic devices, including cell phones and smart watches, prior to beginning the assessment and place them in a secure location away from students. NOTE: If the student uses their phone for a medical issue, they can have it in the testing room, but it should be held on to by the Test Examiner or a test proctor and not by the student. The phone should also be set up to not disturb other students by making noise for phone calls, text messages or other non-medical alerts.

12. The STC in each building will monitor student attendance during scheduled testing sessions. Make-up tests will be given during the state/district testing window to those students that were absent or, for one reason or another, unable to take an entire subject area of the test. Make-ups sessions should be scheduled in the time allotted according to the examiner's manual. The STC in each building or designated examiner will administer the test according to the specified administration procedures, taking all previously mentioned precautions to ensure test security. Whenever possible, administration of a makeup session should occur during the regular school day (8:00 a.m. - 3:10 p.m.)

13. Assessments administered as part of the district assessment plan include the following:

14.

Assessment	Personnel Responsible for Administration
Vision Screening	School Nurse or Special Services Staff
Hearing Screening	Speech/Language Pathologist / SLP-A
Language Screening	Speech/Language Pathologist / SLP-A
Ages and Stages Questionnaires	Special Services Staff
Brigance Early Childhood Screening	Special Services Staff
DIAL-IV	Special Services Staff
Kindergarten Early Assessment (KOF)	Kindergarten Classroom Teachers
Renaissance STAR Assessments in Reading and Math	Title I Teachers, Classroom Teachers, and Special Services Staff
Dyslexia Screening	Title I Teachers, Classroom Teachers, and Special Services Staff
Otis Lennon School Ability Test	Counselor with Classroom Teacher Support
SAEBRS Social Emotional Scale	Classroom Teachers
MAP Grade Level Assessments MAP End-of-Course Assessments	Classroom Teachers, Counselor, Special Services Staff
MAP-Alternate Assessment	Special Education Teachers
Pre-ACT	High School Counselor with Classroom Teacher Support
ACT	Counselor
ASVAB	Counselor and Military Personnel
Personal Finance	Classroom Teacher, Counselor
WIDA Screener ACCESS for ELLs	DTC/STC
Technical Skill Assessment	LCACTC Instructor, Counselor
Accuplacer	Counselor
Missouri Student Survey	Classroom Teachers

Assessment	Personnel Responsible for Administration
Missouri Constitution/US Constitution Proficiency Assessments	Classroom Teachers
Missouri Civics Assessment	Classroom Teacher

Collection and Storage of Test Materials Following Testing

1. Student login information, answer sheets, and/or test booklets will be collected from test examiners by the building or district test coordinator immediately following the testing session, and will be organized according to instructions and stored in a secure area awaiting further action.
2. Student login information (tickets), as well as any used scratch paper and grid/graph paper, will be returned to the DTC or STC immediately following the completion of the day's testing to be scored securely until destroyed.
3. When utilizing printed materials, the building and/or district test booklets and answer sheets will be recounted by the building test coordinator and these counts will be documented and verified against pre-administration counts to ensure the return of all testing material.
4. When utilizing printed materials, answer sheets and test booklets will be sorted and packaged, according to directions and within all state and local time lines. All make-up testing will be accomplished within the local testing window and materials will be packaged and sent with the other tests in one shipment.
5. The site test coordinators (STCs) will send all printed test materials and/or secure testing items to the district test coordinator after test administration has been completed. The district test coordinator will complete the steps necessary to have the tests shipped to the scoring center(s).

Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put in motion. Following is a list of unfair practices which this district considers inappropriate:

A. Duplicating or reproducing any part of secure testing material/standardized test booklet for any reason;
B. Reviewing assessment items before, during or after administration;
C. Removal of test material from the secure storage area except during test administration;
D. Making secure test materials accessible to any personnel not responsible for test administration;
E. Altering test administration procedures in any way that violate agreements with the test publisher, as described in the Examiner's Manual;
F. Failure to return all paper test booklets or required login and student scratch paper following test administration;

G. Directly teaching any test item included on a standardized test;
H. Altering a student's responses to items in any way;
I. Failure to remove items from students' view content-related or process-related information which give correct answers to items on the test;
J. Indications to students during testing that they have answered items incorrectly 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, or altering test administration procedures in any way to give students an unfair advantage;
K. Allowing access to electronic communication, including any portable device that can connect to the internet or anyone inside or outside of the testing location, during testing sessions (including but not limited to cell phones and smart watches);
L. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

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.

