Brookfield R-III

Assessment Plan

2009-2010

**Presented for Adoption
by the School Board on
September 15, 2009**

Brookfield R-III
Local Assessment Plan

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Part 1: Introduction

Rationale: The Board supports the establishment of the Brookfield R-III local assessment plan as one indication of the success and quality of the total education program in the school district. With time and effort, the local assessment plan will produce:

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- data driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- increased public awareness of student achievement.

Overview: The Brookfield R-III local assessment plan includes all components as specified in the fourth cycle MSIP Standard 6.2. In compliance to the standard, the district's local assessment plan includes:

- what tests are used and the purpose for each test
- guidelines for including students with disabilities in district testing programs
- specific strategies for assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program (MAP)
- a description of how assessment results will be used and disseminated
- provisions for staff development activities directly related to the assessment program
- provisions for teaching test-taking skills to students
- a test security policy.

Brookfield R-III's local assessment plan includes two additional components. One component addresses motivation of students to do well on state and district tests. The inclusion of this component provides some sense of direction for possible ways and means of motivating students. The second added component focuses on making instructional decisions as a result of data review and analysis.

Process and Involvement: The Brookfield R-III School District used varied processes to develop the different components of the local assessment plan. Input from various entities within the district was received to create the local assessment plan. It is the belief of the Brookfield R-III School District that the local assessment plan reflects local autonomy and demonstrates research based practices that will bring about valued outcomes.

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Part 2: Testing of Student Achievement

Rationale: In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purposes of the district-wide assessment program are to facilitate and provide information for the following:

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

2. *Student Counseling* - To serve as a tool in the Individual Planning component of the Brookfield R-III comprehensive guidance program.

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

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

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

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

The district-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The Board will annually review performance data disaggregated based on race/ethnicity, gender, socio-economic status, identified disability, migrant, and/or LEP student in order to effectively monitor student academic achievement and dropout/persistence to graduation rates. Other areas in which disaggregated data might be considered include placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates. If the district or school within the district has an enrollment of five or more students in any of the above student populations at a grade level, then data for the group will be disaggregated for board review. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

There shall be faculty, staff and community involvement in the development of the district-wide assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program.

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

In compliance with Fourth Cycle MSIP Standard 6.2, the chart (found in Appendix A) will:
- tell what tests and assessments are included in the district-wide assessment program;
- tell the grade the test is given;
- tell the purpose of each test;
- describe how the assessment results are used;
- tell how the results are disseminated.

Results Dissemination

Brookfield R-III results dissemination procedures insure that assessment results are distributed to students, parents, teachers, administrators and Board of Education in an appropriate and timely manner.

MAP Results Time Line:

1. August
   - results received from test scoring center;
   - District Testing Coordinator or designee checks through shipment for inclusion of all information/reports as per order;

2. August/September
   - results are distributed to appropriate building administrators;
   - administrators review results with building level counselors;
   - administrators share information with Superintendent at an administrator's meeting;
   - administrators share information with staff and proceed to develop district improvement plan;
   - labels are placed on cumulative files.

3. October
   - individual student reports are shared with parents during parent/teacher conferences

4. November
   - building administrators and counselors share strengths and areas of concern with the Board of Education at the November board meeting;
   - the improvement plan developed by administrators and staff is presented at the November Board of Education meeting by the Superintendent as part of the District Report Card.

Other District-wide Testing Results Time Line:

Day 1   • results to testing coordinator from scoring center or local scorers;

Week 1   • results to appropriate building administrators and counselors;

Weeks 2-4   • administrators share information with staff;
                      • individual student results are sent home and labels are placed on cumulative folders.

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

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

Assessment procedures and evaluation instruments will be reviewed annually by the assessment team in June. After the annual review, the Local Assessment Plan will be revised to reflect new requirements by the state, as well as local changes. The Local Assessment Plan will be presented to the Board of Education for approval at the October board meeting.

