

Fall

2011

Wisconsin Alternate Assessment for Students with Disabilities



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Directions for Test Administration

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Wisconsin Student Assessment System

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is designed for students with significant cognitive disabilities who cannot participate in the Wisconsin Knowledge and Concepts Examination (WKCE), even with accommodations. The WAA-SwD is aligned to Extended Grade Band Standards developed by the Department of Public Instruction and Wisconsin educators.

TEST SECURITY

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Test Books and student Answer Documents must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture. Please assume responsibility for maintaining strict security of these documents.

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Purpose

This document is designed to help you administer the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in a uniform manner essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions for all students with disabilities.

Participation in the WAA-SwD

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state and district wide assessments. Specifically, IDEA stipulates, “Children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary.” In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the IEP team determines that participation in the standard state assessment is inappropriate for the student.

The WAA-SwD is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. All students must take either the complete WKCE or the complete WAA-SwD — not parts of both. The WKCE is intended for students whose instruction is based upon the Wisconsin Model Academic Standards. The WAA-SwD is intended for students whose instruction is based upon the Extended Grade Band Standards. IEP teams should complete the WAA-SwD Participation Checklist, found at <http://dpi.wi.gov/oea/waa.html>, when determining which assessment is most appropriate for the student.

Test Books

There is one test book for each grade level, containing all content areas. Students in grades 3, 5, 6, and 7 are assessed in reading and mathematics. Students in grades 4, 8, and 10 are assessed in reading, mathematics, and science. Students will be assessed for the grade in which they are currently enrolled. At each grade level, all content areas tested are combined into two books: the Teacher Test Book contains the test administrator’s protocol for each content area, and the Student Test Book contains all of the graphics and answer choices to be used by the student. The test administrator records the answers indicated by the student on a machine-scannable student Answer Document.

Both the Teacher Test Book and the Student Test Book are laid out in landscape format to allow for larger print and graphics. The Teacher Test Book has one item per page. In the Reading section, the Student Test Book generally has one item per two pages, allowing for a first page with the “passage” and a second page with the answer choices. The Mathematics and Science sections of the Student Test Book have one item per page.

Portions of the Reading test will be designated as “read by TEACHER” and “read by STUDENT.” (Page 13 of this manual provides instructions on how to administer these test items.)

Manipulatives

For the purposes of the WAA-SwD, a manipulative is defined as a tangible object that is handled by a student or teacher to allow the student to engage with the content of the test question. The use of manipulatives is optional and not a requirement of this test EXCEPT the use of a ruler in grade 10 mathematics.

It is imperative to review the WAA-SwD test prior to test administration to determine appropriate manipulatives that may be used for your students. This decision should be an item-by-item decision made for each individual student. Manipulatives should be the same as what the student uses for daily instruction and must not change what the test item is measuring. For more information, go to <http://dpi.wi.gov/oea/waa.html>.

Test Administrator Requirements

A WAA-SwD test administrator should be a licensed professional (such as an administrator, speech pathologist, or teacher) who is familiar with individual students' response styles and employed by the school or district. Paraprofessionals may not administer the WAA-SwD. An online training for test administrators is available at: <http://dpi.wi.gov/oea/waa.html>.

The test administrator will administer the test individually to each student using the Teacher Test Book. The students will view the pages in the Student Test Book and indicate their responses, to be recorded by the test administrator on the student Answer Document.

Test Schedules

The WAA-SwD is administered individually to students and is not timed. Therefore, the schedule for administering the assessment is highly individualized. Test administrators may administer the tests anytime within the testing window (October 24–November 25, 2011). Testing sessions should occur at times when the student is most alert and responsive. Students should be provided as much time as needed to complete the test, within the testing window.

Interrupted Sessions

Every effort should be made to present all content area tests to the student. However, there is no requirement to complete a content area, or even a session, in one day. Students may stop and then return to testing within the same session based on the individual student's needs as assessed by the test administrator. While students may return to testing as stated above, they may not return to a test item that has already been started. All WAA-SwD testing must occur within the testing window. If a student does not finish an assessment, the student Answer Document should still be submitted for scoring.