Brookfield R-III
Local Assessment Plan
Part 8: Motivating Students to Do Well on State and District-Wide Assessments

The Brookfield R-III School District has adopted methods to encourage students to approach mandatory tests with seriousness and to acknowledge those individuals who perform well on those assessments. While we would like to believe that each student is inherently motivated to demonstrate their personal best with regards to learning and achievement, we realize that some students require extra guidance and motivation to perform at their optimal level. It is crucial for administrators, teachers, and parents to be informed and convey a unified message to students about the importance of assessments. Consistent messaging serves as a strong motivator for students.

Each building within the district will decide what strategies to use to motivate students to do their best on required assessments. Some incentives **may** include:
- tangible incentives such as field trips, coupons, tickets, books, etc.;
- certificates or medals for individual students;
- class recognition or rewards such as parties, flags, etc.;
- grade enhancements, additional credit for final grades, bonus points, etc.;
- applications for state reimbursements for Advanced Placement/duel credit classes based on student state assessment results;
- required summer school attendance or remedial instructional requirements;
- use of a scoring guide to assign points for appropriate testing behavior which includes a positive attitude and the appearance of putting forth effort on the test.

Since the MAP scores may not come back until after the conclusion of the school year, teachers in each building will develop a program for providing incentives to students in the spring, associated with MAP testing. Incentives may be earned and awarded daily, after the first week of testing, or after all MAP testing is completed. Testing behavior such as a positive attitude during testing and the appearance of putting forth effort are to be used as a means of determining whether or not a student earns the incentives.

Brookfield R-III

Local Assessment Plan
Part 9: Making Changes as a Result of Data Analysis

The Brookfield R-III School District believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data, both aggregate and disaggregate, are reviewed on an ongoing basis. In order to ensure the results of analyzing data are being used to make needed changes for all subpopulations, progress toward school improvement goals is monitored. Changes made resulting from this process are documented, and will be reviewed as part of the district and building level school improvement plan.   The following components will be included in the review process when identifying the need for building level changes:
- Review of multiple data sources
- Analysis of compiled data to determine areas of strength and weakness
- A description of how the areas deemed as weaknesses were/will be addressed (changes which need to be made)
- The anticipated impact of the changes, and
- A description of further action (if any) to be taken.

Annually, each building will evaluate the effectiveness of their current strategies and degree of goal attainment before revising and updating their school improvement plan.

The individuals involved in the analysis process will include, but not be limited to, administrators, curriculum coordinators, guidance personnel, and teachers. The types of data to be analyzed will include state and district-wide tests, ACT results, dropout data/persistence to graduation, vocational placement, post-graduation studies, demographics, etc. Different types of data will be presented to and analyzed by people responsible for making needed changes/revisions based on the results. Strategies for addressing areas targeted for improvement will be developed through input from parents, teachers, students, community representatives, consultants, and administrators.

Appendix A: District-Wide and State Testing Chart

MISSOURI ASSESSMENTS

Kindergarten Early Assessment (KEA)
- **Overview/Purpose:** Required by DESE's Office of Childhood - Informs the district, teachers, and parents about student development, and acts as a measure of effectiveness for pre-kindergarten services and supports. The KEA assess language and literacy, cognition and general knowledge, social-emotional development, approaches to learning, and physical development,
- **Testing population:** Grade K (all students)
- **Data Use and Dissemination:** Data will be collected by kindergarten teachers and shared with the school to support student development. Data will also be shared with DESE via data submission in October. DESE will use the data to evaluate pre-kindergarten services and supports to provide professional learning opportunities for supporting childhood development.
- **Estimated Assessment Time Required:** 10 - 15 minutes per student
- **Assessment Window(s):** Within first 6 weeks of Fall Semester

