KINGMAN

Unified School District #20

School Year 2026-2027

Curriculum Handbook and Assessment Plan

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District Mission

KUSD welcomes ALL students on a learning pathway to informed and engaged citizenship.

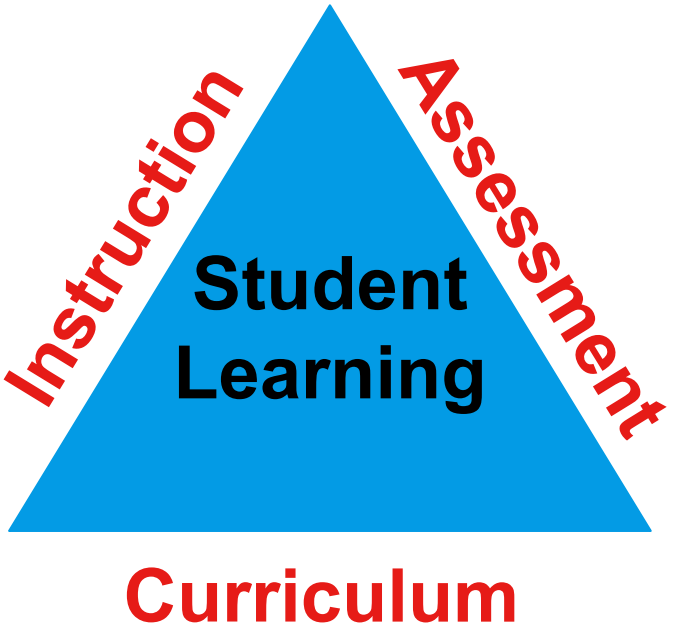
Mission Priorities

- **Communication and Collaboration:** Engaging in meaningful & inclusive communication about what is important to stakeholders by building responsible partnerships among families, schools, and the community.
- **Staff and Student Well-being:** Committing to a district-wide focus on providing services that address the staff and student well-being; physical, emotional, intellectual, and relationship needs of staff, students, and the community as a whole.
- **Equitable & Accessible Learning Environment:** Build school and district structures that lead to engaging, meaningful, and relevant learning opportunities for ALL students and staff.
- **Effective & Transparent Transitions:** Preparing for milestone transitions where all stakeholders know the pathways and measures of success from Pre-K through high school graduation and in the world beyond the classroom.

Introduction

This document outlines the KUSD #20 curriculum and assessment plan used throughout the district. KUSD's plan includes descriptions and timelines for all assessments required by the district, state, and federal governments as well as how assessment is used to support the KUSD Mission Priorities. It is the goal of KUSD to use assessments for the purpose of evaluating the efficacy of our district adopted curriculum and informing our daily, monthly, and yearly instructional practices. Data is used to determine student understanding of the Arizona State Standards through diagnostic, formative, benchmark, and summative assessments of students' knowledge and skills. Educators and students reflect on assessment data to determine next steps in teaching and learning including intervention, reteach, and enrichment opportunities. Communication of assessment results with students and families is critical for student learning as they prepare for their futures beyond their education with KUSD.

Curriculum, instruction, and assessment are the three necessary components of student learning. Educators rely on each component to ensure that students have deep conceptual understandings in order to apply learning in real life situations. ALL students must have equal access to a clearly articulated curriculum that is taught through inquiry, exploration, discovery, and application. Educators use curriculum based assessment data before instruction for planning purposes and during instruction for adjusting lesson activities. The three components of student learning are individually strengthened when they are used in conjunction with each other.



Assessment Priorities & District Assessment Plan

- **Communication and Collaboration:** KUSD's educators work collaboratively to evaluate assessment results, determine student strengths and areas for growth, and communicate results and next steps with families.
- **Staff and Student Well-being:** KUSD's educators use assessment to ensure that student's intellectual needs are being met. Educators reflect on assessment results in Professional Learning Communities (PLCs) to provide rigorous standards based instruction, engaging lesson activities, and relevant formative assessments.
- **Equitable and Accessible Learning Environment:** ALL KUSD students participate in assessments on Arizona state standards to determine present ability levels. Educators use the results to identify a learning path for students to grow and/or master concepts defined in Arizona's standards.
- **Effective & Transparent Transitions:** KUSD parents are kept informed of their students' assessment data through parent/teacher communication, grades in Synergy, and assessment reports. Parents are given information about components of the District Assessment Plan through the schools and the KUSD website.

