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# Bremen HS District 228 Assessment Plan

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Bremen High School  
Tinley Park High School  
Hillcrest High School  
Oak Forest High School

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2012

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## Table of Contents

Mission and Vision .....	3
District Improvement Plan .....	3
Purpose of Assessment .....	4
Roles and Responsibilities .....	4
District Assessment Schedules .....	8
Academic Assessments for <i>All</i> Students .....	8
Academic Assessments for <i>Select</i> Groups of Students .....	10
Academic Formative and Summative Assessments .....	12
Assessment of Students with Disabilities .....	14
Assessment of English Language Learner (ELL) Students .....	15
Assessment Results and Dissemination of Data .....	15
Confidentiality of Student Assessment Data .....	16
Security of Assessment Materials .....	17
Test Preparation and Test-Taking Strategies .....	17
Staff Professional Development Related to Assessment .....	18
Future Considerations .....	19
Assessment Plan Committee Members .....	19
Appendix A: District Assessment Descriptions .....	21
Appendix B: Fall and Spring Testing Schedules .....	29
References .....	31

## **Mission and Vision**

The mission and vision for Bremen District 228 are as follows:

### **Mission**

Our mission is to provide each student with core values, knowledge, and skills in order to thrive academically, socially, emotionally, and physically in our diverse world; to develop character; and to achieve full potential in one's personal and professional life.

### **Vision**

Through high academic standards, accountability, and a safe, caring environment, we will challenge our students to become self-directed learners and global citizens with the ability to utilize literacy skills and competencies to enrich their lives within the workplace, community, and family.

## **District Improvement Plan**

Bremen District 228 continues its efforts to improve reading and math achievement for all students, particularly black and Hispanic students, students of low-income, and students with disabilities as based upon our report card data from 2012. Our goal for the 2012-2013 school year and beyond is to have the aforementioned subgroups of students make safe harbor.

In addition to the reading and math initiatives, District 228 is utilizing Rising Star's Indicators of Effectiveness for the development of the District's Improvement Plan. The plan for the 2012-13 school year is to start working towards full implementation of the following indicators:

- The district is working on providing schools with technology, training, and support for integrated data collection, reporting, and analysis systems;
- The district is regularly reallocating resources to support school, staff, and instructional improvement;
- The district is working with the schools to provide early and intensive intervention for students not making adequate progress;
- The district is developing and communicating its vision to ensure college and career readiness for all students to all stakeholders;
- The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development;
- The district curriculum encompasses a set of knowledge, skills, and behaviors of appropriate content and rigor to prepare students for both college and careers;
- The district is building partnerships/contracts with external providers to provide critical services in restructured schools and school in status based on data-driven identified needs; and
- In collaboration with its schools, the district is examining improvement strategies being implemented across the district and is determining their value, expanding, modifying, and culling as evidences suggests.

## **Purpose of Assessment**

An effective assessment program recognizes the relationship between a school district's mission and vision, national and state learning standards, district course curricula, classroom instruction, formative and summative assessment, and student learning. The purpose of the Bremen District 228 assessment plan is to ensure that assessment is fulfilling its intended role in this relationship.

The goal of the Bremen District 228 assessment program is to provide students, parents, teachers, administrators, board members, and the communities served by the district with accurate, reliable, and valid data that may be used to:

- Inform decisions regarding curriculum, instruction, and assessment
- Ensure alignment of the district curricula with national and state learning standards
- Inform the integration of technology in the classroom
- Assist in the placement of freshman students in core academic classes
- Assist in the selection of freshman students for advanced academic classes
- Evaluate district programs
- Inform decisions regarding the allocation of district resources
- Inform teacher instruction
- Improve student learning
- Evaluate the college and career readiness of students
- Measure student achievement
- Measure student growth
- Provide accountability for the district's stakeholders

In order to address these objectives, the district has implemented a comprehensive assessment program that includes both formative and summative assessments taken when students are in 8<sup>th</sup> grade and throughout the four years they are in high school.

## **Roles and Responsibilities**

The Assistant Superintendent for Teaching and Learning (Assistant Superintendent) is responsible for the Bremen District 228 assessment program. The Assistant Superintendent will chair the district assessment committee and work with its members to evaluate and update the district assessment plan as needed. The current members of the assessment committee are included in a subsequent section of this document.

The Assistant Superintendent will work closely with the Assistant Principals for Students Services (Assistant Principals), Assistant Principals for Teaching and Learning (Assistant Principals T&L), Data Manager, Director of Special Education, and Department Supervisors to coordinate all district assessment activities.

The Assistant Superintendent for Teaching and Learning is responsible for:

- Overseeing the district assessment program

- Acting as the chairperson for the district assessment committee; working with the district assessment committee to evaluate and update the district assessment plan on a bi-annual basis
- Working with the Assistant Principals to coordinate the assessment of all students during fall and spring testing, including, but not limited to, the ordering of assessments
- Working with the Assistant Principals and Department Supervisors to coordinate the assessment of select groups of students throughout the school year
- Working with the Data Manager to ensure 1) the accurate scoring of district assessments, 2) storing of assessment results in PowerSchool, the district's student information system, and 3) development of assessment reports
- Analyzing assessment data at the district and building levels
- Communicating with outside organizations, such as ACT, the Illinois State Board of Education (ISBE), and local middle and junior high school administration, to facilitate the assessment process

The Assistant Principals for Student Services are responsible for:

- Coordinating the administration of assessments for all students during fall and spring testing
- Coordinating the administration of assessments for select groups of students throughout the school year
- Ensuring that school psychologists have submitted requests to the appropriate organizations for accommodations for students whose IEP or 504 plans call for accommodations for standardized tests
- Communicating with outside organizations, such as ACT, the College Board, the Illinois State Board of Education, South Suburban College, and local middle and junior high schools, to facilitate the assessment process
- Communicating information about assessments and assessment results to students, parents, faculty members, and administration
- Coordinating test-preparation and administration activities, as directed by the principal
- Analyzing data at the building level

The Assistant Principals for Teaching and Learning are responsible for:

- Coordinating test-preparation activities, as directed by the principal
- Analyzing data at the building level

The District-Level Department Supervisors are responsible for:

- Communicating with local middle and junior high schools to facilitate the assessment process
- Coordinating the administration of subject-specific placement or proficiency exams to incoming or current students, and communicating the results of those exams to students, parents and the Assistant Principals to assist in the placement of students
- Coordinating the administration of subject-area assessments to select groups of students throughout the school year

