

Strategic Plan | Specific Result Report

Goal 3 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 3:

Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Specific Result:

3.1 Organize internal educator groups who will develop a variety of appropriate measures to determine learner progress and growth.

Summary Report:

In response to Specific Result 3.1, the Katy ISD Assessment Council worked to ensure assessments that measure learner progress and growth were incorporated into curriculum and instructional materials. Measures of student growth and progress were reviewed and aligned to the District Assessment Framework.

Included in this report is the Katy ISD Assessment Framework.



Assessment Framework

Katy Independent School District Assessment Framework

Katy ISD Vision

Be the Legacy

Katy ISD Mission

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life... to create the future.

Strategic Design Goals

1. All learning environments will foster engagement by integrating personalized learning experiences
2. Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.
3. Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.
4. Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.
5. Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.
6. Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.
7. Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.
8. Katy ISD will actively support the emotional well-being of all learners.

Katy Independent School District Assessment Framework

Table of Contents

Section I. Guiding Principles	1
Assessments for Learning	1
Beliefs about Assessment.....	3
Board of Trustees Policy	4
Board of Trustees Resolution.....	6
Instructional Cornerstones	8
Portrait of a Graduate	9
Portrait of an Educator	10
Assessment Vocabulary	11
Section II. Balanced Assessment System	15
Definition	15
Why a Balanced Assessment System is Needed.....	15
Curriculum, Instruction, Assessment	16
Section III. Roles and Responsibilities	17
Roles and Responsibilities	17
Section IV. Katy ISD Assessment Program.....	20
Types of Assessments	20
Section V. District Learning Assessment Guidelines.....	27
Balanced Assessment.....	27
Purpose of the District Learning Assessments.....	27
Timeline	28
Roles and Responsibilities	28
Additional Procedures.....	30
Grades	31
Special Populations.....	31
Security	32
Section VI. Assessment Framework Review Process.....	33

Assessment Framework Review Process.....	33
Section VII. References	34
References.....	34

Section I. Guiding Principles

Assessments for Learning

*(From the Texas Association of School Administrators: Creating a New Vision for Public Education in Texas,
Article III: Assessment for Learning)*

Statement of Principle

Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district, and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

Supporting Premises

We hold that:

- a. Assessments must be framed in a system development approach to meet the information needs of all users of assessment results. The system must be balanced and reflect at least three basic levels of assessment: the classroom level, with particular attention to the impact of the assessment on the learner; the program level, which allows evaluation of program effectiveness; and the institutional level, which appropriately informs policymakers.
- b. Assessments used by teachers are the most critical for improving instruction and student learning, and to be effective must reflect certain characteristics, be interpreted properly in context, and reported clearly. Conducting good assessments is a part of the art and science of good teaching that results from teacher experiences and formal teacher professional development opportunities.
- c. Assessment should be used primarily for obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.

- d. Assessment should be continuous and comprehensive using multiple tools, rubrics, and processes, and incorporate teacher judgments about student work and performance as well as the judgment of others, when needed.
- e. Assessment should not be limited to nor even rely substantially on standardized tests that are primarily multiple-choice paper/pencil or on similar online instruments that can be machine-scored.
- f. Standardized tests should be used primarily to identify hard-to-learn/difficult-to-teach concepts to differentiate learning experiences and focus attention on the more systemic curricular issues involving student performance. Assessments that rely exclusively on quantifiable information remove from the teacher and school informed judgment prerogatives that are necessary to be timely and productive and deny the human aspect of the daily interactions teachers have with students and each other.
- g. Assessment should reflect and encourage virtual learning and incorporate ways of recognizing its value and counting it as credit in meeting graduation requirements.
- h. Reports about student performances, generated as a result of assessment, should inform students, parents, the school, and the greater community about how well students are doing.
- i. Sampling techniques involving all student groups should be employed periodically to evaluate programs and overall student progress. On occasion, community members or other teachers who have particular expertise may observe student performances and participate in protocols gauging the quality of student work products or examinations.
- j. The voice of students should be respected, and their feedback should be solicited regarding their learning and their response to the tasks they are assigned.
- k. The voice of teachers should be respected, particularly what they have to say about student performance, curriculum development, and program evaluations.
- l. The voice of parents should be respected, and they should be involved in feedback processes regarding the response of their children to tasks assigned as well as parental desire to do work at home that extends the learning.
- m. Assessments for learning, when they are varied and comprehensive, can also furnish important information in context as one factor among many in personnel appraisal systems, in ascertaining the performance levels of campuses and departments, and in measuring the impact of accountability systems on inspiring continuous improvement.

Beliefs about Assessment

(Adapted from the Katy ISD Teaching and Learning Division Focus Document, June 2015)

We believe that:

- Teachers should use formative and summative assessment formats to inform and guide instruction including pre-assessment.
- Students should have multiple opportunities to demonstrate learning.
- Assessments are developed prior to instruction and intended to align to Katy ISD objectives.
- Assessments measure the mastery of desired learning outcome(s).
- Performance tasks should be used to measure student progress along the Instructional Cornerstone continuum.
- A variety of assessments should be used in classrooms (i.e., authentic, project-based, formal/informal, teacher observations and/or cross-curricular assessments).
- Students should be actively involved in using evaluation criteria to self-monitor, self-reflect, and self-evaluate.

