# Contents

PCR3 Curriculum, Instruction, & Assessment Plan ........................................................................................................... 3  
Platte County R3 School District Foundational Elements .................................................................................................. 3  
The Purpose of the Curriculum, Instruction, & Assessment Plan ......................................................................................... 4  
Statement of Stakeholder Participation and Support ........................................................................................................... 5  
PCR3 Relevant Board Policy ............................................................................................................................................... 5  
  PCR3 Board Policy IA (Instructional Goals/Priority Objectives) ....................................................................................... 5  
  PCR3 Board Policy IGA (Basic Instructional Programs) .................................................................................................. 6  
  PCR3 Board Policy IIA (Instructional Materials) .............................................................................................................. 7  
  PCR3 Board Policy IM (Evaluation of Instructional Programs) ......................................................................................... 8  
  PCR3 Board Policy IF (Curriculum Development) ........................................................................................................... 9  
  PCR3 Board Policy IL (Assessment Program) .................................................................................................................. 10  
  PCR3 Board Policy ILA (Test Integrity and Security) .................................................................................................... 12  
PCR3 Curriculum ................................................................................................................................................................. 15  
Guidelines and Procedures for Curriculum Development, Revision, and Format ................................................................. 15  
  Curriculum Cycle ............................................................................................................................................................... Error! Bookmark not defined.  
Curriculum Development Cycle Strategic Plan ....................................................................................................................... Error! Bookmark not defined.  
Curriculum Development ......................................................................................................................................................... 15  
Curriculum Revision ............................................................................................................................................................... 15  
Secondary Course Processes ..................................................................................................................................................... 21  
Curriculum Format – Build Your Own Curriculum ................................................................................................................ 23  
  District Grading Practices ................................................................................................................................................... 25  
PCR3 Instruction ....................................................................................................................................................................... 29  
  Platte County R-3 Principles of Learning ........................................................................................................................... 29  
  Quality Continuous Improvement Classroom Framework .................................................................................................. 30  
  Platte County R-3 Improvement (Data) Team Process ...................................................................................................... 33  
PCR3 Assessment ...................................................................................................................................................................... 34  
  Assessments Overview ......................................................................................................................................................... 38
Platte County R3 School District Foundational Elements

In 2011, the Platte County School District collaboratively developed the shared vision, mission, and values (VMV). By design the language used paints a distinct picture of what our school District believes. For instance, the word ‘students’ is not present within the PCR3 Vision and Mission. Instead you will notice the word ‘learner’. This indicates that learners are both students and adults. The quote by Roland Barth (2001) aligns directly to our choice to use the word ‘learner’: “Ultimately there are two kinds of schools: learning-enriched schools and learning-impoverished schools. I’ve yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners – or they don’t go at all.” In addition to specific word choice, the three dots following the vision show that ‘tomorrow’ is ever changing. Since the initial adoption of the VMV, all staff members have been held accountable to know and articulate the VMV.
The Purpose of the Curriculum, Instruction, & Assessment Plan

“Assessment is today's means of understanding how to modify tomorrow's instruction.”

-Carol Ann Tomlinson

Curriculum, Instruction, and Assessment are critical parts of school improvement and student learning. The Platte County R-3 School District is committed to the concept of assessment for learning. District benchmark assessments, Improvement Teams, and the use formative assessments are intended to diagnose student understanding, measure performance, inform instruction, focus instructional time – and drive achievement. The information gathered by the District from its assessment program will be used in a variety of ways to help steer decisions made by educators and leadership. This will be done to best assure that quality choices are made based on the information that is available to the District.

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases funding. The Platte County School District Assessment Program consists of a variety of assessment types to effectively monitor student performance and achievement. Using multiple sources of assessment information can assist in answering some of the following key questions:

1. What level of achievement are we attaining in our District?
2. How will we celebrate and examine high levels of achievement in our District to understand and promote the practices used to attain this recognition?
3. Which areas of student achievement are in need of improvement?
4. Are assessment results being monitored in the “Academic” section of the District’s Strategic Plan?
5. Which students are in need of alternative instructional strategies?
6. Are educators, leaders, students, and parents aware of how to attain assessment results and what they mean?

The answers to these questions open the door to continuous improvement and healthy dialogue within our school District. They also have the potential to bind curriculum, assessment, and professional development under the umbrella of Academic Services to greatly serve the District’s community of educators, leaders, students, and parents.

This plan was developed and will be monitored by the Academic Services Team. The Platte County R-3 School District has two Coordinators of Curriculum, Instruction, and Assessment – one at the elementary level and one at the secondary level.

The essential functions of the Elementary and Secondary Coordinators of Curriculum, Instruction, and Assessment include:

- Facilitates the Assessment Committee in identifying strengths, opportunities for improvement, and potential professional development experiences to create and maintain a robust assessment program that drives instruction, supports making informed decisions, and ultimately improves student achievement.
- Coordinates the execution of assessments in the District including facilitating the development of the assessment calendar; ordering assessment materials; providing in-service to building assessment coordinators; developing and maintaining test security measures that are aligned with board policy; ensuring state approved accommodations are used; ensuring that state guidelines and restrictions are being honored in each building; and coordinating the transporting of resources, materials, and assessments.
- Supports the development and utilization of District produced common assessments used to guide instruction, supports our Response to Intervention Programs at the various buildings, and evaluates programs throughout the District.
- Analyzes, reports, and interprets assessment results for both internal and external stakeholders. This analysis and interpretation of results supports the organization’s ability to measure its' current reality and progress over time. It also supports staff members in using data to guide instruction and the organization in the evaluation of programs.
and making informed decisions. The assessment results are presented to the board of education through an annual Assessment Summary in September.