MAP Grade-Level Assessments (GLA)
- **Overview/Purpose:** Required as part of the state assessment plan, end-of grade summative assessments provide information regarding student attainment of Missouri Learning Standards in English Language Arts, Mathematics, and Science.
- **Testing population:**
  - Grades 3, 4, 6, 7: English Language Arts and Mathematics
  - Grades 5 and 8: English Language Arts, Mathematics, and Science
- **Data Use and Dissemination:** Students score reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.
- **Estimated Assessment Time Required:**
  - Grades 3, 6, 7: approximately 3-4 hours
  - Grades 4, 5, and 8: approximately 7-8 hours
- **Assessment Window(s):** Spring Semester (April/May)

MAP End-Of-Course Assessments (EOC)
- **Overview/Purpose:** Required as part of the state assessment plan, End-Of-Course (EOC) summative assessments provide information regarding student attainment of Missouri Course-Level-Expectations in English Language Arts, Mathematics, Science, and Social Studies.
- **Testing population:** Students completing courses aligned with Algebra I, Biology, English II, Government *(required)* and Algebra II, Geometry, Physical Science, English I, American History, Personal Finance *(optional - district selected)*
- **Data Use and Dissemination:** Students score reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.
- **Estimated Assessment Time Required:** Varies by EOC - about 1.5 - 3 hours
- **Assessment Window(s):** Fall (December/January) and/or Spring (April/May)

MAP-Alternate (MAP-A) DLM
- **Overview/Purpose:** Required as part of the state assessment plan, this end-of-grade, alternate assessment is required for students with significant cognitive disabilities who are unable to participate in the MAP GLA or MAP EOC. Depending on the student's grade level, the areas assessed may include online assessments in English Language Arts and Mathematics, and Science
- **Testing population:** Students with the most significant cognitive disabilities, Grades 3-8 and 11 (ELA and Math) , Grades 5, 8, 11 (Science)
- **Data Use and Dissemination:** Performance data are returned to districts in the fall of the school year following testing. Student-level testing reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.
- **Estimated Assessment Time Required:** Varies
- **Assessment Window(s):** Winter through Spring

READING (State Mandated)

Renaissance STAR Reading/Star Early Literacy
- **Overview/Purpose:** All students in grades K-3 (required) and 4-8 (district selected) are assessed 3 or more times annually to measure student learning. This nationally-normed computer adaptive assessment provides valuable information to teachers, students, and parents regarding growth and progress toward skill attainment. As required by Missouri Statute (Section 167.950, RSMo.), the STAR reading assessment serves as a universal screening tool for reading.
- **Testing population:** Grades K-8
- **Data Use and Dissemination:** Performance data are available in near-real time and are used to adjust daily instruction. Overall scores can be generated along with specific reporting at the learning standard level. Results of these common assessments help drive continuous improvement efforts with the classroom, school, and district. Results are also utilized to screen for programs such as the gifted program, special education, and reading intervention, as well as eligibility for a Reading Success Plan. Results for students in grades K-3 are reported twice a year (fall and spring) to DESE for state-level accountability.
- **Estimated Assessment Time Required:** 25 minutes per assessment
- **Assessment Window(s):** Fall (September), Winter (November-January), Spring (April/May)

Renaissance STAR CBM (Reading - Dyslexia Screening)
- **Overview/Purpose:** This one-on-one assessment is administered up to three times/year to assess phonemic awareness, phonics, decoding, and fluency. The CBM tools are utilized to screen for characteristics associated with a student being at risk for dyslexia.
- **Testing population:** Grades K-3 (all students), Grades 4-8 (as needed)
- **Data Use and Dissemination:** Performance data are available in near-real time and are used to adjust daily instruction. Results are utilized to screen for programs such as special education and reading intervention, as well as eligibility for a Reading Success Plan. Results for students in grades K-3 are reported annually to DESE for state-level accountability.
- **Estimated Assessment Time Required:** Varies per component/student
- **Assessment Window(s):** Fall (September), Winter (November-January), Spring (April/May)

