



# Texarkana

Independent School District

*The Place To Be!*

## Assessment Plan 2019-2024

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# TEXARKANA INDEPENDENT SCHOOL DISTRICT

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## DISTRICT PHILOSOPHY

**All students can learn and are expected to learn. The education of our youth is a shared responsibility of the school, the family, and the community.  
All groups should be focused on the pursuit of excellence in education.**

## MISSION

**The mission of Texarkana Independent School District, an innovative learning community strengthened by its diversity, is to provide a superior education in a caring environment that inspires, challenges, and engages each student through a wide range of opportunities.**

## PARAMETERS

- We will always focus on students while valuing all people in the education process.
- We will always strive for excellence.
- We will always promote a culture of personal accountability and mutual respect.

## BELIEFS

**We believe:**

- All students are capable of success!
- It is our responsibility to inspire students to believe in themselves.
- Care and compassion create an environment that fosters hope and intrinsic motivation.
- Every student should be provided an education that will prepare him or her for a successful future.
- Diverse educational experiences best serve unique, individual needs.
- Showing love and compassion to students, staff, parents and community members is essential.
- The highest quality educators are necessary for the best results.
- It is our responsibility to grow people.
- Positive relationships with families are key to the success of the child.
- Educating children is the job of everyone in the community.

# 1. PHILOSOPHICAL FRAMEWORK OF STUDENT ASSESSMENT

The purpose of the Texarkana Independent School District Assessment Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. Improving the academic achievement of the students within the district is the target. By having an organized assessment system that is aligned to state and district standards and that provides information to parents, administrators, and teachers for the purpose of improving student achievement, this target can be obtained.

The goals of our assessment plan are to:

- Provide information that helps teachers plan instruction to effectively meet the needs of individual students.
- Assist parents in understanding their child's achievement of academic standards.
- Establish goals for professional development.
- Provide information to assist the curriculum department in evaluating curriculum.
- Provide information to administrators for evaluating progress in improving student achievement.

District Policies

EKB Legal

EHBE Legal

GND Legal

EHBC Legal

EK Legal

EHBB Local

EKC Legal

EHBAA Legal

All policies and regulations are located online at: <http://www.tasb.org/policy/pol/private/019907/>.

## **2. ROLES AND RESPONSIBILITIES**

All district staff members are responsible for ensuring that students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although responsibilities are not limited to those listed.

### **BOARD OF TRUSTEES**

The Board will:

- Adopt goals that provide a well-balanced curriculum resulting in high student achievement;
- Establish policies to direct and support the ongoing district assessment program;
- Communicate to its constituents the Board's assessment expectations;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.

### **SUPERINTENDENT**

The Superintendent will:

- Implement board policies related to assessment;
- Annually report to the Board concerning district assessments;
- Oversee the work of district staff in accomplishing their responsibilities.

### **SUPERINTENDENT AND DISTRICT CURRICULUM STAFF**

The Superintendent or designee will:

- Ensure that a master long-range plan is in place for student assessment;
- Report to the board assessment results;
- Provide materials to ensure the district assessment plan is implemented;
- Support campuses in the assessment process;
- Provide support for analysis and interpretation of assessment data;
- Monitor campuses to ensure assessment procedures are being followed;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Provide district student assessment training sessions.

### **PRINCIPALS**

Principals will:

- Develop a working knowledge of the district assessment program;
- Monitor campuses to ensure assessment procedures are being followed;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Update Campus Improvement Plans to support the district assessment goals;
- Facilitate and participate in campus assessment training.

## **2. ROLES AND RESPONSIBILITIES (CONTINUED)**

### **COUNSELORS/CURRICULUM COACHES/CAMPUS TESTING COORDINATORS**

Counselors/Curriculum Coaches/Campus Testing Coordinators will:

- Facilitate district and state testing;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Facilitate and participate in campus assessment training;
- Monitor campuses to ensure assessment procedures are being followed.

### **TEACHERS**

Teachers will:

- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Report to parents assessment results;
- Participate in district and campus assessment training.

### **STUDENTS**

Students will:

- Be an active partner in the learning and assessing process;
- Adhere to district and state testing regulations.

### **PARENTS**

Parents will:

- Be valued partners in the learning process.

