



PUBLIC INSTRUCTION

ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XXXII, November 2014

OEA/OSA Updates...

Being the District Assessment Coordinator

I want to thank you all for your work this fall in getting through our first series of assessments. Because of your efforts and patience we were able to have an overall successful implementation of our Fall tests. With all of the changes in this coming year we understand there are even more responsibilities on your shoulders. We will continue to supply information to you in a timely manner and in many formats to try and give you multiple means to get what you need to meet these new challenges. The staff of the Office of Student Assessment is always available to support you as well. Once again, thank you for all you do.

Troy Caillard

Director, Office of Student Assessment

Badger Exam 3-8: A Smarter Balanced Assessment Update

Smarter assessments will be referred to as the Badger Exam 3-8 in Wisconsin. The Badger Exam will be administered to students in grades 3 through 8 in English Language Arts (ELA) and Mathematics during the test window of March 30 to May 22, 2015.

Office of Student Assessment (OSA) and our test vendor, Educational Testing Service (ETS), have been working on timelines and the features of the delivery system over the past month. A calendar for planning purposes can be found at the DPI Badger Exam webpage <http://oea.dpi.wi.gov/assessment/Smarter/calendar>. System readiness webinars were conducted virtually during the first week of November.

These webinars provided an orientation for District Assessment Coordinators (DACs), technology coordinators, and CESA representatives of the technology requirements and other System Readiness details. The recorded version of this training is available on the Badger Exam Trainings webpage at <http://oea.dpi.wi.gov/assessment/Smarter/trainings>. Modules on the Computer Adaptive Testing, Performance Tasks, Accommodations and Accessibility and checklists on technical requirements are also available here. In the coming months more trainings and modules including test administration, (Continued on page 2)

OEA/OSA Calendar...

Important Dates

2014	
November 10-December 19	DLM Field Test B Window
November 10	DLM Field Test B Window Opens
December 1	ACCESS for ELLs Test Window Opens
December 5	ACT Aspire Fall Reports Released through Portal to Schools and Districts
December 19	DLM Field Test B Window Closes
2015	
January 1-31	NAEP Pre-Assessment Activities Completed on MyNAEP
January 6-March 6	DLM Field Test C Window
January 6-13	ACT Plus Writing Window for Test Coordinator to Confirm ACT Testing Enrollment Online and to Order ACT WorkKeys Standard Time and Accommodations Test Materials
January 12-February 20	PALS Optional Mid-Year Assessment Window for 4K, Kindergarten, 1 st Grade, and 2 nd Grade
January 19-February 6	DLM Braille Field Test Window
January 26	NAEP Assessment Window
January 30	ACT Plus Writing Deadline to Request Changes to the Preliminary ACT-Approved Accommodations Roster
February 2-6	ACT Plus Writing Test Coordinator Receives Nonsecure Shipments
February 2-11	ACT Plus Writing Window for Test Coordinator to Order State-Allowed Accommodations Materials Online
February 4	WKCE/WAA-SwD Individual Profile Reports Shipped to Districts
February 6	ACCESS for ELLs Test Window Closes
February 23	DLM Data Upload Deadline

A list of Wisconsin assessment windows for the 2014-15 school year is available at <http://oea.dpi.wi.gov/assessment>. A Detailed checklist of dates for ACT/Aspire/WorkKeys is available at <http://oea.dpi.wi.gov/assessment/ACT/calendar>.



Badger Exam Update (Continued from page 1)

delivery system components, and scheduling will be developed. ETS is planning on making a Wisconsin specific practice test available the last week of January. This will be helpful for students and staff to experience the delivery system in which the operational Badger Exam will be administered. For the time being districts and schools may still use the Consortium provided practice test to familiarize students and educators with the new and innovative item types that will be used in the Badger Exam. DPI is planning to have in-person pretest workshops a month before the operational test.

Reminder to Update WSLs Data



In order to ensure the most accurate data load possible for the Badger Exam 3-8 Spring 2015 testing, please complete the update of all WSLs enrollment by January 26, 2015. School districts will also have an opportunity to

update student demographics through the on-line Test Operations Management System (TOMS) prior to the test window.

If you have questions, consult your district WSLs/ISES coordinator or see http://lbstat.dpi.wi.gov/lbstat_isesapp for information about the Individual Student Enrollment System (ISES) – including how to create a help ticket.

