

PURE Proposal: Legislative Changes to implement a Balanced State Assessment System for Illinois

True multiple measures: It shall be the policy of this state that there be a comprehensive system of local and state assessments, utilizing *multiple measures, that is*, multiple indicators and sources of evidence of student learning, of varying kinds, gathered at multiple points in time, within and across subject areas, to determine what students know and are able to demonstrate regarding state content standards, to ensure accountability regarding student achievement and progress, and to provide useful information to teachers for instructional purposes.

No state-wide assessment or other standardized testing instrument may be used by itself or in conjunction with other standardized testing instruments as a barrier to student promotion or graduation. In combining local assessment results and state assessment results for purposes of determining levels of student proficiency in achievement of state content standards, state-wide assessment results may not account for more than 25% of the score.

Purposes of assessment: It shall be the policy of the State to encourage school districts to continuously test pupil proficiency in the fundamental learning areas in order to: (i) provide timely information on individual students' performance relative to State standards that is adequate to guide instructional strategies; (ii) improve future instruction; and (iii) complement the information provided by the State assessment. Each district's school improvement plan must address specific activities the district intends to implement to assist pupils who by teacher judgment and test results demonstrate that they are not meeting State standards or local objectives. Such activities may include, but shall not be limited to, summer school, extended school day, special homework, tutorial sessions, modified instructional materials, other modifications in the instructional program, reduced class size or retention in grade when specifically indicated and with the consent of the parent.

Local assessments: Local assessments of achievement of state and local standards and objectives shall be criterion-referenced and may be based on portfolios of student work, performances, projects and demonstrations in addition to other classroom-based assessments of student work. They shall not include standardized norm-referenced tests. To ensure consistency between classroom assessments and other measures of progress toward meeting learning standards, districts may use student performance tasks which are developed or selected by the district, scheduled by teachers throughout the year, and administered under specified conditions. Such tasks may contribute up to twenty-five percent of the local assessment score. As part of its local assessment system each district shall document progress to parents, the community, and the State in all the fundamental learning areas. Local assessments for these purposes shall be given in grades 3-8 and in each year of high school.

Assessment Transparency: All state assessments shall be made public and available for review in a timely manner after they have been given.

Assessment and standards literacy: The State Board of Education will provide, or will support local districts in providing, quality professional development to teachers and staff regarding the state academic standards and a variety of methods for assessing achievement of them in classrooms. The Board will ensure that districts make information and training in the assessment and accountability system to parents.

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