2026-2027

DISTRICT ASSESSMENT *Guidelines*

Parent Edition

KATY INDEPENDENT SCHOOL DISTRICT

EXCELLENCE IN ACTION

DEPARTMENT OF RESEARCH, ASSESSMENT AND ACCOUNTABILITY

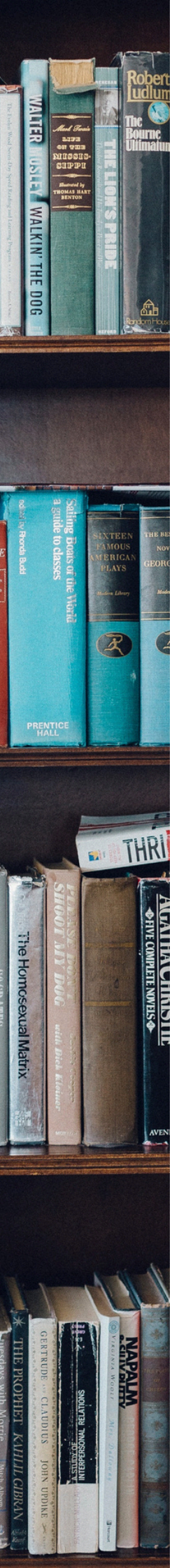


Table of Contents

01 Purpose of District Assessments

02 District Assessments, Modes and Parent Access

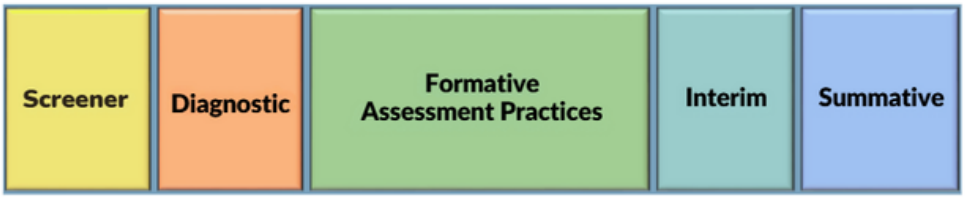
03 Grading of District Assessments

05 Special Populations

Purpose of District Assessments

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

Katy ISD's Balanced Assessment System



With Katy ISD's balanced assessment system, we will ensure:

- access to timely, actionable data to support student achievement at all levels.
- every learner receives the support they need for success.
- formative practices are emphasized during instruction for immediate feedback and real-time adjustments towards mastery.
- the quality and informational value of assessments is priortized, leading to fewer high-stakes tests and more meaningful classroom-based measures.

DISTRICT ASSESSMENTS, MODES AND PARENT ACCESS

District Test Types

Assessments	Mode	Level	Parent Access
Katy Learning Assessments (KLA)	Online Aware (2nd Gr will have access to paper options for KLAs)	Elementary Junior High High School	Viewable at the Campus Upon Request
TEA STAAR Interim Assessments	Online Cambium	Elementary Science	Secure Test: Not Viewable by Parents
NWEA MAP Growth	Online NWEA	Elementary	Secure Test: Not Viewable by Parents

Grading of District Assessments

Assessment	Elementary	Secondary
Katy Learning Assessments (KLA)	Not Graded	Minor Grade
TEA STAAR Interim Assessments	Not Graded	N/A
NWEA MAP Growth	Not Graded	N/A

Grading of District Assessments

Guidelines for AI Scoring NEW

Katy ISD Artificial Intelligence Framework and the Katy ISD Grading & Reporting Handbook govern the use of AI for scoring and grading.

- Teachers may use AI-generated first-pass scoring or comments to assist with scoring student writing, math explanations, or short-answer responses, such as ECR and SCR.
- Any AI tool used must have approval through the District vetting process, per **Principle 3 (Student Safety and Data Privacy)**
- AI first-pass scoring must be applied using the rubric/scoring guide for that assessment, per **Principle 1 (Student-Centered Learning)**
- Teachers must review, edit, and approve every score before it's entered in the gradebook, per **Principle 2 (Ethical and Responsible Use) and Principle 4 (Educator Empowerment).**

Definitions

AI-Generated First-Pass Scoring

- A preliminary score and/or comment produced by an artificial intelligence tool when applied to student writing, math explanations, short-answer responses, or ECRs, using a district-approved rubric or scoring guide. A first-pass score is a draft suggestion only — it carries no official standing until a certified teacher reviews and approves it. It may never be entered into a gradebook, report card, or district data system on its own.

