



## Libertyville District 70 Assessment Update

Libertyville District 70 students will be assessed in a variety of ways in the 2016-17 school year. These assessments will help 1) assess student understanding of the new Illinois Learning Standards for math, language arts, and science, 2) help monitor student growth, 3) provide information to guide instruction, 4) evaluate curriculum effectiveness, and 5) provide opportunities for students to have more experience with online testing. The table below includes Libertyville District 70 timelines of 2016-17 assessments.

### **2016-2017 Libertyville District 70 Assessments**

<b>Assessment</b>	<b>Dates</b>	<b>Grades</b>
STAR Early Literacy	<u>Fall:</u> (K-5) Aug 29 – Sep. 2 <u>Winter:</u> (K-5) Dec. 5 – Dec. 9 <u>Spring:</u> (K-5) May 8 – May 12	Kindergarten
STAR Reading	<u>Fall:</u> (K-5) Aug 29 – Sep. 2 (HI) Aug 30 – Aug 31 <u>Winter:</u> (K-5) Dec. 5 – Dec. 9 (HI) Dec. 6 – Dec. 7 <u>Spring:</u> (K-5) May 8 – May 12 (HI) Aug 30 – Aug 1	1st-8 <sup>th</sup>
STAR Math	<u>Fall:</u> (K-5) Aug 29 – Sep. 2 (HI) Aug 30 – Aug 31 <u>Winter:</u> (K-5) Dec. 5 – Dec. 9 ((HI) Dec. 6 – Dec. 7 <u>Spring:</u> (K-5) May 8 – May 12 (HI) Apr. 25 –Apr. 26	1st-8 <sup>th</sup>
<u>Fountas and Pinnell</u>	<u>Fall:</u> September <u>Winter:</u> Dec. through Jan. 31st <u>Spring:</u> Apr. & May (only to students reading below grade level)	K-5
<u>CogAT</u>	February 8-11 (Tuesday - Thursday)	2 <sup>nd</sup>
PARCC	March 7 – March 17 (Highland) April 10 – April 21 (Elementary schools)	3 <sup>rd</sup> -8 <sup>th</sup>
Illinois Science Assessment (ISA)	One day to be determined in April	5 <sup>th</sup> and 8 <sup>th</sup>
Kindergarten Individual Development Survey (KIDS)	Partial implementation in 2016-2017 and full implementation in 2017-18 (enter data on 40 <sup>th</sup> day in October. Can also enter data on 105 <sup>th</sup> day in early February and on 170 <sup>th</sup> day in May)	Kindergarten
Fitnessgram Assessments	Implementation in 2016-2017 Submit to ISBE via IWAS by May 1st	5 <sup>th</sup> and 7 <sup>th</sup>

Noted below are summaries of each of these assessments:

### **Fountas and Pinnell**

The Fountas and Pinnell is an individual, comprehensive reading assessment administered throughout the year to kindergarten through fifth grade students that helps teachers identify students' independent and instructional reading levels.

This benchmark assessment helps teachers

- Determine independent and instructional reading levels.
- Determine reading placement levels and group students for reading instruction.
- Select texts that will be productive for student's instruction.
- Assess the outcomes of teaching.
- Assess a new student's reading level for independent reading and instruction.
- Identify students who need intervention.
- Document student progress across a school year and across grade levels.
- Inform parent conferences.

### **Cognitive Abilities Test (CogAT)**

Second grade students will be taking the Cognitive Abilities Test (CogAT) starting on Tuesday, February 8<sup>th</sup>. In Libertyville District 70, the CogAT will guide efforts to adapt instruction to the needs and abilities of students, identify students whose predicted levels of academic achievement differ markedly from observed levels of achievement, and measure cognitive development to help identify academically talented students. CogAT results will be mailed to parents in March.

### **Illinois Science Assessment (ISA)**

The Illinois Science Assessment (ISA) is required to be administered online during the 5<sup>th</sup> and 8<sup>th</sup> grade students. The test lasts less than one hour. Each test will begin with reading passages, called scenarios, and will be followed by a series of test items. Some items will be open-ended, some will be multiple-choice and some will be multiple-select (more than one correct response). Other items will involve dropdown selections. Each test will also include stand-alone, multiple-choice items that do not follow a scenario.

