



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
 EDUCATIONAL ACCOUNTABILITY
 & STUDENT ASSESSMENT

Newsletter - Issue XXX, May 2014

OEA/OSA Updates...

Smarter Update

The Wisconsin Department of Administration (DOA) issued an RFP for implementation of Smarter assessment in Wisconsin. We expect to be under contract by early summer. Customized trainings, manuals, and operational test timings specific to Wisconsin will be available after the beginning of the contract.

A field test of the Smarter Balanced Assessment System is being conducted from March 25 through June 6, culminating a three-year, multi-stage research and development process to ensure these assessments work properly. This practice run helps ensure that the assessments are valid, reliable, and fair for all students. It also gives teachers and schools a chance to practice test administration procedures, and students the opportunity to experience the new assessments.

Around 60,000 Wisconsin students in grades 3-8 will participate in the field test. Most students will complete a test in one subject: either English language arts/literacy or mathematics. While the Smarter Balanced Assessment is untimed, each subject area is expected to take 3-4 hours to complete. Schools may administer the field test over multiple days. Because the field test is a "test of the test" that will result in some questions being revised or dropped, students will not receive scores. The field test is not adaptive because the questions need to first be calibrated. The field test will provide the data necessary to allow the operational Smarter Balanced Assessment to be computer adaptive. This may make the tests harder for some students as the item difficulty may not match the ability level of the students. In the operational test during Spring 2015 and beyond, all students will take the adaptive test where students will experience the items at their ability level.

During the operational assessment, based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an

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OEA/OSA Calendar...

Important Dates

2014	
May 9	PALS Order Deadline for 2014-15 School Year
May 21	ACCESS/ELL District Data Correction Window Closes
May 23	PALS Spring Assessment Window Closes for 4K, Kindergarten, and 1 st Grade
June 6	PALS Spring Score Entry Window Closes for 4K, Kindergarten, and 1 st Grade
September 15 – October 10	PALS 1-2 Assessment Window
October 6 – 24	Aspire – Grade 9 Assessment Window DLM – Grade 9 Assessment Window
October 13 – November 7	PALS 4K-K Assessment Window
October 27 – November 7	WKCE & WAA-SwD Science and Social Studies Grades 4, 8, and 10 Assessment Window
December 1	ACCESS/ELL Assessment Window Opens
December 15	ACCESS/ELL 2.0 Online Field Test Window Opens
2015	
January 12 – February 20	PALS 4K-2 (optional) Assessment Window
February 6	ACCESS/ELL Assessment Window Closes
February 20	ACCESS/ELL 2.0 Online Field Test Window Closes
March 3	The ACT Plus Writing Grade 11 Assessment
March 3-17	The ACT Plus Writing Assessment Window for Students Testing with Accommodations
March 4	ACT WorkKeys Grade 11 Assessment
March 4-18	ACT WorkKeys Assessment Window for Students Testing with Accommodations
March 17	The ACT Plus Writing Grade 11 Makeup Day
March 18	ACT WorkKeys Grade 11 Makeup Day
March 30 – May 22	Smarter Balanced ELA and Mathematics Grades 3-8 Assessment Window
March 30 – May 22	DLM - ELA and Mathematics Grades 3-11 Assessment Window
April 27 – May 22	ACT Aspire Grades 9-10 Assessment Window
April 27 – May 22	PALS 4K-2 Assessment Window



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easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach provides more accurate scores for all students across the full range of the achievement continuum.

The Smarter Consortium released practice tests for each tested grade in both English language arts (ELA)/literacy and mathematics to help all stakeholders build awareness of the Smarter Balanced assessment functions. These tests also increase teacher and student proficiency in navigating the applications, item types, and tools intended for operational assessment. Practice test questions include the full range of Smarter Balanced item types for both ELA/literacy and mathematics-selected-response items, constructed-response items, technology-enhanced items, and performance tasks. Practice tests are available at <https://sbacpt.tds.airast.org/student/>.



