CPS Assessment Framework

SY2015-2016

Sample Assessment Models
Assessment Models Overview

The following pages provide examples of possible ways for schools to use a balance of assessment types, to create a balanced assessment approach. The models are meant to illustrate how with a variety of assessment and item types, teachers can measure the full depth and breadth of the standards.

These models are NOT meant to be prescriptive. Schools are not required to select one and implement it exactly as written. Instead, they are meant to promote conversation about whether a grade level’s/course team’s existing assessment portfolio measures the full range of the standards and how to supplement gaps.

Principals will have the opportunity to designate if they will be using the centralized tools within these models. This designation will help the Assessment Department and Network Assessment Leads better provide support for school-specific needs.

Model Structure

Each model contains a high-level calendar with the suggested cadence of assessment types, followed by a second page that explains how each assessment type is used within the model. The second page also points out important information about what the given assessment type does NOT measure. It is critical that schools review both pages to gain a better understanding of the model and where the model may need supplementing.
K-2 Models

K-2 Model A: TRC/DIBELS Schools

**District Assessments (Required)**
- TRC/DIBELS or TRC Spanish/IDEL
- Early Math Assessment¹ (optional)
- REACH PT

**BOY:**

**MOY:**
- TRC/DIBELS or TRC Spanish/IDEL
- Early Math Assessment¹ (optional)

**End of Quarter 1:**
- Q1 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**End of Quarter 2:**
- Q2 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**End of Quarter 3:**
- Q3 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**After each instructional unit:**
- Curriculum-embedded assessment OR
- Teacher-developed assessment task

**District Assessments (Required)**
- TRC/DIBELS or TRC Spanish/IDEL
- Early Math Assessment¹ (optional)
- REACH PT

**BOY:**

**MOY:**
- TRC/DIBELS or TRC Spanish/IDEL
- Early Math Assessment¹ (optional)

**End of Quarter 1:**
- Q1 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**End of Quarter 2:**
- Q2 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**End of Quarter 3:**
- Q3 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**After each instructional unit:**
- Curriculum-embedded assessment OR
- Teacher-developed assessment task

1 Optional Early Math Assessment tool selected by the school (i.e. mCLASS Math, NWEA MPG Math, or other tool).

2 Benchmark Assessment – A standards aligned assessment task that is common across a grade level (e.g. CPS Benchmark assessment, Network interim assessment, teacher team-developed common assessment). Benchmark assessments should measure students’ mastery of grade-level standards. Depending on their design, benchmark assessments can also be used to measure students’ growth on a particular set of standards/skills over time (e.g. narrative writing).

3 After each instructional unit, curriculum-embedded or teacher-developed assessments are intended to measure student mastery of the content/skills taught during the unit. These assessments might be part of a teacher’s curricular materials or may be developed by a teacher team or an individual teacher.

* District assessments are required for all students in grades K-2 with the following exceptions: Early Math Assessment is optional by school choice; TRC/DIBELS optional for 1) Grade 2 students who take NWEA MAP (either optionally at BOY or MOY as required at EOY), 2) Diverse Learners designated to take alternate state assessments per their IEP, 3) EL’s whose ACCESS Literacy Score is <3.0, although TRC Spanish/IDEL should be used with native Spanish-speakers who receive literacy instruction in Spanish. mCLASS Math is also available in Spanish.
### K-2 Model A: Additional Information

The chart below provides additional details about the assessments and assessment types included in **K-2 Model A**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Assessments</strong></td>
<td>Standardized, common assessments that measure student growth and attainment against normed grade-level expectations</td>
<td>TRC/DIBELS, mCLASS Math, NWEA MPG</td>
</tr>
<tr>
<td></td>
<td>In K-2, the primary purpose is to provide diagnostic and formative information to teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Benchmark/Interim Assessments</strong></td>
<td>Measure mastery of standards; common across a grade-level</td>
<td>CPS Benchmarks, Network interims, teacher-team developed common assessments</td>
</tr>
<tr>
<td></td>
<td>May measure growth over time (depending on design)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should include variety of task formats, including open response tasks (in Literacy, Math and other subjects)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit/Short-Cycle Assessments</strong></td>
<td>Measure mastery of skills and concepts after an instructional unit has been taught</td>
<td>Teacher-created performance tasks, end-of-unit projects, unit tests, writing portfolios etc.</td>
</tr>
<tr>
<td></td>
<td>Can be curriculum embedded or teacher-developed</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Assessments</strong></td>
<td>Informally assess student understanding during instruction and provide immediate feedback to teachers and students</td>
<td>Targeted questioning, observation/anecdotal notes, student work products, spelling inventories, informal running records etc.</td>
</tr>
<tr>
<td></td>
<td>Used to inform and revise subsequent instruction</td>
<td></td>
</tr>
</tbody>
</table>

