SY25
High School
Assessment Plan
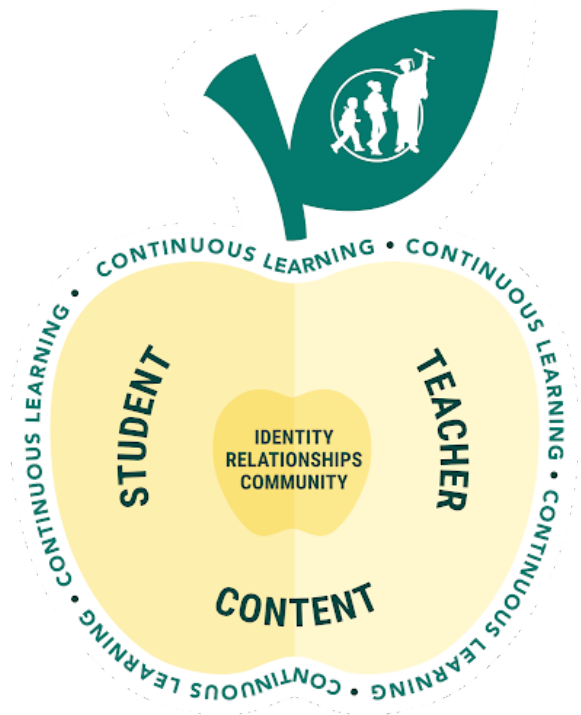# Development Guide

Chicago Public Schools

This guide is designed to support schools in building high-quality, balanced, and responsive assessment plans. It is designed around key questions teachers and school leaders should ask themselves when interpreting assessment data, along with specific recommendations that represent a balanced assessment system in a school-level assessment plan.

Table of Contents

Anchoring in the Instructional Core

To **educate for equity**, the CPS Instructional Core centers on **identity, community, and relationships**.

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.

As a district, improving the Instructional core at scale is our priority. The district has identified 6 practices to inform CIWP development around the Instructional Core, which include a focus on implementing balanced assessment systems at CPS schools:
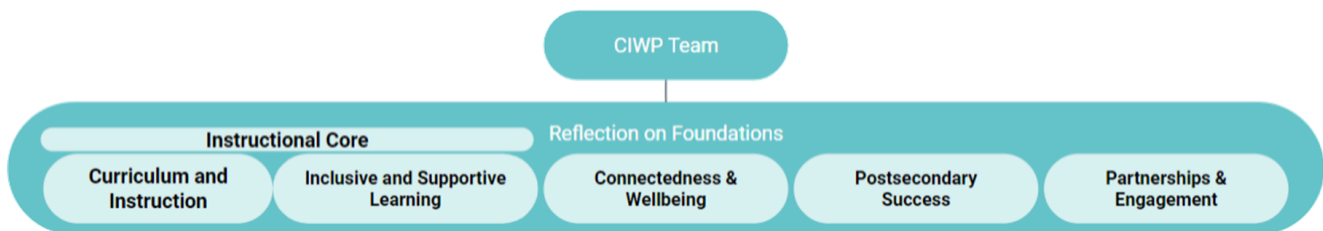
Curriculum & Instruction Foundation Practices

1.   All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

2.   Students experience grade-level, standards-aligned instruction.

3.   Schools and classrooms are focused on the Inner Core and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

4.   The ILT leads instructional improvement through distributed leadership.

5.   School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

6.   Evidence-based assessment for learning practices are enacted daily in every classroom.

Building a Balanced Assessment System in SY25

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of students, including diverse learners and English learners.

Large-Scale Assessments
IAR, P/SAT, NAEP, REACH PT, ISA, ACCESS, KIDS

Screening/Benchmark, Diagnostic and Progress Monitoring Assessments
Star 360, i-Ready, EL Screener

