Oak Park Elementary School District 97

260 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

A Balanced Assessment System

A balanced assessment system is a core component of a well-rounded instructional program that serves all students. A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data that informs planning for instruction, academic supports, and resource allocation at all levels. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students.

Key to designing a balanced assessment system that supports the instructional core is the use of multiple measures. A single style of assessment or a single point in time measure is insufficient to truly gauge the depth and breadth of student understanding. A complete overview of D97 common assessments is presented on the following pages, in both a table and frequency view. Note that classroom-level formative assessments are occurring all the time in this model. Those assessments can include in-the-moment checks for understanding, exit tickets, etc. The bulk of assessments in a balanced assessment are formative, whether they are at the classroom or team level. The final page of this document provides more detail about each type of assessment in our Common Assessment Calendar.

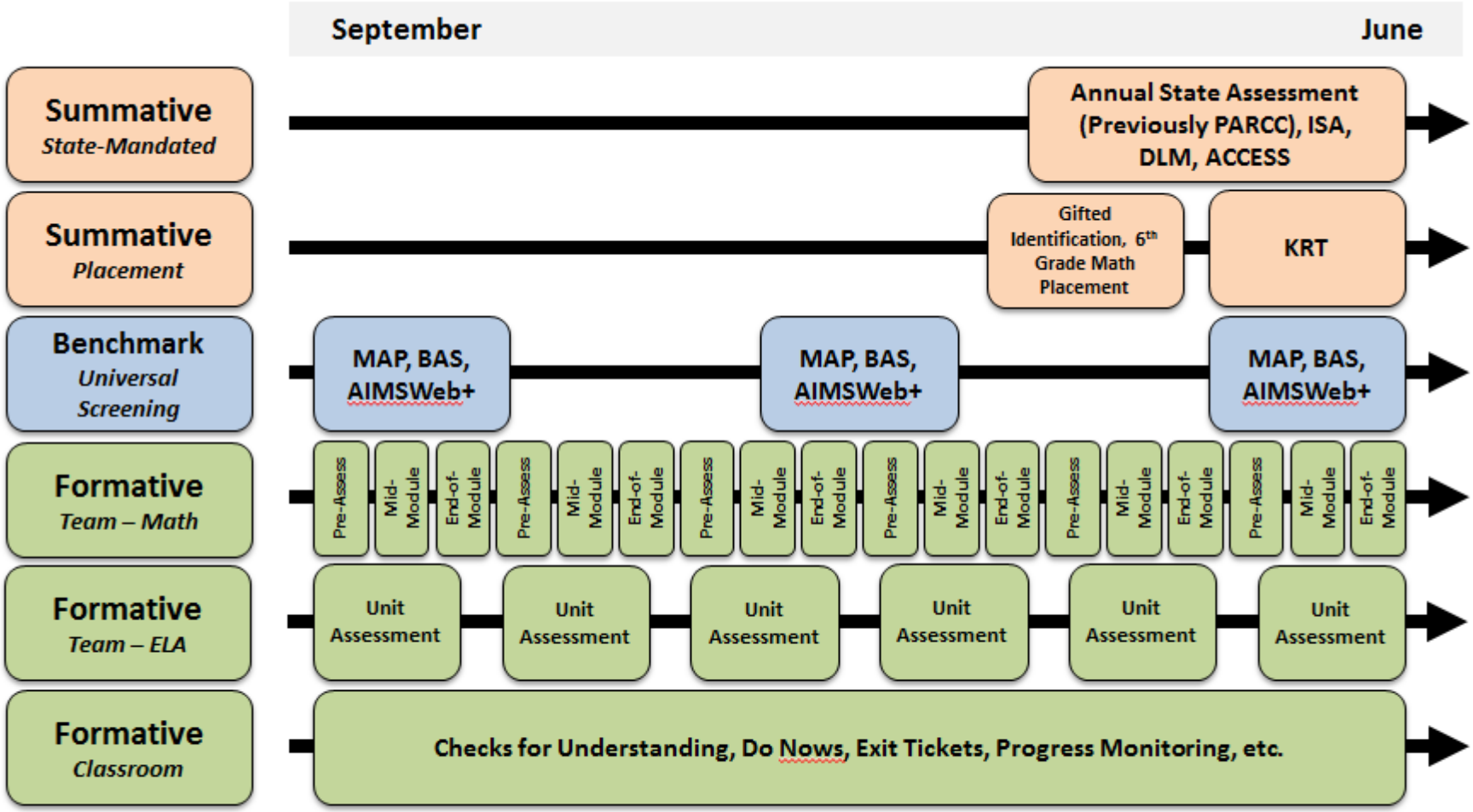
Assessment & Data Beliefs

- Assessment contributes to student growth, improved performance, and understanding of content.
- Assessment is crucial for guiding instruction and finding students in need of support.
- Assessment should be aligned to curriculum and standards. Standards, in fact, are meaningless without assessments – assessments define what is meant by the standards.
- Assessment should be focused on both student growth and student attainment.
- Assessments should be valid and reliable, as well as evaluated for cultural bias and remedied if bias is found. Assessments of high quality have value.
- Assessment practice utilizes a variety of methods, including; standardized, formative, summative, teacher-created, and in-the-moment observations and checks for understanding.
- The term “data” simply refers to facts and information. It includes assessment data, but it also includes a teacher’s knowledge and observations about a student or group of students.
- Data from assessments should be used to monitor student progress and mastery, teacher effectiveness, program evaluation, and curriculum.
- Data must be communicated to all stakeholders in a meaningful and useful way.
- Data must be collected using multiple sources in order to effectively triangulate and use for decision making.
- Staff must be trained to effectively administer assessments in order for the results to be useful.
- Assessment practice should be monitored and changed as needed for effectiveness.

Assessment Overview - Table View

	Frequency	Most relevant to	Types of information	Examples
Formative – Classroom	Daily, weekly	Teachers, students, families	Mastery of specific skills and knowledge and mastery of conceptual understanding, for both content and use of academic language Can also include diagnostic assessments for students screened as needing intervention and progress monitoring toward grade-level skills	Checks for understanding, do nows, exit tickets, quizzes, writing assignments, observations, discussions, AIMSWeb+, running records, or other curriculum-based measures
Formative – Team	Unit, monthly	Teacher teams, Instructional Leadership Teams (ILTs)	Mastery of larger chunks of instruction	Common unit tests or performance assessments, pre-assessments, mid and end-of-module Eureka Math assessments