In this assessment model...**TRC/DIBELS** is required three times per year (BOY, MOY and EOY). An optional **Early Math Assessment** (such as mCLASS Math, MPG Math etc may also be administered three times per year.) These assessments measure students’ early literacy and math development over time and classify students into performance levels (Proficient, Above Proficient etc.) in relation to grade-level expectations.

A district math assessment is optional given the modular nature of math skills and the expectation that instructional materials have high quality embedded assessments that are common in a grade and frequently used.

In this assessment model...quarterly **benchmark assessments** supplement District assessments by providing teachers with additional information about their students’ mastery of the full depth and breadth of the standards. For example, analyzing the student work products from open response tasks can provide teachers with valuable information about students’ development in critical areas that are not measured by other assessments such as writing in response to text, explaining/critiquing mathematical reasoning etc.

In this assessment model...**unit/short-cycle assessments** are used to measure student learning at the end of each instructional unit. These assessments could be part of teachers’ curricular materials or may be developed by a teacher team or an individual teacher.

In this assessment model...**classroom assessments** occur on an ongoing basis during instruction. Assessing student understanding of foundational and more complex critical thinking/reasoning skills occurs through in-class tasks, student presentation/explanation, short quizzes...etc.

**Additional Resources:**
- K-2 Assessment Guidance for Reading 3D (DIBELS/TRC) schools: [https://sites.google.com/a/cps.edu/kc/assessment/mclass-assessment](https://sites.google.com/a/cps.edu/kc/assessment/mclass-assessment)
- CPS Math instructional Unit plans with suggested unit assessments: [https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu)
- CPS Benchmark Assessments: [https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments](https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments)
## K-2 Model B: MPG Reading Schools

### District Assessments (Required)*
- MPG Reading & Math
- Oral Reading Fluency Probe
- REACH PT

### BOY:
- MPG Reading & Math
- Oral Reading Fluency Probe
- REACH PT

### MOY:
- MPG Reading & Math
- Oral Reading Fluency Probe

### EOY:
- MPG Reading & Math
- MAP for 2nd grade (required)
- Oral Reading Fluency Probe
- REACH PT

### Benchmark/Interim Assessments
- Locally Selected/Designed

### End of Quarter 1:
- Q1 Benchmark Assessment (e.g., CPS Benchmark, Network interim, teacher-created task)

### End of Quarter 2:
- Q2 Benchmark Assessment (e.g., CPS Benchmark, Network interim, teacher-created task)

### End of Quarter 3:
- Q3 Benchmark Assessment (e.g., CPS Benchmark, Network interim, teacher-created task)

### Unit/Short-Cycle Assessments
- Locally Selected/Designed

### After each instructional unit:
- Curriculum-embedded assessment OR
- Teacher-developed assessment task

### Classroom Assessments
- Locally Selected/Designed

### Ongoing/Daily

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1. Oral Reading Fluency Probe - A supplemental early literacy/fluency assessment can provide important information to teachers on foundational literacy skills that are not directly measured in MPG.
2. Benchmark Assessment – A standards aligned assessment task that is common across a grade level (e.g., CPS Benchmark assessment, Network interim assessment, teacher team-developed common assessment). Benchmark assessments should measure students’ mastery of grade-level standards. Depending on their design, benchmark assessments can also be used to measure students’ growth on a particular set of standards/skills over time (e.g., narrative writing).
3. After each instructional unit, curriculum-embedded or teacher-developed assessments are intended to measure student mastery of the content/skills taught during the unit. These assessments might be part of a teacher’s curricular materials or may be developed by a teacher team or an individual teacher.