PROFICIENCY BASED ASSESSMENTS

Missouri Constitution/U.S. Constitution Proficiency Assessments
- **Overview/Purpose:** As part of the Missouri state graduation requirements, students must demonstrate proficiency on the provisions and principles of the Missouri and U.S. Constitutions.
- **Testing population:** Students completing Government courses (High School)
- **Data Use and Dissemination:** Performance data are generally available to students upon completion of the assessment. Data are used at the district/school/classroom level to monitor and improve instructional programs.
- **Estimated Assessment Time Required:** Approximately 30 minutes
- **Assessment Window(s):** Fall or Spring (aligned with completion of course)

Missouri Civics
- **Overview/Purpose:** The Missouri Civics Education Initiative passed by the MO Legislature June 2016 requires any student entering 9th grade after July 1, 2017 to pass an examination on the provisions and principles of American Civics.
- **Testing population:**
- **Data Use and Dissemination:**
- **Estimated Assessment Time Required:**
- **Assessment Window(s):**

ENGLISH LANGUAGE ACQUISITION ASSESSMENTS

WIDA Screener
- **Overview/Purpose:** As part of federal requirements, districts are required to identify incoming students who qualify as English Language Learners (ELLs). Screening should occur within the first 30 days of school or 20 days from enrollment date if enrollment is after the first 30 days of school.
- **Testing population:** Grade K-12
- **Data Use and Dissemination:** Every potential EL identified by the Language Survey is required to be screened. Data are used to determine supports needed for each individual student.
- **Estimated Assessment Time Required:** 2 hours
- **Assessment Window(s):** Online screener - ongoing

ACCESS for ELLs
- **Overview/Purpose:** As part of the state assessment plan, the assessment evaluates student English Language proficiency in listening, speaking, reading and writing for English Language Learner (ELL) students.
- **Testing population:** Grades K-12 students eligible for ELL services
- **Data Use and Dissemination:** Data are returned to districts in the spring of the school year. Student level reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.
- **Estimated Assessment Time Required:** 2 hours
- **Assessment Window(s):** Winter (January-February)

LOCAL ASSESSMENTS

Renaissance STAR Math Assessment
- **Overview/Purpose:** All students in grades K-8 (district selected) are assessed 3 or more times annually to measure student learning. This nationally-normed computer adaptive assessment provides valuable information to teachers, students, and parents regarding growth and progress toward skill attainment.
- **Testing population:** Grades K-8
- **Data Use and Dissemination:** Performance data are available in near-real time and are used to adjust daily instruction. Overall scores can be generated along with specific reporting at the learning standard level. Results of these common assessments help drive continuous improvement efforts with the classroom, school, and district. Results are also utilized to screen for programs such as the gifted program, special education, and identify students who may benefit from math intervention.
- **Estimated Assessment Time Required:** 25 minutes per assessment
- **Assessment Window(s):** Fall (September), Winter (November-January), Spring (April/May)

Otis Lennon School Ability Test (OLSAT)
- **Overview/Purpose:** Assesses a student's cognitive abilities (such as verbal, nonverbal, and quantitative reasoning skills) to predict academic success and provide educators with insight into a student's thinking skills beyond traditional achievement tests.
- **Testing population:** Grade 1 (all students)
- **Data Use and Dissemination:** Results are used as a screening tool to identify students for which further evaluation may be warranted (special education) as well as to identify potential for advanced programs (gifted). Parent reports are provided in the spring.
- **Estimated Assessment Time Required:** 2 hours
- **Assessment Window(s):** February/March

Pre-ACT
- **Overview/Purpose:** The Pre-ACT provides students with a realistic ACT test experience and provides predicted ACT performance. The PreACT also includes a student interest inventory with results reported to the student and school. A total of 4 subject areas are assessed: English, reading, math and science.
- **Testing population:** Grade 10
- **Data Use and Dissemination:** Performance data are estimated to be available within 10 days and provide students and educators with individual strengths and areas for improvement in each of the four subject areas. Students and educators will have access to item analysis and questions used within the assessment to review. A variety of printable score reports are available which can be used to inform students and families of their strengths and areas for improvement.
- **Estimated Assessment Time Required:** 3.5 hours
- **Assessment Window(s):** October/November

