

OCUSD Student Growth Assessment Menu

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Type I Assessments

Name	Subject	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
MAP	Reading				X	X	X	X	X	X	X				
MAP	Mathematics				X	X	X	X	X	X	X				
MAP	Language Usage				X	X	X	X	X	X	X				
PARCC	English/Language Arts					X	X	X	X	X	X			X	
PARCC	Mathematics (Algebra II)					X	X	X	X	X	X		O	O	O

Type II Assessments

Name	Subject	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
IGDIs	Early Literacy	X													
IGDIs	Early Numeracy	X													
AIMSweb	Early Literacy (TEL)		X	X											
AIMSweb	Early Numeracy (TEN)		X	X											
AIMSweb	Reading-CBM			X	X	X	X	X	X	X	X				
AIMSweb	Mathematics Computation				X										
AIMSweb	Mathematics Concepts & Applications					X	X	X	X	X	X				
Reading Level	Reading (If using systematic protocol. Else, Type III.)		X	X	X	X	X								
FitnessGram	Physical Education											X	X	X	X
Bear Spelling	Bear-Templeton Test of Developmental Spelling			X	X	X	X								
Dolch	Sight word assessment			X	X										
Core Phonics Survey	Emerging Reading		X	X	X	X	X								

Type III Assessments

Name	Subject	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Rigorous, Aligned Classroom Assessments	All (Becomes Type II if administered to entire grade level or to all sections of a course.)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IEP Goal Progress	Special Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Assessment Types

23 IAC 50, § 50.30

“Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board’s SAT, Advanced Placement or International Baccalaureate examinations, or ACT’s EPAS® (i.e., Educational Planning and Assessment System).

“Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

“Type III assessment” means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2) of this Part).

Student Growth Components

23 IAC 50, § 50.110(b)

1. The joint committee shall identify a measurement model for each type of assessment that employs multiple data points. The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
2. The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
3. The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.