Classroom Assessments
Skyline Curriculum-Embedded Interim, Unit and Lesson Assessments
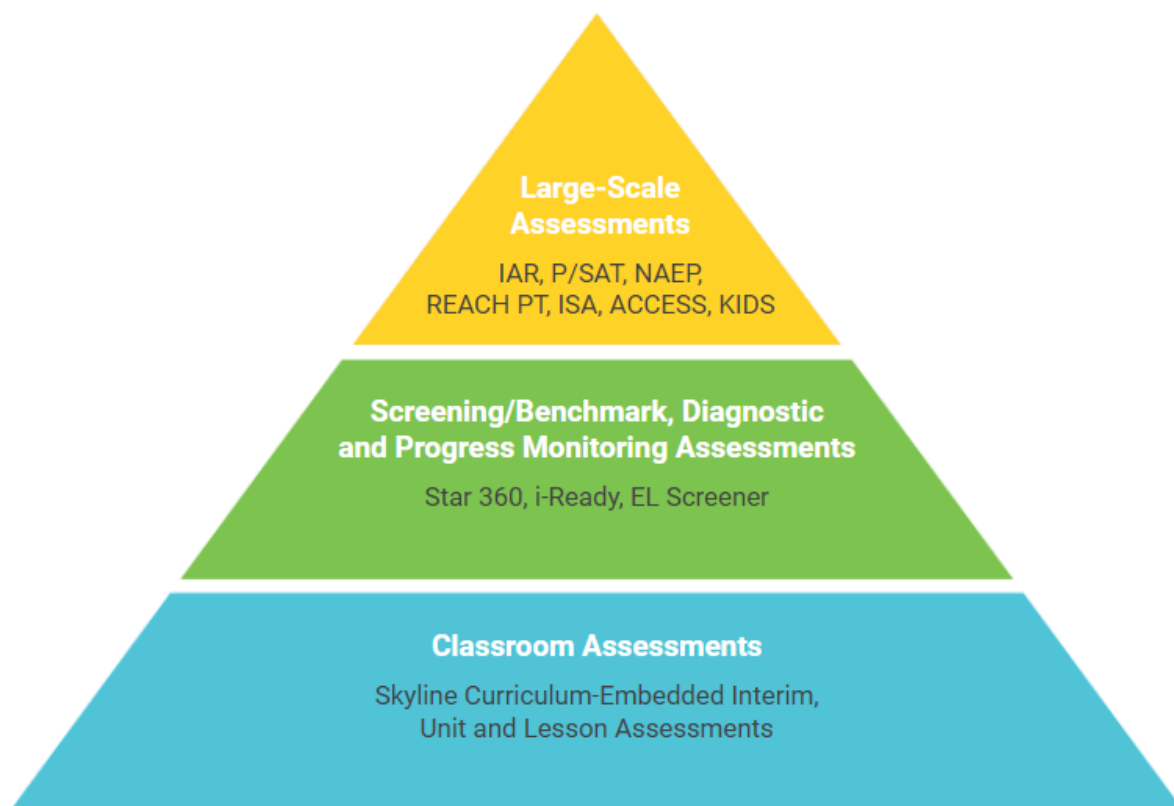
In a balanced assessment system, different types of assessments are used for specific purposes, providing timely and actionable information to the appropriate stakeholders.

A balanced assessment system includes large-scale, screening/benchmark and classroom level assessments that work in coordination, providing actionable data to inform instruction and ensure all students can access and engage in grade level content. Foundational to the system are classroom assessments, which should occur most frequently and have the strongest impact on day to day instruction.

Please note, while it is important to consider how all assessments, classroom, district and state, work together in a balanced assessment system, required* large-scale assessments are not voted upon during the Assessment Plan Voting Procedures. Please refer to the Draft SY25 Assessment Calendar for approximate administration dates of the required assessments.

As defined by the CPS-CTU Collective Bargaining Agreement.