ASVAB (Armed Services Vocational Aptitude Battery)
- **Overview/Purpose:** An assessment of math, verbal ability, and mechanical comprehension skills to predict success in various occupations and training programs, acting as a valuable

career planning tool for young adults.
- **Testing population:** Grade 11 (all students)
- **Data Use and Dissemination:** For students, data can be used to identify civilian and military career paths based on skills, interests, and aptitudes, without commitment. It is utilized by the military for enlistment eligibility and matches recruits to suitable jobs.
- **Estimated Assessment Time Required:** 2 - 3 hours
- **Assessment Window(s):** November

Renaissance SAEBRS (Social Emotional Scale)
- **Overview/Purpose:** A quick universal screening tool that assists in identifying students at risk for problems in social, academic, and emotional areas, help educators understand both negative behaviors (like anxiety) and positive skills (like resilience) to guide timely, targeted support and improve overall learning and well-being.
- **Testing population:** Grades K-8
- **Data Use and Dissemination:** Data is utilized to inform decisions for individual students, classes, or school wide regarding necessary supports in social skills, academic behaviors, and emotional regulation. Data can also be used to evaluate the effectiveness of positive behavior support systems in place that support student growth in learning.
- **Estimated Assessment Time Required:** 5-10 minutes per student
- **Assessment Window(s):** 1 - 2 times annually

Missouri Student Survey
- **Overview/Purpose:** This state survey is a valuable way to learn more about students' tobacco, drug, and alcohol use, as well as bullying, mental health, and other information. It helps to asses student attitudes and behaviors regarding factors relating to fostering safe and drug-free learning.
- **Testing population:** Grades 6-12
- **Data Use and Dissemination:** The results are important to help plan prevention activities for students, identify mental health needs, implement appropriate services, and provide information necessary for local grants. The district receives compiled survey results that ensures participant anonymity.
- **Estimated Assessment Time Required:** 20 - 30 minutes
- **Assessment Window(s):** January - March

DIAL-4
- **Overview/Purpose:** A screening tool utilized to identify strengths and potential developmental delays in key areas of motor skills, language, concepts (early math/reading), self-help, and social-emotional growth.
- **Testing population:** Children ages 3-5 (prior to preschool entry and kindergarten entry)
- **Data Use and Dissemination:** Data received highlights areas where more support may be beneficial, as well as areas that may need further evaluation. Results provide data that helps parents and teachers identify learning activities and educational plans to ensure children get support early on. Results are shared parents within 2-4 weeks of screening.
- **Estimated Assessment Time Required:** 30 - 60 minutes
- **Assessment Window(s):** April the year prior to entering preschool or kindergarten

VOLUNTARY ASSESSMENTS

Students may participate in a variety of voluntary assessments based upon their interests. Examples of voluntary assessments available for Brookfield R-III students include the following:
- ACT: Assesses college readiness
- Technical Skill Assessments: required upon completion of a 2-year career center program to earn industry-recognized certification in a specific field; participation is dependent on the program completed by the student.
- Accuplacer: placement test used by many colleges and universities to assess student readiness for college-level coursework
- Ages and Stages Questionnaires/Brigance Early Childhood Screening: screenings administered as part of the Parents as Teachers program to identify potential developmental delays that would benefit from early intervention supports and/or further evaluation

In addition, students who are being evaluated for possible eligibility in district special education and gifted programs are assessed, with parental consent, in a variety of areas: speech/language, cognitive, academic, social/emotional/behavioral, creativity, etc. Assessments are selected on the individual needs of students and are administered by district personnel trained in assessment. The assessment battery meets state and federal guidelines regarding the collection of data to determine program eligibility criteria. More specific information regarding assessments that may be included when evaluating special populations can be obtained by contacting the Special Services Office.