- Informs and educates both internal and external stakeholders in our community on the current reality of state and national assessment guidelines and factors that may influence our assessment program and overall accreditation status.
- Supports alignment of state and local standards, learning expectations, competencies and/or assessments to the District curriculum.

**Statement of Stakeholder Participation and Support**

The 2015-16 Curriculum, Instruction, and Assessment Plan was developed in collaboration with District stakeholders. This comprehensive plan is aligned to the Platte County R-3 School District Strategic Plan. It supports the measures of our strategic objectives that are evaluated both formatively and summatively. The plan is reviewed annually by District stakeholders and the summative results from our various assessments are shared each September with the Board of Education as evidence of our guaranteed and viable curriculum and instruction.

During the 2015-16 school year PCR3 curriculum, instruction, and assessment will be monitored through Improvement Teams, Curriculum Teams, and Administrative Council Meetings. Revisions to this plan will be made as a result of data driven feedback from district stakeholders from the teams listed above. PCR3 Board Policies Governing Curriculum, Instruction, and Assessment.

**PCR3 Relevant Board Policy**

PCR3 Board Policy IA (Instructional Goals/Priority Objectives)

**INSTRUCTIONAL GOALS/PRIORITY OBJECTIVES**

The educational goals for the Platte County R-3 School District focus on the student and address quality in education. The goals are relevant to the lives of students of any age, whether in formal institutions of learning, programs of continuing education or any learning environment. The goals adopted by the school district correspond closely to those that have been established for all Missouri schools by the Missouri Department of Elementary and Secondary Education. The four categories of goals may be related to formalized school experiences or individual attainment. Regardless of the language, responsibility is placed upon both the school and the student. Appropriate outcomes necessitate that citizens, educators and especially the students make wise use of available resources. The goals are intertwined; no one goal stands apart from the rest. These goals help define performance objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress.

**Intellectual Development**

It is the goal of the district that each individual will have the opportunity to develop intellectual ability to developmental capacity. The development of intellectual ability should include the acquisition of knowledge as well as the creative ability to process and use that knowledge. To acquire the desired knowledge and fundamental intellectual processes, the Board of Education believes that each individual should become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making and aesthetic appreciation.
Physical Development

It is the goal of the district that each individual will have opportunity to develop knowledge, understanding and/or skills in the process of physical growth and maturation, health and recreation to the extent of developmental ability.

Social Development

It is the goal of the district that each individual will have the opportunity to develop social skills to the extent of developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Career Development

It is the goal of the district that each individual be provided systematic and sequential activities at all levels to facilitate educational and occupational decision making appropriate to maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation and adult occupational education.

Organization of Instruction

The organization of instruction is designed to meet the standards established by the Missouri Department of Elementary and Secondary Education.

PCR3 Board Policy IGA (Basic Instructional Programs)

BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Platte County R-3 School District will provide for both formal studies to meet the general academic needs of students, as well as opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.

The Board of Education is committed to educational excellence through the development of communication and computational skills among the district's students. The Board will adopt specific requirements to ensure that high school graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education,
vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical/computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any instructional program which is required by state or federal law will be provided to students, and procedures will be developed to ensure requirements are met.

PCR3 Board Policy IIA (Instructional Materials)

INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and procedures. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.
The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.

These evaluations will assess educational needs, provide information for planning in the district, indicate instructional strengths and weaknesses in the district’s educational programs, assure that the district is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continual evaluation of the educational programs and instructional processes of the district. Specific measures will be identified to determine program success. The superintendent or designee will periodically review appropriate research studies to determine recent trends and developments in instructional evaluative techniques.

The superintendent or designee will prepare and maintain written reports about the educational programs and instructional processes of the district and provide copies to the Board upon request and as necessary to carry out the Board evaluations required by this policy. The reports will include the goals and objectives of each program, progress toward meeting those goals and objectives as they relate to the Comprehensive School Improvement Plan; an explanation of the data and information used to determine program effectiveness, and recommendations for continued or improved effectiveness.

Unless otherwise required by law or Board policy specific to a particular program, the Board will annually review the following district programs. The Board may review any program at any time and is not restricted to the programs in this policy.

**Instructional**

1. Gifted Education
2. Professional Development
3. Great Beginnings

**Instructional Support**

1. Early Childhood Special Education
2. Federal Programs
3. A+ Programs
4. Library Media Services
5. Parent Involvement Program
6. Co/Extra-Curricular Activities
7. Guidance Program
8. Pirates Rock Program
9. At-Risk Program
District Support

1. Health Services Program
2. Food Service
3. Adventure Club Program
4. Transportation

Other

Curriculum will be reviewed immediately following the scheduled curriculum reviews by staff.

PCR3 Board Policy IF (Curriculum Development)

CURRICULUM DEVELOPMENT

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process the committee may solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines:

► Articulates the curriculum content on a districtwide basis, K-12.

► Is written in specific terms and can be used by the respective professional staff members.

► Uses effective methods for presenting the materials to the students.

► Uses instructional materials that are effectively coordinated with the curriculum guides and programs.

► Makes use of current supplementary and enrichment materials.
The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

PCR3 Board Policy IL (Assessment Program)

ASSESSMENT PROGRAM

The district will use assessments as one (1) indication of the success and quality of the district’s education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

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

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

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies, and civics, as required by law.

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

1. **Student Achievement** – To produce information about relative student achievement so that parents/guardians, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

2. **Student Guidance** – To serve as a tool for implementing the district’s student guidance program.

3. **Instructional Change** – To provide data that will assist in the preparation of recommendations for instructional program changes to:
   a. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
   b. Help the professional staff formulate and recommend instructional policy.
   c. Help the Board of Education adopt instructional policies.
4. **School and District Evaluation** – To provide indicators of the progress of the district toward established goals.