A training test <http://sbac.portal.airast.org/> at each grade band is also available for the schools who will be participating in the field test. This tool provides a "training opportunity" for students to experience most features, functionality, and items types included on the field test. It is designed to provide students with an opportunity to quickly become familiar with the software and interface features that will be used in the field test.

The Smarter Balanced Assessment Consortium's Usability, Accessibility, and Accommodations Guidelines available at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf focus on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts/literacy and mathematics (math). The Guidelines are intended for school-level personnel and decision-making teams, particularly

Individualized Education Program (IEP) teams, as they prepare for and implement the Smarter Balanced Assessment. The Guidelines provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The Guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. A variety of training modules have also been developed for districts and schools by the Smarter Consortium. These modules are available on the Smarter Balanced Field Test Portal at <http://sbac.portal.airast.org/>.

ACT High School Assessments Update

ACT Aspire Training Now Available - The ACT Aspire Training Management System (TMS) is an online training module system that is now available and open to all Wisconsin schools and districts. TMS offers self-paced, short videos of all the key functionality components needed to successfully implement the Aspire Program. These training modules can be accessed



by computer, Smartphone, or tablet.

Please go to: ACT Aspire Training Management System at

<https://actaspire.tms.pearson.com/Account/Login?ReturnUrl=%2f>. Enter your email address and select "No Affiliate" to gain immediate access.

ACT Aspire Avocet - Avocet is a web based online indexing system where you will find ACT Aspire's Manuals, Test Directions, Data File Layouts, and many more ancillary materials. Avocet is a public facing website which requires no login and is easily accessible by computer, Smartphone, or tablet. This website is being added to continuously, so please visit it often. Answers to most of your Aspire questions can be found by referring to this website: ACT Aspire Avocet available at <http://actaspire.avocet.pearson.com/actaspire/home>.

Online Training Announcement - Please distribute the online training announcement widely. The online training announcement is available at <https://docs.google.com/a/dpi.wi.gov/file/d/0B0losB8w4PHDRE85Zng0WTZEc1E/edit?pli=1>

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ACT Update (Continued from page 2)

August ACT Aspire Regional Trainings and Webinars - Wisconsin DPI and ACT Aspire are pleased to announce face-to-face regional training opportunities to be held in August 2014. Regional trainings will be held in: Milwaukee, Madison, La Crosse, Rice Lake/Turtle Lake area, Wausau, and Appleton/Oshkosh area. Specific dates and registration information will be announced in soon. Registration will be limited to two representatives from each high school. District Assessment Coordinators, School Technology Coordinators, or School Testing Coordinators should consider attending. If you are unable to attend these sessions, similar training is available through the ACT Aspire Training Management System and live and recorded webinars which will be held in August/September.

May/June Technology Readiness Webinars - ACT Aspire will be hosting live Technology Readiness webinars to be held during the end of May and first week of June. Specific dates and times will be released soon. The webinar will be held during five different time/day slots to accommodate schools' busy schedules this time of year. Registration will be required.

ACT Wisconsin Website is Now Live - The Wisconsin ACT website is now live but is still in development. Please visit often. More information will be added as it becomes available. Wisconsin ACT State Testing is available at <http://www.act.org/aap/wisconsin/index.html> and the DPI ACT Webpages are now available at <http://oea.dpi.wi.gov/assessment/ACT>.

Dynamic Learning Maps

Dynamic Learning Maps (DLM) will replace the WAA-SwD for English language arts and mathematics in grades 3-11 beginning 2014-15. Students in grades 9 and 10 are expected



DYNAMIC
LEARNING MAPS

to be able to use the DLM system as an alternate to the administration of Aspire Early High School.

Students in 9th grade will be expected to be assessed once in the fall and once in the spring. Students in grades 3-8 and 10-11 will also be administered the DLM assessment in the spring.