BROOKFIELD R-III
SCHOOL-WIDE TESTING SCHEDULE

Name of Assessment	Tentative Date of Assessment
PRESCHOOL (CHILDREN AGES 0 – 4)	
Hearing/Vision/Speech/Language Screening	Arranged
Ages and Stages Questionnaires (ASQ) Ages and Stages: Social Emotional (ASQ:SE)	Arranged
Brigance Early Childhood Screening	Arranged
DIAL-IV	March/April
This population is screened on an individual basis by appointment and/or referred to another agency that is equipped to screen and/or evaluate.	
PRE-KINDERGARTEN (CHILDREN AGE 4)	
Hearing/Vision/Speech/Language Screening	March/April
DIAL-IV	March/April
This population is screened on an individual basis by appointment and/or referred to another agency that is equipped to screen and/or evaluate.	
KINDERGARTEN	
Hearing	Spring, Arranged
Vision	Fall, Arranged
Speech and Language	Fall, Arranged
Kindergarten Early Assessment (KOF)	September (first 6 weeks of school)
Renaissance STAR Early Literacy/Math	November, May, ongoing
Dyslexia Screening	November, May, ongoing
SAEBRS	September, January
FIRST GRADE	
Hearing	Spring, Arranged
Vision	Fall, Arranged
Speech and Language	Fall, Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
Dyslexia Screening	September/January/ May, ongoing
SAEBRS	September, January
Otis-Lennon (OLSAT)	February

"Arranged" is an individual check requested by student, teacher and/or parent. New students will be screened in areas listed.

Name of Assessment	Tentative Date of Assessment
SECOND GRADE	
Hearing	Spring, Arranged
Vision	Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
Dyslexia Screening	September/January/ May, ongoing
SAEBRS	September, January
THIRD GRADE	
Hearing	Spring, Arranged
Vision	Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
Dyslexia Screening	September/January/ May, ongoing
SAEBRS	September, January
MAP Assessment: Communication Arts	April 6 – May 15 state testing window
MAP Assessment: Mathematics	April 6 – May 15 state testing window
FOURTH GRADE	
Hearing	Spring, Arranged
Vision	Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
Dyslexia Screening	Arranged upon request
SAEBRS	September, January
MAP Assessment: Communication Arts	April 6 – May 15 state testing window
MAP Assessment: Mathematics	April 6 – May 15 state testing window

"Arranged" is an individual check requested by student, teacher and/or parent. New students will be screened in areas listed

Name of Assessment	Tentative Date of Assessment
FIFTH GRADE	
Hearing	Arranged
Vision	Fall, Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
Dyslexia Screening	Arranged upon request
SAEBRS	September, January
MAP Assessment: Communication Arts	April 6 – May 15 state testing window
MAP Assessment: Mathematics	April 6 – May 15 state testing window
MAP Assessment: Science	April 6 – May 15 state testing window
SIXTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
Dyslexia Screening	Arranged upon request
SAEBRS	September, January
Missouri Student Survey	January 12 - March 31
MAP Assessment: Communication Arts	April 6 – May 15 state testing window
MAP Assessment: Mathematics	April 6 – May 15 state testing window
SEVENTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
SAEBRS	September, January
Missouri Student Survey	January 12 - March 31
MAP Assessment: Communication Arts	April 6 – May 15 state testing window
MAP Assessment: Mathematics	April 6 – May 15 state testing window
EIGHTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Renaissance STAR Early Literacy/Math	September/January/ May, ongoing
SAEBRS	September, January
Missouri Student Survey	January 12 - March 31
MAP Assessment: Communication Arts	April 6 – May 15 state testing window
MAP Assessment: Mathematics	April 6 – May 15 state testing window
MAP Assessment: Science	April 6 – May 15 state testing window

"Arranged" is an individual check requested by student, teacher and/or parent. New students will be screened in areas listed.