KUSD Assessments Are

- Aligned with the content and rigor of the Arizona State Standards
- Implemented to determine efficacy of curriculum, instruction, and district programs
- Administered daily, weekly, quarterly, and yearly
- Used to monitor and adjust classroom instruction
- Reviewed and evaluated by educators in Professional Learning Communities (PLCs)
- Predictive of students' future achievement and goals

District Adopted Curriculum

KUSD School Board adopts curriculum pursuant to ARS 15-721, ARS 15-722, and KUSD Board Policy IJJ. General Education Core curriculum is on an 8 year adoption cycle outlined in the chart below.

	General Education Curriculum	Last adopted	Next pilot year	Next adoption year
ELA, K-8	K-6: Magnetic Literacy MS: Ready Reading	2024 2022	2031-2032	2032-2033
ELA, HS	StudySync & NoRedInk	2026	2032-2033	2033-2034
Science, K-8	Beyond Textbooks Generation Genius (supplemental)	2013	2025-2026	2026-2027
Science, HS	Earth Science Biology	2021 2011	2026-2027	2027-2028
Social Studies, K-8	K-5: Studies Weekly MS: McGraw Hill	2021 2022	2027-2028	2028-2029
Social Studies, HS	Glencoe	2011	2028-2029	2029-2030
Math, K-8	iReady	2022	2029-2030	2030-2031
Math, HS	McGraw Hill Integrated Math	2023	2030-2031	2031-2032

Additional district adopted curriculum

Name of Curriculum	Usage
Cambridge International	Little Explorers, Black Mountain, KMS, WCMS, KHS, LWHS
Edgenuity	LWHS, KHS
Encuentros	HS Spanish
Learning.com	Computers at Black Mountain, Cerbat, Desert Willow, Manzanita, Mt. Tipton
Music Play	Music at all K-5 schools

Instructional Minutes

Instructional minutes for K-5 core subject areas are outlined in the charts below.

Primary Grades (K-3)

Develop school readiness skills and a love for learning (K) & Build academic and social foundations (1-3)

Subject	Daily Minutes	District Adopted Curriculum/Instructional Model
Reading, Tier 1	120 mins (state mandated)	-Magnetic Literacy -iReady pathway
Reading, Tiers 2 & 3	75 mins (EL-state mandated)	-iReady, BT resources -small group instruction including **EL targeted instruction**, planned with IC
Math	75 mins	-iReady Math -3rd grade @ Black Mountain: Cambridge Math
Science	30 mins	-Generation Genius -Beyond Textbooks resources -3rd grade @ Black Mountain: Cambridge Science
Social Studies	30 mins	-Studies Weekly -State requirements: Sandra Day O'Connor, 9/11 Education, & Constitution Days -3rd grade @ Black Mountain: Global Perspectives
Specials	30-40 mins	time varies by school
Lunch/Recess	60 mins	

Upper Elementary (4-5)

Strengthen and apply skills as confident learners

Subject	Daily Minutes	District Adopted Curriculum/Instructional Model
Reading, Tier 1	120 mins	-Magnetic Literacy -iReady pathway
Reading, Tiers 2 & 3	75 mins (EL-state mandated)	-i-Ready, iReady pathway, BT resources -small group instruction including **EL targeted instruction**, planned with IC -Studies Weekly (for Proficient & Highly Proficient students)
Math	75 mins	-iReady Math -iReady pathway -Black Mountain: Cambridge Math
Science	30 mins	-Generation Genius -Beyond Textbooks resources -Black Mountain: Cambridge Science
Social Studies	30 mins	-Studies Weekly -State requirements: Sandra Day O'Connor, 9/11 Education, & Constitution Days -Black Mountain: Global Perspectives
Specials	30-40 mins	time varies by school
Lunch/Recess	60 mins	

Communication

Director of Curriculum & Assessment

The Director of Curriculum & Assessment is responsible for managing quarterly benchmark assessments for high school students, ACT, ACT Aspire and Cambridge IGCSE AS & A Level Assessments. The Director's assessment responsibilities include, but are not limited to, assessment training for educators, communicating with ACT and Cambridge Assessments on behalf of KUSD, and providing data summaries to district and school administration. The Director of Curriculum & Assessment, Liz Albin, can be reached at ealbin@kusd.org.

Curriculum & Assessment Coordinator

The District Curriculum & Assessment Coordinator is responsible for managing the district's yearly state assessments and K-8 quarterly benchmark assessments. The Coordinator's assessment responsibilities include, but are not limited to, communicating with Arizona Department of Education's Assessment Department on behalf of KUSD, overseeing test security & assessment training for educators, and providing data summaries to district and school administration. The District Assessment Coordinator, Charissa Gelsinger, can be reached at cgelsinger@kusdorg.

