



"Exploring Infinite Possibilities for Learning"

2025-26 CSD Comprehensive Assessment Calendar

Reference: [2025-26 CSD Board Adopted School Calendar](#)

Purpose

A practical assessment system recognizes the connection between a school district's mission and vision, national and state learning standards, district course curricula, classroom instruction, formative and summative assessments, and student learning outcomes. The Cambrian School District Comprehensive Assessment Plan ensures the assessment fulfills its intended role in this relationship. The goal of the CSD Comprehensive Assessment System is to provide students, parents, teachers, administrators, board members, and the communities served by the district with accurate, reliable, and valid data that may be used to:

- Inform decisions regarding curriculum, instruction, and assessment
- Ensure alignment of the district curricula with national and state learning standards
- Inform the integration of technology in the classroom
- Assist in the placement of students in core academic classes
- Assist in the selection of students for advanced academic classes
- Evaluate district programs
- Inform decisions regarding the allocation of district resources
- Inform teacher instruction
- Improve student learning
- Measure student achievement
- Measure student growth
- Provide accountability for the district's educational partners

To address these objectives, the district has implemented a comprehensive assessment program that includes both formative and summative assessments, which all students will participate in throughout the year.



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What are the various types of K-12 assessments?

- **Screener** - Screener assessments are standardized, standard evaluations that provide a quick, initial assessment to identify potential areas of concern among students. If problems arise with the results of a screener assessment, additional assessments are necessary to determine the specific needs.
- **Diagnostic** - Diagnostic assessments highlight specific areas of relative strength and weakness. They are intended to inform teachers and students at the beginning of the year and key transition points throughout the year, enabling them to create a plan for targeted support and instruction.
- **Formative** - Formative assessments are quick and targeted tools that show students' understanding of discrete skills or standards. The primary purpose is to learn how a student approaches a problem or task, especially when they receive an incorrect answer. Formative assessment is meant to inform instructional decisions.
- **Interim/Benchmark (BM)** - Interim/benchmark assessments provide a comprehensive snapshot of student learning throughout the year and are used to assess growth and progress toward a specific learning goal. If Interim assessments are administered during set times throughout the year, they are commonly referred to as "benchmark" assessments.
- **Summative** - Summative assessments provide a holistic measure of student learning, evaluating how much of the expected content knowledge and skills a student has effectively accessed, mastered, and retained due to the instruction, interventions, and resources they have received.



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CSD Comprehensive Assessment System Types and Purpose within the MTSS Framework

MTSS Tier	Primary Purpose
Tier 1 Assessments (Whole Class) • Universal Screener • Curriculum Embedded Benchmark Assessments • Formative Assessments • Curriculum Embedded Summative Assessments • State Summative Assessments (3rd-8th)	• Lesson Planning • Reteaching before moving to the next unit of study
Tier 2 Assessments (Small Group) • Diagnostic Assessments • Formative Assessments • Data source for progress monitoring = Assessments that correspond with the selected intervention (formative assessments, benchmark, interim assessments)	• Intervention Planning • Progress Monitoring • Group Goal Setting
Tier 3 Assessments (Individual) • Diagnostic Assessments • Formative Assessments • Data source for progress monitoring = Assessments that correspond with the selected intervention & provide quick, actionable information (formative assessments)	• Intervention Planning • Individual Progress Monitoring • Individual Goal/Target Setting



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Assessment Descriptions

Desired Results Developmental Profile (DRDP): The DRDP assessment instruments are designed for teachers to observe, document, and reflect on the learning, development, and progress of children, from birth through 12 years of age, who are enrolled in early care and education programs, as well as before- and after-school programs. The DRDP comprises eight domains: approaches to learning (including self-regulation), social and emotional development, language and literacy development, English language development, cognition (encompassing math and science), physical development (including health), history and social science, and visual and performing arts. [Read more...](#)

UCSF Multitudes: UCSF Multitudes is a universal screening platform developed by the UCSF Dyslexia Center and the State of California to help identify early literacy challenges, including dyslexia, in young readers. It is designed for use in kindergarten through second grade and is available in both English and Spanish. Multitudes aims to translate the latest neuroscience research into practical tools that educators can use to support children's literacy development. [Read more...](#)

FAST earlyReading: earlyReading is an assessment of essential early reading skills such as concepts of print, phonemic awareness, phonics, and fluency. It is available in both English and Spanish. Although earlyReading is typically administered in grades PreK-1, it may be used for screening up through grade 3 and for frequent progress monitoring at any grade. [Read more...](#)

FAST earlyMath: earlyMath measures developing math skills and is typically used in kindergarten and first grade. Items for PreK are in [Lab Status](#). earlyMath was created using the most cutting-edge research literature and professional consultation in test development and mathematics education. Each subtest is aligned with the National Common Core State Standards (CCSS, 2010) and three domains of number sense: number, relations, and operations (Purpura & Lonigan, 2013; National Research Council, 2009). [Read more...](#)