Testing Dates
October 24 through
November 25, 2011

BEFORE TESTING

Check Your Test Materials

Check to be sure that you have the following materials. If any materials are missing, contact the School Assessment Coordinator for your school or the District Assessment Coordinator.

FOR THE TEST ADMINISTRATOR

- Directions for Test Administration* (this manual)
- one Teacher Test Book for every student who is being tested at each grade level
- one student Answer Document for each student being assessed

FOR THE STUDENT

- one Student Test Book at the appropriate grade level

A No. 2 pencil will be required to complete the student Answer Document as well as a ruler for Grade 10 Mathematics. Please note that these items are not provided for you.

Observe Test Security Guidelines

The primary goal of WSAS test security is to protect the integrity of the examination. If any of the questions are made public, the validity and fairness of the test will be compromised. Everyone who works with the assessment, communicates test results, and/or receives testing information is responsible for test security.

All test materials must be kept secure. Test materials must be kept in a locked storage cabinet or area before and after all testing sessions. Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure. Destroy manipulatives and delete programming on any assistive device following test administration. Test security is the responsibility of the entire school community.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions of department-licensed individuals for school or district testing irregularities.

For more information on test security, see the “WSAS Policy & Procedure Manual” section of the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*, which is available online at <http://dpi.wi.gov/oea/publications.html>.

Prepare Your Students

Inform students about the testing procedure and help them approach testing in a relaxed, positive manner. Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development. Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. Reassure students that they will be given ample time to do their best. Emphasize that the test requires no special preparation and that scores will not affect their grades.

Sample Items for Each Content Area

Sample items for each content area are provided at: <http://dpi.wi.gov/oea/waa.html>. These items may be used to prepare students for the assessment. Each sample item has a corresponding page in both the Teacher Test Book and the Student Test Book. Please note that the sample items include additional information (grade, subject, performance level, item type, and indicator) for training purposes only. This information will NOT appear on actual test items.

Plan Your Testing Sessions

WAA-SwD sessions are individually administered and are untimed. The test administrator should:

- View the test administrator training available online at:
<http://dpi.wi.gov/oea/waa.html>
- Review the teacher and student test books in order to prepare student manipulatives.
- Coordinate scheduling with the School Assessment Coordinator (SAC) to avoid unnecessary interruptions of testing sessions.
- Complete the Student Information Page before testing if student pre-ID labels are not used.
- Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- Try to schedule testing sessions for times when the student is alert and responsive. Continue testing as long as the student is able to participate in a meaningful manner.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to the student's fatigue level and attention span and alter your schedule as necessary.
- Administer all content areas to students for the grade level in which they are enrolled. Complete all WAA-SwD testing within the testing window.

Accommodations

Every effort is made to allow for a positive testing experience for all students. Assistive technology routinely used for classroom instruction and documented in IEPs may be used for administration of the WAA-SwD. The test books may be obtained prior to administration for the programming of assistive technology devices. All information programmed into an assistive technology device for test administration must be deleted when testing is complete.

Accommodations for testing must be documented in the student's IEP. Indicate which accommodations were used in the Student Assessment Report, located on the back cover of the student Answer Document.

For more information, please refer to the Assessment Accommodations Matrix, beginning on page 18 of this document. The Assessment Accommodations Matrix is also available at <http://dpi.wi.gov/oea/accommtrx.html>.

Braille Books and Picture Descriptions

Braille editions of the WAA-SwD and picture descriptions are available through DPI for students who are visually impaired. An order form is available at: <http://dpi.wi.gov/oea/dacforms.html>. Test administrators are responsible for recording student responses onto a WAA-SwD student Answer Document to be returned for scoring. A separate Test Administration Manual is not necessary for the Braille editions.

Fill In the Student Information Page

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Samples of the Student Information Page and a student pre-ID label can be found on pages 11 and 12 of this manual.

Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) or by using the Record Editing System (RES).

You should have received three labels per student. The left-hand label with NO barcode is for teacher use only. Apply an undamaged barcoded student pre-ID label to the front cover of the student Answer Document.