- Working with the teachers in their department to develop and revise valid, reliable criterion-referenced CRT Semester Exams, common assessments, and performance assessments which are aligned to curricula and state or national standards
- Distributing current versions of CRT Semester Exams, common assessments, and performance assessments to the teachers in their departments
- Entering assessment answer keys into Mastery Manager, the district's assessment management system
- Ensuring the accuracy of district-level assessment data for their subject areas
- Working with the teachers in their departments to analyze student assessment data
- Working with the Assistant Superintendent to provide the teachers in their departments with professional development related to assessment
- Coordinating the administration of a Practice ACT test during the fall semester of junior year also to include testing seniors

The Data Manager is responsible for:

- Supporting the district's interface to Mastery Manager, a web-based assessment management system
- Ensuring the accurate scoring of district assessments
- Ensuring the accurate uploading or storing of assessment results in PowerSchool, the district's student information system
- Developing assessment reports for use by the Assistant Superintendent
- Assisting Department Supervisors and Assistant Principals with the development of assessment reports, as needed
- Working with the faculty and staff to ensure accurate entry of data into PowerSchool as it relates to student assessment
- Uploading student demographic and assessment data to the State of Illinois' Student Information System

The Director of Special Education, with assistance from the Special Education Coordinators, is responsible for:

- Working with the teachers in the department to develop and revise valid, reliable criterion-referenced CRT Semester Exams, common assessments, and performance assessments which are aligned to curricula and state or national standards
- Distributing current versions of CRT Semester Exams, common assessments, and performance assessments to the teachers in their departments
- Entering assessment answer keys into Mastery Manager, the district's assessment management system
- Ensuring the accuracy of district-level assessment data for their subject areas
- Working with the teachers in their departments to analyze student assessment data
- Overseeing the testing required to determine eligibility of students for special education services
- Facilitating the assessment of students throughout the school year who receive accommodations per their Individual Education Plans (IEP) or Section 504 (504) plans

- Coordinating the administration of the Illinois Alternative Assessment (IAA) for identified students
- Facilitation of training for staff responsible for the administration of assessments specific to special education
- Working with the Assistant Superintendent to provide the teachers in their departments with professional development related to assessment

The School Psychologists are responsible for:

- Ensuring appropriate test accommodations are documented in students' IEP or 504 plans
- Submitting requests to ACT for accommodations for students whose IEP or 504 plans call for accommodations for standardized tests, specifically the Prairie State Achievement Exam
- Communicating with ACT and local alternative and therapeutic schools to facilitate the assessment process for students with an IEP or 504 plan
- Coordinating test-preparation and administration activities, as directed by the Assistant Principal for Student Services

The ELL Department Supervisor is responsible for:

- Overseeing the administration of W-APT screener assessment for new or incoming Limited English Proficient students.
- Overseeing the administration of annual English Proficiency testing (ACCESS)
- All other responsibilities listed above under the Department Supervisor role

Educational Faculty and Staff are responsible for:

- Administering assessments
- Reviewing and analyzing formative and summative data and using information from that analysis to inform instruction
- Reviewing assessment results with students collectively and individually in order to improve student learning
- Participating in the district professional development to become knowledgeable of the practices for test administration
- Participating in the district professional development in order to accurately interpret assessment data and use that data to inform classroom instruction

## District Assessment Schedules

### Academic Assessments for *All* Students

The following assessments are administered to students annually in the fall or spring during all-school testing. The purpose for each assessment is noted below:

<u>Students</u>	<u>Assessment</u>	<u>Purpose</u>	<u>Administration Dates</u>
9 <sup>th</sup> Graders	EXPLORE	<ul style="list-style-type: none"> <li>• Establish benchmark data to assess student growth</li> <li>• Provide data for teachers who utilize ACT College Readiness Standards</li> <li>• Provide feedback to students regarding college/career readiness</li> </ul>	October
9 <sup>th</sup> Graders	Practice PLAN	<ul style="list-style-type: none"> <li>• Assess student EPAS growth</li> <li>• Provide data for teachers who utilize ACT College Readiness Standards</li> <li>• Provide students with PSAE test practice</li> <li>• Provide feedback to students regarding college/career readiness</li> </ul>	April
10 <sup>th</sup> Graders	PLAN	<ul style="list-style-type: none"> <li>• Assess student EPAS growth</li> <li>• Provide data for teachers who utilize ACT College Readiness Standards</li> <li>• Provide feedback to students regarding college/career readiness</li> </ul>	October
10 <sup>th</sup> Graders	Practice ACT	<ul style="list-style-type: none"> <li>• Assess student EPAS growth</li> <li>• Provide data for teachers who utilize ACT College Readiness Standards</li> <li>• Provide students with PSAE test practice</li> <li>• Provide feedback to students regarding college/career readiness</li> </ul>	April

<u>Students</u>	<u>Assessment</u>	<u>Purpose</u>	<u>Administration Dates</u>
11 <sup>th</sup> Graders	Practice ACT	<ul style="list-style-type: none"> <li>Assess student EPAS growth</li> <li>Provide data for teachers who utilize ACT College Readiness Standards</li> <li>Provide students with PSAE test practice</li> <li>Determine participation in WorkKeys study halls</li> <li>Provide feedback to students regarding college/career readiness</li> </ul>	October
11 <sup>th</sup> Graders (who have <b>less than 12</b> academic credits*)	Practice Prairie State Achievement Exam (PSAE)	<ul style="list-style-type: none"> <li>Assess student EPAS growth</li> <li>Provide data for teachers who utilize ACT College Readiness Standards</li> <li>Provide students with PSAE test practice</li> <li>Provide feedback to students regarding college/career readiness</li> </ul>	April – Optional by School
11 <sup>th</sup> Graders (who have <b>12 or more</b> academic credits*)	PSAE	<ul style="list-style-type: none"> <li>Assess student growth</li> <li>Provide data for teachers who utilize ACT College Readiness Standards</li> <li>Determine Annual Yearly Progress (AYP) for Illinois' No Child Left Behind (NCLB) accountability reporting</li> <li>Satisfy Illinois graduation requirements</li> <li>Provide feedback to students regarding college/career readiness</li> </ul>	April
12 <sup>th</sup> Graders (who did not take the official PSAE in 11 <sup>th</sup> grade)	PSAE	<ul style="list-style-type: none"> <li>Assess student growth</li> <li>Provide data for teachers who utilize ACT College Readiness Standards</li> <li>Satisfy Illinois graduation requirements</li> <li>Provide feedback to students regarding college/career readiness</li> </ul>	April
* as of August 1 <sup>st</sup> preceding a student's junior year, not including credits earned for summer academy or 8 <sup>th</sup> grade math or world language coursework			

## Academic Assessments for *Select* Groups of Students

The following assessments are administered to select groups of students at the noted times during the school year. The purpose for each assessment is noted below.

