

SY 2020-2021

Fall Assessment Guidance



Department of Student Assessment

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Introduction

At Chicago Public Schools, our mission is to provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life. What we face as a district, city and nation, does not change that mission.

The Department of Student Assessment contributes to that mission by ensuring that all CPS stakeholders have valid and accurate information about how well students are learning that empowers them to better support the students in their classrooms, schools, neighborhoods, or homes. Unfortunately, this past spring disrupted our ability to administer our normal end of year assessments and prevented us from providing educators and families with familiar results that communicate students' learning status.

We know that many students' ability to learn up to their full potential was not possible in the spring and that many students will start school this year with unfinished learning from the previous grade-level. Despite this reality, we are guided by the conviction that all students are capable of engaging with meaningful, relevant grade-level content. The role of assessment, then, is not to capture and catalogue "learning loss" that spurs a remedial approach; instead, its purpose is to provide teachers, students, and families with actionable information that helps all students access grade-level standards and curriculum content.

CPS defines Student Assessment as the process of reasoning from evidence of student learning. High-quality assessment:

- Connects to curriculum and instruction
- Informs good, evidence-based decision-making
- Creates opportunities for students

These characteristics of high-quality assessment are still true in the remote environment. Whether in-person or remote, assessment should empower students, teachers, and parents with information that enables them to advance student learning aligned to grade-level standards.

This **Assessment Reopening Guidance** is designed to help school leaders, teacher teams, and educators implement balanced assessment plans in the remote learning environment. It includes:

- Updates to assessment policies and calendars
- Guidance on the implementation of schools' approved assessment plans, including how to amend assessment plans according to contract guidelines.
- Supports for remote assessment administration, including guidance, professional learning and parent letters.

- A focus on the CPS assessment instructional priority of using assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.
- Guidance for school leaders and teachers on using the [Checkpoint Student Assessment system](#) in a remote environment to deliver high quality, standards aligned assessments for formative or summative use in grades K-12.
- Tools for formative assessment best practices in the Google Suite.

Planning for Assessment in SY21

School Excellence Framework (SEF) Alignment: Balanced Assessment

A **balanced assessment system** effectively measures the depth and breadth of student learning and monitors student progress toward 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 all students, including diverse learners and English learners.

As we adjust to new learning environments and modes of instruction, it is important to maintain a focus on implementing the key components of a balanced assessment system listed below.

- School-based teams discuss and monitor the effect of teaching on student learning and integrate formative assessment into instruction and intervention of individual students
- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- Instructional leadership teams, grade-level teams, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitor improvement for students within all tiers
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- Utilize assessments that measure the development of academic language for English learners
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.

SY21 Policy and Administration Updates

In response to the upcoming school year's unique circumstances, certain assessment administration policies have been amended. Recognizing the evolving nature of the response to COVID-19, additional policy changes may occur. The list of key changes are below. Policy changes will be additionally communicated to testing coordinators and school leaders through the weekly Assessment Update.

Pre-K Screeners - ASQ and ESI-R are not required to be completed during remote learning. Upon return to in person instruction, schools will be expected to complete them. Additional updates will be provided once available.

KIDS - ISBE has extended the deadline to enter ratings for KIDS from the 40th day of school to June 30, 2021. As a result, CPS kindergarten teachers should not collect evidence or enter ratings during Quarter 1. CPS will continue to coordinate with ISBE and provide an update to schools by the end of Quarter 1.

EL Screeners - ISBE requires new students with at least one “Yes” on their Home Language Survey (HLS) to be screened for EL services. For schools that are fully remote, ISBE requires the [Provisional EL Screener](#) to be completed within 30 calendar days from the start of the school year. For schools that are in-person, ISBE requires the formal EL Screener to be completed within 30 calendar days of their in-person start date. For students who enroll after the 30th day with at least one “Yes” on their HLS, schools must give the respective screener--either the provisional (for remote) or formal (for in-person)--within 14 calendar days of their enrollment.

BOY REACH Performance Tasks - BOY REACH Performance Tasks will not be administered during the remote learning period. Additional updates will be provided once available.

NWEA MAP Growth K–2 and MAP Reading Fluency - NWEA MAP Growth assessments will not be available remotely in Quarter 1 due to remote administration challenges, the unknown reliability of the remotely-obtained data, and the desire to protect instructional time. Schools that have opted into NWEA as their K–2 literacy or math assessments should consider either using alternative measures or adjusting their assessment plans to use an available early assessment program.

NWEA MAP Growth 2–5, 6–8 - NWEA MAP Growth assessments will not be available remotely in Quarter 1 due to remote administration challenges, the unknown reliability of the remotely-obtained data, and the desire to protect instructional time. Instead, district-managed schools should focus on administering assessments that are aligned to priority grade-level standards in the Checkpoint Student Assessment system. Teachers can use pre-built assessments or create their own quizzes and tests using the standards-aligned item bank.

Students needing a reportable NWEA MAP Growth score for applying to programs through GoCPS should contact the Office of Access & Enrollment to sign up for an in-person weekend test session. Students who have NWEA MAP scores from the winter 19/20, fall 19, or spring 19 administration already have scores and are not eligible for weekend testing.

Optional fall SAT and PSAT/NMSQT testing dates

Last school year, our current 12th-grade students were unable to take the PSAT/NMSQT in the fall due to the work stoppage and the SAT in the spring due to COVID-19. As a result, these students do not have a college-reportable SAT score, have yet to meet the state testing requirement for graduation, and were unable to qualify for the National Merit Scholarship. To support these students, the Illinois State Board of Education is funding optional SAT administrations with essays on

September 23, October 14, and October 27. The optional September 23 test date also afforded 12th-grade students the opportunity to qualify for the National Merit Scholarship.

We understand that not all families will be comfortable testing in person at this time, which is why we are also ensuring that testing dates are available later this school year. Each eligible grade 12 student may participate in one of the dates this fall or the regularly scheduled SAT day on April 13, 2021. Current test dates for our 11th-grade students to take the PSAT/NMSQT test are October 14, October 29, and January 26.

