At-a-Glance Summary of District and State Required Assessments – PERA Type

Full name of assessment	Abbreviation	At which grades is it given?	How is the assessment given?	What does it tell the teacher?	How can the teacher use the information to improve instruction?	How is the data used at the district level?	PERA Type
Letter Identification	LID	K, 1	Individually	Identifies how many letters individual students recognize by name or sound	Teachers can use to identify students' learning gaps and group students for instruction.	Help to determine enrollment in full day kindergarten	II
Letter Sounds	LS	K, 1	Individually	Identifies what individual children know specifically about letter sound identification	Teachers can use to identify gaps and patterns for small group instruction.	Used to identify Tier II students for early intervention	II
Text Level Fontas & Pinnell (English version) SEL (Spanish version) EDL2	TL F & P SEL	K-6	Individually	Measures accuracy, fluency and comprehension of both fiction and nonfiction texts	Teachers can use information for small group explicit instruction to take on more challenging text. Strategic instruction includes skills, strategies to support decoding and comprehending text.	Primary – used for district grade level benchmark. Elementary – used in conjunction with MAP to fine tune the comprehension level of students. Text level data is used to determine curriculum and appropriate resources at grade levels.	II (Rubric)
Spelling Inventory (SI) 3 Levels	PSI ESI USI U-46 Spanish (K-2)	K-6	Whole, Small Group, or Individually	Assesses grapheme-phoneme correspondence and word knowledge. Measures writing readiness at the elementary level	Teachers can use to identify gaps and patterns for small group instruction.	Used to support the Balanced Literacy Framework language block	II
Measure of Academic Progress	MAP	2-12	Group; computer adaptive	Assesses students' instructional level in reading and math	Teachers can use to determine curricular levels of students and progress within a classroom and grade level.	Used for student growth measure for evaluation and Destination 2015	I

Full name of assessment	Abbreviation	At which grades is it given?	How is the assessment given?	What does it tell the teacher?	How can the teacher use the information to improve instruction?	How is the data used at the district level?	PERA Type
Supera	Supera	2-8	Group	Identifies the achievement of students in Spanish in reading and mathematics	Teachers can use information to gain information of students' content knowledge in Spanish.	Used to determine student achievement in Spanish	I
Cognitive Abilities Test	CogAT	3	Group	Measures students' reasoning abilities in the verbal, quantitative and non-verbal areas		Used to make decisions for gifted placement	I
Illinois Standards Achievement Test	ISAT	3-8	Group	Identifies the achievement of students reading and mathematics (3-6) and science (4 and 7)	Teachers can use to determine grade level standards-based curriculum and instructional focus.	State Required	I
Illinois Alternate Assessment	IAA	3-8	Individually			State Required Used to measure the learning of students with the most significant cognitive disabilities	II
Partnership for Assessment of College & Career Readiness	PARCC		Group Computer			State Required beginning 2014-2015	
Accessing Comprehension & Communication in English State to State for English Language Learners	ACCESS for ELLs	K-12	Individually and Whole Group			State Required Used to measure English language learners' social and academic proficiency in English.	I

Full name of assessment	Abbreviation	At which grades is it given?	How is the assessment given?	What does it tell the teacher?	How can the teacher use the information to improve instruction?	How is the data used at the district level?	PERA Type
EXPLORE	EXPLORE	7-9	Group	Identifies skills that a student has in the areas of reading, English, math and science and progress towards post secondary success	Teachers can use the results to determine appropriate skill levels of students for independent and whole group work.	Used for student growth measure for evaluation and Destination 2015	I
PLAN and Institutional PLAN	PLAN IPLAN	9-10	Group	Identifies skills that a student has in the areas of reading, English, math and science and progress towards post secondary success	Teachers can use the results to determine appropriate skill levels of students for independent and whole group work.	Used for student growth measure for evaluation and Destination 2015	I
PSAT		10	Group	Identifies skills that a student has in the areas of critical reading, math and writing.		Used to identify AP potential students	I

Full name of assessment	Abbreviation	At which grades is it given?	How is the assessment given?	What does it tell the teacher?	How can the teacher use the information to improve instruction?	How is the data used at the district level?	PERA Type
Institutional ACT & ACT	IACT ACT	10-11	Group	Identifies skills that a student has in the areas of reading, English, math and science and progress towards post-secondary success. IACT also has added benefit as the last standardized assessment prior to PSAE and gives final detail as to skills needed.	Teachers can use the results to determine appropriate skill levels of students for independent and whole group work.	Used for student growth and final measurement prior to PSAE ACT state required	I
ACT WorkKeys	WorkKeys	11	Group	Identifies skills that a student has in the areas of reading, English, math and science and progress towards post-secondary success. IACT also		State Required	I
Advanced Placement Tests	AP	9-12	Group	Identifies skills that a student has in relation to the content of the AP test		District tracks number of exams taken and passing rate	I