2020 – 2021 District Assessment Plan

Francis Howell
School △ **District**

HOME   SCHOOL

COMMUNITY

LEARNING TOGETHER

Presented to the Board of Education on June 4, 2020

Francis Howell School District
Assessment Plan
Table of Contents

Acknowledgments

Curriculum and Assessment Advisory Committee (CAC) members for the 2019 - 2020 school year:

Name	Role	Name	Role
Raquel Babb	Teacher, FHEA Rep.	Ed Beckmann	Parent
Sally Black	Teacher	Stephanie Brenner	Literacy Coach
Christopher Brooks	Parent	David Brothers	Administrator
April Burton	Content Leader	David Craig	Teacher
Kara Dalton	Content Leader	Sandra Davenport	Parent
Tom Dieckmann	Parent	Nicholas Elmes	Parent
Georgia Greene	Patron	Sarah Haider	Parent
Carrie Hepburn	Content Leader	Nathan Hoven	Chief Academic Officer
Lynn Hults	Parent	Sherry Jordan	Content Leader
Jill Jones	Parent	Megan Michele Kaup	Parent
Missy Laurentis	Parent	Sherri Lorton	Content Leader
Dory Lutz	Parent	Nathan Mackiewicz	Teacher
Liz Malloy	Administrator	Cindy McKee	Parent
Tegan Milford	Administrator	Angeline O'Neal-Hogrefe	Administrator
Stephanie Ott	Parent	Ryan Phillips	Parent
Jennifer Prophete	Parent	Holly Ragan	Parent
Michelle Ridlen	Content Leader	Amy Ridling	Content Leader
Melinda Scheetz	District Literacy Coordinator	Susan Saegers	Parent
Jennifer Talley	Patron	Ranya Taqleddin	Parent
Erin Thurston	Administrator	Kim Turner	Administrator
Heather Vogt	Parent	Lane Walker	Teacher
Greg Wheadon	Parent		

The following FHSD staff provided support in review of the Assessment Plan:

Kim Turner, Alternative Learning
Eddie Rodgers, Alternative Learning
Barbara Brommelhorst, RN, District Nurse Coordinator
Susan Lane, Parents as Teacher Administrator
Martin Rosso, District Diagnostician
Sherri Lorton, Content Leader
Carrie Hepburn, Content Leader
Sherry Jordan, Content Leader
Amy Ridling, Content Leader
April Burton, Content Leader
Kara Dalton, Content Leader
Michelle Ridlen, Content Leader
Andrea Head, Content Leader
Jen Stege, Content Leader
Katie Vargas, College and Career Specialist
Melinda Scheetz, K – 12 Literacy Coordinator
Connie Buckman, Director of Adult Learning
Chris Garland, Director of Elementary Education
Lucas Lammers, Director of Secondary Education
Jennifer Patterson, Director of Student Services
Will Vanderpool, Director of Alternative Learning
David Brothers, Director of Curriculum and Assessment

Francis Howell School District

Assessment Plan

The Francis Howell School District Comprehensive Assessment Plan is a document that details the instruments and strategies used to monitor the quality of the District's instructional program and screening for participation in special programs. The plan establishes guidelines for individual as well as group assessment. In general, individual assessment data is gathered as a means for providing parents, teachers, administrators, and counselors with information to monitor a given child's capabilities, learning, and progress. This individual data is used for planning educational programming specific to a given student's identified needs. Group assessment data is used to identify strengths and weaknesses within a given curriculum and/or within classroom instruction.

The Assessment Plan is based on guidelines developed by the Missouri Department of Elementary and Secondary Education. A committee consisting of the Director of Assessment, building level administrators, counselors, and teachers all contributed to the plan's development. Upon approval by the Board of Education, this document will provide guidance to District personnel regarding all aspects of the Francis Howell Assessment Plan.

The Board, the District's Academic Team, and the District's Curriculum and Assessment Advisory Committee examine building, grade level, and content area testing data annually, as well as disaggregated assessment data of various subgroups to determine the effectiveness of Francis Howell education programs.

The Francis Howell School District uses formal assessment data to monitor student progress and program effectiveness through early childhood screening, health screening, state-required achievement assessments, assessments for program planning, and assessments to determine student eligibility for special programs. The District also administers standardized tests to monitor progress in general academic achievement and to measure the effectiveness of district programs. Additionally, the district has developed local assessments to provide practice for the Missouri Assessment Program (MAP), for the Grade Level Assessments (GLA), for the End-Of-Course (EOC) exams, and for the ACT.

During the 2020 – 2021 school year, statewide assessments for MAP GLA and MAP EOC will continue to be delivered in an online format. When planning any assessment online, administration should address any issues that may arise due to the nature of the assessment, such as the number of computers needed for the online assessments and changes in testing protocol. In addition, the English Language Arts, Mathematics, Science, and Social Studies assessments are revised to align with the new Missouri Learning Standards.

The Francis Howell School District is committed to the Professional Learning Communities Model, and therefore is also committed to the development of common assessments and common formative assessments. All Professional Learning Communities continue to develop these assessments to be responsive to student needs. These are given at various grade levels in various subject areas. This data is then used to improve instruction within the classroom, the grade-level/content areas, and among buildings.