STAR Assessment - Options schools will have the option to administer the STAR assessment remotely to inform instructional decisions.

SY21 Assessment Calendar

Fall administration windows were delayed in order to prioritize community building, student and staff social-emotional wellness, and reacclimation to school routines. The [SY21 Beginning of Year \(BOY\) Assessment Calendar](#) contains the current assessment administration windows. It will be updated on an ongoing basis to reflect any changes resulting from policy developments. Adjustments will be regularly communicated through the Assessment Update.

This calendar is *draft* and was last updated on 8/17/20. Further revisions may be needed due to the evolving nature of the response to COVID-19.

CPS Assessment Calendar SY 2020-21

Elementary School BOY Assessments

Assessment	SY20-21 Dates	Required?	School Type(s)	Grades	Approx. Time	Assessment Results Used For (Other than Guiding Instruction):
REACH Performance Tasks BOY	TED	Required	District Only	PK-12	40-60 mins per task	REACH Teacher Evaluation System
Kindergarten Individual Development Survey (KIDS)	Observation Window: September 21 - December 1 Rating Entry Window: November 12 - November 24	Required	District, Charter	K	Varies	CPS Vision Goals
Amplify Reading 3D (TRC + DIGEST), mCLASS Math BOY	September 21 - October 30	Additional (Recommended for "opt-in" schools*)	District Only	K-2	30 mins for literacy; Math varies	
NWEA MAP Growth K-2 Reading and Math (formerly MAPG) BOY	September 21 - October 30	Additional (Recommended for "opt-in" schools*)	District Only	K-2	45 mins per subject	
Fountas & Pinnell Benchmark Assessment System (BAS) BOY	September 21 - October 23	Additional (Recommended for "opt-in" schools*)		K-2	30-45 minutes per student	
NWEA MAP Growth 2-5 and 6+ Reading and Math BOY	September 21 - October 30	Additional	District, Charter, Options	3-8	2 hours	
NWEA Science 3-8 BOY	October 19 - October 30	Additional	District Only	3-8	2 hours	
Teaching Strategies GOLD Fall	September 21 - November 11	Required	District Only	PK	Varies- individual	US Department of Education Reporting

School Assessment Plans - Remote Learning Implications

In the spring, educators voted on and approved school assessment plans for the 2020-21 school year.

To make adjustments to an adopted school assessment plan, schools must secure a waiver by following the procedures outlined in Appendix C of the [Collective Bargaining Agreement with the Chicago Teachers Union](#). Waivers are required for schools to add assessments to their plans or to switch assessment programs. Waivers are not required for assessments that are waived at the discretion of the state or district or that do not have remote administration capabilities. Please direct assessment plan questions to assessment@cps.edu.

When making decisions about whether or not to administer an assessment remotely, school teams should consider:

- The specific purpose of the assessment and how its results will be used by teachers, students, school leaders, or families
- How to prioritize assessments that can best inform instructional actions (e.g. unit pre-assessments)
- The differentiated assessment needs for different grade levels and content areas
- Technological requirements for each assessment's remote administration (microphone, camera, etc.)
- Training needs for staff, students and parents in remote assessment procedures, differentiated by grade level

Remote Assessment Administration

Remote assessment administration can present unique challenges, including providing accommodations, helping a student respond to disruptions in their home environment, and preserving assessment integrity. This section provides guidance for implementing assessments remotely..

SY21 Assessment Administration

The Remote Administration Guidelines linked in the table below provide specific information for the remote administration of BOY assessments. Please use these links to access the following information:

- Assessment Set-Up
- Technology Requirements
- Support During Implementation
- Caregiver Communication

Assessment	Grade Level	Administration during Remote Learning	Remote Administration Guidelines
TS-Gold	PK	Remote: Online Observation	TS Gold Guidelines
Amplify mCLASS Math	K-2	Remote: Online Administration	mCLASS Math Guidelines
Amplify R3D TRC + DIBELS	K-2	Remote: Online Administration	Reading 3D Guidelines
EL Screeners	PK-12	Remote administration is available through Provisional Screener	Provisional Screener Guidelines
STAR	9-12	Remote: Online Administration	STAR Guidelines

Testing in a Remote Learning Environment

Schools should apply the following procedures to Q1 remote assessment administration:

- Adhere to the standards in the [Standards of Conduct for Maintaining Professional Boundaries between Staff and Students](#)
 - Appendix A: Remote Learning provides standards for one-on-one staff/student contact and meetings
- Notify parents of an upcoming assessment and support families in creating a positive testing environment at home.

- Prior to the assessment, ensure all students have access to all hardware and software needed for the assessment.
- When using a digital platform, provide students an opportunity to practice and familiarize themselves with the functions of the platform.
- Ensure assessment accommodations are provided remotely and that students know how to use platform-specific features or applications.
- Establish and adhere to clear procedures for support and troubleshooting during the assessment. Ensure all students are able to contact the teacher, if needed.

Providing Diverse Learner Modifications and Accommodations Remotely

Student district/state and classroom testing accommodations outlined in individual IEPs/504s must be provided during remote testing administrations. Providing accommodations for remote testing can pose challenges which may require additional planning and preparation. Teachers administering assessments remotely should collaborate with case managers, co-teachers, and caregivers to ensure accommodations will be available for students during remote administration.

Prior to testing, it is critical that case managers reach out to caregivers and proctoring teachers to norm on the implementation of allowable accommodations. Additionally, it is important for students, teachers and caregivers to make sure they are familiar with any technological accommodation features provided by testing platforms.

Small Group Testing Accommodations

Small group testing accommodations should be provided by assigning students to a unique Google Meet with 2 to 5 students. School Test Coordinators (STCs) should consider grouping students by accommodations that are normally provided jointly in small groups (e.g. read-aloud, extended time). When adapted to remote testing, however, the implementation of certain small group accommodations may be too difficult to provide to multiple students at once and therefore require one-on-one testing.