* Note - District assessments are required for all students in grades K-2 with the following exceptions: MPG Reading and Math are optional for 1) Grade 2 students who take NWEA MAP (either optionally at BOY or MOY or as required at EOY). 2) Diverse Learners designated to take alternate state assessments per their IEP. 3) EL’s whose ACCESS Literacy Score is <3.0, although a supplemental Spanish literacy assessment should be given for native Spanish-speakers who receive literacy instruction in Spanish.
### K-2 Model B: Additional Information

The chart below provides additional details about the assessments and assessment types included in K-2 Model B.

<table>
<thead>
<tr>
<th>District Assessments</th>
<th>Benchmark/Interim Assessments</th>
<th>Unit/Short-Cycle Assessments</th>
<th>Classroom Assessments</th>
</tr>
</thead>
</table>
| • Standardized, common assessments that measure student growth and attainment against normed grade-level expectations  
• In K-2, the primary purpose is to provide diagnostic and formative information to teachers  
• Examples: TRC/DIBELS, mCLASS Math, NWEA MPG | • Measure mastery of standards; common across a grade-level  
• May measure growth over time (depending on design)  
• Should include variety of task formats, including open response tasks (in Literacy, Math and other subjects)  
• Examples: CPS Benchmarks, Network interims, teacher-team developed common assessments  

**In this assessment model...**Quarterly benchmark assessments supplement District assessments by providing teachers with additional information about their students' mastery of the full depth and breadth of the standards. For example, analyzing the student work products from open response tasks can provide teachers with valuable information about students' development in critical areas that are not measured by other assessments such as writing in response to text, explaining/critiquing mathematical reasoning etc. | • Informally assess student understanding during instruction and provide immediate feedback to teachers and students  
• Used to inform and revise subsequent instruction  
• Examples: Targeted questioning, observation/ anecdotal notes, student work products, spelling inventories, informal running records etc.  

**In this assessment model...**Classroom assessments occur on an ongoing basis during instruction. Assessing student understanding of foundational and more complex critical thinking/reasoning skills occurs through in-class tasks, student presentation/explanation, short quizzes...etc. | | |

### Additional Resources:
- Free DIBELS Next or IDEL probes: [https://dibels.org/dibelsnext.html](https://dibels.org/dibelsnext.html)
- Teachers can find many other running record forms online that can be used with any leveled reader.
- CPS Math instructional Unit plans with suggested unit assessments: [https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu)
- CPS Benchmark Assessments: [https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments](https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments)
### Grade 3-8 Models

**Grades 3-8 Model A - Full NWEA Survey with Goals in BOY and/or MOY**

<table>
<thead>
<tr>
<th>BOY: NWEA MAP Reading &amp; Math (optional)</th>
<th>MOY: NWEA MAP Reading &amp; Math (optional)</th>
<th>PARCC/DLM (required)</th>
<th>ISBE Science (Grades 5, 8, Required)</th>
<th>EOY: NWEA MAP Reading &amp; Math (required)*</th>
<th>REACH PT</th>
</tr>
</thead>
</table>

**End of Quarter 1:**
- Q1 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**End of Quarter 2:**
- Q2 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**End of Quarter 3:**
- Q3 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

**Benchmark/Interim Assessments:**
- Locally Selected/Designed

**Unit/Short-Cycle Assessments:**
- Locally Selected/Designed

**Classroom Assessments:**
- Locally Selected/Designed

**After each instructional unit:**
- Curriculum-embedded assessment OR
- Teacher-developed assessment task

**Ongoing/Daily**

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1. Benchmark Assessment – A standards aligned assessment task that is common across a grade level (e.g. CPS Benchmark assessment, Network interim assessment, teacher team-developed common assessment). Benchmark assessments should measure students’ mastery of grade-level standards. Depending on their design, benchmark assessments can also be used to measure students’ growth on a particular set of standards/skills over time (e.g. narrative writing).

2. After each instructional unit, curriculum-embedded or teacher-developed assessments are intended to measure student mastery of the content/skills taught during the unit. These assessments might be part of a teacher’s curricular materials or may be developed by a teacher team or an individual teacher.