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Part 3: Guidelines for Including Students with Special Needs in State and District-Wide Assessments

Rationale: Missouri has moved to an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type of severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

No Child Left Behind Act of 2001 (Public Law 107-110) embodies four key principles – stronger accountability for results; greater flexibility for states, school districts and schools in the use of federal funds; more choices for parents of children from disadvantaged backgrounds; and emphasizes use of teaching methods that have been demonstrated to work. This act, which is the most recent amendment of the Elementary and Secondary Education Act of 1965, authorizes federal funding for programs and teaching methods that improve student learning and achievement for all students, including those with disabilities.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (Public Law 108-446) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs. With regard to assessment programs, IDEA requires that:
- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
- Children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students

- The IEP's of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

In order to comply with federal laws and state mandates, outlined in the Missouri State Plan for Special Education (revised 2007), the Brookfield R-III School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

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

- **MAP Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

- **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

- **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

2. Decisions regarding participation in the district-wide assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.

3. The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment program.

- **Is the student working toward the same instructional goals as other students?**

  Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students will participate in all parts of each of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.

- **Is the student working toward modified instructional goals?**

  Students are working toward modified instructional goals if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in

curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in general education curriculum. These students will participate in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will probably require accommodations in testing procedures.

- **Is the student working toward different instructional goals than other students?**

  Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.

4. The IEP team will use the following key points as a premise when making state and local assessment participation decisions.

- Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team, and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district-wide assessment program should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant for that student.
- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the MAP subject area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.
- It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.

5. The IEP Team will use the following process to make judicious decisions about accommodations during participation in the state assessment program and the district-wide assessment program.
      a. Identify the learning characteristics and needs of the student.

      b. Identify the accommodations used during instruction.
      c. Learn about the MAP subject area assessments and the assessments included in the district-wide assessment program and the requirement of the items included in each part of the assessments. Team members should look through the MAP released items and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP subject area assessments, the MAP Alternate Assessment, and the assessments included in the district-wide

assessment program should be included on the IEP team when decisions about participation or accommodations are made.

d. Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program to identify possible accommodations needed during testing.

e. Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program.

IEP team members should ask themselves:
- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

f. Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team needs to document the reasoning behind using these non-approved accommodations.

DESE will be contacted by appropriate district personnel for any accommodations determined necessary but not on the State's list of approved accommodations for the MAP to receive authorization prior to their implementation. (Note: The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)

6. The following information related to assessment will be included in the IEP.
- a description of how a student will participate in the state and district-wide assessment programs.
- statements regarding any individual accommodations needed in the administration of the state and district-wide assessment programs.
- a statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the district-wide assessment program.)

7. Parents of students with special needs will be part of the IEP team discussion and will be informed about:
- options for their child's participation in the state and district-wide assessment programs;
- the benefits to be gained as a result of participating in standardized testing;
- the reporting policies of IDEA regarding student achievement;
- accommodation options for the state and district-wide assessments;

- any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.

8. Once the test results are obtained from MAP and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.

9. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on the study, actions will be taken to improve the performance of any subgroup that lags behind.

10. To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer than 5 students in a given grade level.

Note:
District-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e., all 2nd grade students, all students enrolled in 6th grade reading classes, all boys in the district, all kindergarten students, etc.)

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Part 4: Local Assessment of Standards
Not Assessed by MAP

Rationale: In September of 1997, the State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students (including special populations) and that at a minimum, the plan shall include all components of the Missouri Assessment Program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show-Me Standards not assessed on the statewide assessment. The plan does not have to be submitted to the Department of Elementary and Secondary Education, but will be reviewed by the visiting Missouri School Improvement Team as part of the MSIP review program. This rule gives districts flexibility in planning off-grade assessments.

Some of the Show-Me Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to statewide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulatives and/or interaction within student groups or the workplace. Assessing these types of standards at the state level is impractical; the result is the need for these standards to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. Districts must imbed specific strategies for locally assessing these standards within the curriculum. In addition, these strategies must also be noted in the district's local assessment plan, or the assessment plan can specifically cross-reference where these Standards are taught and assessed within the curriculum. For the reasons stated above, the district developed a local assessment plan that includes provisions to assess these standards.   Below are some things the district considered when developing the plan to assess standards not assessed by MAP:

- each content standard specified for local assessment needs to be addressed and assessed three times (once at the elementary level, once at the middle school level, and once at the high school level);
- each process standard specified for local assessment needs to be addressed and assessed three times at levels the district chooses;
- the district's achievement scores and areas of concern;
- the district and building level improvement plans;
- the achievement of subgroups;
- documentation for MSIP
- the logistics and ease of administration
- how to track student achievement on the standards not assessed by MAP.