The individuals involved in the analysis of data will include, but will not be limited to, administrators, counselors, curriculum coaches, and teachers.

The district recognizes that utilizing data to make needed changes is an ongoing process. The Instructional Services team meets with individual campuses as needed to review test scores and develop specialized data analyses. Principals, counselors, curriculum coaches, and teachers use this information to make adjustments in curriculum, lesson plans, and instructional strategies. The same format is used to facilitate teacher collaboration and planning. Determining future staff development activities are also considered during this process.

### 3. ASSESSMENT AND CURRICULUM

Effective disaggregation and use of student achievement data is critical to assessing student mastery of the student objectives. Data driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, grade level, campus, and district levels. The assessed curriculum should:

- Measure student progress.
- Guide teachers' instruction at appropriate levels of depth and complexity.
- Pre-assess students' learning levels for diagnostic purposes.
- Focus/narrow instruction by teaching to objectives not mastered.
- Vary the instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data.
- Allow students to work with teachers to set learning goals for themselves and the classroom.
- Guide district/campus improvement of curriculum alignment and programmatic decisions.
- Identify general achievement trends of various student groups.
- Communicate progress to parents.

The assessed curriculum should include the following components:

- On-going classroom level assessment of student learning in a variety of formats.
- A variety of tools to assess students, resources, and curriculum.
- Adequate practice and assessment in the testing format (context) of required state assessments.
- A district-wide criterion-referenced information management system that provides timely, efficient assessment feedback to students, teachers, and administrators.
- An assessment process that allows students to demonstrate and receive credit with no prior instruction in a particular course.
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area.

## 4. TYPES OF ASSESSMENTS

Texarkana ISD currently uses data from norm-referenced tests, statewide criterion-referenced tests, and commercially and locally designed benchmark assessments in order to measure student learning. Formative and summative assessments are used to evaluate student progress toward mastery of the written curriculum and state assessment goals. Student assessment must provide for the acquisition, analysis, and communication of student achievement data to:

- Guide teachers’ instruction at appropriate levels of depth and challenge.
- Guide students’ learning.
- Guide district/campus improvement of curriculum alignment and programmatic decisions.
- Communicate progress to parents to support learning at home.

The district data from formative and summative assessments will be monitored in order to evaluate the overall effectiveness and student achievement results. This will be achieved through the development and use of assessment items that are aligned to the district curriculum.

The table below is an overview of the district assessment program. For specific details, see Appendix B.

### TEXARKANA ISD STUDENT ASSESSMENT PROGRAM OVERVIEW

<u>Nationally-Normed Assessment Program</u>	<u>State-Wide Assessment Program</u>	<u>District-Wide Assessment Program</u>	<u>Program-Specific Assessments</u>	<u>Classroom Assessments</u>
ACT	STAAR	At-Risk	Advance Placement (AP)	Formative
PSAT	(3-8, EOC, Alternate)	Benchmark	Bilingual	Quiz
SAT	TELPAS	Grading Period (per six weeks)	Dyslexia	Test
TSI	TPRI	Unit	Gifted & Talented (GT)	
ASVAB	Tejas LEE	Semester		
	FitnessGram	Credit By Examination		



## 5. ASSESSMENT STRATEGIES

Effective use of student achievement data is critical to achieving the district's standards. This type of data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment data is used to guide instructional decisions at the student, campus, and district levels. Diverse assessment strategies utilized include the following:

- Using pre-assessments to determine learning levels for diagnostic purposes.
- Focusing and narrowing instruction by teaching to objectives not mastered and differentiating curriculum to address individual needs.
- Using flexible grouping and regrouping of students within the classroom based upon student achievement data.
- Varying instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data.
- Communicating information about student achievement to parents in a timely, understandable fashion.
- Encouraging parents and students to work with teachers to establish learning targets for students in order to achieve mastery of the curriculum.
- Offering opportunities for students to accelerate through the curriculum requirements.
- Using tutorials and other special programs to provide needed help and assistance to students who have not demonstrated mastery.
- Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.
- Developing improvement plans at the district, campus, and classroom levels.
- Evaluating and improving instructional programs based on student achievement data and other relevant data.