* Note – EOY NWEA MAP Reading and Math are required for all students in grades 2-8 with the following exceptions: 1) Diverse Learners designated to take alternate state assessments per their IEP, 2) EL’s whose ACCESS Literacy Score is <3.0
## 3-8 Model A: Additional Information

The chart below provides additional details about the assessments and assessment types included in **3-8 Model A**.

<table>
<thead>
<tr>
<th>District &amp; State Assessments</th>
<th><strong>In this assessment model</strong>...NWEA MAP is administered up to three times per year. It serves as an initial baseline measure of student understanding in the fall and a measure of growth in the winter and spring. Because it is adaptive, it MUST be supplemented with other diagnostic measures to pinpoint specific areas of strength and concern. Students in 3-8 without a Spring '15 score are required to test in BOY. NWEA Science can also be a part of this model. The Science test is general content in 3-5 and domain-specific for middle grades. It is NOT directly NGSS aligned and may not directly mirror the skills measured on ISBE Science.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark/Interim Assessments</td>
<td><strong>In this assessment model</strong>...quarterly benchmark assessments supplement District assessments by providing teachers with additional information about their students' mastery of the full depth and breadth of the standards. For example, analyzing the student work products from open response tasks can provide teachers with valuable information about students' development in critical areas that are not measured by other assessments such as writing in response to text, explaining/critiquing mathematical reasoning etc.</td>
</tr>
<tr>
<td>Unit/Short-Cycle Assessments</td>
<td><strong>In this assessment model</strong>...unit/short-cycle assessments are used to measure student learning at the end of each instructional unit. These assessments could be part of teachers' curricular materials or may be developed by a teacher team or an individual teacher. The CPS CIM Item Bank can also be used to build common grade level/course team or individual teacher assessments in ELA, Math, Science and History. ELA and Math items are PARCC-like and available in selected and extended response.</td>
</tr>
<tr>
<td>Classroom Assessments</td>
<td><strong>In this assessment model</strong>...classroom assessments occur on an ongoing basis during instruction. Assessing student understanding of foundational and more complex critical thinking/reasoning skills occurs through in-class tasks, student presentation/explanation, short quizzes…etc.</td>
</tr>
</tbody>
</table>

### Additional Resources:
- NWEA Skills Navigator: Skills Navigator is a new product from NWEA that can supplement existing formative measures of basic skills. Skills Navigator measures foundational literacy and math skills and provides a more granular level of information on specific strengths/weaknesses. Because it does not measure the full depth of the Common Core (e.g., no opportunities for extended response/critical thinking), it would have to be supplemented with additional measures to ensure students are on track for learning the full expectations of the Common Core.
- CPS Math instructional Unit plans with suggested unit assessments: [https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu)
- CPS Benchmark Assessments: [https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments](https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments)
- Social Science assessment resources: [http://www.socialstudies.org/resources/assessment](http://www.socialstudies.org/resources/assessment)
## Grades 3-8 Model B - NWEA Survey Test

**BOY:**
- REACH PT

<table>
<thead>
<tr>
<th>District &amp; State Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA Survey Test¹</td>
</tr>
<tr>
<td>NWEA Survey Test¹</td>
</tr>
<tr>
<td>PARCC/DLM (required)</td>
</tr>
<tr>
<td>ISBE Science (Grades 5, 8. Required)</td>
</tr>
</tbody>
</table>

**EOY:**
- NWEA MAP Reading & Math (required)*
- REACH PT

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### Benchmark/Interim Assessments¹
- Locally Selected/Designed

### Unit / Short-Cycle Assessments²
- Locally Selected/Designed

### Classroom Assessments
- Locally Selected/Designed

### Ongoing/Daily

#### End of Quarter 1:
- Q1 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

#### End of Quarter 2:
- Q2 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

#### End of Quarter 3
- Q3 Benchmark Assessment (e.g. CPS Benchmark, Network interim, teacher-created task)

#### After each instructional unit:
- Curriculum-embedded assessment OR
- Teacher-developed assessment task

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¹ NWEA Survey Test – MAP Survey Tests are 20-item tests that give an overall RIT score for the subject but do not provide goal performance scores. It takes about 30 minutes to administer.

² Benchmark Assessment – A standards aligned assessment task that is common across a grade level (e.g. CPS Benchmark assessment, Network interim assessment, teacher team-developed common assessment). Benchmark assessments should measure students’ mastery of grade-level standards. Depending on their design, benchmark assessments can also be used to measure students’ growth on a particular set of standards/skills over time (e.g. narrative writing).