To learn at what grade levels, in what subjects, and how the district will assess standards not assessed by MAP, see the chart and quality indicators located in Appendix B.

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

The teachers and administrators in the Brookfield R-III School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The information contained in this narrative will address professional development related to student assessment. For a more detailed, comprehensive description of the District's Professional Development Plan, consult the District's documentation as required by MSIP standard 6.7.

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

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Show-Me Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP seriously and possible incentives which could be offered to students;
- test administration guidelines, principles of standardized testing, test security, and testing procedure documentation issues;
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of the Brookfield R-III School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups;
- building level and district-wide inservice facilitated by MAP Facilitators, STARR teachers, RPDC staff, DESE staff, and/or other consultants;
- peer coaching through the mentor/buddy program and teacher observations;
- teacher collaboration by common planning and/or departmental meetings;
- a professional (teacher resource) library which contains both written and other forms of mediums;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending BTAP meetings offered by RPDCs, teacher organizations, and/or colleges/universities;
- enrolling in college/university classes.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators. Five early-out days, one day prior to the beginning school, and two days throughout the school year have been included in the District's calendar to allow for inservice opportunities. To allow for teacher observation, peer coaching, and departmental meetings, the District has arranged for after school meetings, common planning time, and will hire substitutes for release time out of the classroom. As incentives for teachers to attend after school programs, the District will pay stipends or allow participants to use these hours on career ladder.

The Brookfield R-III School District operates from the premise that effective professional Development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

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

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking skills. For this reason, Brookfield R-III School District has developed guidelines for teaching test-taking strategies to students.

Background Information: The core subject area MAP Assessments contain three types of items.

- Multiple-choice items in which students choose the correct answer from four answer choices.

- Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. Theses types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.

- The performance event requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student, given a writing prompt, must use the writing process of doing a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim.

Two Types of Test-Taking Strategies

There are two types of test-taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process. In general, short term strategies are taught by the guidance staff within two weeks of MAP or other district-wide assessments. Long term strategies for answering constructed response items and performance events will be taught by classroom teachers as part of the instructional process. Teachers throughout the district, in all subject areas assessed by state district-wide assessments, will teach the skills and processes needed for students to be successful in responding to multiple choice questions, open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- *address all parts of the question;*
- *include specific examples from the text in the response;*
- *make reference to specific characters and titles in the response;*
- *give specific examples to support a claim;*
- *show the major steps in the solution process (math);*
- *give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;*
- *include a title and labels when creating a graphic organizer;*
- *not stop at just one correct answer but to think about and write more correct answers;*
- *make sure pronouns are preceded by antecedents in the response;*
- *use major elements of the question/item stem as statements in the answer.*

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:
- *formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;*
- *consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;*
- *interpret data (i.e. a picture, graph, data, etc.) to make an inference needed to answer a question;*
- *organize data in different forms to show meaning (construct a graphic organizer that shows…, make a chart that shows…, draw a series of pictures to show…, design a poster to show…, etc.);*
- *describe the process used for finding the solutions or tell why the proposed solution is the best.*

Brookfield R-III School District view teaching students the skills and processes needed to be successful on the MAP assessments as synonymous with teaching students to be successful in life.

Short Term Test-Taking Skills

Preparing Students for Testing

All elementary and middle school students annually complete a study skills unit, which includes tips and strategies to improve test-taking skills. This unit is part of the guidance curriculum and taught by the school counselor in the elementary school. The material is developed and distributed by the school counselor and taught during Teacher Advisory time by classroom teachers in the middle school. Materials on test-taking skills include information and activities related to preparing for tests, studying for tests, tips for taking different types of tests, and beneficial steps to follow when actually taking a test.

More test-taking skills and strategies are taught within other curriculums. For example, the upper elementary reading curriculum includes test-taking skills. In the middle school, seventh grade civics students cover a unit in test-taking skills and strategies, which includes strategies for taking different types of tests and practice test questions for different question formats. Strategies and tips for taking tests are also taught throughout the year in civics and other classes to promote optimal performance on tests given within the classrooms and on standardized tests.

