

# PURE *Fact Sheet*

## Tests in the Chicago Public Schools 2012

Many Chicago Public Schools parents have been complaining about the increasing number of tests given to students. In fact, the CPS web site lists 22 different tests, many of which are given multiple times. In fact, the CPS testing calendar shows very few days when some students are not being tested somewhere. Here is a snapshot of the tests our children face throughout the year using information from CPS, ISBE and test publishers web sites.

### **ACCESS (Illinois)**

ACCESS for ELLs® 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.

[http://www.isbe.state.il.us/bilingual/htmls/access\\_faq.htm](http://www.isbe.state.il.us/bilingual/htmls/access_faq.htm)

### **Algebra Exit Exam (CPS)**

This is a mandatory exam required by any student who would like to take a mathematics course higher than freshman Algebra I during their freshman year.

<http://www.cps.edu/Spotlight/Pages/Spotlight47.aspx>

### **Common Core Quarterly (CPS)**

These are English Language Arts and Math assessments designed to familiarize teachers with the Common Core State Standards (CCSS) standards and are not being used at this time for grading or accountability, since CPS acknowledges that these CCSS tests are not aligned with what teachers are currently doing in the classroom.

FAQ here: [www.cps.edu/commoncore/documents/ccquarterlyguide.pdf](http://www.cps.edu/commoncore/documents/ccquarterlyguide.pdf)

### **COMPASS (CPS for CCC)**

*This is a test given in cooperation with City Colleges of Chicago (CCC) which uses it to evaluate a student's knowledge and skills in reading, writing, and math. It helps to determine how prepared a student is for college level coursework. Depending on test results, students will be placed in college credit, developmental, and/or non-credit (pre-credit) classes.*

<http://www.ccc.edu/services/Pages/Placement-Tests.aspx>

### **DIBELS (CPS)**

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS were designed for use in identifying children experiencing*

difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

[http://dibels.org/bros/DIBELSBrochure\\_0407.pdf](http://dibels.org/bros/DIBELSBrochure_0407.pdf)

### **District-Wide Writing Assessments (CPS)**

*The district-wide writing assessment is administered by the district to eighth grade students who are also required to take the ISAT. The DWWA will evaluate a student's written communication skills and proficiency using centrally-developed writing prompts which represent one of the two ISAT eighth grade writing types (persuasive or narrative).*

*See CPS Elementary promotion policy : [policy.cps.k12.il.us/documents/605.2.pdf](http://policy.cps.k12.il.us/documents/605.2.pdf)*

### **EPAS (PRE and POST) (CPS)**

*EPAS is shorthand for a trio of tests: EXPLORE in Grade 9, PLAN in Grade 10, and ACT in Grade 11. EPAS will be administered at the beginning and end of the school year (twice per year using one retired version). We will administer assessments as close to the beginning of the year and end of the year to mitigate the effect of instruction that took place before and after the test. Student growth will be based on the difference in score between these pre- and post-tests.*

[www.cps.edu/sitecollectiondocuments/ExpectedGainsGrowth.pdf](http://www.cps.edu/sitecollectiondocuments/ExpectedGainsGrowth.pdf)

### **EXPLORE (CPS)**

*EXPLORE<sup>®</sup> contains four curriculum-based assessments: English, Mathematics, Reading, and Science. The assessment is based on the major areas of high school and postsecondary instructional programs and measures the skills and knowledge needed for college success.*

*Additionally, EXPLORE includes a career exploration component that stimulates students' thinking about future plans and relates personal characteristics to career options.*

<http://www.act.org/explore/faq.html#.UIlgjBJx0xA>

### **HS Interim Assessments (CPS)**

*The High School Interims will consist entirely of multiple-choice items designed to resemble those that appear on the EXPLORE, PLAN and ACT (EPAS) assessments. These multiple-choice items will be new items that have been written specifically for these tests. They will be given three times during the year to help teacher predict student outcomes on the EPAS.*

*Like EPAS, the High School Interims are divided into four sections based on subject matter. Each section of the High School Interims will contain the same number of questions it does on the actual PLAN. Each section of the High School Interims is designed to be completed in 40 minutes<sup>2</sup>, the time available during a standard class period, plus a small cushion.*

