







	ASSESSMENT	GRADES	WINDOW
Beginning of Year	STAR Renaissance Math	1 st * - 8 th	<u>Year Round:</u> July 22 – August 16 <u>Traditional:</u> August 26 – September 20
	STAR Renaissance Reading	3 rd - 8 th	
	LPA	K - 3 rd *	
Mid-Year	STAR Renaissance Math	1 st - 8 th *	January 13 – February 7
	STAR Renaissance Reading	3 rd - 8 th	
	LPA	K - 3 rd *	
End of Year	Physical Fitness Test	5 th , 7 th , 9 th	February 4 – April 17
	Smarter Balanced CAA for ELA and Math	3 rd – 8 th , 11 th	March 3 – May 22
	California Science Test (CAST) and CAA for Science	5 th , 8 th , and High School*	March 3 – May 22 <i>CAA for Science window is open all year</i>
	STAR Renaissance Math STAR Renaissance Reading	1 st - 8 th * 3 rd - 8 th	April 20 – May 29
	LPA	K - 3 rd *	May 4 – May 29

***Notes:**

- **1st Grade:** Beginning of the year STAR Math is optional. All 1st graders participate in mid and end of year STAR Math screening.
- **3rd Grade:** 3rd grade is only required to administer LPA to students who are at risk on STAR Reading (below the 25th percentile)
- **High School** – Comprehensive high schools administer CAST in 11th grade; Alternative programs administer CAST in 12th grade
- **Middle School Enhanced Math Courses** – Students in Enhanced Math 7/8 and Enhanced Math 1 do not take the STAR Math test
- End of Year STAR Renaissance Testing (Elementary) – If possible, teachers are encouraged to administer STAR tests later in the window to any students participating in Extended Learning Summer School, as this data provides pre-test information for summer school teachers.
- LPA scores are due by 5pm on the final day of the testing window. **LPA scores can be entered at: Lead.iusd.org/LPA**

Due to the timeline of IT data rollovers, assessment norming windows, and site PLC data needs, universal screening windows are **set and will not be extended.**

“Assessment that serves one purpose may not appropriately serve another...The **purpose** for which learners are being assessed should determine the **choice of assessment** instruments and their **use**.”

TYPE	PURPOSE	DATA USE	QUESTIONS TO CONSIDER	
STATE ASSESSMENTS  <ul style="list-style-type: none"> • Smarter Balanced/CAA • CAST/CAA • Physical Fitness Test 	Annual assessments that help determine whether students have attained a certain level of competency or proficiency.	Data provide a snapshot of student performance relative to grade level standards and support teachers and schools in identifying overall strengths and weaknesses.	TEACHERS, ADMINISTRATORS, AND PLCS What trends or patterns do we see overall for our grade/class/students? Are there any significant differences between student groups? How might these trends relate to possible strengths and weaknesses in curriculum and instruction? Which scores look noticeably different from last year’s scores? Do we see growth in areas for which we’ve implemented instructional changes?	
UNIVERSAL SCREENERS  <ul style="list-style-type: none"> • STAR Math/Reading • LPA 	Taken three times per year, these assessments provide periodic snapshots of student learning.	Data can help teachers determine who is on track, whether students are making growth, and who might benefit from additional support or enrichment. Data may also support sites in identifying potential grade-level and school-wide needs.	TEACHERS, ADMINISTRATORS, AND PLCS How did students in our class / grade / school perform overall on this assessment? Are there any areas in which we may need to provide additional time, instruction, or other resources to support student learning overall? Which students may benefit from additional support or extension? What questions do we have about student needs based on these assessment results?	
DIAGNOSTIC ASSESSMENTS  <ul style="list-style-type: none"> • LPA • Physical Fitness Test • Classroom Assessments & Student Work 	These assessments provide additional information about student performance on specific skills.	Data can provide information about specific skills students have mastered, and areas in which students may benefit from additional support.	TEACHERS AND PLCS Which skills have students mastered? Which skills do students need additional support to master? What help do they need? How will we get them that support?	
FORMATIVE ASSESSMENT  <ul style="list-style-type: none"> • Minute-by-Minute • Day-by-Day • Week-by-Week 	Assessment that is so intertwined with instruction that it may be indistinguishable from instructional practices. These assessments are tied to immediate learning goals.	Evidence guides next steps in teaching and learning and secures progress toward short-term goals. Information should assist students in guiding their own learning.	TEACHERS AND PLCS Where are our students in relation to the learning targets and success criteria for this lesson? What common errors are evident? What are the next immediate steps in learning for our students? What do we need to do to improve our teaching? What feedback do we need to provide to help students move their learning forward?	STUDENTS Which learning targets have I mastered? Which skills do I need to continue to work on? Where is my learning now in relation to the learning targets and success criteria for this lesson? What are my immediate next steps to move my learning forward?

*Multiple measures of student achievement should be used when making determinations about student learning.