In an effort to assure that all high school students are adequately prepared in test-taking procedures, every teacher in Brookfield High School is encouraged to review test-taking tips with students. This is done at the beginning of each school year and at other pertinent times throughout the year. Juniors and seniors have the option of taking an elective class entitled ACT Prep, which helps prepare students for taking the ACT. Each language arts class includes a unit on ways to improve test-taking skills. The computer applications class also offers several videos that address these skills. The school counselor has materials available upon request regarding test-taking strategies for students.

Brookfield R-III
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Part 7: Test Security Policy for All Standardized Tests

Storage and Access Before Test Administration

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

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

3. The district testing coordinator or designee will assume responsibility for contacting the appropriate testing service center if the order is inaccurate or additional materials are required, and for providing secured storage of any materials received as a result of this contact.

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

5. Only the district test coordinator, building test coordinators or other designated individuals will have access to tests materials prior to test distribution.

6. No teacher or examiner will have access to the test booklets or be told their contents before the test is distributed.

Inservice Prior to Testing

1. One to two weeks prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an inservice led by the building level principal and/or counselor, designed to train test administrators in administration procedures.

2. The inservice will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to student questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the room in which tests are to be administered. Some examples include: maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers would be removed.

3. Staff will be informed of any students requiring testing accommodations (IAP, IEP, or LEP) or alternate assessments. Appropriate staff will plan for these students test needs.

Test Administrators

1. Standardized tests will either be administered in the classroom by the regular classroom teacher or by the counselor (with classroom teachers as monitors) in a large group setting in grades K-5, and by designated teachers or by the counselor (with classroom teacher monitors) in grades 6-12.

During years when NAEP (National Assessment of Educational Progress) is administered, NAEP contracted field staff will conduct the administration.

Assessment	Administrator
Vision Screening	School Nurse or Special Services Staff
Hearing Screening	Speech/Language Clinicians
Language Screening	Speech/Language Clinicians
Denver-II	Special Services Staff
DIAL-III	Special Services Staff
AIMSWEB/DIBELS/ERDA-2	Classroom Teachers, Title I Teachers, and Special Services Staff
OLSAT	Elementary Counselor with Classroom Teacher support
Gates-MacGinitie	Classroom Teachers with Counselor support
MAP / EOC	Classroom Teachers, Counselor
MAP-A	Special Education Teachers
EXPLORE	Middle School Counselor
ACT	High School Counselor/ Staff
ASVAB	Military Personnel and High School Counselor
KUDER	High School Counselor
PLAN	High School Counselor
PSAT	High School Counselor
Personal Finance	Classroom Teacher, Counselor
LAS LINKS	Counselors

2. Test Booklets will be delivered to each building two to three days before the day of the test and distributed by building counselors 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 a standardized test will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room unattended the entire time the test is being given.

5. 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 securely in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators by the building test coordinator immediately following testing, organized according to instructions and stored in a secure area.

2. Test booklets and answer sheets will be recounted by the building test coordinator and these counts will be documented and checked against pre-administration counts.

3. Answer sheets and test booklets will be sorted and packaged, according to directions and within all state and local time lines. All make-up testing will be accomplished within the local testing window and materials packaged and sent with the other tests in one shipment.

4. The building test coordinators will send all necessary information and materials to the district test coordinator. The district test coordinator will arrange to have the tests shipped to the scoring center(s).

Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put in motion. Following is a list of unfair practices which this district considers inappropriate:
    - copying any part of a standardized test booklet for any reason;
    - removal of a test booklet from the secure storage area except during test administration;
    - failure to follow testing guidelines as specified in the Examiner's Manual;
    - failure to return all test booklets following test administration;
    - directly teaching any test item included on a standardized test;
    - altering a student's responses to items.
    - failure to remove items from students' view which give correct answers to items on the test;
    - indications to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to

questions or copy off each others work; or altering test administration procedures in any way to give students an unfair advantage;

- undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

Brookfield R-III

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

Brookfield R-III School District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the MAP assessments.

