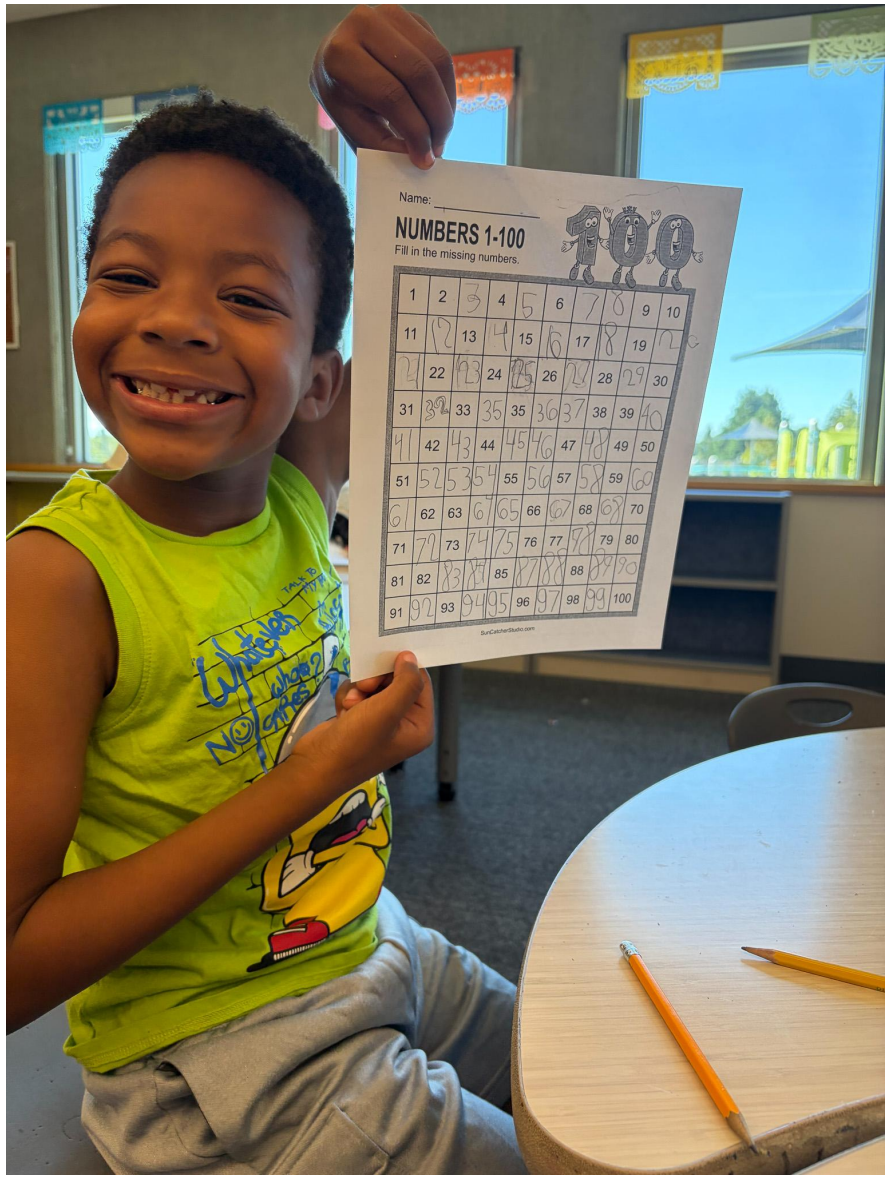
BEAVERTON SCHOOL DISTRICT

Beaverton Interim Assessment Fall Update

School Board Presentation

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Associate Superintendent, Teaching & Learning

November 10, 2026



THREE CHECKPOINTS.

ONE PURPOSE.

Using interim assessments to keep students moving toward grade-level standards



A year of feedback, not a single score.

As we make decisions to support our work, we consider the following:

Equity Lens



When **making decisions and taking action**, utilize the following questions:

- **Whose voice** is and isn't represented in this decision?
- Whom does this decision **benefit or burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close or widen** the access, opportunity, and expectation gaps?

Additional considerations:

- What **systemic barriers** might be at play in this situation?
- What **other possibilities** were explored?
- Is the decision/outcome **sustainable**?