Board of Trustees Policy

Curriculum Design –EH (LOCAL)

Assessing the curriculum:

The District shall develop and implement an assessment plan that incorporates assessments beyond the required state instruments including District-approved assessments over core objectives within the curriculum, district learning assessments, and other standardized assessments. Data collected and analyzed from these assessments shall provide information about student performance so that District curriculum can be continuously improved and can inform instruction. Data shall also be used to provide sufficient evidence that students are learning and are prepared to perform at optimal levels on both state and national assessments. A data bank of assessment items that teachers use to develop and administer classroom assessments to monitor student progress in learning shall be included in the District Assessment Plan. Teachers and administrators shall be encouraged to work collaboratively to develop campus plans for using common assessments and to track student performance based on curriculum standards and objectives.

Curriculum Development –EG (LOCAL)

Curriculum model:

The model for curriculum development, implementation, and evaluation shall include the following components: curriculum (written curriculum), instruction (taught curriculum), and evaluation (tested curriculum). The curriculum shall be stated clearly and comprehensively in writing so that the faculty know what to teach; the faculty shall teach the written curriculum; and the teacher-made tests and standardized tests shall be congruent with the written and taught curriculum. The curriculum shall encompass local goals and objectives, and skills that are identified by state and federal guidelines and mandates where applicable.

Testing Programs State Assessment – EKB (LEGAL)

State assessment of academic skills:

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B [see TESTING IN GRADES 3–8, below]. *Education Code 39.023(a), (c), (f); 19 TAC 101.5*

A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course (EOC) assessment instruments [see END-OF-COURSE ASSESSMENTS, below]. *Education Code 39.025(a); 19 TAC 101.4001*

Testing in grades 3-8:

Except as provided below, all students, other than students who are assessed under Education Code 39.023(b) (alternative assessment instrument) or 39.023(l) (LEP students) or exempted under Education Code 39.027, shall be assessed in:

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;
2. Reading, annually in grades 3 through 8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;
5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law.

Education Code 39.023(a)

Exception:

Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

1. Is enrolled in a course or subject intended for students above the student's enrolled grade level and will be administered a grade-level assessment instrument developed under the list above that aligns with the curriculum for that course or subject within the same content area; or
2. Is enrolled in a course for high school credit in a subject intended for students above the student's enrolled grade level and will be administered an EOC assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student's enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student's grade level.

Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011

Board of Trustees Resolution

REGARDING PROPOSED LEGISLATION ON ASSESSMENT AND ACCOUNTABILITY

Whereas, Katy Independent School District (Katy ISD) is one of the fastest growing school districts in the Greater Houston area and the state of Texas; and

Whereas, Katy ISD is among the top performing school districts in the state; and

Whereas, students enrolled in the public school system across the country must adhere to the federally-mandated standardized testing requirements under the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB) legislation; and

Whereas, ESEA and NCLB require students enrolled in the public school system to be assessed in Reading, Math and Science; and

Whereas, the state of Texas has instituted additional high-stakes assessments in Writing and Social Studies; and

Whereas, Texas has historically required more state-mandated, high-stakes tests for high school graduation than most other states under its assessment program¹; and

Whereas, there has not been a measureable improvement in college readiness as a result of the state assessment program and

Whereas, assessments designed to provide detailed diagnostics that assist students in their learning would ultimately improve student outcomes and their trajectory for advancement; and

Whereas, local school boards do not currently have the authority to override the state's requirement for the State of Texas Assessments of Academic Readiness (STAAR) and STAAR End of Course (EOC) assessments; and

Whereas, quality instructional time is often compromised to prepare students for standardized high-stakes testing; and

Whereas, over the past twenty years, legislative efforts to address assessment and accountability have only increased the number of high-stakes tests students must take over the course of their K- 12 public school education; and

Whereas, certain proposed legislation in the 84th Legislative Session addresses the need to eliminate all state assessments that are not federally mandated under ESEA and NCLB in order to provide relief to schools and re-establish local control with regard to student assessments; and

Whereas, such legislation should also recognize the need for districts to administer local assessments in lieu of those state assessments that are proposed for elimination; and

Whereas, such local assessments would not be considered high-stakes and would have no bearing on state, nor federal accountability ratings; and

Whereas, these local assessments will be based on the Texas Essential Knowledge and Skills and funded by the state; and ~~W~~§.84r§ Texas Education Code Section 28.001 states "It is the intent of the legislature that the essential knowledge and skills developed by the State Board of Education under this subchapter shall require all students to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas"; and

Whereas, Texas Education Code Section 39.022 states "The State Board of Education by rule shall create and implement a state-wide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement that achieves the goals provided under Section 4.002"; and

Whereas, Texas Education Code Section 4.002 states "To serve as a foundation for a well-balanced and appropriate education: GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science. GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies."