Benchmark	Mid to end of each trimester	Teacher teams, ILTs, District content/PD supports	Mastery towards pre-defined criteria, norm-referenced	NWEA MAP, BAS, AIMSWeb+
Summative – Placement	As needed for placement decisions	Students, families	Readiness for special programs or classes, placement within existing course structures	KRT, Gifted Identification, 6th Grade Placement Test
Summative – State-Mandated	Yearly	All stakeholders	Mastery of the range of learning expectations for the entire year, norm-referenced	Annual State Assessment, ISA, DLM, ACCESS

Assessment Overview - Frequency View



NOTE: Number of Math Modules per year varies by grade level. Number of ELA Unit Assessments may change as the curriculum plan continues to develop.

Assessment Descriptions

Illinois Assessment for Readiness (Previously PARCC) – The Illinois Assessment for Readiness is the state assessment and accountability measure for Illinois students enrolled in a public school district. The Illinois Assessment for Readiness assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered to students in English Language Arts and mathematics. The Illinois Assessment for Readiness assessments in English Language Arts and mathematics will be administered to all students in grades 3-8, according to their current grade level and at high school according to course enrollment.

MAP – The Measures of Academic Progress (MAP), developed by NWEA (Northwest Evaluation Association), is a computerized adaptive test, given to students in grades 2-8, that measures a child's academic growth from year to year in the areas of mathematics, reading, and language usage. In the MAP system, the difficulty of the test is adjusted to the student's performance. The difficulty of each question is based on how well the student has answered all of the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier.

Illinois State Science Assessment – The Illinois Science Assessment is designed to measure student learning on the Illinois Science Standards incorporating the Next Generation Science Standards (NGSS) that were adopted in 2014. For grades 5 and 8, test items are aligned to physical science, life science, earth/space science and engineering.

Dynamic Learning Maps – The Dynamic Learning Maps® (DLM®) is an alternate assessment that offers an innovative way for all students with significant cognitive disabilities in grades 3-8 to demonstrate their learning throughout the school year via the DLM Alternate Assessment System.

Benchmark Assessment System (BAS) – Teachers' identify each child's instructional and independent reading levels according to the F&P Text Level Gradient™, A–Z and document their progress through one-on-one formative and summative assessments. The Fountas & Pinnell Benchmark Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.

AIMSWeb+ – AIMSWeb+ is a formative assessment, data management, and reporting system for grades K-8 supporting multi-tiered instructional models. Designed to universally screen and progress monitor, AIMSWeb+ uses brief, valid, and reliable measures of foundational skills in reading and math. The assessment helps identify at-risk students early, monitor progress, and differentiate and track the success of targeted instruction.

Assessing Comprehension & Communication in English State to State (ACCESS) – is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.

Gifted Placement Test TBD – In the 2018-2019 school year, the D97 Ad Hoc Committee on gifted instruction will review and recommend a placement test to help identify students for gifted and talented programming.