## **6. DISTRICT ASSESSMENT CALENDAR**

The district assessment calendar is a collaboration between assessment, curriculum, and individual campuses. Campuses have direct input on district testing dates and a draft of the calendar is submitted for approval prior to implementation. The Texas Education Agency determines the dates for state assessments. The district assessment calendar can be found in its entirety in Appendix A.

## **7. RELATIONSHIP BETWEEN DISTRICT, STATE, AND NATIONAL ASSESSMENTS**

Texarkana Independent School District administers district, state, and national assessments. The district uses local semester exams to assess course objectives taught and to provide information to teachers as to what areas need to be addressed. The semester exams are formative in nature. In addition to semester exams, the district uses local benchmarks and formative assessments that are aligned in content and context with state assessments. Typically, the district utilizes state released exams in areas in which they are available. The purpose of district assessments is to provide feedback to students, teachers, and parents during the learning process.

Statewide tests are administered according to the timeline provided by the state to students in specific grade levels and in particular content areas. The purpose of the statewide assessment is to provide feedback and accountability for learning at the end of a grade or course. Assessment results are used to conduct effective needs assessments at the district and campus levels to guide instructional decisions and refine teaching practices to best meet the needs of students.

Nationally-normed assessments are used to analyze how students are doing compared with other students throughout the nation.

## **8. ASSESSMENT DATA USED TO DETERMINE CURRICULUM EFFECTIVENESS**

Assessment data from state level testing is analyzed at the end of each school year to determine if the curriculum needs to be adjusted in any way. Areas of curriculum shortfall are determined by analyzing the results by objective and identifying patterns of low scores. Based on this analysis, teachers and the Instructional Services team meet to re-evaluate and make adjustments as needed to the current curriculum. If it is just one campus that is having difficulty in a particular area, the district curriculum department and principal work together to modify what changes need to be implemented.

In areas in which state testing are not available, other assessment data such as district exam results from the database for curriculum review.

# STAAR ALIGNED ASSESSMENT MODEL

The following assessment model is used to maintain and improve student performance.

## Step 1: Understanding the Assessment

*STAAR:*

1. Which Reporting Categories are assessed?
2. Which TEKS are assessed?
3. At what level are the questions asked?
4. What formats are used to ask questions?

*All Other Assessments:*

1. What is measured?
2. What is our process for reporting?

## Step 2: Analyzing STAAR Data

1. Based on the data, teachers identify the STAAR Reporting Categories that need improvement.
2. STAAR results will be analyzed by TEKS from the weakest to the strongest performance.
3. Each grade level/department in all core subject areas completes an item analysis of each STAAR release test.
4. Causal factors for low success rate test items are identified.
5. Strategies for improvement are identified.

## Step 3: Planning Instructional Sequence

1. STAAR analysis data will be used to determine the time allocations of identified reporting categories.
2. An instructional calendar is established based on inclusion of STAAR reporting categories in the curriculum.
3. Assessment dates are included in the instructional calendar.

## Step 4: Administering District Assessments and Benchmarks

1. District assessments are administered at designated times during the year.
2. The district benchmarks evaluate mastery of all state-tested objectives.
3. Teachers use assessment data to guide instruction

## Step 5: Monitoring

1. Teachers and administrators use test results to assess the status of individual student achievement, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.
2. Principals and campus curriculum coaches monitor to ensure implementation of these plans.

## **10. CONTROLS FOR BIAS**

Texarkana Independent School District shall ensure that tests and other evaluation materials used to assess students are selected and administered so as not to be discriminatory on a racial or cultural basis. When possible, assessments are provided in the student's native language or other mode of communication. Any standardized assessments given to the student are validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the testing company.

Fair and equitable assessment, evaluation and reporting practices ensure reliability and validity by assembling information from a variety of sources to support the final judgments about students' level of achievement. Fair and equitable assessment, evaluation and reporting practices examine both the content that the students have learned and how well they understand such content. Quality assessments are fair to all students.