The Francis Howell School District Comprehensive Assessment Plan contains:
- Francis Howell School District Statement of Purpose for Assessment
- Descriptions of the assessment instruments, use of results, and dissemination of the results
- Testing schedule overview
- Overview of assessments used at specific grade levels and the purposes for each
- Guidelines for including students with disabilities
- Provisions for teaching test-taking skills
- Test security procedures

Assessments: Birth to Kindergarten

Test	Target Age or Grade Level	Typical Date	Purpose	Dissemination of Results
Ages and Stages Questionnaire	3 months to 35 months	Once yearly	To assess current level of development and to identify potential problems in the areas of language, fine motor, gross-motor, social, and cognitive skills.	Appropriate staff will confer with parents to discuss results and share suggested activities which may further the child's development. If children appear to be having difficulty, they will be referred directly to appropriate agencies such as early intervention programs or through the parents to appropriate medical personnel. When needed, students will be rescreened. Screening results will be shared with the child's future elementary site for instructional purposes and placed in the child's permanent record file.
Ages and Stages Questionnaire ASQ:SE-2	3 months to 35 months	Once yearly	To assess the social-emotional competence and to identify potential problems.	
P.A.T. Observation	Birth to K-entry	Quarterly or as needed	To gather information about behavior, language, social skills, cognitive skills, response to voice, ability to locate sounds, general development, etc.	
Parent Questionnaires	Birth to K-entry	Yearly	To gather information regarding prenatal care, health and developmental history, social skills, language, vision, hearing, immunizations, adaptive behavior, etc.	
Functional Vision Screening	3 months to K-entry	Yearly	To identify potential problems with near/far-sightedness and muscle balance.	
Functional Hearing Testing	3 months to K-entry	Yearly	To identify potential hearing problems.	
Otoacoustic Emissions	3 years to K-entry	Yearly	To identify potential hearing problems.	
Observation during and before developmental screening	3 years to K-entry	Yearly	To gather information on behavior, speech and language, social skills, gross motor ability, attention span, general physical development, etc.	
Lighthouse Vision	2 years to K-entry	Yearly	To identify potential problems with visual acuity.	
Audiometry/ Tympanometry (Hearing)	3 years to K	As Indicated	To identify potential hearing problems.	

Assessments: Birth to Kindergarten (continued)

Test	Target Age or Grade Level	Typical Date	Purpose	Dissemination of Results
DIAL-4	3 years to K-entry	Yearly	To assess current level of development in the areas of language, motor, cognitive and social behavior; to identify potential problems in the area of development.	Appropriate staff will confer with parents to discuss results and share suggested activities which may further the child's development. If children appear to be having difficulty, they will be referred directly to appropriate persons such as special education personnel or through the parents to appropriate medical personnel. When needed, students will be rescreened. Screening results conducted immediately prior to kindergarten enrollment will be shared with the child's teacher for instructional purposes and placed in the child's permanent record files.
Francis Howell School District Preschool Common Assessment	2 years 6 months to K-entry	Each Semester	To assess skills in literacy and mathematics.	Classroom teachers will report to parents on the results of the assessments. If children appear to be having difficulty, they will be referred for further developmental screening or Early Childhood Special Education evaluation as appropriate. Assessment results will be shared with the child's future elementary site and placed in the child's permanent record file.

Assessments: District-wide K-12

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
FastBridge	Elementary (K-5), MS (6 – 8), and HS as needed	August, December and May and used throughout year as progress monitor	To universally screen students to determine additional reading assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction and to measure efficacy of instruction. FastBridge serves as the District's dyslexia screener. To assist in determining a student's reading level, Senate Bill 319 eligibility and as one of several indicators for middle school placement, developing 4 year plans and Honors Placement in high school.	Shared with building literacy specialists, administration, parents, teachers, and future teachers.
FastBridge Math – PILOT 2020 - 2021	Elementary (K-5)	August, December and May and used throughout year as progress monitor	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction. Pilot Buildings and Grade Levels: Castlio 1st grade; Fairmount Kindergarten, 3rd Grade, 4th Grade, 5th Grade; Henderson 1st Grade; Harvest Ridge 4th Grade; John Weldon 5th Grade; Warren Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Shared with administration, parents, teachers, and future teachers.
CogAT Screening for Gifted	Elementary (K-5)	Throughout school year as necessary	To universally screen students to determine those who may qualify for Gifted programming.	Shared with building Gifted teachers, administration, and parents.
Math and ELA Benchmark Assessment	Elementary & Middle (K-8)	Pre-test, Mid-year, Post-test	To determine Mathematics and ELA achievement on Missouri Learning Standards.	Reviewed by building and District leadership.
English Language Arts – Units of Study	Elementary (K-5)	Quarterly	To determine writing progress on Missouri Learning Standards Expectations.	Reviewed by classroom teachers and Professional Learning Communities.

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
Math Common Assessments	Elementary (K-5)	2-3 Units/Year	To determine Mathematics achievement on Missouri Learning Standards.	Reviewed by classroom teachers and Professional Learning Communities.
Math and ELA Common Assessments	Middle and High (6–12)	Each Unit/Topic	To determine Mathematics and ELA achievement on Missouri Learning Standards.	Reviewed by classroom teachers and Professional Learning Communities.
Science Common Assessments	Elementary (K – 3)	3 – 4 Units/Year	To determine Science achievement on Missouri Learning Standards.	Reviewed by classroom teachers and Professional Learning Communities. Note: Data from Science Common Assessments is not required to be entered into MasteryConnect.
English Language Arts – Writing Benchmark Assessments	Middle School (6–8)	Quarter 1, Quarter 2, and Quarter 3	To determine writing progress on Missouri Learning Standards Expectations.	Reviewed by classroom teachers and Professional Learning Communities.
Mock English II EOC	English II (10)	January – February	To inform teachers of student academic progress in English Language Arts in relation to priority state standards prior to the state assessment, so that their needs can be addressed.	Shared with students and teachers, as well as with Department Chairs who use the data to plan instruction based on results.
MAP – Grade Level Assessments (GLA)	English Language Arts & Math – (3-8) Science – Grades 5, 8	April – May	To evaluate school district programs and overall student achievement. Results also may be used to assist in class/program placement in middle school and high school 4 year planning. (Required by DESE)	Reviewed by the Board annually for performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are also analyzed by teachers and administrators. Students and parents are provided with student reports.
MAP – Alternative (MAP – A)	Math and English Language Arts – (3–8) & Science - Grades 5, 8, 11 Special Education	Throughout school year	To assess students identified through their IEP. For students with the most significant cognitive disabilities. IEP teams use a checklist provided by DESE to determine student eligibility. Linked to the grade-level specific expectations in the Missouri Learning Standards.	

