

Thomas Moline, Ed.D.  
Superintendent

**SPECIAL EDUCATION DISTRICT OF LAKE COUNTY**

18160 GAGES LAKE ROAD \* GAGES LAKE, ILLINOIS 60030-1819  
847-548-8470 \* Facsimile 847-548-8472 \* TTY 847-680-8328

[www.sedol.us](http://www.sedol.us)



Gail Lantvit, Ed.D.  
Assistant Superintendent of Curriculum & Assessment

**SEDOL Standard Assessment Plan  
Math K-8**

Screening	Diagnostic	Progress Monitor		Outcome / Accountability
		General Outcome Measures	Mastery Monitoring	
<p><b>AIMSweb: Math Computation (M-COMP) Mathematics Improvement Report grade 1 (Fall, Winter, Spring) (John Powers School ONLY) Testing Windows:</b>  <b>•Fall: Sept.1-Sept.30</b>  <b>•Winter: Jan.1-Jan.30</b>  <b>•Spring: May 1-May 30</b></p> <p><b>NWEA -Measures of Academic Progress (MAP) for Primary Survey w/Goals (grades K-3)</b></p> <p><b>NWEA - Measures of Academic Progress (MAP) MAP: Math 2-5 Common Core grades 3-5 John Powers School grades 2-5</b></p> <p><b>NWEA - Measures of Academic Progress (MAP) MAP: Math 6+ Common Core grades 6-8</b></p> <p><b>Testing Windows:</b>  <b>•Fall: Sept. 15-Sept.30</b>  <b>•Winter: Jan. 1-Jan.30</b></p>	<p>Review  <ul style="list-style-type: none"> <li>• see <b>Mastery Monitoring</b></li> </ul>           Interview            Observe            Test: (use Mastery Monitoring)  <ul style="list-style-type: none"> <li>•Math Reasoning Inventory MRI</li> <li>•Assessing Math Concepts</li> </ul>             School Psych Evaluation</p>	<p>AIMSweb's Progress Monitoring Student Improvement Report</p> <p><b><u>Consider for Grade K-2:</u></b></p> <p>AIMSweb: Test of Early Numeracy (TEN) Progress Monitoring Improvement Report  <ul style="list-style-type: none"> <li>•Oral Counting (OC)</li> <li>•Number Identification (NI)</li> <li>•Quantity Discrimination (QD)</li> <li>•Missing Number (MN)</li> </ul>             AIMSweb: Math Computation (M-COMP) Progress Monitoring Improvement Report</p> <p><b><u>Consider for Grade 3 and above:</u></b></p> <p>AIMSweb: Mathematics Concepts and Applications (M-CAP) Progress Monitoring Improvement Report</p> <p>Standard Administration            or            Alternate Administration (for students with a read to or extended time accommodation on their IEP)</p>	<p><b>ISBE Model Units' Summative Assessments</b></p> <p><b>ISBE Model Units' Formative Assessments</b></p> <p>Daily Formative Assessments</p> <p><b><u>Assessing Math Concepts (achievement level K-2)</u></b>  <ul style="list-style-type: none"> <li>•Student Detail Report</li> <li>•Student Progress Report</li> </ul>   <u>Math Reasoning Inventory (MRI)</u>  <ul style="list-style-type: none"> <li>•Individual Report</li> <li>•Assessment Review</li> </ul>   <u>FAST Math</u>  <ul style="list-style-type: none"> <li>•Placement Quiz</li> <li>•Math Fact Diagnostic</li> <li>•Student Fact Fluency Status Report</li> <li>•Student Response to Intervention Report</li> </ul> </p>	<p><b>Partnership for Assessment of Readiness for College and Careers (PARCC)</b></p> <p><b>AIMSweb: Math Computation (M-COMP) Mathematics Improvement Report grade 1 (Fall, Winter, Spring) (John Powers School ONLY) Testing Windows:</b>  <b>•Fall: Sept.1-Sept.30</b>  <b>•Winter: Jan.1-Jan.30</b></p> <p><b>NWEA - MAP Student Progress Report</b></p> <p><b>Testing Windows:</b>  <b>•Fall: Sept. 15- Sept. 30</b>  <b>•Winter: Jan. 1-Feb.1</b></p>