5. **Adequate Yearly Progress** – To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

**Reading Assessment**

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

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

**English Proficiency Assessments**

The district will annually assess the English reading, writing and oral language skills of its students with limited English proficiency.

**Statewide Assessments**

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education.

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

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

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.
The district’s policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent, guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

National Assessment of Educational Progress

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

PCR3 Board Policy ILA (Test Integrity and Security)

TEST SECURITY

Storage and Access Before Test Administration

1. All Missouri assessment documents and standardized test booklets are to be stored, immediately upon receipt, in a secured area.

2. When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.

3. The test coordinator or individual responsible for the program will assume responsibility for contacting the appropriate testing coordination site if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.

4. Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration.

5. Only the test coordinator and other designated individuals will have access to test materials.

6. No teacher shall have access to test booklets or be told what is in them before the test is distributed, except special education teachers in accordance with a student’s Individualized Education Program (IEP).

7. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.
2. The in-service 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 students' questions and monitoring the test setting.

3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

**Test Administration**

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.

2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.

3. 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 place their answer sheets in their test booklets and close these booklets before leaving their seats.

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

5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.

6. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

**Collection and Storage of Test Materials Following Testing**

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.

2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.

3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.

4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforestated precautions to ensure security. Test materials will be counted.

**Sanctions Against Unfair Practices**

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:
1. Copying any part of a standardized test booklet for any reason.

2. Removal of a test booklet from the secure storage area except during test administration.

3. Failure to return all test booklets following test administration.

4. Directly teaching any test item included on a standardized test.

5. Altering a student's responses to items on an answer sheet.

6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.

7. 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 unfair practice, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken.
PCR3 CURRICULUM

Guidelines and Procedures for Curriculum Development, Revision, and Format

The PCR3 District Curriculum is currently being developed in alignment with 5th cycle Missouri School Improvement Plan (MSIP) standards and Common Core State Standards. Curriculum is developed by a representative group of teacher led by the Elementary and Secondary Coordinators of Curriculum, Instruction, and Assessment. Curriculum is developed in a three-phase process to allow staff to become deeply rooted in current trends, research and best practices.

Curriculum Development
- A needs assessment is conducted in the content area and/or related courses per the curriculum cycle.
- Curriculum writing is conducted by a committee comprised of teachers and administrators.
- Resources are reviewed, if deemed necessary new materials will be piloted and decisions made by the curriculum team. ***Resources may not change***
- Professional Development is provided based on resources and curriculum implementation needs.

Curriculum Revision
The curriculum review and revision cycle is a continuous process. Curriculum review occurs on an annual basis with a full revision occurring every five years. The five years is broken down into three phases that allows teachers to become deeply rooted in standards and use best practices during the full curriculum cycle.
Figure 1. Curriculum Development Overview.
Figure 2. Curriculum Development Process.
Figure 3. Curriculum Needs Assessment.
Curriculum Writing Process

Curriculum writing team created. (2-4 Teachers per grade K-5, all 6-12 teachers by department including Special Services representative.)

Day 1:
Overview of curriculum writing process
Review of course standards
Create: Course description, Rationale, Enduring Understandings
Backward planning on course writing

Day 2:
Unit Level organization of standards
Overview, Enduring understandings, Essential questions, Related assessments, Academic Vocabulary
Topic Level organization of standards
Learning Targets aligned to standards

Day 3:
Scoring guide development (K-5)
Assessment alignment and Instructional activities alignment

Day 4:
Continuation of curriculum writing process
Initial Resource planning

Day 5:
Resource Planning

Day 6:
Resource Finalization
Curriculum & BYOC Finalization

Figure 4. Curriculum Writing Process.
Figure 5. Textbook Process.
Secondary Course Adoption Process

Department or Principal completes New Course Request Form; discusses need with impacted principals for form signing; sends completed form to the Curriculum and Instruction Coordinator.

Academic Services reviews request to determine curricular, staffing and budgetary impact.

**Determination of support or nonsupport due to the department or principal within 30 days**

NONSUPPORT: returned to submitting department/principal with written explanation of nonsupport
Department/principal may resubmit if noted in the explanation

SUPPORT: Curriculum budget revised, staffing is reviewed again
Committee content teams identified.
Content teams complete curriculum writing.
Curriculum and Instruction Coordinator arranges instructional resource review.
Recommended curriculum and instructional resources are presented to BOE.
BOE approves recommendations: course added to handbook for next academic year.
Appropriate changes in course description handbook and SIS.

Figure 6. Secondary Course Adoption Process
Secondary Course Revision or Deletion Process

Department or Principal completes Course Revision or Deletion Request Form; discusses need with impacted principals for form signing; sends completed form to the Curriculum and Instruction Coordinator.

Impacted principals and Curriculum & Instruction Coordinator review proposed updates or request to delete.

**Determination of approval or not approval due to the department within 30 days**

NOT APPROVED: returned to submitting department/principal with written explanation
Department/principal may resubmit if noted in the explanation

Approved: revisions or deletions sent to Curriculum & Instruction Coordinator by communicated date

Appropriate changes in course description handbook and SIS.