6th Grade Math Placement Test – The 6th grade math placement test was created by a team of D97 teachers and staff to assess mastery of 5th and 6th grade math standards to ensure proper placement in 6th grade math courses. It contains 26 questions, which assess the five domains of the CCSS in math: Geometry, Ratios & Proportions, Number Systems, Statistics & Probability, and Expressions and Equations.

Kindergarten Readiness Test – The Kindergarten Readiness Test (KRT) is administered to incoming kindergarten students to assist in determining a student's readiness in beginning Kindergarten. The readiness skills assessed are vocabulary, letter identification, visual discrimination, phonemic awareness, comprehension & interpretation and mathematical knowledge.

Illinois Assessment for Readiness (formerly PARCC)

(State Mandated)

March 4, 2019 - April 26, 2019

Grade		ELA/Literacy			Math				Total
		Literary Analysis	Research	Narrative	Session 1	Session 2	Session 3	Session 4	
3	Estimated Time on Task (Minutes)	75	90	90	60	60	60	60	495

Grade		ELA/Literacy			Math				Total
		Literary Analysis	Research	Narrative	Session 1	Session 2	Session 3	Session 4	
4-5	Estimated Time on Task (Minutes)	90	90	90	60	60	60	60	510

Grade		ELA/Literacy			Math				Total
		Literary Analysis	Research	Narrative	Session 1	Session 2	Session 3	Session 4	
6-8	Estimated Time on Task (Minutes)	110	90	110	80	80	80	-	550

NON TEST DATES

April 23 - April 26

Illinois Science Assessment‡

(State Mandated)

March 1, 2019 - April 30, 2019 [1]

Grade			Total
5	Estimated Time on Task (Minutes)	ISBE proposal submitted to DOE Will occurr outside of PARCC	60

Grade			Total
8	Estimated Time on Task (Minutes)	ISBE proposal submitted to DOE Will occurr outside of PARCC	60

NON TEST DATES

April 23 - April 26

*DLM - Dynamic Learning Maps (SPED)

(State Mandated)

March 13, 2019 – May 8, 2019

Grade		Reading	Math	Total
3-8	Estimated Time on Task (Minutes)	75	60	135

* Students who take the DLM test do not participate in PARCC or MAP testing. This accounts for less than .02% of our students.

NON TEST DATES

April 23 - April 26

MAP - Measures of Academic Progress

		September 4 - 18, 2019			Jan. 14 - Jan. 25, 2019			April 29 - May 10, 2019			
Grade		Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Summative Total
2-8	Estimated Time on Task (Minutes)	60	60	120	60	60	120	60	60	120	360

NON TEST DATES

September 10

BAS - Benchmark Assessment System

		Sept. 11 - Oct. 2, 2018	Jan. 14 - Feb. 1, 2019	April 22 - May, 10, 2019	
Grade		Reading	Reading	Reading	Summative Total
K-2	Estimated Time on Task (Minutes)	30	30	30	90

* This is a new assessment in District 97 and replaces previously used DIBELS.

NON TEST DATES

September 19

April 23 - April 26

AIMSWeb Plus

		September 4 - 18, 2019	Jan. 14 - Jan. 25, 2019	April 29 - May 10, 2019	
Grade		Math	Math	Math	Summative Total
K-1	Estimated Time on Task (Minutes)	10	10	10	30

* This is a new assessment in District 97.

NON TEST DATES

September 10

* ACCESS - Assessing Comprehension & Communication in English State-to-State for English Language Learners (ELL)

(State Mandated)

January 16, 2019 - February 19, 2019 [2]

Grade		General	Total
K	Estimated Time on Task (Minutes)	55	55

Grade		Listening	Reading	Writing	Speaking	Total
1-8	Estimated Time on Task (Minutes)	25	40	60	15	140

* Students who take the ACCESS test do not participate in Winter MAP testing. This accounts for less than .02% of our students.

Gifted Identification Test - TBD

Grade		Verbal	Quantitative	Nonverbal	Total
2nd	Estimated Time on Task (Minutes)				0

6th Grade Math Placement Test

May 6 - May 10, 2019

Grade		Math	Total
5th	Estimated Time on Task (Minutes)	50	50

KRT - Kindergarten Readiness Testing

Spring/Summer 2019 TBD

Grade		General	Total
Incoming K	Estimated Time on Task (Minutes)	30	30

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*District Wide - Yearly Total Testing Time

K	1st	2nd	3rd	4th	5th	6th	7th	8th
175 minutes	260 minutes	590 minutes	1130 minutes	1145 minutes	1255 minutes	1185 minutes	1185 minutes	1245 minutes
2 hrs 30 mins	4 hrs 20 mins	9 hrs 50 mins	18 hrs 50 mins	19 hrs 5 mins	20 hrs 55 mins	19 hrs 45 mins	19 hrs 45 mins	20 hrs 45 mins