BEAVERTON SCHOOL DISTRICT

Interim Assessments vs. OSAS State Assessments

Feature	Interim Assessments (Universal Screener)	End-of-Year State Assessments
Primary Purpose	Track individual student growth over time toward state standards; identify students who are at risk for reading and math difficulties	Evaluate student achievement against state standards at the end of the school year — systems level, not individual student level
Timing	3 times a year (fall, winter, spring)	1 time in spring
Measurement Type	Universal screener: focused on growth towards grade level standards	Summative: focused on meeting state grade-level standards
Instructional Focus	Identifies strengths, gaps, and learning needs for individual students while there is still time to adjust instruction	Provides confirmation of year-end learning at a grade level, school level, and district level
How the Data Is Used	Evaluate the health of Tier 1 core instruction towards standards and set goals to strengthen where there are gaps	Identifying trends of achievement in large groups over time is used for accountability
Stakes	Low stakes for students; instructional focus	Higher stakes for school accountability purposes

Why interim assessments are on the board agenda

Senate Bill 141 (2025) establishes a common statewide expectation for K–8 math and language arts.

3× Per Year

Administer an approved interim assessment in math and language arts at least three times each school year.

ELA & Math

The requirement applies to students in kindergarten through Grade 8.

PUBLIC REVIEW

Review the data at least three times each year with school administrators and during a public board meeting.

The Purpose: Get useful information while there is still time to adjust instruction, not simply add another test

What can an interim assessment tell us?

A useful checkpoint answers more than “What was the score?”

WHERE ARE WE NOW?

A snapshot of current performance relative to grade-level standards

ARE WE MOVING?

Fall-to-winter-to-spring results help show growth towards standards during the year.

WHAT NEEDS ATTENTION?

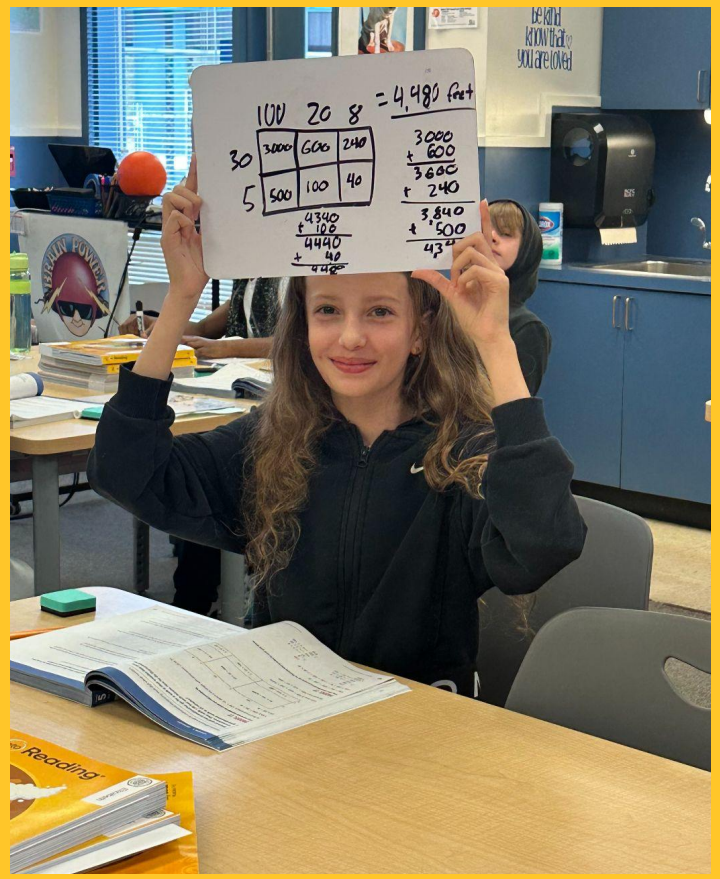
Reporting domains can point teachers toward standards needing additional instruction.

ARE WE ON TRACK?

Interim assessments can also provide a predictive signal about likely year-end performance on OSAS and state standards.

Prediction is a signal, not a destiny. Teachers use it alongside classroom evidence and other data.

BSD Interim Assessments: Star Reading & Math



GRADES

ELA K-10
Math K-8
HS students taking Algebra and Geometry

WHEN

Fall: Sept 8 - Oct. 2
Winter: Jan 11 - Feb 5
Spring: Apr 12 - Apr 30

HOW WE USE DATA

- Identify strengths
- Target instruction
- Monitor growth
- Check on-track status

Who participated in our benchmark season?

Participation shows how well the benchmark results represent the students we serve.