To be completed by school staff:

1. **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth date is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the appropriate circle for "Female" or "Male."
5. **ETHNICITY:** Fill in the racial or ethnic group that the student belongs to or identifies with.

STUDENT PRE-ID LABELS

The labels in the left column of the label sheets are for teacher use only. The barcoded labels are for the student Answer Document.

Test administrators should fill in the Student Information Page.

To be filled in by test administrators or District Assessment Coordinators after completion of testing, using information provided by school or district personnel with access to the relevant student records:

6. **WI STUDENT NUMBER:** Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at <http://dpi.wi.gov/lbstat/dm-eseadata.html>.
7. **ENGLISH LANGUAGE PROFICIENCY (ELP) STATUS:** Fill in the circle that indicates the student's English Language Proficiency (ELP) status code. A DPI-approved assessment instrument—ACCESS for ELLs® as of the 2005–06 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” See <http://dpi.wi.gov/oea/ells.html> for descriptions of the English Language Proficiency levels.
8. **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
9. **LOCAL STUDENT I.D. (recommended):** If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
10. **OPTIONAL FIELD:** Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WAA student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.
11. **TESTING STATUS (Parent Opt-Out):** If the parent or guardian requested to excuse this student from participating in the WAA-SwD, fill in the circle for “P” in the “TESTING STATUS” section of the biogrid. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

ELP/Mobility Status
You may contact the District Assessment Coordinator or DPI for further clarification of a student's ELP/Mobility status.

Parent opt-out
should be indicated by filling in the bubble in the “TESTING STATUS” box.

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P.” Participation in the WAA-SwD counts as participation in WSAS for the purpose of determining Adequate Yearly Progress (AYP).

12. SPECIAL STATUS: To protect students’ privacy, fill in the following sensitive demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student’s special status will be recorded as “none.”

D = student with a **disability**. A “student with a disability” (SwD) is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district’s special education program. Status as a “student with a disability” is based on the student’s status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act.

U = **long-term U.S.** student indicator. Beginning in grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Language Proficiency status codes 1 and 2.

M = **migrant** student. A “migrant student” is any student who is, or whose parent or guardian is, a migratory fisher, a dairy worker, or an agricultural worker AND who, in the preceding 36 months, has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

L = student who has been **enrolled for less than one full academic year** in one or more schools in the United States.

Z = student who is **economically disadvantaged**. An “economically disadvantaged” student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is

consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use available county data, scholarship information, post-secondary options information, or other appropriate data.

13. FOR SPECIAL STATUS “D” STUDENTS RESIDING OUT OF DISTRICT (OOD) ONLY: This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student attends school in your district due to an IEP placement from another district, fill in the circle for “YES.” “No” will be assumed unless “YES” is marked. For “YES,” the test book requires special processing because the district of residence will be held accountable for the performance and progress of this student. For the student’s data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

District of Residence: Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999.

Student Pre-ID Label

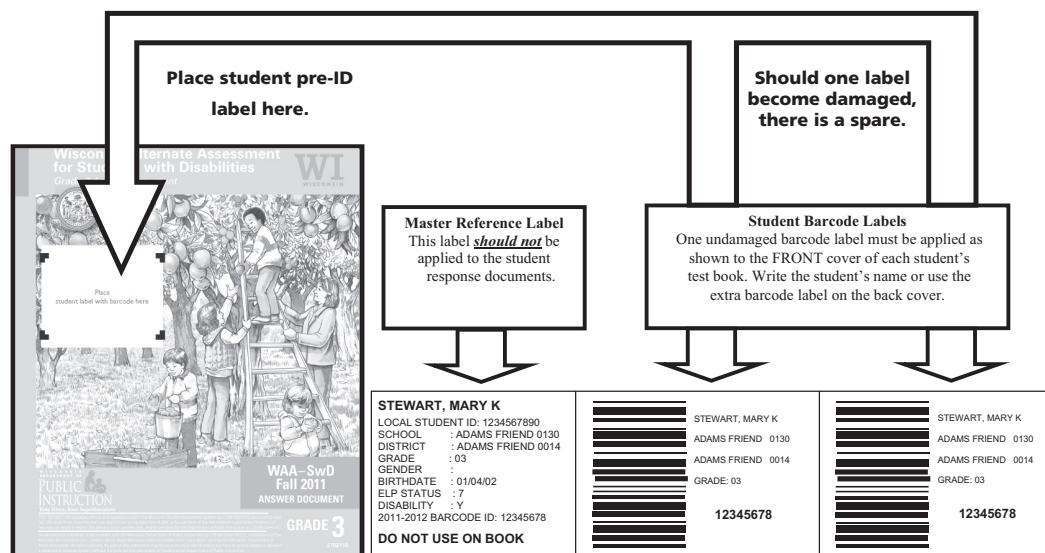
Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in grades 3 through 8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, “bubbling” all test books for the school or district should not be considered a viable option. Bubbling will be necessary only in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