Remote Testing Accommodations Requiring One-on-One Testing

Certain accommodations are difficult to provide remotely in a group setting and therefore require one-on-one testing. Appendix A of the [Standards of Conduct for Maintaining Professional Boundaries between Staff and Students](#) provides standards for one-on-one staff/student contact and meetings. During remote administration, caregivers may provide necessary in-person testing accommodations in line with a student's IEP/504. Teachers and case managers should contact caregivers prior to test administration to norm on how allowable accommodations will be implemented. Even if a parent is providing accommodations, the proctor must still be on the Google Meet for the entirety of the testing session.

Remote Testing Considerations for English Learners

Bilingual Education Services are to be provided to English Learners (ELs) regardless of whether instruction is provided in person or virtually. These services are intended to increase EL students' language proficiency and meaningful content instruction and assessments should complement those instructional services as much as possible. Assessments of content should use accommodations and supports to minimize the interference of language proficiency and more accurately assess student content knowledge or mastery of standards (e.g. the use of native language assessments where possible, linguistic supports matching students' language proficiency, etc.).

For ELs whose classroom teachers are not the ones providing all the required components of Bilingual Education Services, effective collaboration between the EL teacher and the proctor is essential in the planning, delivery, and assessment of instruction. This collaboration remains essential to providing necessary support and accommodations in a remote setting (native language assessments, translated instructions, linguistic supports, etc.).

In preparing for remote assessments, schools should consider whether various devices used by students at home support any/all multi-language accommodations available for/provided by different assessment vendors or testing platforms.

Considerations regarding communication with parents should also be used when testing remotely. Caregiver communication regarding test administration may include multiple languages, so that caregivers can support students in accessing digital assessment platforms and troubleshooting technological difficulties.

Remote Learning Assessment Considerations by Grade Level

Pre-K

Observational assessment is best practice for early childhood students, regardless of delivery format of instruction. To support planning for remote observation, please refer to the [Pre-K Guidance for Assessment in Remote Setting](#). The guidance highlights areas of development and learning that are more easily observed during remote learning, as well as examples of what this type of observation may entail.

Kindergarten-2nd Grade

Understanding students' development of early literacy and math skills helps teachers provide “just in time” supports that enable students to build foundational skills and access grade-level learning. We are mindful of the challenges of remote assessment administration for teachers, students, and parents, especially with our youngest learners. The assessment recommendations below are focused on providing data that is instructionally useful immediately. They are intended to help build a culture of assessment for learning while teachers navigate the challenges of remote assessment administration.

K-2 Literacy

In order to protect instructional time and help teachers focus on what's most important in these unique times, CPS recommends that teachers use assessments that provide information about these key early literacy skills and abilities, by grade level:

- Kindergarten - Phonemic Awareness, Print Concepts, and Letter Inventory
- 1st Grade - Phonemic Awareness and Phonics (Letter-to-Sound), BOY Reading Text Level
- 2nd Grade - Fluency and Comprehension, BOY Reading Text Level

The majority of CPS elementary schools use Amplify Reading 3D (TRC + DIBELS) for early literacy, and this assessment can be administered remotely in both English and Spanish, given that it prioritizes student and teacher interaction and allows teachers to listen to students read. Teachers should use asynchronous learning portions of the day to assess a small number of students on a given day. Below are Amplify Reading 3D administration recommendations, in alignment with the key early literacy skills and abilities.

- Kindergarten - Schools should plan to administer DIBELS Next (Acadience Reading) using the specific measures of Letter Naming Fluency (LNF) and First Sound Fluency (FSF) or *Fluidez en la Segmentación de Fonemas (FSF)*. If students demonstrate a strong command of these foundational skills, then teachers should consider administering TRC using a Level A text, as an option.
- First Grade - Schools should plan to administer TRC using a Level C text. Students who are successful with *Level C* text should be ready to access grade-level literacy content independently, and no other assessment measures are needed at this time. For students who are not successful with Level C text, the teacher should assess the students using the specific DIBELS Next (Acadience Reading) measures of Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) or *Fluidez en la Segmentación de Fonemas (FSF)* to inform-targeted supports.
- Second Grade - Schools should plan to administer TRC using a *Level I* text (of *Level H* text for TRC Spanish). Students who are successful with Level I (or Level H) text should be ready to access grade-level literacy content independently, and no other assessment measures are needed at this time. For students who are not successful with Level I text, the teacher can flexibly use additional text levels to estimate students' instructional reading level. Teachers who have concerns about a student's current command of basic foundational skills should consider administering the specific DIBELS Next (Acadience Reading) measures of Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) or *Fluidez en la Segmentación de Fonemas (FSF)* to inform-targeted supports.

In preparation for remote testing, teachers should create a [testing schedule](#) and a sign-up sheet for caregivers. To ensure parents are available and able to support students in testing, teachers should share the sign-up via Google Docs and offer parents/caregivers at least three possible times to choose from.

Schools that planned to use an early literacy assessment that is unavailable in the remote environment (e.g., NWEA MAP Growth K-2, Fountas & Pinnell Benchmark Assessment System (BAS)) may want to consider adjusting their assessment plans using the plan adjustment procedures. Schools can switch to an available assessment program (e.g., Amplify), or they can use the [alternative early literacy assessment tools](#) aligned to the instructional priorities and key early literacy skills.

K-2 Math

CPS recommends that teachers use assessments that provide information about student understanding along key early math domains. They should use the information gleaned from these assessments to inform instructional choices in connection with their existing high-quality curriculum. Below are the recommendations by grade level:

- Kindergarten - Counting and Cardinality, Operations and Algebraic Thinking, and Number and Operations in Base Ten
- First Grade - Operations and Algebraic Thinking, Number and Operations in Base Ten, and Measurement and Data
- Second Grade - Operations and Algebraic Thinking, Number and Operations in Base Ten, and Measurement and Data

Schools are able to use mClass math remotely or can use [alternative early math assessment tools](#) aligned to the domains listed above.

