# Katy ISD
# District Assessment Guidelines

## Purpose of the District Assessments

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

## District Assessment Types

*Further guidance for the Literacy Module Assessments is linked in the table below*

| Elementary | Junior High | High School |
|---|---|---|
| District Learning Assessments | District Learning Assessments | District Learning Assessments |
| [Literacy Modules] | TEA STAAR Interim Assessments | TEA STAAR Interim Assessments |
| Math Checkpoints | | |
| TEA STAAR Interim Assessments | | |

## Modes

For the 23-24 school year, campuses will have the ability to administer the District Assessments (DAs) either online or by paper, depending on the assessment.   See the linked attachment for a for a breakdown of assessment mode by grade level.   23-24 District Assessment Modes

- Second Grade Reading DAs will be given online in Aware or on paper as Literacy Module Assessments in the Fall and Spring. Second Grade Math DAs will be given on paper in the Fall and Spring.

- Third, Fourth and Fifth Grade Reading DAs will be given online in Aware as Literacy Modules in the Fall and Spring. The TEA STAAR Interim Assessments will be given online via Cambium and will only be administered in the Spring.

- Third, Fourth and Fifth Grade Mathematics DAs will be given online in Aware Math Checkpoints in the Fall and Spring. The TEA STAAR Interim Assessments will be given online via Cambium and will only be administered in the Spring.

- Third and Fourth Science DAs will be given on paper. Fifth Grade Science DAs will be given online via Aware in the Fall and online via Cambium through TEA STAAR Interim Assessments in the Spring.

# Modes (continued)

- Secondary STAAR-tested ELAR DAs will be given online through the TEA STAAR Interim Assessments.
- Secondary STAAR-tested Mathematics DAs will be given online via Aware in the Fall and online via Cambium through TEA STAAR Interim Assessment in the Spring.
- Secondary STAAR-tested Science and Social Studies DAs will be given online via Aware.
- All other Elementary and Secondary DA assessments will be given on paper. Campuses may administer these tests online if they have enough devices to do so.

# Test Administration Procedures and Reporting Timeline

- The DAs shall be administered within the testing window designated on the [DA calendar](#).
- When applicable, campuses will receive students test booklets and answer documents from Printshop one week prior to the start of the testing window.
- For eligible students, student supports may be enabled one week prior to the start of the testing window.
- Scanning answer documents into Aware should occur immediately after tests are administered according to the scanning deadline.
- District reports will be provided via the weekly Principal Communications one week after the scanning deadline.

# Paper Options & Data Entry

- Literary Module Assessments that are given via paper must have their data recorded in Aware through either the *Enter Answer* features in Aware or student directed transfer of responses into the Aware Testing platform.
- Math Checkpoints that are given via paper must have their data recorded in Aware via scanning answer documents or through the *Enter Answer* features in Aware.
- Paper options of Literacy Module Assessments and Math Checkpoints will be hand graded in accordance with the students' work (see Grades section of the DA Guidelines). Student data will be recorded in the online platform and used for instructional purposes only.

# Roles and Responsibilities

**Principals will:**

- ensure all staff members understand their roles and responsibilities with DAs as outlined in this document.
- ensure that DA 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 DAs (i.e., through parent newsletters, e-

**Principals will (cont'd):**
- review the results with the administrative team so all team members are examining strengths and growth areas ensuring that results are used to celebrate successes and plan for areas in need of improvement.
- collaborate with the ICs and teacher teams to identify, address, and support areas of strength and other instructional needs.
- ensure that teachers communicate student strengths and weaknesses with parents as well as provide them with strategies to support the learning process.

**DA Manager\* will:**

- receive the DA student testing materials and organize distribution of test booklets and student answer documents to designated teachers.
- coordinate with the campus CTC/Testing Facilitator to organize, setup, distribute and collect TEA STAAR Interim testing materials in the Cambium system.
- train staff on DA procedures, logistics, test security, and student supports.
- facilitate scanning of student answer documents (*as testing is completed*) by communicating with teachers the expectations for scanning at the campus.
- plan with teachers for the administration of assessments for students absent on the designated DA days so the data can still be utilized by the teachers.
- collect and store the DA test booklets and answer documents after the assessments are reviewed with the students.
- recycle DA test books and shred answer documents and/or TEA STAAR Interim testing materials (including but not limited to: student test tickets and session log-in materials) prior to the end of the school year.

  *\*The DA manager is assigned by the Principal.*

**Instructional Coaches will:**

- collaborate with teachers with a focus on aligning instruction with the unit plans during team meetings.
- building capacity in teachers to use data to make instructional decisions to improve student learning.
- facilitate data analysis protocols offered by School Improvement Coordinators and Curriculum Coordinators.
- support teachers' understanding of data analysis reporting to guide conversations.
- collaborate with teachers to address key concepts not mastered by groups of students.

