

2020-2021

DISTRICT ASSESSMENT PLAN

CICERO DISTRICT 99



The District 99 Assessment Plan will communicate, promote, and provide essential information regarding student assessment to the District 99 learning community.

The primary function of this plan is to provide all members of the District 99 learning community with accurate, reliable, and valid data that may be used to:

- Improve student learning
- Measure student growth
- Inform decisions regarding curriculum, instruction, and assessment
- Ensure alignment of the district curriculum with state learning standards
- Assist in placement of students
- Evaluate district programs
- Support the allocation of district resources
- Inform teacher professional development
- Evaluate the college and career readiness of students
- Provide accountability for the district's stakeholders

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Assessment Calendar

Cicero School District 99 School Year 2020-21 Common Assessment Windows

| Begin Date | End Date | Grade Level | Type of Assessment |
|------------|------------|--------------------|--|
| 9/9/2020 | 9/23/2020 | K-8th Grade | NWEA MAP (K-8 Reading & Math) |
| TBD | TBD | Kinder | Kindergarten Individual Development Survey (KIDS)* *uploaded between day 33 and 47 of instruction |
| 12/7/2020 | 12/18/2020 | K-8th Grade | NWEA MAP (K-8 Reading & Math) |
| 1/13/2021 | 2/16/2021 | K-8th Grade | ACCESS 2.0 for ELs (For English Language Learners only) |
| 3/1/2021 | 4/30/2021 | 5th and 8th Grades | Illinois Science Assessment |
| 4/1/2021 | 4/30/2021 | 3rd-8th Grade | IL Assessment of Readiness |
| 3/10/2021 | 5/5/2021 | 3rd-8th Grade | DLM-AA |
| 5/10/2021 | 5/21/2021 | K-8th Grade | NWEA MAP (K-8 Reading & Math) |
| TBA | TBA | 1-7th Grade | NWEA MAP Summer School (Select students only) |

| | |
|--|---|
| <u>State Assessments</u> | KIDS: October (Kinder only) ACCESS 2.0: January (ELs only) IL Assessment of Readiness: TBA (3-8th Grade) Illinois Science Assessment: March/April (5th & 8th Grade) DLM-AA: March/April |
| <u>NWEA MAP</u> K-8 -- Reading & Math | Fall: September Winter: December Spring: May Summer: June |

Revised 9/24/20

2020-21 ISBE Assessment Chart

K-8 Assessments At-a-Glance

| Assessment | Grade Level | | | | | | | | | | Frequency | Require d by | Population | Average Duration | Format | Primary Use | |
|--|-------------|----|---|---|---|---|---|---|---|---|-----------|-----------------|------------|---------------------------|--------------------|----------------|---|
| | EC | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | 8 |
| ACCESS | X | | X | X | X | X | X | X | X | X | X | 1x per year | State | English Learners only | 2-3 hours | Online / Paper | Student instruction, School performance ratings |
| DLM-AA | | | | | | X | X | X | X | X | X | 1x per year | State | Students with an IEP only | 3-4 hours | Online / Paper | Student instruction, School performance ratings |
| Illinois Assessment of Readiness (IAR) | | | | | | X | X | X | X | X | X | 1x per year | State | All students in general | more than 8 hours | Online / Paper | Teacher evaluation, School performance ratings |
| Illinois Science Assessment (ISA) | | | | | | | | X | | | X | 1x per year | State | All students in general | 1-2 hours | Online / Paper | Student instruction, School performance ratings |
| KIDS | | | X | | | | | | | | | 1x per year | State | All students in general | more than 8 hours | Online / Paper | Student instruction, School performance ratings |
| NWEA MAP Growth | | | X | X | X | X | X | X | X | X | X | 3x per year | District | All students in general | 1 hour per subject | Online | Student instruction, Teacher Evaluation, School performance ratings |
| National Assessment of Educational Progress (NAEP) | | | | | | | X | | | | X | 1x per year | State | All students in general | 1-2 hours | Online | Student performance ratings |

Assessment Descriptions & Details

ACCESS

ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 8. ACCESS tests students' language in the four domains: Listening, Reading, Speaking, Writing.

| Domain | Approximate Testing Time (Times will vary based on Tier) |
|-----------|--|
| Reading | Up to 35 minutes |
| Listening | Up to 40 minutes |
| Speaking | Up to 30 minutes |
| Writing | Up to 65 minutes |