School Assessment Coordinators

At each school site, Instructional Coaches or a designated staff member coordinates assessments for their schools. Educators and parents should contact the individuals listed below with questions regarding test scheduling at specific schools.

School Contact Information

School	Staff Contact	School Number
Black Mountain School	Jen Wisely	928-565-9111
Cerbat Elementary	Deanna Klein	928-757-5100
Desert Willow Elementary	Baldwin Gutierrez	928-753-2472
Hualapai Elementary	Danyl Pierson	928-753-1919
Kingman High School	Lauren Ward	928-692-6480
Kingman Middle School	Annette McCord	928-753-3588
KUSD Online Learning Academy	Trevor Batt	928-753-8400
La Senita	Julie Runkel/Faith Skousen	928-753-6413
Lee Williams High School	Joe Dorner	928-718-6000
Manzanita Elementary School	Courtney Pool	928-753-6197
Mt. Tipton School	Stephanie Hoyt	928-767-3350
White Cliffs Middle School	Lori Rauch	928-753-6216

Assessment Information

Parents/guardians will be provided any available achievement and academic growth reports for their student in an understandable format. General assessment information will be provided at district family engagement events. Also, KUSD is in the process of developing an assessment section on the district website, www.kusd.org, where parents and community members can access information about district and state assessments. Information on the district's website will include:

- District Assessment Plan
- Assessment calendars for elementary, middle, and high schools
- Description of assessments
- Links to state sample tests

Student Participation

According to KUSD Board Policy, students in Grade 2 through Grade 12 will take a yearly standardized, norm referenced written test of subject matter given in English except for students with disabilities. Arizona does not allow students to opt out of assessments. See p. 15-20 for assessment names, description, and frequency.

Online Students

Students enrolled in KOLA High School must participate in all benchmark and state testing at a district location. Online students who do not attend testing will be withdrawn from the online school and must enroll at their home school.

Students with Disabilities

Students with disabilities will receive appropriate accommodations or alternate assessments in accord with their Individual Education Program. Members of the IEP team will determine student assessment accommodations or modifications.

Expectations

According to KUSD mission initiatives, educators are expected to provide an equitable and accessible learning environment for ALL students with a guaranteed curriculum assessed through common formative and benchmark assessments.

Administrators

Administrators will demonstrate proficiency in this initiative by:

- Building a culture of data throughout the district or school.
- Scheduling time for educators to attend PLCs
- Attending and participating in PLC data discussions
- Leading PLC discussions as needed
- Setting school goals based on assessment data
- Writing Critical Needs Assessment using aggregated and disaggregated assessment data
- Implementing district and/or school-wide initiatives based on assessment data

Teachers

Teachers will demonstrate proficiency in this initiative by:

- Building a culture of data in the classroom and contributing to school data culture
- Creating standards based common formative assessments with colleagues
- Collecting student data from common formative assessments
- Monitoring student progress on benchmark platform
- Accessing data reports within the online benchmark platform
- Aligning assessment data with curriculum
- Reflecting on assessment data in PLCs
- Contributing to data conversations in PLCs
- Identifying next steps for students based on assessment results
- Demonstrating use of data during lesson planning
- Providing interventions and enrichment opportunities based on assessment data
- Implementing activities from benchmark platform in classroom instruction
- Showing student growth toward standards mastery
- Communicating data results with students, parents, and colleagues

Students

Students will participate in this initiative by:

- Completing assessments with integrity by always doing their personal best
- Reflecting on assessment data
- Setting personal goals based on assessment data

Professional Learning

KUSD acknowledges that professional learning is critical for educators to become proficient in the curriculum, instruction, assessment cycle as it relates to student success. The goal of professional learning is to guide educators as they become experts in their curriculum, develop their instructional practices, and reflect on their assessment strategies all while working toward the demonstration of student learning. The topics related to state and district-wide assessment addressed in KUSD's professional learning offerings include:

- Accessing student data on digital assessment platforms
- Analyzing data to determine strengths and areas for improvement
- Using the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment
- Using achievement data (disaggregated by subgroups) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population
- Sharing best practices related to test-taking strategies with students
- Identifying learner skills and needs for differentiation and subsequent instructional strategies to use in classrooms that will promote academic success
- Creating classroom assessments, common formative assessments, performance-based classroom activities/assessments, and scoring rubrics
- Developing strategies to monitor student performance and adjust instruction accordingly on an ongoing basis
- Helping students understand the purpose of assessment
- Involving students in the assessment process (i.e., goal setting and assessing their own progress towards goals set)
- Providing specific feedback to students for improved performance.