ISA is based on the Illinois Learning Standards in science incorporating the Next Generation Science Standards (NGSS). The State Board adopted these standards in 2014. The Illinois Learning Standards in science incorporating the NGSS replaced the previous science standards that were adopted in 1997. See <http://www.isbe.net/nils/science/default.htm> for more details.

### **Kindergarten Individual Development Survey (KIDS)**

The Kindergarten Individual Development Survey (KIDS) is an observation tool; it is not a “test.” Teachers use it to look at children and write notes about their learning. Teachers will look at children alone and in groups. They will watch kids in lots of different places and at different times of the day. The purpose of KIDS is to:

- Help teachers get a clear picture of what children can do.
- Make learning goals clear between preschool and elementary school.
- Identify children’s needs.

Teachers learn the most about children by watching them when they are working and playing so they can:

- Learn what children are good at, what they like and how they learn best.
- See the big picture of the child.
- Watch children doing school work; playing together or alone; eating; and following classroom routines (washing hands, cleaning up, lining up, moving from center to center).

Please find additional information at the following website:

[https://www.illinoiskids.org/sites/default/files/training\\_docs/KIDS2015FULL081314.pdf](https://www.illinoiskids.org/sites/default/files/training_docs/KIDS2015FULL081314.pdf)

## **Fitnessgram Assessments**

Starting with school year 2016-17, schools must test students fitness in an effort to meet State Goal 20, where students achieve and maintain a health-enhancing level of physical fitness. Based upon continual self-assessment, fitness testing can help students identify their fitness levels and set goals for improvement. Gathering this data also enables parents and schools to better understand the health trends within their region and encourage enhancements in a school's physical education program. School districts must:

Ensure district maintains **evidence** of individual school personnel's successful completion of the training and make it available to the ISBE upon request.

Establish procedures and protocols to ensure the **confidentiality** of individual student assessment results consistent with the requirements of the Illinois School Records Act and Family Educational Rights and Privacy Act.

Begin administering the following **four portions of FitnessGram protocols** in the second semester (first and second semesters preferred for pre and post results) and annually thereafter:

- for **Aerobic Capacity** - the **PACER test** (recommended) or **Mile Run Test** (alternate) or Brockport test (any of the adapted tests for aerobic functioning for students with disabilities) for students in grades 4-12;
- for **Flexibility** - the **Back-Saver Sit and Reach test** (recommended) or **Trunk Lift test** (alternate), or Brockport test (any of the adapted tests for flexibility or range of motion for students with disabilities) for students in grades 3-12;
- for **Muscular Endurance** - the **Curl-Up test** or Brockport test (any of the adapted tests for strength and endurance for students with disabilities) for students in grades 3-12; and
- for **Muscular Strength** – the **Push-Up test** or Brockport test (any of the adapted tests for strength and endurance for students with disabilities) for students in grades 3-12.

## **STAR Enterprise Assessments from Renaissance Learning**

Kindergarten through eighth grade students will be assessed online with 30-minute STAR assessments for reading and math this fall, winter and spring. With computer-adaptive technology, students complete STAR Enterprise assessments quickly while teachers and administrators receive the results immediately. Moreover, STAR tests can assist students in need because they are accurate, reliable, valid, and are highly rated for screening and progress-monitoring by the National Center on Response to Intervention.

### **What are STAR assessments?**

STAR Enterprise measures student skills in reading and/or math to keep teachers informed about student growth and achievement. Renaissance Learning created STAR (once known as Standardized Test for the Assessment of Reading, but now only referred to as STAR) assessments in 1996 as a computer-adaptive classroom test. Students take the assessment on computers and the software scores it automatically. Teachers are immediately able to review a variety of reports at the individual, classroom, and grade level to monitor progression. The results help teachers to customize their instruction to individual students.

**STAR Early Literacy Enterprise** is a computer-based diagnostic assessment of early literacy skills developed for Pre-K–3 students. STAR Early Literacy Enterprise tracks development in three domains and 10 sub-domains:

- 1) Comprehension Strategies and Constructing Meaning** (Sentence-Level Comprehension and Paragraph-Level Comprehension)
- 2) Numbers and Operations** (Early Numeracy)
- 3) Word Facility and Skills** (Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis and Vocabulary).