New District Assessment Coordinators

If you have been designated as the new district assessment coordinator (DAC) for your district and will now serve as the central point of contact and the coordinator for statewide testing in your district, here are a few things you should do to assist you in your new role:

- Complete the “DAC Update Form” located at <http://oea.dpi.wi.gov/assessment/dacupdate>. This form provides us with your email address to ensure that you receive timely information related to assessment and accountability.
- Familiarize yourself with the Assessment and Accountability website located at <http://oea.dpi.wi.gov/>.

- View the New DAC Webinar available on the Information for New DACs webpage at <http://oea.dpi.wi.gov/assessment/dacnew>.

ACT High School Assessments Update

ACT pre-recorded test administration training webcasts are now posted at <http://act.org/aap/wisconsin/act.html>.



The ACT Test Administration Q&A is quickly approaching. Please register for the December 10th and/or January 20th ACT test administration live Q&A. These are live sessions and will not be recorded. More information can be found at <http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/ACT%20Update%2011-14-14.pdf>. It is important to view the ACT Test Administration Training Webcasts prior to participating in the Q&A sessions.

DPI has released Guidance regarding special testing situations for ACT Plus Writing/ACT WorkKeys. Please review the information contained in the guidance document available at <http://oea.dpi.wi.gov/assessment/ACT/resources>. This document refers to testing students who attend a school or program outside of their school of residence and is designed to help schools and districts problem-solve how to test students in special situations. Many of these situations are very unique and will require collaboration and cooperation between the school of residence, the program/school of attendance, DPI, and ACT.

Dynamic Learning Maps Update

Field Test B will run through December 19, 2014, and will incorporate the content area of writing for the first time. Field Test C is scheduled for January 6-March 6, 2015. In addition, there will be a special field test for students taking the alternate assessment who are Braille readers. Field tests are optional for students in grades 3-11 who have a significant cognitive disability.



DPI strongly encourages districts to begin uploading student data into the DLM Educator Portal prior to the spring test window. Information about the upload of data (users, student demographics, and rosters) into the DLM KITE Educator Portal can be found in (Continued on page 3)



PUBLIC INSTRUCTION

ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XXXII, November 2014

Dynamic Learning Maps Update (Continued from page 2)

the DLM Data Steward Manual found on the DLM Wisconsin webpage at

<http://dynamiclearningmaps.org/wisconsin>. Information uploaded into the portal now, will remain active for the remainder of the school year.

Test administrators are required to complete seven online modules prior to being able to administer the field tests and/or the operational assessment. These trainings will take up to four hours to complete. Information regarding the Test Administration Trainings can be found in the Guide to DLM Required Training and Professional Development 2014-15 available at

http://dynamiclearningmaps.org/sites/default/files/guide_to_dlm_reqd_training_and_prof_dev_2014-15.pdf.

Please begin planning within your district to ensure that the DLM requirements are met prior to February 23, 2015. If you have questions or concerns about the DLM assessment, please contact Kristen Burton at kristen.burton@dpi.wi.gov or (608) 267-3164.

Assessment Participation Decisions

IEP Teams should determine which state assessment a student will be taking during the 2014-15 school year by using the sample special education forms I-7-A Participation Guidelines for Alternate Assessment, and the appropriate I-7 assessment form available at

http://sped.dpi.wi.gov/sped_forms06. Students who have been receiving instruction in the general curriculum (aligned with the Common Core State Standards and Wisconsin Model Academic Standards) are expected to take the general education assessments in grades 3-11. This decision is not related to the perceived difficulty of the assessment.

Furthermore, students must participate in all of the general assessments for their grade level. It is not permissible for students participating in the general curriculum to participate in an alternate assessment.

Only students whose IEP teams have determined that they will be taught the alternate curriculum (aligned with the Common Core Essential Elements and the Wisconsin Extended Grade Band Standards) are eligible to participate in the alternate assessment in grades 3-11.

If you have questions about this information, contact Eva Kubinski, Special Education Team Assessment Consultant, at eva.kubinski@dpi.wi.gov.

