APPENDIX 2.4: ASSESSMENT TABLE _____

Figure 1: Assessments and Data Analysis at Chicago Prep

Assessment, Frequency, and Type	Design and Format	Purpose and Rationale	Process for Analysis and Use
NWEA MAP: Three times a year: fall **(diagnostic)**, winter **(formative)**, and spring **(summative)** Grades: 5, 6, 7, 8	Norm-referenced, Common Core-aligned, multiple-choice test in reading, math, and science. Measures students' growth and attainment relative to other students taking the test in the same time frame.	Provide overall portrait of scholars' achievement in reading, math, and science in a way that is highly relevant and widely referenced in the Chicago educational landscape. NWEA data (reading/math) factors heavily in Chicago's SQRP. NWEA measures growth relative to scholars' previous scores, and achievement relative to grade level standards. It also provides comparative measures of both a student compared to other students, and a school compared to other schools throughout the country. NWEA is aligned to our annual goals, tied to selective-enrollment high school admissions, and provides an indicator of college readiness through alignment with projected ACT and SAT scores.	School leadership will work with teachers to analyze NWEA MAP data each fall, winter, and spring. Data will impact professional development, curricular choices, test prep materials, and scholars tutoring groups. Additionally, school leadership will work with the Board of Directors each spring to evaluate the NWEA data against the goals outlined in **Section 2.4.1** and create an aligned action plan for the upcoming school year.
IAR: Once a year: spring **(summative)** Grades: 5, 6, 7, 8	Criterion-referenced, Common Core-aligned, multiple-choice and open-ended response test in reading, writing, and math	Provide overall portrait of scholars' achievement in reading, writing, and math as an indicator of college readiness. The IAR is a nationally normed test, which like the NWEA allows us to compare our scholars to others across the country.	School leadership will work with the Board of Directors each fall (when IAR data is typically released) to evaluate the data against the goals outlined in **Section 2.4.1** and create an academic action plan. IAR data from the previous spring will impact professional development, curriculum, instruction, and tutoring groups.
Dynamic Learning Maps Alternate Assessment (DLM-AA) Once a year: spring **(summative)**	Alternate assessment in math, ELA, and/or science; completely individualized	Alternate assessment for students with the most significant cognitive disabilities	The Student Supports Coordinator and special education teachers collaborate with school leadership to analyze scholars' progress and inform next year's curriculum and instruction
WIDA ACCESS	English language proficiency assessment	The WIDA Screener is administered only to scholars required to be screened in compliance with	The Screener identifies, and avoids misidentification of, ELs, and determines the level

Screener: Once a year; Within 30 days of enrollment ACCESS: Once at the end of the year (May/June)		compliance with 23 Illinois Administrative Code 228 (more information in **Section 2.5.2**). All identified ELs will take the WIDA ACCESS test at the end of each year to assess English language growth and proficiency.	of support required. WIDA ACCESS assesses English language proficiency level. The Student Support Coordinator, alongside teachers, will use the data for planning instruction and intervention for our ELs.
Illinois Science Assessment (ISA): Once a year in 5th and 8th grade: spring **(summative)**	Criterion-referenced, multiple-choice standardized test aligned to the Next Generation Science Standards (NGSS)	Provide overall portrait of scholars' achievement in science.	School leadership will work with the Board of Directors each fall (when ISA data is typically released) to evaluate the data against the goals outlined in **Section 2.4.1** and create an action plan. ISA data from the previous spring will impact science professional development, curriculum, and instruction.
Interim Assessments: Four times a year **(summative)** Grades: 5, 6, 7, 8	Content area tests directly aligned to our curriculum and the CCSS and designed to meet or exceed the rigor of the IAR. Interim Assessments include multiple-choice, short-answer, and essay questions.	Interim Assessments are designed to measure our progress on mastery of the grade-level CCSS. They will assess whether our scholars are on track to meet or exceed standards on the NWEA MAP and IAR.	Each round of Interim Assessments is followed by a Data Day, when scholars do not have school and teachers and leaders work together to analyze the test results and create aligned action plans for the next 6-8 weeks of instruction.
Accelerated Reader: Multiple times throughout the year **(formative and summative)** Grades: 5, 6, 7, 8	Online testing platform for assessing students' comprehension of books read independently	Assess the degree to which scholars' understood independent reading books; motivates scholars and holds them accountable to reading extensively	We set a goal for all scholars to read one million words through independent reading each year. Scholars track their own progress towards this goal and must pass the assessment for the book to count towards their goal.
Unit exams: End of each unit, approximately every 3-4 weeks depending on subject and length/ complexity of unit **(summative)**	Content area tests directly aligned to our curriculum, typically covering content taught over the course of several weeks. Unit exams include a variety of question types including multiple-choice, short answer, and essay questions.	Assess scholars' mastery of recently covered content, and help teachers determine which standards/content were mastered and which need additional practice in upcoming units. Unit tests hold scholars accountable to working hard and studying and help them to see the connection between effort and achievement. Unit tests also provide summative grades for scholars.	Teachers take the lead on grading their tests and responding to the data. School leadership serves as thought partners during weekly data meetings or as needed.