<u>Assessment</u>	<u>Students</u>	<u>Purpose</u>	<u>Administration Dates</u>
ACCESS	Students identified as ELL	<ul style="list-style-type: none"> <li>Assess English language proficiency</li> </ul>	January/February
Algebra 1 Proficiency Test	Select 8 <sup>th</sup> grade students enrolled in full-year, comprehensive Algebra 1 courses, based on 8 <sup>th</sup> grade math teacher recommendation	<ul style="list-style-type: none"> <li>Place freshman into Honors Algebra 1 or Honors Geometry mathematics courses with possible credit to be awarded for 8<sup>th</sup> grade coursework</li> </ul>	December and May
College Board Advanced Placement (AP)	Students enrolled in AP classes Students in the 2011, 2012 and 2013 graduating classes are self-selected	<ul style="list-style-type: none"> <li>Assess student learning in high school AP classes;</li> <li>Provide colleges with data on which to base award of college credit or advanced course placement</li> </ul>	May
AIMSweb Benchmarking	Special education students in self-contained English and Math classes	<ul style="list-style-type: none"> <li>Determine student's functioning grade level in Math and Reading;</li> <li>Set and evaluate goals at IEP meetings</li> </ul>	September, January, and May
Armed Services Vocational Aptitude Battery (ASVAB)	11 <sup>th</sup> and 12 <sup>th</sup> grade self-selected students	<ul style="list-style-type: none"> <li>Self-assess student interests</li> <li>Explore career options</li> <li>Qualify applicants for the U. S. military</li> </ul>	December
COMPASS	12 <sup>th</sup> grade self-selected students	<ul style="list-style-type: none"> <li>Provide input for Junior College course placement</li> <li>Qualify students for a tuition-free college class at South Suburban College (SSC) during junior or senior year</li> </ul>	October
EXPLORE	All 8 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>Provide input for freshman course placement</li> </ul>	October
Illinois Alternative Assessment (IAA)	Select 11 <sup>th</sup> grade special education students, based on IEP	<ul style="list-style-type: none"> <li>Assess student growth</li> <li>Determine Illinois Annual Yearly Progress for NCLB</li> </ul>	February/March

<u>Assessment</u>	<u>Students</u>	<u>Purpose</u>	<u>Administration Dates</u>
Microcomputer Interdisciplinary Applications (MIA) Proficiency Test	8 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade self-selected students; 11 <sup>th</sup> and 12 <sup>th</sup> grade transfer students	<ul style="list-style-type: none"> <li>Determine proficiency for the district technology graduation requirement</li> </ul>	December & May (8 <sup>th</sup> Graders); May (11 <sup>th</sup> and 12 <sup>th</sup> Graders)
Practice ACT	“Testing” 11 <sup>th</sup> and 12 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>Assess student EPAS growth</li> <li>Provide data for teachers who utilize ACT College Readiness Standards</li> <li>Determine participation in WorkKeys study halls</li> </ul>	February
Preliminary SAT (PSAT)	Select 11 <sup>th</sup> grade students, based on academic status	<ul style="list-style-type: none"> <li>Determine qualification for the National Merit Scholarship</li> <li>Practice for the SAT college entrance exam</li> </ul>	October
Scholastic Phonics Inventory (SPI)	English Skills, English 1 and English 2 students with a Read 180 Lexile score below 500	<ul style="list-style-type: none"> <li>Screen students and measure their foundational reading skills</li> <li>Determine placement in the System 44 software program</li> </ul>	Three times during the school year: August, January, and May
Scholastic Reading Inventory (SRI)	English Skills, English 1 and English 2 students	<ul style="list-style-type: none"> <li>Place, assess, and monitor the reading progress of students using data to drive instruction and monitor adequate yearly progress</li> </ul>	Three times during the school year: August, January, and May
World Language Proficiency Tests	8 <sup>th</sup> grade students enrolled in comprehensive, full-year Spanish or French world language courses	<ul style="list-style-type: none"> <li>Determine freshman placement in advanced Spanish or French world language courses with possible credit to be awarded for 8<sup>th</sup> grade coursework</li> </ul>	December

## Academic Formative and Summative Assessments

Throughout the school year, teachers administer formative and summative assessments to students to determine student mastery of subject area concepts, which in turn would be used to inform instruction. A formative assessment is an opportunity to determine how much knowledge and skill a student has developed at various points within a unit of instruction. A quiz is an example of a formative assessment. A summative assessment is usually given at the end of a unit of instruction and provides evidence about how much knowledge and skill a student has acquired over time. A chapter test is an example of a summative assessment.

When possible, teachers are encouraged, and at times required, to use the Mastery Manager scoring system to score the assessments, store results by student, class, school and district, and produce reports that may inform instruction and provide students with feedback on their progress. The formative and summative assessments currently being used by all district teachers are noted below. Individual teacher assessments are not included in this summary.

<u>Assessment</u>	<u>Students</u>	<u>Purpose</u>	<u>Administration Dates</u>
AIMSweb Progress Monitoring	Special education students in self-contained English and Math classes	<ul style="list-style-type: none"> <li>Monitor student progress in Reading and Math through brief, direct, and continuous assessment of basic skills;</li> <li>Provide feedback on IEP goals</li> </ul>	October, November, December, February, March, April, and May
Common Math Assessments*	Algebra 1, Algebra 2, and Geometry students	<ul style="list-style-type: none"> <li>Assess mastery of mathematics concepts;</li> <li>Aligned with ACT's College Readiness Standards and the Common Core Standards</li> </ul>	At the midterm of the first and third quarters
Common English Assessments*	9 <sup>th</sup> and 10 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>Assess mastery of literary concepts</li> <li>Assess analysis of poetry</li> <li>Aligned with the Illinois Learning Standards</li> </ul>	At the conclusion of each unit
Common English Writing Assessments	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>Assess English grammar and diagnose writing strengths and deficiencies</li> <li>Aligned with Illinois Learning Standards</li> <li>Scored using the ILS Rubric</li> </ul>	Assessments are administered November through April
Common Fine Arts Assessments	Beginning Band and Symphonic Band students	<ul style="list-style-type: none"> <li>Assess mastery of music concepts through individual student performances</li> </ul>	Quarterly
Common Physical Education Fitness Assessments	All students	<ul style="list-style-type: none"> <li>Assess students' fitness levels</li> </ul>	1 <sup>st</sup> Quarter (formative) and 4 <sup>th</sup> Quarter (summative)
Common Science Assessments*	All Earth Science, Biology, Physics, Plant Science,	<ul style="list-style-type: none"> <li>Assess mastery of science concepts</li> <li>Aligned with ACT's College Readiness Standards and the</li> </ul>	Quarterly