FAST aReading & aMath: FastBridge universal screening is a critical first step in identifying students at risk of experiencing difficulties and who may require additional time or different instructional approaches. Screening is conducted to determine or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief and conducted with all students at a grade level. They are followed by additional testing or short-term progress monitoring to corroborate students' risk status. [Read more...](#)

FAST CBMreading: (Curriculum-Based Measurement for Reading) is an evidence-based, one-minute assessment used for universal screening in English or Spanish (Grades 1-8), and frequent progress monitoring (Grades 1-12). It is a simple and efficient procedure. CBMreading is an index of word reading efficiency, an important ability that facilitates reading comprehension. Students who read a grade-level passage efficiently can better use their cognitive resources to comprehend while reading. [Read more...](#)



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FAST AUTOREading: AUTOREading emerged from many years of research as a fully automated, computer-administered measure of decoding, word identification, and comprehension. It can be used both for universal screening and progress monitoring. AUTOREading includes eight individual subtests of 30 items, with one to four subtests recommended per grade level, to measure students' accuracy and automaticity. [Read more...](#)

FAST Social-Academic-Emotional Behavior Risk Survey (SAEBRS): The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool used to screen all students and identify those at risk for social-emotional behavior (SEB) problems. The SAEBRS is one of the only SEB universal screening tools built to align with a dual-factor model of student social-emotional functioning, which asserts that mental health should be defined by both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills). The SAEBRS has a student-rater companion assessment, mySAEBRS, which allows students in grades 2-12 to self-assess their social, academic, and emotional behavior. FastBridge recommends using both raters together to gain a better understanding of a student's social-emotional functioning and well-being. [Read more...](#)

Writing Performance-Based Assessment (PBA): Performance-based assessments are on-demand writing assessments that evaluate performance. Students are assessed over a fixed period, with both a pre-assessment and a post-assessment for each genre. Therefore, the writing pieces can be evaluated to track student progress over the school year, starting from the baseline piece of writing. (Benchmark Advance Writing PBA in K-5; Writer's Workshop (Steindorf K-8 ONLY); CSD Writing PBA (Price MS ONLY))

MARS Performance Task: These formative, performance-based assessment tasks were designed by the Mathematics Assessment Resource Service (MARS), a collaborative project between the University of California, Berkeley, Michigan State, and the Shell Centre in Nottingham, England. The tasks provide a platform for professional development in schools and districts as they implement the Common Core State Standards. The tasks can promote discussion about student work and real performance data. [Read more...](#)

CA Assessment of Student Performance & Progress (CAASPP): The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. [Read more...](#)

- Smarter Balanced Assessment for ELA/Literacy & Mathematics (SBAC) - Grades 3-8
- California Science Test (CAST) - Grades 5 & 8
- California Alternative Assessment for ELA/Literacy, Mathematics, and Science (CAA) - Grades 3-8
 - NOTE: ONLY for students with significant cognitive disabilities who met the criteria determined by the IEP team
- English Language Proficiency Assessment for California (ELPAC) - Grades K-8
 - Initial ELPAC - Administered to new students whose Home Language Survey indicates a home language other than English
 - Annual Summative - Administered ONLY to students identified as English Learners
- Physical Fitness Test (PFT) - Grades 5 & 7



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Grades TK-1 Local Assessment Calendar

Grade	Assessment	Tier	Type	Freq	Fall	Winter	Spring
TK	TBD (DRDP)	1	Formative/BM	3	TBD	TBD	TBD
K	FAST earlyReading Composite (Subtests)	1	Screenener/BM	2	8/18-9/12	NA	3/2-3/13
	FAST earlyMath Composite (Subtests)	1 & 2	Screenener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	Multitudes Reading	1	Screenener	1	NA	12/1-12/19	NA
	Benchmark Advance/WS Writing PBA	1	Summative/BM	2	Narrative: 9/29-10/17	NA	Narrative: 4/20-05/1
	FAST SAEBRS (Teacher ONLY)	1	Screenener	2	9/29-10/17	2/2-2/13	
1	FAST earlyReading Composite (Subtests)		Screenener/BM	2	8/18-9/12	NA	3/2-3/13
	FAST CBMreading		Screenener/BM	1	NA	NA	3/2-3/13
	Multitudes Reading	1	Screenener	1	NA	12/1-12/19	NA
	FAST earlyMath Composite (Subtests)		Screenener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	Benchmark Advance/WS Writing PBA		Summative/BM	2	Opinion: 9/29-10/17	NA	Informative: 4/20-05/1
	FAST SAEBRS (Teacher ONLY)		Screenener	2	9/29-10/17	2/2-2/13	



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Grades 2-5 Local Assessment Calendar