DLM-AA

Dynamic Learning Maps® (DLM®) alternate assessment is used for students with the most significant cognitive disabilities. The DLM assessment provides academic standards that are used to measure academic achievement for students who are eligible for the alternate assessment in Grades 3-8.

| Subject Area Tested | Number of Testlets | Approximate length of time, depending on grade level and student's individual needs |
|-----------------------|--------------------|---|
| English language arts | 9 testlets | 90-135 minutes |
| Mathematics | 6-8 testlets | 60-120 minutes |
| Science | 9 testlets | 45 – 125 minutes |

Illinois Assessment of Readiness (IAR)

The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. IAR assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered in English Language Arts and Mathematics.

IAR assessments in English Language Arts and Mathematics will be administered to all students in grades 3-8.

| Grade | Subjects | Unit | Unit Testing Time (Minutes) |
|-------------------------------|-----------------|----------------------------|------------------------------------|
| Grade 3 Grade 4 Grade 5 | Mathematics | Unit 1 Unit 2 Unit 3 | 60 |
| Grade 3 | ELA/Literacy | Unit 1 Unit 2 | 75 |
| Grade 4 Grade 5 | ELA/Literacy | Unit 1 Unit 2 | 90 |
| Grade 6 Grade 7 Grade 8 | Mathematics | Unit 1 Unit 2 Unit 3 | 60 |
| Grade 6 Grade 7 Grade 8 | ELA/Literacy | Unit 1 Unit 2 | 90 |

Illinois Science Assessment (ISA)

Will be updated as information is released by ISBE for the 2020-21 school year.

KIDS

Will be updated as information is released by ISBE for the 2020-21 school year.

NWEA MAP Growth

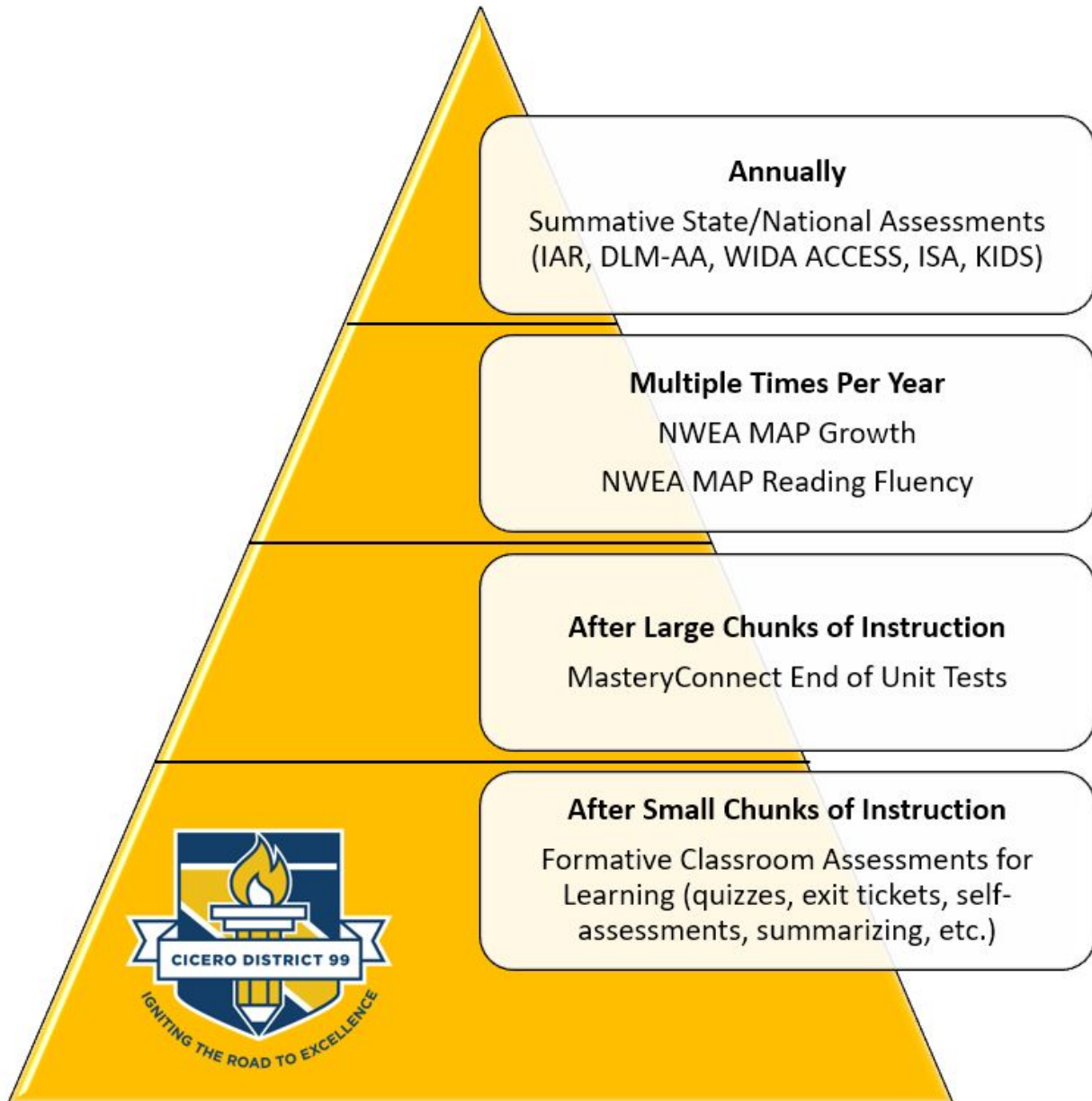
Cicero District 99 administers the NWEA MAP Growth benchmark assessment to all K-8 students three times a year. Typically, students participate in the NWEA MAP Growth test during the fall, winter and spring seasons. The NWEA MAP Growth test gives students, teachers, administrators, and parents a snapshot of student academic growth in Math, Reading, Language Arts, and Science. These assessments also enable teachers to meet the needs of their students through the curriculum and help students set goals that are both attainable and challenging.

