



**Illinois
State Board of
Education**



Curriculum Evaluation Tool (CET) Capacity Building Series

June 2022

Equity • Quality • Collaboration • Community

Housekeeping



- Link to slides in the [chat](#)
- Please register for the June CET Capacity Builders using this [Link](#) (also in chat)
 - All resources are located on the ROE 35 [Capacity Builders Page](#) and on ISBE's [Standards and Courses Page](#) under the blue bar titled "Curriculum Evaluation Tool (CET) Capacity Builders Series"



Welcome



- Thank you to: Anji Garza, Shay McCorkle, and Jaime Herron for planning and leading the CET Capacity Builders Series.
- Thank you to Krissy Darm for her help with the reimbursement process.
- Thank you to all of you for your continued support, participation, and hard work engaging with districts to help them implement current best practices





Interim Assessments

<https://www.isbe.net/Pages/Learning-Renewal-Interim-Assessments.aspx>

Angela Foxall, Learning Renewal Interim Assessment Lead

afoxall@isbe.net



Illinois
State Board of
Education

Learning Renewal Portfolio

High Impact Tutoring

Illinois Tutoring Initiative (ITI)

Nonpublic schools (NPS) tutoring

Social Emotional Learning

REACH Expansion

SEL Hubs

Community Partnerships Grant Program

Bridging & Transitions

Jump Start K/K-1 Grant Programs

OneGoal Postsecondary Success

Interim Assessment

Learning Renewal Interim Assessment (LRIA)

<https://www.isbe.net/learningrenewal>



Learning Renewal Interim Assessment

Fast.

Focused.

Flexible.



The P-20 Council recommended that districts be provided with the tools to work toward creating an individual fact base for each student based on academic measures and social-emotional screeners that could be used to tailor support for each individual student.

The Learning Renewal Interim Assessment is being provided at no-cost to districts seeking to build out their local data systems for 3-8 students with a standards-aligned tool that can be utilized throughout the year.

ISBE has worked also to provide assessment literacy professional development that supports the analysis and use of instructional data gained through assessment.



Computer-adaptive method to quickly and efficiently measure each individual student's progress during the school year

+



Useful, customized data from students' performance on the Illinois Learning Standards in math and reading

+



Information to support students' recovery from the pandemic and the impact of remote learning



Illinois
State Board of
Education

Equity • Quality • Collaboration • Community

Learning Renewal Interim Assessment

Fast.



- Content area tests are designed to be completed in approximately 45 minutes.
- Students receive no more than 30 items to complete during an assessment.
- Assessments are available to administer three times a year in reading and math, and one time a year in reading.
- Results are available electronically within 48 hours for math and reading, and within one week for writing. Reports populate dynamically as additional students are assessed.



Learning Renewal Interim Assessment

Focused.



- All items are grade-level items aligned to the Illinois Learning Standards.
- Districts establish their own scope and sequence to ensure that students are tested on standards that have been instructed.
- The computer-adaptive algorithm contributes to the efficiency of the assessment by delivering items based on a student's pattern of responses. This helps to pinpoint a student's scale score more quickly and provides rich data to teachers about how students answer items at varying levels of difficulty.



Learning Renewal Interim Assessment

Flexible.



- Districts can "test drive" the assessment system with all students in grades 3-8 or a subset of students.
- Districts can use the content area assessment(s) that meet their needs.
- Districts can join mid-year this year and/or at the beginning of next year to utilize the full system at no cost.

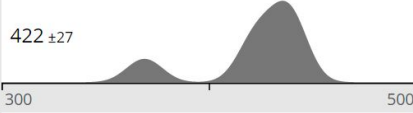
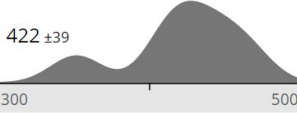


Learning Renewal Interim Assessment

- Students are assessed on the same online testing platform (TestNav) as they are for the IAR, which allows them to gain additional familiarity with the embedded accessibility tools and supports while interacting with the interim assessment items.
- The items are part of the Transcend item bank, and are aligned to the Illinois Learning Standards. There are some short sample tests containing released items available online.
- Administrators perform all administrative functions in the familiar PearsonAccessNext (PAN) environment and access the dynamic reporting within this same environment. This reduces the training time for teachers, as there is no need to learn the nuances of a new system.



