



Assessment News

Updates on assessments from the Teaching & Learning Department

Fall Issue • K-8 Edition • September 2018

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Welcome to the 2018 - 2019 School Year!

Yorkville CUSD 115 uses a variety of assessments that provide data to objectively monitor student progress and also evaluate instructional programs. This data is one of the cornerstones of effective student progress monitoring and school improvement. This newsletter will serve as a source of timely information regarding district-wide diagnostic assessments and state-mandated standardized tests. The goal is to provide information that will explain why these assessments are administered and what is learned from the results.



What is it?

The aimswebPlus assessment provides data that helps educators adjust the level and intensity of instruction to the needs of each student. Each fall, winter, and spring, students take a series of reading and math assessments based on grade level. These assessments are used for two main purposes:

- 1) Universal Screening: to identify students likely to struggle so that these students can receive extra instruction in a timely manner; and
- 2) Progress Monitoring: to track the progress of students receiving extra instruction and ensure that they are on schedule to meet their year-end reading and math goals.

Who will be tested?

Each fall, winter, and spring, all students K-8 will take aimswebPlus tests.

How long do these assessments take?

Most of these assessments take as little as 1-3 minutes per student. The tests are brief because, unlike tests that measure in detail how a student performs in a variety of skill areas, aimswebPlus assesses the basic reading or math skills that are good indicators of overall performance.

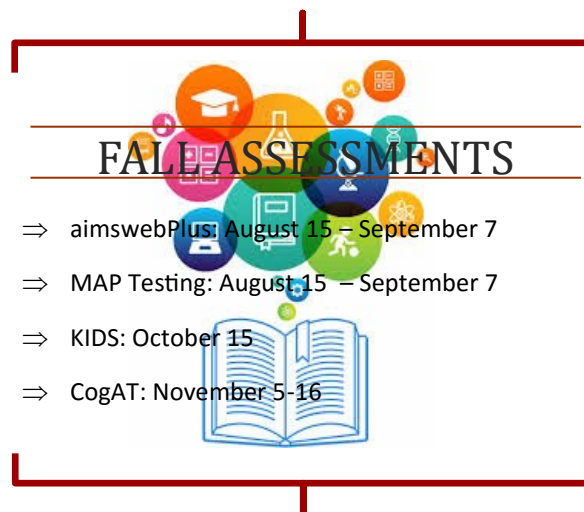
What kind of information does the test provide?

Each aimswebPlus test results in a single score, usually the number of correct responses within a brief time limit. This score can be compared to a national average or to the average performance for the local school or district, and can indicate the likelihood of passing the end-of-year state test. The aimswebPlus tests are like an eye chart exam: if you miss more than a certain number of letters, you likely have vision problems. To determine whether various corrections work, you return to the eye chart until you find the right lenses. The aimswebPlus screening and progress monitoring measures are similar—simple but powerful indicators of risk that are sensitive to small improvements.



The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. KIDS is core to the Illinois State Board of Education's (ISBE) goal that every child in Illinois deserves to attend a school wherein all kindergarteners are assessed for readiness. Starting in Fall 2017, ISBE now requires districts and kindergarten teachers across the state to use KIDS.

KIDS focuses on the knowledge, skills, and behaviors across four key domains that most impact long-term student success. The domains are *Approaches to Learning & Self-Regulation*; *Social & Emotional Development*; *Language & Literacy Development*; and *Cognition: Math*.





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Cultivating learners who apply skills and experiences to enrich society



What is it?

Measures of Academic Progress (MAP) Growth tests are unique in that they are adaptive tests taken on a computer or tablet. This means the test becomes more difficult when a student answers a question correctly. If a student answers a question incorrectly, the test becomes easier. Ultimately, each student is taking a test specifically targeting his/her learning level.

Who will be tested?

Each fall, kindergartners and new students to District 115 will take two MAP tests—reading and mathematics. Each winter and spring, all students K-8 take a reading and a mathematics MAP test.

How long do these assessments take?

MAP assessments are untimed, however, most students can complete an assessment in about an hour.

What kind of information does the test provide?

The adaptive nature of MAP assessments results in a detailed picture of what each student knows and is ready to learn—whether it is on, above, or below his or her grade level. After each MAP Growth test, results are delivered in the form of a Rausch Unit (RIT) score that reflects the student's academic knowledge, skills, and abilities. Think of this score like marking height on a growth chart; it is possible to tell how tall a child is at various points in time and how much he or she has grown between one stage and another. The RIT scale is a stable, equal-interval scale. Equal-interval means that a change of 10 RIT points indicates the same thing regardless of whether a student is at the top, bottom, or middle of the scale, and a RIT score has the same meaning regardless of grade level or age of the student. It is therefore possible to compare scores over time to tell how much growth a student has made.

Since MAP Growth tests provide immediate and accurate information about each student's learning, it's easy for teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics, and then plan instruction accordingly.

What is it?

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test that measures reasoning and problem-solving skills.

Who will be tested?

The test is administered to all second- and fourth-grade students, typically in early November.

How long does this assessment take?

There are two sections of the CogAT that are administered to District 115 students; verbal and quantitative. Each section takes between 30 and 45 minutes to complete.

What kind of information does the test provide?

The verbal section measures a child's ability to remember and transform sequences of words, to understand them, and to make inferences and judgments about them. The quantitative battery tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics. Tasks measure both the understanding of relational concepts and the student's ability to discover relationships and to figure out a rule or principle that explains them. The results serve as an indicator for gifted and talented identification.

Yorkville CUSD 115

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