Resolved therefore, that Katy ISD, as a responsible community of educational leaders with a united awareness, respectfully implores and supports our legislative representatives to act; and be it

Resolved further that, in light of school districts' current challenges with high-stakes testing, that state assessments unaffiliated with federal requirements be eliminated; and be it

Resolved further that the Legislature ensure a deliberate process to safeguard the integrity of the curriculum and students' educational experience by requiring local assessments, supplemented or funded by the state, in lieu of those state assessments that will be eliminated.

Signed this 30th day of March, 2015.

Instructional Cornerstones

Collaboration: Work respectfully with others by sharing responsibilities, exchanging and evaluating knowledge and ideas, and building consensus in order to achieve a common goal.

Communication: Convey information and ideas to effectively engage the audience using a medium appropriate to the topic and purpose.

Creative Thinking: Generate a range of ideas through a meaningful process (structured or unstructured) that inspires the development of original or innovative products, performances, or solutions.

Critical Thinking: Analyze, evaluate, and synthesize information, ideas, or objects to make inferences and predictions, and draw conclusions.

Information Literacy: Utilize an inquiry process to locate evaluate a variety of information sources based on accuracy, authority, and point of view in order to accomplish a task.

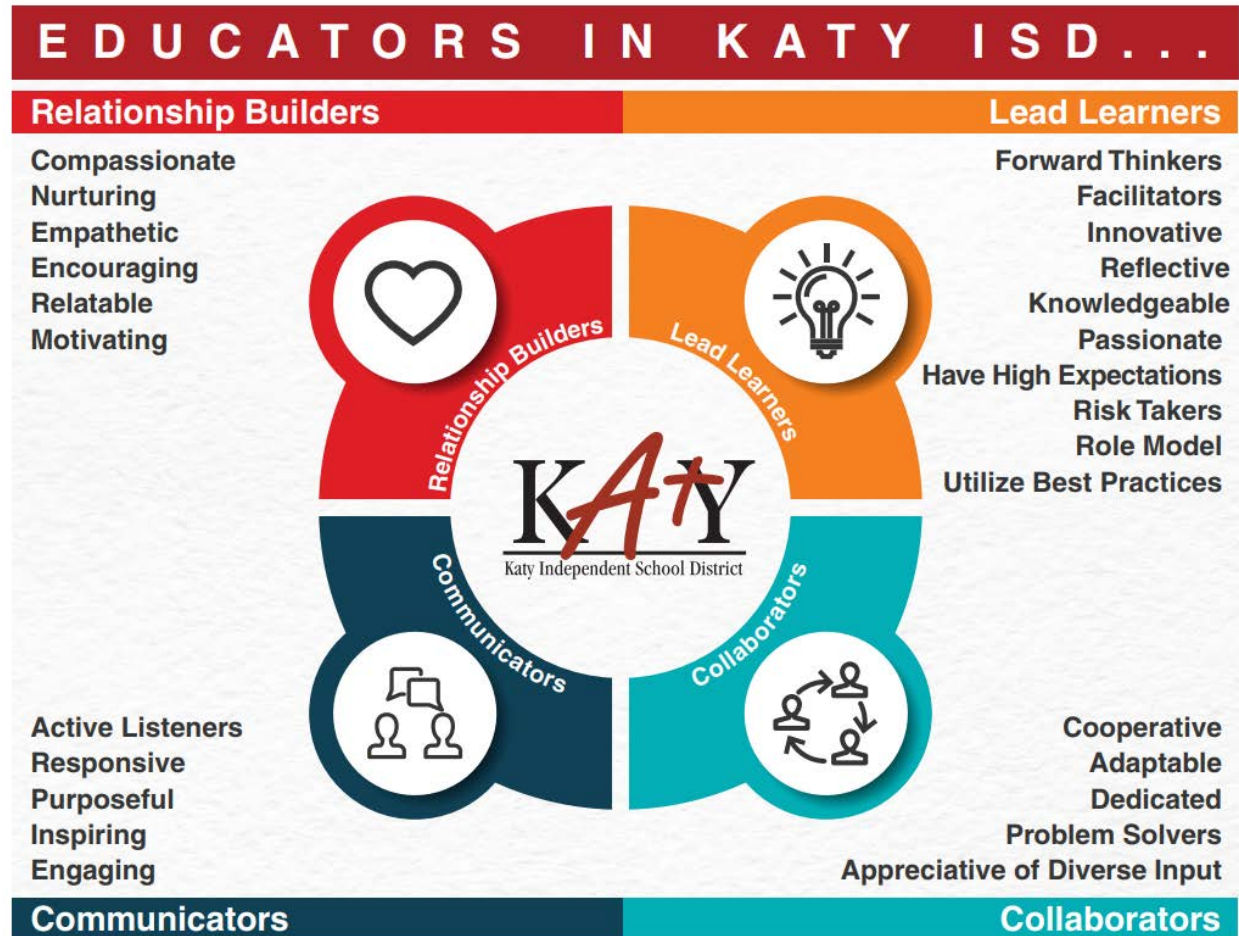
Problem Solving: Identify, define, and/or explore a problem or situation, and work through a process to determine and evaluate solutions.