Learning Renewal Interim Assessment

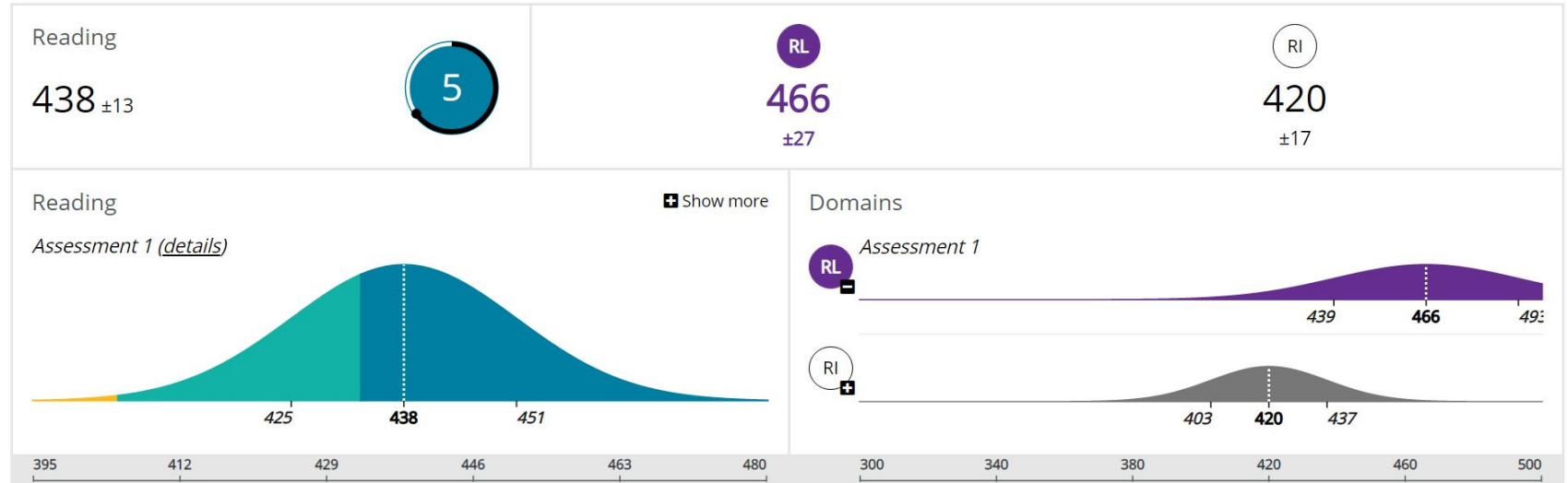
Name	Level	Score		
		Reading	RL	RI
		422 ±27	422 ±39	425 ±22
				
<u>EIGHTEENTH, STUDENT P (3840858075)</u>	5	438 ±13	448 ±21	430 ±18
<u>FOURTEENTH, STUDENT L (6227642745)</u>	4	424 ±13	419 ±17	431 ±20
<u>SEVEN, STUDENTS E (2326085047)</u>	4	422 ±12	412 ±16	433 ±18
<u>SIX, STUDENT D (8826829394)</u>	5	440 ±15	433 ±18	451 ±27
<u>TWELVE, STUDENT J (6987531494)</u>	2	369 ±14	352 ±20	386 ±18
<u>TWENTYTHREE, STUDENT A (9805790564)</u>	5	438 ±13	466 ±27	420 ±17



Learning Renewal Interim Assessment

TWENTYTHREE, STUDENT A (9805790564) STATUS AND GROWTH REPORT

Assessment 1



TR/NSCEND | Copyright © 2022 by NCS Pearson, Inc. or its affiliates. All Rights Reserved.