<u>Assessment</u>	<u>Students</u>	<u>Purpose</u>	<u>Administration Dates</u>
	Anatomy & Physiology students	Illinois Learning Standards	
Common Social Studies Assessments*	All World History and American History students	<ul style="list-style-type: none"> <li>Assess mastery of history concepts;</li> <li>Aligned with ACT's College Readiness Reading Standards (Ideas for Progress, score range 20-23)</li> </ul>	Quarterly
CRT (criterion referenced test) Semester Exams	All students in all subjects (optional for PS&AE scholars)	<ul style="list-style-type: none"> <li>Determine student mastery of the material included in the various course curricula</li> </ul>	December and May/June
Summer Academy English Pre/Post-Test	All 6-week Summer Academy students (incoming freshmen)	<ul style="list-style-type: none"> <li>Assess student mastery of reading and language arts concepts included in the Summer Academy English curriculum</li> </ul>	June/July
Summer Academy Math Pre/Post-Test	All 3-week and 6-week Summer Academy students (incoming freshmen)	<ul style="list-style-type: none"> <li>Assess student mastery of math concepts included in the Summer Academy math curriculum</li> </ul>	June/July

\* scored using Mastery Manager

## Assessment of Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) provides clear direction for including students with disabilities in state assessments as well as district-wide assessments. In order to comply with federal laws and state mandates, Bremen District 228 participates in an inclusive state assessment program in which districts are accountable for the assessment of all students, regardless of disability type or severity, including those receiving special services via an IEP or 504 Plan.

Decisions regarding participation in state-level testing and accommodations will be made annually, based on a student's instructional goals, current level of functioning, skills, learning characteristics, and course curricula. Students with special needs will participate in one of three ways:

- **Without Accommodations/Modifications:** Students with disabilities identified in their IEPs/504 Plans would participate in assessments under the same conditions as students who do not receive special education services.
- **With Accommodations:** Students with disabilities identified in their IEPs/504 Plans would participate in assessments with accommodations in testing procedures. These accommodations would allow students greater accessibility to assessments, and would minimize the impact the students' disabilities may have on their test performance. Accommodations may include, but are not limited to, extended time, oral presentation, and small groups.
- **With Modifications:** Students with disabilities identified in their IEPs/504 Plans would participate in assessments with modifications in testing materials. These modifications would allow the students greater accessibility to the assessments, and would minimize the impact the students' disabilities may have on their test performance. Modifications may include, but are not limited to, fewer answer choices on multiple choice tests, chunking, and word banks.
- **Illinois Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the state assessments even with accommodations/modifications. These students will participate in the Illinois Alternate Assessment.

In order to determine the presence and/or extent of an individual student's disability, Student Services personnel, specifically the school psychologist, social worker or speech pathologist, will use one or more of the following assessments. A description of these tests and their uses can be found in Appendix A.

- AIMSweb
- Autism Spectrum Rating Scales
- BASC-2
- CASL
- The Childhood Autism Rating Scale
- Clinical Evaluation of Language Fundamentals-4 Adolescent
- Conners Behavior Rating Scale III
- The Goldman Fristoe Test of Articulation
- OWLS
- Peabody Picture Vocabulary Test III
- SIB-R
- TAPS
- Test of Problem Solving 2
- C-TONI II
- Vineland II
- WAIS
- WIAT-II or -III

- Woodcock-Johnson III Tests of Achievement
- KTEA II
- WASI II
- Student Stuttering Inventory-3
- CREVT II
- EOWPVT-4
- ROWPVT-4
- TOPL-2
- TOAL-4
- WISC IV
- The Word Test

### **Assessment of English Language Learner (ELL) Students**

All students who enter the district and indicate on their home language survey that they speak a language other than English at home will be tested using the W-APT screener, which measures their English language proficiency in the areas of listening, speaking, reading, and writing. Students who score at or below the 50th percentile, or its equivalent, are eligible for ELL services. ELL students are assessed every January using the ACCESS test to determine their progress in acquiring English language skills.

### **Assessment Results and Dissemination of Data**

District 228 disseminates data to various stakeholders depending upon the type of assessment given. Data is reported through various means including: School Report Cards, Board of Education presentations, and through the Parent Portal.

For the different categories of assessments, we have summarized below the ways in which results are disseminated by identifying the reporter, the recipient, and the vehicle. Diagnostic assessments, such as intelligence tests, are reported directly to individual students and their parents/guardians.

**State/National Assessments:**

<u>Assessment</u>	<u>Reporter</u>	<u>Recipient</u>	<u>Vehicle</u>
PSAE	Assistant Superintendent for Teaching & Learning	Board of Education  Public	Academic Achievement Status Report – presented at the October Board Meeting  Posted to the District’s website
ACT	ACT	Students	Scores sent directly to students
ACCESS	Assistant Superintendent for Teaching & Learning	Board of Education  Public	Spring mid-month memo  School Report Card posted to District Website
AP	Assistant Superintendent for Teaching & Learning	Board of Education  Teachers  Students	August mid-month memo highlighting results  College Board Websites  College Board notifies students of their scores

<u>Assessment</u>	<u>Reporter</u>	<u>Recipient</u>	<u>Vehicle</u>
COMPASS, PSAT, and ASVAB	Assistant Principals for Student Services/Guidance Counselors	Students	Score reports are given directly to students either through Developmental Guidance Lessons or small group sessions via in-school field trips

**District Assessments:**

<u>Assessment</u>	<u>Reporter</u>	<u>Recipient</u>	<u>Vehicle</u>
EPAS (Cohort Data)	Assistant Superintendent for Teaching & Learning	Board of Education  Public	Academic Achievement Status Report – presented at the October Board Meeting  Posted to the District’s website
EPAS (Class Data)	Department Supervisors	Teachers	EPAS roster reports
9 <sup>th</sup> Grade EXPLORE/10 <sup>th</sup> Grade PLAN	Assistant Principal for Student Services/Guidance Counselors	Students	Development Guidance Lessons
8 <sup>th</sup> Grade EXPLORE	Assistant Principal for Student Services/Guidance Counselors	Students and Parents	Freshmen Orientation nights

**Department Assessments:**

<u>Assessment</u>	<u>Reporter</u>	<u>Recipient</u>	<u>Vehicle</u>
CRT Semester Exams	Individual Teachers	Students and Parents	Parent Portal
Common Assessments	Individual Teachers Department Supervisors	Students and Parents Teachers	Parent Portal Item analysis reports

**Formative/Summative Assessments:**

All assessments in this area are communicated to students and parents through teachers, psychologists, and/or case managers depending upon the type of assessment.