3rd-8th grade

Teachers and teacher teams in district-managed schools should use the [Checkpoint Student Assessment system](#) to deliver high quality, standards-aligned assessments for formative or summative use. [Checkpoint Pre-Built Assessments](#) are varied in design to maximize opportunities for schools to understand where their students may have unfinished learning as we return to instruction this fall. Checkpoint pre-built assessments range from short, focused *Quick Checks*, to longer interim assessments and performance tasks. Checkpoint's pre-built assessments can be administered in both English and Spanish, with a wide range of additional supports to ensure that our students can successfully access the content. Click [here](#) for full descriptions on the purpose and use of these assessments. Teachers can also create their own assessments in Checkpoint using the standards-aligned item bank. All assessments in Checkpoint can be delivered remotely.

High School

Teachers and teacher teams in district-managed high schools should use the [Checkpoint Student Assessment system](#) to deliver high quality, standards-aligned assessments for formative or summative use. All high school students can also access [Official SAT Practice \(OSP\) in Khan Academy](#) to prepare for the Spring 2021 P/SATs. In OSP, students have access to diagnostic assessments, personalized learning plans, and online practice P/SATs, and schools' Khan coaches can monitor student progress in the system.

Addressing Student Social and Emotional Needs in Remote Testing

Teachers should consider the following strategies for addressing student social and emotional needs before, during and after remote testing.

- Examine your own beliefs about what assessments tell you about your students. Consider how these beliefs inform the way you create, administer, and talk with your students about assessments. Where possible, provide students with opportunities to revise or retake assessments to demonstrate mastery.
- Incorporate student voice to learn about students' social situations, family dynamics and home environments in order to make differentiated decisions about requirements related to assessment dates, times, and conditions. Invite students to share their needs with you confidentially through email or google forms.
- Work with students and caregivers to create a testing environment that promotes their best thinking and is possible in their home environment. Co-develop strategies with students to regain focus when distracted during an assessment.
- Support students with identifying their areas of strength in assessments, strong feelings they may have during testing, and possible solutions to alleviate strong feelings. Co-develop strategies with students to help them practice mindfulness or other stress-reducing techniques before, during and after the assessment. Incorporate visuals into assessments to reduce anxiety. Resource: [Calm Classroom E-Book](#)
- As a class, co-develop shared agreements for remote assessment. (e.g., Trust: I will complete the assessment using my own thoughts.) Where possible, integrate your shared agreements into the assessment document or screen as a reference. Review shared agreements before the assessment and ask students to commit to following them. Provide opportunities for reflection after the assessment.
- Get to know your students to incorporate their strengths, interests, and voice into differentiated options for demonstrating mastery. Resource: [SEL Through Distance Learning: Teacher Self-Assessment](#)
- Preview the assessment format prior to administration and provide a study guide to alleviate some of the stress students may experience during the assessment. If possible, provide a visual tutorial for what the assessment will look like, how students will enter or change their responses, and, if the assessment is timed, give them opportunities to practice responding to timed questions. During the tutorial, ask students to identify their feelings about the assessment format, discuss any challenges they anticipate with using it, and plan together how they will work towards overcoming these challenges.
- Support students in setting attainment goals prior to the assessment and provide opportunities to reflect on the strategies that enabled them to reach their goals.

Assessment and Instruction: Instructional Priority 5

Although school may look differently this year, we are steadfast in our commitment to ensuring all students have access to high quality assessments that connect to curriculum and instruction, inform good decision-making, and create opportunities for students, in accordance with the SY21 Instructional Priorities. Our assessment values state,







Assessments should measure what matters. This includes capturing an array of knowledge, skills, and behaviors needed for students to be ready for college, career, and civic life. Assessments should measure higher-order cognitive skills through complex tasks that evaluate conceptual knowledge and require the transfer of learned skills to new situations. Assessments should reflect the critical abilities of the subject and grade-level standards and ask students to apply these abilities to authentic situations that are relevant to students' lives.

In the coming school year, and in response to our current situation, schools should maintain a focus on the 6 Instructional Priorities, ensuring that all students have access to high-quality grade-level instruction. Previous experiences like Hurricane Katrina demonstrate that focusing on remediation puts students further behind ([Hill 2020](#)). As a result, our fifth priority, highlighted below, identifies a focus on assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.

SY21 Instructional Priorities: Priority 5

Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.

Teachers and students need assessments that will support them in moving all students forward with grade-level learning. Assessments should reflect the critical abilities of the subject and grade-level standards and ask students to apply these abilities to situations that are authentic to the discipline and are relevant to students' lives.

 <p>Whole Child</p>	#1	<p>Prioritize social emotional skill development, relational trust, and building strong classroom communities as the foundations for learning.</p> <p>We must be attentive to the well being of students and staff by providing strength based comprehensive supports.</p>
 <p>Academic Excellence</p>	#2	<p>Provide all students grade-level, standards-aligned instruction, regardless of their starting points.</p> <p>All students are capable of progressing to the next grade level and mastering that content. In place of isolated remediation, learning should be accelerated through just-in-time supports embedded in prioritized, grade-level, standards-aligned content.</p>
 <p>Academic Excellence</p>	#3	<p>Ensure curriculum materials are high-quality and provide coherent academic experiences for all students. (Note: Curriculum Equity Initiative available resources will be shared in August.)</p> <p>High-quality, coherent curricula that can be used in both a digital and a non-digital environment offers essential support to teachers as they design learning experiences that prioritize regular collaboration between students to make sense of multiple perspectives and deepen their understanding of content.</p>
 <p>Student Centered</p>	#4	<p>Increase the relevance of instruction.</p> <p>Leveraging students' lived experiences and expertise facilitates motivation and deep engagement in content where students are doing most of the thinking. Similarly, curriculum choices prioritize authentic and meaningful content that is responsive to students, our current moment, and our world today.</p>
 <p>Continuous Learning</p>	#5	<p>Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.</p> <p>Teachers and students need assessments that will support them in moving all students forward with grade level learning. Assessments should reflect the critical abilities of the subject and grade level standards and ask students to apply these abilities to situations that are authentic to the discipline and relevant to their lives.</p>
 <p>Equity</p>	#6	<p>Anchor instruction in equity to meet the needs of all students.</p> <p>Focusing on our students with the greatest current needs provides a strong foundation for instruction for all of our students and will help to address the opportunity and achievement gaps that have widened during the pandemic.</p>