SY25 High School Assessment Planning Recommendations

Classroom Assessments		
Common Unit Assessments	How will educators backwards plan before a unit of instruction and measure the effectiveness of instruction after a curricular unit? How will students demonstrate mastery of unit objectives and grade level standards?	High quality, curriculum-embedded assessments, including common unit assessments, should be used to measure student learning and inform instructional decision making.
Skyline Interim Assessments	How will school teams determine if students are progressing toward end of year goals?	Skyline Interim assessments should be administered to all students three times per year to monitor standards mastery and progress toward end of year goals.
Screening/Benchmark Diagnostic and Progress Monitoring Assessments		
Screening/ Benchmark Assessments	How will school teams efficiently monitor trends in Math or Literacy skills & abilities?	All 9th graders should be screened using a no-stakes screening/benchmark assessment in Math and Literacy at the start of SY25. Additional screenings should be conducted for all students who are considered for, or participating in, Math or Literacy interventions, Tutor Corps, or the Structured Literacy Program.
Diagnostic and Progress Monitoring Assessments	How will educators monitor the development of specific math and reading skills for students receiving Tier 2/Tier 3 interventions?	Diagnostic and progress monitoring assessments should be used to identify specific skill gaps and monitor the progress of students receiving Tier 2 and Tier 3 interventions in Math and ELA.
Assessments for Schools with Specific Programs	How will school teams understand the Reading and Math skill levels of students in the Dual Language program?	Students in dual language programs should be assessed according to their language of instruction. Students can be given both English and Spanish assessments [Spanish Language Arts (SLA) and Math].
	How will school teams understand the Reading and Math skill levels of English Language Learners in their native language or language of instruction?	Spanish-speaking ELs receiving instruction in Spanish, or newcomers who have received instruction in Spanish, should be assessed in Spanish when available.
	How will school teams understand the needs of students in low-incidence cluster programs and track their progress over time in reading, math, and science?	Students in low-incidence cluster programs should be administered the SANDI assessment multiple times per year (Fall and Spring).
Large-Scale Assessments		
PSAT 8/9 PSAT/NMSQT	How will teams monitor and accelerate student progress towards college and career readiness and use data to provide students access to advanced courses, college & career opportunities, and postsecondary pathways?	Students should participate in the Digital Fall PSAT 8/9 for 9th graders and Digital PSAT/NMSQT for 10th and 11th graders for focused preparation for the Digital SAT, to qualify for scholarship opportunities (11th graders), and to inform student scheduling in advanced course pathways.
Fall SAT		Schools should provide the SAT in the fall for select 12th graders, as needed, to provide an opportunity for students to improve scores. Fall SAT does not meet ISBE participation requirement for graduation.

Required large-scale assessments are a part of a balanced assessment system. Large-scale assessments monitor school/district/state progress and assist in determining whether curriculum, instructional strategies and pacing are appropriate, as it pertains to student achievement. Although schools do not vote to administer these assessments as a part of the Assessment Plan Voting Procedures, school's should consider them in the design and implementation of balanced assessment plans. For more information regarding required state assessment please refer to the CPS assessment webpage.

Recommendation 1: Common Unit Assessments

Guiding Question: How will educators backwards plan before a unit of instruction and measure the effectiveness of instruction after a curricular unit? How will students demonstrate mastery of unit objectives and grade level standards?

High quality, curriculum-embedded assessments, including common unit assessments, should be used to measure student learning and inform instructional decision making.

On the *Common Unit and Interim Tab* in your plan template, include the use of common unit assessments for every subject area and grade level.

How do common unit assessments support a balanced assessment system?	
What?	Common unit assessments should be standards-aligned, curriculum embedded assessments that are administered in all classes teaching the same grade level and subject matter.
Why?	The purpose of common unit assessments is to support backwards planning & unit internalization, measure student mastery of standards taught in the unit and create a shared understanding of quality across a team
When?	Common unit assessments should be administered throughout the school year at the end of each unit.
How?	The district offers curriculum embedded unit assessments as a part of the Skyline in Literacy (ELA & SLA), Math (English & Spanish), Social Science (English & Spanish), Science (English & Spanish), and WL Spanish & French. The assessments can be accessed, and the data analyzed, as a part of the curriculum directly through Safari Montage.

Recommendation 2: Skyline Interim Assessments

Guiding Question: How will school teams evaluate students' ability to transfer and integrate knowledge and skills across units and check-in on student progress toward end of year goals?

Skyline Interim assessments should be administered to students three times per year to monitor mastery of grade-level standards and progress toward end of year goals.

On the *Common Unit and Interim Tab* in your plan template, include the use of interim assessments three times per year (Interims 1, 2 and 3) in each subject area (minimum Math and ELA).