*Figure 7. Secondary Course Revision or Deletion Process*
Curriculum Format

All District curriculum are built utilizing the curriculum elements found in Fig. 8 Curriculum Elements. The secondary courses are housed in an online program called Build Your Own Curriculum (BYOC). The Elementary curriculum are housed in a google shared folder. All levels of curriculum can be found on the Platte County Curriculum, Instruction & Assessment website.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Concisely worded to explain overall course</td>
</tr>
<tr>
<td>Course Rational</td>
<td>States purpose and value of the course</td>
</tr>
<tr>
<td>Course Enduring Understandings</td>
<td>Overarching Big Ideas</td>
</tr>
<tr>
<td>Resources</td>
<td>Materials, books, resources necessary for this course</td>
</tr>
<tr>
<td>Unit Title</td>
<td>2-3 Word Heading</td>
</tr>
<tr>
<td>Unit Description</td>
<td>In a short sentence, what will be taught during this unit</td>
</tr>
<tr>
<td>Unit Time Frame</td>
<td>Time frame of unit (weeks)</td>
</tr>
<tr>
<td>Unit Essential Questions</td>
<td>How and Why questions concerning the unit</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>Foundation level vocabulary for the unit</td>
</tr>
<tr>
<td>Topic Title</td>
<td>2-3 word heading</td>
</tr>
<tr>
<td>Topic Time Frame</td>
<td>Time frame of topic (days)</td>
</tr>
<tr>
<td>Topic Description</td>
<td>Only necessary if it helps to narrow the focus</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>Targets tell what the students will know and be able to do as a result of</td>
</tr>
<tr>
<td></td>
<td>the learning that takes place. Targets can be skills, knowledge, performance</td>
</tr>
<tr>
<td></td>
<td>and understanding.</td>
</tr>
<tr>
<td>Standards</td>
<td>State Standards should be embedded in the targets and ultimately assessed.</td>
</tr>
</tbody>
</table>

*Figure 8. Curriculum Elements.*
Once Curriculum Team feels they are complete then the BYOC review process begins.

Curriculum Teams review BYOC course using Curriculum Elements sheet

Curriculum Teams complete BYOC Course Review Form. Form is submitted to Curriculum & Instruction Coordinator.

Curriculum & Instruction Coordinator completes BYOC Finalization Checklist prior to publishing.

Figure 9. BYOC Review.
District Grading Practices

“At the classroom level, a discussion of assessment ultimately ends up in a discussion of grading. Not only are teachers responsible for evaluating a student’s level of knowledge or skill at one point in time through classroom assessments, they are also responsible for translating all of the information from assessments into an overall evaluation of student’s performance over some fixed period of time (Marzano, 2010).”

The Platte County R-3 School District is working towards K-12 alignment in grading philosophy.

Elementary Grading Practice

Standards Based Grading is a practice that references student achievement to specific topics within each subject area. This method is a rigorous rubric-based approach that resembles the progress which occurs in a student’s learning process on specific skills and content.

K-5 Scoring Guides in English Language Arts and Math have been developed and revised by curriculum teams. Grade level Scoring Guides serves as the rubric that is used to determine a student’s progress on the journey to grade level expectations. PCR3 teachers have chosen a scale of 1 to 4.5 when determining a student’s knowledge and skill on grade level concepts.

By utilizing a Standards Based Grading Approach, teachers gain feedback on a student’s current learning progress in order to prescribe instructional strategies that address student strengths and misconceptions on the learning objective.

Below is an example of a Scoring Guide:

<table>
<thead>
<tr>
<th>Score</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>In addition to 4.0 performance, in-depth inferences and applications with partial success.</td>
</tr>
<tr>
<td>4.0</td>
<td>The student will:</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate skip counting by 5s, 10s, 100s</td>
</tr>
<tr>
<td></td>
<td>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</td>
</tr>
<tr>
<td>3.5</td>
<td>No major errors or gaps in 3.0 content and partial knowledge in 4.0 content.</td>
</tr>
<tr>
<td>3.0</td>
<td>The student will:</td>
</tr>
<tr>
<td></td>
<td>• State numbers 1- 1000.</td>
</tr>
<tr>
<td></td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td>2.5</td>
<td>Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</td>
</tr>
<tr>
<td>2.0</td>
<td>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</td>
</tr>
<tr>
<td>1.5</td>
<td>With help, a partial understanding of the 2.0 content and none of the 3.0 content.</td>
</tr>
<tr>
<td>1.0</td>
<td>Even with help, no understanding or skill demonstrated.</td>
</tr>
</tbody>
</table>

Figure 10. Scoring Guide Example.
Figure 11. K-5 Scoring Guide Process.
Secondary Grading Practices
During the 2013-14 school year, a secondary grading task force has been working to improve the PCR3 grading system to provide more consistent, accurate feedback and/or measure of what a child knows, aligned to the District Principles of Learning. Below is the secondary grading brochure developed to communicate the changes to District stakeholders regarding secondary grading practices for the 2014-15 academic year.

**Frequently Asked Questions**

**Why are we improving the grading system?**
The Platte County School District is improving its grading practices to increase consistency in all secondary classrooms. Grades will be weighted the same in every secondary class using the 95/5 percent formula in the District.

**Is extra credit accepted?**
The Platte County School District does not endorse extra credit to improve a grade. We do endorse extra practice to improve student learning.

**What if my child is a bad test taker?**
Authentic assessment can include more than just a traditional test. Students will be given various assessment methods to provide evidence of the progress of that student’s learning. Even if a student is a bad test taker, the student will be given various opportunities to show what they know.

**Why should kids do the practice if it is only 5%?**
Practice helps prepare students for an assessment. Practice also provides teachers with feedback regarding what individual students are struggling with or mastering. This allows them to target specific standards and skills for the class as a whole, as well as for individual students.

**How is this change reflected in Parent Portal?**
A student’s final grade will reflect the 95/5 percent formula in Parent Portal. To view the type of assignment (assessment or practice), click on “Gradebook,” then “Assignment.” The “Assignment” will reflect the type.

**Who can I contact if I have questions?**
If you have questions regarding secondary grading practices, contact your building administrator:

- **Platte County R-3 High School**
  - (816) 858-2822
  - Dr. Chad Sayre, Principal

- **Barry School**
  - (816) 436-9623
  - Merri Beth Means, Principal

- **Platte City Middle School**
  - (816) 858-2036
  - Dr. Chris Miller, Principal

**Secondary Grading**

A Platte County R-3 School District student’s grade is based on learning.

