2022-23

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

Table of Contents

Assessment Calendar

Cicero School District 99
School Year 2022-23
Common Assessment Windows

Begin Date	End Date	Grade Level	Type of Assessment
8/22/2022	9/9/2022	1-8th Grade	SEL Survey
8/29/2022	9/9/2022	K-5th Grade	iReady Diagnostic (Math)
9/6/2022	9/16/2022	K-8th Grade	NWEA MAP Growth (K-8 Reading & Math; Grades 3-8 Science)
10/12/2022	10/26/2022	Kinder	Kindergarten Individual Development Survey (KIDS)
12/12/2022	12/22/2022	K-8th Grade	NWEA MAP (K-8 Reading & Math - NO SCIENCE)
1/9/2023	1/20/2023	K-8th Grade	iReady Diagnostic (Math & Reading)
1/11/2023	2/28/2023	K-8th Grade	ACCESS (For English Language Learners only)
3/1/2023	4/28/2023	5th and 8th Grades	Illinois Science Assessment
3/7/2023	4/21/2023	3rd-8th Grade	IL Assessment of Readiness
3/15/2023	5/10/2023	3rd-8th Grade	DLM-AA
4/24/2023	5/12/2023	K-8th Grade	iReady Diagnostic (Math & Reading)
4/24/2023	5/12/2023	1-8th Grade	SEL Survey
5/15/2023	5/26/2023	K-8th Grade	NWEA MAP Growth (K-8 Reading & Math; Grades 3-8 Science)

State Assessments	KIDS: October (Kinder only) ACCESS: January (ELs only) IL Assessment of Readiness: March/April (3-8th Grade) Illinois Science Assessment: March/April (5th & 8th Grade) DLM-AA: March/April/May
NWEA MAP Growth K-8 -- Reading & Math	Fall: September (K-8 Reading & Math; Grades 3-8 Science) Winter: December (K-8 Reading & Math - NO SCIENCE) Spring: May (K-8 Reading & Math; Grades 3-8 Science)
iReady Diagnostic K-8 -- Math & Reading	Fall: August-September - Math only Winter: January - Math & Reading Spring: April-May - Math & Reading
SEL Screener K-8	Fall: September Spring: April-May

PLEASE NOTE: NWEA MAP Science will be required for all Grade 3-8 students in the Fall and Spring

Revised 5/23/22

2022-23 ISBE Assessment Chart

K-8 Assessments At-a-Glance

Assessment	Grade Level											Frequency	Required 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	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
NWEA **MAP** Reading Fluency			X	X	X	X						1x per year	District	Students in the 25 percentile or below on Fall (Gr. 1-3) or Winter (K) MAP Growth Reading Tests	20 minutes	Online	Student Instruction
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)

The Illinois Science Assessment (ISA) is administered to students enrolled in a public school district in grades 5, 8 and 11. The assessment will be administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.

The ISA has three sections and is untimed. The average student time-on-task is estimated at 120 minutes to complete all 3 sections of the test.

Grade	Subject	Unit	Average Unit Testing Time (Minutes)
Grade 5	Science	Unit 1 Unit 2 Unit 3	40 40 40
Grade 8	Science	Unit 1 Unit 2 Unit 3	40 40 40

KIDS

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to improve understanding of children's development in key areas of learning for long-‐‐term success, including social and emotional learning, language and literacy, mathematics, and approaches to learning. KIDS is validated, informed by research, and aligned with state learning standards. This is not a "test," but is a set of documented teacher observations of students' demonstration of developmental skills and interactions.

Content Areas	Administration Considerations
Kindergarten Readiness ● Social Emotional Development ● Language & Literacy ● Cognition – Math	● **Fall dates are individualized and set based on district attendance calendars.** ● Fall Observation and Evidence Collection: First 40 Days of Student Attendance ● Data Entry Windows: The data entry window for districts opens one week before the 40th day of attendance and will remain open until one week after the 40th day of attendance. ● Each data entry window is individually set and based on the individual district's attendance calendar.

