



Katy ISD District Learning Assessment Guidelines

Balanced Assessment

Assessment systems are utilized to improve student learning and build capacity of all stakeholders because assessment provides essential data to monitor performance and inform decisions. The purpose of assessment is to inform constructive action. Balanced assessment systems include a variety of instruments and processes to produce information and data for informing school administrators, parents, teachers, and students. State tests alone cannot provide the necessary information. Summative (annual state tests such as STAAR and TELPAS), interim (common tests including District Learning Assessments and performance tasks administered by the district or campuses), and formative (process used to direct classroom learning and teaching) assessments all have a role to play. A balanced assessment system includes the components of content standards and assessment measures. The system must be balanced, distributing learning process support and accountability needs appropriately.

(Adapted from CCSSO Council of Chief State School Officers. (2010). Using balanced assessment systems to improve student learning and school capacity: an introduction.

Retrieved from

<https://rmcresearchcorporation.com/portsmouthnh/wp-content/uploads/sites/2/2019/01/Balanced-Assessment-Systems-GONG-002.pdf>

Katy ISD supports strong balanced assessments that include the use of interim assessments such as the District Learning Assessments (DLAs).

Purpose of the District Learning Assessments

District Learning Assessments are designed to gather evidence of student learning and are used to identify students' strengths and weaknesses as well as indicate any curriculum, instructional, or programmatic implications.

Modes

- New for the 21-22 school year, campuses will administer DLAs in three modes.
 - Third, Fourth and Fifth Grade Reading DLAs will be give through TEA STAAR Interim Assessments.
 - Secondary STAAR-tested subjects will be given online through Aware.
 - All other Elementary and Secondary assessments will be given in paper.

Timeline

- Campuses will receive student tests and answer documents according to the DLA calendars.
- Campuses will receive students test booklets and answer documents from Printshop one week prior to the start of the testing window.
- The DLAs shall be administered within the window designated on the DLA calendar.
- Scanning answer documents into Eduphoria Aware should occur immediately after tests are administered - by classroom or grade level according to the scanning deadline.
- District reports will be provided via the weekly Principal Communications one week after the scanning deadline.

Roles and Responsibilities

Principals will:

- support the purpose of the DLAs within a balanced assessment model.
- ensure all staff members understand their roles and responsibilities with DLAs as outlined in this document.
- ensure that DLA assessment procedures and timelines are followed.
- collaborate with ICs and teachers to engage in conversations about the importance of the alignment between instruction and assessment and the need for instruction to match the depth of knowledge represented by the assessment questions.
- monitor pacing of classroom lessons to ensure that teachers are following the unit plans.
- ensure clear communication with parents about DLAs. For example, through parent newsletters, e-news, website posting, etc.
- review the results with the administrative team so all team members are examining strengths and growth areas.
- collaborate with the ICs and teacher teams to identify areas of strength and weakness.
- provide time for ICs and teachers to address and support identified instructional needs.
- ensure that results are used to celebrate successes and plan for areas in need of improvement.
- ensure that teachers communicate student strengths and weaknesses with parents as well as provide them with strategies to support their children in the learning process.

DLA Manager* will:

- support the purpose of the DLAs within a balanced assessment model.
- receive the student DLAs and organize distribution of tests and answer documents to designated teachers.
- train staff on DLA procedures, logistics, and test security.
- communicate with teachers the expectations for scanning at the campus.
- facilitate scanning of the answer documents as testing is completed.
- plan with the teachers for the assessment of students not present on the designated DLA days so the data can still be utilized by the teachers.
- collect and store the DLA test booklets and answer documents after the assessments are reviewed with the students.
- recycle DLA test books and shred answer documents prior to the end of the school year.

**The DLA manager is assigned by the Principal.*

Instructional Coaches will:

- support the purpose of the DLAs within a balanced assessment model.
- monitor pacing of classroom lessons to ensure that teachers are following the unit plans.
- support teachers in the collection of data analysis reports as supporting documents to guide conversations.
- facilitate data analysis protocols offered by School Improvement Coordinators and Curriculum Coordinators.
- collaborate with teachers to address key concepts not mastered by groups of students.