## 11. PROGRAM ASSESSMENT

The district will establish appropriate measures for determining the effectiveness of curricular design and instructional programming at the district, campus, and classroom levels. One of the purposes of assessing student learning is to determine the extent to which students are achieving and maintaining their mastery of appropriate specific learning objectives and the extent to which teachers are displaying effective conveyance of curriculum in the classrooms. To this end, the tested curriculum includes the critical components as follows:

- Utilization of Eduphoria Aware, a district-wide data management system that documents, records, and reports student mastery on local and state assessments. This tool provides timely, efficient feedback to teachers, principals, curriculum coaches, and district administrators.
- A variety of assessment tools to assess students, programs and curriculum. These include, but are not limited to local pre- and post-assessments, STAAR assessments, college entrance exams (SAT/ACT), and/or Advanced Placement exams.
- On-going classroom level assessments of student learning in a variety of formats, including locally validated items and targeted authentic assessments.
- Adequate practice and assessments in the testing format of required tests such as ACT, SAT, and AP.

## 12. ASSESSMENT TRAINING

It is a priority for Texarkana ISD to employ regular and systematic procedures for assessing the effectiveness of curriculum and instruction. The district provides assessment training throughout the school year on various topics including the following:

- Student accommodations
- General STAAR testing (including changes to manuals, policy changes, dyslexia, test security and integrity of testing programs, reporting systems, special education assessments, and campus preparation)
- STAAR-Alternate
- TELPAS
- Campus Testing Procedures

In addition to training, each campus is given specific instructions prior to each assessment. Examples are included in Appendix C.



### **13. COMMUNICATING RESULTS**

Timely assessment, evaluation and reporting methods are imperative. This includes providing information about student progress throughout the school year. The Texarkana Independent School District has campus improvement plans that assist campuses in developing their strategies to increase student achievement. Assessment data is used to analyze strengths and weaknesses at each campus. Assessment data is disaggregated by gender, race, economically disadvantaged status, special education classification, and other special groups of students to determine student progress. The Instructional Services team analyzes data to determine trends in student achievement. These trends are examined to determine revisions or refinement of curriculum content, instructional methods, and professional development opportunities. Quality assessment provides students with timely and constructive feedback with clear directions for improvement in advance of the formal reporting process.

Timely communication ensures that, when a student is not meeting curriculum expectations, parents are notified of the situation and possible solutions are discussed. Campuses and individual teachers are responsible for report cards, student progress reports, and disseminating state assessment results. On the district level, campuses receive immediate notification once results are sent to the district. The district is also responsible for updating the website, contacting the media, and communicating assessment results to all stakeholders.

## **14. BUDGET RAMIFICATIONS**

The budget process ensures that district goals and priorities are met and that decisions related to reduction or increase in funding levels will be aligned with curriculum design delivery implications. Budgeting decisions will reflect a program costing process that is driven by the district's curriculum and instructional focus, legal requirements, growth, and district-established priorities.

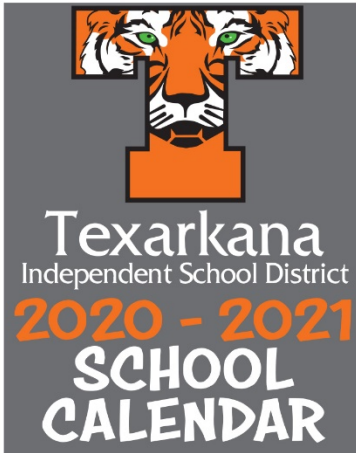
### **District Assessment Costs:**

- Non-Personnel Costs: supplies, materials, computers, software, tests, books, required state assessment materials
- Personnel Costs: tutors, substitutes, stipends

