

03. ASSESSMENT METHODS

District Required Language

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

VISION FOR ASSESSMENT

As a school that has adopted EL Education as its school model, Lodestar provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their progress on and mastery of skills and knowledge. At Lodestar, we believe that assessment practices should motivate students to become leaders of their own learning and clearly communicate progress to students and families. Students track their progress toward State Standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction.

All assessment tools used at Lodestar are aligned to the Academic and Performance Content Standards described in **Elements A** and **B**. Assessment takes place in all grades and across all subjects. Grades 3 through 11 use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California; coherent assessments that build toward the knowledge and skills assessed by SBAC are used in K-2. LCPS is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of the CCSS, providing both reinforcement and accountability for our program.

Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning. Because of Lodestar’s expanded definition of student achievement, assessment methods incorporate opportunities for students to demonstrate academic proficiency, character development, and production of high-quality work. Assessment data will be used throughout the year to engage students, teachers and families in reflecting on student achievement on both an individual student level and a program level.

All assessment tools used at Lodestar align to the core academic knowledge and skills articulated in the LCPS Graduate Profile. Assessment will take place in all grades and across subjects, as well as in the area of character development. Assessment will be

used formatively to inform understanding of student next steps; summatively to mark student progress toward mastery; and organizationally to engage teachers in reflecting on student achievement and to design professional development that supports to meet the needs of all students.

Student assessment at Lodestar will include:

- Curriculum embedded assessments aligned to learning targets
- Portfolios to provide an ongoing record of high-quality work that meets mastery,
- Formative Assessments to measure achievement on an ongoing basis
- Presentations to share and defend learning
- Student Led Conferences to reflect on progress and set goals
- Growth Metrics
- State assessments and/or other standardized tests, as required by Education Code 47605(c)(1),
- PSAT and SAT to support college readiness

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lodestar will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual professional development needs
- Identifying students in need of academic intervention
- Identifying content and skills in need of re-teaching
- Setting whole school and/or grade level achievement targets
- Setting individual student goals

FORMS OF ASSESSMENT

In order to ensure that all students within Lodestar are achieving the student outcomes detailed in Elements 1 and 2, assessment will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies. It will also serve a critical role in reporting student and school achievement and progress to caretakers.

Learning Targets & Mastery Based Grading

Learning targets are the foundation of a student-engaged assessment system. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own. Teachers refer continually to learning targets during the lesson, check for understanding of learning targets, construct formative and summative assessments that match learning targets, and track students' progress toward targets. Students demonstrate their ownership of their learning by

articulating the connections between learning targets and the work of the lesson and by showing evidence of their progress toward meeting them.

Teachers report progress toward specific State Standards-aligned learning targets (not just letter grades). Leaders and teachers ensure that students and families understand the connection between classroom grading policies and Charter School reporting practices. This information is included in the Student and Family Handbook and family education/information sessions. Teachers often ask students to track and record their own progress toward meeting learning targets during class time.

Learning Targets for students with special needs will be aligned with the goals stated in each child's IEP. Classroom level standards for English Learners will be aligned the English Language Development Standards.

Curriculum Embedded Assessments

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through curriculum embedded assessments and teacher-created assessments on a regular and on-going basis. This ongoing work (e.g. journals, essays, labs, tests, reports, projects and products) will be assessed on a predetermined rubric and may be open for revision.

Portfolios

Students and teachers will work together to regularly assess work and gather evidence of mastery of State Standards into the Student Portfolio. Portfolios may hold a variety of materials, including content and performance assessments, cooperative and individual class work, and final projects and products. These Portfolios serve to provide a record of on-going work, support teachers, students, and parents in reflecting on a student's academic growth over time and make student learning visible to families and the community, in both Student Led Conferences Meetings and Expositions of Student Work (detailed below).

Passage Presentations

At the conclusion of sophomore and senior years, all students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such presentations give students the opportunity to demonstrate that they have mastered the content of their classes, completed high quality work, and demonstrated growth and development towards the LCPS Graduate Profile. These presentations of learning also require students to meet the "real world standard" created by a panel of judges from different sectors of the community.

Student Led Conferences & Goals

Each student at Lodestar has individualized goals based on their Student Led Conferences (“SLCs”). Parents, students, and teachers come together three times a year, once to develop the SLC goals and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary.