The third DLM field test administered this spring will take place from May 1 through the end of the school year. All field test training materials and resources are available on the DLM webpage at: http://dynamiclearningmaps.org/moreinfo/field_testing/index.html. If you would like to participate and have not received communications regarding the field test, please contact Kristen Burton at kristen.burton@dpi.wi.gov.

DLM is seeking district input on this year's field test materials. A survey link was sent April 18 (https://kansasedu.qualtrics.com/SE/?SID=SV_6WCCV3XDZxEo5lp) to subscribers of field test #2 and #3 updates. Please feel free to forward the link to other district users who may not have received the initial communication. Feedback from teachers is being collected through a different survey.

Accommodations

The Assessment Accommodations Matrix for Students with Disabilities, Assessment Linguistic Supports for English language learners and the Allowable Test Practices documents for the WKCE and WAA-SwD Science and Social Studies assessments have been revised for 2014-15. Revisions to these documents reflect the removal of the reading, language arts and writing, and mathematics assessments.

Special Education IEP sample forms (I-7) have also been revised to reflect the new assessments administered in the 2014-15 school year and can be found on the Special Education webpage at: http://sped.dpi.wi.gov/sped_forms06.

Information regarding accommodation and linguistic support policies for all statewide assessments can be found on the Office of Student Assessment webpage at: http://oea.dpi.wi.gov/oea_accommtrx.

WAA-SwD

The WAA-SwD will be administered next fall for Science, as well as the Social Studies rater form, to students in grades 4, 8, and 10. The WAA-SwD will be administered during the same two-week window as the WKCE (October 27-November 7).



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ACCESS for ELLs® Update

The 2013-14 ACCESS for ELLs® Score Reports were shipped to district offices on April 17. Districts need to notify MetriTech of any paper report errors that may affect scoring (e.g., the student's grade, school, or student identification) prior to May 21, the close of the correction window. This year, downloadable ACCESS for ELLs® student data files as Microsoft Excel or TAB delimited format are available free to districts via a secure website. Contact MetriTech Customer Service at (800) 747-4868 or email wida@metritech.com to request access. Districts can request the student's Parent/Guardian report, in any of the available languages from MetriTech by contacting their customer service.

Districts may use this year's ACCESS for ELLs® results for reclassification from ELL to formerly ELL status. Refer to ESEA Bulletin 07.02 Criteria for Reclassification of English Language Learner Students as Fully English Proficient (http://esea.dpi.wi.gov/files/esea/pdf/bul_0702.pdf) for guidance on exiting students. Districts are responsible for ensuring that students in grades 4-12 who receive an ACCESS for ELLs® composite (overall) score of 5.0 or above are appropriately coded in ISES. Coding changes can only be made when the ISES Count Date/Year End data submission window is open, from July through October.



Alternate ACCESS for ELLs™ Update

This year marks the second administration of the Alternate ACCESS for ELLs™. Score reports were shipped to districts on April 17. This year the Alternate ACCESS for ELLs™ score reports have changed. Previously there was one report for the Parent/Guardian and Teacher, now there are two separate reports. A more detailed and explanatory score report interpretive guide can be found at <http://www.wida.us/assessment/alternateaccess.aspx>.

Only ELLs expected to take the state alternate academic assessments, the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) or Dynamic Learning Maps (DLM), may be eligible to take the Alternate ACCESS for ELLs™. In 2014-15, to determine if a student is eligible to take the Alternate ACCESS for ELLs™, Individualized Education Program (IEP) teams may complete the I-7-ACCESS for ELLs®/Alternate ACCESS for ELLs™ IEP: Participation in Statewide Language Assessment checklist found via http://sped.dpi.wi.gov/sped_forms06 to determine which language assessment should be used and describe appropriate accommodations. Questions should be directed to Audrey Lesondak at audrey.lesondak@dpi.wi.gov or (608) 267-5153.

ASSETS (Assessment Services Supporting ELs through Technology Systems) Grant

Development of ACCESS for ELLs 2.0 is on track for operational administration in the 2015-16 school year. The WIDA ASSETS Project Consortium has been busy with field testing, item development, procurement, policy development, and re-envisioning the future of WIDA, among other things.