Assessments: District-wide K-12 (continued)

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
MAP – End of Course (EOC)	Algebra I (MS & HS) Biology I English II Government	Fall: Oct. – January Spring: Feb. – May Summer: June – August	To evaluate school district programs and overall student achievement. EOC assessments in the core areas are required by law. As a condition of the ESSA Waiver, all students must take an Algebra level assessment prior to graduation.	Reviewed by the Board annually for performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. The results are also analyzed by teachers and administrators. Students and parents are provided with student reports.
W-APT	K-12 (English Language Learners)	First 30 days of school and then as students enter the district	To determine if a student will receive EL services. Districts are required to screen all possible EL students using the W-APT screening assessment. Current EL students DO NOT have to be re-screened.	
ACCESS for ELLs 2.0	K-12 (English Language Learners)	January – February	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.	
Iowa Algebra Test Form 1	Middle (6)	October	To identify appropriate middle school math placement.	Shared with classroom teacher, math content leader, middle school counselor, and parents.
Iowa Algebra Test Form 2	Middle (7)	October	To identify appropriate middle school math placement.	Shared with classroom teacher, math content leader, middle school counselor, and parents.
Presidential Fitness	Elementary (5) High School (9)	October – April	To assess fitness for grades 5 & 9.	Required by the Department of Elementary and Secondary Education.

Assessments: District-wide K-12 (continued)

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
MO & US Constitution Exam and Civics Exam	High (11)	October – April	To assess student knowledge of MO & US Constitution as required by DESE.	Reported on transcripts and students receive individual results.
Practice ACT (Retired version)	High (10)	September	To provide students the information they will need to plan and prepare for the administration of the ACT. Students scoring in the range 18 – 21 are recommended for placement in an ACT Preparations course.	Scores received by students from scoring company. School receives student reports on top 5 areas of consideration of work needed to improve ACT score.
ACT	High (11)	April	To determine college readiness. The District provides all junior students an opportunity to take an NCAA approved administration of the ACT during the school day.	Sent by ACT to the college(s) of the students' choice; results shared by ACT with the student and parents. Results also used in College and Career Readiness MSIP-5 and MSIP-6 school/district evaluation.
ACT WorkKeys	High (11)	Throughout the year as needed	To help students identify their current career skills as well as identify areas that need improvement as they plan for their future. Students who succeed on the assessment qualify for ACT's National Career Readiness Certificate.	Sent by ACT to student and parents. Results also used in College and Career Readiness MSIP-5 school/district evaluation.
ASVAB	High (10 – 12)	Throughout the year as needed	An assessment that helps students identify which careers are best matched with their skills in general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information.	Shared with students, parents, counselors, and administrators. Results are also used in College and Career Readiness MSIP-5 school/district evaluation.

Assessments: District-wide K-12 (continued)

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
Industry Recognized Credential (IRC) Certificates – Business	High (10-12)	April – May	To earn certification for students upon successful completion of the assessment in the areas of Adobe Premiere Pro, Adobe Photoshop, and ASK Marketing. Scores on IRC assessments utilized in MSIP-5 accreditation.	Distributed to students and parents, as well as submitted to DESE for MSIP-5 accreditation purposes.
Industry Recognized Credential (IRC) Certificates – Family and Consumer Sciences	High (10 – 12)	December, April – May	To earn certification for students upon successful completion of the assessment in the areas of ProStart 1, ProStart 2, AAFCS (American Association of Family and Consumer Sciences) Fashion, and AAFCS Pathways to Teaching. Scores on IRC assessments utilized in MSIP-5 accreditation.	Distributed to students and parents, as well as submitted to DESE for MSIP-5 accreditation purposes.
Project Lead the Way (PLTW) Engineering Assessment	High (9-12)	May	To provide DESE information for MSIP-5 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, as well as submitted to DESE for MSIP-5 accreditation purposes.
Project Lead the Way (PLTW) Biomedical Assessment	High (9-12)	May	To provide DESE information for MSIP-5 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, as well as submitted to DESE for MSIP-5 accreditation purposes.
Project Lead the Way (PLTW) Computer Science	High (9-12)	May	To provide DESE information for MSIP-5 accreditation and by PLTW National for student ability to claim college credit. (Required by DESE)	Distributed to students and parents, as well as submitted to DESE for MSIP-5 accreditation purposes.

Assessments: District-wide K-12 (continued)

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
Career Cluster Inventory	Middle (6 and 8)	Throughout the school year	Matches student interests and activities they enjoy with occupations in the sixteen national Career Clusters.	Shared with students so that can make decisions on their four-year plan.
Learning Styles Inventory	Middle (6)	Throughout the school year	Identifies for students the type of learning style that is their strength and their preferred learning style.	Shared with student so they can make decisions on their four-year high school plan.
Interest Profiler (IP)	Middle (7)	Throughout the school year	Produces a list of occupations that best fit a student's interests.	Shared with student so they can make decisions on their four-year high school plan.
Employability Skills Survey	Middle (7)	Throughout the school year	Helps students explore occupations that match student self-assessed skills. It helps students recognize how skills can be transferred between occupations.	Shared with student so they can make decisions on their four-year high school plan.
Reality Check	Middle (8)	Throughout the school year	Informs student awareness to the kind of education and finances that are associated with the way they want to live as an adult. The Reality Check allows students to find out how much money is needed to earn to cover their expenses. It also shares which occupations support this lifestyle	Shared with student so they can make decisions on their four-year high school plan.