How do Skyline interim assessments support a balanced assessment system?	
What?	Skyline Interim assessments are standards-aligned assessments that measure student mastery of knowledge and skills taught over the course of 2 to 3 units of study.
Why?	The purpose of Skyline Interim assessments is to determine the extent to which students are able to transfer and integrate knowledge and skills from the previous units of study to new contexts and problems and measure progress toward end of year learning targets.
When?	Skyline Interim assessments should be administered to all students 3 times per year, after 2 to 3 units.
How?	The district offers interim assessments as a part of Skyline in ELA, SLA, Math, Social Science, Science, and WL French and Spanish. Additionally, Math, Social Science, and Science can be translated into Spanish or other languages using the translation tool in Checkpoint. The Interim assessments can be accessed, and the data analyzed, in the Checkpoint Assessment System and can be used without full adoption of the Skyline curriculum by cross-checking the blueprints from the interim with your scope and sequence.

Recommendation 3: Screening/Benchmark Assessments

Guiding Question: How will school teams efficiently monitor general trends in Math and Literacy skills & abilities?

All 9th graders should be screened using a no-stakes screening/benchmark assessment in Math and Literacy at the start of SY25.

Additional screenings should be conducted for all students who are considered for, or are participating in, Math or Literacy interventions, Tutor Corps, or the Structured Literacy Program.

On the *District Literacy and Math Assessment Tabs* in your plan template, indicate the use of Literacy and Math universal screening assessments for all 9th-grade students at the BOY. Indicate "Additional Star screening for select students considered for, or receiving, interventions, Tutor Corps or structured literacy support" in the notes column.

How do screening/benchmark assessments support a balanced assessment system?	
What?	Screening/benchmark assessments are efficient no-stakes assessments that determine basic skill level in Math or Literacy.
Why?	The purpose of screening/benchmark assessments is to understand student's general math and reading abilities, measure progress against benchmarks and identify students possibly needing support in Math or Literacy.
When?	Screening/benchmark assessments in Math and Reading should be administered to all 9th-grade students at the beginning of the year (BOY). Additional screening should occur for select students receiving interventions or supports through Tutor Corps or the Structured Literacy Program.
How?	The Star 360 assessment suite, available for students in grades 9–12, contains the computer-adaptive Star Reading and Star Math universal screening assessments in both English and Spanish. Learn more about the Star assessments here.

Note: The Star 360 data will automatically feed into the Branching Minds Intervention Platform.

Recommendation 4: Diagnostic and Progress Monitoring Assessments

Guiding Question: How will school teams identify for which specific skills students need Tier 2 or Tier 3 interventions? How will you monitor their growth and progress?

Diagnostic and progress monitoring assessments should be used to identify specific skill gaps and monitor the progress of students receiving Tier 2 and Tier 3 interventions in Math and ELA.

On the *District Literacy and Math Assessment Tabs* in your plan template, indicate the use of diagnostic and progress monitoring assessments for students identified as needing Tier 2 or Tier 3 interventions in Math and Literacy.

How do diagnostic and progress monitoring assessments support a balanced assessment system?	
What?	Diagnostic Assessments are assessments that can be used to determine specific skill gaps and guide instruction and/or intervention planning for students. The use of a progress monitoring assessment provides teachers with ongoing feedback to help determine intervention effectiveness. Progress monitoring results can inform changes in the type, frequency, duration, or intensity of interventions.
Why?	Diagnostic assessment results, in conjunction with other measures, data, and sources of evidence (e.g. standardized assessment data, curriculum-embedded assessments, student work samples, teacher observation, student/family interviews, etc.) should be used to determine the appropriate Tier 2 or Tier 3 interventions to be provided for a given student. Progress monitoring assessments should be used to determine whether interventions are working, student learning goals are being met, and whether instructional or intervention adjustments are needed.
When?	For students identified by a screening/benchmark assessment as needing additional support, schools should conduct a root cause analysis using multiple data points and administer diagnostic assessments to identify skills for targeted Tier 2 or Tier 3 Interventions. Progress monitoring should occur at least once per month using valid and reliable progress monitoring assessments specific to the interventions students are receiving.
How?	The Star 360 suite includes skill-specific diagnostic and progress monitoring assessments for both foundation skills (Star CBM) and higher level Math and Reading skills (Star Custom). Learn more about the Star assessments here.

Note: The Star 360 data will automatically feed into the Branching Minds Intervention Platform.