This priority translates to the following Key Assessment Guidelines for SY21:

- Assessment will be more useful, efficient, and fair when it takes place in the context of high-quality curriculum and instructional planning for specific grade levels and subject areas.
- Assessments should provide information on students' unfinished learning by aligning to the [priority standards for SY20-21](#).
- Information gained from classroom assessments and formative assessment practices should be used as the primary source of data regarding what students know and can do.
- Assessment should be used to determine flexible groupings for just-in-time interventions to prepare all students for daily, grade-level instruction.

Priority 5 In-Practice: Remote Learning Environment

1. Making Learning Objectives Clear:

- It is important to clarify the learning objectives and learning targets in concrete terms that students understand, providing examples if necessary.
- Co-creation/clarification of [success criteria](#) and [rubrics](#) allows students to have a clear understanding of what is expected of them during remote learning.
- Engaging in discussions of “what success looks like” and providing examples of student work at each level is helpful to set students up to work independently and provide feedback to peers.
- Use Google Classroom or Google Docs to check-in on students’ understanding of expectations. Students can ask clarifying questions that can be answered by anyone in the classroom community.

2. Use Assessments for/as Learning Experiences:

- When designing assessments and tasks, check in on the [priority standards](#) for your discipline, to ensure that you are gathering data about students ability to access grade-level content. Preschool teachers should review the [Prioritization Guidance for Pre-K](#).
- Prioritize opportunities for students to work together using digital whiteboards, in Google Docs or Slides, breakouts for small group discussions, think-pair-share and other techniques that surface student thinking and provide structure for feedback and informal assessment.
- Use non-verbal communication techniques (e.g., “fist to five,” thumbs up/down, Pear Deck, online polling, chat function, etc) to check for understanding of objectives and expectations.
- Use [Checkpoint](#) to assess students’ unfinished learning with a short “low-stakes” pre-assessment to guide instruction. Use Checkpoint to score ongoing traditional assessments and performance based assessments (portfolios, projects, etc); students can upload media for feedback.

- Use [Checkpoint](#) to deliver short assessments such as: entry/exit tickets, quick check-ins of previously covered content, discussion prompts, quizzes, etc.
- Use [Checkpoint](#) reports to review assessment data as a class to establish what areas have been mastered and what opportunities exist for growth.

3. Prioritize Ongoing, Descriptive Feedback:

- Teacher feedback must be descriptive and actionable, related to the learning objectives, have clear criteria for success, and provide students with the opportunity to use and learn from it in subsequent assignments/activities.
- Providing feedback and critique on each other's work creates a learning community that collaborates and grows together. Use this time to [model and establish norms](#) for what "kind, specific and helpful" feedback looks like, so students can engage in peer-peer and self-feedback during remote learning.
- With clear learning objectives and success criteria established, students will be able to engage in both [self-assessment practices](#) and [peer-peer feedback](#) with appropriate templates. Students can provide a self-assessment through a form/survey, and can employ notes/comments in Google Docs (or similar) to an assigned collaborator (i.e. 1:1 feedback cycles between two students).

Tools for Assessment and Feedback in the Google Suite

Google Apps for Assessment

- [Google Docs](#): Students can work independently or collaboratively on Google Documents. Through the commenting function, students and teachers can engage in feedback loops regarding the content teachers and students both provide.
 - **Pro tip:** Students and teachers can [type with their voices](#), making the experience accessible to a greater number of users.
- [Google Sites](#): Students can create websites to demonstrate their understanding and accomplishments. Teachers can then provide feedback by commenting on the webpage (commenting must be enabled) or recording an on-screen video of themselves reviewing the site and providing feedback using [Google Meet](#). They can then share the recording directly with student(s).
- [Google Forms](#): Teachers can assign and score assessments, quick checks and exit tickets, and provide feedback to students on each item reviewed and/or scored.
 - **Pro tip:** When creating a form, [embed a video](#) of the lesson or of instructions for how to take the assessment.



- [Google Meet](#): Teachers can assign live performance assessments using Google Meet. Students can present live while all together, much like they would do in a classroom setting, utilizing screen share if necessary. Feedback can be given live or through a Google Doc rubric shared later.
- [Google Slides](#): Teachers can present to students using the [PearDeck](#) add on during a Google Meet lesson. This combination of tools allows teachers to give quick checks for understanding. As students and teachers engage with Pear Deck, teachers can ask questions and students can provide instantaneous responses. Teachers can then provide [feedback](#) via Pear Deck to specific students or all students.

Assessment in Google Classroom

- The [Google Classroom Grading tool](#) allows teachers to provide feedback, evaluate and return assigned student work.
 - This tool is built with formative assessment in mind. Assignments can be returned on an individual basis or all at once from the assignment. Once the work is returned to the student, the document ownership is returned to the student so edits or improvements can be made. Students can turn in edited assignments for further feedback as many times as necessary to meet learning benchmarks.
 - Teachers can build their own [Comment Bank in the Classroom grading tool](#) to save time and provide quick feedback on student work.
- Teachers can use the [“Private Comments” feature](#) to have ongoing discussion with individual students about progress or adjustments that need to be made in their work. Private comments are only viewable by the teacher and the student, so they can be useful for checking-in on individual student learning goals.
- If reviewing assignments on a mobile device, teachers can use the Google Classroom [drawing and writing tools](#) to annotate or highlight specific aspects of student work.
- Teachers can [integrate Checkpoint with Google Classroom](#) so students access their assessments in one place.