NWEA MAP Testing during Remote Learning involves only Math and Reading Assessments.

| Name | Language of Instruction | Frequency | Grade(s) | | | | | | | | | |
|---------------------------------------|-------------------------|---------------|----------|---|---|---|---|---|---|---|---|--|
| | | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Growth: Math 2-5 CCSS 2010 V2 | English | Once Per Term | | | X | X | X | X | | | | |
| Growth: Math 6+ CCSS 2010 V2 | English | Once Per Term | | | | | | | X | X | X | |
| Growth: Math K-2 CCSS 2010 V2 | English | Once Per Term | X | X | | | | | | | | |
| Growth: Reading 2-5 CCSS 2010 V3 | English | Once Per Term | | | X | X | X | X | | | | |
| Growth: Reading 6+ CCSS 2010 V3 | English | Once Per Term | | | | | | | X | X | X | |
| Growth: Reading K-2 CCSS 2010 | English | Once Per Term | X | X | | | | | | | | |
| Growth: Spanish Math 2-5 CCSS 2010 V2 | Spanish | Once Per Term | | | X | X | X | X | | | | |
| Growth: Spanish Math 6+ CCSS 2010 V2 | Spanish | Once Per Term | | | | | | | X | X | X | |
| Growth: Spanish Math K-2 CCSS 2010 V2 | Spanish | Once Per Term | X | X | | | | | | | | |
| Growth: Spanish Reading 2-5 CCSS 2012 | Spanish | Once Per Term | | | X | X | X | X | | | | |
| Growth: Spanish Reading 6-8 CCSS 2012 | Spanish | Once Per Term | | | | | | | X | X | X | |
| Growth: Spanish Reading K-2 CCSS 2012 | Spanish | Once Per Term | X | X | | | | | | | | |

Assessment Data Usage

Frequent In-Depth Data Use: What Kind? How Much?



Annually

- Summative State/National Assessments (IAR, DLM-AA, WIDA ACCESS, ISA, KIDS)

Multiple Times per Year

- NWEA MAP Growth

- NWEA MAP Reading Fluency

After Large Chunks of Instruction

- MasteryConnect End of Unit Tests

After Small Chunks of Instruction

- Formative Classroom Assessments for Learning (quizzes, exit tickets, self-assessments, summarizing, etc.)