Teachers will:

- support the purpose of the DLAs within a balanced assessment model.
- collaborate with ICs and teacher teams to ensure that instruction is aligned to the unit plans.
- administer the DLAs in class within the given window.
- plan for the assessment of students not present on the designated DLA days so the data can still be utilized for instruction.
- generate and use data analysis reports to guide conversations within teams about areas of need for each student, classroom, and grade level.
- use the data with students to inform needed interventions or remediation.
- use the data to celebrate successes or identify areas of growth in prior lessons.
- review results with students to strengthen student understanding and learning.
- communicate DLA information to parents to ensure an effective line of communication.
- secondary teachers will also record the DLA grades in the “minor” category. This allows for the use of a flexible grading process as there is no standard set for the assessments.

District Administrators will:

- support the purpose of the DLAs within a balanced assessment model.
- engage Coordinators and ICs in the DLA development/revision process.
- ensure student DLAs and answer documents are sent to campuses in a timely manner.

District Administrators will (continued):

- structure IC sessions to include learning opportunities for understanding the depth of each of the TEKS and various assessment items.
- support ICs by advocating for sound instructional practices to be shared with teacher teams to ensure student mastery of the content.
- support campus ICs and teachers by providing Eduphoria Aware training.
- provide data supports and services for departments and campuses including the use of data protocols.
- review results by TEKS to identify areas of support needed for unit plan refinement.
- use DLA data to identify any curriculum, instructional, or programmatic implications.
- review district level reports to celebrate successes and support improvements.
- support the purpose of the DLAs within a balanced assessment model.

Additional Procedures

- The DLAs should be treated as an integral part of the teaching and learning process. Therefore, teachers shall not create DLA-specific student study guides, have review sessions, nor tutorials specifically for the DLA outside of what they would do on a regular basis for daily instruction or for other “minor” category assignments. Campus instruction and assessments should provide sufficient support for DLA administration and success.
- Campuses will use district devices to administer any DLA that will be taken online.
- Elementary paper DLAs and all Secondary DLAs should be administered within the class period, and not be part of a STAAR-preparation process for logistics.
- Elementary DLAs given through TEA STAAR Interim Assessments will follow the guidelines given through that platform.
- Campus staff should use the data as a tool for instructional improvement in the classroom and campus setting.

Grades

Elementary: Grades will **NOT** be taken on DLAs. DLA data should be used as a tool for goal setting and instructional adjustments.

Secondary: Grades will be taken and will count in the “minor” category. DLA data should be used as a tool for goal setting and instructional adjustments. See "Special Populations" in regards to grading DLAs for students who receive Special Education services and supports.

Special Populations

- Students who receive Special Education services and who access the curriculum through modifications as specified in the student's IEP will take the DLAs with allowable designated supports (allowable on state testing), but will **not** receive a grade.
- Students whose ARD indicates they will be assessed with STAAR Alternate 2 will not take the DLAs.
- Students who participate in the Bilingual program will be administered the DLAs for all subject areas assessed. The language of assessment is determined by the language of instruction. Elementary students who are new to the U.S. and who are non-English speaking may take all DLAs in Spanish.
- Students who participate in the ESL program and who are non-English speaking newcomers within their first semester of U.S. enrollment may be excluded from the DLAs at the discretion of the campus/teacher.
- Designated supports that are allowable on a state assessment should be utilized with the DLAs as documented in a student's IEP, or as outlined in §504, RtI, or LPAC paperwork.

Security

- Student copies of the DLAs should be stored where students do not have access. They do not need to be stored in locked closets like a STAAR assessment, but they should not be accessible for students to view prior to the administration.
- DLAs shall not be sent home. Parents can view a DLA at the campus upon request made to the classroom teacher.
- DLAs should be stored at the campus until the end of the year.
- Recycle DLA test booklets and shred answer documents prior to the end of the school year.