Recommendation 5: Student Annual Needs Determination Inventory (SANDI) Assessment for Schools with Low-Incidence Cluster Programs

Cluster Programs: SANDI is the district-provided assessment for students with moderate to severe intellectual disabilities in pre-kindergarten through 12th grade. SANDI can also be provided to students who benefit from a significantly modified curriculum but have other disabilities. This assessment is available to all District schools at no cost.

How do assessments for special programs support a balanced assessment system?	
What?	SANDI is designed for students with moderate to severe intellectual disabilities. The district-provided alternative assessment for students with moderate to severe intellectual disabilities will be available to students in pre-kindergarten through 12th grade.
Why?	SANDI will: • provide a common, standardized assessment for students in low-incidence cluster programs • support teachers in understanding student performance, identifying areas of need, and informing instructional practice • target areas of need to help develop appropriate IEP goals and present levels that are aligned with state standards • can support the monitoring of standards-based IEP goals for students with moderate to severe intellectual disabilities • be available to students in low incidence cluster programs at no cost to schools
When?	It is recommended that SANDI be administered to students in the Fall (BOY) and Spring (EOY).
How?	SANDI is designed for students with moderate to severe intellectual disabilities for students in pre-kindergarten through 12th grade.

Additional Considerations for who should be administered the SANDI assessments:
• School-based teams should consider administering SANDI to any student (whether or not they are in a low-incidence cluster program) who qualifies for participating in the Dynamic Learning Maps Alternate Assessment (DLM-AA). You can review this consideration in section "10(c): Accommodations and Modifications: Assessments". Review the students' IEP plan for alternate assessments.

Schools with Low-Incidence Cluster Programs: On the *Other Assessments tab* in your plan template, indicate the use of the "District-provided Alternative Assessment" for students in low-incidence cluster programs in the Fall and Spring.

Recommendation 6: Assessments for Dual Language Programs and English Learners in TBE and TPI Programs

Guiding Questions:
- How will school teams understand the Reading and Math skill levels of students in the Dual Language program?
- How will school teams understand the Reading and Math skill levels of English Language Learners in their native language or language of instruction?

Dual Language: Students in dual language programs should be assessed to learn about their bi-literate growth over time. It is recommended that students are given both English and Spanish assessments to monitor their skills growth in both languages [Spanish Language Arts (SLA) and Math]. <u>More details here.</u>

TBE Spanish Programs: Spanish-speaking ELs receiving instruction in Spanish, or newcomers who have received instruction in Spanish, should be assessed in Spanish when available. Interpreting English assessment scores of ELs should include considering the impact of students' English language proficiency and language barriers on the results. Instructional decisions for English learners should not be exclusively based on test results in English, since test results are more indicative of language proficiency and not content knowledge or mastery.

TPI Programs (and TBE in languages other than Spanish): ELs receiving ESL instruction should be assessed according to the language of instruction (English). Interpreting English assessment scores of ELs should include considering the impact of students' English language proficiency and language barriers on the results.

> Instructional decisions for English learners should not be exclusively based on test results in English, since test results are more indicative of language proficiency and not content knowledge or mastery.

Dual Language: **On the *District Literacy and Math Assessment tab* in your plan template,** indicate the use of Spanish assessments in Literacy and Math for students in Dual Language programs receiving instruction in Spanish (both ELs and non-ELs).

TBE/TPI Programs: **On the *District Literacy and Math Assessment tab* in your plan template,** indicate the use of Spanish assessments in Literacy and Math for Spanish-speaking English learner students who receive required instruction in Spanish or are newcomers who had received instruction in Spanish in their home country.

How do assessments for special programs support a balanced assessment system?	
What?	**Spanish assessments:** Spanish universal screening/benchmark, diagnostic, and progress monitoring assessments allow students to demonstrate their Math and Reading abilities in Spanish. Assessing their abilities only in English will not be reflective of their abilities, since the language barrier would prevent them from meaningfully engaging with the assessment.
Why?	● **Dual Language:** To assess a student's biliterate growth over time. Data is important to continually assess the quality of dual language instruction. ● **TBE Spanish:** To understand student skill level in their native language, in line with their required bilingual education services, and ensure that for students who are still developing their English language proficiency in English, scores from English versions of assessments are not the sole basis of recommending Tier 2/ Tier 3 interventions.