Assessments: District-wide K-12 (continued)

ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL)	High School (11 – 12)	Spring	One measure used to determine if a student qualifies for the Seal of Biliteracy. To assess the ability of a student to engage in linguistic tasks on topics of personal, social, and academic relevance across the three modes of communication.	Shared with student, teacher, and family.
Reading Inventory (RI)	Grades 5 – 12	Initial Placement: 3rd Quarter Students placed in Read 180: 3 – 5 times per year	Reading Inventory is a computer-adaptive assessment that provides teachers with the data they need to create, implement, and adjust personalized instruction. RI is used to provide individual student Lexile levels.	Shared with student, parent, teacher, and administrators.
Progress Assessment of Reading (PAR)	Grades 6 – 12	Students in Language Live!: Beginning of School Year	To measure student Lexile level. To predict students' performance on high stakes assessments.	Shared with student, parent, teacher, and administrators.
Language Reading Scale (LRS)	Grades 6 – 12	Students in Language Live!: 3 times per year	To measure an instructional level Lexile level for students who are several years behind grade level.	Shared with student, parent, teacher, and administrators.
Test of Silent Contextual Reading Fluency (TOSCRF)	Grades 6 – 12	Students in Language Live!: 3 times per year	To measure silent contextual reading fluency. To measure the speed with which students can recognized individual words in a series of printed passages that become progressively more difficult in their content, vocabulary, and grammar.	Shared with student, parent, teacher, and administrators.
Test of Written Spelling 4th Editiion (TWS-4)	Grades 6 – 12	Students in Language Live!: 3 times per year	To document overall improvement in spelling as a result of intervention instruction. TWS-4 is a norm-referenced test of spelling.	Shared with student, parent, teacher, and administrators.

Advanced Screening and Identification of Giftedness

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
Cognitive Abilities Test (CogAT)	K-5	Continuous	To screen for identification of giftedness (advanced screening).	Parents are notified of results in writing within ten (10) business days.
WASI-Wechsler Abbreviated Scale of Intelligence II	Age 6-grade 12	Continuous		
Test of Divergent Thinking	Age 6-grade 12	Continuous		
WIAT III-Wechsler Individual Achievement Test	Grades 2-8 SEGA	Fall		

Assessments: Health Screening

Test	Grade Level	Typical Date	Purpose	Dissemination of Results
Snellen Distance Near Vision Cards	1, 3, 6, 9 and all referred students	September-October	To screen for problems with near/ far-sightedness.	Results for all health screenings will be maintained in individual student medical files. Students are rescreened two (2) weeks after initial screening if concerns are noted. Parents are notified and referrals to appropriate medical personnel will be sent to parents of all students who fail a health screening. Results of screenings will be shared with district staff and special education personnel on a need-to-know basis.
Hearing Pure Tone Audiometry Screening	1, 3, 6, 9 and all referred students	September-October	To screen for deficits in hearing acuity.	
Blood Pressure	9	September-October	To screen for health concerns in blood pressure.	
Suicidal Ideation Questionnaire (SIQ)	10 – 12	Throughout the year as needed	To provide a mechanism for informing adults/professionals of their level of distress and suicidal intent.	Results are shared with parents and the mental health provider student is being taken to for continued support.
Suicidal Ideation Questionnaire Junior (SIQ-JR)	7 – 9	Throughout the year as needed	To provide a mechanism for informing adults/professionals of their level of distress and suicidal intent.	Results are shared with parents and the mental health provider student is being taken to for continued support.
Ask Suicide-Screening Questions (ASQ)	K – 12	Throughout the year as needed	To help successfully identify youth at risk for suicide.	The results are shared with the student's parent or guardian.

Compliance Requirements

Guidelines for Including Students with Disabilities

Individual students with IEPs or Section 504 plans will participate in assessments administered by the District as indicated by the student's IEP or Section 504 plan. Accommodations, if applicable, will be designed to provide all students with an equal opportunity to demonstrate what they have learned and typically reflect those used in the student's daily instructional program. Accommodation procedures may include adjustments in the assessment setting, item presentation, student response methods, as well as timing of the assessment. Decisions regarding accommodations or non-participation in specific types of assessments will be made on an annual basis by the IEP team and will not be based on program settings, category or disability, or percentage of time in a particular placement or classroom. The school staff should expect that all students, including those with disabilities and on Section 504 plans, will participate in the Grade Level Assessments or End of Course assessments and other district-wide assessments. Eligibility for MAP-A and alternative district-wide assessments will be determined by IEP teams.

Provisions for Teaching Test-Taking Skills

Classroom teachers will provide students with regular instruction in test-taking skills. Teachers will also provide students with opportunities to practice test format types including multiple choice, constructed response questions, and Technology-Enhanced Items. Technology-Enhanced Items are question format types such as multiple responses, drag and drop, sequence, fill in the blank, and matching. Classroom teachers will provide feedback regarding student performance following practice opportunities. Preparing students to participate in state and national assessments will be the responsibility of all classroom teachers. School faculties will develop strategies for improving student performance on state and national assessments on an annual basis.