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.

| Name	Language of Instruction	Frequency	K	1	2	3	4	5	6	7	8
Growth: Math 2-5 CCSS 2010 V2	English	Fall, Winter & Spring Terms			X	X	X	X			
Growth: Math 6+ CCSS 2010 V2	English	Fall, Winter & Spring Terms							X	X	X
Growth: Math K-2 CCSS 2010 V2	English	Fall, Winter & Spring Terms	X	X							
Growth: Reading 2-5 CCSS 2010 V4	English	Fall, Winter & Spring Terms			X	X	X	X			
Growth: Reading 6+ CCSS 2010 V4	English	Fall, Winter & Spring Terms							X	X	X
Growth: Reading K-2 CCSS 2010	English	Fall, Winter & Spring Terms	X	X							
Growth: Science 3-5: for use with NGSS 2013	English	Fall & Spring Terms				X	X	X			
Growth: Science 6-8: for use with NGSS 2013	English	Fall & Spring Terms							X	X	X
Growth: Spanish Math 2-5 CCSS 2010 V2	Spanish	Fall, Winter & Spring Terms			X	X	X	X			
Growth: Spanish Math 6+ CCSS 2010 V2	Spanish	Fall, Winter & Spring Terms							X	X	X
Growth: Spanish Math K-2 CCSS 2010 V2	Spanish	Fall, Winter & Spring Terms	X	X							
Growth: Spanish Reading 2-5 CCSS 2012	Spanish	Fall, Winter & Spring Terms			X	X	X	X			

NWEA MAP Reading Fluency

MAP Reading Fluency provides a clear view of early literacy skills and learning needs for an entire class in about 20 minutes. MAP Reading Fluency helps teachers monitor oral reading fluency, literal comprehension, and foundational reading skills from season to season and year to year. MAP Reading Fluency quickly screens students at risk of reading difficulty, including characteristics of dyslexia. MAP Reading Fluency Benchmark assessments are available in both English and Spanish.

District 99 has implemented a second layer of assessment as part of our Dyslexia Screening Protocol. This assessment is the MAP Reading Fluency. MAP Reading Fluency is a K-3 assessment that measures oral reading fluency, decoding accuracy, and literal comprehension. The assessment is delivered via computer, takes approximately 20 minutes, and is delivered individually or in small groups, using a headset with a microphone. The MAP Reading Fluency test is delivered by Reading Interventionists to those students in grades K-3 that qualify based on the following criteria:

Grade	NWEA MAP RIT
Kindergarten	Winter - 25 percentile or below
First Grade	Fall - 25 percentile or below
Second Grade	Fall - 25 percentile or below
Third Grade	Fall - 25 percentile or below