### **Confidentiality of Student Assessment Data**

The Family Educational Rights and Privacy Act of 1974 (FERPA), as Amended governs access to records and data maintained by an educational institution and the release of such records or data. Each Bremen District 228 faculty member is accountable for ensuring the confidentiality of all student educational records in accordance with FERPA. In accordance with this responsibility, faculty will not post or

display, either electronically or in hard copy, lists of students' scores in personally identifiable forms unless the student gives prior written consent.

### **Security of Assessment Materials**

All national and state assessment materials will be secured according to the requirements set forth by the testing institution. For example, PSAE test materials are required to be kept in a locked cabinet in a locked storage area. Access to the storage area must be limited to essential personnel involved in the coordination of test administration.

All district assessment materials will be kept in secure storage areas at the district office, individual buildings, or in password protected files on district servers.

### **Test Preparation and Test-Taking Strategies**

In District 228, preparation for the PSAE consists of the following:

- Alignment of curricula to the Illinois State Standards or the Common Core Standards, if available, for the core departments of English, Math, Science and Social Studies
- Mapping of questions on all common assessments, including CRT Semester Exams, to specific Illinois State Standards, ACT's College Readiness Standards (if applicable), or the Common Core Standards, if available, or National Standards for career and technical education courses
- Analysis of common assessment data to inform instruction and determine the need for re-teaching of specific knowledge or skills
- Planning of daily lessons and activities in all classes in all departments that purposely address the development and application of Math and Reading skills (Math across the Curriculum, Reading across the Curriculum)
- Practicing of Math and Reading skills in Math and English classes through "daily" PSAE warm-up problems and activities that require the solving of PSAE-like multiple-choice questions
- Teaching of test-taking strategies when reviewing the solutions to the PSAE warm-up problems and activities
- Assessing of all students through ACT's EPAS assessments including the EXPLORE and PLAN

In Bremen District 228, preparation for AP assessments may consist of the following:

- Utilizing curricula, syllabi and textbooks approved by the College Board
- Completing summer assignments prior to the start of the course
- Incorporating multiple-choice and free-response questions from released AP exams in course assessments
- Administering quizzes over course-specific vocabulary throughout the term
- Continually practicing writing essays in AP exam formats
- Including questions from previous course assessments into current course assessments, covering all material covered to date

- Utilizing AP exam workbooks, websites (for example, successnetplus.com for AP French), and other review materials to prepare for the exam
- Administering and reviewing students' results of practice AP exams just prior to the taking of the AP exam
- Incorporating additional AP exam review during Wednesday connection periods, before and after school

In Bremen District 228, preparation for ACT/PSAT assessments consists of the following:

- A PSAT preparation program is held in the fall of each school year. Students who have been chosen to take the PSAT are invited to participate in the preparation classes. The classes are taught by the Standardized Testing Coaches from each school. Each school determines their own schedule for the preparation classes, as well as the materials used in the program.
- An ACT preparation program is held in the spring of each school year. The program is open to all students. The classes are taught by the Standardized Testing Coaches from each school. Each school determines their own schedule for the preparation classes, as well as the materials used in the program.

### **Staff Professional Development Related to Assessment**

All teaching and administrative staff receives professional development related to the district assessment program. Topics include:

- Purposes of norm-referenced and criterion-referenced assessments
- Interpretation of assessment data
- Using data to inform instruction
- Using the Mastery Manager assessment system
- Writing formative and summative assessments
- Guidelines for writing constructed-response and select-response test questions
- Teaching test preparation and test-taking strategies
- Administration procedures for Fall and Spring Testing assessments

Select teaching and administrative staff receive professional development related to specific aspects of the assessment program. Topics include:

- Administration procedures for AIMSWEB and IAA assessments for special education students
- Administration procedures for the ACCESS test and the W-APT screener for ELL students
- Administration procedures for the PSAE

Professional development is incorporated into:

- District induction program for new teachers
- District institute days
- School improvement days
- Staff and department meetings
- Additional workshops, as necessary

## **Future Considerations**

This document will be revisited to ensure that our assessment plan is aligned to current state standards and best practices. Frequent reviews of this plan will guarantee that we are meeting our intended goals and servicing students in the best way possible. Assessments currently being discussed or implemented for future implementation include the following:

- Qualitative Assessments for evaluating Student Services curriculum
- Behavior Observation Assessment as an RtI measure for Positive Adjustment Level System (PALS) programs (i.e. BEAST, Time-on-task)
- School Climate (i.e. California Healthy Kids Survey)
- School Wide Academic Diagnostic Screening Assessments (i.e. Reading Classes)

## **Assessment Plan Committee Members**

The following personnel are members of the Bremen District 228 assessment committee, and actively participated in the creation of the current district assessment plan.

Dr. Corinne Williams, Assistant Superintendent for Teaching and Learning  
Keith Anderson, Fine Arts Department Supervisor  
Ted Bailey, Social Worker  
Mike Brown, Social Studies Teacher  
Scott Buchanan, Associate Principal for Student Services  
Kathryn Campbell, Physical Education Department Supervisor  
Janna Canning, Math Teacher  
George Charnley, Math Department Supervisor  
Rhonda Cracco, Assistant Principal for Student Services  
Jane Dempsey, Assistant Principal for Student Services  
Dr. Evisha Ford, Former Director of Special Education  
Steve Granat, Science Department Supervisor  
Sheri Griffin, School Psychologist  
Mary Iverson, Speech Pathologist  
Dr. David Kibelkis, Principal  
Renee Mack, Special Populations Coordinator  
Dwayne Mentgen, Business and Industrial Technology Department Supervisor  
Colin Milton, Social Studies Department Supervisor  
Paula Nardi, World Language and ELL Department Supervisor  
Dr. Theresa Nolan, Principal  
April Nykaza, Family and Consumer Services Department Supervisor  
Denise Poston, English Department Supervisor  
Angela Pudzimis, Special Education Teacher  
Lee Rucinski, Science Teacher  
Claudia Rush, English Teacher  
Brad Sikora, Principal  
Renee Simms, Principal