English Language Learner (ELL) Test Participation

Students identified as ELL are administered all assessments that are part of the WSAS: Smarter Balanced (Badger), WKCE, Aspire, The ACT Plus Writing, and WorkKeys. ELLs with significant cognitive disabilities participate in the alternate assessments, WAA-SwD, and Dynamic Learning Maps. ELLs new in the country (less than 12 calendar months) are



permitted a one-time exemption on the Reading/ELA portion of the state content assessment. They are expected to take all other assessments with or without accommodations.

District staff must check with assessment websites to determine what is or is not an allowable ELL accommodation on a specific assessment. A "just right" approach versus a "more is better" approach should be used for selecting accommodations for ELLs.

ACCESS for ELLs® Update

The testing window for the ACCESS for ELLs® begins



December 1, 2014, and will continue through February 6, 2015. This is the second year that the ACCESS for ELLs® listening test

will be media-based. Test items will be administered via audio from a CD or streamed online via a secure password-protected site. ACCESS for ELLs® test materials will include one CD for every eight test forms at each grade and tier.

District-employed educators serving as test proctors are required to complete the on-line test administration training modules for tests they administer. District Assessment Coordinators are responsible for setting up individual test administration training accounts. DACs may contact WIDA Client Services at (866) 276-7735 or www.wida.us if they cannot access the WIDA training account set up page.

MetriTech will ship Pre-ID barcode labels, which are scheduled to arrive in districts approximately January 9, 2015. The Pre-ID labels will include all relevant demographic data for reporting (Continued on page 4)



PUBLIC INSTRUCTION

ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XXXII, November 2014

ACCESS for ELLs® Update (Continued from page 3)

and accountability under state and federal law. The state file used to generate the labels will include all ELL students (ELP 1-5) with an active enrollment status in a Wisconsin public school at the time the file is created. MetriTech will also provide labels for private schools. Private school data files are due from districts to MetriTech by December 12, 2014.

Additional testing materials must be ordered by January 23, 2015 by contacting MetriTech at (800) 747-4868 or wida@metritech.com.

Alternate ACCESS for ELLs™ Update

The Alternate ACCESS for ELLs™ is the English language proficiency assessment available to students with significant cognitive disabilities. Districts can use form *1-7-ACCESS for ELLs®/Alternate ACCESS for ELLs™ – IEP: Participation in Statewide Language Assessment Checklist and Accommodations*



(Worksheet) found at http://sped.dpi.wi.gov/sped_forms06 to help identify who may be eligible to take the Alternate Access for ELLs™ and document accommodations used for either English language assessment. It is administered to eligible students within the December 1-February 6 test window.

Individuals administering the Alternate ACCESS for ELLs™ should complete the online trainings found on the WIDA website at <http://wida.us/assessment/alternateaccess.aspx>. It is recommended that the Alternate ACCESS for ELLs™ be administered by the professional who works mostly closely with the student.

A resource guide for administering the ACCESS for ELLs® and Alternate ACCESS for ELLs™ can be found at <http://oea.dpi.wi.gov/assessment/ELL/resources>.

ACCESS for ELLs 2.0 Field Test Update

ACCESS for ELLs 2.0 will be the new assessment in 2015-16. The online ACCESS for ELLs 2.0 field test window overlaps the ACCESS for ELLs test window and extends from December 15, 2014, through February 20, 2015. To volunteer for field testing, enter your contact information via the form at

<https://app.smartsheet.com/b/form?EQBCT=26f8428a12fd4672832311b4405a6122>. Districts should sign up at least two months prior to field testing. An overview of the field testing experience and accompanying resources, including guidance documents, calendars, and manuals, can be found at <http://assetsproject.org/implementation/fieldtest.aspx#webinar>.

Districts electing to field test must still administer all four domains (Reading, Writing, Speaking, and Listening) of the ACCESS for ELLs paper/pencil assessment. However, it is recommended that districts field test a single domain of the online ACCESS 2.0.

Annual Measurable Achievement Objectives (AMAQ) Reports

The *District Annual Measurable Achievement Objectives* (AMAQs) report is intended to help districts evaluate the effectiveness of programs serving English language learners and to meet the accountability requirements for districts receiving Title III funds. These reports, along with supplementary district data files, was available in the *Secure Access File Exchange* (SAFE) in mid-November via http://wise.dpi.wi.gov/wise_securehomeinfo.