KUSD district and school administration teams will work together to provide professional learning to teachers that is relevant to all types of assessment. The goal of professional learning is to increase achievement for ALL students by analyzing assessment data and adjusting classroom instruction accordingly. Through professional development opportunities, all KUSD educators will implement assessments, evaluate data, and make data-driven decisions for their students.

Test Security

Accurate information about student performance is integral to the district's goal of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. All staff associated with the assessment process are responsible for understanding and implementing the security measures. For the purposes of this, "staff associated with the assessment process" includes test coordinators, test administrators and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes. Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing.

Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the District Test Coordinator after the assessment is administered. Similar test security precautions apply to online testing.

Training

The District Test Coordinator and/or School Test Coordinator will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test and by ADE.

District Test Coordinator Role

The superintendent can designate a District Test Coordinator to act on their behalf as stated in State Board of Education Rule R7-2-310. Each district may select a separate individual for each of the required State Assessments. These individuals are responsible for the timely completion of all the testing activities within their district for their specific State Assessment. These activities include but are not limited to:

1. Completing pre-test workshops or trainings, as mandated for the specific test administrations.

2. Serving as a liaison between the Arizona Department of Education (ADE), district personnel, and current test contractor.

3. Ordering of all required test materials.

4. Maintaining and monitoring the security of all assessment materials.

5. Coordinating, distributing, and collecting all test materials for all schools for the district.

6. Training and assisting faculty at all testing sites.

7. Checking ADE website and testing portals regularly for testing updates.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing the test and ADE when applicable.

2. The school shall inform parents/guardians of the school's testing schedule.

3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.

4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the District Test Coordinator.

5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices are not allowed at any time during the testing session.

6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.

7. Students will be permitted to use certain materials, such as text-to-speech, calculators, dictionaries, thesauri, when built into or directed by the specific test.

Paper and Pencil Testing

1. Test materials will be delivered to each building the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.

2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.

3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and return to the District Test Coordinator to store the test materials in a locked facility.

4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.

5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.

6. The District Test Coordinator will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the school shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.

2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.

3. The school will perform procedures prior to each testing window.

4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.

2. Copying any part of the standardized test materials or online test.

3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.

4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.

5. Failing to return all test materials immediately upon the completion of testing.

6. Directly teaching any actual test item or taking actions to discover test items included on a test.

7. Altering in any way a student's responses on a test.

8. 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 copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.

9. Examining, reading, or reviewing the Achievement Test. Disclosing or allowing to be disclosed, the content of the test. Discussing any test item at any time. Examining, reading, or reviewing any student responses. Logging into any student online test.

10. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices. All district staff are required to immediately report to the District Test Coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the school administration and/or superintendent, and appropriate disciplinary action will be taken. The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy. Administrators and test examiners are responsible for reporting any improper or unethical behaviors to the District Assessment Coordinator in accordance with specific testing protocol.

Assessment Vocabulary

Aggregate	Aggregate is all students in a school, district, or grade level
Assessment	Assessment determines how well we teach. KUSD assessment provides educators with data which is used to determine needed changes to curriculum and/or instruction for individual students or collective subject areas.
Benchmark Assessments	Benchmark assessments are required by the State of Arizona and are given four times a year, usually at the beginning and end of the school year and at the end of the 2nd and 3rd quarters. Arizona school districts identify the assessment provider in accordance with ESSA evidence that best meets the needs of students and educators. Data from Benchmark Assessments are used to inform classroom instruction and strengthen curriculum.
Common Formative Assessments	Common formative assessments are created collaboratively by a team of teachers and administered across students groups or classes. Educators collect data to evaluate in a PLC format.
Curriculum	Curriculum determines what we teach. KUSD curriculum resources are aligned to the Arizona State Standards and are KUSD School Board approved.
Diagnostic Assessments	Diagnostic assessments provide educators with an understanding of the prior knowledge and skills of students, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations of what will be taught.
Disaggregate	Disaggregate is separating students into groups or cohort by a common characteristic (i.e. gender, ethnicity, or SES)
Formative Assessments	Formative assessments are a critical part of instruction because they are administered before, during, and after lessons and/or units of study. Data from formative assessments are used to monitor and adjust instruction to ensure students master lesson and/or unit objectives.
Instruction	Instruction determines how we teach. KUSD educators utilize Essential Elements of Instruction (EEI) to engage students in standards based, measurable student learning experiences
Norm Referenced Tests	Norm referenced tests are tests that compare one student's progress against students in their peer group.
Professional	Professional learning communities are a group of teachers who share

