



Oxnard School District Benchmark Assessment Calendar 2022-23



Language Arts	Grades	Initial/Fall	Winter	Spring	End of Year
Star Early Literacy	TK				May 30-June 9
Star Early Literacy	K-1-2*	Aug 22-Sept 2	Dec 5-16	Apr 10-21	May 30-June 9
Star Reading	2-7				
Star Reading	8**	Aug 22-Sept 2	Dec 5-16	Apr 10-21	May 22-June 2
Reading Horizons (RSP + SDC M/M)	TK/K				May 30-June 9
Reading Horizons (RSP + SDC M/M)	1-8 ***	Aug 22-Sept 2	Dec 5-16	Apr 10-21	May 30-June 9
Interim Assessment Block (IAB)	3-8	Administered and scored by Oct 21	Administered and scored by Mar 3 (Performance Task for all grades)		

Writing	Grades	Fall	Winter	Spring
Writing	K-8	Scored and inputted by Oct 28	Scored and inputted by Feb 3	Scored and inputted by Apr 28

Math	Grades	Initial/Fall	Winter	Spring	End of Year
Star Math	1-7	Aug 22-Sept 2	Dec 5-16	Apr 10-21	May 30-June 9
Star Math	8**	Aug 22-Sept 2	Dec 5-16	Apr 10-21	May 22-June 2
Interim Assessment Block (IAB)	3-8	Administered and scored by Oct 21	Administered and scored by Mar 3 (Performance Task for all grades)		

<b>Unique</b> SDC M/S only Grades TK-8	Aug 22-Sept 2	Dec 5-16	Apr 10-21	May 30-June 9
<b>Panorama SEL Survey</b> Grades TK-8	Sept 19-30	Jan 23-Feb 3	May 1-12	
<b>DRDP for TK-</b> Across all academic content areas	Pre: Jan 25	Post: May 25		
<b>GATE</b>	January - March			
<b>ELPAC Summative</b> English Learners Grades TK-8	February 1 - May 31 Individual testing done by District Team			
	Feb 27-Mar 17 Group testing done by Classroom Teachers Grade 2-writing Grades 3-8-reading, writing, listening			
<b>Alternate ELPAC</b> SDC M/S English Learners only Grades TK-8	February 6-24			
<b>Physical Fitness Testing (PFT)</b> Grades 5 and 7 only	Feb 6-March 3			
<b>SBAC Summative</b> ELA & Math Grades 3-8 (includes CAA for SDC M/S) Science Grades 5 and 8 only	May 1-26			
<b>California Alternative Assessment (CAA) for Science</b> SDC M/S Grades 5 and 8 only	November – May 26 (Performance Tasks administered throughout the school year)			
<b>California Spanish Assessment (CSA)</b> DLI Grades 3-8 (pilot classes only)	May 22-June 2			

**Rationale:** These are the District's minimum expectations for benchmark assessments. Sites can add additional assessments or require more frequent administration of specific assessments in order to adequately monitor student progress. Assessment is part of the teaching and learning cycle and should inform instruction. Instruction should be backwards mapped from these dates. Windows of data analysis should also be planned at the site.

### **STAR 360 Early Literacy for grades TK-K-1-2\*:**

Purpose: District benchmark for English and Spanish reading and numeracy to monitor progress toward goals and guide instruction.

- Administration of Early Literacy will only be administered during the end of year window for TK students.
- All Kindergarten and 1<sup>st</sup> grade students should be given Early Literacy, in each of the windows, for diagnostic purposes (to determine interventions), regardless of level.
- 1<sup>st</sup> graders who can pass the practice portion of STAR Reading should take it, at any time throughout the year, in addition to Early Literacy (this supports AR goals). This means that high scoring 1<sup>st</sup> grade readers may take both tests throughout the year. We are using the Unified scale from now on and the cut point in Early Literacy is 852 to have students attempt Star Reading.
- All 2<sup>nd</sup> graders should be given STAR Reading. If they can't pass the Practice portion or score in Level I (red), then they should be given Early Literacy for diagnostic purposes (to determine interventions). For those students, Early Literacy should continue to be given for progress monitoring. This means that struggling 2<sup>nd</sup> grade readers may take both tests throughout the year.
- Early Literacy can be given to any student of any grade for diagnostic purposes (to determine interventions).
- Assessments must be given within the district windows in order for reports to be complete and accurate. End of Year data will be loaded into site SPSAs.

### **STAR 360 Reading & Math:**

Purpose: District benchmark for English and Spanish reading and math to monitor progress toward goals and guide instruction.