If a student transfers out of your district after labels have been shipped, you should send that student’s pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it.

Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are “locked” in early December, DPI will send a new student demographic data file to CTB, and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner.

DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see <http://dpi.wi.gov/oea/dacdata.html>.



Administer the WAA-SwD Test

Following instructions exactly ensures similar testing conditions for all students. Test directions should be read as written.

Every attempt should be made to administer all content area tests to the student. Prepare manipulatives before testing. Since sessions are administered individually and are untimed, students should be given as much time as necessary to complete the test. See “Plan Your Testing Sessions” on page 6 of this manual for more information.

The following elements are used throughout the Teacher Test Book.

Sample A	read by STUDENT	
<p><i>Prepare: Place student page Sample A in front of the student.</i></p>		
<p>SAY Read the sentence.</p>		<p>The directions to be read aloud to the student are preceded by a "SAY" icon and are printed in bold type.</p>
	<p><i>Point to the sentence and allow the student to read the following:</i> John likes to ride his bike.</p>	<p>This sentence/passage is what the student reads and what the test administrator may NOT read.</p>
	<p><i>Point to each answer choice.</i></p>	<p>Information that is only for the test administrator and is <i>not</i> to be read aloud looks like this.</p>
<p>SAY What does John like to ride?</p>		<p>This is read aloud by the test administrator.</p>
<p>Student Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Indicates Car <input type="checkbox"/> B. Indicates Horse <input type="checkbox"/> C. Indicates Bike <input type="checkbox"/> D. Other <input type="checkbox"/> E. No Response 		

Fill In the Student Assessment Report

(back cover of the student Answer Document)

The Student Assessment Report, on the back cover of the student Answer Document, must be completed for all students expected to take the WAA-SwD. Be sure to use a No. 2 pencil when filling out the Report.

Back Cover of the Student Answer Document

Student Assessment Report

Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.
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Student Performance Level Survey

Note: Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.

Directions: Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):

	Reading	Mathematics	Science
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WAA-SwD Assessment Accommodations

Directions: Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations. Mark all that apply.

Type of Accommodation	Reading	Mathematics	Science
Used translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed test questions and content to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used objects or manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used another DPI-approved accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alternate Assessment Results for Social Studies, Language Arts, and Writing

Directions: Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies, Language Arts, and Writing. Results must be based upon DPI Administration Guide and Rating Scales.

	Social Studies	Language Arts	Writing
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Student Performance Level Survey

Your participation in the Student Performance Level Survey will provide valuable research information. The results of this survey are completely confidential and will not influence the score of the student for whom you are administering the assessment. Only summary-level data will be reviewed.

Based upon your knowledge of the Performance Level Descriptors found within the Extended Grade Band Standards, classify your student's performance into one of the four performance levels (WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced). These descriptors are included with the Teacher Test Book.

A detailed description of each performance level by grade and content area can also be found at: <http://dpi.wi.gov/oea/waa.html>.

Accommodations

Fill in the appropriate bubble on the form to indicate each type of accommodation that the student used in any content area of the WAA-SwD.

Please refer to the Assessment Accommodations Matrix beginning on page 18 to see if an accommodation is allowed for a given student.