Learning Community (PLC)	common students or common subjects that meet regularly to review educational research, reflect on assessment data, and share teaching strategies to increase student achievement.
Standardized Test	Standardized tests are designed, administered, and scored in a consistent manner (i.e. AASA, ACT, Cambridge).
Summative Assessments	Summative assessments are typically required by the State of Arizona or District Program and are given once a year, usually during the Spring semester. Summative assessments measure student mastery of all state standards for a particular grade level. Data from Summative Assessments are used to determine student mastery of state standards, support teacher evaluations, and are a large component of the school letter grade calculated by the state of Arizona.

Assessment Matrix

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	Kinder Screen (30 mins)	iReady Dyslexia Screener (5-10 mins) iReady Diagnostic (45 min x4)	iReady Diagnostic (45 min x4) Ready Dyslexia Screener (5-10 mins)	iReady Diagnostic (45 min x4) Ready Dyslexia Screener (5-10 mins)	iReady Diagnostic (45 min x4) Ready Dyslexia Screener (5-10 mins) AASA or MSAA (1 hr x3)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x3)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x3)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x3)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x3)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x3)	Performance Matters-English (1 hr x3) Performance Matters-Reading (1 hr x3)	Performance Matters-English (60 mins x3) Performance Matters-Reading (60 mins x3)	Performance Matters-English (60 mins x3) Performance Matters-Reading (60 mins x3) MSAA (2 hrs)	
Math		iReady Diagnostic (45 min x4)	iReady Diagnostic (45 min x4)	iReady Diagnostic (45 min x4)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x2)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x2)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x2)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x2)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x2)	iReady Diagnostic (45 min x4) AASA or MSAA (1 hr x2)	Performance Matters-Math (60 mins x3)	Performance Matters-Math (60 mins x3)	Performance Matters-Math (60 mins x3) MSAA (1 hr x2)	
Science							AzSci or MSAA (2 hrs)			AzSci or MSAA (2 hrs)	Performance Matters-Science (60 mins x3)	Performance Matters-Science (60 mins x3)	Performance Matters-Science (60 mins x3) AzSci or MSAA (2 hrs)	
Social Studies														Civics (1 hr)
Advanced and Cambridge Learners				Gifted Screening			Primary Checkpoint	CEM: English Math Science		CEM: English Math Science Lower Secondary Checkpoint: Eng (2 hrs) Math (2 hrs) Sci (1.5 hrs)	IGCSE Eng (2 hrs) Bio (3 hrs) Hist (4 hrs) Math (4 hrs)	Optional IGCSE Eng (2 hrs) Chem (3 hrs) Hist(4 hrs) Math (4 hrs)	Optional AS/A Eng (4hrs) Phys (5 hrs) Hist (4 hrs) Bio (4 hrs)	Optional AS/A Eng (4 hrs) Math (4 hrs) Phys (4 hrs) Bio (4 hrs) GP&R(2 hrs)
College/ Career Planning											ACT Aspire (4 hrs)	ACCUPLACEr	ACT (4 hours) ASVAB (3 hrs)	ACT WorkKeys (3 hrs)

Standardized Assessments Descriptions

Population	Name & Frequency	Purpose	How Results Are Used	Dissemination of Results	In-Service
Pre-K	**Kindergarten Screener** (District assessment)	To identify current levels of incoming Kindergarten students	Provides schools with a baseline of students' strengths and needs, Assists in sorting students into Kindergarten classrooms.	Schools share results with classroom teachers and Academic Services.	Site instructional coaches and/or other Kindergarten teachers on site will train their staff how to administer the Kindergarten Screener.
Grade K and new Grades 1-3 students	**iReady Dyslexia Screener** (State assessment) Yearly	To screen all K-3 students for characteristics of dyslexia.	Provides teachers with indicators regarding a student's characteristics for dyslexia. Analyze data to identify strengths and next steps for each student.	Individual student results are provided to students and parents. District and school administration receive an overview of results. Educators receive performance data results.	Instructional Coaches provide training to all educators on assessment procedures. Students learn how to take the test and what their scores mean. Parents have access to assessment overview on KUSD's website.
Grade K-8	**iReady Diagnostic** (District assessment Required for School Improvement) Quarterly	To measure academic achievement in Reading and Math.	Identify student strengths and needs and create a learning path. Measure academic achievement, drive instruction, and modify curriculum.	Individual student results are provided to students and parents. District and school administration receive an overview of results. Educators receive performance data results.	Instructional Coaches provide training to all educators on assessment procedures. Students learn how to take the test and what their scores mean. Parents have access to assessment overview on KUSD's website.
Grades K-12 students identified as second language learners on Home Language Survey	**Arizona English Language Learner Assessment (AZELLA)** (State & Federal Requirement) Yearly	To measure students' English language proficiency.	Provide school accountability to the state. Monitor and improve instructional programs at the district, school, and classroom level. Determine appropriate placement for instruction. Students who score proficient no longer take AZELLA but are monitored for 2 years to help ensure success. Contribute proficiency & growth points to school letter grade calculations.	Individual student results are provided to families when they are received from the state. District and school administration receive aggregate and disaggregated results. Classroom teachers receive scores to provide appropriate instruction to students.	KUSD teachers are required to have an SEI endorsement on their AZ teaching certificate. District EL Coordinator provides training to building administrators and classroom teachers about administering the AZELLA, EL instructional requirements,and best practices for EL instruction. Parents have access to assessment overview on KUSD's website.

