

2.4 Assessments by Grade Level

Assessment	Dates	Grades	Purpose	CCSS/School/District Alignment
DIBELS	BOY, MOY, EOY	K-2	The purpose of DIBELS is to help teachers identify students who may need additional support, group students for targeted intervention, and monitor progress in early literacy skills.	DIBELS Next® results are used for teacher planning, student grouping and measuring the effectiveness of academic interventions.
TRC	BOY, MOY, EOY	K-2	The purpose of TRC is to give teachers detailed information about student reading development by allowing them to record and analyze the types of errors students made when they read and assess students' reading comprehension at various text levels. TRC also helps teachers determine each student's Instructional Reading Level, which is used to plan targeted small-group reading instruction.	Teachers use the results of the assessment for instructional planning. TRC also helps identify students who may be in need of additional support in literacy (i.e. academic intervention or enrichment).

mCLASS Math	BOY, MOY, EOY	K-2	The purpose of the assessment is to help teachers identify students who may need additional support, group students for targeted intervention, and monitor student progress in early numeracy skills.	mCLASS®: Math results are used for teacher planning, student grouping and measuring the effectiveness of academic interventions.
NWEA MAP for Primary Grade	BOY, EOY	K-2	<ul style="list-style-type: none"> • To identify achievement levels of early learners • To guide instruction during early stages of student’s academic career • To demonstrate academic growth over time • A component of CPS’ School Accountability model 	<ul style="list-style-type: none"> *Reading: Literature, informational * Foundational skills in K-5 * Language Conventions * Use of Complex Text * Citing evidence from text *Math - Focused on the major work of grades K-8 *Items that require explaining, critiquing, reasoning
NWEA MAP	BOY, EOY	3-8	<ul style="list-style-type: none"> • To identify achievement levels of early learners • To guide instruction during early stages of student’s academic career • To demonstrate academic growth over time • A component of CPS’ School Accountability model 	<ul style="list-style-type: none"> *Reading: Literature, informational * Foundational skills in K-5 * Use of Complex Text * Citing evidence from text * Comprehensive Math Domain *Math - Integrative tasks/items that combine skills

PARCC	MOY	3-8	<p>Built to be fully aligned to the shifts in the Common Core and created by educators from across the country. Centers on measuring problem solving and critical thinking skills and the full range of standards. Provides a writing component at every grade level. Uses innovative technology-based tasks allow for greater interaction with content. Comparable across schools, districts, and states. Formative components will eventually provide real-time, instructionally-relevant formative information on progress toward standard proficiency.</p>	<ul style="list-style-type: none"> *Reading: Literature, informational * Foundational skills in K-5 * Writing * Speaking and Listening * Language Conventions * Use of Complex Text * Citing evidence from text * Embed reading and writing across disciplines * Comprehensive Math Domain Coverage *Math - Focused on the major work of grades K-8 *Math – Integrative tasks/items that combine skills *Math - Items that require explaining, critiquing and reasoning
Illinois Science Assessment (ISA)	MOY	5 & 8	<p>In compliance with federal testing requirements, Illinois will administer a science assessment to students enrolled in a public-school district in grades 5, 8 and once at the high school level. The high school assessment utilizes a course-based model with content aligned to Biology I. The assessment will</p>	

			be administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS).	
NAEP	MOY	4 & 8	Nationally normed assessment in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.	
Algebra Exit	EOY/ EOS		Algebra Exit Exam	
PSAT 8/9	MOY	9		
PSAT/NMSQT	MOY	10 & 11	Scholarship Qualification for 11th Graders	
STAR	BOY, MOY, EOY	9-12	School Quality Rating Policy (SQRP)	
NAEP	MOY	12	Nationally normed assessment in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.	

SAT	MOY- EOY	11	SAT - School Quality Rating Policy (SQRP) State Promotion and Graduation Requirements	Measures critical reading, mathematics and writing skills.
ACT	MOY - EOY	11		*Reading: Literature, informational * Writing * Language Conventions * Use of Complex Text * Citing evidence from text * Comprehensive Math Domain Coverage *Math – Integrative tasks/items that combine skills
AP Exams	EOY	As needed		
IB Exams	EOY	As needed		

Special Populations

ACCESS	MOY	K-12	<p>The purpose of the assessment is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained full language proficiency. Provides information that can be used to enhance instruction and learning for ELLs. Assess each of the four language domains of Listening, Speaking, Reading, and Writing</p>	<p>Track student progress on an annual basis and inform classroom instruction. Accountability measure for Title III funded districts: Annual Measurable Achievement Objectives (AMAOs). Establish when ELLs have attained English language proficiency according to state criteria.</p> <p>School Quality Rating Policy (SQRP) State English Learner (EL) Exit Criteria</p>
DLM	MOY	3-8, 11	<p>For students with alternate assessment indicator in IEP</p>	