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

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

Brookfield R-III
Local Assessment Plan
Part 9: Making Changes as a Result of Data Analysis

The Brookfield R-III School District believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data both aggregate and disaggregate is reviewed on an annual basis. In order to ensure the results of analyzing data are being used to make needed changes for all subpopulations, a chart will be used to document not only scope and sequence of data analysis but also the changes made because of this process. The chart will include all types of data reviewed, the findings based on the review of data, a description of how the areas deemed as weaknesses were/will be addressed (changes which need to be made), the impact of the changes, and a description of further action (if any) to be taken.

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

The Brookfield R-III School District realizes that using data to make needed changes is an on-going process. A chart to document the process has been included in this section of the local assessment plan. Due to the dynamics of data analysis, the chart will require periodic updates.

Review and Use of Data

In order to ensure that the district uses data as a means of making decisions for instruction, assessment, programs, policies, and student placement, a written record will be kept which describes the types of data reviewed, a description of how the areas deemed as weaknesses were/will be addressed (changes that need to be made), the impact of the changes, and a description of further actions (if any) to be taken.

Appendix A: District-Wide and State Testing Chart

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
PS - 4	Puretone	Hearing Acuity Screening	Results are used to determine need for further evaluation by physician	Parents are provided with report of hearing screening results
PS - 4	Tympanogram	Screening of Inner Ear Function	Results are used to determine need for further evaluation by physician	Parents are provided with report of hearing screening results
PS	Lighthouse Cards	Vision Acuity	Results are used to determine need for further evaluation by optometrist or ophthalmologist	Parents are provided with report of vision screening results
K - 2	Snellen Eye Chart	Vision Acuity	Results are used to determine need for further evaluation by optometrist or ophthalmologist	Parents are provided with report of vision screening results
3 - 12	Titmus II	Vision Acuity Screening	Results are used to determine need for further evaluation by optometrist or ophthalmologist	Parents and students are provided with report of vision screening results
PS - 4	LASE Screen	Speech/Language Screening	Results are used to determine need for further evaluation in the areas of speech and/or language	Parents are provided with report of speech/language screening results
PS	Denver II	Screening in the areas of: Personal-Social, Fine Motor-Adaptive, Language, Gross Motor	Results are used to determine need for further evaluation in the areas screened	Parents are provided with report of screening results
PS	DIAL-3	Screening in the areas of: Concepts, Language, Motor, Self-help, Social, and Behavioral	Results are used to determine need for further evaluation in the areas screened	Parents are provided with report of screening results
K - 4	DIBELS ERDA-2	Dynamic Indicators of Basic Early Literacy Skills Early Reading Diagnostic Assessment – 2nd Addition	Results are used to make instructional decisions and plan intervention in the area of reading, and are also used in determining building professional development focus and reading program focus	Parents, teachers and building administrators are provided with report of assessment results

Appendix A: District-Wide and State Testing Chart

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
K - 8	AIMSWEB	Curriculum-Based Measurement (CBM) assessments that monitor student progress through direct, continuous assessment of basic skills.	Results are used to make informed decisions about the teaching and learning process by providing continuous student performance data; results are used to identify students in need of intervention and to monitor individual progress over time	Parents, students, teachers and building administrators are provided with report of assessment results; the board annually reviews performance data
1, 4	OLSAT-8	Cognitive Screening	Results are used as screening for further evaluation in the area of cognitive development	Parents, students, teachers and building administrators are provided with report of OLSAT results, including SAI, Stanine, and Percentile Rank
1 - 12	Gates MacGinitie	Reading Assessment required by law to determine reading level.	Results are used to determine student reading levels, as well as improvement shown over time	Parents, students, teachers and building administrators are provided with report of assessment results
4	GORT-4	Reading Assessment required by law to determine reading level	Results are used to determine student reading level, as well as improvement shown over time	Parents, students, teachers and building administrators are provided with report of assessment results
3 - 8	MAP Math & Communication Arts	MAP Assessments, required by law, are used as a means to evaluate school districts, programs, and overall student achievement	Results from the MAP Assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement; results are used for program placement, to determine the need for intervention and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement; results are analyzed by teachers and administrators; students and parents are provided with student reports