Standardized Assessments, continued

Population	Name & Frequency	Purpose	How Results Are Used	Dissemination of Results	In-Service
Grade 2	CoGAT Gifted Screening (State Funded) Yearly	To identify gifted and advanced learners for placement on an appropriate learning pathway.	Provide school accountability to the state. Determine students who qualify to take the Post-Screener which is required for students to be placed in an accelerated classroom.	Individual student results are provided to teachers and gifted coordinator. Parents of students who qualify for the post-screener will be notified. District and school administration receive results to ensure appropriate student placement.	KUSD arranges training for second grade teachers, site administrators, and gifted coordinators on test administration.
Grades 3-8	Arizona's Academic Standards Assessment (AASA) (State & Federal Requirement) Yearly	To measure student proficiency levels of the Arizona State Standards for English Language Arts and Mathematics.	Provide school accountability to the state. Monitor and improve instructional programs at the district, school, and classroom level. Determine appropriate level of support for students in ELA and/or Math instruction. Contribute the majority of points toward school letter grade calculations.	Individual student results are provided to families when they are received from the state. District and school administration review scores in both aggregated and disaggregated form to monitor student achievement by subgroup. School administration and teachers analyze data to adjust instruction.	DTC trains all district personnel to follow the standardized testing procedures of administering the AASA. District staff provide training to educators on how to analyze AASA reports. Parents will have access to assessment overview on KUSD's website.
Grades 3-8, 11 students with significant cognitive disabilities	Multi-State Alternate Assessment (MSAA) (State & Federal Requirement) Yearly	To measure proficiency levels for students with significant cognitive disabilities in the Arizona State Standards for English Language Arts, Mathematics, and Science.	Provide school accountability to the state. Monitor and improve instructional programs at the district, school, and classroom level. Promote increasing higher academic levels.	Individual student results are provided to families when they are received from the state. District and school administration review scores in both aggregated and disaggregated form to monitor student achievement by sub-group. School administration and teachers analyze data to adjust instruction.	DTC trains all district personnel to follow the standardized testing procedures of administering the MSAA. District staff provide training to educators on how to analyze MSAA reports. Parents will have access to assessment overview on KUSD's website.
Grades 5, 8, 11	Arizona's Science Test (AzSCI) (State & Federal Requirement) Yearly	To measure student proficiency levels of the Arizona State Standards for Science.	Provide school accountability to the state. Monitor and improve instructional programs at the district, school, and classroom level. Determine appropriate level of support for students in Science instruction. Earn bonus points in school letter grade calculations.	Individual student results are provided to families when they are received from the state. District and school administration review scores in both aggregated and disaggregated form to monitor student achievement by sub-group. School administration and teachers analyze data to adjust instruction.	DTC trains all district personnel to follow the standardized testing procedures of administering the AzSCI. District staff provide training to educators on how to analyze AzSCI reports. Parents will have access to assessment overview on KUSD's website.