- In order to calculate SGP, testing needs to occur in each of the 3 different windows according to STAR:  
Fall: Aug-Nov                      Winter: Dec-Mar                      Spring: Apr-July
- The spring window has to occur in April after Spring break in order to calculate SGP.
- The windows are for, at least, a two-week period.
- For DLI classes, STAR Reading assessments need to be administered in both languages.
- For DLI classes, STAR Math assessments need to be administered in the language of instruction.
- Assessments must be given within the district windows in order for reports to be complete and accurate.
- 8<sup>th</sup> grade\*\* - The End of Year window for Star must end on June 2, due to collection of iPads which will occur between June 5-9 for 8<sup>th</sup> graders.

### **Reading Horizons:**

Purpose: District benchmark for reading and language arts for students participating in Reading Horizons to monitor progress toward goals and guide instruction.

- Must be administered to students in RSP and SDC Mild/Moderate programs by those teachers.
- These windows follow the Star administration windows.
- RH Discovery is administered to students in grades TK-3.
  - Each window includes the Spelling & Word Recognition Assessment (SWR) and the RHD Reading Assessment. TK/K only administers in the End of Year window.
- RH Elevate is administered to students in grades 4-8.
  - The 1<sup>st</sup> window is for the Diagnostic Assessment and the Reading Library Assessment
  - The 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> windows are for the Reading Library Assessment
- \*\*\*8<sup>th</sup> graders should complete End of Year testing by June 2, due to iPad collection, scheduled for June 5-9.

### **Unique Assessment:**

March 20, 2023

Purpose: Benchmark assessments for students in SDC M/S programs to capture present skill levels, monitor progress toward goals and guide instruction.

- Must be administered to all students in the SDC Moderate/Severe programs in the windows which coincide with Star and Horizons.

**Writing/ELD Assessment:**

Purpose: District benchmark for English and Spanish writing to monitor progress toward goals and guide instruction. English writing assessments will also be used as a measure for ELD progress for EL students.

- The expectation is that all 3 genres are covered over the course of the year.
  - Grade level teams/departments can determine the order that each genre is taught/assessed.
- The prompts are designed to be a cold write and can be used for grading.
- Part 1 of the prompts can be used for instructional purposes to prepare for the actual prompt (Part 2).
- Prompts come from Achieve the Core, district adopted curriculum or SBAC Samples.
- There are 10 weeks of instruction for each genre ending right before SBAC testing starts on May 1.
- All information necessary for the writing assessment can be found in Canvas Commons, by grade level.
  - You can import the Writing Assessment module into your Canvas course.
- A separate rubric will be used to determine ELD progress for all EL students.
- For DLI/TBE classes, writing assessments are administered in one language at a time.
  - In the fall and winter, Spanish instructors are to administer the writing prompt in Spanish.
  - In the spring, instructors are to administer the writing prompts in English.
    - The English writing assessments can be administered and scored by either teacher or split between both teachers.
  - For EL students in DLI programs, ELD progress will be measured with the ELD rubric for English writing
    - In the fall and winter, the ELD rubric will be used with writing in the BUFs.
    - In the spring, the ELD rubric will be used with the district writing assessment prompt.
- It is highly recommended that grade level teams/departments calibrate the assessments together.
- Keep all rubric scores in Canvas. Once teachers are trained in Illuminate, scores can be entered in the Illuminate database for each window by the “due by” date.
- The IAB Performance Task is now a completely separate assessment, since it can’t be used for grading.

**Writing Genres & Prompts:**

K & 1	2	3	4	5
Narrative (Picture Prompt) Opinion (Best Pet) Informative (Save Water)	Narrative (Animal Helpers) Opinion (Telephone or Mail) Informational (Zebras & Giraffes)	Narrative (Astronauts) Opinion (Islands) Informational (Astronauts)	Narrative (Living in an Ant Colony) Opinion (Making a Difference) Informational (Animals and Their Surroundings)	Narrative (A New Friend) Opinion (Service Animals) Informational (Ready for a Nap)

6	7	8
Narrative (Robots) Argumentative (Shut Down Your Screen Week) Explanatory (World’s Fair)	Narrative (Climbing Mount Everest) Argumentative (Second Language Learning) Explanatory (Napping)	Narrative (Black Blizzard) Argumentative (Penny) Explanatory (Memory Training)

**Interim Assessment Block (IAB):**

Purpose: Practice for State required summative assessments in ELA and math.