Rating Scale

The proficiency levels for Social Studies, Language Arts, and Writing, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence. These forms are downloadable from the DPI website <http://dpi.wi.gov/oea/waa.html> and can be completed at any time within the testing window. Scores should be recorded on the back of the student Answer Document in order to be included in the student's report.

Assemble Materials for Return

The School Assessment Coordinator (SAC) will coordinate return of WSAS test materials to the District Assessment Coordinator (DAC), who will then return all test documents in the district, including all WAA-SwD Teacher Test Books and Student Test Books, to CTB/McGraw-Hill for scoring.

Full instructions for returning materials are located in the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*.

Marking Tests Invalid

Every effort must be made to administer all content areas of the WAA-SwD to all students expected to take the examination. If necessary, you may invalidate a content area by filling in all circles for questions 1 through 5 for each content area affected.

Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely affect the federal accountability requirement of 95% participation rate for a school and district.

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

Accommodations for Students with Disabilities

on the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)

- All accommodations for a student with a disability must be documented on an IEP or Section 504 plan in the section for statewide assessment. * Refer to page 22
- All *Allowable Test Practices for All Students* must be documented in an IEP or Section 504 plan in the section for statewide assessment.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in IEP or Section 504 plans.

Accommodation Description For Students with Disabilities (D)		WKCE	WAA-SwD
Test Directions			
D 1	Sign language for directions. ^{1, 11}	✓	✓
D 2	Mark or highlight directions. ^{1, 2, 3}	✓	N/A: Test administrator reads aloud all directions.
D 3	Explain or clarify directions. ¹	✓	✓
D 4	Student rereads and/or restates directions. ¹	✓	✓
Content Presentation			
D 5	Turn pages for student.	✓	✓
D 6	Braille; student responses must be transcribed into scorable test book. ^{6, 14}	✓	✓
D 7	DPI-provided WAA-SwD Picture descriptions; appropriate only for a student who cannot access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. ¹³	N/A	✓
D 8	Large-print; student responses must be transcribed into scorable test book. ^{6, 14}	✓	N/A: WAA-SwD is 18 pt. font, no separate large print edition.
D 9	Extra test book; answers must be recorded in one scorable test book. ¹⁴	✓	N/A: All items are presented to the student so that they view one entire item at a time.
D 10	Sign language for test passages and questions (Not allowed on Reading tests). ¹¹	✓	✓
D 11	Text talker for test passages and questions (Not allowed on Reading tests). ⁴	✓	N/A: Test administrator reads WAA-SwD aloud.
D 12	Student reads aloud to self.	✓	✓
D 13	Test administrator reads test passages and questions aloud (Not allowed on WKCE Reading test or WAA-SwD "Read-by-Student" items). ⁹	✓	N/A: Test administrator reads WAA-SwD aloud.
D 14	Student records him/herself reading aloud and plays back recording. ⁴	✓	✓
D 15	Audio recording of test passages and questions in English (Not allowed on WKCE Reading test or WAA-SwD "Read-by-Student" items). ^{4, 9}	✓	N/A: Test administrator reads WAA-SwD aloud.