Social Contribution: Contribute to the betterment of one's community through service.

Portrait of a Graduate



Portrait of an Educator



Assessment Vocabulary

Analytic Trait Rubric - a scoring tool which evaluates performances according to selected traits, with each trait receiving a separate score. For example, a piece of writing may be evaluated according to organization, use of details, attention to audience, and language usage/mechanics. Trait scores may be weighted and/or totaled.

Assessment - any systematic basis for making inferences about characteristics of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better; the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Assessment for Learning – occurs throughout the learning process. Designed to make each student’s understanding visible so that teachers can decide what they can do to help students progress.

Assessment of Learning – strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to verify proficiency and make decisions about students’ future programs or placements.

Authentic - refers to tasks that elicit demonstrations of knowledge and skills in ways that they are applied in the “real world.” An authentic performance task also engages students and reflects the best instructional activities; thus, teaching to the task is desirable.

Balanced Assessment - has two connotations: 1) balance in format (e.g., selected response, essay, performance task); and 2) balance of purpose (pre-assessment, formative and summative/evaluative).

Benchmark Assessment Instruments – a district-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument.

Campus Common Assessments/Campus Based Assessments – designed collaboratively at the campus level with instructional staff. CCA/CBAs should be created to reflect the level of questioning in the TEKS and data should be used to modify instruction.

Classroom assessment – assessments that capture formative and summative processes within a classroom.

Criteria - guidelines, rules, or principles by which student responses, products, or performances are judged.

Criterion-Referenced Test – A criterion-referenced test (CRT) is administered to determine how much students know before instruction begins and after it is finished. It is used to determine whether each student has achieved specific skills or concepts. Individuals receive scores usually presented as a percentage and for individual skills tested.

District Learning Assessments (DLA) - 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. They are administered according to the DLA schedule found on the Katy ISD website
<http://www.katyisd.org/dept/assessment/Pages/DLA.aspx>

Educational Testing Service (ETS) – ETS is a non-profit organization that offers testing and assessment services. ETS currently holds the Texas contract for STAAR administrations and administers Advanced Placement examinations.

End-of-Course Examinations – The STAAR End-of-Course (EOC) exams are criterion-referenced tests taken upon completion of a course of study to determine mastery of the TEKS. The EOCs administered are for Algebra I, Biology, English I, English II, and US History.

Evaluation - judgment regarding the quality, value, or worth of a response, product, or performance based upon established criteria. Evaluations are usually based on multiple sources of information.

Formative Assessment - ongoing diagnostic assessment providing information to guide instruction and improve student performance.

Holistic Rubric - a scoring tool yielding a single score based upon an overall impression of a product or performance. In holistic scoring, judgments are made by evaluating products or performances against others within the same pool, rather than against pre-established criteria.

Norm-Referenced Test – A norm-referenced test (NRT) is a standardized test that is designed to compare and rank test-takers in relation to the achievement of others. Such a test discriminates between the low and high achievers. Results are usually presented as a percentile, grade equivalent score, or stanine.

Pearson – an education publishing and assessment company which offers services to schools, students, and corporations.

Performance Task - an activity that engages students to apply their learning and develop a product or performance. A performance task can be used as a rich learning experience and/or an assessment. Since performance tasks generally do not have a single “correct” answer or solution method, evaluations of student products or performances are based on judgments guided by criteria.

Portfolio Assessment – an evaluation tool used to document student learning through a series of student-developed artifacts.

Qualitative Data – data that is typically descriptive and collected through observation and interviews. This data is collected from open-ended questions, feedback, summaries, portfolios, or narratives.

Quantitative Data – data that is in numerical form and can be categorized, ranked or measured. Quantitative data is collected through measurement and is expressed through scores, rates, percentages, or other quantities of a variable.

Reliability – the degree to which an assessment instrument produces stable and consistent results. The consistency of the measurement.

Rubric – a scoring and/or instructional tool used to measure student performance using specific tasks or criteria. Rates against a range of set targets (i.e. lacking to outstanding).

Standardized Assessment - Assessments created, tested, validated, and usually sold by an educational testing company (e.g. SAT, ACT, ACCUPLACER, TSIA) for broad public usage and data comparison, usually scored normatively.

Standards - goal statements identifying the knowledge, skills, and dispositions to be developed through instruction in the content areas.

State of Texas Assessment of Academic Readiness (STAAR) – the Texas assessment system that was implemented in 2012. Includes legally required annual assessments for reading and mathematics (grades 3-8). writing (grades 4 & 7), science (grades 5 & 8), social studies (grade 8), and end-of course for Algebra I, Biology, English I, English II, and US History.

Summative Assessment - culminating assessment for a unit, grade level, or course of study providing a status report on mastery or degree of proficiency according to identified learning outcomes.

Texas Essential Knowledge and Skills (TEKS) – the state of Texas required curriculum.

Validity – how well a test measures what it is supposed to measure.