Matt Singer, Special Education Coordinator  
Ed Sterling, Assistant Principal for Student Services  
Cheri Walsh, Counselor

## Appendix A: District Assessment Descriptions

<b>Assessment</b>	<b>Description</b>	<b>Test Type, Validity, Reliability</b>
ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)	Assesses the developing English language proficiency of English Language Learners in grades K–12 in the United States Addresses four domains: listening, speaking, reading and writing	Speaking test: individually administered and adaptive Listening & Reading tests: multiple-choice Writing test: constructed response
ACT	College entrance exam; Culminating test for ACT’s Educational Planning and Assessment System (EPAS); Assesses high school students' educational development at the 11 <sup>th</sup> & 12 <sup>th</sup> grade levels, and their ability to successfully complete college-level work	Norm-referenced student achievement test; Developed by ACT; Validity and reliability studies conducted by ACT
AIMSweb	Used to determine a student’s instructional level in reading comprehension and fluency, and math concepts, through benchmarking; Monitors student progress through brief, direct, and continuous assessment of basic skills; Used by special education teachers and school psychologists	“Highest rating for validity & reliability...” (The National Center on RTI, 2009)
Algebra 1 Proficiency Test	Placement exam for Honors Algebra 1 and Honors Geometry freshman mathematics courses	Criterion-referenced test; Developed by district and feeder school mathematics teachers, and reviewed by district Math department supervisor; No formal validity, reliability measures Scored in-district
Advanced Placement (AP) Exams	Subject-specific exams used by colleges to grant credit for coursework and/or place students into advanced courses	Criterion-Referenced subject specific tests; Developed by the College Board; Validity and reliability studies conducted by the College Board

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
ASVAB (Armed Services Vocational Aptitude Battery)	U. S. military admittance exam; Qualification exam for military occupational specialties and enlistment bonuses; Used at the high school level as an career interest inventory	Norm-referenced multi-aptitude test; Developed by the Department of Defense Validity and reliability studies conducted by Department of Defense
BASC-2 (Behavior Assessment System for Children, Second Edition)	Brief universal screening system for measuring behavioral and emotional strengths and weaknesses (i.e. ADHD, ODD, Depression/Anxiety); Used by the social worker	Normed based on current U.S. Census population characteristics; Moderate to good reliability and validity (Reynolds & Kamphaus, 2004).
CASL (Comprehensive Assessment of Spoken Language)	Measures language processing skills—comprehension, expression, and retrieval—in four language structure categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic; Used by the speech pathologist	Strong reliability scores: Internal Reliability: 0.64-0.94 depending on subtest and age administered (split half means); Test-Retest reliability: 0.92-0.93 for core composites and 0.88-0.96 for indexes. (correlation coefficients); Content, construct, criterion-related validity all shown; Intercorrelations from 0.30-0.79. Moderate intercorrelations among tests, low enough to support the interpretation that each test is measuring something unique but high enough to support their combination to produce the core composite and Index scores
The Childhood Autism Rating Scale	Helps to identify children with autism and determine symptom severity through quantifiable ratings based on direct observation; Used by the speech pathologist	The product of long-term empirical research, CARS provides quantifiable ratings based on direct behavior observation

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
Clinical Evaluation of Language Fundamentals-4 Adolescent	Core and supplementary subtests provide a comprehensive assessment of a student's language skills/performance; Scores are provided for Core Language, Receptive Language, Expressive Language, Language Structure, Language Content, Language Memory, Working Memory Indexes as Standard Scores, Percentile Ranks, and Age Equivalents; Used by the speech pathologist	The test-retest reliability of CELF-4 was evaluated in a study with 320 students. The stability coefficients ranged from .88 to .92 for composite scores based on the standardization population. Internal consistency using Chronbach's alpha range from .69 to .91 for composite scores. The split-half reliability ranged from .71 to .92 for subtests and from .87 to .95 for composite scores. Inter-scorer decision agreement for subtests that require clinical judgments and interpretation of scoring rules ranged from .88 to .99.
COMPASS	College placement exam; Used by local junior and community colleges for course placement	Norm-referenced test; Developed by ACT; Validity and reliability studies conducted by ACT
Conners Behavior Rating Scale - 3	Identifies a wide range of emotional, behavioral, and academic problems; the Rational Scales alert you to the student's potential for violence, and the DSM-IV-TR Symptom Scales support formal diagnosis by linking symptoms to established diagnostic criteria; Used by the social worker	Norms were based on a sample of 8000+ children and adolescents, males and females ages 3 to 17; Minority group samples were represented; Standardized data were based on the means and standard deviations for groups of children with ADHD and children without psychological problems
EXPLORE	Benchmark test for ACT's Educational Planning and Assessment System; Assesses student achievement at the 8 <sup>th</sup> & 9 <sup>th</sup> grade levels	Norm-referenced test; Developed by ACT; Validity and reliability studies conducted by ACT

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
The Goldman Fristoe Test of Articulation	<p>The most popular articulation test available;</p> <p>Provides information about a child's articulation ability by sampling both spontaneous and imitative sound production;</p> <p>Examinees respond to picture plates and verbal cues from the examiner with single-word answers that demonstrate common speech sounds;</p> <p>Additional sections provide further measures of speech production;</p> <p>Used by the speech pathologist</p>	<p>Age-based standard scores include separate normative information for females and males;</p> <p>Normative tables are based on a national sample of 2,350 examinees stratified to match the most recent U.S. Census data on gender, race/ethnicity, region, and SES as determined by mother's education level</p>
IAA (Illinois Alternative Assessment)	<p>An alternative to the PSAE, this assessment measures the learning of students with the most significant intellectual disabilities;</p> <p>Uses demand tasks, which are aligned to the Illinois Learning Standards;</p> <p>Based on alternate achievement standards in reading, mathematics, science and writing at the grades corresponding to the PSAE</p>	<p>Performance-based assessment;</p> <p>As reported by the ISBE, reliability is .90 or over for all subtests;</p> <p>Validity coefficients based on the correlation between teachers' scores and scoring monitors' scores range from 0.70 to 0.99 by subject; overall, the validity results based on content-, construct-, and criterion related evidence suggest that the IAA provides valid assessment of the performance of students in the 1% population.</p>
OWLS (Oral and Written Language Scale)	<p>Assessment of receptive and expressive (both oral and written) language;</p> <p>Used by the speech pathologist</p>	<p>Normed on a nationally representative sample of more than 1,700 individuals based on U.S. census data in the year 1991</p>
Peabody Picture Vocabulary Test III	<p>The leading measure of receptive vocabulary for standard English and a screening test of verbal ability;</p> <p>Used by the speech pathologist</p>	<p>The PPVT has an average correlation of .69 with the OWLS Listening Comprehension scale and .74 with the OWLS Oral Expression scale. Its correlations with measures of verbal ability are: .91 (WISC-III VIQ), .89 (KAIT Crystallized IQ), and .81 (K-BIT Vocabulary)</p>