### **District Assessment Benefits:**

- Increased student achievement

## APPENDIX A.2 DISTRICT CALENDAR



### CAMPUS CONTACTS

**PAUL LAURENCE DUNBAR  
EARLY EDUCATION CENTER**  
Lakesha Taylor, Principal  
903.794.8112

**SPRING LAKE PARK  
ELEMENTARY SCHOOL**  
Anne Slade, Principal  
903.794.7525

**WESTLAWN  
ELEMENTARY SCHOOL**  
Elodia Witterstaetter, Principal  
903.223.4252

**HIGHLAND PARK  
ELEMENTARY SCHOOL**  
Jennifer Cross, Principal  
903.794.8001

**THERON JONES  
EARLY LITERACY CENTER**  
Melodie White, Principal  
903.793.4871

**TEXAS MIDDLE SCHOOL**  
Tim Lambert, Principal  
903.793.5631

**MARTHA AND JOSH MORRIS  
MATHEMATICS & ENGINEERING  
ELEMENTARY SCHOOL**  
Brandy Debenport, Principal  
903.791.2262

**WAGGONER CREEK  
ELEMENTARY SCHOOL**  
Angie Griffin, Principal  
903.255.3301

**TEXAS HIGH SCHOOL**  
Carla Dupree, Principal  
903.794.3891

**NASH ELEMENTARY SCHOOL**  
Patti O'Bannon, Principal  
903.838.4321

**WAKE VILLAGE  
ELEMENTARY SCHOOL**  
Mindy Gennings, Principal  
903.838.4261

**OPTIONS  
ACADEMIC ALTERNATIVE  
HIGH SCHOOL**  
Amy Doss, Principal  
903.793.5632

### 2020

JULY							AUGUST							SEPTEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4						1			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

### SPECIAL DATES

First Day of School.....	Aug 19
Early Release/Parent Conference.....	Oct 8
Early Release Days.....	Nov 6, Dec 17, 18, May 25, 26
Student Holidays.....	Oct 9, Jan 5, Feb 15, 16, Apr 12
*Bad Weather Days.....	Apr 2, May 28
Last Day of School.....	May 26
THS Graduation.....	May 29

\* If not used as Bad Weather Day, date will be considered a holiday.

### GRADING PERIODS

1st.....	Aug 19 - Sept 25.....	(27 days)
2nd.....	Sept 28 - Nov 6.....	(28 days)
3rd.....	Nov 9 - Dec 18.....	(25 days)
4th.....	Jan 6 - Feb 12.....	(27 days)
5th.....	Feb 17 - Apr 9.....	(32 days)
6th.....	Apr 13 - May 26.....	(32 days)

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

### STATE TEST DATES

Dec 8 - 11	May 4 - 7
April 6-9	May 11 - 14

### 2021

JANUARY							FEBRUARY							MARCH						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6			1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

### HOLIDAYS

Independence Day.....	July 6 - 10
Labor Day.....	Sept 7
Columbus Day.....	Oct 12
Thanksgiving.....	Nov 23 - 27
Christmas & New Year's Break...	Dec 21 - Jan 4
Martin Luther King, Jr. Day.....	Jan 18
Spring Break.....	Mar 15 - 19
Memorial Day.....	May 31

APRIL							MAY							JUNE						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2						1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

### LEGEND

- Holiday
- ◆ Bad Weather Day
- ▲ Early Release/Parent Conference
- ▲ Early Release
- Instructional Planning
- ★ First Day/Last Day of Classes
- Beginning/End of Six Weeks
- S STAAR Testing Dates

**TISD ADMINISTRATIVE OFFICE: 903.794.3651 • WWW.TXKISD.NET**  
**TISD EMERGENCY: 903.793.1965**

## APPENDIX B.1 ELEMENTARY ASSESSMENT MATRIX AND TOOLS

Exhibit 1 displays the current assessment tools used in the district at the elementary level:

EXHIBIT 1 ASSESSMENT TOOLS USED AT THE ELEMENTARY LEVEL TEXARKANA INDEPENDENT SCHOOL DISTRICT							
Assessment Tool	PK	K	1	2	3	4	5
Texas Primary Reading Inventory		x	x	x			
Frog Street	x						
TELPAS		x	x	x	x	x	x
STAAR, STAAR Alternate Reading					x	x	x
STAAR, STAAR Alternate Math					x	x	x
STAAR, STAAR Alternate Science							x
STAAR, STAAR Alternate Writing						x	
At-Risk Assessment - Math		x	x	x	x		
At-Risk Assessment - Reading		x	x	x	x		
RtI Progress Monitoring STAR Reading			x	x	x	x	x
RtI Progress Monitoring STAR Math			x	x	x	x	x
Local Benchmark Tests – Reading			x	x	x	x	x
Local Benchmark Tests – Math			x	x	x	x	x
Local Benchmark Tests – Writing						x	
Local Benchmark Tests – Science		x	x	x	x	x	x
Formative Assessments – Reading, Math, Writing, Science		x	x	x	x	x	x
Credit by Examination		x	x	x	x	x	x
<b>Program Assessments</b>							
Bilingual - ESL	x	x	x	x	x	x	x
Gifted/Talented		x	x	x	x	x	x
Special Education	x	x	x	x	x	x	x
FitnessGram					x	x	x
Dyslexia			ss	x	x	x	x

ss=spring semester only

\*if selected to participate

## APPENDIX B.2 SECONDARY ASSESSMENT MATRIX AND TOOLS

Exhibit 2 displays the current assessment tools used in the district at the secondary level:

<b>EXHIBIT 2 ASSESSMENT TOOLS USED AT THE SECONDARY LEVEL TEXARKANA INDEPENDENT SCHOOL DISTRICT 2016-2017</b>							
<b>Assessment Tool</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
TELPAS	x	x	x	x	x	x	x
STAAR Reading/ STAAR EOC English I - II	x	x	x	x	x		
STAAR Math/ STAAR EOC Alg. I	x	x	x	x	x		
STAAR Science/ STAAR EOC Biology			x	x	x		
STAAR Social Studies/ STAAR EOC US History			x	x	x		
STAAR Writing		x					
STAAR-Alternate	x	x	x	x	x	x	
Local Semester Exams	x	x	x	x	x	x	x
Local Benchmark Tests - Reading/ELA	x	x	x	x	x	x	
Local Benchmark Tests – Math	x	x	x	x	x	x	
Local Benchmark Tests - Social Studies	x	x	x	x	x	x	
Local Benchmark Tests – Science	x	x	x	x	x	x	
Credit by Examination	x	x	x	x	x	x	x
ASVAB		x					
PSAT					x	x	
SAT					x	x	x
ACT					x	x	x
*NAEP			x				
<b>Program Assessments</b>							
Bilingual - ESL	x	x	x	x	x	x	x
Gifted/Talented	x	x	x	x	x	x	x
Special Education	x	x	x	x	x	x	x
Fitness Assessment	x	x	x	x	x	x	x
Dyslexia	x	x	x	x	x	x	x
Advanced Placement					x	x	x

\*if selected to participate

## APPENDIX B.3 ASSESSMENT TOOLS

Assessment Instrument	Content Area	Students Assessed	Current Data Use
ACT	High school students' general educational development and their ability to complete college-level work	Any high school student	College entrance exam
Advanced Placement	Course knowledge and skills	AP students in grades 10-12	Award of college credit; award of state incentive funds; evaluation of AP courses
ASVAB	Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, Mathematics Knowledge, General Science, Auto & Shop Information, Mechanical Comprehension, Electronics Information, Assembling Objects	All students, grade 10 -11	To help school counselors and students discover where a student's basic aptitude lies
At-Risk Assessment	Math and Reading/LA skills	Students in grades K - 3	To determine at-risk coding
Credit by Examination	Course knowledge and skills	Any student wishing to gain credit for a course through testing	To advance student to next grade
NAEP	Math, science, reading, writing, civics	Representative samples of 4th, 8th, and 12th graders	Scores not reported for individual students; to compare achievement in one state with other states
Post Test	Math	K-2	To evaluate knowledge and skills for course
Frog Street Press	ELA, math, social skills	Pre-K	To evaluate knowledge and skills for course
PSAT	Verbal, math	Any student, grades 10-11	To predict success on the SAT

## APPENDIX B.3 - CONTINUED ASSESSMENT TOOLS

Assessment Instrument	Content Area	Students Assessed	Current Data Use
STAAR	Writing	All students in grade 4 and 7	To evaluate knowledge and skills for grade level
STAAR EOC	ELA	All students in grades 9, 10 and 11	To evaluate knowledge and skills for grade level
STAAR	Math	All students in grades 3 - 10	To evaluate knowledge and skills for grade level
STAAR	Science	All students in grades 5, 8, 9, 10	To evaluate knowledge and skills for grade level
STAAR	Social Studies	All students in grades 8, 11	To evaluate knowledge and skills for grade level
Local Benchmarks	Grade level/subject knowledge and skills	Grade 4, 7 Writing	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction
Local Benchmarks	Grade level/subject knowledge and skills	Grade 3 - 9 Reading	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction
Local Benchmarks	Grade level/subject knowledge and skills	Grades 10-11 ELA	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction
Local Benchmarks	Grade level/subject knowledge and skills	Grades K - 11 Math	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction
Local Benchmarks	Grade level/subject knowledge and skills	Grades K - 11 Science	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction
Local Benchmarks	Grade level/subject knowledge and skills	Grades 6 - 11 Social studies	To evaluate knowledge and skills for grade level; to determine skill deficiencies and to adjust instruction