Test Security - Overview

Board Policy 6420 addresses test security. The building/school test coordinator is required to distribute and review testing materials, as well as have teachers/proctors sign to indicate receipt of the materials prior to testing. Changes to the Missouri Assessment Program presents differing test security issues. With the introduction of online assessments in state testing and the continuation of paper and pencil assessments, test security for any given assessment may be handled in a different manner, but in all cases, test security is of utmost importance.

The use of an electronic device, such as a cell phone or smart watch, by a teacher/proctor during a testing session is not to be allowed. Students should not have access to electronic devices, such as a cell phone or smart watch, during a testing session. A student may use a cell phone or other electronic device during testing to track medical issues such as blood pressure, heart rate, and blood sugar. If student uses a cell phone or other electronic device for a medical issue, they can have it in the testing room, but it should be held onto by the Test Examiner or proctor and not by the student. No pictures of the testing screen are to be taken unless directed to do so by technical support provided by the testing vendor. When a paper and pencil form of a test is needed, this document will be treated as secure test materials. This includes the storage, printing, and access of test print materials. All Missouri assessment documents and other standardized test booklets whether received in a shipment or printed locally, as allowed by specific testing procedures, are to be stored immediately upon receipt/printing in a secured area. When the test documents arrive at the district, the district test coordinator or designee will check to make sure all cartons/boxes have been received. The test coordinator or his/her designee will assume responsibility for contacting the appropriate assessment vendor assigned if the order is inaccurate, and for providing secured storage of any materials received. Beyond the initial checking and sorting, test booklets will remain untouched until they are prepared for distribution for administration. Only the District Test Coordinator and other designated individuals will have access to test materials. No teacher should have

access to test books or their content prior to distribution except as provided under state guidelines for IEP test accommodations. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Test Security – Instructions for Administration

All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. District staff required as part of their job to be involved with the handling or viewing of secure test content or materials are required to attend the appropriate test security training. A signature of their participation in the training will also be required prior to any testing duties being performed. It is the responsibility of the building/school test coordinator to ensure all appropriate training has been completed for the staff in their building, including the training of the building/school test coordinator.

Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in staff development, led by the building/school test coordinators, regarding testing procedures. Building/school test coordinators are trained in administration of all standardized tests at least annually. The Staff Development will stress the importance of test security during test administration. Security issues addressed will include expectations for electronic devices such as cell phones and internet accessible devices, as well as the handling of materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting.

When paper and pencil versions of the tests are used, the tests must be stored in a secure, locked location outside of the classroom. Accountability of the printed test materials will remain the responsibility of the building/school test coordinator. Specific check-in/check-out procedures and required documentation can usually be found in the Test Administration Manual (TAM), a secure testing manual provided to building/school test coordinators prior to the testing window for the associated testing window.

When online testing, the printed test tickets are considered secure documents and are to be treated in the same manner as printed test booklets. The test tickets are to be stored in a secure, locked location outside of the classroom until the need to distribute for testing is present. Also of importance in online testing, every attempt to keep the screen from easily being viewed by anyone other than the student testing should be considered when establishing testing locations by the building/school test coordinators.

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 by the test examiner or proctor on what to do with their tests before leaving their seats. All individuals administering tests will strictly follow the procedures outlined in the Test Administration Manual. Test administrators will not leave the testing room while the test is being given. Building administrators and other designated individuals may transition between classrooms to help monitor test administration and to provide assistance as needed. If a test is to be administered over a series of days, procedures outlined in the TAM are to be followed. It is the responsibility of the building/school test coordinator to ensure the appropriate procedures are followed.

Test Security – Sanctions against Unfair Practices

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

a) Copying any part of a standardized test booklet or screen for any reason, including taking pictures of test booklets or screen.
b) Removing a test booklet from the secure storage area except during test administration.
c) Failing to return all test booklets following test administration.
d) Directly teaching any test item included on a standardized test.
e) Altering a student's responses to items on an answer sheet.
f) Providing 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 to copy each other's work, or altering test administration procedures in any way to give students an advantage.
g) Engaging in written and verbal discussion of secure test items.
h) 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/designee and appropriate disciplinary action will be taken.

Appendix A: Assessments by grade level

Grade Level	Test	Purpose
K	Units of Study Formative, Summative Assessments, & ELA Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	FastBridge Math PILOT	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing

Assessments by grade level (continued)

1st	Units of Study Formative, Summative Assessments, & ELA Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	FastBridge Math PILOT	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing
	CogAT Gifted Screener	To universally screen students to determine those who may qualify for Gifted programming.

Assessments by grade level (continued)

Grade Level	Test	Purpose
2nd	Units of Study Formative & Summative Assessments, ELA Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	FastBridge Math PILOT	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
3rd	Units of Study Formative & Summative Assessments, ELA Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and SB319 eligibility. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	FastBridge Math PILOT	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	MAP Grade Level Assessments (ELA & MA)	To evaluate school district programs and overall student achievement. (Required by DESE)
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	CogAT Gifted Screener	To universally screen students to determine those who may qualify for Gifted programming.

Assessments by grade level (continued)

Grade Level	Test	Purpose
4th	Units of Study Formative & Summative Assessments, ELA Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	FastBridge Math PILOT	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	MAP Grade Level Assessments (ELA & MA)	To evaluate school district programs and overall student achievement. (Required by DESE)
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Assessments by grade level (continued)

Grade Level	Test	Purpose
5th	Units of Study Formative & Summative Assessments, ELA Benchmark	To determine English Language Arts achievement on Missouri Learning Standards.
	Math Benchmark, Formative & Summative Assessments	To determine mathematics achievement on Missouri Learning Standards.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	FastBridge Math PILOT	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	MAP Grade Level Assessments (ELA, MA, & SC)	To evaluate school district programs and overall student achievement. (Required by DESE)
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	Presidential Fitness	To assess fitness for grades 5 & 9. (Required by DESE)
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.