² After each instructional unit, curriculum-embedded or teacher-developed assessments are intended to measure student mastery of the content/skills taught during the unit. These assessments might be part of a teacher’s curricular materials or may be developed by a teacher team or an individual teacher.

* Note – EOY NWEA MAP Reading and Math are required for all students in grades 2-8 with the following exceptions: 1) Diverse Learners designated to take alternate state assessments per their IEP, 2) EL’s whose ACCESS Literacy Score is <3.0
3-8 Model B: Additional Information

The chart below provides additional details about the assessments and assessment types included in 3-8 Model A.

**District & State Assessments**
- Standardized, common assessments that measure student growth and attainment against normed grade-level expectations
- In 3-8, the primary purpose to provide diagnostic, summative and growth information to teachers and ILTs
- **Examples:** NWEA MAP, PARCC, ISBE Science

**Benchmark/Interim Assessments**
- Measure mastery of standards; common across a grade-level
- May measure growth over time (depending on design)
- Should include variety of task formats, including open response tasks (in Literacy, Math and other subjects)
- **Examples:** CPS Benchmarks, Network interims, teacher-team developed common assessments

**Unit / Short-Cycle Assessments**
- Measure mastery of skills and concepts after an instructional unit has been taught
- Can be curriculum embedded or teacher-developed
- **Examples:** teacher-created performance tasks, end-of-unit projects, unit tests, writing portfolios etc.

**Classroom Assessments**
- Informally assess student understanding during instruction and provide immediate feedback to teachers and students
- Used to inform and revise subsequent instruction
- **Examples:** Targeted questioning, observation/ anecdotal notes, student work products, spelling inventories, informal running records etc.

**In this assessment model...** The shorter NWEA MAP Survey test is administered mid-fall and mid-winter. It serves as a way in both periods to check progress toward grade-level RIT scores and meeting growth targets. It MUST be supplemented with other diagnostic measures to pinpoint specific areas of strength and concern. Students in 3-8 without a Spring ‘15 score are required to test on the full MAP Survey with Goals in BOY.

NWEA Science can also be a part of this model. The Science test is general content in 3-5 and domain-specific for middle grades. It is NOT directly NGSS aligned and may not directly mirror the skills measured on ISBE Science.

**In this assessment model...** quarterly benchmark assessments supplement District assessments by providing teachers with additional information about their students’ mastery of the full depth and breadth of the standards. For example, analyzing the student work products from open response tasks can provide teachers with valuable information about students’ development in critical areas that are not measured by other assessments such as writing in response to text, explaining/critiquing mathematical reasoning etc.

**In this assessment model...** unit/short-cycle assessments are used to measure student learning at the end of each instructional unit. These assessments could be part of teachers’ curricular materials or may be developed by a teacher team or an individual teacher.

The CPS CIM Item Bank can also be used to build common grade level/course team or individual teacher assessments in ELA, Math, Science and History. ELA and Math items are PARCC-like and available in selected and extended response.

**In this assessment model...** classroom assessments occur on an ongoing basis during instruction. Assessing student understanding of foundational and more complex critical thinking/reasoning skills occurs through in-class tasks, student presentation/explanation, short quizzes...etc.

**Additional Resources:**
- NWEA Skills Navigator: Skills Navigator is a new product from NWEA that can supplement existing formative measures of basic skills. Skills Navigator measures foundational literacy and math skills and provides a more granular level of information on specific strengths/weaknesses. Because it does not measure the full depth of the Common Core (e.g. no opportunities for extended response/critical thinking), it would have to be supplemented with additional measures to ensure students are on track for learning the full expectations of the Common Core.
- CPS Math instructional Unit plans with suggested unit assessments: [https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu)
- CPS Benchmark Assessments: [https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments](https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments)
- Social Science assessment resources: [http://www.socialstudies.org/resources/assessment](http://www.socialstudies.org/resources/assessment)
# High School Model