**APPENDIX B.3 - CONTINUED  
ASSESSMENT TOOLS**

Assessment Instrument	Content Area	Students Assessed	Current Data Use
TELPAS	Texas English Language Proficiency Assessment - English language learners in listening, speaking, reading, and writing	All grades	To evaluate reading skills for English as a Second Language students
TPRI	Reading	Grades K-2	To evaluate reading skills; to measure development of reading skills; one measure in determination of at-risk students
SAT	High school students' general educational development and their ability to complete college-level work	Any high school student	College entrance exam
Semester Exams	Course knowledge and skills	All students in all courses, grades 6 - 12	To evaluate knowledge and skills for course
Formative Assessments	Course knowledge and skills	All students in core courses, grades K - 5	To evaluate knowledge and skills for course



## Appendix B.4 Program Assessments

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
ESL	Iowa Test of Basic Skills (ITBS)	Vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, science, sources of information	Limited English proficient students in grades K - 12	ESL Evaluation
	MAT-8	Measuring foundation skills, critical thinking processes and strategies; real world content	Limited English proficient students in grades K - 13	ESL Evaluation
Gifted & Talented	K-BIT	Measures verbal and nonverbal cognitive ability	Students in grade K - 12	Gifted/Talented Program Eligibility
	WIATT-III	Assesses individual achievement skills	Students in grades K - 12	Gifted/Talented Program Eligibility
	MAT-8	Measuring foundation skills, critical thinking processes and strategies; real world content	Limited English proficient students in grades K - 13	Gifted/Talented Program Eligibility
	Renzulli	Identify student strengths in the areas of learning, motivation, creativity, leadership, art, music, dramatics, planning, and communication	Students in grades K - 12	Gifted/Talented Program Eligibility
Dyslexia	GORT - 4	Provides an efficient and objective measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties	All students, grades 2 - 12	Dyslexia Program Eligibility
	CTOPP	Assesses phonological awareness, phonological memory, and rapid naming	All students, grades 2 - 12	Dyslexia Program Eligibility
	TOWER	Assesses word reading efficiency	All students, grades 2 - 12	Dyslexia Program Eligibility
	SORT	Assesses word reading efficiency	All students, grades 2 - 12	Dyslexia Program Eligibility
State	FitnessGram	Assessment tool to measure aerobic capacity, body composition, and muscular strength, endurance, and flexibility	All students, grades 3 - 12	State Reporting

## APPENDIX B.4 - CONTINUED PROGRAM ASSESSMENTS

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
Special Education	WPPSI-III	Assessment tool to measure intellectual abilities in young children	Children, ages 2 - 6	WPPSI-III
	Battelle	Developmental inventory assessment	Children, ages 2 - 7	Battelle
	WISC-III/ WISC-IV	Intelligence Assessment	Students, K - 12	WISC-III/ WISC-IV
	Naglieri	Measures ability without the requirement of reading, writing, or speaking.	Students, K - 12	Naglieri
	Bracken Early Childhood	Psychoeducation assessment of preschool children	Children, ages 2 - 5	Bracken Early Childhood
	Woodcock-Johnson (WJ-III) (Academic and Cognitive)	Measures general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement.	Students, PK - 12	Woodcock-Johnson (WJ-III) (Academic and Cognitive)
	WIAT I-III	Assesses individual achievement skills	Students, Grades K - 12	WIAT I-III
	Vineland Adaptive Behavior	Assesses personal and social functions	Students, Grades K - 12	Vineland Adaptive Behavior
	Slosson Intelligence Test	Gives a quick assessment of general verbal cognitive ability	Students, Grades K - 12	Slosson Intelligence Test
	Kaufman (KTEA)	Assessment of the key academic skills in reading, math, written language, and oral language.	Students, Grades K - 12	Kaufman (KTEA)
	Expressive/Receptive One Word Picture Vocabulary	Assesses expressive and/or receptive vocabulary	Students, Grades K - 8	Expressive/Receptive One Word Picture Vocabulary
	CREVT	Assesses Comprehensive Receptive and Expressive Vocabulary	Students, Grades 6 - 12	Special Education Placement Determination
	Kaufman (KABC-II)	Assesses ability and is culturally unbiased	Students, Grades 6 - 8	Special Education Placement Determination
	WASI	Measures intellectual ability	Students, Grades 6 - 12	Special Education Placement Determination