Google Classroom

Checkpoint Student Assessment System

What is Checkpoint?

The [Checkpoint Student Assessment system](#) can be used in a remote environment to deliver high quality, standards aligned assessments for formative or summative use in grades K-12. Checkpoint will also be used as the platform to administer assessments for Skyline ([Curriculum Equity Initiative](#)). Teachers have the flexibility to use ready made assessments, create their own assessments within the system, or upload existing assessments that they are already using. Checkpoint can be used to:



- Design and administer assessments connected to curriculum and instruction.
- Design and administer assessments in a formative manner to check in on what students know and can do.
- Analyze assessment data to determine flexible groupings for just-in-time supports to prepare all students for daily, grade-level instruction.

Checkpoint allows teachers to:

Create and administer assessments in a variety of ways, such as:

- Accessing [Pre-Built Assessments](#).
- [Creating](#) and [administering](#) new assessments using our 70,000+ standards-aligned item bank in English and Spanish.
- [Uploading Your Existing Assessments](#) and align to multiple non-core standards, including Arts, PE foreign languages and AP courses.

Track student progress and mastery by:

- Using [reports](#) to analyze assessment data by [standard](#) or [item](#), identifying student misconceptions and re-engaging with content when needed.
- Creating [student groups](#) to provide targeted interventions and monitor student progress.
- Assigning [personalized review](#) or challenge assignments individually or by group for targeted instruction.
- Accessing [historical student data](#).

Collaborate with other teachers by:

- Creating a [professional learning community](#) to administer common assessments and discuss student progress collectively.

Promote student ownership of their learning:

- Through the [student portal](#), students can view reports of their performance on standards associated with assessments and access personalized review assignments to understand concepts they have yet to master.

Using Checkpoint in a Remote Learning Model

Several teachers successfully administered assessments to their students during remote learning in SY19-20. Checkpoint is a fully operational tool, ready to deliver assessments and can be accessed from any computer with a browser, without logging into the virtual private network (VPN).

Checkpoint Pre-Built Assessments

[Checkpoint Pre-Built Assessments](#) are varied in design to maximize opportunities for schools to understand where their students may have unfinished learning as we return to instruction this fall. Checkpoint pre-built assessments range from short, focused *Quick Checks*, to longer interim assessments and performance tasks. Checkpoint's pre-built assessments can be administered in both English and Spanish, with a wide range of additional supports to ensure that our students can successfully access the content. As with all assessments in Checkpoint, our Pre-Built Assessments can be delivered remotely, providing you with data about student learning.

Click [here](#) for full descriptions on the purpose and use of these different assessments.

Assessment	Content	Grade	Assessment Design	Administration
Quick Checks	ELA Math	3-8	Quiz like assessments designed to provide feedback for in-time instructional adjustments.	Online
NGSS Pre-builts	Science	3-11	Flexible design for both assessment and instructional support when teaching science.	Online
Interims	ELA Math	K - 11	Benchmark assessments that can be administered across the school year to track mastery of grade level standards and help prepare students for high-stakes testing.	Online/Paper
Performance Tasks	ELA Math	3-8, 11	Performance-based assessments apply classroom knowledge to solve real-world problems.	Online/Paper

Providing Testing Accommodations in Checkpoint

The Checkpoint Student Assessment System has the ability to provide accommodations to address the needs of diverse learners and English language learners. There are over 25 accommodation tools that can be enabled for one or all students. Please use this [how-to guide](#) for simple instructions on creating accommodations within Checkpoint.

School Readiness Planning

To support teachers in creating an assessment in Checkpoint for an upcoming unit, the Department of Student Assessment has created [planning templates](#) that a teacher team can use to learn how to create an assessment from our robust item bank, use one of our pre-built assessments, or align a current assessment to standards within the Checkpoint system. As we move forward through SY20-21, the Department of Student Assessment is committed to supporting schools in their implementation of Checkpoint. The Department of Student Assessment plans to provide quarterly reports regarding the adoption and utilization of Checkpoint by school, along with suggested next steps. Teachers can collect digital badges through their implementation, as outlined below:

Teacher-Readiness



Completion of:
[Virtual Training](#)
Training Modules



Administration of:
[Checkpoint assessment](#)

Use of:
[Checkpoint Reports](#) to support instructional decisions



Completion of:
Assessment [deep dive modules](#)

Leadership of:
Teacher Training at Your School

Note: administrators should nominate any “PRO” teachers to Student Assessment who will then train & provide materials

Checkpoint Training Opportunities and Additional Resources

- [Why Choose Checkpoint](#): Summary of Checkpoint capabilities and the training opportunities
 - The **Checkpoint “101” offered this summer** is available asynchronously via Safari Montage. Please visit our [Knowledge Center](#) for information on how to access the training. . This “101” training provides a brief overview of some of the most commonly requested tasks in the Checkpoint Student Assessment System. The session demonstrates how to access the system, locate and use a pre-built assessment as a unit diagnostic, create an item bank assessment, and view student assessment data to make instructional decisions.
- Our Google Classroom has self-paced, independent Training Modules so teachers and administrators can practice accessing and using this powerful assessment tool to support remote learning. Visit the [Checkpoint Knowledge Center Page](#) for more information.
- Our [Knowledge Center](#) has how-to guides & videos to help teachers, administrators, and students learn to use Checkpoint, from showing how to integrate it with Google Classroom through accessing the student portal.
- [Planning Tools](#) to help a teacher team incorporate Checkpoint assessments into a unit of instruction in SY21.
- Checkpoint School Success Story: [Slide Deck with Resources](#), presented at the SY21 Summer Leadership Institute, provides an overview of the Checkpoint Student Assessment System and demonstrates how one network successfully utilized it to administer assessments remotely this spring.