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Benchmark/Interim Assessments</th>
<th>District &amp; State Assessments</th>
<th>PARCC/DLM* (required)</th>
<th>ISBE Science* (Tentatively Grade 10)</th>
<th>College Entrance Assessment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2015 to Oct 2015</td>
<td></td>
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<tr>
<td>Nov 2015 to Dec 2015</td>
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<tr>
<td>Feb 2016 to March 2016</td>
<td>After each instructional unit:</td>
<td>After each instructional unit:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dec-Jan 2016</td>
<td>• Curriculum-embedded assessment OR</td>
<td>• Curriculum-embedded assessment OR</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher-developed assessment task</td>
<td>• Teacher-developed assessment task</td>
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</tr>
</tbody>
</table>

**BOY:**
- 2 REACH PTs

**EOY:**
- 2 REACH PTs

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1. **Benchmark Assessment** – A CCSS-aligned assessment task that is common across a grade level (e.g., CPS Benchmark assessment, Network interim assessment, teacher-developed common assessment). Benchmark assessments should measure students’ mastery of grade-level standards and include open response items in both Literacy and Math. Depending on their design, benchmark assessments can also be used to measure students’ growth on a particular set of standards/skills over time (e.g., narrative writing).

2. After each instructional unit, curriculum-embedded or teacher-developed assessments are intended to measure student mastery of the content/skills taught during the unit. These assessments might be part of a teacher’s curricular materials or may be developed by a teacher team or an individual teacher.

*Note: ISBE has not yet finalized the specific details for PARCC tested courses, the ISBE Science exam or the college entrance exam that will be offered. The windows for these are still TBD.
# High School: Additional Information

The chart below provides additional details about the assessments and assessment types included in 3-8 Model A.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Details</th>
</tr>
</thead>
</table>
| **District & State Assessments**   | • Standardized, common assessments that measure student growth and attainment against normed grade-level or course expectations  
  • In high school, the primary purpose is to provide summative information to teachers and ILTs  
  • Examples: PARCC, ISBE Science, College Entrance Exam  
| In this assessment model... | PARCC, a college entrance exam for juniors and the ISBE Science test are required summative measures.  
  More details on the logistics of all state-required exams will be provided as soon as they are available. |
| **Benchmark/Interim Assessments**  | • Measure mastery of standards; common across a grade-level  
  • May measure growth over time (depending on design)  
  • Should include variety of task formats, including open response tasks (in Literacy, Math and other subjects)  
  • Examples: CPS Benchmarks, Network interims, teacher-team developed common assessments  
| In this assessment model... | quarterly benchmark assessments supplement District assessments by providing teachers with additional information about their students' mastery of the full depth and breadth of the standards. For example, analyzing the student work products from open response tasks can provide teachers with valuable information about students' development in critical areas that are not measured by other assessments such as writing in response to text, explaining/critiquing mathematical reasoning etc. |
| **Unit/Short-Cycle Assessments**   | • Measure mastery of skills and concepts after an instructional unit has been taught  
  • Can be curriculum embedded or teacher-developed  
  • Examples: teacher-created performance tasks, end-of-unit projects, unit tests, writing portfolios etc.  
| In this assessment model... | ...unit/short-cycle assessments are used to measure student learning at the end of each instructional unit. These assessments could be part of teachers’ curricular materials or may be developed by a teacher team or an individual teacher.  
  The CPS CIM Item Bank can also be used to build common grade level/course team or individual teacher assessments in ELA, Math, Science and History. ELA and Math items are PARCC-like and available in selected and extended response. |
| **Classroom Assessments**          | • Informally assess student understanding during instruction and provide immediate feedback to teachers and students  
  • Used to inform and revise subsequent instruction  
  • Examples: Targeted questioning, observation/anecdotal notes, student work products, spelling inventories, informal running records etc.  
| In this assessment model... | classroom assessments occur on an ongoing basis during instruction. Assessing student understanding of foundational and more complex critical thinking/reasoning skills occurs through in-class tasks, student presentation/explanation, short quizzes…etc. |

**Additional Resources:**
- CPS Math instructional Unit plans with suggested unit assessments: [https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/mathematical-instructional-units-miu)
- CPS Benchmark Assessments: [https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments](https://sites.google.com/a/cps.edu/kc/assessment/benchmark-assessments)
- Social Science assessment resources: [http://www.socialstudies.org/resources/assessment](http://www.socialstudies.org/resources/assessment)