

# Medinah School District 11 Assessments

| Assessment Name  | Description  | Administered   | Links  | Estimated Average Time   | Primary Use  |
|--|--|--|--|--|--|
| <b>ACCESS</b><br><b>Author: WIDA</b><br><b>World-Class Instructional Design and Assessment</b> | ACCESS for EL students 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. | The ACCESS test is given to K-8 EL students (English Learners) in January-February Results are provided the following school year.   | <u><a href="#">ISBE</a></u><br><u><a href="#">WIDA</a></u><br><u><a href="#">ELP Standards</a></u> | Approximately<br>165 minutes   | Required State Assessment<br><br>Student Instruction |
| <b>DLM-AA (Dynamic Learning Maps Alternate Assessment)</b>                                     | The Dynamic Learning Maps (DLM) assessment measures student performance on alternate achievement standards for students with the most significant cognitive disabilities – DLM Essential Elements.   | 3 <sup>rd</sup> -8 <sup>th</sup> grade students, with significant cognitive disabilities/must have an IEP<br><br>Administered online in the Spring Results are provided the following school year. | <u><a href="#">ISBE - DLM-AA</a></u>   | Mathematics:<br>Approximately 75 minutes<br><br>English Language Arts<br>Approximately 105 minutes<br><br>Science<br>Approximately 150 minutes | Required State Assessment<br><br>Student Instruction |

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| <b>Fastbridge</b>  | Fastbridge Curriculum Based Assessments (CBM) is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment in reading (early Reading or CBM Reading) and math (early Math or CBM Math). The Fastbridge system provides both national and local norms. This assessment helps set goals for a student's learning growth, assess a student's academic performance and measures his/her rate of improvement.   | Grades K-5 are administered benchmarks in the Fall, Winter and Spring. Grades 6-8 benchmarking is completed at MMS based on individual student needs. Grades K-5 are administered progress monitoring probes bi-weekly to students with identified skill weaknesses, who are in need of close intervention and monitoring. Results are provided the following school year. | <a href="#"><u>Fastbridge</u></a>  | Approximately 30 minutes<br><br>Pending content | Student Instruction       |
| <b>FitnessGram</b> | FitnessGram® :is a health-related youth fitness assessment that utilizes evidence-based standards to measure the level of fitness needed for good overall health. Just as students should know their academic progress in the classroom, students should know their fitness levels and understand the relationship between fitness and health. FitnessGram® provides students, teachers, parents and administrators the standards and awareness of fitness levels needed for good health. This information is critical to making positive, healthy changes. | September and May  | <a href="#"><u>FitnessGram</u></a> | 2.5 hours                                       | Required State Assessment |

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| <b>Fountas &amp; Pinnell Benchmark Assessment System</b> | An assessment used to identify the instructional independent reading levels of students and document student progress for intervention purposes. Also used in Spanish, if applicable.  | Students in K-2<br><br>Administered at the beginning, middle and end of the year (varies by student)<br>Results are provided promptly | <a href="#"><u>F&amp;P leveledbooks</u></a> | Approximately 30 minutes   | District Assessment<br><br>Student Instruction       |
| <b>Illinois Assessment of Readiness (IAR):</b>           | Illinois Assessment of Readiness (IAR). These assessments are fully aligned to the K-12 Illinois Learning Standards in English language arts and mathematics and emphasize rigor, critical thinking, problem solving and college and career readiness for all students.                                    | Grades 3-8 take the IAR on-line during the spring.<br>Results are provided the following school year                                  | <a href="#"><u>IAR</u></a>                  | Mathematics<br>Approximately 310 minutes<br><br>English Language Arts<br>Approximately 335 minutes | Required State Assessment<br><br>Student Instruction |
| <b>Illinois Science Assessment (ISA):</b>                | In compliance with federal testing requirements, Illinois administers a science assessment to students enrolled in a public school district. The assessment is aligned to the Illinois Learning Standards for Science incorporating the Next General Science Standards (NGSS), which were adopted in 2014. | 5 <sup>th</sup> and 8 <sup>th</sup> grades<br><br>Administered online in the Spring<br>Results are provided the following school year | <a href="#"><u>ISBE - ISA</u></a>           | Approximately 50 minutes   | Required State Assessment<br><br>Student Instruction |

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| <b>InView – An Assessment of Cognitive Abilities</b>                                   | InView is a cognitive abilities aptitude test that measures verbal reasoning, sequences, analogies, and quantitative reasoning. Teachers can use InView results to reliably measure skills and abilities important for academic success, help plan effective programs for your students, diagnose possible learning disabilities, and screen students for placement into special programs   | 2 <sup>nd</sup> and 5 <sup>th</sup> grades<br><br>Administered in the Fall – 5 <sup>th</sup> Grade<br>Spring – 2 <sup>nd</sup> Grade<br>Results are provided within 6-8 weeks of testing.   | <a href="#"><u>InView</u></a>               | Approximately 120 minutes  | District Assessment<br><br>Student Instruction<br><br>Placement |
| <b>KIDS (Kindergarten Individual Development Survey)</b>                               | KIDS is an individual child assessment completed by each child’s teacher. It is an observation-based assessment tool, not a test, which includes developmental sequences of behaviors along a continuum.  | Fall<br>Results are provided promptly   | <a href="#"><u>ISBE - KIDS</u></a>          |  |   |
| <b>MAP: Measures of Academic Progress<br/>Author: Northwest Evaluation Association</b> | MAP tests provide information on student progress in the areas of Reading, Language Usage, and Math. Teachers will use this data to tailor their instruction in order to increase student achievement. Students can use this data to understand where they need to improve. Parents will receive student scores that indicate growth over their child’s school years in addition to Lexile scores. Lexile scores serve as useful guides for finding books because they pinpoint appropriate reading levels. | Grades 1-8 take the MAP test 3 times each year as follows:<br>Fall: Math & Reading<br>Winter: Math & Reading<br>Spring: Math & Reading<br>Results are provided immediately following the test session.<br>Students see their RIT score at the end of the test | <a href="#"><u>NWEA Parent Tool Kit</u></a> | Mathematics Approximately 50 minutes<br><br>English Language Arts Approximately 50 minutes | District Assessment<br><br>Student Instruction                  |

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| PSAT 8/9®   | ® THE PSAT 8/9® is a test that will help students and teachers figure out what they need to work on most so that they are ready for college when they graduate high school. It tests the same skills and knowledge as the SAT, PSAT 10 – in a way that makes sense for each grade level.  | The PSAT 8/9® test is given to 8th grade students in October at Lake Park High School   | <a href="#">PSAT 8/9®</a>         | 3 hours                | High School Placement                        |
| SAEBRS (Social, Academic and Emotional Behavior Risk Screener): | The Social, Academic and Emotional Behavior Risk Screener (SAEBRS) is a 19 item <u>rating scale that teachers complete</u> about their students' social, academic and emotional behaviors. SAEBRS is designed for use across grades K-12. It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS evaluates student functioning in terms of overall general behavior (Total Behavior; 19 items), as well as Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items). | K-8 3 times each year as follows:<br>October<br>January<br>April/May<br><br>Teachers complete a questionnaire on each child; children are not individually assessed one-to-one, small group or whole group. | <a href="#">Fastbridge-SAEBRS</a> |                        | District Screener<br><br>Student Instruction |