Section II. Balanced Assessment System

Definition

The term “balanced assessment” refers to the strategic use of formative, interim, and summative measures of student performance in a way that addresses immediate student needs, informs ongoing instructional adjustments, and guides long-term educational improvement. Balanced assessment systems include a variety of instruments and processes to produce information and data for informing school administrators, parents, and teachers, and students. The system is balanced appropriately between accountability in multiple forms and student learning.

Why a Balanced Assessment System is Needed

State assessment systems do not provide sufficient, comprehensive information regarding student learning, student growth and campus success. A balanced system fills in the crucial holes a state system leaves. Assessment provides focused information for school staff to utilize in making decisions regarding student learning, instructional programs, and resource allocation. In order to gain as much information as possible, a variety of types of assessments should be used. When the system is balanced with the variety, there is an appropriate weight to summative tests, like a state examination, and formative, interim assessments that drive real-time instructional improvements.

Balanced assessment systems provide:

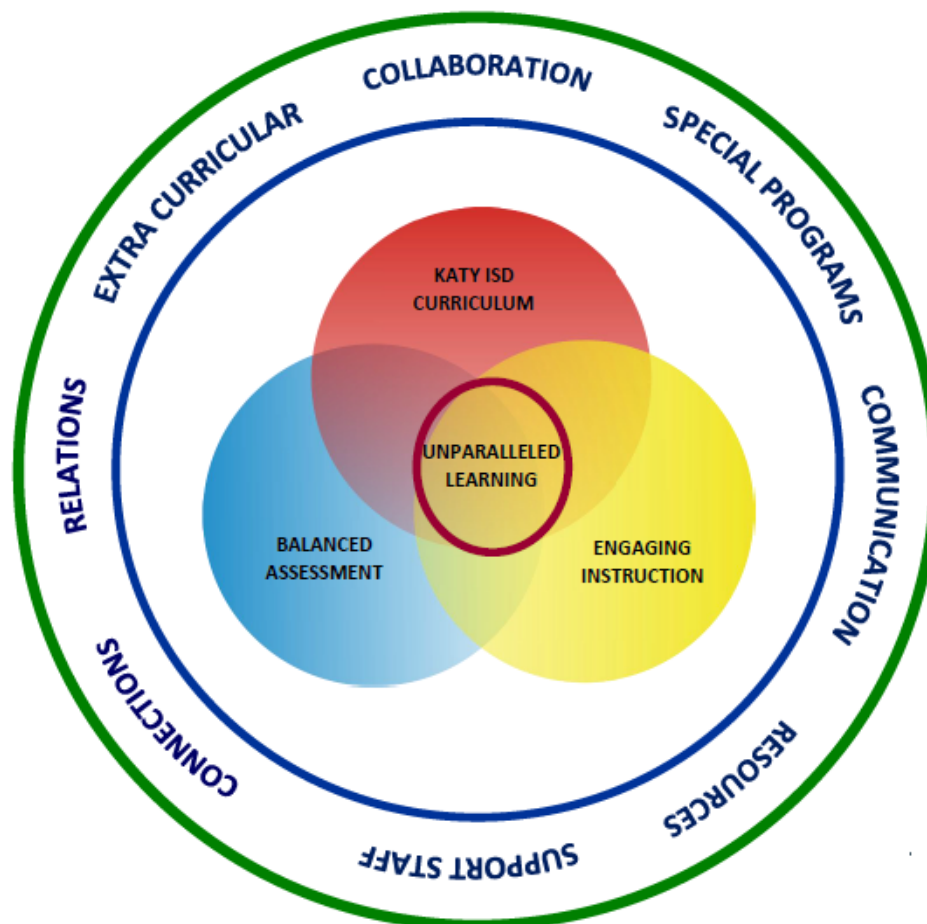
- Appropriate information needed by different levels in the educational system
- Information about all students
- Information on important content and skills
- Information about “what is” and “what should be done”
- Information within a specific timeframe – what can be done now
- Opportunities for choice

With balanced assessment systems comes the ability to provide reasonable short-term goals for students. Students are able to work on the content standards targeted for their knowledge level.

Formative and interim assessments provide this information in smaller segments of time so instructional staff are not waiting on one-time summative state assessments to see if students learned the skills needed for mastery of the curriculum.

Curriculum, Instruction, Assessment

The essential role of assessment in curriculum and instruction in Katy ISD uses the Understanding by Design philosophy and process to structure curriculum, instruction, and assessment. Standards/curriculum, instruction, and assessment are inextricably intertwined in the learning process—one component cannot function effectively without the other. Optimally, the three components work together to produce high levels of student achievement.



Section III. Roles and Responsibilities

Roles and Responsibilities

All district staff members are responsible for ensuring that students learn the standards related to the grade level and course and are provided opportunities to demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified although responsibilities are not limited to those listed.

District Curriculum and Assessment Staff will:

- Create a district culture that balanced assessment is understood, valued and implemented;
- Ensure that a variety of assessments are available for instructional staff to assess student learning;
- Report state, national and college assessment results to the board;
- Support campuses in the assessment process;
- Provide support for analysis and interpretation of assessment data;
- Monitor campuses to ensure assessment procedures are being followed;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Provide district assessment training sessions.