Grades: 5, 6, 7, 8			
Quizzes: Once a week **(formative)** Grades: 5, 6, 7, 8	Content area quizzes directly aligned to our curriculum. Quizzes are typically only a few questions and include a variety of question types: multiple-choice, fill-in-the-blank, short answer, etc.	Assess scholars' mastery of recently covered content, and help teacher determine which objectives/content were mastered and which need additional practice before the end of the unit. Quizzes hold scholars accountable to working hard and studying and should help them to see the connection between effort and achievement. Quizzes provide formative grades for scholars to add to overall portrait of scholar progress.	Quizzes and exit tickets serve as the core data for weekly data meetings between teachers and school leaders. During these meetings, leaders use the See It, Name It, Do It template for data analysis used the by Relay Graduate School of Education. Leaders and teachers analyze the exemplar response and scholar work in advance of the meeting. During the meeting, they work together to name the key gap(s) and create a re-teach plan.
Exit Tickets: Daily/at the end of every lesson **(formative)** Grades: 5, 6, 7, 8	Brief content area - assessments given at the end of each lesson (or almost every lesson) to assess mastery of the objective. Exit tickets are typically 1-3 questions and include a variety of question types: multiple-choice, fill-in-the-blank, short answer, etc.	Gather data on scholars' mastery of the objective and help teacher determine if any gaps need to be closed before moving on. Provide quick, targeted feedback to scholars. Keep a constant pulse on data to ensures scholars are appropriately challenged and avoid completing a unit in which scholars are either deeply confused or bored because tasks are too easy. Exit tickets are embedded in our curriculum lesson plans from Achievement First.	Quizzes and exit tickets serve as the core data for weekly data meetings between teachers and school leaders. During these meetings, leaders use the See It, Name It, Do It template for data analysis used by the Relay Graduate School of Education. Both leaders and teachers analyze the exemplar response and scholar work in advance of the meeting. During the meeting, they work together to name the key gap(s) and create a re-teach plan.
Independent Practice: Multiple times per day/at least once per lesson **(formative)** Grades: 5, 6, 7, 8	Time embedded into each lesson for scholars to practice the day's objective independently	Give scholars meaningful "at-bats" to help them grow and master the day's objective. Gather real-time data on scholars' progress towards objective mastery. Independent practice will be embedded in our lesson plans from our common curriculum.	Teachers will respond to gaps in the moment through quick modeling, re-teaching, or class discussions.
Speeches and Presentations: Frequency varies depending on content and unit; typically about once	Scholars will be challenged to share their learning throughout a unit by giving speeches and presentations in front of classmates.	Speaking and listening are key elements of literacy at Chicago Prep. Scholars communicate their learning in an engaging way, practicing the presentation, and delivering it with confidence. These skills will prepare them for job interviews, college courses, and	Teachers use rubrics to analyze trends in student strengths and areas for growth. They use this data to guide their targeted support for the whole class as well as individual scholars during the next assignment. School

every month or two **(summative or formative)** Grades: 5, 6, 7, 8		entrepreneurial work that so often requires effective pitching. Scholars will also benefit from hearing their peers speak and being pushed to provide feedback on presentations.	leadership serves as thought partners during weekly data meetings or as needed.
Projects: Approximately once per trimester **(summative)** Grades: 5, 6, 7, 8	Scholars are given several weeks to work on a challenging, culminating major assignment. Examples include a science fair project, a combined art-social studies-reading project, or a small business model for MBA.	Long-term projects require scholars to make a plan, generate questions and find answers, create drafts, get feedback, and revise. These skills build college and career preparation as well as scholar pride and confidence. Projects and long-term assignments tie directly to our core values of responsibility and perseverance.	Teachers use rubrics to look for trends in scholar strengths and areas for growth. They use this data to guide their targeted support for the whole class as well as individual scholars during the next assignment. School leadership serves as thought partners during weekly data meetings or as needed.