2024-2025

DISTRICT ASSESSMENT
Guidelines

For Parents

DEPARTMENT OF RESEARCH, ASSESSMENT AND ACCOUNTABILITY

Katy Independent School District

KATY
Katy Independent School District

2024-2025

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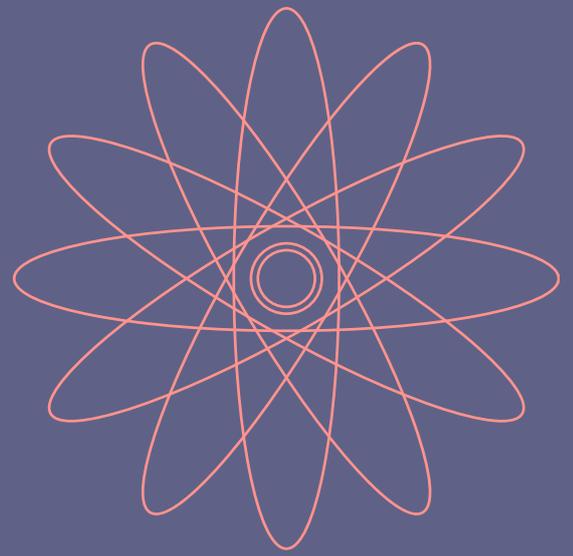
District Assessments (DAs) are designed to gather evidence of student learning. These assessments are used to identify students' strengths and weaknesses as well as indicate any curriculum, instructional, or programmatic implications.

DISTRICT TEST TYPES

	Mode	Elementary	Junior High	High School
District Learning Assessments (DLA)	Online* Aware	✓	✓	✓
TEA STAAR Interim Assessments	Online Cambium	✓	✓	✓
Literacy Module Assessments (LMA)**	Online* Aware	✓		
Math Checkpoints**	Online* Aware	✓		
District Interim Assessments	Online Aware	✓		

For the 2024-2025 District Assessments, Grades 3-12 will be assessed online either via Cambium system for TEA STAAR Interim Assessments or in Aware for Local Assessments.

*Grade 2 will will have access to paper options for local assessments.

** Parent may request paper testing.

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PARENT ACCESS TO DISTRICT ASSESSMENTS

	Sent Home by Request	Viewable in Aware 1 Week After Testing	Viewable at the Campus Upon Request	Secure Test; Not Viewable by Parents
District Learning Assessments (DLA)			✓	
Literacy Module Assessments (LMA)	✓	✓	✓	
Math Checkpoints	✓	✓	✓	
TEA STAAR Interim Assessments				✓
District Interim Assessments				✓

TESTING PROCEDURES AND TIMELINE
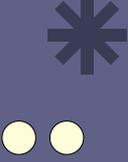
- The DAs are administered within the testing window designated on the DA calendar.
- For applicable Grade 2 District Assessments, campuses will receive students' test booklets and answer documents from Printshop one week prior to the start of the testing window.
- For eligible students, student supports may be enabled one week prior to the start of the testing window.
- Scanning answer documents into Aware should occur immediately after tests are administered according to the scanning deadline.
- District reports will be provided via the weekly Principal Communications approximately one week after the scanning deadline.

PAPER TESTING PROCEDURES
(Elementary)

- Literacy Module Assessments and Math Checkpoints that are given via paper must have their data recorded in Aware through either the Enter Answer features in Aware or student directed transfer of responses into the Aware Testing platform.
- Paper options of Literacy Module Assessments and Math Checkpoints will be hand graded in accordance with the students' work (see Grades section on page 12). Student data will be recorded in the online platform and used for instructional purposes only.

*DLAs and Interims will be given in the same mode as STAAR for grades 3-5.

ADDITIONAL PROCEDURES

- Campuses will utilize district devices to conduct all online DA assessments.
- Emergent bilingual students requiring content clarifiers must complete assessments online.
- DAs should be completed during class time.
- DAs delivered via TEA STAAR Interim Assessments will adhere to the guidelines provided on the platform.
- It is best practice for campus staff to utilize the data as a resource to enhance instruction and provide appropriate interventions.

GRADING OF DISTRICT ASSESSMENTS

District Assessments 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.