Grade Level	Test	Purpose
6th	Math and English Language Arts Benchmark	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Iowa Algebra Aptitude Test (Form 1)	To determine math placement.
	MAP Grade Level Assessments (ELA & MA)	To evaluate school district programs and overall student achievement. (Required by DESE)
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.

Assessments by grade level (continued)

Grade Level	Test	Purpose
7th	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	MAP Grade Level Assessments (ELA & MA)	To evaluate school district programs and overall student achievement. (Required by DESE)
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	Iowa Algebra Aptitude Test (Form 2)	To determine math placement.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for middle school placement. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.

Assessments by grade level (continued)

Grade Level	Test	Purpose
8th	Math and English Language Arts Benchmark	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	MAP Grade Level Assessments (ELA, MA & SCI), Algebra I EOC	To evaluate school district programs and overall student achievement. (Required by DESE)
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.
	ACCESS for ELLs 2.0	To determine ESOL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.

Assessments by grade level (continued)

Grade Level	Test	Purpose
9th	Algebra I EOC	To evaluate school district programs and overall student achievement. (Required by DESE)
	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	Blood Pressure	To screen for health concerns in blood pressure.
	Snellen Distance/Near Vision Cards	To screen for problems with near-sightedness/far-sightedness.
	Hearing Pure Tone Audiometry Screening	To screen for deficits in hearing acuity.
	Presidential Fitness	To assess fitness for grades 5 & 9. (Required by DESE)
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.

Assessments by grade level (continued)

Grade Level	Test	Purpose
10th	Biology I EOC English II EOC	To evaluate school district programs and overall student achievement. (Required by DESE)
	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	English II Mock EOC	To inform teachers of student academic progress in English Language Arts in relation to priority state standards prior to the state assessment so that their needs can be addressed.
	ACT (Practice)	Inform students of individual progress towards ACT assessment prior to taking required state assessment.
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	ASVAB	To help students identify which careers are best matched with their skills in general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.

Assessments by grade level (continued)

Grade Level	Test	Purpose
11th	Constitution and Civics Exams	To assess student knowledge of Civics, and MO & US Constitution as required by DESE.
	Government EOC	To evaluate school district programs and overall student achievement. (Required by DESE)
	Math and ELA District Common Assessments	To determine mathematics and English Language Arts achievement on Missouri Learning Standards.
	Dynamic Learning Map	To evaluate school district programs and overall student achievement for students whose IEP team determined an alternative is required. (Required by DESE)
	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA. To determine student growth in the four modalities of language development: listening, speaking, reading, and writing.
	ACT – District Choice	To determine college readiness.
	ACT WorkKeys	To determine career readiness.
	ASVAB	An assessment that helps students identify which careers are best matched with their skills in general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.

Assessments by grade level (continued)

Grade Level	Test	Purpose
12th	ACCESS for ELs 2.0	To determine EL eligibility for services mandated through ESSA.
	ACT WorkKeys	To determine career readiness.
	ASVAB	An assessment that helps students identify which careers are best matched with their skills in general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information.
	District Common Assessments	To determine student achievement on priority standards in each content area.
	FastBridge Math	To universally screen students to determine additional mathematics assistance needs. FastBridge provides an estimated rate of improvement, identifies student progress in response to instruction.
	FastBridge	To universally screen students to determine additional reading assistance. To assist in determining a student's reading level, and to serve as one of several indicators for honors placement in high school. Also functions as a progress monitoring tool to determine growth during the school year of students needing additional reading assistance. FastBridge serves as the District's dyslexia screener.

Appendix B: District Approved Assessment Instruments for Building Use
Updated May 2020

Below are the tests that are District Approved and appropriate for building usage to diagnose a student with a disability. Please limit testing in the schools to the tests listed below. If, through formal evaluation, a student meets criteria for a special education diagnosis, the decision to diagnose must be supported by examples of classroom performance and teacher input. The student must show adverse educational impact and require special education services.

The special education department will be supplying tests and protocols for these instruments only. Each building will be provided with at least <u>one</u> (1) achievement test (secondary only), ABAS-II, and BASC-III, along with the necessary protocols.

COGNITIVE
All cognitive testing for initial and re-evaluations will be completed by the K-12 diagnostic team.

ACHIEVEMENT
K-TEA-III

ADAPTIVE:
ABAS-II with manual & computer assist scorer provided to each school

BEHAVIOR:
BASC-III with manual & computer assist scorer provided to each school

LANGUAGE: (choose two (2) and include a language sample)
(Secondary schools will be provided appropriate instruments as needed.)
CELF-V
OWLS II
TOLD-P:3 or TOLD-I:3
CASL

SPEECH-Sound System Disorder:
(All listed below must be completed)
Goldman-Fristoe-2
Speech sample
Oral peripheral exam
*If you have an unusual situation and the tests listed above are not appropriate for a specific student, please consult with your Diagnostic Team representatives for guidance.

Appendix C: FHSD Assessment Instruments

Updated May 2020

The following list of assessments is available to district testing personnel for use as deemed appropriate.