Human-in-the-Loop Review

- As Principle 1 requires, the teacher examines every AI-generated first-pass score against the official rubric before it becomes final. This includes confirming the score reflects the student's actual response, editing or overriding the AI's suggestion where it doesn't match rubric criteria or the student's demonstrated understanding, and taking full professional responsibility for the score entered. Human-in-the-loop review must occur for 100% of AI-assisted scores on district assessments — sampling or spot-checking does not satisfy this requirement at the individual-score level (spot-audits are a separate, additional quality-control step performed by coaches/administrators, not a substitute for teacher review of each score).

AI-Assisted Score Override

- The documented act of a certified teacher changing an AI-generated first-pass score during human-in-the-loop review, because the AI's suggested score does not align with the district-approved rubric, the student's actual response, or the teacher's professional judgment. An override may adjust the score up or down and must reflect the teacher's independent application of the rubric, per Principle 1.

Special Populations

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

Special Education

- Students receiving Special Education services whose ARD committee indicates they will be assessed with the STAAR Alternate 2 assessment will not take the DAs.
- Students receiving Special Education services and who access the curriculum through accommodations only as specified in the student's IEP will take the DAs with appropriate designated supports (as allowable on state testing) and will follow the district grading standards.
- Students receiving Special Education services and who access the curriculum through modifications as specified in the student's IEP will take the DAs with appropriate designated supports (as allowable on state testing) and will not receive a grade (secondary).
- Campuses should refer to the "Districtwide Assessments" page in the IEP for ARD committee decisions and agreed-upon DA accommodations.
- For emergent bilingual students with disabilities, the decision must be made in conjunction with ARD and LPAC.
- Students receiving Section 504 services and access the curriculum with accommodations will take DAs with designated supports as determined by the Section 504 Committee, allowable on state testing and will follow the grading standards for elementary and secondary respectively.

Special Populations

Emergent Bilingual Students

To support the English language development and academic success of all emergent bilingual (EB) students, including those whose parents have denied bilingual or ESL services, all EB students are eligible to receive linguistic supports on DAs. These supports may include:

- Oral administration
- Content and language supports (e.g., content clarifiers)
- Extra time

EB students who require content clarifiers must complete KLAs online. Paper-based assessments do not support the accommodations required for EB students.

One-Way Dual Language

(Bilingual)

In the OWDL program, all students will take DAs for all subject areas. The language of assessment should be determined on an individual student basis. Refer to table below for recommended language of assessment.

	One-Way Dual Language (OWDL)			**Newcomers in OWDL** (Non-English speakers with a LAS score of 1 or 2 and who are within their first year of U.S. schools may take a Spanish assessment at the discretion of the campus/teacher using informal classroom observations.)		
Grade	**Reading**	**Math**	**Science**	**Reading**	**Math**	**Science**
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
2	Biliteracy	English	English	Spanish	Spanish	Spanish
3	Biliteracy	English	English	Spanish	Spanish	Spanish
4	Biliteracy	English	English	Spanish	Spanish	Spanish
5	Biliteracy	English	English	Spanish	Spanish	Spanish

Special Populations

ESL

Students participating in the ESL program will be administered the DAs for all assessed subject areas. District Assessments administered to ESL students must include linguistic accommodations appropriate to each student's English language proficiency level. The following flexibility is provided.

Newcomer Students

- Newcomer students are required to participate in campus-based assessments that are accommodated to their levels of English language proficiency.
- Elementary newcomer students within their first semester of U.S. enrollment may take all DAs in Spanish at the discretion of the campus/teacher.
- Newcomer students within their first semester of U.S. enrollment may be excluded from the DAs at the discretion of the campus/teacher.
- NEW Newcomer students may use a paper dictionary as a linguistic accommodation during District Assessments, when appropriate.
- NEW Google Translate and other electronic translation tools should not be used during District Assessments unless specifically permitted by an IEP.



Your District Assessment Team

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