Diagnostic and Growth Measures

At the beginning of each school year, the Lodestar will conduct diagnostic assessments of each student to establish baseline levels of mastery. The NWEA MAP or internally developed tools will be used to establish established baseline performance and measure growth in Reading and Math (detailed further in Interim Assessments and State Assessments, below). The ELPAC will measure students’ English Language proficiency across the domains of listening, speaking, reading and writing. As work at the state level progresses, the charter school will expand or replace these measures as needed to ensure alignment with the State’s objectives and priorities.

English Language Development Assessments

The ELPAC will be used each year or within 30 days of a new English Learner’s entry if they have not been previously assessed in California in order to establish baseline levels of language development in listening, speaking, reading and writing. Within each unit of study, teachers will use rubrics to assess student mastery of the forms, functions, and content vocabulary embedded within each unit of study, aligned to the ELD standards. In addition, they will use rubrics targeting general academic language usage to support them in listening, recording, and analyzing student interactions in a variety of social settings (i.e. whole group, small group, one on one). Together, these measures will provide the needed information about what language forms, functions, and structures the student has mastered and where the student needs support next to maximize growth.

State Assessments

As required by Education Code 47605(c)(1), Lighthouse Community Charter High will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (“CAASPP”), or legal equivalent, to all students required to take each battery of tests:

- Smarter Balanced Assessment Consortium
- California Science Test
- English Language Proficiency Assessment for California
- Physical Fitness Test

PSAT and SAT

To support our students in their college preparation, Lodestar offers the PSAT on campus for all 9th, 10th and 11th graders. All high school students will take the SAT at least once prior to graduation. The PSAT and SAT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.

ASSESSMENT METHODS ACROSS CONTENT AREAS & SUBJECT MATTERS

Figure 3.1 provides a matrix of the internal and external assessment methods used across content areas and subject matters.

Figure 3.1 Assessment Methods across Content Area and Subject Matter

Domain	Subject Matter	Internal Assessment Measures	External Assessment Measures
LCPS Graduate Profile	English Language Arts	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Presentations and performances • Simulations • Interim Assessments • Research Paper 	SBAC NWEA MAP ELPAC SAT SAT II
	Mathematics	<ul style="list-style-type: none"> • Tests and quizzes • Focus Paragraphs • Complex mathematical problems (problems of the week / day) • Interim Assessments • Seminar, debate, and discussion • Group Work • Presentations 	SBAC NWEA MAP SAT SAT II
	Social Studies	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion 	SAT II

		<ul style="list-style-type: none"> • Presentations and performances • Research projects and papers • Simulations 	
	Science	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Scientific Inquiries • Lab Reports • Posters • Research projects • Seminar, debate, and discussion • Presentations 	CAST SAT II
	Foreign Language	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Essays and creative writing tasks • Presentations and performances • Seminar, debate, and discussion • Simulations 	SAT II AP
	CTE Pathway	<ul style="list-style-type: none"> • Presentations of Work and Critiques • Focus Paragraphs • Portfolio Review • Passage Presentations • EXPO • Industry Panel Reviews 	None
	Visual Arts	<ul style="list-style-type: none"> • Tests and quizzes • High Quality Work reviews • Art reviews and critiques • Gallery exhibitions 	None
	Electives	<ul style="list-style-type: none"> • Tests and quizzes • Focus paragraphs • Seminar, debate, and discussion • Presentations / galleries • Performances • Simulations • Research Papers • Physical Demonstrations 	PFT
LCPS Graduate Profile	<ul style="list-style-type: none"> • Habits of Work & Learning Grades 	None	

Purposeful & Self Aware	<ul style="list-style-type: none"> • Passage Presentations, 10 Year Plan • Career Presentations, College Applications • Internship reflections 	
LCPS Graduate Profile Relationship Builders	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None
LCPS Graduate Profile Committed to Service & Justice	<ul style="list-style-type: none"> • Passage Presentations 	None
LCPS Graduate Profile Lifelong Learner	<ul style="list-style-type: none"> • Passage Presentations • Habits of Work & Learning Grades 	None

As indicated in the introduction of Element 3, our broad variety of assessments will be used across grade levels and subject areas. Figure 3.2 is provided below to visually capture the scope and sequence of these assessments, including timeline and minimum performance levels. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the charter school will modify this continuum to ensure alignment to the state requirements.