Assessment Characteristics

Assessment Characteristics

The following table lists the major characteristics of two strands of assessments: Formative and Summative

| Characteristics | Formative | Summative |
|-----------------------------|---|---|
| Rationale | <p>Guides learning. Clear, actionable, and timely feedback to students, sharing learning goals, and modeling what success looks like.</p> <ul style="list-style-type: none"> • Explicit connection to an instructional unit • Consists of many kinds of strategies, and can be as informal as asking a well-crafted question • Helps educators guide the learning process rather than grade or evaluate student performance • Completed during instruction • Classroom level: No need to aggregate formative assessment information beyond the classroom | <p>Certifies learning. Given near the end of an instructional unit to help them answer the question, "What did students learn and did they learn enough?"</p> <p>Examples:</p> <ul style="list-style-type: none"> • End of unit tests and end of course tests • Performance tasks/simulations • Research reports • Portfolios • Oral Examinations • State accountability tests • Least flexible of the assessments <p>Since summative assessment happens so late in the instructional process, the most effective use of its test data is evaluative versus instructional.</p> <p>Play a role at administrative level, useful for planning curriculum, determining professional development needs, and identifying resource needs.</p> |
| Time Frame | <ul style="list-style-type: none"> • Frequent intervals • After small units of instruction • Administered throughout instructional process • More "day to day" assessments | <ul style="list-style-type: none"> • Infrequently throughout the year • At either the end of a course or at the end of a large amount of instruction • Administered after instruction is completed |
| Information Assessed | <ul style="list-style-type: none"> • Tests every standard and element within unit of study or a specific period of time • Possibly graded, but heavy emphasis on feedback <p>Assessment examples: Kdg ESGI (this is also a summative assessment for Kdg); NWEA (1-8)</p> | <ul style="list-style-type: none"> • Tests broad concepts • Samples from the taught standards and elements <p>Assessment examples: ILEARN, ISTEP +10, SAT, ACT</p> |

(Teach.Learn.Grow. The education blog, Formative, Summative, Interim: Putting Assessment in Context, November 4, 2014, Kathy Dyer, NWEA, <https://www.nwea.org/blog/2014/formative-summative-interim-putting-assessment-context/>)

It is imperative that a school district creates a comprehensive assessment plan that includes a variety of effective and balanced assessments that is routinely and systematically implemented by all instructional personnel.

Assessment Roles & Responsibilities

District Test Coordinator

The District Test Coordinator is the individual at the district level who is responsible for the overall coordination of test administration. The District Test Coordinator receives information regarding assessments from state agencies and district leadership and disseminates to all stakeholders. The District Test Coordinator partners with district departments and district leadership to plan and implement the delivery of assessments to all student groups in the district. The District Coordinator develops and provides training and professional development regarding assessments.

School Test Coordinator

School Test Coordinator (STC) is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post testing procedures (e.g., stopping all online test sessions, returning all secure materials).

Test Administrator/Proctor

The Test Administrator is responsible for administering the assessment to students following established procedures for each assessment.

Accountability

District Improvement Plan

Cicero School District #99 utilizes a continuous improvement planning model aligned to its strategic plan in order to create its district improvement plan. Members of the District Leadership Team (DLT) are representative of all stakeholder groups in Cicero School District 99. The DLT develops the district improvement plan in conjunction with the district's strategic priorities.

Each school's school plan is aligned to the district improvement plan. The district utilizes the 30, 60, 90...180 monitoring process to ensure the plan is implemented with fidelity and integrity. Available longitudinal data such as the NWEA MAP Assessment, Illinois Assessment for Readiness (IAR), 5 Essentials, and the Illinois Quality Framework inform plan the development and monitoring of the plan.

School Improvement Plan

Every school in Cicero School District #99 creates a School Improvement Plan. Each school's school leadership team implements and monitors the plan using available data to guide their way.

Cicero School District 99 uses data to support school improvement by focusing on individual students, student cohorts, and school comparison to guide district and school leaders' actions in improving the system as a whole.

More specifically, educators use data:

1. To identify individual student needs and place students in groups, interventions, programs, and classrooms. Student assessment data is used to monitor student progress, customize learning opportunities for individual students, and place students in small learning groups or short-term intervention programs.
2. To modify curriculum and instruction. Data is used to identify learning objectives that students didn't learn, and that must, therefore, be retaught, to identify objectives students have mastered, to address gaps in students' prerequisite knowledge and skills.