All screening, diagnostic, progress monitoring, and outcome assessment data should be placed in student's assessment binder.  
**Bold** = For all students (some exception may apply to primary classrooms)      Normal font = As appropriate on student-by-student basis

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**SEDOL Alternate Assessment Plan  
Math K-12**

Screening	Diagnostic	Progress Monitor		Outcome / Accountability
		General Outcome Measures	Mastery Monitoring	
Not applicable	<p><b>RIOT</b></p> <ul style="list-style-type: none"> <li>•Review                             <ul style="list-style-type: none"> <li>•Equals' Placement Assessment</li> </ul> </li> <li>Testing Window: Entry Level and Fall: Aug. - Sept.</li> <li>•<b>Equals Student Tracker w/ percentages</b></li> <li>•Chapter Tests</li> <li>•Problem Solving</li> <li>•Skill Drill</li> </ul> <ul style="list-style-type: none"> <li>•Equals Objective/IEP Goal worksheet</li> </ul> <ul style="list-style-type: none"> <li>•Interview</li> <li>•Observe</li> <li>•Test (see Review)</li> </ul> <p>School Psychological Evaluation</p>	Not applicable	<ul style="list-style-type: none"> <li>•<b>Equals Student Tracker w/ percentages</b></li> <li>•Chapter Tests</li> <li>•Problem Solving</li> <li>•Skill Drill</li> </ul> <p>Equals Objective/IEP Goal worksheet</p>	<p><b>Dynamic Learning Maps (DLM)</b></p> <p><b>Partnership for Assessment of Readiness for College and Careers (PARCC)</b></p> <ul style="list-style-type: none"> <li>•Equals' Placement Assessment</li> </ul> <p>Testing Window: Fall: Aug. - Sept.</p>

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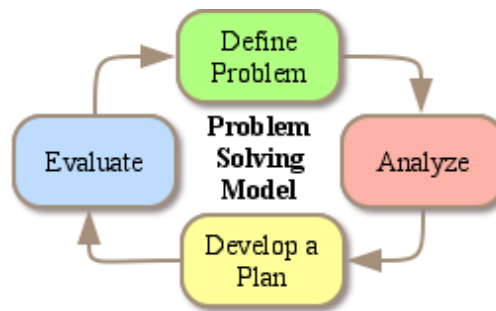


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**SEDOL Assessment Plans**

<p style="text-align: center;"><b>Screening</b></p> <ul style="list-style-type: none"> <li>•Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.</li> <li>•5 minutes or fewer to administer</li> </ul>	<p style="text-align: center;">Diagnostic</p> <ul style="list-style-type: none"> <li>•Identify individual student’s skills deficits</li> <li>•Identify likely interventions</li> <li>•10 minutes or longer to administer</li> </ul>	<p style="text-align: center;"><b>Progress Monitor</b></p> <ul style="list-style-type: none"> <li>•Monitor at-risk students monthly and evaluate the effectiveness of instructional changes</li> <li>•Write individualized annual goals and monitor more frequently for those who need intensive instructional services</li> </ul>		<p style="text-align: center;"><b>Outcome / Accountability</b></p> <ul style="list-style-type: none"> <li>•Identify strengths and weaknesses on a program-wide basis</li> <li>•Linked to State/ Federal funding for AYP accountability</li> </ul>
		<p style="text-align: center;"><b>General Outcome Measures</b></p> <ul style="list-style-type: none"> <li>•Identify if students are generalizing their knowledge</li> <li>•5 minutes or fewer to administer</li> </ul>	<p style="text-align: center;"><b>Mastery Monitoring</b></p> <ul style="list-style-type: none"> <li>•Identify if students are learning content taught in their curriculum</li> </ul>	



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