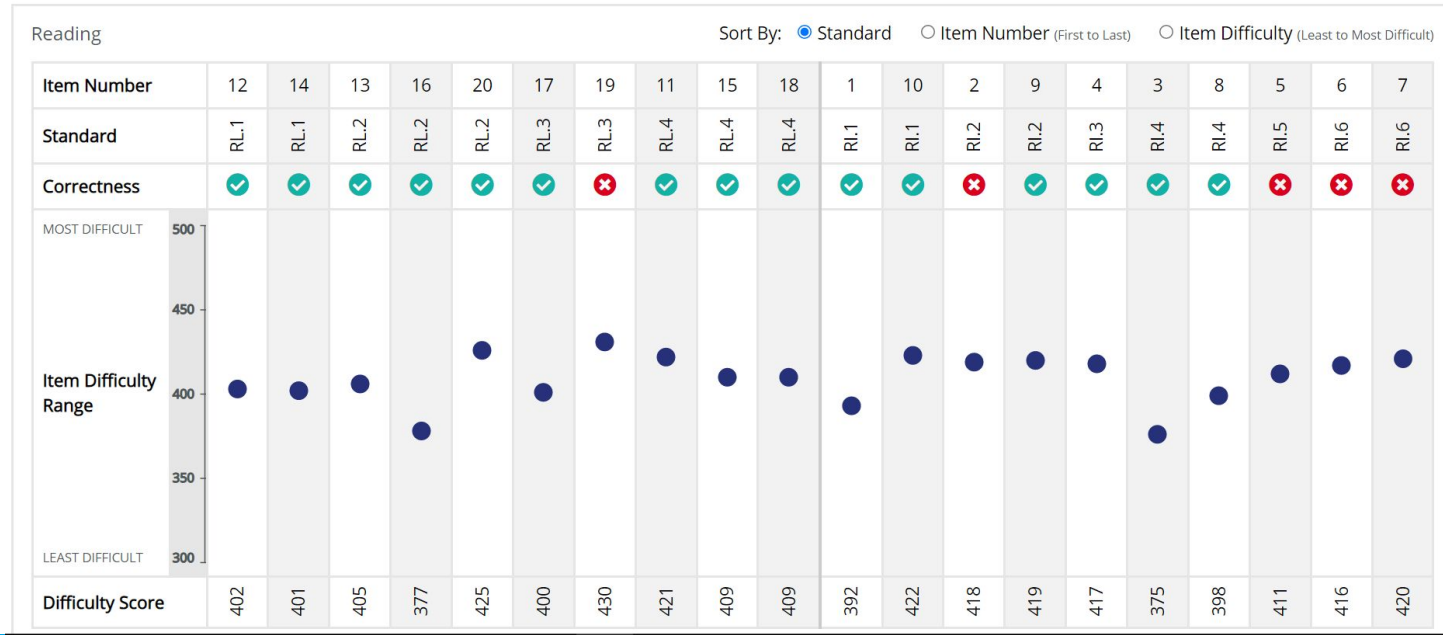
Illinois
State Board of
Education

Learning Renewal Interim Assessment

TWENTYTHREE, STUDENT A (9805790564) ITEM MAPPING REPORT

Assessment 1

1



Questions/Sample District Demo

What questions can I answer?

Demo-

Blueprint creation (Sample District)

Report access in PAN (Sample District)



The CET Assessment Considerations

B. Assessment and Impact

Assessment and Impact Components	Yes	No	Evidence
B.1. Learning targets and benchmarks are clearly identified in assessments.	<input type="checkbox"/>	<input type="checkbox"/>	[
B.2. Curriculum includes multiple opportunities for the collection of student growth data.	<input type="checkbox"/>	<input type="checkbox"/>	[
B.3. Guidance is provided on the use of assessment data to drive the development of tiered supports.	<input type="checkbox"/>	<input type="checkbox"/>	[
B.4. Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	<input type="checkbox"/>	<input type="checkbox"/>	[
B.5. Assessments are reflective of the depth and complexity of engagement presented in the corresponding learning standards and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	[
Additional Comments			
[Insert Comments]			

Small group discussion

For each group:

What are your observations about the tools districts are using as they relate to the specific objective you are discussing?

- What are great examples of tools and/or facilitators of their use?
- What are the barriers and/or areas where support is needed?



Guiding Questions for Small Group Discussion

B1: Learning Targets and Benchmarks are Clearly identified in Assessment

What are your observations about the tools districts are using as they relate to the specific objective you are discussing?

What are great examples of tools and/or facilitators of their use?

What are the barriers and/or areas where support is needed?