3. To motivate students and educators. Data is used to set goals for students, classrooms, and schools; to monitor whether these goals have been met, and to recognize individual and group success.
4. Data may be used to guide discussions among educators, to inform educators of their strengths, and assist them with their weaknesses as part of the teacher evaluation process.

Assessment of Students with Disabilities

Formative Classroom Assessments

Students who are receiving the general education curriculum are required to take all classroom assessments such as quizzes, exit tickets, self-assessments, summarizations, etc. These assessments are given on a more frequent basis throughout the school year. Accommodations are communicated to teachers at the beginning of the school year. Teachers are expected to be aware of any and all accommodations students in their classroom may have and implement them accordingly in order to validate the assessments' results. Assessments may be modified when necessary in order to measure students' understanding of the curriculum. If you have any questions please contact your Special Education Supervisor.

MasteryConnect End of Unit Tests

Students who are receiving the general education curriculum are required to take all end of unit assessments. Accommodations are communicated to teachers at the beginning of the school year. Teachers are expected to be aware of any and all accommodations a student in their classroom may have and implement them accordingly in order to validate the assessments' results. Assessments may be modified when necessary in order to measure the student's understanding of the curriculum. If you have any questions please contact your Special Education Supervisor.

Local Benchmark Assessments

For NWEA Map Testing all students who are receiving the general education curriculum are required to take this assessment. Please utilize the NWEA Accommodations to support the students in taking the assessment. If you have any questions please contact your Special Education Supervisor.

State Assessments

ISBE does not authorize school districts to excuse students from state assessments. All students will be required to take the IAR or DLM assessments in the Spring of 2021. Please utilize the testing accommodations to support your students. If you have any questions, please contact your Special Education Supervisor.

Assessment of English Learners (ELs)

Formative Classroom Assessments

Students who are receiving the Transitional, Dual Language, and or the general education curriculum are required to take all classroom assessments such as quizzes, exit tickets, self-assessments, summarizations, etc. These assessments are given on a more frequent basis throughout the school year. Accommodations are communicated to teachers at the beginning of the school year. Teachers are expected to be aware of any and all accommodations students in their classroom may have and implement them accordingly in order to validate the assessments' results. If you have any questions please contact your assigned District Instructional Coach Biliteracy Specialist.

MasteryConnect End of Unit Tests

Students who are receiving the Transitional, Dual Language, and or the general education curriculum are required to take all end of unit assessments. Accommodations are communicated to teachers at the beginning of the school year. Teachers are expected to be aware of any and all accommodations a student in their classroom may have and implement them accordingly in order to validate the assessments' results. If you have any questions, please contact your assigned District Instructional Coach Biliteracy Specialist.

Local Benchmark Assessments

For NWEA Map Testing all students who are receiving the Transitional, Dual Language, and or the general education curriculum are required to take this assessment. Transitional and Dual Language students are required to take the assessment in both English and Spanish. Please utilize the NWEA Accommodations to support the students in taking the assessment. If you have any questions, please contact your assigned District Instructional Coach Biliteracy Specialist.

State Assessments

ISBE does not authorize school districts to excuse students from state assessments. All students will be required to take the IAR or DLM assessments in the Spring of 2021. In addition, all English Learner students are required to take the ACCESS English

proficiency assessment in the Winter of 2021. Please utilize the testing accommodations to support your students. If you have any questions, please contact an EL Administrator.