TEST	TYPE
Cog AT-7	Ability
DTKR-II Development Test of Kindergarten Readiness	Achievement
Fiefer Assessment of Reading	Achievement
GORT-5 Gray Oral Reading Test	Achievement
Key Math-R NU	Achievement
K-Seals Kaufman Survey of Early Academic and Language Skills	Achievement
Kaufman Test of Educational Achievement – III	Achievement
Test of Kindergarten/First Grade Readiness Skills	Achievement
TOWL-3 Test of Written Language	Achievement
Woodcock-Diagnostic Reading Battery	Achievement
Woodcock Johnson Achievement Test – IV	Achievement
Wechsler Individual Achievement Test III	Achievement
YCAT Young Children's Achievement Test	Achievement
BSSI Bayley Scales of Infant Development	Achievement
DATA Dynamic Assessment of Test Accommodations	Achievement
PAL Process Assessment of the Learner	Achievement
PAT Phonological Abilities Test	Achievement
PIAT-R Peabody Individual Achievement Test	Achievement
TEWL Test of Early Written Language-2	Achievement
Test of Word Reading Efficiency	Achievement
Brigance	Achievement
Formal Reading Test	Achievement
Reading Fluency Test	Achievement

ABAS II Adaptive Behavior Assessment System – Second Edition	Adaptive
PEDI Pediatric Evaluation of Disability Inventory	Adaptive
SFA School Function Assessment	Adaptive
SIB-R Scales of Independent Behavior	Adaptive
DAYC Development Assessment of Young Children	Adaptive
GOAL (Goal Oriented Assessment of Life Skills)	Adaptive
Children's Spondee Word List	Audiology
Phonemic Synthesis	Audiology
Tympanometry	Audiology
Acoustic Reflexes	Audiology
NU-CHIPS Northwestern University – Children's Perception of Speech	Auditory Discrimination
PBK-50 Phonetically Balanced Kindergarten	Auditory Discrimination
TAPS Test of Auditory Perception	Auditory Discrimination
W22	Auditory Discrimination
WIPI Word Identification by Picture Identification	Auditory Discrimination
MAPA Multiple Auditory Processing Assessment	Auditory Processing
Staggered Spondiac Word Test	Auditory Processing
Autism Diagnostic Interview – Revised	Autism
VB MAPP Verbal Behavior Milestones Assessment and Placement Program	Autism
ASDS Asperger Syndrome Diagnostic Scale	Autism
CARS Childhood Autism Rating Scale	Autism
GARS Gilliam Autism Rating Scale – 3rd Ed.	Autism
ADDES Attention Deficit Disorders Evaluation Scale	Behavior
BASC Behavior Assessment System for Children – 3rd Ed.	Behavior
PKBS-2 Preschool and Kindergarten Behavior Scales	Behavior
FHSD FBA – Francis Howell School District Functional Behavior Assessment	Behavior
Battell Developmental Inventory-2	Cognitive
DTLA-Detroit Test of Learning Aptitudes-4	Cognitive
Differential Abilities Scales	Cognitive
ELAP Early Learning Accomplishment Profiles	Cognitive
K-ABC-2 Kaufman Assessment Battery for Children	Cognitive
LAP Learning Accomplishments Profile	Cognitive
Leiter International Scale-III	Cognitive
NNAT Naglieri Nonverbal Ability Test	Cognitive
PTI-2 Pictorial Test of Intelligence	Cognitive
SB-5 Stanford Binet 5	Cognitive

TONI-3 Test of Nonverbal Intelligence	Cognitive
UNIT Universal Nonverbal Intelligence Test	Cognitive
WAIS-IV Wechsler Adult Intelligence Scale-IV	Cognitive
Wechsler Nonverbal Intelligence Scale	Cognitive
Wechsler Abbreviated Intelligence Scale-II	Cognitive
Wechsler Intelligence Scale for Children-V	Cognitive
Woodcock-Johnson Test of Cognitive Abilities-IV	Cognitive
WPPSI-IV Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition	Cognitive
Cattell-Binet	Cognitive
Hiskey-Nebraska	Cognitive
Matrix Analogies Test	Cognitive
RIAS Reynolds Intelligence Assessment Scales-II	Cognitive
CELF-3 Spanish Version	ESOL
TVIP Test de Vocabulario en Imagenes Peabody	ESOL
Woodcock-Munoz Language Survey-R	ESOL
SAFE Swallowing Ability and Function Evaluation	Feeding/Swallowing
SAGES Screening Assessment for Gifted Elementary	Giftedness
Gifted Rating Scale	Giftedness
Profile of Gifted Abilities	Giftedness
Torrance Tests of Creative Thinking	Giftedness
Williams Test of Divergent Thinking	Giftedness
Benbow	Handwriting
ETCH Evaluation Tool of Children's Handwriting	Handwriting
Print Tool	Handwriting
THS Test of Handwriting Skills	Handwriting
Meadow-Kendall Social-Emotional Assessment for Deaf/HI	HI
SIFTER Screening Instrument for Targeting Educational Risk	HI

Apraxia Profile	Language
Bracken Test of Basic Concepts	Language
CASL Comprehensive Assessment of Spoken Language	Language
CASL-2 Comprehensive Assessment of Spoken Language	Language
CELF-4 Spanish Edition	Language
CELF-5 Clinical Evaluation of Language Fundamentals	Language
CID-Phonetic Central Institute for the Deaf – Phonetic Inventory	Language
Classroom Communications	Language
Expressive One Word Picture Vocabulary Test-4	Language
Functional Communication Profile (FCP) – Revised	Language
KLPA-2 Kahn-Lewis Phonological Analysis	Language
KLPA-3 Kahn-Lewis Phonological Analysis	Language
Listening Test	Language
OWLS II- Oral and Written Language Scale	Language
PLS-4 Preschool Language Scale (English and Spanish)	Language
PPVT-4 Peabody Picture Vocabulary Test	Language
Rosetti Infant Toddler Language Scale	Language
ROWPVT Receptive One Word Picture Vocabulary Test – 4	Language
Social Language Development Test (Elementary – 3; Secondary – 1)	Language
SPELT-III Structured Phonetic Expressive Language Test	Language
SPICE Speech Perception Instructional Curriculum and Evaluation	Language
TACL-3 Test of Auditory Comprehension of Language	Language
TASL-R Teacher Assessment of Spoken Language	Language
Teacher Assessment	Language
TELD-3 Test of Early Language Development	Language
TERA-D/HH Test of Early Reading Ability-Deaf/Hard of Hearing	Language
Test of Adolescent Word Finding	Language
Test of Problem Solving-2	Language
The Word Test-Adolescent	Language
TOLD-I Test of Language Development, TOLDI - 4, and TOLDI - 5	Language
TOLD-P Test of Language Development and TOLD-P-5	Language