Standardized Assessments, continued

Population	Name & Frequency	Purpose	How Results Are Used	Dissemination of Results	In-Service
Grades 6 and 8 Cambridge students	**Cambridge Center for Evaluation and Monitoring (CEM)** (Program Requirement) https://www.cem.org/ Yearly	To evaluate instruction & learning on Cambridge Assessment Objectives for each syllabus in English, Math, and Science.	Diagnose student mastery Cambridge Assessment Objectives at the beginning of each school year to guide instruction.	Individual results are downloaded by teachers for use in planning	Cambridge Site coordinators train teachers on testing procedures and interpretation of results. Students learn about results from teachers. Parents learn the functions and purpose of assessment through Cambridge site coordinator and classroom teachers.
Grades 5 and 8 Cambridge students	**Cambridge Checkpoint Assessment** (District requirement) Yearly	To evaluate instruction & learning on Cambridge Assessment Objectives for each syllabus in English, Math, and Science.	Evaluate students mastery and teacher instruction of Cambridge Assessment Objectives. Identify strengths and needs of incoming 6th grade and Freshmen Cambridge students.	Individual student results are provided to students and parents. District and school administration receive an overview of results. Educators receive results to determine students who need additional support in Cambridge Assessment Objectives.	Cambridge Exams Officer trains all exams invigilators to follow the standardized testing procedures of administering Cambridge exams. Students learn how to interpret results from Cambridge educators. Parents learn functions and purpose of assessment through Cambridge parent meetings & KUSD website.
Grade 9	**ACT Aspire** (State & Federal Requirement) Yearly	To measure student proficiency of state standards and progress toward meeting college and career readiness standards.	Provide school accountability to the state. Monitor and improve instructional programs at the district, school, and classroom level. Determine appropriate level of support for students in ELA, Math, and/or Science instruction. Contribute proficiency & growth points toward school letter grade calculations.	Individual student reports are provided to students and families. District and school administration review scores in both aggregated and disaggregated form to monitor student achievement by sub-group. School administration and teachers analyze data to adjust instruction.	SCA trains all district personnel to follow the standardized testing procedures of administering the ACT. District staff provide training to educators on how to analyze ACT reports. Parents will have access to assessment overview on KUSD's website.

Standardized Assessments, continued

Population	Name & Frequency	Purpose	How Results Are Used	Dissemination of Results	In-Service
Grades 9-11	**Horizon Education (administered through Performance Matters)** (District assessment Required for School Improvement) Quarterly	To determine growth and or mastery on state and ACT standards for English, Math, and Science.	Identify student strengths and needs. Measure academic achievement, drive instruction, and modify curriculum.	Individual student results are provided to students and parents. District and school administration receive an overview of results. Educators receive performance data results.	STC trains all educators to follow the standardized testing procedures of administering the assessment and interpreting results. Students learn how to take the test and what their scores mean. Parents will have access to assessment overview on KUSD's website.
Grades 9-12 Students in Cambridge classes	**International General Certificate of Secondary Education (IGCSE)** **Advanced Subsidiary (AS) Level** **Advanced (A) Level** (District Requirement) Yearly	To evaluate instruction & learning on Cambridge Assessment Objectives for each syllabus in English, Math, Science, History, and Foreign Languages.	Evaluate student mastery and teacher instruction of Cambridge Assessment Objectives. Determine students who qualify to earn the Arizona Grand Canyon High School Diploma (GCD). (IGCSE only) Earn points toward College & Career Readiness Indicators for school letter grade. (IGCSE & AS/A levels)	Individual student results are provided to students and parents. District and school administration receive an overview of results. Educators receive results to determine students who need additional support in Cambridge Assessment Objectives.	Cambridge Exams Officer trains all exams invigilators to follow the standardized testing procedures of administering Cambridge exams. Students learn how to interpret results from Cambridge educators. Parents learn functions and purpose of assessment through Cambridge parent meetings & KUSD website.
Grade 10	**ACCUPLACER** Yearly	To determine student placement into college level courses.	Determine students who meet placement requirements for college courses.	Individual student results are provided to students and parents, District and school administration receive an overview of results. Educators receive results to determine students who place into college courses.	Testing staff receive training from ACCUPLACER by College Board to ensure standardized procedures are followed.

