



Oxnard School District Benchmark Assessment Calendar 2023-24



Language Arts	Grades	Initial/Fall	Winter	Spring	End of Year
Star Early Literacy	TK				May 20-June 7
Star Early Literacy	K-1-2*	Aug 21-Sept 1	Dec 4-15	Apr 8-19	May 20-June 7
Star Reading	2-7				May 20-June 7
Star Reading	8**	Aug 21-Sept 1	Dec 4-15	Apr 8-19	May 20-31
Interim Assessment Block (IAB)	3-8	Administered and scored by Oct 20 (Mult Choice)	Administered by Dec 15 and scored/inputted by Jan 19 (Perf. Task)		

Writing	Grades	Fall	Winter	Spring
Writing	K-8	Scored and inputted by Oct 27	Scored and inputted by Feb 2	Scored and inputted by Apr 26

Math	Grades	Initial/Fall	Winter	Spring	End of Year
Star Math	1-7	Aug 21-Sept 1	Dec 4-15	Apr 8-19	May 20-June 7
Star Math	8**	Aug 21-Sept 1	Dec 4-15	Apr 8-19	May 20-31
Interim Assessment Block (IAB)	3-8	Administered and scored by Oct 20 (Perf Task)		Administered and scored by Mar 1 (Mult Choice)	

Reading Horizons RSP + SDC M/M Grades TK-8**	Aug 21-Sept 8	Nov. 27-Dec 15	May 20- June 7 (8 th gr due May 31)
Unique SDC M/S only Grades TK-8	Aug 21-Sept 1	Dec 4-15	Apr 8-19
Panorama SEL Survey Grades TK-8	Sept 18-29	Jan 22-Feb 2	Apr 29-May 10
Digital Citizenship	Due by Sep 29	Due by Nov 3	Due by Mar 22
DRDP for TK– Across all academic content areas	Nov 9	Key Measures: Mar 17	June 6
GATE	November-December		
ELPAC Summative English Learners Grades TK-8	February 1 - May 31 Individual testing done by District Team		
	Feb 26-Mar 15 Group testing done by Classroom Teachers Grade 2-writing Grades 3-8-reading, writing, listening		
Alternate ELPAC SDC M/S English Learners only Grades TK-8	February 5-23		
Physical Fitness Testing (PFT) Grades 5 and 7 only	Feb 5-March 1		
SBAC Summative ELA & Math Grades 3-8 (includes CAA for SDC M/S) Science Grades 5 and 8 only	Apr 29-May 24		
California Alternative Assessment (CAA) for Science SDC M/S Grades 5 and 8 only	November – May 24 (Performance Tasks administered throughout the school year)		
California Spanish Assessment (CSA) Biliteracy Grades 4 & 7**	May 28-June 7 Schedule can be adjusted by sites		

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 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 (EOY) window for TK students.
- All Kindergarten and 1st grade students should be given Early Literacy, in each of the windows, for diagnostic purposes (to determine interventions), regardless of level.
- 1st 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 1st grade readers may take both tests throughout the year. Students can attempt Star Reading when their Unified cut point score in Early Literacy is 852.
- All 2nd 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 2nd 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 for reports to be complete and accurate.
- End of Year data will be loaded into site SPSAs.

Star Reading & Math:

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

- 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
- Most windows are for a two-week period. The EOY window for grades TK-7 is 3 weeks long to align the start dates. The window for 8th grade is only 2 weeks long due to end of year device collection.
- For Biliteracy classes, Star Reading assessments need to be administered in both languages.
- For Biliteracy classes, Star Math assessments need to be administered in the language of instruction (English).
- Assessments must be given within the district windows for reports to be complete and accurate.
- **8th graders must complete End of Year testing by May 31, due to device collection, scheduled for June 3-7.
- If you decide to add additional Star windows, suggested dates are:
 - Late Fall: Oct 16-27 and/or Late Winter: Feb 12-23

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.
- RH Discovery is administered to students in grades TK-3.
 - The Readiness Check is done in the Fall window (Aug 21-Sep 8).
 - The mid-year Cumulative Skill Check is done in the Winter window (Nov 27-Dec 15).
 - The End of Year Cumulative Skill Check is done in the EOY window (May 20-June 7).
- RH Elevate is administered to students in grades 4-8.
 - The Diagnostic Assessment and the Reading Library Assessment 1 is done in the Fall window.
 - The Reading Library Assessment 2 is done in the Winter window.

- The Reading Library Assessment 3 and Progress Monitoring Assessment that correlates with the last chapter completed will be done in the EOY Window.
- **8th graders must complete End of Year testing by May 31, due to device collection, scheduled for June 3-7.

Unique Assessment:

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 for Fall, Winter, Spring and EOY.

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, which is 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 CAASPP testing starts.
- All information necessary for the writing assessment can be found in Canvas Commons, by grade level.
 - Teachers can import the Writing Assessment module into their Canvas course.
- A separate rubric will be used to determine ELD progress for all EL students.
- For Biliteracy 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, teachers 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 Biliteracy 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 Biliteracy Units.
 - 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.
- Scores should be inputted into Illuminate, by the “due by” date.

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.

- 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 and PTs as they feel are necessary, throughout the year, to prepare students for the CAASPP, but only one of each is required.
 - This year, the multiple choice and PTs are staggered for ELA and Math. ELA multiple choice is given in the fall and Math multiple choice is given in the spring. The Math PT is given in the fall and the ELA PT is given in the winter.
- 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.
- The multiple choice IAB administration of the IAB/FIABs can be multiple choice/short answer in both subjects (ELA & Math) for all grades.
- All short answer and Performance Task IABs must be hand-scored.
 - If a multiple choice 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.
 - When planning the timeframe for administration of these tests, particularly the Performance Tasks, make sure to build in scoring time.
- IABs cannot be used for grading purposes.
- The district required IABs are considered Benchmarks. Students should take these without teacher support.
 - 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, which can be used with teacher support.
- These are the current genres for IAB Performance tasks. 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.

- Grades K-2: Teacher perception survey.
- Grades 3-8: Teachers assign survey.

Digital Citizenship:

Purpose: Digital citizenship is essential to helping students achieve and understand digital literacy, ensuring cyberbullying prevention, online safety, digital responsibility, and digital health and wellness.

- The dates are “Due by” dates.
 - Sept. 29 is for the Device Care Expectations Verification Form
 - Nov. 3 is for Lesson 1 Teacher Verification Form
 - Mar. 22 is for Lesson 2 Teacher Verification Form

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.

- Teachers generate DRDP reports by the due dates, which align with the report card calendar windows.

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.
- Administration model is determined by site.
- 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 inputted into Illuminate.
- All tests must be administered and scores 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 to 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 throughout the year

California Spanish Assessment:

This assessment will not be administered this year.

~~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.~~

- ~~• Students in biliteracy classes in **grades 4 and 7** will take the test.~~
- ~~• Teachers will be trained in administration of the test.~~
- ~~• **Sites can adjust the testing schedule to align with their own SBAC schedule.**~~