A secondary grading task force has been working to improve our grading system to provide more consistent, accurate feedback and/or measure of what a child knows, aligned to our Principles of Learning.

**Vision**
Building learners of tomorrow...

**Mission**
To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.

**Values**
- Integrity
- Innovation
- Collaboration
- Results-Oriented
- Student-Focused
- High Expectations
- Visionary Leadership

*Figure 12. Secondary Grading Brochure Page 1.*
Purpose and Glossary

What is the purpose of grading?
Our purpose for grading in the Plate County School District is to indicate an accurate measure and provide meaningful feedback relative to a student’s progress.

Glossary of Grading Terms

Grading Practice: Providing feedback and in some cases, applying a measurement to indicate progress of a learning objective(s) and/or skill(s).

Assessment: The process of documenting, usually in measurable terms, knowledge and/or skills related to a learning objective(s). An assessment may or may not be a test.

Grade Reporting: The distribution of a grade that indicates progress of one or several learning objective(s) and/or skills over a specified time period.

Learning: The knowledge and/or skill(s) that a student has gained.

Secondary: Grades 6-12, middle and high school levels.

How Do We Grade?

How do we grade?
Ninety-five percent of a reported grade is based on authentic assessment; five percent of the reported grade is based on practice.

What is authentic assessment?
An authentic assessment is evidence of the progress of a student’s learning; it does not have to be a test. Most evidence should be collected while at school, so that it is a true reflection of that student’s progress.

Some examples of authentic assessments could include:
- Tests
- Projects and presentations
- Journal entries
- Lab assignments
- Research assignments
- Writing pieces
- Quick check, small group work, and independent work during class

What is practice?
Practice can be traditional homework, work completed with a partner, and/or work completed with the support of an adult.

Principles of Learning

- All students can learn.
- Student learning is a process.
- Each student’s personal best looks different.
- Students can learn from taking risks and making mistakes.
- Students learn at different rates, times and in different ways.
- Timely student feedback is essential for high levels of learning.
- Students should set goals and be able to track their own learning.
- Positive student-teacher relationships are necessary for the student success.

Figure 12. Secondary Grading Brochure Page 2.
**PCR3 INSTRUCTION**

*Platte County R-3 Principles of Learning*

The Platte County R-3 Principles of Learning are embedded in the daily work of educators to ensure student needs are being met at all levels. Educators live the principles of learning through the Quality Continuous Improvement Classroom Framework and the Improvement Team Process.

---

**Platte County School District**

**PRINCIPLES OF LEARNING**

- All students can learn.
- Student learning is a process.
- Each student’s personal best looks different.
  - Students can learn from taking risks and making mistakes.
  - Students learn at different rates, times, and in different ways.
  - Timely student feedback is essential for high levels of learning.
  - Students should set goals and be able to track their own learning.
- Positive student-teacher relationships are necessary for student success.

*(Developed by Academic Leadership Team 2012)*

---

*Figure 13. Principles of Learning.*
Quality Continuous Improvement Classroom Framework

Through the Platte County R-3 Quality Continuous Improvement Framework, schools, department, teams, and staff members operate within the Framework for all initiatives. The Data Based Decision Making process links to all criteria, and it specifically aligns to the Plan, Do, Study, Act cycle. The conscious choice to use Continuous Improvement as a leadership framework allows us to have a systematic continuous improvement process.

Figure 14. Quality Continuous Improvement Classroom Framework.
Elementary Tier 1 Expectations

During the course of the 2014-15 school year, the Elementary Curriculum, Instruction, and Assessment team determined a need for consistency in teaching and learning as evident from academic and survey data. From this, the team developed Tier 1 Expectations in the contents of English Language Arts and Mathematics. This implementation of these updated expectations will be monitored through district Tier 1 Assessments (see the Elementary Tiered Assessment Plan for additional information), Grade Level Improvement Teams, Survey Data, and classroom walkthrough data.
## PCR3 Elementary Mathematics

### Tier 1 Instructional Framework

#### Math: Counting and Cardinality (K), Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, Geometry

<table>
<thead>
<tr>
<th>Component: Whole Group/Mini-lesson</th>
<th>Time Frame: Daily</th>
<th>Definition: A direct, focused teaching lesson to the whole class. It is an opportunity to specifically address math skills and strategies, as well as acquiring new vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Practice</td>
<td>Daily</td>
<td>Students are engaged in independent practice at their instructional level, math fluency activities, math games, and math spiral or center activities while the teacher conferences with individual students and meets with small groups about their mathematical skills and understanding.</td>
</tr>
</tbody>
</table>

**Small Group Instruction**

| Teacher Guided Groups should occur daily 10-15 min per lesson | Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group. In Guided Math groups, students engage in standards-based, rigorous, engaging learning opportunities where the teacher focuses on a particular concept, strategy, or skill. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning. Guided math provides a structure for teachers to differentiate instruction so they can reach and teach every student. (Dr. Nicki Newton) |

**Conferring**

| Weekly 1-3 min per conference | During math conferences, the teacher meets with students to collect and document information about the students' attitudes and interests as a mathematician, their level of understanding and the ability to self-monitor, their application of math strategies learned; explicitly teaches the teaching points by demonstrating, providing guided practice, or by supporting independent effort; determine next steps with student and together set rigorous, specific, and attainable goals. Student conferences can occur in any setting. |

**Reflection (Optional)**

| As needed 5-10 min | A time for teachers to reinforce learning through purposeful student conversations about math processes, struggles, and achievements. Students participate in conversations with one another as a class, in small groups, and/or pairs. |

### Math Workshop (60-90 minutes):

**Component Definition:** The below definitions of each component is how PCR3 defines the MUST DO essential components of a differentiated Tier 1 Math block of instruction. These definitions were formed in collaboration with surrounding school districts.