Elementary

Early Literacy
K-1

Star Reading
2-5

Star Math
K-5

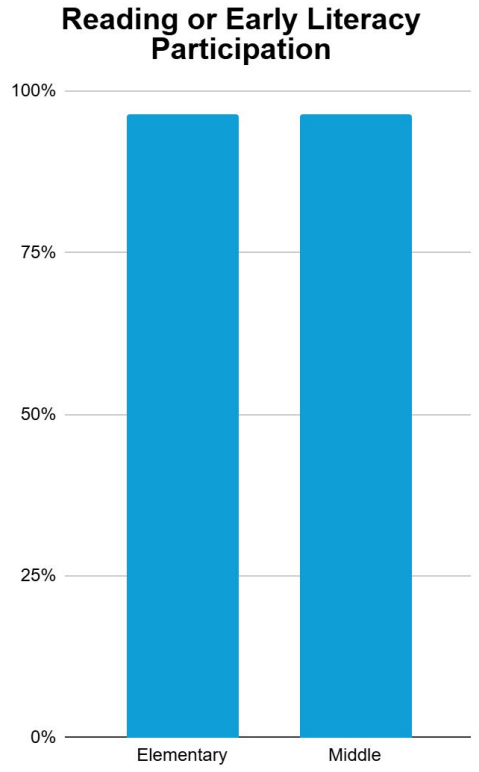
Middle

Star Reading
6-8

Star Math
6-8

Strong participation gives schools a clearer picture of student learning and progress.

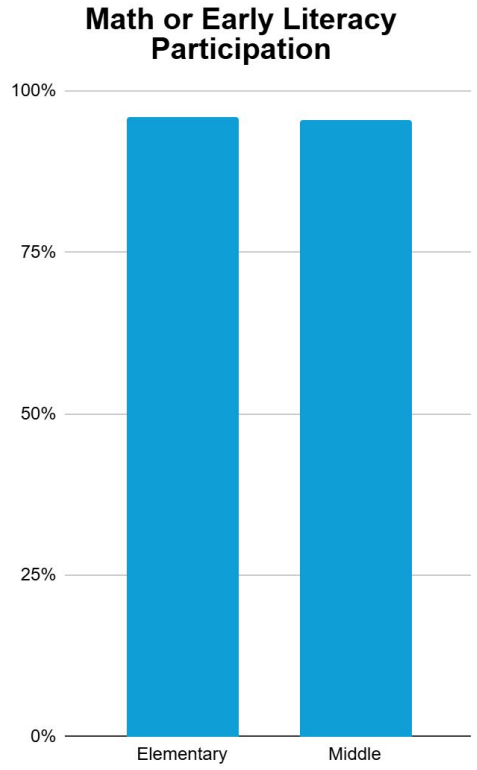
Star Interim (English) Participation



	Elementary	Middle
Enrollment	14,762	8,467
Percent Tested	96.2%	96.0%

Reading participation

Greater than 95% across all assessed grades



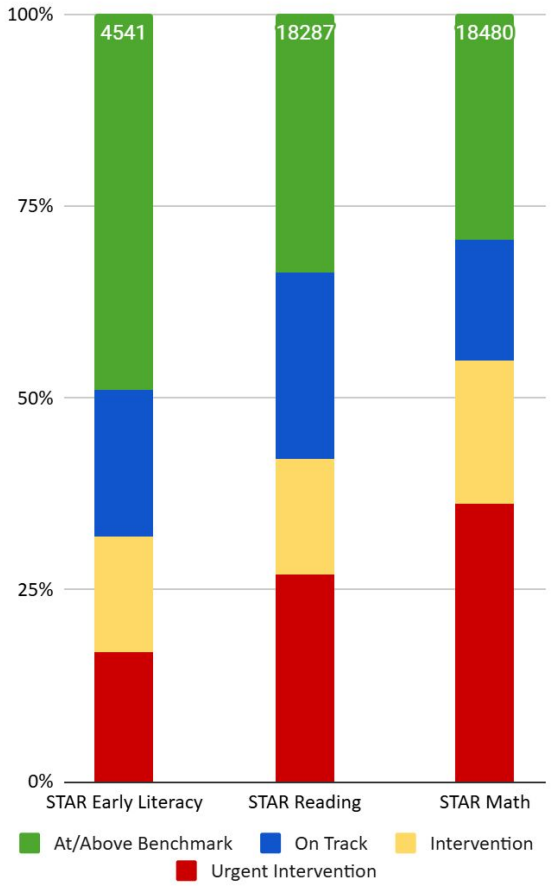
	Elementary	Middle
Enrollment	14,762	8,467
Percent Tested	95.9%	94.5%