When?	Dual Language Schools Only:
	● Reading & Math
	   ○ **9th–12th** Students should be tested in Spanish and English, in BOY, MOY & EOY to assist teachers with monitoring reading skill growth in both languages and monitor the students' biliteracy development.
	
	TBE Spanish:
	● Reading
	   ○ The assessment should match the language of instruction.
	● Math
	   ○ The assessment should match the language of instruction.

How?	The Star 360 Assessment suite includes Spanish universal screening/benchmark assessments and the CBM Lectura skill-specific diagnostic and progress monitoring assessments. Learn more about the Star Spanish assessments here.

Recommendation 7: P/SAT Fall Tests

Guiding Question: How will teams monitor and accelerate student progress towards college and career readiness and use data to provide students access to advanced courses, college & career opportunities, and postsecondary pathways?

Students should participate in Fall PSAT 8/9 for 9th graders and PSAT/NMSQT for 10th and 11th graders for focused preparation for the new Digital SAT released in Spring SY25, to qualify for scholarship opportunities (11th graders), and to inform student scheduling in advanced course pathways.

Schools should provide the SAT in the fall for select 12th graders, as needed, to provide an opportunity for students to improve scores.

Fall SAT does not meet ISBE participation requirements for graduation.

On the *P/SAT* tab in your plan template, indicate the administration of the College Board PSAT 8/9 for 9th graders, PSAT/NMSQT for 10th and 11th graders, and SAT for 12 graders in Fall (BOY window).

How does PSAT preparation support a balanced assessment system?	
What?	The PSAT 8/9 is the first test in the SAT® Suite of Assessments. It sets a readiness baseline, allowing students and teachers to pinpoint areas for focused instruction as students progress through the school year. The Digital PSAT/NMSQT for 10th and 11th Graders helps students prepare for the Digital SAT and provides entry to the National Merit® Scholarship Program, an academic competition conducted by NMSC. It also helps 11th grade students qualify for additional scholarship programs.
Why?	The Fall administration of the Digital PSAT 8/9 for 9th Graders and PSAT/NMSQT for 10th and 11th Graders will help students prepare for the spring administration of the Digital SAT Suite of Assessments. The new Digital SAT Suite of Assessments will be shorter than the paper based assessments, provide scores in a shorter time frame, connect students to the workforce (Career Clusters) and provide recommendations for two-year college programs. Schools will have the opportunity to determine what/if adjustments may be needed to administer the exam for all grades in the Spring semester in the Digital format by rolling out a full administration for 9th–11th grade in the Fall term.

When?	Fall Digital PSAT will take place October 1- October 31, 2024. Schools will have the flexibility to determine when to offer the exam during the allotted window. Fall SAT School Day will occur on October 12, 2024. The Fall administration does not meet the graduation requirement.
How?	The district pays for *all 11th Graders* in district-managed schools who participate in Fall Administration of the Digital PSAT/NMSQT. The CollegeBoard will no longer provide fee waivers for students and have reduced the cost of specific exams. Schools are responsible for paying for fall PSAT testing for 9th and 10th grade students for the PSAT 8/9 and PSAT NMSQT. Schools are also responsible for paying for the SAT School Day assessment administered to 12th grade students. Schools must complete ISBE's *establishment survey* each year to administer College Board assessments.

SY25 Voting Procedures Operational Guidelines

All district schools are required to participate in the assessment plan voting procedures each year to approve and implement an assessment plan for the following school year.

Operational Timeline

Date	Action Item
3/6	• High School Assessment Voting Procedures Webinar. Attendance or viewing is required for all principals and recommended for assistant principals.
3/7-3/15	• Principal engages PPC to determine fair voting structures. • Principal develops an assessment plan using the Required Assessment Plan Template. • Principal engages school teams (ILT, PPC, GLT, Course Teams) to reflect on previous plan and discuss assessment recommendations for the upcoming year • **Office Hours provided by Student Assessment:** Every Wednesday, 9:30–10:30am. Access using this link.
3/18-3/22	• Deadline for the principal presents the proposed assessment plan to school staff. Plan must be presented a <u>minimum of one week</u> prior to the vote.
4/1-4/5	• Deadline for school to conduct a vote on the presented assessment plan. Plan is approved if a majority of participants vote in support of the plan. • If scheduling the vote on 4/1, the plan should be shared by 3/18 to ensure time for staff to consider and reflect upon the assessment plan before the scheduled vote.
4/19	• Deadline to submit approval SY25 assessment plans using the SY25 Assessment Plan Submission Form. Completion of this form indicates that the plan has been approved and access to your template will be removed within 24 hours.
4/19-5/17	• If a plan was not approved, schools consult with Network Teams to devise an alternate plan.
5/17	• Deadline to submit an alternate plan.