Assessment Data Usage

Frequent In-Depth Data Use: What Kind? How Much?
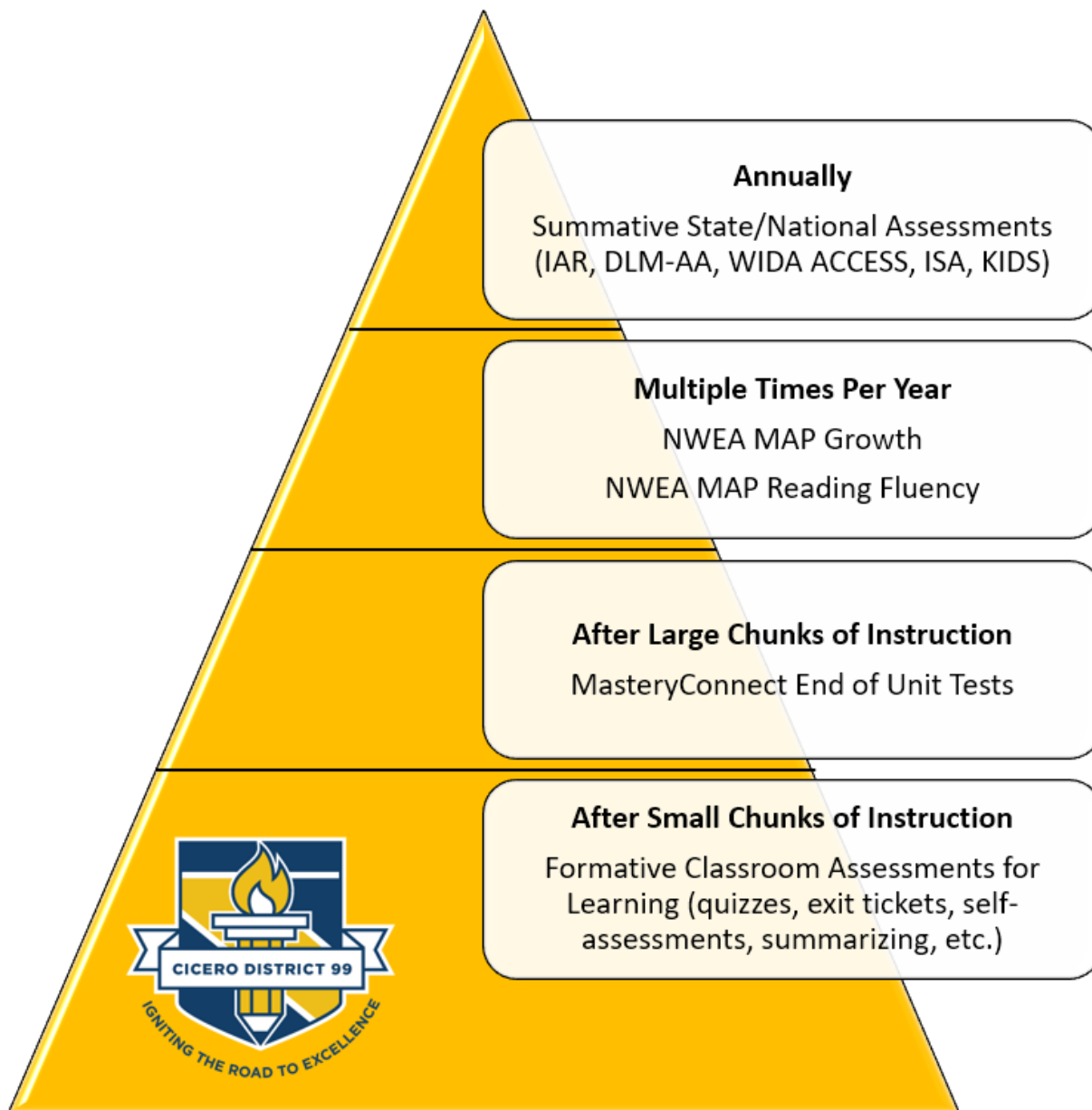
Annually
- Summative State/National Assessments (IAR, DLM-AA, WIDA ACCESS, ISA, KIDS)

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	Guides learning. Clear, actionable, and timely feedback to students, sharing learning goals, and modeling what success looks like. • 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	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?" Examples: • 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 Since summative assessment happens so late in the instructional process, the most effective us of its test data is evaluative versus instructional. Play a role at administrative level, useful for planning curriculum, determining professional development needs, and identifying resource needs.
Time Frame	• Frequent intervals • After small units of instruction • Administered throughout instructional process • More "day to day" assessments	• Infrequently throughout the year • At either the end of a course or at the end of a large amount of instruction • Administered after instruction in completed
Information Assessed	• Tests every standard and element within unit of study or a specific period of time • Possibly graded, but heavy emphasis on feedback Assessment examples: Kdg ESGI (this is also a summative assessment for Kdg); NWEA (1-8)	• Tests broad concepts • Samples from the taught standards and elements Assessment examples: ILEARN, ISTEP +10, SAT, ACT

(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 (DTC) 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 (TA) 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 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 Children 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 during the established state testing windows. 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 during the established state testing windows. In addition, all English Learner students are required to take the

ACCESS English proficiency assessment annually. 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	• 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	• 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**)	• 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**)	• 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	• 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 and NWEA **MAP** Reading Fluency	• 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**)	• 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 questions 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.

Assessment Administration Guides and General Resources

Web Links

[ISBE Assessment Website](#)
[NWEA Home](#)

D99 Resources

[2022-23 Assessment Google Drive Folder](#)
[D99 NWEA MAP Growth Administration Guide](#)
[D99 NWEA MAP Reading Fluency Administration Guide](#)
[D99 IAR Administration Guide](#)
[D99 ISA Administration Guide](#)