- A number of states are field testing new online reading, writing, and speaking items through the end of June.

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ASSETS Grant Update (Continued from page 4)

- In 2014-15 Wisconsin districts will have an opportunity to field test new listening items currently under development, and perhaps some domains as well. More information will be available prior to fall 2014. Students are administered field tests within a short period of time after taking ACCESS for ELLs.
- Prototype items are also being developed for the interim assessments designed to help teachers make instructional decisions.
- WIDA issued a Request for Proposal for a vendor for the online assessments and expects to make a decision at the end of June.
- WIDA has been working actively with states and national experts to develop recommendations related to accessibility and accommodations policies for the new assessments. States, researchers, WIDA, and other assessment consortia have also been working to find common ground in how English learners are identified, classified, and exited.
- Staff at WIDA are envisioning exciting transformations in products and services that will complement the shift to online assessments – stay tuned!

New information is regularly posted to the www.assetsproject.org website.

PALS Update

The spring administration window for PALS is now open. The window runs from April 28-May 23, 2014, with the score entry deadline set for June 6, 2014. The spring administration is required for all 4-year-old kindergarten through 1st grade students. Teachers will need to choose two weeks within the window to administer the screener to their students.

For the 2014-15 school year, PALS will be expanding to also include all 2nd grade students. With this expansion, the new requirements will be for all 4K through 2nd grade students to be screened each year. District Assessment Coordinators should have recently received the order form to request

materials for the new school year. Please have these order forms completed and sent back to the Department as soon as possible. New for this year will be the option for districts to administer PALS español to students who are primarily receiving literacy instruction in Spanish. Look for revised guidelines on PALS español to be distributed in the near future.



PALS online professional development for 2nd grade teachers is now available. Teachers and administrators can get a head start on the

PALS tutorials this spring before leaving school for summer vacation. A current school email address will allow access to courses available to Wisconsin teachers at <http://pd.casenex.com/>. Please note that PALS materials for the 2014-15 school year will not be sent until sometime in August. Second grade teachers who would like to see the actual materials before August should consider contacting current 1st grade teachers to review the teacher kits that 1st grade teachers received last year.

The PALS Wisconsin Resource Center (<http://www.palswisconsin.info>) serves as the portal for information on required training, policy issues, and other information relevant to the administration of the PALS screener. Please utilize the portal as your first stop if you have any questions about PALS. For additional assistance or to request Braille or Deaf/Hard of Hearing PALS materials, contact Duane Dorn at duane.dorn@dpi.wi.gov or (608) 267-1069. For questions about the online training and the online score entry and reporting system, District Assessment Coordinators may contact PALS at (888) 728-7257, while teachers should contact PALS at support@palshelp.com.





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WSAS Reporting and ORS

The WSAS is undergoing major changes. Beginning next school year the reading, language arts, mathematics, and writing standards will be tested through the Smarter assessments in grades 3-8 and through ACT/Aspire in grades 9-11. Grades 4, 8, and 10 will still be assessed each fall in the areas of Science and Social Studies. Reporting for these assessments will be included in the WISEdash system, but will not be part of the WSAS-ORS (Turnleaf). The ORS system will be “turned off” at the end of the fiscal year, June 30, 2014. If you are interested in student level WSAS data that is stored on the ORS, we encourage you to download it prior to June 30. It will not be available after that date. For more information on how to download contact Phil Cranley at 608-266-9798 or philip.cranley@dpi.wi.gov.

WISEdash Update



2013-14 Student Growth Percentiles (SGPs) were recently published in WISEdash for Districts (not WISEdash Public). Districts

and schools can access their WISEdash for Districts SGPs by first navigating to <https://apps2.dpi.wi.gov/secure/home> in their browser and logging in. Then select Wisconsin Information System for Education Dashboard (WISEdash). Next select the name of the district. Then select the WISEdash tab. Finally, select the Growth tab.