Appendix A: District-Wide and State Testing Chart

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
5, 8	MAP Science	MAP Assessments, required by law, are used as a means to evaluate school districts, programs, and overall student achievement	Results from the MAP Assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement; results are used for program placement, to determine the need for intervention, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement; results are analyzed by teachers and administrators; students and parents are provided with student reports
3-11	MAP-A	Alternative MAP Assessment for students with special needs	Results from the MAP-A are used to evaluate individualized student achievement toward IEP goals	Parents and special services personnel are provided with a report of assessment results
8	EXPLORE	Career inventory	Results are used to prepare students to make choices for high school course work, post-high school options and career choices	Parents and students are provided with a report of assessment results, which can later be compared to PLAN and ACT career inventory results
9 - 11	Kuder Career Planning System	Ongoing career and college planning using person match, skills assessment, and work values inventory	Results are used in determining career pathways, choosing appropriate college majors, and building professional portfolios and resumes for career and college planning	Parents and students are provided with online assessment results
9 - 12	ACT	A predictor of how a student will do during his/her freshman year in college	Results are used by most institutions of higher education in the Midwest as a requirement for admission; the NCAA also uses these scores for determining eligibility of incoming freshmen	Individual student results are reported to students, parents, administrators and counseling staff; local group data is reported to the school board and DESE through MSIP review
9 - 10	PLAN	A preliminary version of the ACT	Test scores give students an idea of how they will perform on the ACT; scores are used by counselors and students for individual planning purposes and in course selection	Individual student results are reported to students, parents, administrators and counseling staff

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
9-12	End-of-Course Assessments (EOC)	State assessments used to measure and reflect student mastery toward post-secondary readiness as well as to monitor /evaluate district programs	Results from the EOC Assessments are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement; results are used to identify students' strengths and weaknesses, determine need for intervention prior to graduation, and to monitor achievement of subpopulations.	The board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement; results are analyzed by teachers and administrators; students and parents are provided with student reports
10-12	Personal Finance Assessment	State assessment used to measure and reflect student mastery of Missouri Personal Finance Competencies	Results from the assessment will be are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement	Individual student results are reported to students, parents, administrators and counseling staff; local group data is reported to the school board and DESE
10 - 11	PSAT	A preliminary version of the SAT	Test scores give students an idea of how they will perform on the SAT; scores are used by counselors and students for individual planning purposes	Individual student results are reported to students, parents, administrators and counseling staff
11 - 12	SAT	A predictor of how a student will do during his/her freshman year in college	Results are used by most institutions of higher education outside the Midwest as a requirement for admission; the NCAA also uses these scores for determining eligibility of incoming freshmen	Individual student results are reported to students, parents, administrators and counseling staff; local group data is reported to the school board and DESE through MSIP review
11	ASVAB	A career aptitude battery administered by the U. S. Military	Results are used in career counseling, Career Center placement, and by the military for enlistment eligibility and job assignment.	Individual student results are reported to students, parents, administrators and counseling staff, as well as to recruiters of the U.S. Military
K-12	LAS LINKS	English Language Proficiency Assessment for the state of Missouri	Results are used by DESE to measure progress of ELL students in the acquisition of English language skills	Individual student results are reported to students, parents, administrators, and staff

BROOKFIELD R-III
SCHOOL-WIDE TESTING SCHEDULE
2009-2010

Name of Assessment	Tentative Date of Assessment
PRESCHOOL (CHILDREN AGES 0 – 4)	
Hearing/Vision/Speech/Language Screening	August 22, September 12
Denver II	August 22, September 12
DIAL-III	April 14, 15, 16
This population is screened on an individual basis by appointment and/or referred to another agency that is equipped to screen and/or evaluate.	
PRE-KINDERGARTEN (CHILDREN AGE 4)	
Hearing/Vision/Speech/Language Screening	August 22, September12
DIAL-III	April 14, 15, 16
This population is screened on an individual basis by appointment and/or referred to another agency that is equipped to screen and/or evaluate.	
KINDERGARTEN	
Hearing	January/February
Vision	December
Speech and Language	Arranged
AIMSweb/DIBELS	August/September, January, May, ongoing
ERDA-2	Arranged
FIRST GRADE	
Hearing	August
Vision	December
Speech and Language	August
AIMSweb/DIBELS	August/September, January, May, ongoing
ERDA-2	Arranged
Gates MacGinitie Reading Assessment	September, May
Otis-Lennon (OLSAT)	October