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
PLAN	Part of ACT's Educational Planning and Assessment System (EPAS); Measures current academic development at the 10 <sup>th</sup> grade level	Norm-referenced test; Developed by ACT; Validity and reliability studies conducted by ACT; Scored by ACT
Practice ACT	Retired version of the ACT test	Norm-referenced test; Developed by ACT; Scored in-district
Practice EXPLORE	Retired version of the EXPLORE test	Norm-referenced test; Developed by ACT; Validity and reliability studies conducted by ACT; Scored in-district
Practice PLAN	Retired version of the PLAN test	Norm-referenced test; Developed by ACT; Scored in-district
Practice Writing Prompts	District writing prompts provide practice for the ACT Writing assessment	Criterion-referenced test; Developed by district subject area teachers, and reviewed by department supervisors; No formal validity, reliability measures Scored in-district
PSAE (Prairie State Achievement Exam)	Assesses the high school benchmarks defined by the Illinois Learning Standards; Consists of 3 components – ACT test, two WorkKeys tests, and an ISBE-developed science test	See individual information on the ACT, WorkKeys and ISBE Science tests; Scored by ISBE
PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)	Practice for the SAT college entrance exam; National Merit Scholarship Qualifying Test	Norm-referenced test; Developed by the College Board; Validity and reliability studies conducted by the College Board; Scored by the College Board

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
CRT Semester Exams	Determine students' mastery of material included in various course curricula	Criterion reference tests; Developed by district subject area teachers, and reviewed by department supervisors; No formal validity, reliability measures
SIB-R (Scales of Independent Behavior - Revised)	Provides a comprehensive assessment of 14 areas of adaptive behavior and 8 areas of problem behavior; Used by the social worker	Norm sample does not match U.S. Census Data. Reliability is excellent (Sattler, 2002). Construct validity is limited.
TAPS (Test of Auditory Processing Skills)	Measure of how children and teens process what they hear; Used by the speech pathologist	Based on a sample of 2,000+ children and teens--nationally representative in regard to gender, ethnicity, urban/rural area, geographic region, and parental education
Test of Problem Solving 2	Assesses a broad range of critical thinking skills in five different subtest areas: Making Inferences, Determining Solutions, Problem Solving, Interpreting Perspectives, Transferring Insights; Used by the speech pathologist	Statistically sound normative data with high reliability and validity
TONI (Test of Nonverbal Intelligence)	Measure of intelligence, aptitude, abstract reasoning, and problem solving that is completely free of the use of language Used by the psychologist	Normed on a sample of over 3,000 subjects tested in 1995 and 1996 whose demographic characteristics match those of the United States according to the 1990 census
Vineland Adaptive Behavior Scales II	Aids in diagnosing and classifying intellectual and developmental disabilities and other disorders, such as autism, Asperger Syndrome, and developmental delays; Used by the social worker	Normed based on current U.S. Census population characteristics

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
W-APT (WIDA ACCESS Placement Test)	A screening assessment that measures the English language proficiency of students who have recently arrived in the U.S. or in a particular district; Used to determine whether or not a child is in need of English language instructional services, and if so, at what level.	
WAIS II (Wechsler Adult Intelligence Scale)	Designed to measure intelligence in adults and older adolescents; Provides three IQ scores: Verbal IQ, Performance IQ, and Full Scale IQ; Used by the psychologist	Evidence supports the validity of test as a measure of global intelligence. It is correlated highly with other IQ tests (e.g. Stanford-Binet). The reliability coefficients (internal consistency) are .93 for the Performance IQ averaged across all age groups and .97 for the Verbal IQ, with an r of .97 for the full scale. Reliability for the 11 subtests is not as strong.
WIAT-II (Wechsler Individual Achievement Test)	Provides information about an individual's academic skills and problem-solving abilities; A comprehensive measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults; Used by the psychologist	Internal consistency reliability estimates of the WIAT-II subtests are generally high (above .85) The reliability estimates of these subtests were only somewhat lower (above .70). Internal consistency reliability of the Composite scores was very high (above .90) in both samples with the exception of the Oral Language Composite, which was above .85

<u>Assessment</u>	<u>Description</u>	<u>Test Type, Validity, Reliability</u>
Woodcock - Johnson III Tests of Achievement	Used to determine whether a student has learning disabilities; An individually administered battery of 22 achievement tests that covers 10 achievement areas such as reading, spelling, knowledge of science, mathematics etc.; Ideal for identifying specific skill deficits that will be the focus of intervention curriculum in problem-solving models like RtI; Used by the school psychologist	The reliability estimates are derived from Rasch (Wright & Stone, 1979) standard error of measurement person measures, and split-half computational methods corrected for test length using the Spearman-Brown correction formula
The Word Test	Curriculum-based language test assesses expressive vocabulary and semantic skills critical to reading comprehension and academic achievement. Evaluates the student's ability to recall and use vocabulary, understand word relationships, and recognize variations in word meaning; Used by the speech pathologist	
WorkKeys Assessment	Foundational and personal skill assessments measure workplace skill levels	Norm-referenced tests; Developed by ACT; Validity and reliability studies conducted by ACT; Scored by ACT
World Language Proficiency Tests	Placement exam for advanced and honors-level Spanish and French freshman world language courses	Criterion-referenced test; Developed by district subject area teachers, and reviewed by department supervisors; No formal validity, reliability measures Scored in-district