Contact Audrey Lesondak at (608) 267-5153 or audrey.lesondak@dpi.wi.gov for ELL Assessment related inquiries.

PALS Update

The Department of Public Instruction would like to thank the administrators, teachers, and other staff from all of the schools across the state that contributed to this Fall's PALS administration. The Fall administration was the first time that 2nd grade students have been screened with PALS and with this inclusion of 2nd grade, approximately 230,000 Wisconsin students in grades 4K through 2nd grade were screened during the Fall screening windows.



The optional PALS mid-year administration window for 4K through 2nd grade is scheduled to open January 12 and remain open until February 20, 2015, with the score entry deadline also set for February 20. For more information about (Continued on page 5)



PALS Update (Continued from page 4)

the mid-year administration see the PALS Wisconsin website at http://www.palswisconsin.info/about_MidYear.shtml.

The required PALS spring administration window for 4K through 2nd grade is scheduled for April 27-May 22, 2015, with the score entry deadline set for June 5, 2015. Teachers will need to choose two weeks within the window to administer the assessment to their students.

PALS Quick Checks (available for 5K, 1st, and 2nd grade) are brief measures used to monitor student progress in between the three main screening/assessment windows (Fall, mid-year, spring) and to determine the effectiveness of instruction and intervention. Quick Checks are accessible via the PALS Online System account, where Quick Check progress charts and summary reports are generated as scores are entered. A Quick Check Guidance document is also available to provide specific information about using Quick Checks.

The PALS training site offers a number of courses that may be of use for teachers now that they have completed screening their students. Three particular courses, "Monitoring Student Progress with PALS," "Using PALS Data to Drive Instruction," and "Concept of Word in Text" should be considered for all teachers. To access the training site, go to <http://pd.casenex.com/>.

For more information on PALS, see the PALS Wisconsin Resource Center website at <http://www.palswisconsin.info>, contact PALS directly at support@palshelp.com or (888) 728-7257, or contact Duane Dorn at DPI at duane.dorn@dpi.wi.gov or (608) 267-1069.



WISEdash Update

2013-14 advanced placement data is now available in both WISEdash and WISEdash for Districts.

There is a new application in WISEdash for Districts called Forms Manager. The Forms Manager is a convenient way to document and export your WISEdash data inquiry findings.



With one click a user collects data snapshots for data inquiry. These snapshots are then added to the form. The form can then be filled in

with notes, questions, and action plans based on the data snapshots chosen for analysis. The forms are saved with your personal login, and can be exported in several formats. A completed form conveniently documents your findings and supports improvement planning. The Forms Manager User Guide available at http://wise.dpi.wi.gov/sites/default/files/imce/wise/pdf/formsmanager_userguide_forms.pdf will help you get started with WISEdash forms.

Accountability Update

The Office of Educational Accountability (OEA) has received questions about which assessments will be used in our school and district report cards going forward, how test data will be bridged across different assessments, and which high school assessments



will count for test participation. We are exploring possible options and will be meeting with our Technical Advisory Committee in the coming months to determine what approach best captures the progress a school or district is making. Some decisions will not be possible until we have a chance to work with the final test data, and some data will not be available until the end of the school year. We are planning forward as best we can with the information available to us and in consultation with national experts on bridging assessments and accountability systems. We will share information via this newsletter and other methods as specifics become available. We welcome your input on these decisions. Please contact our office via oeaemail@dpi.wi.gov with any thoughts or questions about the new assessments in our accountability system.



NAEP Updates



Thanks to schools and districts participating in NAEP 2015 for getting all of the student lists e-filed! There are a series of quick activities for NAEP school coordinators to do in December and January to prepare for the assessments.

Once schools receive their list of sampled students in early December, the following activities on the MyNAEP website should be completed:

- Update the list of sampled students
- Include students with disabilities and English language learners (determine accommodations, etc.)
- Notify parents/guardians of sampled students
- Submit a current roster of students
- Manage school and/or teacher questionnaires
- Plan assessment day logistics
- Encourage participation and motivate students to do their best



DACs To-Do List from this Issue:

- Update WSLS/ISES by November 26, 2014
- Register for ACT Test Administration Q&A
- Set up individual test administration training accounts for ACCESS
- Update WSLS enrollment data by January 26, 2015
- DLM requirements met prior to February 23, 2015

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 Assessment and Accountability at osamail@dpi.wi.gov with questions, feedback, and/or suggestions.