<http://tinyurl.com/8lrj8qw>

### **Illinois Alternative Assessments (Illinois)**

*The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. Students take the IAA if participation in the state's regular assessments — the [Illinois Standards Achievement Test \(ISAT\)](#) or the [Prairie State Achievement Examination \(PSAE\)](#) — is not appropriate, even with accommodations.*

The IAA is a performance-based assessment that uses on demand tasks, which are aligned to the Illinois Learning Standards. The IAA is based on alternate achievement standards in reading, mathematics, science and writing at the grades corresponding to ISAT and PSAE.

<http://www.isbe.state.il.us/assessment/iaa.htm>

### **ISAT (Illinois)**

*The Illinois Standards Achievement Test (ISAT) measures the achievement of students in reading and mathematics in grades three through eight and science in grades four and seven.*

*The 2013 assessment will contain items written to the [Common Core Standards](#). Twenty percent (20%) of the items on the reading and math assessments were written to [Common Core Standards](#), and will be included as part of students' scores/results for the 2013 ISAT. The agency will be providing more information about the content coverage of the 2013 assessment.*

<http://www.isbe.state.il.us/assessment/isat.htm>

### **ISEL (Illinois)**

*The Illinois Snapshots of Early Literacy (ISEL) are sets of standardized, individually administered measures of early literacy development for grades K, 1, and 2. They consist of brief measures of performance which can be used to regularly monitor the development of early literacy skills.*

<http://www.isbe.state.il.us/grants/reading/html/isel.htm>

### **NAEP (USDE)**

*The National Assessment of Educational Progress (NAEP) has frequently been called the "[The Nation's Report Card](#)." It is the only national assessment of what America's students know and can do in various subject areas.*

As a result of the "[No Child Left Behind](#)" legislation, all states are required to participate in NAEP. Beginning with the 2002-2003 school year, all schools in Illinois that are part of the sample drawn by the National Center for Education Statistics shall administer the biennial State academic assessments of 4th and 8th grade reading and mathematics under NAEP.

NAEP Parent Info: <http://www.nces.ed.gov/nationsreportcard/parents/>

### **NWEA (Northwest Evaluation Association) (CPS)**

*From a CPS press release February 22, 2012: The Chicago Board of Education today approved*

adopting the Northwest Evaluation Association (NWEA) as a new district-wide measurement of student growth in Chicago Public Schools (CPS). The NWEA assessment will allow the District to move away from the Illinois Standard Achievement Test (ISAT), which is considered a less adequate tool in measuring student growth and true college and career readiness. Using NWEA in elementary schools district-wide will allow CPS to break away from an outdated system of measuring student achievement, and provide school leaders and teachers with access to student growth data that can better inform them of their students' academic needs. The Board's action came today at its monthly meeting.

“Currently, CPS elementary schools administer either one of two adaptive growth assessments – NWEA or Scantron. This prevents the district from having a common data-driven conversation about both instruction and accountability in driving student achievement. Using NWEA district-wide will help to improve instruction and boost achievement in each classroom by providing school leaders and teachers with robust instructional and reporting tools to better address learning deficiencies and build on academic strengths of each student.

As an adaptive assessment, NWEA allows for each student to be tested at their current performance level. Today, the ISAT is the only test administered district-wide. Compared to an assessment that measures student achievement against an average baseline like the ISAT, NWEA can more accurately measure growth regardless of whether students fall below or above grade level on the spectrum of achievement.

[http://www.cps.edu/News/Press\\_releases/Pages/02\\_22\\_2012\\_PR2.aspx](http://www.cps.edu/News/Press_releases/Pages/02_22_2012_PR2.aspx)

### **mClass Math and Reading from Wireless Generation (CPS)**

Early assessment software for grades K–3, combined with universal screening and progress monitoring.

The math assessment software combines universal screening, progress monitoring, and guided diagnostic interviews with [reporting and analysis](#).