Assessment Planning Resources

1. **Required Assessment Plan Template:** Schools **are required** to use the district-provided SY25 Assessment Plan Template to build and submit their approved assessment plans.
    - The template is designed to be used as a decision-making tool, guiding school leaders in thoughtful, informed assessment planning.
    - Each school's template will be shared with the Principal via email. Principals can provision editing access for any other collaborating staff members.
    - Please refer to the Assessment Planning Tool How-To Guide and video tutorial for support in using the new template.

2. **Assessment Plan Voting Form:** Schools may choose to use the SY25 Assessment Plan Voting Ballot as a part of their fair voting procedures. Voting results do not need to be submitted to the Department of Student Assessment.

3. **Assessment Plan Submission Form:** Principals or Assistant Principals must submit their approved SY25 Assessment Plans to the Department of Student Assessment using the SY25 Assessment Plan Submission Form.
    - The submission form should take approximately five minutes to complete.
    - Once a plan is submitted, schools will no longer have editing access to their Assessment Plan Template. Please see section below for additional guidance on amending an approved Assessment plan.

4. **SY25 Draft Assessment Calendar:** School leaders may refer to the SY25 Draft Assessment Calendar to support in planning for the upcoming year. The dates provided in this calendar are draft and subject to change.

5. **Guide to the CPS Assessment Landscape:** To support schools in understanding the purpose, use and intended audience of the different types of assessments available at the district, school leaders can refer to the SY25 Guide to the CPS Assessment Landscape.

Making Changes to Your Assessment Plan

To amend an approved plan in line with the procedures outlined in Appendix C of the Collective Bargaining Agreement with the Chicago Teachers Union, school should complete the following steps:

1. Email assessment@cps.edu to inform us of your intention to amend your plan.

2. The Department of Student Assessment will unlock your schools' assessment plan for editing purposes and will provide additional resources to support plan amendment with the use of a waiver.

Examples of Effective Balanced Assessment Plans

Please refer to the following sample assessment plans to help guide preparation efforts, including considerations for unique school needs. Please be sure to build your plan in the specific template that was provided to school leaders.

Sample	Key Considerations
Sample Assessment Plan A	• Common unit and Skyline interim assessments in all content areas • Use of Star360 Benchmark/Screening, Diagnostic and Progress Monitoring Assessments in Literacy and Math • Fall PSAT 8/9 for 9th Graders • Fall PSAT/NMSQT for 10 and 11th Graders • Fall SAT for targeted 12th Graders
Sample Assessment Plan B	• Common unit and Skyline interim assessments in all content areas • Use of Star360 Benchmark/Screening, Diagnostic and Progress Monitoring Assessments in Literacy and Math, in English and Spanish • Fall PSAT 8/9 for 9th Graders • Fall PSAT/NMSQT for 10 and 11th Graders • Fall SAT for targeted 12th Graders

Tips and Resources for Staff Engagement

1. **Engage teacher teams** (ILT, GLT, Departments) early and often, including sharing this guide, when designing the initial assessment plan.

2. **Emphasizing the purpose and value of assessment**, including consistent assessment practices across department teams and schools, grounded in CPS values and district priorities. Demonstrate ways in which assessment data informs instruction and creates opportunities for students.

3. **Engage staff in conversations regarding special needs and considerations** for the upcoming school year, aligning to your school's CIWP and SY25 budget.

4. **Build staff capacity** to understand the purpose and use of each type of assessment, as a part of a balanced assessment plan. Ensure staff understands the "why" behind the decision to incorporate each assessment.

5. **Design an engagement strategy** that addresses potential challenges to the prepared plan.

6. **Gather input** and/or feedback from your Network Team

Please refer to the [Assessment Plan Voting Procedures FAQ](#) for more information.

Any additional questions can be directed to assessment@cps.edu.