Standardized Assessments, continued

Population	Name & Frequency	Purpose	How Results Are Used	Dissemination of Results	In-Service
Grades 10-12	**Career & Technical Education-Technical Skills Assessment (CTE-TSA)** (State requirement) Yearly	To certify and document student attainment of industry-validated knowledge and skills.	Evaluate students' mastery and teacher instruction of technical skills. Adjust CTE instructional program. Earn points toward College & Career Readiness Indicators for school letter grade.	Individual student results are provided to students and parents. District and school administration receive an overview of results. Educators receive performance data results.	CTE Coordinator trains CTE staff to follow the standardized testing procedures of administering the CTE-TSA and interpreting results. Parents will have access to assessment overview on KUSD's website..
Grade 11 Grade 12 (optional)	**ACT** (State & Federal Requirement) Yearly	To measure student proficiency of state standards in English, Math, Reading and Science and identify college and career readiness.	Provide school accountability to the state. Monitor and improve instructional programs at the district, school, and classroom level. Identify students who would benefit from retaking the test in Grade 12. Contribute proficiency & growth points toward school letter grade calculations. Earn points toward College & Career Readiness Indicators for school letter grade.	Individual student reports are provided to students and families. Colleges identified by students can receive score reports for college admissions. District and school administration review scores in both aggregated and disaggregated form to monitor student achievement by sub-group. School administration and teachers analyze data to adjust instruction.	SCA trains all district personnel to follow the standardized testing procedures of administering the ACT. District staff provide training to educators on how to analyze ACT reports. Parents will have access to assessment overview on KUSD's website.
Grades 11 & 12	**Armed Services Vocational Aptitude Battery (ASVAB)** (District requirement) Yearly	To measure student strengths and potential for success in military training.	Identify potential career pathways. Earn points toward College & Career Readiness Indicators for school letter grade.	Individual student results are provided to students.	Representatives from the armed forces administer the test and provide results interpretation sessions for students. Parents will have access to assessment overview on KUSD's website.
Grade 12	**Civics Test** (State requirement) Yearly	To measure student proficiency of civics standards.	Determine students' graduation eligibility.	Individual student results are provided to students and recorded on student's transcripts. Educators receive results to determine students who need additional support in Civics standards.	STC trains high school Civics teachers to follow the standardized testing procedures of administering the Civics Test. Parents will have access to assessment overview on KUSD's website.

Appendix

School Board Policy: Evaluation of Instructional Programs

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EVALUATION OF INSTRUCTIONAL PROGRAMS (Testing Programs)

The use of tests is one indication of the success and quality of the educational program. In the case of an individual student, tests, in combination with other criteria, can provide an indication of student achievement.

The Board authorizes:

A. A testing program as outlined in A.R.S. 15-741 and 15-755.

B. A District testing program that will be subject to regular review and evaluation.

C. In-service education of teachers and other staff members in the use of tests and interpretation of test results.

Test Participation

All Arizona students in grades two (2) through twelve (12) shall be administered, at least once each year, a standardized, nationally-normed written test of academic subject matter given in English except that students with disabilities will be included with appropriate accommodations and alternate assessments where necessary in accord with their respective Individual Education Program.

If the state-wide assessment results are available before the start of each school year, each school district and charter school shall provide notification no later than the first half of the second quarter of the school year to parents of pupils in grades six (6) through eight (8) who have not demonstrated proficiency in grade-level mathematics based on available local or statewide assessments. The notification shall include the following information:

A. A description of the pupil's mathematics deficiencies as demonstrated by the statewide assessment.

B. A description of the current mathematics services provided by the school district or charter school, including supplemental instructional services and supporting programs that are designed to remediate mathematics deficiencies.

Adopted: September 11, 2018

School Board Policy: Test/Assessment Administration

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TEST / ASSESSMENT ADMINISTRATION (State-Mandated Testing)

Security of Testing Materials

Employees designated by the Superintendent to administer the achievement test adopted by the Arizona State Board of Education shall:

- Keep all test materials in locked storage.
- Not reproduce any test materials in any manner.
- Not disclose any actual test items to students prior to testing.
- Not provide answers of any test items to any students.
- Administer only practice tests that are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
- Strictly observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
- Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
- Not change a student's answer.
- Return all test materials to the Superintendent immediately upon completion of testing.

Failure to comply with these requirements or others as required by Arizona Revised Statutes or by other rules or regulations shall be considered cause for discipline, including but not limited to suspension or termination. All violations of this policy shall be reported to the State Superintendent of Public Instruction.

Standards Adopted by the State Board of Education

The District shall establish specific objectives to accomplish the goals established by the State Board of Education. The Superintendent will make recommendations for such objectives based upon the data gathered annually.

The Superintendent will establish regulations and procedures for assessing student achievement of standards adopted by the State Board of Education and for reporting and utilizing test results and non test indicator data.

Reporting results. The District will provide to the parent or guardian of each student who participates the associated grade equivalents, percentiles, and stanines from standardized norm-referenced testing. The District shall provide the parent or guardian of each student the resulting scores on the test of standards adopted by the State Board of Education and associated scores for the District, the county, and the state.

The District will provide the public, through a report card, scores for each school in the District and for the District as a whole, the county, the state, and the nation.

Adopted: date of manual adoption