

District Assessment Purposes

Type	District Assessments	Purpose	Data Outcomes	Guidance
Universal Screening Tools	Early Literacy Screener (STAR Early Literacy & STAR CBM Reading)	To IDENTIFY students who need extra support(s) – <i>usually for all students, but can be a targeted group</i>	<ul style="list-style-type: none"> -Identify or flag students who are struggling or at risk of failure who need further monitoring. -Identify students who might have specific learning challenges (e.g. dyslexia). -Evaluate effectiveness of academic curriculum. 	<ul style="list-style-type: none"> -Data can be collected one or more times a year. -When there is a summative assessment that provides individual student data, screeners are best applied to a specific group of students who might benefit from extra support(s).
Diagnostic Data Collection	BAS STAR Reading STAR Math STAR Early Literacy STAR CBM	To INVESTIGATE the specific needs for students identified as needing extra support(s) – <i>for all students</i>	<ul style="list-style-type: none"> -Inform educators about possible causes of student challenges. -Identify appropriate focus for interventions. -Explore & identify possible instructional and/or intervention approaches. -Guide analysis of data points to use for progress monitoring. 	<ul style="list-style-type: none"> -The goal is to help educators plan effective & individualized instruction and/or interventions. -Students can often provide meaningful insight about their learning strengths and needs; their self-assessments should be considered.
Formative Assessment Process	STAR Tests In Class Strategies: Exit Slips Polls Journals Quick Writes Running Records	To INFORM current instruction so teachers can adjust – for all students, ongoing	<ul style="list-style-type: none"> -Reveals depth of understanding and partial or developing understandings. -Provides feedback to educators about which strategies have been successful. 	<ul style="list-style-type: none"> -Student engagement is a key element. -Formative assessment processes can vary greatly, from in-the-moment learning checks to classroom tasks – not all of these will be traditional “data” collection but will still guide and inform instruction.
Progress Monitoring Tools	ESGI STAR tests outside of Benchmark Windows	To MONITOR the progress of specific students who have been identified as needing extra support(s) – for some students	<ul style="list-style-type: none"> Provides information about a specific group of students. -Provides information about progress toward previously identified learning targets during a specific period. -Helps educators adjust instruction and/or interventions. 	<ul style="list-style-type: none"> -Student engagement is a key element. -Educators can use this combined with formative assessment processes for the whole group to more closely monitor a specific student group. -The method and amount of data should vary.

Summative Assessments	WaKIDS SBA ELA SBA Math WCAS	To VERIFY learning has occurred – for all students	-Standardized test results to measure specific outcomes (e.g., grade-level standards). -To confirm what students know and are able to do at a specific time (e.g., end of year, end of unit) -Includes benchmark tests.	-Because data provides information about individual students and groups, it can be used to make systematic decisions about instruction, curriculum and programs. -Because the data only measures one single point in time, it should be used with other measures to gather a complete picture of student learning.
	<u>Spring Benchmark Window</u> STAR Reading STAR Math			
Benchmark Assessments	<u>Fall, Winter, & Spring Benchmark Window tests</u> STAR ESGI	To VERIFY learning has occurred by a specific time – usually for all students	-Standardized measure of specific outcomes at a specific point in time. -To check what students know and are able to do at a specific point in time	-Can be used to inform and adjust instruction as these are usually at regular intervals through the school year. -Districts will often use this to check systems and monitor student progress. -Should align to year-long goals and school curriculum --Students should be part of this process (self-reflection)

*From “ELA/Math Menu of Best Practices & Strategies” – OSPI 2020