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

Accommodation Description for Students with Disabilities (D)		WKCE	WAA-SwD
Content Presentation (cont.)			
D 16	Read the Reading test ONLY in the following scenarios as described in <i>Form I-7-B</i> . ^{8,9} a) For a student with visual impairments who is not yet proficient in contracted Braille, the WKCE Reading test passages and questions may be read aloud. b) For a student with visual impairments who is not yet proficient in un-contracted Braille, the WAA-SwD "Read-by-Student" Reading test items may be read aloud.	✓	✓
Response			
D 17	Manipulatives, base-ten blocks, 3-D shapes, 100's chart (not multiplication table), whole integer number lines, etc. are allowed as long as they do not provide a definition or description.	✓	Follow guidelines in WAA-SwD Manipulatives Guide. http://dpi.wi.gov/oea/pdf/maniguide.pdf
D 18	Calculator and/or multiplication table (Not allowed on sections of the Mathematics test measuring computation skills -refer to each appropriate grade's Test Administrator's Manual at http://dpi.wi.gov/oea/publications.html).	✓	N/A: A calculator is not allowed on the WAA-SwD.
D 19	Braille writer; transcribe student responses into scorable test book. ^{4, 6, 14}	✓	✓
D 20	Student indicates responses orally to scribe. ⁵	✓	N/A: Test administrator records all student responses.
D 21	Student signs responses to scribe. For the Writing test, no translation from American Sign Language (ASL) is allowed; student must sign in exact English to scribe. ⁵	✓	✓
D 22	Student records responses using an audio or video device: ⁴ a) Test administrator transcribes student's responses into scorable test book. ^{6, 14} b) Student watches or listens to his/her recorded responses and transcribes into scorable test book. ^{6, 14}	✓	N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.
D 23	Computer or word processor; responses must be transcribed into the scorable test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions. ^{4, 6, 14}	✓	N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.
D 24	Provide spelling assistance or a spell-check device, where appropriate (Not allowed on Language Arts or Writing tests).	✓	N/A: Student is not required to spell responses.
Setting			
D 25	Student moves, stands, or paces during individual administration.	✓	✓
Timing/Scheduling			
D 26	Extra time; test session must be completed within the same day the student started the session. ⁷	✓	✓

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Accommodations for English Language Learners (ELLs)

on the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)

- Accommodations are allowed for ELL students (i.e. students whose English language proficiency levels are 1 through 5).
- All accommodations for an ELL student should be determined by a team of educators, the student, and the students' parents.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in student plans.
- More information regarding the DPI-provided scripts can be found at: <http://dpi.wi.gov/oea/ells.html>.

Accommodation Description For English Language Learners (L)		WKCE	WAA-SwD
English Language Reference Material: English support materials, not intended to define words or to provide correct response for student			
L 1	Provide spelling assistance or spell-check device, where appropriate (Not allowed on Language Arts or Writing test).	✓	N/A: Student is not required to spell responses.
Scripted Oral English : Reading aloud and repeating test items or directions verbatim from test book			
L 2	For all subject areas except Reading test, read questions and content to student in English (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items). ⁹	✓	N/A: Test Administrator reads WAA-SwD.
L 3	Audio recording of test passages and questions in English (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items). ^{4,9}		N/A: Test Administrator reads WAA-SwD.
Clarification in English: Unscripted oral explanation of test considered potentially difficult for ELLs to access			
L 4	Simplify, explain, or clarify test directions. ¹	✓	N/A: Directions are incorporated into each item.
L 5	Have student reread and/or restate directions in his/her own words. ¹	✓	N/A: The WAA-SwD is in simplified language.
L 6	Audio recording of test items in English that is simplified for words not related to content or vocabulary (Not allowed on Language Arts or Reading tests). ^{4, 12}	✓	N/A: The WAA-SwD is in simplified language.
L 7	Read test items in English that is simplified for words not related to content or vocabulary (Not allowed on Language Arts or Reading tests). ¹²	✓	N/A: The WAA-SwD is in simplified language.
Oral Response: Student answers test items orally in English			
L 8	Student indicates response in English orally to a scribe. ⁵	✓	N/A: Test administrator records all responses.
L 9	Student records responses using an audio or video device. a) Test administrator transcribes student's responses into WKCE test book. b) Student watches or listens to his/her recorded responses and transcribes into WKCE test book. ^{4, 6}	✓	N/A: Test administrator records all responses.