**Teachers will:**

- collaborate with ICs and teacher teams ensuring instruction is aligned to unit plans.
- administer the DAs in class within the given window.
- plan for the administration of assessments for students absent on the designated DA days so 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.

**Teachers will (cont'd):**
- 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 DA information to parents to ensure an effective line of communication.
- secondary teachers will also record the DA grades in the "minor" category. This allowsfor the use of a flexible grading process as there is no standard set for the assessments.

**District Administrators will:**

- ensure student DAs and answer documents are sent to campuses in a timely manner.
- 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 ofdata protocols.
- review results by TEKS to identify areas of support needed for unit plan refinement.
- use DA data to identify any curriculum, instructional, or programmatic implications.
- review district level reports to celebrate successes and support improvements.

# Additional Procedures

- Campuses will use district devices to administer any DA that will be taken online.
- Elementary and Secondary paper DAs should be administered within the class period and are not to be a part of a STAAR- preparation process for logistics.
- DAs 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

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

**Elementary:**
- Literacy Module Assessments in Second, Third, Fourth and Fifth grades will be taken as a major grade.

- Math Checkpoints are data points used for timely instructional guidance and adjustments. Math Checkpoints are administered to all students and data is collected in Aware. Math Checkpoints are administered with STAAR accommodations only. Additional modifications or accommodations are not allowable. The recommendation is that Math Checkpoints are used as a minor grade. For students with an IEP requiring a modified curriculum, the non-modified Math Checkpoints are used to collect data in the general education curriculum and a grade may not be taken. In lieu of testing a student two times, use another assignment that was modified to record the grade.

- Grades will NOT be taken on any other types of DAs.  DA data should be used as a tool for goal setting and instructional adjustments.

**Secondary:**
- DAs administered through TEA STAAR Interim Assessments will NOT be taken as a grade.  DA data should be used as a tool for goal setting and instructional adjustments.

- For all other DAs, grades will be taken and will count in the "minor" category.

- See "Special Populations" regarding grading DAs for students who receive Special Education services and supports.

# Special Populations

Designated supports that are allowable on a state assessment should be utilized with the DAs as documented in a student's IEP, or as outlined in §504, MTSS, or LPAC paperwork.

## Special Education:

- Students receiving Special Education services and who access curriculum through modifications as specified in the student's IEP will take the DAs with appropriate designated supports (as allowable on state testing) and will **not** receive a grade.

    - Bilingual students receiving Special Education services will be assessed using the language of instruction as stated in their IEP's.

    - (Elementary Only) Bilingual students receiving Special Education services who are new to the U.S. and who are non-English speaking may take all DAs in Spanish.

- Students receiving Special Education services whose ARD committee indicates they will be assessed with the STAAR Alternate 2 assessment will **not** take the DAs.

## 504:

- Students receiving §504 services may have alternate grading policies that may bedetermined at §504 meetings.

## One-way Dual Language:

- Students participating in the Bilingual program will be administered the DAs for allsubject areas assessed:
    - The DA assessment language is determined by the language of instruction.
    - For detailed guidelines please visit this document
        - [Bilingual Student Profile to Determine Language of Assessment 23-24.pdf](Bilingual Student Profile to Determine Language of Assessment 23-24.pdf)

## ESL:

- Students participating in the ESL program will be administered the DAs for all subject areas assessed.  The following flexibility is provided.
    - **Secondary** Non-English-speaking newcomers within their first semester of U.S. enrollment may be excluded from the DAs at the discretion of the campus/teacher.

    - **Elementary** Non-English-speaking newcomers within their first grading period of U.S. enrollment may be excluded from the DAs at the discretion of the campus/teacher.  This exclusion only pertains to the **District Assessments**. Newcomers are required to participate in campus-based assessments that are accommodated commensurate with the student's levels of English language proficiency.

    - **Elementary** ESL students with a first language of Spanish who are new to the U.S. and who are non-English speaking may take all DAs in Spanish for their first grading period.

# **Security**

- Prior to the administration, student copies of the DAs should be stored where students do not have access.

- Teachers administering DAs online should not start the test until the testing window begins. This will ensure that students will not see the contents of the test before the appropriate time.

- DAs shall not be sent home. Parents can view a DA at the campus upon request made to the classroom teacher.

- DAs should be stored at the campus until the end of the year.

- Recycle DA test booklets and shred answer documents prior to the end of the school year.

- Important Procedures Regarding the Literacy Module Assessments

    - Copies of administered Literacy Module Assessments can be sent home upon parent request.