Principals will:

- Create a campus culture where balanced assessment is understood, valued and implemented;
- Develop a working knowledge of the district assessment framework;
- Monitor to ensure instructional planning includes:
 - formal and informal assessments to monitor progress of all students, teachers share appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, and build awareness of their own strengths and weaknesses and track their own progress.
 - substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals.
 - analysis of student data connected to specific instructional strategies and that teachers use the results to reflect on his or her teaching.
- Monitor to ensure all activities, materials and assessments:
 - are logically sequenced

- are relevant to students' prior understanding and real-world applications
- integrate and reinforce concepts from other disciplines
- provide appropriate time for student work, student reflection, lesson and lesson closure
- deepen understanding of broader unit and course objectives
- are vertically aligned to state and course standards
- are appropriate for diverse learners
- Update Campus Improvement Plans to support balanced assessment;
- Facilitate and participate in campus balanced assessment training.

Campus Testing Coordinators will:

- Create a campus culture where balanced assessment is understood, valued and implemented;
- Facilitate district, state, and national (e.g. PSAT, NAEP) testing;
- Monitor campus to ensure assessment procedures are being followed;
- Facilitate and participate in district and campus assessment training.

Instructional Coaches will:

- Create a campus culture where balanced assessment is understood, valued and implemented;
- Implement balanced assessment principles through training, collaboration with PLCs, and modeling.

Teachers will:

- Create a classroom culture where balanced assessment is understood, valued and implemented;
- Assess student learning with a variety of formative, interim, and summative assessments;
- Embed instructional cornerstones throughout instruction and assessment;
- Participate in instructional planning that includes:
 - formal and informal assessments to monitor progress of all students, sharing appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, and build awareness of their own strengths and weaknesses and track their own progress.
 - Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals.
 - analysis of student data connected to specific instructional strategies and use results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

- Ensure all activities, materials and assessments:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state and course standards
 - are appropriate for diverse learners
- Use assessment data to drive instructional decisions;
- Allow students to demonstrate their learning in a variety of ways;
- Persist with lessons until there is evidence that all students demonstrate mastery of the objectives.
- Participate in assessment trainings and professional learning.

Students will:

- Be an active partner in the learning and assessing process;
- Assume ownership of learning;
- Use assessment information toward the attainment of personal learning goals.

Parents will:

- Be valued partners in the learning process.
- Understand that mastery of student learning is measured in a variety of assessment formats.

Section IV. Katy ISD Assessment Program

Types of Assessments

**Assessments noted with an asterisk can be used to measure learner progress over time*

Assessment	Definition	Level	Testers	Subject	Use of Results
Ability Test - GT	Form of psychometric assessments designed to measure general intelligence. Tests used to assess a candidate's competence and suitability for the role, and to predict future performance.	National	Grades K-12 referred for GT screening	N/A	Gifted and Talented identification
Achievement Test – GT	A standardized test that is designed to measure an individual's level of knowledge in a particular area. An achievement test focuses specifically on how much a person knows about a specific topic or area such as math, or reading.	National	Grades K-12 referred for GT screening	Reading, math	Gifted and Talented identification
ACT	The ACT is composed of four multiple-choice tests plus an optional writing component.	National	High school grades 11-12 who register to test	English, math, reading, science and optional writing	College admissions; Texas accountability system (Distinction Designations)
AP (Advanced Placement)	The AP assessments align with AP courses and are developed to cover a wide array of information for the corresponding college course.	National	Grades 9-12 for identified AP courses	various	College level credit; Texas accountability system (Distinction Designations)
*AP formative assessments	The AP formative assessments align to the AP courses and are administered throughout the AP curriculum.	Local	Grades 9-12 for identified AP courses	various	Monitor AP competency learning throughout the AP course

Assessment	Definition	Level	Testers	Subject	Use of Results
ASVAB (Armed Services Vocational Aptitude Battery)	Multiple aptitude test that measures developed abilities and helps predict future academic and occupational success in the military.	National	Grade 12 for students registered to test	Science, math, verbal, technical, spatial	One factor in military enlistment
*BAS (Benchmark Assessment System)	The Fountas & Pinnell Benchmark Assessment System is a one-on-one assessment that provides reading data that links assessment and instruction.	National	Grades K-5 – available for all	Reading	Matches student instructional and independent reading abilities to inform teachers’ instruction.
Brigance: Comprehension Inventory of Basic Skills II	Identifies present levels of performance for students (aligned to TEKS) in listening and reading comprehension, spelling, quality of writing, letters, and capitalization and punctuation (reading and ELA) and number and operations, algebra, geometry, measurement, and data analysis and probability (math).	National	Grades PK-5 students receiving special education (required). Grades 6-9 students receiving special education working on a modified curriculum	Reading and Math	Provides information regarding student strengths for teacher and ARD committees.
CBE (Credit by Examination)	Validated assessments that align with grade level or course TEKS.	State	Grades K-12 who are approved to test by a counselor	Various	Credit recovery or advancement