**Resources:** District identified JVJ resources must be used 60% of the instructional time while supplemental resources are meant to be used 20% of the time as supplemental resources to help students achieve mastery of the skills and to fill any curricular gaps in the ECL resource.

- Key Resources: EnVision Must Do Components of an EnVision Lesson:
  - Daily Common Core Review (morning work)
  - Step 1 - Develop: Problem-Based Learning
  - Step 2 - Develop: Visual Learning
  - Step 3 - Assess and Differentiate
  - Quick Check

- Supporting Resources: Reflex Math, Xtra Math, Triumph Learning, Brain Pop Jr., Acuity Instructional Activities

---

This document was created in alignment with the Platte County R-3 Principals of Learning:

- All students can learn.
- Student learning is a process.
- Each student's personal best looks different.
- Students can learn from taking risks and making mistakes.
- Students learn at different rates, times, and in different ways.
- Timely student feedback is essential for high levels of learning.
- Positive student-teacher relationships are necessary for student success.
**Platte County R-3 Improvement (Data) Team Process**

The Platte County R-3 Continuous Improvement (Data) Team Cycle is a "model for continuous, collaborative action that inspires and empowers professionals to improve teaching, learning, and leadership for all"

Definitions of Improvement Teams:

- Improvement Teams use common power standards, generate common formative assessments, and use common scoring guides to monitor and analyze student performance.
- Improvement Teams are small, grade-level, department, course, content, or organizational teams that examine work generated from a common formative assessment in order to drive instruction and improve professional practice.
- Improvement Teams have scheduled collaborative, structured meetings that concentrate on the effectiveness of teaching and learning.

(The Leadership and Learning Center, 2010)

This Plan, Do, Study, Act (PDSA) outlines the steps essential to the 5 Step Improvement (Data) Team Process. Beginning with the plan stage of determining desired outcomes and gathering academic current reality data to implementing prescriptive high-yield instructional strategies aligned to student misconceptions. From this point, teams evaluate the effectiveness of their strategies and adjust strategies as needed to ensure student learning.

![Continuous Improvement (Data) Team Cycle](image-url)

*Figure 15. Continuous Improvement (Data) Team Cycle.*


PCR3 ASSESSMENT

Elementary Tiered Assessment Plan

Throughout the 2014-15 school year, the Elementary Curriculum, Instruction, and Assessment team determined a need for more purposeful assessment process to help drive teaching and learning. The Elementary Tiered Assessment Plan was developed to ensure consistent administration and use of assessment data district wide to monitor and improve teaching and learning in Platte County Elementary C.
# 2015-16 PCR3 Elementary Tiered Assessment Plan

## Tier 1:
All Students will take the following grade level assessments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Universal Screening to be administered with NO accommodations: STAR-Reading, STAR-Math</td>
<td>Universal Screening to be administered with NO accommodations: STAR-Reading, STAR-Math</td>
<td>Universal Screening to be administered with NO accommodations: STAR-Reading, STAR-Math</td>
<td>Universal Screening to be administered with NO accommodations: STAR-Reading, STAR-Math</td>
<td>Universal Screening to be administered with NO accommodations: STAR-Reading, STAR-Math</td>
<td>Universal Screening to be administered with NO accommodations: STAR-Reading, STAR-Math</td>
</tr>
<tr>
<td></td>
<td>Grade Level Assessments to be administered with IEP, ELL, and 504 accommodations: ELA Benchmark, Math Benchmark</td>
<td>Grade Level Assessments to be administered with IEP, ELL, and 504 accommodations: ELA Benchmark, Math Benchmark</td>
<td>Grade Level Assessments to be administered with IEP, ELL, and 504 accommodations: ELA Benchmark, Math Benchmark</td>
<td>Grade Level Assessments to be administered with IEP, ELL, and 504 accommodations: ELA Benchmark, Math Benchmark</td>
<td>Grade Level Assessments to be administered with IEP, ELL, and 504 accommodations: ELA Benchmark, Math Benchmark</td>
<td>Grade Level Assessments to be administered with IEP, ELL, and 504 accommodations: ELA Benchmark, Math Benchmark</td>
</tr>
</tbody>
</table>

## Tier 2:
Student scoring below the 30th percentile on Tier 1 Assessments according to the Matrix for Intervention could participate in any of the following assessments for further drill down as needed for teaching and learning:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fountas and Pinnell Benchmark Assessor</td>
<td>Fountas and Pinnell Benchmark Assessor</td>
<td>Fountas and Pinnell Benchmark Assessor</td>
<td>Fountas and Pinnell Benchmark Assessor</td>
<td>Fountas and Pinnell Benchmark Assessor</td>
<td>Fountas and Pinnell Benchmark Assessor</td>
</tr>
<tr>
<td></td>
<td>Quick Phonics Screener</td>
<td>Quick Phonics Screener</td>
<td>Quick Phonics Screener</td>
<td>Quick Phonics Screener</td>
<td>Quick Phonics Screener</td>
<td>Quick Phonics Screener</td>
</tr>
<tr>
<td></td>
<td>Reading Naturally</td>
<td>Reading Naturally</td>
<td>Reading Naturally</td>
<td>Reading Naturally</td>
<td>Reading Naturally</td>
<td>Reading Naturally</td>
</tr>
<tr>
<td></td>
<td>SEL</td>
<td>SEL</td>
<td>SEL</td>
<td>SEL</td>
<td>SEL</td>
<td>SEL</td>
</tr>
<tr>
<td></td>
<td>STAR with Acc.</td>
<td>STAR with Acc.</td>
<td>STAR with Acc.</td>
<td>STAR with Acc.</td>
<td>STAR with Acc.</td>
<td>STAR with Acc.</td>
</tr>
<tr>
<td></td>
<td>DRA</td>
<td>DRA</td>
<td>DRA</td>
<td>DRA</td>
<td>DRA</td>
<td>DRA</td>
</tr>
</tbody>
</table>