Guiding Questions for Small Group Discussion

B2: Curriculum includes multiple opportunities for the collection of student growth

<p>What are your observations about the tools districts are using as they relate to the specific objective you are discussing?</p>	<p>One instance where a school district was able to request that a vendor they were considering “create” a new report feature to allow them to have the ability to analyze student growth data at the district level.</p>
<p>What are great examples of tools and/or facilitators of their use?</p>	
<p>What are the barriers and/or areas where support is needed?</p>	<p>Similar to what Angela touched on earlier....districts are needing to clarify exactly what they want to measure</p>



Guiding Questions for Small Group Discussion

B3 Guidance is provided on the use of assessment data to drive the development of tiered supports

What are your observations about the tools districts are using as they relate to the specific objective you are discussing?

Guidance is provided - by the district and/or by the resource??

Using this data to make decisions about student needs and MTSS supports

What are great examples of tools and/or facilitators of their use?

What are the barriers and/or areas where support is needed?



Guiding Questions for Small Group Discussion

B4: Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band course requirements.

What are your observations about the tools districts are using as they relate to the specific objective you are discussing?

What are great examples of tools and/or facilitators of their use?

What are the barriers and/or areas where support is needed?



Guiding Questions for Small Group Discussion

Assessments are reflective of the depth and complexity of engagement presented in the corresponding learning standards and experiences.

<p>What are your observations about the tools districts are using as they relate to the specific objective you are discussing?</p>	<p>Completely misaligned. For example, Type 1 (state standardized) has potential to provide rich, detailed data for specific skills, Type 2 (district) (e.g., iREADY, STAR Reading, STAR Math) are not aligned (or at least do not have a crosswalk) to IAR-related skills, and Type 3 (classroom) are holistic, meaning students receive a score (e.g. an 87% is a B+, which is an 87%, which is a B+, which is...)</p>
<p>What are great examples of tools and/or facilitators of their use?</p>	<p>The transfer of standards taught at each level are not fully assessed as teachers assess what they just taught (for example the novel just completed) and not an alternative reading selection and then design questions regarding similar standards to fully assess the knowledge transfer.</p> <p>Old EngageNY Annotated Assessments provide a helpful teaching tool for building test items aligned with specific IAR/CCSS standards.</p>
<p>What are the barriers and/or areas where support is needed?</p>	<p>More sample Type 2 and Type 3 assessments that align with (“talk to”) IAR.</p> <p>Digital authoring tools (e.g. Google Classroom) do not allow teachers to “tag” or “label” individual assessment items with standards. Gifted ed is not addressed.</p>

The Right Tool for the Right Task

- How do we support districts in considering whether the tool matches the task?
- Where are there areas of over-assessment and under-assessment?
- How do we ensure that both our assessment practices and our data reflections are promoting equity?



Resources

- [Balanced Assessment \(isbe.net\)](https://www.isbe.net)
- [Assessment Literacy \(isbe.net\)](https://www.isbe.net)
- [system-of-assessment.pdf \(cambiumast.com\)](https://www.cambiumast.com/system-of-assessment.pdf)
- [Equity - NILOA \(learningoutcomesassessment.org\)](https://learningoutcomesassessment.org)



Continuing the work

- What questions are emerging?
- How can we partner to support you?
- What resources would be helpful?



Next Steps



1. Complete the [CET Certification of Use form](#)
2. Submit reimbursement form to Krissy Darm at kdarm@roe35.org

****June 30 is the last day for reimbursements to be submitted**



Meeting Dates & Times



**Stay tuned for the 2022-23
Capacity Builder series schedule!**



**Illinois
State Board of
Education**

Resources



[Curriculum Evaluation Tool](#)

[CET Tool Guidance Document](#)

[Capacity Builders CET Website](#)

[CET FAQ](#)

[State Strategic Plan](#)

[EdReports](#)



Monthly Outline for Capacity Building



November 22	CET Tool Deep Dive: Curriculum Component
December 20	CET Tool Deep Dive: Assessment Component
January 31	CET Tool Deep Dive: Implementation & Supports Component
February 28	CET Tool Deep Dive: Implementation & Supports Component
March 28	Networking & Problem Solving, Implementation of CET, Data Review
May 2	Supports for Identified Gaps & Problem Solving
June 6	Interim Assessment



Virtual Parking Lot

ask your questions, answer questions, give advise and add new slides for more room.

- Questions?