March 20, 2023

- The district minimum requirement for IAB/FIAB is one multiple choice and both the ELA and Math Performance Tasks. Teachers are encouraged to administer as many IAB/FIABs as they feel are necessary to prepare students for the SBAC in May, but only one is required.
- There is no window for IABs. Due dates are “due by.” All tests are to be administered and **scored** (when hand scoring is required) by the “due by” date.
  - Fall administration of the IAB/FIABs can be multiple choice/short answer in both subjects for all grades.
    - If an IAB with short answer items is chosen, those items must be hand-scored.
    - Students will not receive a score for the test until the hand scoring is completed.
  - Winter administration for the IABs are Performance Tasks in both ELA & math for all grades.
- IABs should not be used for grading purposes.
- Reminder: all short answer and Performance Task IABs must be hand-scored.
  - When planning the timeframe for administration of these tests, make sure to build in scoring time.
- The IABs are considered Benchmarks. Students should take these tests individually.
  - Scores will be analyzed at the site level.
  - There are many practice/instructional opportunities for multiple choice and Performance Task items in the IAB/CAASPP system and in most of our curricula.
- The IAB Performance Task is now a completely separate assessment from the writing assessment, since it can’t be used for grading.
- There was an update which occurred in August of 2022 and there is only one per grade level.

3	4	5	6	7	8
Opinion (Beetles)	Opinion (Reptiles)	Informative (Recycling)	Argumentative (Multi-Vitamins)	Explanatory (Mobile Ed Technology)	Argumentative (Maps and Technology)

**ELPAC/Alternate ELPAC:**

Purpose: State required annual assessment to measure English learner students’ progress toward English language proficiency (ELP), support high quality teaching, inform educational placement and determine reclassification. The Alternate ELPAC is for students in SDC M/S programs.

- The window of administration dictated by the state is Feb. 1-May 31. All testing must be done within this window. It is a State/Federal mandated window, which we don’t control.
- Initial ELPAC is for all newly enrolled students and administered by the district team.
- Summative ELPAC is delivered by a combination of the district team and classroom teachers.
  - Individual testing for grades K-2 (reading, speaking, listening) and for grades 3-8 (speaking only) will be administered by the district team.
    - The Speaking portion for grades 6-8 is prioritized and completed before we begin the group testing by teachers so as not to cause interruptions.
  - Group testing for grade 2 (writing only) and for grades 3-8 (reading, writing, listening) will be administered by teachers.
- The Alternate ELPAC is administered one-on-one to students in the SDC M/S programs by the teacher.

**Panorama Survey:**

Purpose: District benchmark survey to determine student perceptions of engagement, growth mindset, and relationships in school. Data are used to identify areas of need for social/emotional learning and behavior supports.

- K-2: Teacher perception survey.
- Teachers assign survey to students in grades 3-8.

**DRDP (Desired Results Developmental Profile):**

Purpose: District measurement for developmental skills across all content areas for TK students to monitor progress toward goals and guide instruction.

- Administered by teachers twice a year.

#### **GATE:**

Purpose: Assessment to determine eligibility for students to be identified as Gifted and Talented, so their instruction can be differentiated in the classroom to meet their specific needs.

- All students in Grade 2 are screened.
  - Site Coordinators are selected from each site and receive training on test administration.
  - Second Grade Teachers administer the assessment.
- Referrals are taken, from parents and teachers, for students in grades 3-8 each year.
  - District Team assesses referred students.

#### **Physical Fitness Testing (PFT):**

Purpose: State required annual summative assessment for students in grades 5 and 7, that supports students in starting life-long habits of regular physical activity.

- Site Coordinators are selected from each site and receive training on test administration.
- Administration model is determined by site.
- Sites have all equipment and resources.
- Scores are captured through Illuminate.
- All tests must be administered and scores must be entered into illuminate by the last date of the district window.

#### **Summative SBAC (Smarter Balanced Assessment Consortium):**

Purpose: State required annual summative assessment for students in grades 3-8 in ELA, math and science which indicates mastery of standards and to support high quality teaching, improve learning for all students, and prepare students for life after high school.

- Site administrators are considered Site Coordinators and receive training on administration of assessments.
- Teachers administer the assessments to all students in grade 3-8 (general education, SDC M/M and RSP).
- All testing (including make-ups) must be completed within the district prescribed window.
- The California Science Test is administered to all students in grades 5 and 8 (general education, SDC M/M and RSP).

#### **California Alternate Assessment (CAA):**

Purpose: State required annual summative assessment for students in grades 3-8 in SDC M/S programs in ELA, math and science so students with the most significant cognitive disabilities can show what they know and can do.

- Teachers receive training from the district team and administer the assessment.
- The CAA for Science is only administered to students in SDC M/S programs in grades 5 and 8.
- The window opens in November and the tests are designed to be administered after related science concepts are taught.

#### **California Spanish Assessment:**

Purpose: Optional state assessment for students participating in Spanish language acquisition programs to measure students' competency in Spanish reading/language arts and evaluate the implementation of Spanish reading/language arts programs at the local level.

- Pilot classes in grades 3-8 will be identified and teachers will be trained in administration of the test.
- This window must end on June 2, due to collection of iPads for 8<sup>th</sup> graders.