Figure 3.2 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
ELPAC Measure English Learners mastery of ELD standards, including listening, speaking, reading and writing Provide criterion-referenced data on student mastery	K-12	ELD Across Subject Area Settings	Upon enrollment in California schools Annually until reclassified	Level 4 (Well Developed) Or, growth at a rate that will achieve Well Developed within 5 to 7 years of introduction to the language
Coursework & Content Assessments Measure standards mastery	K-12	ELA Math Science Social Studies Art	Ongoing and at the end of each unit of study	60% mastery (70% starting with the class of 2023)

		Spanish Pathway		
<p>Student Work and Portfolio</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	K-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Ongoing	70% of standards to date have evidence of mastery
<p>Student Led Conferences</p> <p>Reflect on student strengths and areas for growth</p> <p>Identify specific goals and strategies to achieve goals</p> <p>Measure growth on goals</p>	K-12	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Triennial	Mastery of at least one goal
<p>Passage Presentations</p> <p>Demonstrate student mastery of grade level standards</p> <p>Provide evidence of student mastery in the form of authentic projects, products, and performance tasks</p>	K, 2, 4, 6, 10, 12th grades	ELD ELA Math Science Social Studies Art Pathway Graduate Profile Domains	Annual	70% of standards have evidence of mastery
<p>Smarter Balanced Assessment Continuum (SBAC)</p>	3 - 8, 11	ELA Math	Triennially (Interims and Final Summative)	Standards Met, Standard Exceeded, and categorical growth

Measure student's mastery of grade level ELA and Mathematics standards Provide criterion-referenced data on student mastery of grade level standard				
NWEA Measure of Academic Progress Measures students growth on Reading and Math	K - 12	Reading Math	3x/year	High Achieving or High Growth
CAST Measure student's mastery of grade level science standards	11	Science	Annually	Proficient
Physical Fitness Test Measure student's physical fitness	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
PSAT and SAT Measure student's college readiness	9-12	Reading Writing Math	Annually	At the national norm

TEACHER AND SCHOOL USE OF DATA

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lodestar will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, Lodestar collects, analyzes and disseminates data to students, teachers, families, and engages in robust data practices in support of all students achieving outcomes of our Graduate Profile. Some of examples of our best practices include:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals.
- Identify areas of overall strength for the Charter School and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the Charter School and individual classes, as well as their possible causes. Then, develop action steps for remediation and professional development that may be required.

- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Tiered Support Model (see Element 1).
- Identify areas of individual strengths and areas of challenge in a student’s learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the SLCs.

STUDENT & FAMILY USE OF DATA

Lodestar strives to continuously inform families about their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Student Led Conferences, Expositions of Student Work, and Passage as detailed in Figure 3.3. Reports are user-friendly and provided in the families’ native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at SLCs and EXPOs of student work.

Figure 3.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Online Gradebook and Student Information System	<ul style="list-style-type: none"> ● Assessment Data ● Attendance Data ● Learning Target percentages ● Current Habits of Work ● Identify Learning Targets that need to “meet” ● Identify work that needs to be revised or completed to “meet” Learning Targets ● Grades in Subject Areas 	Updated every two weeks (Always accessible)
Mailings & Information Sessions	<ul style="list-style-type: none"> ● Share key assessment data with families as collected to ensure families have access to data on their children (e.g., NWEA, ELPAC, SBAC). ● Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights 	Ongoing
Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals 	Triannual

	<ul style="list-style-type: none"> ● Review student work and measure progress toward mastery of learning targets, and ultimately, passage. ● Share student performance and progress on external and internal assessments ● Develop ownership of learning and goal setting for both the student and family ● Develop student presentation skills ● Clearly articulate student progress toward passage 	
Expositions of Student Work	<ul style="list-style-type: none"> ● Share student mastery of key projects and products from the semester ● Make public classroom learning within the Charter School, with families, and with the broader community ● Develop student presentation skills and ownership of learning 	Biannual
Graduation Progress Check	Clearly delineate student progress toward graduation	Annual

Lodestar maintains our online student information system and gradebooks so all parents, students, and teachers will have constant access to real time Learning Target percentages as well as specific assessment information.

School, District and State Use of Data

Local Control and Accountability Plan

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in **Element A** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, The Charter School will produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the charter authorizer and county annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card

The Charter School will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, and community at large.