**STAR Reading Enterprise** is an assessment of reading comprehension and skills for independent readers through grade 12. STAR Reading Enterprise tracks development in five domains:

- 1) Word Knowledge and Skills,**
- 2) Comprehension Strategies and Constructing Meaning,**
- 3) Analyzing Literary Text,**
- 4) Understanding Author’s Craft and**
- 5) Analyzing Argument and Evaluating Text.**

**STAR Math Enterprise** is an assessment of math achievement for students in grades 1–12. STAR Math Enterprise tracks development in four domains:

- 1) Numbers and Operations,**
- 2) Algebra,**
- 3) Geometry and Measurement and**
- 4) Data Analysis, Statistics, and Probability.**

### **What are computer-adaptive tests?**

All STAR assessments are computer-adaptive tests (CATs). Computer-adaptive tests continually adjust the difficulty of each child’s test by choosing each test question based on the child’s previous response. If the child answers a question correctly, the difficulty level of the next item is increased. If the child misses a question, the difficulty level is decreased.

### **How long does it take to complete a STAR assessment?**

STAR tests are designed to be efficient. On average, students will complete the STAR Math Enterprise test in about 20 minutes, the STAR Reading Enterprise test in about 15 minutes and the STAR Early Literacy Enterprise test in 15–20 minutes. However, some students may require more time.

### **What are STAR assessments used for?**

The STAR assessments are often used to screen students for their reading and math achievement levels. STAR Enterprise assessments help determine reading and math achievement levels, monitor student growth throughout the year, estimate students’ understanding of state standards, and predict students’ performance on the state test. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn.

### **What kind of score does my child get?**

For every STAR assessment, your child receives a **scaled score (SS)**, which is based on the difficulty of the questions and the number of correct answers. Scaled scores are useful for comparing your child's performance over time and across grades. STAR Reading and STAR Math scaled scores range from 0–1400. STAR Early Literacy Enterprise scaled scores range from 300–900.

STAR offers educators a variety of scores and reports. Some STAR scores compare your child's performance to a specific criteria or to a standard (criterion-referenced scores). STAR Enterprise reports also include scores which compare your child's performance to other students who have taken the same test (norm-referenced scores). The criterion- and norm-referenced scores are based on the scaled score.

### **How can I help my child prepare for a STAR assessment?**

There is little assessment preparation other than to encourage your child to be well-rested, eat a good meal before school and to try their best. The teacher who gives the test uses pre-test instructions to explain the test to your child. It is important for you to encourage your child to try to do his or her best on the assessment as STAR is a general measure of student ability.

### **How will I know how my child is doing?**

STAR assessment results will be shared with parents each trimester. Additional information will be shared once testing begins.

## **PARCC Testing**

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of 22 states that have come together to develop high-quality student assessments linked to new, more rigorous English language arts (ELA)/literacy and math standards. The assessments will be administered to third through eighth grade students in Libertyville District 70.

### **What is the Difference Between Traditional Assessments and PARCC?**

PARCC assessments are the type of new generation assessment that teachers have requested for years. They include texts worth reading and problems worth solving.

- PARCC's estimated testing time is reasonable and reflects the shift from traditional multiple choice tests to performance-based assessments. The new assessments are designed to measure the full range of knowledge and skills students need to be career and college ready or on track toward that goal, through performance-based tasks. The assessments will be innovative in design and more engaging for students.
- PARCC assessments will measure the full range of student performance, including the performance of high- and low-achieving students. Too often, tests don't adequately measure the skills and knowledge of students working significantly beyond or below their grade level. The new assessments will add additional time for testing; however, they will produce a clearer and more accurate picture of student achievement.

- English language arts assessments will demonstrate:
  - Whether students can read and comprehend texts of varying complexities.
  - How well students can integrate information across sources to make a persuasive argument.
  - The degree to which students can use context to determine the meaning of academic vocabulary.
- Math assessments will demonstrate:
  - Whether students understand and can use important math ideas, including number sense, algebraic thinking, geometry, and data analysis.
  - The extent to which students can use math facts and reasoning skills to solve real-world problems.
  - How well students can make math arguments.

**How can parents prepare and support their child?**

- Review test results with your child, taking time to discuss areas of strength and areas where there is room for improvement. Bring the teacher into the discussion as needed.
- Provide a quiet, comfortable place for studying at home and make sure your child gets a good night's sleep before a test.