Name of Assessment	Tentative Date of Assessment
NINTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
MAP Assessment: End of Course	November 20 - January 23 state fall window March 9 - May 15 state spring window
Missouri Student Survey	January 12 - March 31
TENTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Pre-ACT	October/November
MAP Assessment: End of Course	November 20 - January 23 state fall window March 9 - May 15 state spring window
Missouri Student Survey	January 12 - March 31
ELEVENTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
ASVAB	November
MAP Assessment: End of Course	November 20 - January 23 state fall window March 9 - May 15 state spring window
Missouri Student Survey	January 12 - March 31

"Arranged" is an individual check requested by student, teacher and/or parent. New students will be screened in areas listed.

Name of Assessment	Tentative Date of Assessment
TWELFTH GRADE	
Hearing	September
Vision	Arranged
Speech and Language	Arranged
MAP Assessment: End of Course	November 20 - January 23 state fall window March 9 - May 15 state spring window
Missouri Student Survey	January 12 - March 31
END OF COURSE ASSESSMENTS	
Algebra I *(state graduation requirement)* English II *(state graduation requirement)* Biology *(state graduation requirement)* Am Government *(state graduation requirement)* Algebra II English I Geometry American History Physical Science Personal Finance	Upon completion of respective course during the appropriate state testing window
ADDITIONAL REQUIRED STATE ASSESSMENTS *(all students to meet state graduation requirements)*	
Missouri Constitution	While enrolled in American History course
U.S. Constitution	While enrolled in American Government/Honors Government course
Missouri Civics Assessment requirement (Naturalization Civics)	While enrolled in American Government/Honors Government course
ADDITIONAL STATE ASSESSMENTS *(administered as appropriate based on individual student need)*	
MAP-A	Year End Assessment February 2 - May 15 state testing window
WIDA Screener	Ongoing upon enrollment
ACCESS for ELLs	January 5 – February 27 state testing window
VOLUNTARY DISTRICT ASSESSMENTS	
ACT	Testing dates as established by ACT: typically up 2-3 times per semester
Technical Skills Assessment	Upon completion of 2 year career center program, typically April of senior year
Accuplacer	Semester prior to taking college course
Evaluation for eligibility for special program (gifted, special education, etc.)	Arranged

"Arranged" is an individual check requested by student, teacher and/or parent. New students will be screened in areas listed.

Brookfield R-III School District
ASSESSMENT SECURITY COMPLIANCE CERTIFICATION

I do certify and attest to all of the following:

1. I have received training regarding assessment security, preparation, and administration, and understand the duties and responsibilities of my role in the assessment process. As part of this training, I have received a copy of the district's Test Integrity and Security policies.
2. I understand that both written and/or verbal discussion of specific assessment items breaches the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.
3. I will follow the practices as they relate to my role in the administration of the assessment, including but not limited to:
   a. All test items are confidential and must be kept secure at all times.
   b. Assessment items are not to be reviewed by the examiner before, during or after testing, and may not be duplicated or reproduced by any means.
   c. Assessment materials, including student testing login information, must be kept secure prior to, during and between testing sessions.
   d. When not in use, all materials related to the assessment must be stored in a secure location outside of the testing location/classroom.
   e. Assessment materials are not to be transported by students or made accessible to personnel not responsible for testing.
   f. After testing, all used draft, scratch, grid or unlabeled graph paper must be collected and returned to the specified District or Site Test Coordinator to be securely destroyed following school procedures.
   g. Examiners will not react verbally or non-verbally to students' answers, or otherwise potentially cue students in any way that their responses are incorrect.
   h. Test administration procedures as described in the assessment manual will not be altered in any way. Item directions will not be paraphrased.
   i. Student responses will not be edited in any way, as only the student can answer his/her test items.
   j. Once a student has indicated they have completed the testing session, additional opportunities to finish or to edit incomplete/inaccurate answers will not be allowed.
   k. Electronic communication, including any portable device that can connect to the internet or to anyone inside or outside of the classroom, must not be accessible during the testing sessions. Such items, including but not limited to cell phones and smart watches, will be turned in to the test examiner prior to beginning the test session.
   l. All content-related or process-related information will be covered, removed or kept out of the students' view before beginning the testing session.

_____   _____
Examiner's Name   **Date**