In grades K–1, teachers conduct one-to-one assessments and receive instant results using a [mobile device](#). In grades 2–3, written assessments are administered in groups and teachers input the data afterward.

mCLASS:Reading 3D combines a running records [text reading and comprehension](#) (TRC) diagnostic with quick indicators of foundational skills development.

<http://www.wirelessgeneration.com/assessment/mclass-math/overview>

<http://www.wirelessgeneration.com/assessment/mclass-reading3d/overview>

### **October SAT 10 (CPS)**

Testing for non-CPS students without SAT test scores wishing to apply for CPS selective enrollment high schools.

## **PLAN (CPS)**

ACT Plan serves as the midpoint measure of academic progress in ACT's College and Career Readiness System. ACT Plan is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and beyond.

<http://www.act.org/products/k-12-act-plan/#.UlllShJx0xA>

## **Practice PSAE (CPS)**

*The purpose of the Practice PSAE is to simulate the state assessment helping students to become familiar with the content and format of this assessment. All grade 11 students should participate in the Practice PSAE. This includes students who would receive additional time as an accommodation (students with Individual Educational Program – IEP and English Language Learners – ELLs). ELL's who have an ACCESS proficiency level of 3.5 or above participate. Students with a proficiency level below 3.5 may participate at the school's discretion. Materials can be adapted for students who would need oral presentation or large print. There are no reader scripts, audio cassettes, or Braille forms of this practice test. Students who participate in IAA are exempt.*

<http://www.cps.edu/SchoolData/Documents/PracticePSAEgrade11.pdf>

## **PSAE (Illinois)**

*The Prairie State Achievement Examination (PSAE) measures the achievement of grade 11 students in [reading](#), [mathematics](#), and [science](#). The spring 2013 PSAE includes three components: (1) the [ACT](#), which includes the ACT battery of four multiple-choice tests (English, mathematics, reading, and science), (2) an ISBE-developed science assessment, and (3) two [WorkKeys](#) assessments ([Applied Mathematics](#) and [Reading for Information](#)). In addition, in spring 2013, ACT's WorkKeys [Locating Information](#) assessment will be administered after the three PSAE Day 2 tests. This will allow students the opportunity to be eligible for ACT's [National Career Readiness Certificate \(NCRC\)](#). Scores for WorkKeys Locating Information assessment will not be used in any PSAE score calculations.*

<http://www.isbe.state.il.us/assessment/psae.htm>

## **STEP**

*The STEP Literacy Assessment® is a developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. The University of Chicago Urban Education Institute (UEI) has developed STEP™ over the last decade and has worked with Chicago Public Schools and others in studying its impact. STEP™ is most appropriate for districts and schools that are practicing small-group differentiated instruction and are interested in the use of formative assessment data to inform instructional improvement.*

<http://uchicagoimpact.org/step/>

## **REACH Performance Tasks**

The primary way to measure growth for teachers who do not teach traditionally tested subjects and grades will be to use a Performance Task to measure student learning of a course throughout an academic year aligned to a particular standard or group of standards. A performance task is used to assess demonstration of mastery, or progress towards mastery, of a particular skill or standard determined most critical in the course of an academic year (or student learning objective). Performance tasks can be used in every subject area, across disciplines and grade levels. Teachers often favor performance tasks because they can be designed to authentically reflect the actual work being done in their classroom.

Student performance on each PT will be assessed using a four point rubric, in which the highest score represents mastery of a particular standard. Growth in performance will be measured by subtracting a student's performance on the beginning-of-year PT pre-test from his/her performance on the end of year PT post-test.

*How will Performance Tasks be implemented?*

All teachers in grades Pre-K – 8 will administer a performance task, regardless of subject taught. All HS teachers of core subjects will administer a performance task. Teachers will contribute substantially to the development district-created performance tasks, and there will be elements of teacher choice in the administration of the task, particularly with respect to task materials. Teachers will score their own students' tasks using a 4-point rubric in which the highest score is associated with mastery. Student growth will be based on growth, along the 4-point rubric, from beginning-of year PT to end-of-year PT.

<http://tinyurl.com/9obpage>