## Appendix B: Fall and Spring Testing Schedules

<b>2011-2012 EXPLORE, PLAN, Practice - ACT and COMPASS Schedules for 10/19/11 Bremen and Tinley Park</b>							
Dates	EXPLORE Time Schedule		PLAN Time Schedule		Practice ACT Time Schedule		COMPASS
Week of Sept. 19	Pre-Test Activities (45 minutes)		Pre-Test Activities (55 minutes)		Administer English test in English classes (45 minutes)		Self Paced Examination
Oct. 19	8:00 - 8:15	Distribution and Instructions	8:00 - 8:15	Distribution and Instructions	8:00 - 8:15	Distribution and Instructions	Pre-Test Activities
	8:15 - 8:45	English	8:15 - 8:45	English	8:15 - 9:15	Math	
	8:45 - 9:15	Math	8:45 - 9:25	Math	9:15 - 9:50	Reading	
	9:15 - 9:25	Break	9:25 - 9:35	Break	9:50 - 10:00	Break	
	9:25 - 9:55	Reading	9:35 - 9:55	Reading	10:00 - 10:35	Science	
	9:55 - 10:25	Science	9:55 - 10:20	Science			
	10:25 - 10:40	Collect booklets & answer forms	10:20 - 10:40	Collect booklets & answer forms	10:35 - 10:40	Collect booklets & answer forms	
	10:40 - 10:45	Return booklets & answer sheets to guidance	10:40 - 10:45	Return booklets & answer sheets to guidance	10:40 - 10:45	Return booklets & answer sheets to guidance	
	Student release time @ 10:40		Student release time @ 10:40		Student release time @ 10:40 (or when finished with exam)		Students released when finished with exam
<b>School Improvement Day</b>							
	11:00 - 1:00	School Improvement Planning					
	1:00	School Improvement Day Ends					

## 2011-2012 PSAE and Local Testing Schedule

<b>DATES</b>	<b>Time Schedule</b>		<b>PSAE – (11)</b>	<b>Time Schedule</b>		<b>Local Testing – (9 and 10)</b>
<i>Week of April 11-14</i>	Approximately 1 hour		Pre-test Activities			
<b>April 24</b>	<b>BR &amp; TP</b>	<b>HC &amp; OF</b>		<b>BR &amp; TP</b>	<b>HC &amp; OF</b>	<b>10<sup>th</sup> Grade practice ACT</b>
	8:00 - 8:10	8:15 – 8:25	Distribution/Instructions	8:00 - 8:10	8:15 – 8:25	Distribution/Instructions
	8:10 - 8:55	8:25 – 9:10	ACT – English	8:10 - 8:55	8:25 – 9:10	pACT English
	8:55 – 9:00	9:10 – 9:15	Instructions	8:55 – 9:00	9:10 – 9:15	Instructions
	9:00 - 10:00	9:15 – 10:15	ACT – Mathematics	9:00 - 10:00	9:15 – 10:15	pACT Math
	10:00 - 10:15	10:15 – 10:30	Break	10:00 - 10:15	10:15 – 10:30	Break
	10:15 – 10:20	10:30 – 10:35	Instructions	10:15 – 10:20	10:30 – 10:35	Instructions
	10:20 - 10:55	10:35 - 11:10	ACT – Reading	10:20 - 10:55	10:35 - 11:10	pACT Reading
	10:55 – 11:00	11:10 – 11:15	Instructions	10:55 – 11:00	11:10 – 11:15	Instructions
	11:00 - 11:35	11:15 – 11:50	ACT – Science Reasoning	11:00 - 11:35	11:15 – 11:50	pACT Science
	11:35 – 11:45	11:50 – 12:00	Collect Booklets and Answer Forms Student Release Time: <b>11:45 pm (BR/TP) 12:00 pm (HC/OF)</b>	11:35 – 11:45	11:50 – 12:00	Collect Booklets and Answer Forms Student Release Time: <b>11:45 pm (BR/TP) 12:00 pm (HC/OF)</b>
	11:45 – 11:55	12:00 – 12:10	Return Test Booklets & Answer Forms	11:45 – 11:55	12:00 – 12:10	Return Test Booklets & Answer Forms
	11:55 – 2:00	12:10 – 2:15	Inservice Activities	11:55 – 2:00	12:10 – 2:15	Inservice Activities
	<b>2:00</b>	<b>2:15</b>	Inservice Day Ends	<b>2:00</b>	<b>2:15</b>	Inservice Day Ends
<b>Half-Day Inservice (Principals will host)</b>						
<b>April 25</b>	<b>BR &amp; TP</b>	<b>HC &amp; OF</b>		<b>BR &amp; TP</b>	<b>HC &amp; OF</b>	<b>9<sup>th</sup> grade practice PLAN</b>
	8:00 - 8:10	8:15 – 8:25	Distribution/Instructions	8:00 - 8:10	8:15 – 8:25	Distribution/Instructions
	8:10 - 8:50	8:25 – 9:05	Developed Science	8:10 – 8:40	8:25 – 8:55	PLAN English
	8:50 – 8:55	9:05 – 9:10	Instructions	8:40 – 8:50	8:55 – 9:05	Break/Prep Time
	8:55 - 9:40	9:10 – 9:55	Work Keys Applied Math	8:50 – 9:30	9:05 – 9:45	PLAN Math
	9:40 - 9:55	9:55 – 10:10	Break/Prep Time	9:30 – 9:45	9:45 – 10:00	Break/Prep Time
	9:55 - 10:40	10:10 – 10:55	Work Keys Reading For Information	9:45 – 10:05	10:00 – 10:20	PLAN Reading
				10:05 – 10:10	10:20 – 10:25	Instructions
	10:40 – 10:50	10:55 – 11:05	Collect Test Booklets/Answer Forms—Student Release Time at <b>10:50 am (BR/TP) 11:00am (HC/OF).</b>	10:10 – 10:35	10:25 – 10:50	PLAN Science
	10:50 – 11:30 <i>Travel</i>	11:05 – 11:30	<b>No Lunch – Activities at Hillcrest and Oak Forest</b> (BR/TP teachers travel).	10:35 – 10:50	10:50 – 11:05	Collect Test Booklets/Answer Forms Student Release Time at <b>10:50 am (BR/TP) 11:05 am (HC/OF).</b>
				10:50 – 11:30 <i>Travel</i>	11:05 – 11:30	<b>No Lunch – Activities at Hillcrest and Oak Forest</b>
<b>School Improvement Day (Supervisors will host)</b>						
	<b>11:30 – 1:45</b>	<b>11:30 – 1:45</b>	<b>No Lunch</b> —SIP Activities	<b>11:30 – 1:45</b>	<b>11:30 – 1:45</b>	
	<b>1:45</b>	<b>1:45</b>	School Improvement Day Ends	<b>1:45</b>	<b>1:45</b>	

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