Assessment Results and Dissemination of Data

| Assessment | Dissemination of Data & Reports |
|---|---|
| ACCESS | <ul style="list-style-type: none"> • District-wide and school-level reports are used by administrators to determine student placement in the EL program and analyze student language proficiency • Individual Student Reports are shared with teachers, students, parents |
| DLM-AA | <ul style="list-style-type: none"> • District-wide and school-level reports are used by administrators to determine student placement in the EL program and analyze student language proficiency • Individual Student Reports are shared with teachers, students, parents |
| Illinois Assessment of Readiness (IAR) | <ul style="list-style-type: none"> • District and school-level reports are used to determine school summative designations for the Illinois School Report Card • Individual student reports are shared with teachers, students, parents |
| Illinois Science Assessment (ISA) | <ul style="list-style-type: none"> • The ISA is a federally mandated science assessment given to grades 5 and 8 in our district. • Individual student reports are shared with teachers, students, parents |
| KIDS | <ul style="list-style-type: none"> • The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. • Student results from the KIDS assessment are collected by teachers and may be shared with students, their parents, and potentially within a PLC to help support a student's needs. |
| NWEA MAP Growth | <ul style="list-style-type: none"> • District and school-level reports are used as a benchmark for academic achievement and to set targets for student growth. • Individual Student and Class Reports are used to inform students and teachers about academic needs and drive instruction. These are shared with teachers, students, and parents. |
| National Assessment of Educational Progress (NAEP) | <ul style="list-style-type: none"> • The NAEP is given to a representative sample of students across the country to inform the federal government about how students are performing academically. • Some of our 4th and 8th grade students are randomly selected to take this exam each year. • Results are reported by the NAEP program for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), but not individual students. |

Assessment Success Strategies

The [Assessment Success Strategy](#) Document is a tool for school leadership teams (SLTs, SIPs, PLCs) to use to prepare our students for success on standardized assessments (specifically the Illinois Assessment of Readiness - IAR).

Expectations for the use of this document include:

- SIP Teams reviewing the document and creating a plan for use in school buildings.
- Systematic implementation of assessment success strategies in buildings.
- Implementation should include instruction embedded opportunities for students to become familiar with test question types and the thinking processes needed to successfully answer questions.
- *This document should not be sent out to all teachers without a plan created by SIP Teams.*

Please note this document does not contain practice items for K-2 as they do not take the IAR. However, question examples in this document can be reviewed by K-2 teams. By reviewing questions at the upper grades, K-2 teachers can gain insight into the rigor and question types that their students will face in the future. K-2 teachers can work to ensure they provide the level of rigor and the variety of questioning necessary for future success.

Linked is a document for each principal to indicate how their school will implement strategies from this document - [Building Plans](#).

School Leadership Teams will create an individualized plan for implementation at each school in the fall of each school year.

Remote Testing Considerations & Procedures

Beginning in April 2020, District 99 administrators and staff developed a remote testing strategy for the delivery of the Fall 2020 NWEA MAP Growth reading and math assessments to students. Below are the considerations and factors that were used in creating this plan. These fundamental considerations, along with the remote testing procedures and feedback collected from school test coordinators, teachers, and students, will inform future planning and implementation of any additional assessments that will be delivered remotely.

Home Environment and Student Needs. Students have many varying needs that require support for testing. Not all families will have equal access to the correct devices, headsets, reliable internet, or the expertise and skill to navigate technical difficulties that may arise. Some families may not have the physical space to allow students the atmosphere they need to be fully engaged in an important assessment. Other students may have accommodation or accessibility needs that will be challenging to fulfill in their homes. These concerns could not only lead to an unsatisfactory experience, but potentially questions about the reliability of assessment data.

Test integrity – the role of proctors. In a typical test administration, a proctor (usually the teacher) plays a key role in actively facilitating a test session, building and encouraging student engagement during the test and responding to needs of students in real time. In a remote setting, a proctor or teacher will need to view all students at once and be able to navigate the technology while maintaining clear communication with the students. This experience can be overwhelming and frustrating for teachers and students if communications platforms are not already in place, and if training is not provided. This becomes easier with experience, training, and guidance.

Reliability of the data. Because schools will have less control over remote testing environments and scenarios, they should consider the reliability of the data they will receive from this process. This is a critical factor to consider if data is tied to high-stakes decisions. Missed instructional time in the spring compounds this issue. Data from products in the MAP Suite are intended to provide teachers with relevant instructional information. If students are not receiving instruction, or if that instruction is not being delivered with the same fidelity as in the classroom, assessment data needs to be carefully considered.

Availability of support. NWEA support staff are available to support schools through the challenges that lie ahead. Due to student privacy concerns, we are extremely limited in the support we can offer to parents. In addition, many schools have varying rules of engagement when it comes to using NWEA products, and we want to honor those nuances.

Assessment Administration Guides and General Resources

Web Links

[ISBE Assessment Website](#)

[NWEA Home](#)

D99 Resources

[Remote Testing Administration Guide for MAP Growth Fall 2020](#)