The WISEdash Growth dashboard allows districts and schools to compare median SGP across student groups. For example, a school could compare reading growth for English language learners and English proficient students.

Districts and schools can view each of their student’s SGPs by first selecting the Student Search tab at the top of the page and then clicking the Go button. This will produce a list of all the students in the district or school. Next select the icon to open the Student Profile for that student. Finally select the SGP tab to produce the SGP report for that student.

The WISEdash student-level SGP dashboard allows districts and schools to view a student’s SGP for each of their WKCE administrations. These SGPs show how a student compares to other students with similar score histories.

Accountability Report Cards Update

The School and District Report Cards will be released following a similar timeline as last year.

- **Alternate Accountability** (April 18-June 20) for *Alternate Accountability schools only*
Alternate Accountability schools were notified in April if they need to complete an Alternate Accountability Form. These forms are due June 20. OEA will then process Alternate Accountability Forms and prepare reporting. The same reporting timeline that is used for general accountability will also be followed for Alternate Accountability Reports. More information about alternate accountability is online: http://acct.dpi.wi.gov/acct_altact.
- **Deduction Inquiry Process** (June 6-July 11)
OEA will notify schools and districts by email if, based on preliminary data, they would receive a report card deduction. The email will specify which Student Engagement Indicator(s) was missed; DACs will be copied on the email. The deduction inquiry process only covers student engagement indicators; no accountability scores or ratings will be available in June or July. At that point, schools/districts have the opportunity to submit a Deduction Inquiry Form to OEA in response to their potential deduction, to request additional data, or to identify errors in the data they previously submitted. Forms must be received by July 11th.
- **Secure Release** (August 11)
Again preliminary report cards will be released securely via SAFE. Each school and district will have a PDF report card available to review. Access to SAFE should be coordinated prior to August, especially for those schools and districts with new administrators, so that report cards can be easily obtained on August 11th. The secure release kicks off the report card inquiry process.

Key Dates

Secure Release:
August 11 (in SAFE)

Public Release:
September 16 (online)
<http://reportcards.dpi.wi.gov/>

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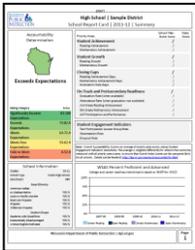


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Accountability Report Cards Update (Continued from page 6)

- **Report Card Inquiry Process** (August 11-September 5)
Schools or districts identifying data-related issues on their report cards may submit an Inquiry Form to the OEA. The same form and process used to submit deduction inquiries will be used. Forms must be received by September 5th. The sooner the form is received by OEA the more likely the data issue will be resolved in time for the public release.
- **Public Release** (September 16)



Report cards will be released publicly on the report card page on September 16th. An email will be sent to District Administrators stating the school and district report cards have been loaded onto the DPI website. Data download files summarizing the front page of the School and District Report Cards will also be available on the website. The public release is the final release, and represents final accountability reporting.

This timeline is also available online:
<http://reportcards.dpi.wi.gov/files/oea/pdf/2013-14%20ReportCard%20Timing.pdf>.

Remember to Update Your District Assessment Coordinator (DAC) Information



In mid-May, DACs will receive an email regarding the annual update to DAC contact information. It is essential that each district complete and **return the DAC Update Form to the Office of Student Assessment by June 13, 2014**, even if the designated DAC remains the same.

Every DAC is also required to complete the Wisconsin Student Assessment System (WSAS) District Assessment Coordinator Confidentiality Agreement for the 2014-15 test administration prior to test materials arriving in the district. Be sure to submit the **DAC Confidentiality Form by October 3, 2014**. You can view and print these forms at <http://dpi.wi.gov/oea/dacforms.html>.



NAEP Updates

Thanks to schools that participated in the NAEP 2014 assessments! Those tests will yield national level results which should be released later this year. District Administrators and District Assessment Coordinators will be notified in late May or early June if they have schools that will be sampled for NAEP 2015 assessments. If you have any questions about NAEP, please contact Angela Dugas at angela.dugas@dpi.wi.gov.