Math participation

Greater than 94% across all assessed grades



Overall Star Interim Results

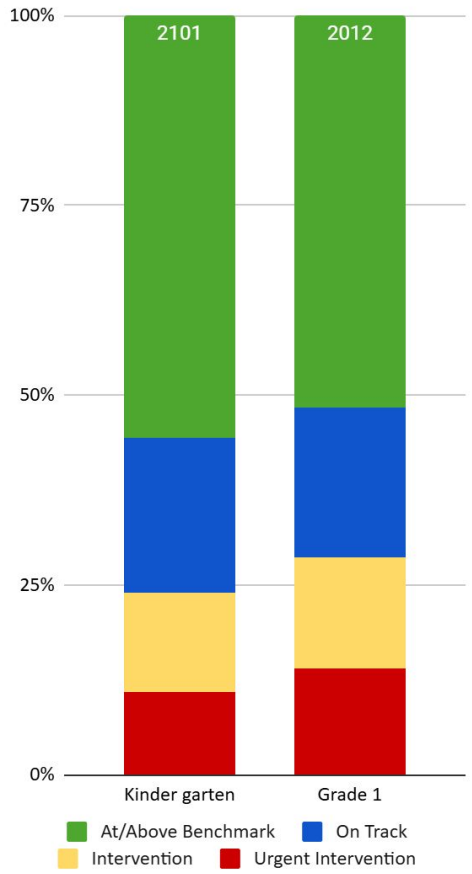


	STAR Early Literacy	STAR Reading	STAR Math
At/Above Benchmark	48.9%	33.5%	29.5%
On Track	19.3%	24.4%	15.5%
Intervention	14.9%	15.0%	18.7%
Urgent Intervention	16.9%	27.1%	36.3%
Total Tested Students	4541	18287	18480

Early Literacy
68.2% students
On Track To Meet Benchmark or Above

Reading
57.9% students
On Track to Meet Benchmark or Above

Math
45.0% students
On Track to Meet Benchmark or Above



	Kinder garten	Grade 1
At/Above Benchmark	55.6%	51.6%
On Track	20.3%	19.8%
Intervention	13.1%	14.8%
Urgent Intervention	10.9%	13.9%
Total Tested Students	2101	2012

Star Early Literacy (English, Grades K-1) by Grade Level

Kindergarten

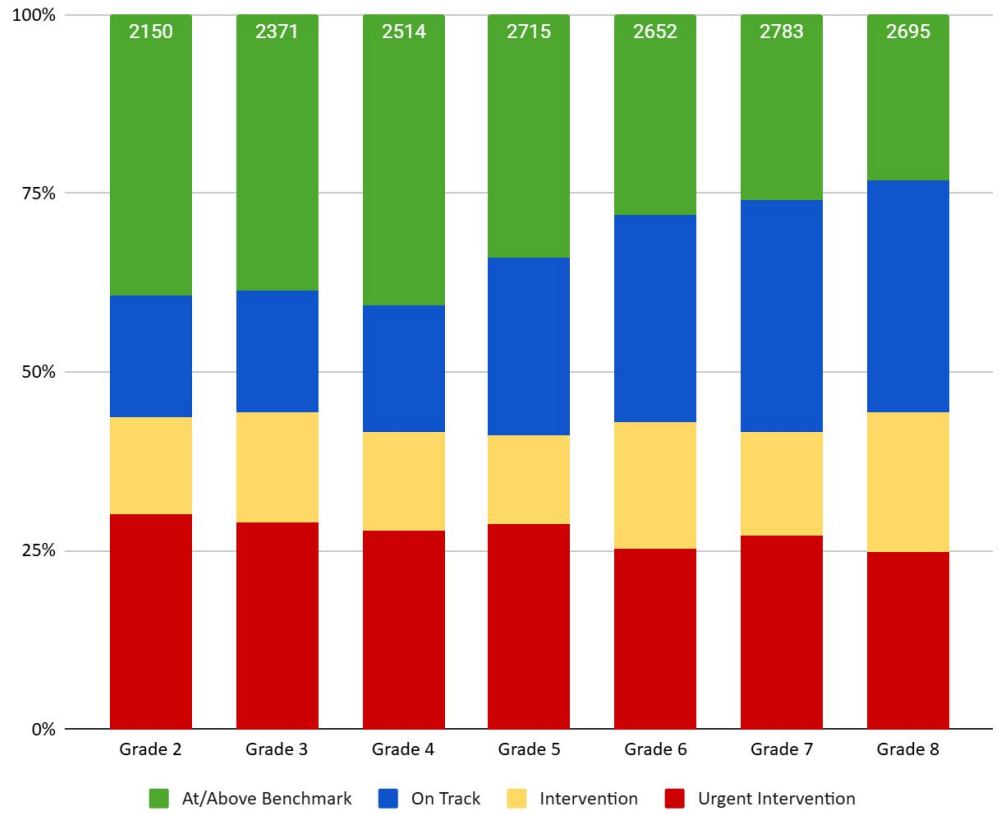
75.9% students
On Track To Meet Benchmark or Above