**APPENDIX B.4 - CONTINUED  
PROGRAM ASSESSMENTS**

	Assessment Instrument	Content Area	Students Assessed	Current Data Use
Special Education	DAS	Assesses differential ability	Students, Grades 6 - 8	Special Education Placement Determination
	Gray Oral Reading Scale	Provides an efficient and objective measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties	Students, Grades 6 - 8	Special Education Placement Determination
	WAIS	Assesses general intelligence	Students, Grades 9 -12	Special Education Placement Determination
	TONI-3	Assesses nonverbal intelligence	Students, Grades 9 -12	Special Education Placement Determination
	CTONI	Measures nonverbal reasoning abilities of children and adults for whom other tests are biased or inappropriate	Students, Grades 9 - 12	Special Education Placement Determination
	WRAT	Measures reading recognition, spelling, and arithmetic computation	Students, Grades 9 - 12	Special Education Placement Determination

## **APPENDIX B.5 STAAR PLANNING**

### **STATE IMPLEMENTATION PLAN**

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 assesses the same subjects and grades that were assessed on TAKS. At high school, however, grade-specific assessments were replaced with 5 end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education.

**The following STAAR assessments will be given:**

STAAR Reading Gr. 3 – 8

STAAR Math Gr. 3 – 8

STAAR Science Gr. 5, 8

STAAR Writing Gr. 4, 7

STAAR Social Studies Gr. 8

STAAR EOC English I – II

STAAR EOC Algebra I

STAAR EOC Biology

STAAR EOC US History

STAAR Alternate Gr. 3 – 11

# APPENDIX C.1

## SAMPLE CAMPUS INSTRUCTIONS FOR ELEMENTARY BENCHMARKS

### STAAR Benchmark Exams Math and Reading

#### *Instructions to Campuses*

#### **DATES**

Administration of tests: December 9 - January 17

#### **PREPARATION OF MATERIALS**

The District Testing Coordinator will be responsible for the printing of the benchmark exams.

#### **DISTRIBUTION OF MATERIALS**

Print Shop will deliver the assessments to each campus. The campus principal or designee will be responsible for the delivery of all assessment materials to each teacher and the printing of the student answer documents. Make sure to send testing items to TILC and DAEP for your students testing in those locations.

#### **TEST FORM**

Tests created by Instructional Services and teacher created exams will be utilized for benchmark testing.

#### **STUDENT RESPONSES**

All assessments will have Aware student answer documents to answer questions on the benchmark exams.

#### **ADMINISTERING THE TEST**

Teachers will administer the tests to all students in their classroom on the date instructed by the campus principal or designee. **Please make sure that student modifications are followed if applicable.** If a student did not take the benchmark, do not submit an answer document for them as they will count as failures in the Aware system.

#### **GRADING THE TEST**

Campuses will be responsible for scanning the student answer documents for assessment results.

#### **RETURN OF MATERIALS**

The campus principal or designee will be responsible for collecting assessment materials from each teacher or tester and will follow these procedures:

- 1) Teachers will turn in their scansheets and email the kindergarten math spreadsheet to the campus principal or designee.
- 2) The campus principal or designee will scan the answer documents into the Eduphoria Aware system. Please have all items scanned in by February 28.
- 3) The test question documents will be kept on each campus.

#### **DISSEMINATION OF DATA**

The benchmark data will be available in the Aware system as soon as the student answer documents are scanned.

#### **QUESTIONS REGARDING THE TEST**

For questions concerning scoring, contact Jamie Friday at 793-7561, ext. 1322.