Elementary

- Literacy Module Assessments in Second, Third, Fourth, and Fifth grades will be taken as a major grade.
- The recommendation is that Math Checkpoints be used as a minor grade. Math Checkpoints are data points used for timely instructional guidance and adjustments. Math Checkpoints are administered to all students and data is collected in Aware. Math Checkpoints are administered with STAAR accommodations only. Additional modifications or accommodations are not allowable. . For students with an IEP requiring a modified curriculum or require non-allowable accommodations on assessments, the non-modified Math Checkpoints are used to collect data in the general education curriculum and a grade may not be taken. In lieu of testing a student two times, use another assignment that was modified/accommodated to record the grade.
- Grades will NOT be taken on DLAs, STAAR Interims and District Interims. DA data should be used as a tool for goal setting and instructional adjustments.

Secondary

- TEA STAAR Interim Assessments will NOT be taken as a grade. DA data should be used as a tool for goal setting and instructional adjustments.
- For DLAs, grades will be taken and will count in the "minor" category.
- See "Special Populations" on page 13 regarding grading DAs for students who receive Special Education services and supports.

GRADING OF DISTRICT ASSESSMENTS

Table Summary of Grading District Assessments

	Elementary	Secondary
District Learning Assessments (DLA)	Not Graded	Minor Grade
TEA STAAR Interim Assessments	Not Graded	Not Graded
Literacy Module Assessments (LMA)	Major Grade	N/A
Math Checkpoints	Minor Grade (optional)	N/A
District Interim Assessments	Not Graded	N/A

- For more information about District grading policies, please refer to the respective Grading Handbooks:

  - Elementary Grading Handbook

  - Secondary Grading Handbook

SPECIAL POPULATIONS

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

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 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.
- Campuses should refer to the "State and District Testing" page in the IEP for ARD committee decisions and agreed-upon DA accommodations.
- Bilingual students receiving Special Education services will be assessed using the language of instruction stated in their IEPs.
- (Elementary Only) Bilingual students receiving Special Education services who are new (year 1) to the U.S. and non-English speaking may take all DAs in Spanish.

SPECIAL POPULATIONS

504

- Students receiving 504 services may have alternate grading policies determined by a 504 committee.

✦ Emergent Bilingual Students ✦

All EB students, including students with parental denial for program participation, shall be given linguistic supports on DAs as appropriate to ensure they are developing proficiency in the English language and mastering grade level content for each grade through their educational experience.

All EB students participating in bilingual or ESL and with parental denial for program participation will be eligible to receive oral administration or content clarifiers on DAs.

✦ One-Way Dual Language ✦
(Bilingual)

In the OWDL model, all students will take DAs for all subject areas assessed. The language used to teach the content will determine the language of the DA assessment. Adjustments will be made for English assessments based on the student's English language proficiency levels.

SPECIAL POPULATIONS CONT.

ESL

Students participating in the ESL program will be administered the DAs for all subject areas assessed. The following flexibility is provided.

Elementary ESL

- ESL students must be provided DAs that are accommodated commensurate with the student's levels of English language proficiency to be utilized for grades.
- Non-English speaking newcomers, within their first grading period of U.S. enrollment may be excluded from the DAs at the discretion of the campus/teacher. This exclusion only pertains to the District Assessments.
- Newcomers are required to participate in campus-based assessments that are accommodated commensurate with the student's levels of English language proficiency.
- ESL students whose first language is Spanish, who are new to the U.S., and non-English speaking may take all DAs in Spanish for their first grading period in U.S. schools.

Secondary Newcomer ESL

Secondary Newcomer students within their first semester of U.S. enrollment may be excluded from the DAs at the discretion of the campus/teacher.

DISTRICT ASSESSMENT TEST SECURITY

Security-Paper
(2nd Grade and Designated Students):

- Prior to the administration, student copies of the DAs should be stored where students do not have access.
- DAs shall not be sent home. Parents can view a DA at the campus upon request made to the classroom teacher.
- DAs should be stored at the campus until the end of the year.
- Recycle DA test booklets and shred answer documents prior to the end of the school year.

Security-Online
(3rd-12th Grade):

- Teachers administering DAs online should not start the test until the testing window begins. This will ensure that students will not see the contents of the test before the appropriate time.
- Parents can view a DA at the campus upon request made to the classroom teacher.

Important Procedures Regarding the Literacy Module Assessments
- Copies of administered Literacy Module Assessments can be sent home upon parent request.

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