## Tier 3:
Students receiving an intensive Tier 3 intervention will be progress monitored through the following assessments as determined by the building intervention team:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REI</td>
<td>REI</td>
<td>REI</td>
<td>REI</td>
<td>REI</td>
<td>REI</td>
</tr>
<tr>
<td></td>
<td>SIP</td>
<td>SIP</td>
<td>SIP</td>
<td>SIP</td>
<td>SIP</td>
<td>SIP</td>
</tr>
<tr>
<td></td>
<td>Reading Improvement</td>
<td>Reading Improvement</td>
<td>Reading Improvement</td>
<td>Reading Improvement</td>
<td>Reading Improvement</td>
<td>Reading Improvement</td>
</tr>
<tr>
<td></td>
<td>Tier Specific Assessment</td>
<td>Tier Specific Assessment</td>
<td>Tier Specific Assessment</td>
<td>Tier Specific Assessment</td>
<td>Tier Specific Assessment</td>
<td>Tier Specific Assessment</td>
</tr>
</tbody>
</table>
## Assessments Overview

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instructional Decision Making</th>
</tr>
</thead>
</table>
| **ACCESS** | Language | ELL         | • State adopted WIDA instrument to measure student progress related to state standards for English language (Listening, reading, writing, and speaking) proficiency  
• Provide accountability data for NCLB for Annual Measurable Achievement Objectives (AMAOs) for LEP students | January 11-March 4, 2016 | July 2016 |
| **ACT**    | Multiple Content Areas | 11          | • Benchmark to determine college readiness | April 19, 2016  
Make-up Testing: May 3, 2016 | Summer 2016 |
| **Armed Services Vocational Aptitude Battery (ASVAB)** | Multiple Content Areas | 12          | • Optional assessment  
• Used to determine qualification for enlistment in US Armed Forces  
• MSIP5 Implications | September 16, 2015 | Student receives score |
| **ECO: Early Childhood Outcomes** | Growth | Early Childhood | • Gather performance data for young children receiving services through early childhood special education | September 2015  
May 2016 *or upon entry/exit | Immediately |
| **EOC: End of Course Exams** | English II  
Government  
Personal Finance (for embedded coursework)  
Algebra I  
Algebra II (for students that took Algebra I in MS)  
Biology | 7-12 | • State adopted, Riverside Instrument to measure student progress related to state standards.  
• Provide accountability for MSIP5 | Fall Testing Window: October 5, 2015 - January 22, 2016  
Spring Testing Window: February 22 - May 27, 2016 *Dates and times relative to the specific contents will be determined and published in February, 2016. | Summer 2016 |
| **DLM/MAP-A** | Alternate Learning Standards | SPED | • State Assessment for students with severe cognitive challenges | Not yet determined by the State | Summer 2016 |
## State Required Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instructional Decision Making</th>
</tr>
</thead>
</table>
| Missouri Assessment Program Grade Level Assessments | ELA Math Science | 3-8         | - State Adopted, Smarter Balanced Assessment instrument to measure student progress related to state standards  
*Dates and times relative to the specific contents will be determined and published in February, 2016.* | August 2016 |
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instruction Decision</th>
</tr>
</thead>
</table>
| Acuity College and Career Readiness (CCR) | ELA     | 3-8         | • Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan  
  • Measure student performance aligned to state standards  
  • Measure student mastery of local curriculum  
  • Provide teachers a mechanism to gather data to inform instruction | CCR A:  
  Sept 14-Oct 2, 2015  
  CCR B:  
  Nov 30-Dec 18, 2015  
  CCR C:  
  Feb 1-19, 2016 | Within 24 hours of all constructed response results entered. |
| Acuity College and Career Readiness (CCR) | Math    | 5th-8th     | • Measure student performance aligned to state standards  
  • Measure student mastery of local curriculum  
  • Local formative assessment in preparation for state summative assessment  
  • Provide teachers a mechanism to gather data to inform instruction | CCR A:  
  Nov 30-Dec 18, 2015  
  CCR B:  
  Feb 1-19, 2016 | Within 24 hours of all constructed response results entered. |
| Acuity K-2 Custom Benchmark         | ELA     | K-2         | • Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan  
  • Measure student performance aligned to state standards  
  • Measure student mastery of local curriculum  
  • Provide teachers a mechanism to gather data to inform instruction | Fall:  
  Aug 31 – Sept 18, 2015  
  Winter:  
  Jan 11 –29, 2016  
  Spring:  
  April 18 – May 6, 2016 | Within 24 hours |
| EnVisions K-2 Benchmark             | Math    | K-2         | • Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan  
  • Measure student performance aligned to state standards  
  • Measure student mastery of local curriculum  
  • Provide teachers a mechanism to gather data to inform instruction | Fall:  
  Aug 31 – Sept 18, 2015  
  Winter:  
  Jan 11 –29, 2016  
  Spring:  
  April 18 – May 6, 2016 | Within 24 hours |
### District Required Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instructional Decision Making</th>
</tr>
</thead>
</table>
| **Fountas and Pinnell Benchmark Assessor** | ELA     | K-5         | • Used to determine qualification for reading support  
• Obtain baseline data  
• Determine instructional reading level  
• Monitor student progress on reading comprehension  
• Provide teachers a mechanism to gather data to inform instruction | As needed by Reading Support Teachers | Immediately |
| **STAR Early Literacy (SEL)**    | ELA     | K           | • Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan  
• Determine instructional reading level  
• Monitor student progress on early literacy skills  
• Provide teachers a mechanism to gather data to inform instruction | Fall: Sept 1 - 15, 2015  
Winter: Jan 4 - 15, 2016  
Spring: May 2 - 13, 2016 | Immediately |
| **STAR Math**                    | Math    | K-8         | • Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan  
• Determine instructional math level  
• Monitor student progress on math application  
• Provide teachers a mechanism to gather data to inform instruction | Fall: Sept 1 - 15, 2015  
Winter: Jan 4 - 15, 2016  
Spring: May 2 - 13, 2016 | Immediately |