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

Name of Assessment	Tentative Date of Assessment
SECOND GRADE	
Hearing	August
Vision	Arranged
Speech and Language	August
AIMSweb/DIBELS	August/September, January, May, ongoing
ERDA-2	Arranged
Gates MacGinitie Reading Assessment	September, May
THIRD GRADE	
Hearing	August
Vision	November
Speech and Language	Arranged
AIMSweb/DIBELS	August/September, January, May, ongoing
ERDA-2	Arranged
Gates MacGinitie Reading Assessment	September, May
MAP Assessment: Communication Arts	March 29 – April 23 testing window
MAP Assessment: Mathematics	March 29 – April 23 testing window
FOURTH GRADE	
Hearing	August
Vision	Arranged
Speech and Language	Arranged
AIMSweb/DIBELS	August/September, January, May, ongoing
Gates MacGinitie Reading Assessment	September, May
GORT-4 Reading Assessment (Selected Students)	May
Otis-Lennon (OLSAT)	October
MAP Assessment: Communication Arts	March 29 – April 23 testing window
MAP Assessment: Mathematics	March 29 – April 23 testing window

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

Name of Assessment	Tentative Date of Assessment
FIFTH GRADE	
Hearing	August
Vision	January
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September, May
AIMSweb	August/September, January, May, ongoing
MAP Assessment: Communication Arts	March 29 – April 23 testing window
MAP Assessment: Mathematics	March 29 – April 23 testing window
MAP Assessment: Science	March 29 – April 23 testing window
SIXTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September, May
AIMSweb	August/September, January, May, ongoing
MAP Assessment: Communication Arts	March 29 – April 23 testing window
MAP Assessment: Mathematics	March 29 – April 23 testing window
SEVENTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September, May
AIMSweb	August/September, January, May, ongoing
MAP Assessment: Communication Arts	March 29 – April 23 testing window
MAP Assessment: Mathematics	March 29 – April 23 testing window
EIGHTH GRADE	
Hearing	May
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September, May
AIMSweb	August/September, January, May, ongoing
EXPLORE	November
MAP Assessment: Communication Arts	March 29 – April 23 testing window
MAP Assessment: Mathematics	March 29 – April 23 testing window
MAP Assessment: Science	March 29 – April 23 testing window

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

Name of Assessment	Tentative Date of Assessment
NINTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September
ACT	Oct., Dec, Feb, April, June
PLAN	November
Kuder Interest Assessment	September/October
Kuder Skills Assessment	February/March
TENTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September
PSAT	October/November
ACT	Oct., Dec, Feb, April, June
PLAN	November
Kuder Interest Assessment	September/October
Kuder Work Values Inventory	October
Kuder Skills Assessment	February/March
ELEVENTH GRADE	
Hearing	Arranged
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September
PSAT	October/November
ACT	Oct., Dec, Feb, April, June
SAT	Arranged
ASVAB	November
Kuder Portfolio	October
Personal Finance Assessment	November 30 – January 15 Fall Testing Window May 3 – June 9 Spring Testing Window

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

Name of Assessment	Tentative Date of Assessment
TWELVTH GRADE	
Hearing	September
Vision	Arranged
Speech and Language	Arranged
Gates MacGinitie Reading Assessment	September, May
ACT	Oct., Dec, Feb, April, June
SAT	Arranged
END OF COURSE ASSESSMENTS **(administered upon conclusion of appropriate high school course)**	
Algebra I, Biology, English II, American Government *(state graduation requirement)*	October 13 – January 29 Fall Testing Window March 1 – May 28 Spring Testing Window June 16 – August 31 Summer Testing Window
Algebra II, Geometry, American History, English I *(optional by DESE)*	October 13 – January 29 Fall Testing Window March 1 – May 28 Spring Testing Window June 16 – August 31 Summer Testing Window
ADDITIONAL STATE ASSESSMENTS **(administered as appropriate based on individual student need)**	
MAP-A	January 11 – February 5 Collection Period 1 February 8 – March 5 Collection Period 2
LAS-LINKS (ELL Assessment)	February 1 – March 5 Testing Window

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

Appendix C

Quality Indicators for Each Locally Assessed Standard

Upon graduation, the students educated in the Brookfield R-III School District will be proficient and competent in the abilities needed to master the criteria targeted for assessment of the Show-Me Standards designated for local assessment. Below is a listing of the criteria teachers will use as a guide to create age appropriate activities and classroom assessments.