Assessment	Definition	Level	Testers	Subject	Use of Results
Certification examinations	Examinations at the end of a professional course of study. Examinations include MOS, Adobe Creative Cloud, Comp TIA, National Registry Exam, Texas Cosmetology Exam, Pharmacy Technical Exam, CPR, ServeSafe, ASE, Texas Floral Certification, Hunters Ed, Boaters Ed, OSHA 10 hour, and GWS Welding.	National and State	Grades 9-12 for identified CTE courses	Various	Allows students to secure employment in the field.
*Comprehensive Reading Assessments EDL2 (Spanish)	Diagnostic assessments to gather evidence of student levels to guide instruction in the areas of phonological awareness, metalanguage, letter and word recognition, phonics, structural analysis, and syllabication.	Local	Grades 3-5 students who are ELL	Reading	Information for the LPAC process and to monitor achievement and growth over time.
*DLA (District Learning Assessments)	Common formative assessments designed to gather evidence of student learning.	Local	Grades 2-12 - all	Reading, writing, math, science, social studies	Guide the learning process. In secondary courses, results are used as a minor grade.
*Dreambox	Adaptive, online math program to deliver and compliment classroom instruction.	Local	Grades K-5	Math	Monitor where students are in their learning of grade level TEKS.
*Fact fluency assessment	The assessments are administered after each grading period and assess a student's automaticity in various operations and fluency strategies with basic math facts.	Local	Grades 1-5 - all	Math	Informs the teacher if the student has mastered the facts for the grading period. Provides the teacher with information on interventions needed.
Intelligence Test - GT	Assessment designed to measure the ability to think and reason rather than acquired knowledge.	National	Grades K-12 referred for GT screening	N/A	Gifted and Talented identification

Assessment	Definition	Level	Testers	Subject	Use of Results
Iowa Assessments	Nationally-norm referenced tests used to measure achievement and growth across a continuum of learning standards.	National	Grades 2-12 students who indicate a language other than English on their Home Language Survey	Reading and Language arts	Information for the LPAC process and to monitor achievement and growth over time.
IPT (IDEA Proficiency Test)	Oral tests administered to determine English and Spanish language.	National	Grades PK-12 students who indicate a language other than English on their Home Language Survey	Oral language	Provides oral language proficiency testing data to help determine a student's language designation for placement.
*I-Ready	Computer-adaptive diagnostic assessment that pinpoints student needs in the areas of phonological awareness, phonics, high frequency words, vocabulary, and comprehension (reading) and number and operations, algebra and algebraic, measurement and data, and geometry (math). Progress monitoring shows status in obtaining end of year goals.	National	Grades K-12 students receiving special education services	Reading and Math	Provides information for teacher teams and ARD committees.

Assessment	Definition	Level	Testers	Subject	Use of Results
*ISIP/ISIP Espanol	Web-delivered computer adaptive testing system that provides continuous progress monitoring in phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary and comprehension.	National	Grades K-3 students receiving instruction in Spanish	Reading	Identification of At-Risk (grades K-3); differentiate reading instruction to meet learning needs of individual students.
*mCLASS	An integrated screening, progress monitoring, and diagnostic assessment system that helps determine children's understanding of mathematical skills and concepts. Administered at the beginning, middle and end of year intervals in English or Spanish.	National	Grades K-1 - all	Math	Guide teacher information about student mathematics understanding. An overall instructional support recommendation is provided for each student.
*MI (Math Inventory)	Computer-adaptive math test that provides a measure of students' readiness for math concepts. Spanish read-aloud version is provided. (Formerly SMI)	National	Grade 2 - all	Math	Guides teacher information about student progress in math. Used as a universal screener for the RtI process.
NAEP (National Assessment of Educational Progress)	Multiple choice test conducted periodically at identified campuses.	National	Grades 4, 8, and 12 – campuses, grade levels and subjects identified by Texas Education Agency annually	Math, reading, science, writing, arts, civics, economics, geography, US history, technology and engineering literacy	Used to measure what America's students know and can do in various subject areas. The only assessment administered nationally with a selected sample.

Assessment	Definition	Level	Testers	Subject	Use of Results
*On-demand Assessments	Optional writing assessments aligned with the Katy ISD unit plans. The pre and post assessments are both administered.	Local	Grades K-5 - all	Writing	Data from the pre and post assessments are used together to determine progress in writing mechanics and idea progression. The post test can count as a major grade.
*Phonological Awareness Assessment	Assesses the phonological awareness of students receiving special education services below level in TEKS including rhyming, segmenting and blending.	Local	Grades K-1 students receiving special education services	Phonological Awareness	To guide teacher interventions for learning and measure progress in these skill areas.
*PSAT and PSAT/NMSQT	Multiple choice test that provides practice for the SAT. Provided to all grade 10 and 11 students in Katy ISD.	National	Grades 10-11 - all	Reading, math, writing	Helps predict success on the SAT. Data from the PSAT/NMSQT is also used in identification of students for National Merit status.
SAT	Multiple choice test that assesses students' academic readiness for college.	National	Grades 9-12 students who register to test	Reading, math, writing	College admissions; Texas accountability system (Distinction Designations)
SLPS (Spanish Language Proficiency Standards)	Designed to assess the progress that limited Spanish proficient (Non-LEP) students make in learning the Spanish language.	Local	Grades K-5 TWI program students	Language	To track student progress across grade levels in the acquisition of Spanish language.
*STAAR (State of Texas Assessments of Academic Readiness)	The state required assessment program. Included versions: STAAR Spanish (grades 3-5) STAAR L, STAAR A, and STAAR Alternate 2.	State	Grades 3-8 - all	Reading, math, writing, science, social studies	Guides teacher information about student mastery of TEKS; Texas accountability system.