Grade	Assessment	Tier	Type	Freq	Fall	Winter	Spring
2	FAST aReading	1	Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	FAST CBMreading	1 & 2	Screener/BM	2	8/18-9/12	NA	3/2-3/13
	Multitudes Reading	1	Screener	1	NA	12/1-12/19	NA
	FAST aMath	1	Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	Benchmark Advance/WS Writing PB	1	Summative/BM	2	Informative: 9/29-10/17	NA	Narrative: 4/20-05/1
	FAST SAEBRS (<i>Student & Teacher</i>)	1	Screener	2	9/29-10/17	2/2 - 2/13	
3	FAST aReading		Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	FAST CBMreading	1 & 2	Screener/BM	3	8/18-9/12	High Risk Only	3/2-3/13
	FAST aMath		Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	Benchmark Advance/WS Writing PBA		Summative/BM	2	Informative: 9/29-10/17	NA	Narrative: 4/20-05/1
	FAST SAEBRS (<i>Student & Teacher</i>)		Screener	2	9/29-10/17	2/2-2/13	
4	FAST aReading & AUTOreading		Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	FAST aMath		Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	Benchmark Advance/WS Writing PBA		Summative/BM	2	Informative: 9/29-10/17	NA	Narrative: 4/20 - 05/1
	FAST SAEBRS (<i>Student & Teacher</i>)		Screener	2	9/29-10/17	2/2-2/13	
5	FAST aReading & AUTOreading		Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	FAST aMath		Screener/BM	3	8/18-9/12	12/1-12/19	3/2-3/13
	Benchmark Advance/WS Writing PBA		Summative/BM	2	Informative: 9/29- 10/17	NA	Narrative: 4/20-05/1
	FAST SAEBRS (<i>Student & Teacher</i>)		Screener	2	9/29- 10/17	2/2-2/13	



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Grades 6-8 Local Assessment Calendar

Price Middle School District Local Assessment Calendar						
Grade	Assessment	Tier	Type	Freq	Assessment Window 1	Assessment Window 2
6-8	FAST aReading & AUTOreading	1	Screener/BM	2	8/18-9/12	3/02-3/13
	FAST aMath	1	Screener/BM	2	8/18-9/12	3/02-3/13
	FAST SAEBRS	1	Screener	2	Student: 9/29-10/17 Staff (at-risk students only): By 11/4	Student Only: 2/2-2/13
	MARS Performance Task	1	Formative/BM	4	1st Benchmark: 10/20-10/24 2nd Benchmark: 12/15-12/19	3rd Benchmark: 2/9-2/13 4th Benchmark: 4/6-4/10
6	CSD Writing PBA	1	Formative/BM	2	Informative: 12/1-12/19	Argumentative: 3/30-4/24
7	CSD Writing PBA	1	Formative/BM	2	Informative: 12/1-12/19	Argumentative: 3/23-4/22
8	CSD Writing PBA	1	Formative/BM	2	Argumentative: 11/17-12/12	Informative: 3/30-4/24

Steindorf 6-8 District Local Assessment Calendar							
Grade	Assessment	Tier		Freq	Fall	Winter	Spring
6-8	FAST aReading & AUTOreading	1	Screener/BM	3	8/18-9/12	N/A	3/02-3/13
	FAST aMath	1	Screener/BM	3	8/18-9/12	N/A	3/02-3/13
	WS Writing PBA	1	Formative/BM	2	9/29 - 10/17	N/A	4/20-5/1
	FAST SAEBRS (Student & Staff)	1	Screener	2	Student: 9/29-10/17 Staff (at-risk students only): By 11/4	Student Only: 2/2-2/13	
	MARS Performance Task	1	Formative	1	NA	NA	March



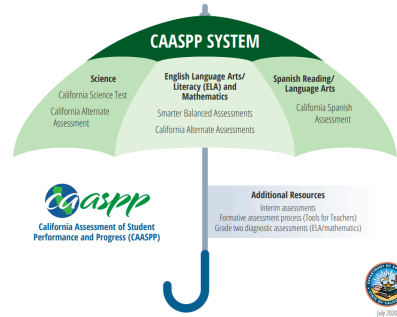
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California Assessment of Student Performance and Progress

(<https://www.caaspp.org/>)



Assessment	Grades	Dates
English Language Proficiency Assessment for California (ELPAC) for English Learners	New Students in K-8 ONLY	Initial ELPAC (Yearlong)
	Identified EL Students in K-8	Summative ELPAC - Spring (Feb-Apr)
Physical Fitness Test (PFT)	5 & 7	Feb-May
SBAC – Smarter Balanced Assessment	3 - 8	Apr-Jun
California Alternative Assessment (CAA) (Students with w/significant cognitive disabilities)	3 - 8	Apr-Jun
CA Science Test (CAST)	5 & 8	Apr-Jun Sep - Jun (CAA for Science)