Cluster A

4.4 Recognizes and practices honesty and integrity in academic work and in the workplace.

   The student:

- tells the truth when interacting with peers and staff.
- admits to actions regardless of the consequences.
- uses integrity when completing tasks and/or assignments.

Cluster B

4.8 Explores, prepares for, and seeks educational and job opportunities.

   The student:

- practices and/or adheres to proper interviewing techniques.
- consults several sources to seek job, career, or educational opportunities.
- prepares appropriate resume, cover letters, and follow-up letters needed for the job search and/or entrance into an educational institution.
- prepares and presents a portfolio at the job/entrance interview.

Cluster C

2.6 Applies communication techniques to the job search and the workplace.

   The student:

- communicates information and ideas effectively in the interview process.
- demonstrates an ability to adjust tone, style, and content to a wide and highly diverse population of potential employers.
- answers interview questions appropriately.

Cluster D1

CA 6 Participates in formal and informal presentations and <u>discussions</u> of issues and ideas.

   The student:

- actively helps promote group interaction and expresses ideas and opinions.
- listens to the perspective of others and appreciates their point of view.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions for both immediate and long-term impact.

Cluster D2
CA 6 Participates in formal and informal <u>presentations</u> and discussions of issues and ideas.
    The student:
- makes presentations of issues and ideas that provide in depth coverage of topic.
- provides explanations and reasoning when presenting an issue or idea.
- communicates in a clear, concise manner with or without visual aids.
- considers audience and uses appropriate language for appeal and impact.

Cluster E
2.3 Exchanges information, questions, and ideas while recognizing the perspective of others.
    The student:
- actively exchanges ideas, opinions, and questions with others.
- listens to other perspectives and appreciates others' views.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions for both immediate and long-term impact.
- demonstrates insight concerning the feelings and levels of knowledge of others.

Cluster F
1.2 Conducts research to answer questions and evaluate information and ideas.
    The student:
- demonstrates knowledge of basic information-gathering techniques and commands a useful range of information-gathering techniques using a variety of mediums.
- interprets information gathered to answer guiding questions and synthesizes the information concisely.
- analyzes information accurately to determine whether information is credible and relevant to the task.

Cluster G
CA5 Comprehends and evaluates the content and artistic aspects of oral and visual presentations.
    The student:
- demonstrates knowledge of the major elements needed to create a quality oral and/or visual presentation and uses this knowledge to evaluate presentations.
- understands the content of presentations in order to form an opinion and defend it.

Cluster H
2.4 Performs and produces works in the fine and practical arts.
    The student:
- selects and applies a combination of visual elements and organizing principles to achieve their expressive purposes in art making.
- demonstrates a comprehensive understanding and usage of materials and technologies when making works of art and/or doing a project in practical arts.
- reflects on artworks/projects made in the past to give direction and meaning to upcoming projects.

Cluster I
2.7 Uses technological tools to exchange information and ideas.
    The student:
- uses the Internet to locate needed information.
- uses electronic mail as a means to exchange ideas with others.
- demonstrates an understanding in using the computer and surfing the web.

Cluster J
CA7 Evaluates relationships between language and culture.
    The student:
- recognizes that different cultures have unique languages and many of the customs associated with the cultural group are the direct result of the spoken language.
- recognizes that behaviors often associated with cultural groups are reflected in their spoken language.
- shows the cause and effect relationships of language upon culture and culture upon language.

Cluster K
FA3 Acquires a solid foundation which includes the knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.
    The student:
- uses the appropriate and correct vocabulary to explain perceptions of works in fine arts.
- gives perceptions of works based on knowledge of the elements/techniques used to produce the works.