Analyzing Student Assessment Results in a Remote Learning Environment

Analysis of student assessment results is critical to understanding unfinished learning and ensuring all students have access to grade-level work through appropriate, “just in time” supports. For this reason, as we implement the SY21 Instructional Priorities this year, schools should prioritize engaging in cycles of inquiry to identify unfinished learning, inform instructional decision-making, and measure student progress toward identified goals.

As schools are maintaining established structures for staff collaboration and planning, teams can use familiar structures (e.g. grade level meetings, course meetings and instructional leadership team meetings) to analyze student assessment results and inform planning and instruction.

Conducting Data Analysis in a Remote Learning Environment

Schools should utilize existing team structures to more easily encourage and manage data analysis in a remote learning environment. Schools should have established data analysis routines among the following teams:

- Grade Level Team
- Grade Band Team
- Course Team
- Department Team
- MTSS Team
- Instructional Leadership Team

Student data analysis can be performed virtually, asynchronously and synchronously. Teachers should plan to engage in data analysis both independently and in teams, making use of this flexibility. Schools and teacher teams may consider dedicating certain common planning periods for collaborative student data analysis, by asking staff members to come prepared to share recent assessment data. Schools may also consider building [professional learning communities](#) in Checkpoint to allow teachers to build assessments and analyze data collaboratively.

Resources for Building Data Literacy

	Articles	Protocols
Teacher and Teacher Team Data Analysis	<p>Harvard Education Letter, HGSE: Leadership Lessons from Schools Becoming “Data Wise”</p> <p>EL Education: Using Data: Data Inquiry Teams</p> <p>CPS Resources: CPS Teacher/Teacher Team Data Analysis Toolkit Student Data Tracking</p>	<p>Data Driven Dialogue: This protocol assists teacher teams in reaching a shared meaning of data by recognizing the role of individual perspectives, assumptions and predictions.</p> <p>Atlas Looking at Data: This protocol builds teachers’ capacity to interpret data objectively and use it to inform instructional decisions.</p>
School-wide Data Analysis	<p>NAESP Better Practices for Better Schools: Using Student Achievement Data to Support Instructional Decision Making</p>	<p>Inquiring Introductions This protocol allows school staff to practice inquiring, listening, and responding to evidence while also getting to know one another.</p> <p>Looking at Data Sets A Collaborative Inquiry and Problem Solving Protocol: This protocol identifies a process for collaborative inquiry, analysis and discussion regarding patterns in data.</p>

Accessing Student Data in Checkpoint

The Checkpoint Student Assessment System can be a strong tool for student data analysis. Checkpoint allows teachers to analyze assessment data using a variety of reports, while also providing tools facilitating data-driven instructional practices. All Checkpoint resources and how-to guides are available on the Checkpoint [Knowledge Center](#).

Assessment Analytics

These predefined reports make easy work of viewing and interpreting student assessment data. Teachers and teacher teams can track student learning of content standards, and then dig deeper into a variety of other assessment features through item analysis, all of which can be used to improve instructional outcomes.

- [How-To: Access the Test Results Reports](#)
- [How-To: Access the Item Analysis Reports](#)
- [How-To: Access the Standard Analysis Reports](#)

- [How-To: Access the Custom Report](#)

Historical Assessment Data

Checkpoint contains all of a student’s district level assessment data for the last seven to nine years, regardless of the district-managed school they attended. Viewing historical assessment data, whether by student or by school, allows stakeholders to connect classroom level assessment data to larger benchmark and high stakes assessments.

- [How To: View Historical Data Reports](#)
- [How-To: View the Student History Reports](#)

Connecting Assessments to Instruction

Checkpoint contains a series of tools designed to support teachers in making data-driven decisions in their own instructional practice.

- [How To: Use Assessments Within PLCs](#)
- [How-To: Create Student Groups](#)
- [How-To: Create a Personalized Review Assessment \(PRA\)](#)

Using Cycles of Inquiry in SY21

The tables below model cycles of inquiry for classroom lesson assessments and unit/short-cycle assessments. Assessments that are closest to the day-to-day curriculum will provide the most value in informing instructional decision-making. Schools should leverage their normal teaming structures to implement cycles of inquiry.

Classroom Lesson Assessments

Curriculum-embedded assessment data analysis will be critical in SY21, as it allows for the low-stakes diagnosis of unfinished learning and should be used to inform implementation of “just in time” supports. Teachers should plan to engage in lesson-level assessment data analysis frequently, at least twice a week. While the mode of delivery for Classroom Lesson Assessments may change during remote learning, the cycles of inquiry should remain the same.

Classroom Lesson Assessments		
Cycle of Inquiry	Example of In-Person Learning	Example of Remote Learning
Conduct assessment	Approx. every class period, depending on class structure, length, and cadence	Approx. every class period, depending on class structure, length, and cadence
Receive data	Immediately	Immediately

Analyze data to create action plan	Conducted within 1 day and option to share with students	Conducted within 1 day and option to share with students
Collect on-going formative data	Assess quality of next entrance/exit ticket and make changes as needed	Assess quality of next entrance/exit tickets and make changes as needed
Use data from formative assessments to inform instruction	Utilize data to inform the next lesson and provide “just in time” supports	Utilize data to inform next lesson and provide “just in time” supports

Unit/Short-Cycle Assessments

Unit/Short Cycle assessments will be particularly important in SY21, as they allow educators to measure student progress and achievement of grade-level work. Schools should prioritize opportunities to analyze common unit and short-cycle assessment results to measure the success of instructional practices and plan improvements.