Grade 1

71.4% students
On Track to Meet Benchmark or Above

Star Early Literacy is measuring early foundational skills in reading and math

Star Reading (English, Grades 2-8) by Grade Level

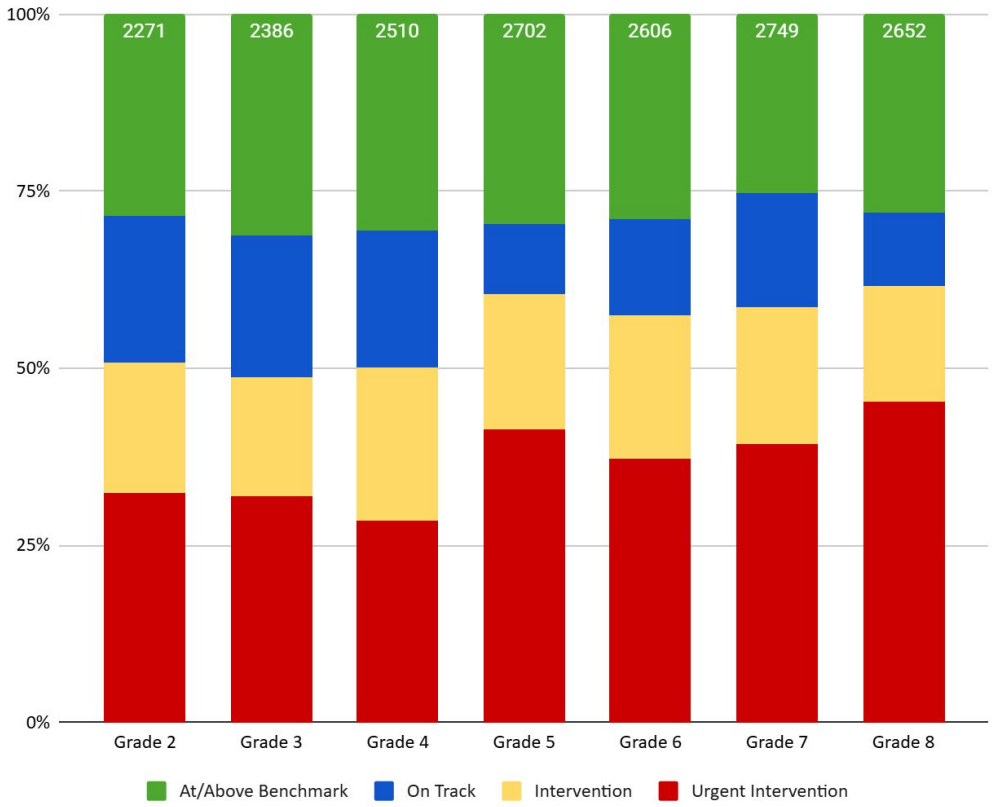


	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
At/Above Benchmark	39.4%	38.7%	40.6%	34.0%	27.9%	26.0%	23.2%
On Track	16.9%	17.0%	17.7%	24.8%	29.0%	32.5%	32.4%
Intervention	13.6%	15.4%	13.8%	12.4%	17.8%	14.4%	19.5%
Urgent Intervention	30.1%	28.9%	27.9%	28.8%	25.3%	27.1%	24.8%
Total Tested Students	2150	2371	2514	2715	2652	2783	2695

Elementary School (Grades 2-5)
57.4% students
On Track To Meet Benchmark or Above

Middle School (Grades 6-8)
57.1% students
On Track to Meet Benchmark or Above

Star Math (English, Grades 2-8) by Grade Level



Elementary School (Grades 2-5)
47.2% students
On Track To Meet Benchmark or Above

Middle School (Grades 6-8)
40.7% students
On Track to Meet Benchmark or Above

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
At/Above Benchmark	28.5%	31.3%	30.5%	29.6%	29.0%	25.3%	28.1%
On Track	20.7%	19.9%	19.4%	9.9%	13.4%	16.0%	10.2%
Intervention	18.6%	17.0%	21.7%	19.1%	20.3%	19.4%	16.4%
Urgent Intervention	32.3%	31.9%	28.4%	41.4%	37.2%	39.4%	45.2%
Total Tested Students	2271	2386	2510	2702	2606	2749	2652

Each checkpoint should lead to a short, consistent conversation about progress and response.

- ✓ What are students showing us?
- ✓ Where are we seeing growth, or a need for more support?
- ✓ What will educators do before the next checkpoint?



The goal is not a better testing system. It is a better feedback loop for teaching and learning.

Thank You