Direct Linguistic Support in English

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Accommodation Description for <i>English Language Learners</i> (L)		WKCE	WAA-SwD
Dual Language Reference Material: Support material in English and native language, not intended to define words or provide answers for student			
L 10	Provide bilingual word-to-word (no definition) translation (Not allowed on Language Arts, Reading, or Writing tests).	✓	N/A: <i>Not appropriate for students taking the WAA-SwD.</i>
Written Translation: Professionally translated written accommodation scripts provided to student			
L 11	Qualified translator provides written translation of directions in student's native language. For Spanish, use DPI-provided WKCE translation scripts. ^{1, 10}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 12	Qualified translator provides written translation of test items into student's native language. Student responses must be in scorable test book. For Spanish, use DPI-provided WKCE translation scripts (Not allowed on Language Arts or Reading tests). ¹⁰	✓	Translate only the script following the "SAY" icon. Note: WAA-SwD translation scripts not provided.
Scripted Oral Translation - Only DPI-Provided Scripts: Reading aloud professionally translated, DPI-provided scripts of test items and/or directions			
L 13	Read aloud DPI-provided Spanish or Hmong translations of test directions in the Test Administration Manual (http://dpi.wi.gov/oea/publications.html). ^{1, 9}	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
L 14	Read test items aloud using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). ⁹	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
L 15	Provide audio recording of test items using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). ⁴	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
Sight Translation - Languages other than Spanish: Unscripted oral translation of test items and/or directions into student's native language			
L 16	Interpret directions into student's native language. ^{1, 10}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 17	Simplify, explain, or clarify test directions in student's native language. ^{1, 10, 12}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 18	Audio recording of directions interpreted into student's native language. ^{1, 4, 10}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 19	Audio recording of test items interpreted into student's native language (Not allowed on Language Arts or Reading tests). ^{4, 10}	✓	✓
L 20	Interpret test passages and questions into student's native language; student responses must be documented in scorable test book (Not allowed on Language Arts or Reading tests). ¹⁰	✓	✓
Student Response in Native Language: Student responds in his/her native language			
L 21	Student responds (orally or in writing) in his/her native language; translator translates student response into English, and then scribes (oral response) or transcribes (written response) into scorable test book (Not allowed on Writing test). ^{5, 6, 10}	✓	✓

Indirect Linguistic Support

L 22	Extra time; provide extra time for any timed test as long as a test session is completed within the same day the student started the session. ⁷	✓	N/A: <i>WAA-SwD is not a timed test.</i>
L 23	Student reads aloud to self.	✓	✓

Other Accommodations for BOTH Students with Disabilities and English Language Learners

Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured.			
<ul style="list-style-type: none"> ○ All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at http://dpi.wi.gov/oea/daeforms.html. ○ Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email. 			

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*Allowable Accommodations for Students in Unique Circumstances

Some students who do *not* have an IEP or 504 plan, due to unique circumstances at the time of testing, may be able to demonstrate their learning more accurately through the use of accommodations on an **as needed basis only**. In these unique cases, please follow the guidelines outlined in the matrix for Students with Disabilities; call DPI's Office of Educational Accountability with any questions at (608) 267-1072. Examples of unique circumstances:

- o A student with a broken arm may need a scribe or be able to use a word processor to record responses.
- o A student who forgot to wear eyeglasses may need a visual magnification device.

ALLOWABLE TEST PRACTICES

In addition to the accommodations allowed for Students with Disabilities and English Language Learners the **test practices** listed below are allowed for **ALL** students during *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* testing. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it must be documented in their IEP or Section 504 plan in the section for statewide assessment.

Test Directions

Read directions aloud and reread as needed (*N/A for WAA-SwD - all directions are read aloud*).¹

Audio recording of directions (*N/A for WAA-SwD - one to one administration*).^{1,4}

Content Presentation

Visual magnification devices. Be careful not to enlarge measurement items.

Audio amplification devices.

Color overlay.

Page markers (e.g. bookmark or straight edge) to maintain place.

Allow student to mark test book in approved locations with a #2 pencil.²

Student marks test with a highlighter.³

Response

Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.

Setting

Distraction-free space or alternative location for student (e.g., study carrel, front of room).

Individualized (and supervised) or small group setting (*N/A for WAA-SwD - one-to-one administration*).

Adaptive furniture, special lighting and/or acoustics.

Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.

Timing/Scheduling

Breaks: allow student to take breaks without exceeding total testing time.

Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.⁷

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Explanation of Footnotes

- ¹ **Test directions:**
 - o Any portion of the WKCE test book where the word “Directions” appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content.
 - o WKCE item stems and test questions should not be considered directions.
 - o Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
 - o Directions may not be expanded.
- ² **Marking test book with #2 pencil:** Student should not make pencil marks near answer bubbles, other than to mark one correct answer. Student should not mark in any of the following areas in the test book:
 - o the student Pre-ID Barcode on barcode label,
 - o the timing tracks (the parallel lines along the side of the test book),
 - o the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
 - o the Litho codes (the squares and numbers across the bottom of the first and last page of the test book).
- ³ **Highlighters:**
 - o Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
 - o Do not allow the highlighting of track marks, litho codes, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
 - o Use only a highlighter from the following list, which were tested and found to have minimal problems:
 - Avery Hi-liter (regular or thin-tipped), Bic Brite-Liner, Sanford Major Accent, or Sanford Pocket Accent (thin-tipped)
- ⁴ **Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using accommodations that involve audio, video or electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.
- ⁵ **Use of a scribe** (student dictates orally to scribe):
 - o A scribe may be provided when a student’s documented disability, ELL status, or injury prevents them from writing their answer.
 - o When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
 - o The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
 - o A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired.
 - o All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.
- ⁶ **Transcribing student responses** (student’s answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc]):
 - o A translator who scribes student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. For the Writing test, student must dictate or write responses in English (translation not allowed) exactly as they are to be written.
 - o The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.
 - o Transcription of the student’s responses must be verbatim, including spelling, formatting, punctuation, etc.
 - o Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.
- ⁷ **Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, a student requiring the use of restroom facilities should be escorted by either the proctor or a test examiner. In addition, a student must not be allowed to use any form of wireless communication during these breaks.

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- ⁸ **Student who is visually impaired and is not proficient in Braille** may have the Reading portion of the WKCE and the “Read by Student” Reading items of the WAA-SwD read aloud by a test administrator.
- The WKCE is available in contracted Braille; if a student designated by his/her IEP Team, by use of *Form I-7-B* (available at <http://dpi.wi.gov/oea/dacforms.html>), to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
 - The WAA-SwD is available in un-contracted Braille; if a student designated by his/her IEP Team, by use of *Form I-7-B*, to take the WAA-SwD is not proficient in uncontracted Braille, the student may have the “Read by Student” items in the Reading test read by a test administrator.
- ⁹ **Test Administrator Read Aloud Accommodation (not allowed on Reading test except for students qualifying for accommodation D16):**
- Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
 - Students may direct test administrator to reread a portion of a passage, test question, or answer choice as needed.
- ¹⁰ **For students who have test items and/or directions translated into native language:**
- A qualified translator and interpreter (see http://dpi.wi.gov/oea/doc/translator_guidelines.doc) should have a Bachelor’s Degree in Modern Languages. When this is not possible, be sure that a translator or interpreter has the following qualifications:
 1. Mastery of the target language
 2. Familiarity with both cultures
 3. Extensive general vocabulary in both languages
 4. Ability to express thoughts clearly and concisely in both languages
 - *Translators* work with the written word, transferring meaning from a source language into a target language. *Interpreters* work with the spoken word, transferring meaning from a source language into a target language.
 - Translators and interpreters should participate in all aspects of staff training related to test administration and test security.
 - For more information about state provided scripts available in Spanish and bilingual word lists in Spanish and Hmong for the WKCE, please see <http://dpi.wi.gov/oea/ells.html>.
 - In order for this accommodation to be most effective, a student should have content-area knowledge in their native language.
- ¹¹ **Sign Language and Oral Interpreters**
- An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or Signing Exact English [SEE]). The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
 - E.g. The sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.
- ¹² **Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. The WAA-SwD is already in simplified language.
- Example (Grade 5 WKCE Released Item) of a simplified English test item:
- The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José’s groceries?
- Simplified English:* The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.
- Note: It is important that “estimate” remain in this test item because it is part of the standard which is being tested.*
- ¹³ **DPI-provided Picture Descriptions** are descriptions of the graphic found within an item. Picture descriptions are intended to replace, *not* supplement graphics for a student with visual impairments who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: <http://dpi.wi.gov/oea/dacforms.html>.
- ¹⁴ **Scorable Test Books** are the documents that are returned to the test vendor for scoring. For the WKCE, this is the test book itself. For the WAA-SwD, this is the student Answer Document. All student responses must be recorded on these documents in order to be scored.