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and/or suggestions on the layout and content. Please contact OEA and OSA at:
oeaemail@dpi.wi.gov.





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“Will the ACT High School Assessments be paper and pencil or online?”

ACT Aspire Early High School: The ACT Aspire Assessment for Wisconsin 9th and 10th grade students is an online assessment. The only students who will be taking a paper and pencil version of the ACT Aspire Early High School Assessment during the 2014-15 school year will be students who require accommodations through Braille, Large Print, or American Sign Language. 9th grade students will be taking this assessment during the October 6-24 testing window, and 9th and 10th grade students will be taking this assessment during the April 27-May 22, 2015, testing window.

The ACT Plus Writing and ACT WorkKeys: The ACT Plus Writing and ACT WorkKeys are both paper and pencil assessments for all Wisconsin high school students taking the assessments on the statewide testing dates. There will be no online version of these assessments offered as part of the Wisconsin statewide testing during the 2014-15 school year. 11th grade students will take the ACT Plus Writing on March 3rd with a make-up date of March 17th. They will then take the ACT WorkKeys on March 4th with a make-up date of March 18th. Students who will be taking these assessments with accommodations will test during the two week window between the test administration date and the make-up date of each test.

FAQ...

Q. Now that my new ACCESS for ELLs test results are available, how do I change student ELP codes?

Although your district receives your ACCESS for ELLs® paper-based score reports in April, DPI doesn't receive the file from MetriTech until the data correction window closes in late May. This file is uploaded into Individual Student Enrollment System (ISES) in June. To determine an ELP code for a student, the ACCESS for ELLs Overall Composite score is rounded-down to the nearest whole number. A student with an Overall Composite score of 4.9 will receive an ELP code of 4 in ISES. Districts may choose to make changes in their own data software systems such as Infinite Campus or Skyward anytime. For students who receive an Overall Composite of less than 5.0 on the ACCESS for ELLs, changes in ISES are automatically set and cannot be altered by the district. For students with Overall Composite scores of 5.0 or above, districts must verify that the ELP code in ISES reflects the appropriate ELP code for the student. Generally, students in grades 4-12 and who have an ELP code of 5.0 or above and a Literacy composite score of 5.0 or above on Tier C ACCESS for ELLs are to be reclassified to ELP code 6. However, in all cases, districts should look at the individual student and at multiple measures to determine appropriate designation as ELL or former ELL.

Q. Why should I complete a DAC Update Form?

The Office of Student Assessment and Educational Accountability communicate up-to-date information regarding the assessment and accountability updates to the DAC through email. DACs are responsible for making sure their district and school staff receive the updates. The test books, test publications, reports, and other testing materials are sent to the DAC mailing addresses. It is important to complete the DAC Update forms so that the OSA /OEA staff and the test contractors have the current, accurate contact information for all DACs.



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Building Assessment Literacy...

What is the Formative Digital Library?

The Digital Library will provide resources, tools, and professional learning support for educators in Wisconsin. The Digital Library will strengthen teaching based on the Common Core State Standards by helping teachers regularly integrate formative assessment practice into daily instruction.

The building of the Digital Library is a peer-driven enterprise. The State Network of Educator (SNE) members in consortium states serve both as finders and submitters of formative assessment resources and as reviewers of resources others have submitted. So far, SNE members have undergone three stages of training provided by the State Leadership Team and Smarter Balanced. They began submitting resources for consideration for inclusion in the Digital Library last November, and their role as resource reviewers began in January 2014. The work has proven to be challenging and time-consuming—and exciting—because of its path-breaking goals.

The Digital Library is expected to be available for educators in Smarter Balanced states in late summer or early fall. We'll bring you more specific information about it in late spring and summer. OSA is grateful to the members of Wisconsin's SNE who have been contributing to the Digital Library collection.

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