| **STAR Reading**                 | ELA     | 1-8         | • Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan  
• Instructional reading level  
• Monitor student progress on reading comprehension  
• Provide teachers a mechanism to gather data to inform instruction | Fall: Sept 1 - 15, 2015  
Winter: Jan 4 - 15, 2016  
Spring: May 2 - 13, 2016 | Immediately |
## District Required Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instructional Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA Test Prep</td>
<td>All EOC Tested Areas</td>
<td>8-12</td>
<td>- Measure student performance aligned to state standards&lt;br&gt;- Measure student mastery of local curriculum&lt;br&gt;- Local formative assessment in preparation for state summative assessment&lt;br&gt;- Provide teachers a mechanism to gather data to inform instruction</td>
<td>Beg. Of Year Benchmark: Aug 24–Sept 4, 2015&lt;br&gt;<strong>Quarter 1:</strong> Oct 4-16, 2015&lt;br&gt;<strong>Quarter 2:</strong> Dec 7-18, 2015&lt;br&gt;<strong>Quarter 3:</strong> Mar 1-11, 2016</td>
<td>Immediately</td>
</tr>
</tbody>
</table>
## Other District Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instructional Decision Making</th>
</tr>
</thead>
</table>
| **Advanced Placement**     | Multiple Content Areas   | 10-12       | • Optional assessment  
• College Board Instrument  
• Provides college credit for course work  
• MSIP5 Implications | AP Window: May 2-May 13, 2016  
*Dates and times relative to the specific contents will be determined and published in February, 2015.  
July 2016 |  |
| **COMPASS College Placement** | Reading, Math            | 11-12       | • Community College/Career Readiness  
• ACT Instrument  
• Computer – Adaptive  
• MSIP5 Implications | September 16, 2015  
March 9, 2016 | Immediately |
| **DRA**                     | ELA                      | K-2         | • Determine student’s instructional and independent reading level | As Needed – to be determined by Improvement Teams | Immediately |
| **DRDP: Desired Results Developmental Profile** | All Developmental Areas | Early Childhood | • Comprehensive assessment of a child’s developmental progress | On Going | Immediately |
| **Explore**                 | English, Math, Science Reading | 8-9         | • First step in series of exams, known as the EPAS system, designed by ACT to help students get ready for ACT and work readiness  
• Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction and/or remediation for college and career readiness  
• Provide information to students, parents and counselors regarding future course work selections-particularly relative to high school registration | September 16, 2015 | Immediately |
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instruction Decision Making</th>
</tr>
</thead>
</table>
| PLAN             | English Math Science Reading     | 10          | - Mid-range step in series of exams, known as the EPAS system, designed by ACT to help students get ready for ACT and work readiness  
- Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction and/or remediation for college and work readiness  
- Provide information to students, parents, and counselors regarding future course work selections | September 16, 2015  | Immediately                                                                      |
| Practice ACT     | Multiple Content Areas           | 11          | - Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction and/or remediation for college and work readiness  
- Provide information to students, parents, and counselors regarding future course work selections | September 16, 2015  | Immediately                                                                      |
| PSAT             | Multiple Content Areas           | 10-11       | - Optional Assessment  
- Used to determine readiness for SAT  
- Used to determine qualification for Nation Merit Scholarship Award                                                                                                                                  | September 16, 2015  | Immediately                                                                      |
| Quick Phonics Screener | ELA                             | K-5         | - Utilized as a Tier 2 Drill Down assessment following the Tier 1 Assessment Window  
- Determine instructional level  
- Monitor Tier 2 and Tier 3 student progress on phonemic awareness and early literacy skills  
- Provide teachers a mechanism to gather data to inform instruction                                                                                                           | As Needed – to be determined by Improvement Teams | Immediately                                                                      |
| Read Naturally   | ELA                              | K-5         | - Utilized as a Tier 2 Drill Down assessment following the Tier 1 Assessment Window  
- Determine instructional reading level  
- Monitor Tier 2 and Tier 3 student progress on phonemic awareness and early literacy skills  
- Provide teachers a mechanism to gather data to inform instruction                                                                                                           | As Needed – to be determined by Improvement Teams | Immediately                                                                      |
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content</th>
<th>Grade Level</th>
<th>Purpose</th>
<th>Administration Date</th>
<th>Data Available for Instructional Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills Attainment (TSA)/IRC Industry Recognized Credential</td>
<td>Vocational Education Concentrators</td>
<td>NCC</td>
<td>• Maintain District compliance with Perkins IV federal requirements&lt;br&gt;• MSIP5 requirement</td>
<td>April 2016</td>
<td>Immediately</td>
</tr>
<tr>
<td>WAPT</td>
<td>Language</td>
<td>ELL</td>
<td>• To determine eligibility for ELL services</td>
<td>Enrollment in District or As Needed</td>
<td>Immediately</td>
</tr>
<tr>
<td>Work Keys</td>
<td>Job Skills Testing</td>
<td>NCC</td>
<td>• College/Career Readiness&lt;br&gt;• ACT Instrument&lt;br&gt;• Computer – Adaptive&lt;br&gt;• MSIP5 Implications</td>
<td>TBD</td>
<td>Immediately</td>
</tr>
</tbody>
</table>

Adopted: 7-31-2013  
Revised: 7-29-2015  

Platte County R-3 School District, Platte City, Missouri