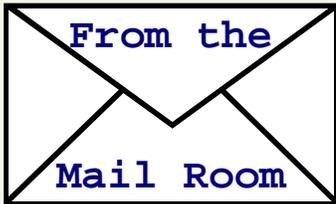




PUBLIC INSTRUCTION

ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XXXII, November 2014



"I heard that Local Caching Software (LCS) is available for the Badger Exam. How does it work and is it useful?"

When local caching is used, the test content (items, images, audio files, etc.) is stored (cached) on the school's local network. This reduces the amount of internet bandwidth used during the test administration since each test item would only need to be downloaded once per school instead of once per student. Chromebooks are the exception to this and will have to be manually configured to each device for the 2015 test administration due to an issue with google. A fix is expected from google to address this issue but will not be implemented for year one.

Requirements for the Local Caching Software are fairly minimal. You can use a teacher computer or a server that has some space available. The Local Caching Software does not require a dedicated server. LCS is not required, but highly recommended.

FAQ...

The following FAQs are being repeated from last month's newsletter as they continue to be hot topics.

Q. When is parent/guardian opt-out allowed?

When a parent or guardian requests that the student be excused from participating in the WSAS, this request must be honored at grades 4, 8, and 9-11, per Wis. Stats. [118.30\(2\)\(b\)3.](#) This request may come at any time during the testing window. All students excused by parent opt-out are marked as "not tested" students in school and district reporting determinations.

Q. How does a parent/guardian request an opt-out for their student?

A parent must submit a written request for student opt-out to the principal or the school board. Per Wis. Stats. [118.30\(2\)\(b\)3.](#), if the student is in grades 4, 8, and 9-11 the request must be granted. However, if the student is not in the above mentioned grade levels, the decision to grant the request is at the discretion of the school board.

Q. Who is responsible for testing students attending a Virtual School?

Virtual schools are responsible for testing all students enrolled in tested grades. This may be done in the district, or with district staff at other arranged sites. Other districts should not test students who live in their attendance area and attend a virtual school in another district.

Q. Are there any examples of scheduling Badger Exam. Will specific weeks be assigned to individual schools for testing during the test window?

Test times and sample test schedules are available in the Badger Exam webpage at <http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/Badger%20Exam%20Sample%20Test%20Schedules.pdf>.

Schools and districts can test anywhere within the test window of March 30 to May 22, 2015. There is no plan to assign specific weeks for individual schools/districts. The recommendation is for schools/districts to not wait until the end of the test window in order to have ample time to complete of tests for all students and to allow any makeup testing.

Q. Do I need to test a foreign exchange student?

Yes. You must test all students enrolled in tested grades.

Q. What do I need to do if a student is classified in ISES as one grade, but our district policy indicates the student is in a different grade?

In Wisconsin, local school boards determine policy about grade level placement. Therefore, check with your district for guidance about when a student should be advanced to a new grade level, and test all students who are, according to district policy, enrolled in a tested grade. Go to [ISES grade placement guidelines](#) for more information.



PUBLIC INSTRUCTION

ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XXXII, November 2014

Building Assessment Literacy...

Balanced Assessment

A balanced assessment system offers a continuous series of different assessments designed to inform and evaluate the teaching and learning cycle. The series includes formative, interim and summative assessments.

While summative, interim, and formative assessments can be mutually reinforcing, they do not produce the same kind of information. We know one test cannot answer all questions regarding student learning. Summative tests are not created to diagnose an individual student's needs with respect to their classroom instruction; they provide aggregate information summarizing learning over the course of a semester or school year. Formative assessments and many interim assessments are designed to answer the "what's next" question in terms of day-to-day classroom instruction. Educators need different types of information about student learning for different purposes throughout the year. The different assessment types--formative, benchmark, and summative--are each suited to meet different data needs.

A balanced assessment system can be viewed as a cycle or as a continuum of assessment choices and data needs. The Wisconsin Balanced Assessment chart, available at <http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/balsystem.pdf>, shows the range of data needs along a continuum of assessment choices.

For more information on Balanced Assessment including definitions, infographics, and educator resources go to <http://oea.dpi.wi.gov/assessment/balanced>.

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