

Assessments Used in District 89

Assessment	Administered	Grades	Subject Area	Description	How it is used
ACCESS	January-February	K-8	English Language Proficiency	ACCESS for ELLs™ 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 purpose of the ACCESS test is to determine a student's level of English Proficiency in relation to the WIDA standards. Teachers can use the information to impact their instructional decision making.
CogAT	September	3-8	Verbal Quantitative Non Verbal	The <i>Cognitive Abilities Test (CogAT)</i> measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.	The primary uses of the CoGat scores are to (1) adapt instruction to student needs (2) provide an alternative measure of cognitive development and (3) to identify students whose predicted levels of achievement are different from their observed levels of achievement. This is part of the district local assessment program.
DIBELS	<b>Benchmark Testing</b> - November, January, May <b>Progress Monitoring</b> - November onward	K-3	Reading	Dynamic Indicators of Basic Early Literacy Skills. The DIBELS are a set of standardized, individually administered measures of early literacy development.	These are designed to be short fluency measures used to regularly monitor the development of pre-reading and early reading skills.
Gates-MacGinitie	September - Pre Test May - Post Test		Reading	This is a group administered reading survey test designed to obtain the general reading level of students.	Results from this test can be used diagnostically to organize students into reading groups and identify individual instructional needs.
Houghton Mifflin Theme Tests	October-May	1-6	Reading	Houghton Mifflin Theme Tests are given to students to assess their knowledge of skills/concepts that are taught within each theme of their Reading Anthology.	Results from these assessments should be used by teachers to inform instructional decision making.
IAA	March	3-8	Reading (3-8), Math (3-8), Writing (5th and 8th), Science (4th, 7th)	The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with significant cognitive disabilities.	Students with severe disabilities take the IAA if participation in the state's regular assessments – the Illinois Standards Achievement Test or the Prairie State Achievement Examination – is not appropriate, even with accommodations. Rather than a pencil-and-paper format, the IAA uses a portfolio of student work collected over the course of the school year.
ISAT	March	3-8	Reading (3-8), Math (3-8), Writing (5th, 6th and 8th), Science (4th, 7th)	The ISAT is a criterion referenced test that is administered by the State of Illinois.	The ISAT is designed to measure student mastery of the Illinois Learning Standards. The results give students, parents and schools one measure of student learning and school performance in these subject areas.

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ITBS	September	3-8	Reading Math Science Social Studies	The ITBS is a norm referenced test which is administered to students in grades 3-8 in order to determine their mastery of subject level material as compared to other students nationally.	Used to determine achievement levels of students in both reading and math. Also used to inform instructional decision making, program effectiveness and is considered when making student placement decisions. This is a district local assessment of learning.
Logramos	September	3-8	Reading Math Language	Logramos measures the reading, language and mathematics achievement of Spanish-speaking students in grades 3-8. While <i>Logramos</i> was developed to parallel the scope and sequence of The Iowa Tests, it is not a translation of an English language instrument. <i>Logramos</i> was developed and designed to reflect the unique needs of the Spanish-speaking population.	Used to determine achievement levels of students in both reading, math and language. Also used to inform instructional decision making, program effectiveness and is considered when making student placement decisions. This test is the Spanish language portion of the district local assessment of learning.
McDougal Littell	January Pre Test May Post Test	7-8	Reading	Placement test	Used to place students in correct literature series.
TPRI	November February	1-3 K	Reading	The Texas Primary Reading Inventory (TPRI) is an assessment that is designed to provide a comprehensive picture of a student's reading/language arts development.	The purpose of the TPRI is designed to be administered on a one to one basis so that teachers can quickly gather information about the development of the student's reading concepts. Information from this assessment can be used diagnostically to help inform instructional decision making and create curricula that will help children improve their reading skills.