Assessment	Definition	Level	Testers	Subject	Use of Results
*STAAR EOC (State of Texas Assessments of Academic Readiness End- of-Course)	The state required assessment program for secondary courses. Included versions: STAAR L, STAAR A, and STAAR Alternate 2.	State	Grades 7-12 – students enrolled in corresponding EOC courses	Algebra I, Biology, English I, English II, US History	To guide teacher information about student mastery of TEKS; graduation requirement; Texas accountability system.
*TELPAS (Texas English Language proficiency Assessment System)	The state required assessment program for students identified as English language learners. Measures language proficiency and assesses the ELPS.	State	Grades K-12 students identified as English Language Learners	Listening, speaking, reading, writing	To guide teacher information about student mastery of English language; exit criteria from the ELL program; Texas accountability system.
*Unit Plan Performance Tasks	The unit plan sample performance task is a realistic scenario that students must engage in to demonstrate their learning. These tasks assist the teacher in determining whether the students have mastered material enough to be able to apply their knowledge in new and novel ways.	District	PK-5 - all	All	The results are used to determine if students can apply their learning.
Writing Portfolios	A gathering of writing throughout the year or course of academic career for a student.	District	All	Writing	Measure progress of writing skills and competencies.

Section V. 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, and 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 districts 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 <http://www.ccsso.org/Documents/Balanced%20Assessment%20Systems%20GONG.pdf>)

Katy ISD supports a strong balanced assessment that includes 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.

Timeline

- Campuses will receive the student tests and answer documents according to the DLA calendars.
- The DLAs shall be administered within the window designated on the DLA calendars.
- Scanning answer documents into Eduphoria Aware can 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 Contact* will:

- Support the purpose of the DLAs within a balanced assessment model.
- Receive the student DLAs and organize distribution of tests and answer documents.
- 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 DLAs after the assessments are reviewed with the students.
- Recycle DLA test books and shred the answer documents no earlier than July 1.

**The DLA contact 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 the 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 a 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.
- 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.
- DLAs should be administered within the class period, and not be part of a STAAR-preparation process for logistics.
- 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 the DLA. 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 receive §504 services may have alternate grading policies that will be determined at §504 meetings.
- 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.
- Tests and answer documents are to be destroyed prior to the end of the school year.

Section VI. Assessment Framework Review Process

Assessment Framework Review Process

The Katy ISD Assessment Council will review the Assessment Framework annually in the spring. All modifications will reflect national, state and local assessment changes.

Section VII. References

References

Assessment Terms and Definitions (n.d.). Retrieved from <http://www.csun.edu/mike-curb-arts-media-communication/assessment-terms-and-definitions>.

CCSSO Council of Chief State School Officers. (2010). Using balanced assessment systems to improve student learning and school capacity: an introduction. Retrieved from <http://www.ccsso.org/Documents/Balanced%20Assessment%20Systems%20GONG.pdf>

Earl, L. M. (2006, January 1). Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment As Learning, Assessment of Learning. Retrieved from https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment_of_learning.pdf.

Fernsten, L. (2009, December 23). Portfolio Assessment. Retrieved from <http://www.education.com/reference/article/portfolio-assessment/>.

Huitt, W. (1996). Measurement and evaluation: Criterion- versus norm-referenced testing. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/measeval/crnmref.html>

McLeod, S. (2008). Qualitative vs. Quantitative. Retrieved from <http://www.simplypsychology.org/qualitative-quantitative.html>.

McTighe, J. (2015) “Assessing 21st Century Learning” Ed Leader 21. Atlanta, GA. October 2, 2014.

Texas Association of School Administrators/Texas Leadership Center. (2008). Public education visioning institute: Creating a new vision for public education in Texas. Texas Leadership Center: Austin, TX.

Texas Education Agency (2013a). STAAR Resources. Retrieved from: <http://tea.texas.gov/student.assessment/staar/>

Texas Education Agency (2013b) Texas Essential Knowledge and Skills – Subject Area Reviews. Retrieved from: <http://tea.texas.gov/index2.aspx?id=25769817636>.

Texas Education Agency (2016) Texas Teacher Evaluation and Support System Rubric. Retrieved from: <https://teachfortexas.org/>.

Wiersma, W., and Jurs, S. (2009) *Research Methods in Education*. Boston, MA: Pearson Education.

Wiggins, G., and McTight, J. (1998) *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.