Token Test for Children-2	Language
Voice Assessment	Language
WLA Written Language Assessment	Language
Word Adolescent-2	Language
Word Revised-2 Elementary	Language
Boston Aphasia	Language
RIPA Ross Information Processing Assessment	Language
Mini Mental Status	Language
REEL-3 Receptive Expressive Emergent Language Test	Language
Test of Narrative Language	Language
TOLD-4 Test of Language Development Fourth Edition	Language
Swassing-Burbie Modality	Learning Styles
BOT-2 Bruininks Oserestsky Motor	Motor
COMPS Clinical Observations of Motor and Postural Skills	Motor
EDPA Erhardt Developmental Prehension Assessment	Motor
Movement ABC	Motor
TGMD Test of Gross Motor Development	Motor
Halstead – Reitan Neuropsychological Battery	Neuropsychological
OSMSE-3 Oral Speech Mechanism Screening Examination	Oral Motor
CAT Children's Apperception Test	Personality
Children's Depression Inventory	Personality
Conners' Behavior Rating Scale III	Personality
Devereux	Personality
EAT Eating Attitudes Test	Personality
ESPQ Early School Personality Questionnaire	Personality
HSPQ High School Personality Questionnaire	Personality
IPAT Anxiety Scale	Personality

ISB Incomplete Sentence Blank	Personality
MMPI-A Minnesota Multiphasic Personality Inventory	Personality
Multidimensional Self Concept	Personality
Personality Assessment Inventory – Adolescent	Personality
BRIEF Behavior Rating Inventory of Executive Function	Personality
SAED Scale for Assessing Emotional Disturbance	Personality
SASSI Substance Abuse Subtle Screening Inventory	Personality
TAT Thematic Apperception Test	Personality
TIES Typical Intellectual Engagement	Personality
ASEBA Achenbach System of Empirically Based Assessment	Personality
TOPL Test of Pragmatic Language – 2	Pragmatics
Bender-Gestalt	Processing
Boston Naming Test	Processing
Children's Memory Scale	Processing
MVTP-R Motor Free Visual Perception Test	Processing
NEPSY Neuropsychological Assessment	Processing
Token Test-Revised	Processing
WRAML-2 Wide Range Assessment of Memory and Learning Second Edition	Processing
Dellis Kaplan Executive Function System	Processing
PAL Process Assessment of the Learner	Reading
Adolescent/Adult Sensory Profile	Sensory
Degangi-Berk Test of Sensory Integration	Sensory
Sensory Profile	Sensory
SI Inventory Sensory Integration Inventory	Sensory
SPM – Sensory Processing Measure	Sensory
Carolina Picture Test for Assessing Sign Language Pro.	Sign Language

APP-R Assessment of Phonological Processes	Speech
Goldman Fristoe Articulation – 2nd and 3rd Ed.	Speech
CTOPP Comprehensive Test of Phonological Processing	Speech
HAPP-III Hodson Assessment of Phonological Processes	Speech
Kaufman Praxis	Speech
Photo Articulation Test	Speech
STDAS Screening Test of Developmental Apraxia of Speech	Speech
Test of Articulation	Speech
TOPA Test of Phonological Awareness	Speech
Assessment of Stuttering Behaviors	Speech
SPI Stuttering Prediction Instrument for Young Children	Speech
SSI-IV Stuttering Severity Instrument IV	Speech
Arizona Articulation	Speech
Multisyllabic lexical neighborhood	Speech Perception
Lexical Neighborhood	Speech Perception
SIN Bamford-Kowal-Bench Speech in Noise	Speech Perception
Consonant Nucleus Consonant	Speech Perception
Early Speech Perception	Speech Perception
Minimal Pairs	Speech Perception
Common Phrase	Speech Perception
Holland SDS	Transition
Transition Scale	Transition
Becker Reading Free Interest Survey	Transition
Diagnostic Assessment Procedure	Vision
ISAVE Individual Systematic Assessment of Visual Efficiency	Vision
Jordon Left-right Reversal Test	Vision
Functional Vision/Learning Media Assessment	Vision
Oregon Project	Vision

Visual Efficiency Scale	Vision
John's Reading Inventory	Vision
Critical Visual Impairment Rating Scale	Vision
New Tools for FV/LMA Functional Vision/Learning Media Assessment	Vision
Preschool G & M Assessment	Vision
TAPS – O & M Teaching Age-Appropriate Purposeful Skills - Orientation and Mobility	Vision
Beery VMI Visual Motor Integration	Visual-Motor
DTVP-2 Developmental Test of Visual Perception	Visual-Motor
PVMIA Preschool Visual Motor Integration Assessment	Visual-Motor
S-VMPT Slosson Visual Motor Performance Test	Visual-Motor
TVMS-R Test of Visual Motor Skills	Visual-Motor
See it Right	Visual-Motor
VAP Voice Assessment Protocol	Voice