Unit/Short-Cycle Assessments		
<u>Cycle of Inquiry</u>	Example of In-Person Learning	Example of Remote Learning
Conduct assessment	Approx. every 2-4 weeks after finishing a unit	Approx. every 2-4 weeks after finishing a unit
Receive data	Immediately	Immediately
Analyze data to create action plan	Conducted within 1 week and shared with students within a week	Conducted within 1 weeks and shared with students virtually within a week
Collect on-going formative data	According to teacher’s long term plan and at the lesson level	According to teacher’s long term plan adapted to remote learning
Use data from formative assessments to inform instruction	Until the next unit	Until the next unit and with special consideration for limitations of remote learning

Professional Learning

Instructional Priorities Professional Learning Series: Assessment Deep Dives

The Instructional Priority Learning Series includes three [Assessment Deep Dive Modules](#) aligned to the instructional priorities. The modules should be used to deepen teachers' understanding and preparation for using curriculum-embedded assessment to ensure access to grade-level content for all students.

Summer Learning Series Focus Area	Deep Dive Module	Brief Description	Expected Outcomes
Consistent Opportunities to Work on Grade Appropriate Assignments	Assessments to Inform Grade Level Learning	This session focuses on designing and administering no-stakes diagnostics, aligned to priority standards , to uncover unfinished learning and bring students into grade-level instruction.	<ul style="list-style-type: none"> Participants will use BOY assessment practices to understand how to support students with grade-level content. Participants will discuss how Checkpoint can be used to design and administer assessments to diagnose unfinished learning and inform instructional decisions for SY20-21.
Strong Instruction That Lets the Students to Do Most of the Thinking	Assessments That Value Process and Product	This session highlights the construction of assessments that engage students with high levels of cognitive demand throughout a unit and prioritize making student thinking visible. Participants will engage in thinking through how to interpret the data they receive from student assessments and use it to make instructional decisions.	<ul style="list-style-type: none"> Participants will analyze a case study to understand the importance of gathering data to assess students' prior knowledge. Participants will view several of Checkpoint's reports to discuss how they would use the data to make instructional decisions. Participants will learn how to design tasks that elicit student thinking, valuing process as well as the end product.
A Deep Sense of Student Engagement in	Assessments as Learning Partnerships	This session focuses on the practices and routines essential to using assessments for	<ul style="list-style-type: none"> Participants will discuss how providing clear success criteria for students before

<p>What They're Learning</p>		<p>learning, especially in a remote context. Session goals are to understand how to establish clear expectations for students, sharing success criteria and rubrics at the outset; providing structures for clear and purposeful two-way feedback (teacher - student, student - teacher, student - student and student - self).</p>	<p>and during instruction in the form of learning objectives and rubrics upfront activates learners.</p> <ul style="list-style-type: none"> • Participants will explore how to use assessments as opportunities for rich feedback to strengthen the learning partnership.
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Additional [Fall 2020 Student Assessment professional learning opportunities](#) are available for both teachers and school leaders.

Additional Resources

Skyline

Skyline (the Curriculum Equity Initiative) is designed to ensure all Chicago school children are provided with meaningful opportunities to learn critical knowledge and skills and have equitable access to a culturally-relevant library of resources that educators across all grade levels and subjects can use and customize to ensure the needs of all students are met.

The **vision for teaching and learning** reflected in the design of the curriculum is personalized and adaptable to the needs of each student with particular attention to problem-solving, transfer and deep understanding. Curriculum materials will be culturally relevant and designed to support differentiated instruction by helping educators leverage principles for Universal Design for Learning (UDL), strategies for increased student accessibility, and alternative methods for addressing the standards.

SY21 Early Release of Skyline Resources

The full launch of Skyline will take place in July 2021. However, subsets of draft (beta) content will be released over the course of six cycles between August 2020 and July 2021, when the complete curriculum will be available - which will ultimately yield an optional digital curriculum, diminishing the amount of time teachers will spend curating engaging content and ensuring that all students have access to rigorous, grade-level appropriate resources.

During the early phase of content release, we are encouraging teachers and other CPS educators to provide feedback on the beta content and inform the design of subsequent beta releases. Teacher feedback is critically important to the design of the curriculum—as such, the development process requires constant teacher engagement.

Skyline Available Assessment Resources

Curriculum-embedded lesson level and unit level assessments will be available for the following Content areas and Units:

Content Areas	Grades	Units
ELA	Grade K - Grade 6 Grade 9 - Grade 12	Unit 1 & 2
	Grade 7 - Grade 8	Units 1,2 & 3
Math	Grade K - Grade 3 Grade 6 - Grade 11	Units 1,2 & 3
	Grade 4 - Grade 5	Unit 1 & 2

Science	Grade K	Unit 1 & 3
	Grade 1- Grade 5	Unit 1 & 2
	Grade 6 & Grade 8	Unit 6, 7, 8 & 9
	Grade 7	Unit 5, 6, 7, 8 & 9

A comprehensive list of training resources and access information pertaining to CEI can be found on the Knowledge Center - [Training Videos and Quick Guides](#) page. For more information on the Curriculum Equity Initiative and its Early Release-visit the KC page to access [Draft Digital Units and Lessons](#).

Assessment-Specific Resources

Resources and updated administration manuals for individual assessments will be posted on the [Knowledge Center](#) and can be accessed using the following links.

Assessment	Resources
ACCESS	ACCESS Knowledge Center ISBE English Language Proficiency Assessments Website
Algebra Exit Exam	Algebra Exit Exam Knowledge Center
Amplify Assessments	Amplify Assessments Knowledge Center
DLM-AA	DLM-AA Knowledge Center DLM-AA ISBE Website
EL Screeners	EL Screeners Knowledge Center ISBE English Language Proficiency Assessments Website
IAR	IAR Knowledge Center ISBE IAR Website
ISA	ISA Knowledge Center ISBE ISA Website
KIDS	KIDS Knowledge Center ISBE KIDS Website

NWEA MAP Growth	NWEA MAP Growth Knowledge Center
PSAT/SAT	PSAT/SAT Knowledge Center
REACH Performance Tasks	REACH Performance Tasks Knowledge Center
Diverse Learner Assessment	Diverse Learner Assessment Knowledge Center Page
STAR	STAR Knowledge Center
TS Gold	Early Childhood Blast TS-GOLD Knowledge Center Page

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