



W I S C O N S I N D E P A R T M E N T O F

# PUBLIC INSTRUCTION

## EDUCATIONAL ACCOUNTABILITY & STUDENT ASSESSMENT

Newsletter - Issue XXIX, February 2014

### OEA/OSA Updates...

#### Dissemination of Student Reports

Districts will receive Individual Profile Reports (IPRs) explaining the Fall 2013 Wisconsin Student Assessment System (WSAS) test results by February 18, 2014. **Please send the students' IPRs to parents as soon as possible.** The IPRs should not be held until the WSAS press release. The WSAS press release embargo pertains only to schools and districts sharing summary test results with the public. **Do not share any summary data publicly prior to April 8.**

Many districts include a letter with the student report when it is sent home. Listed below are a few key points about the IPR report, test results, and the WSAS.

1. The interpretive information for the IPR is printed on the back of the report.
2. The 2013-14 Administrator's Interpretive Guide is available on the web at [http://oea.dpi.wi.gov/oea\\_publications](http://oea.dpi.wi.gov/oea_publications).
3. A state percentile is provided to determine how a student did relative to other test takers in the state. For more information go to <http://oea.dpi.wi.gov/files/oea/pdf/assessrslt.pdf>.
4. The IPR shows if any testing accommodations were provided to the student during testing.

#### Smarter Update

The DPI Office of Student Assessment developed an RFP for Smarter Assessment implementation in Wisconsin. The Wisconsin Department of Administration (DOA) is currently reviewing the RFP. After DOA approval, RFP will be issued and a contract will be in place. Customized trainings, manuals, and operational test timings specific to Wisconsin will be available after the beginning of the contract.

The Smarter Balanced Assessment Consortium will be conducting a Field Test this spring in the Consortium States. The Field Test is a "trial run" of the assessment that helps ensure the assessments are valid, reliable, and fair for all students. The Field Test shows Test developers which

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### OEA/OSA Calendar...

#### Important Dates

2014	
February 7	ACCESS for ELLs® Testing Window Closes
February 18	WSAS Individual Performance Reports (IPRs) shipped to districts
February 19	All ACCESS materials must be received at MetriTech
February 28	Optional PALS 4K, Kindergarten, and 1 <sup>st</sup> grade Mid-Year Assessment Window Closes
March 7	NAEP Testing Window Closes
March 13	WSAS Phase II and Phase III Test Results available online securely – Data Embargoed until April 8, 2014
March 18	Smarter Field Test Window Opens
March 19-28	ACCESS District online data correction window
April 8	WSAS Press Release
April 15-18	ACCESS Reports shipped to districts
April 21	ACCESS District Data Correction window opens
April 28	Spring PALS 4K, Kindergarten, and 1 <sup>st</sup> Grade Assessment Window Opens

#### 2014-15 Wisconsin Student Assessment Schedule

TENTATIVE Test Windows	Assessment
<b>Fall 2014</b>	
September 15 – October 10	PALS 1-2
October 13 – November 7	PALS 4K-K
October 6 – 24	Aspire – 9 DLM – 9
October 27 – November 7	WKCE & WAA-SwD Science/Social Studies 4,8,10
<b>Winter 2014-15</b>	
January 12 – February 20	PALS K-2 (optional)
December 1 – February 6	ACCESS/ELL
January 1 – continues 2-5 weeks after close of ACCESS window	ACCESS/ELL 2.0 – online field test
<b>Spring 2015</b>	
March 3, makeup day March 17	ACT – 11
March 4, makeup day March 18	WorkKeys – 11
April 27 – May 22	Aspire 9-10
March 30 – May 22	Smarter Balanced 3-8
March 30 – May 22	DLM 3-11
April 27 – May 22	PALS K-2



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### Smarter Update (Continued from page 1)

questions work well and which ones need to be improved. The Field Test will evaluate the performance of more than 20,000 assessment items



and performance tasks—as well as the performance of the online testing system. The Field Test will take place from **mid March to early June** this year. About 20% of Wisconsin students in grades 3-8 will be participating. Several schools

registered during Fall 2013 to participate in field testing. Smarter researchers selected a representative field test sample out of the registered schools. Schools that are selected for field test were notified prior to the winter break. Schools and districts will not get any data back from field testing. Data from the Field Test will be used by Smarter to set preliminary achievement standards during the summer of 2014. Specific field testing resources will be available in the Smarter field test portal <http://sbac.portal.airast.org/> for participating schools on topics such as field test administration, technology specifications, student data upload onto Smarter test information distribution engine, and TA user details. A customizable template of Parent/Guardian Letter for schools to communicate with parents about the upcoming Field Test is available in the Smarter field test portal. Accommodations will be consistent across Smarter states. Usability, Accessibility, and Accommodations Guidelines for the assessment system are available at [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced\\_Guidelines\\_091113.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf).

The projected timeline for the Operational Smarter testing in grades 3-8 is March 30 - May 22, 2015. This will allow for varied spring breaks, and will end before the Memorial Day weekend. The plan is to allow districts to pick any time during this period to account for administration of all the online portions of the test, the performance tasks, make-up days, and reporting issues. The turn-around time will depend on when the testing is completed. These timelines are **tentative** until contracts are secured with vendors.

Smarter is developing two types of interim assessments: Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB.) The ICA is the summative clone – Interim Comprehensive Assessment. The IAB includes blocks of interim test-lets aligned to collection of targets. Smarter Consortium is planning on launching the ICA during Fall and some forms of IAB during Spring 2015.

\*In the next few years, states implementing Smarter will continue to add to the item bank and digital library. Benchmark assessments and formative resources will be available to districts.

### Smarter Assessment Educator Involvement Opportunities

DPI is looking for K-12 and Higher Education educators interested in being involved in projects with Smarter as they become available. Applicants will be contacted if a project and their qualifications match up with a current need. These projects include:

- Formative Digital Library
- Range-Finding
- Data Review
- Item Writing
- Item Content Review
- Stimulus Review
- Accessibility Review
- Bias/Sensitivity Review

Wisconsin educators interested in participating in any of these activities are asked to complete the Educator Involvement Application available at [http://oea.dpi.wi.gov/oea\\_smarterops](http://oea.dpi.wi.gov/oea_smarterops) and submit it to the Office of Student Assessment.



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### Assessment Accommodations

The Office of Student Assessment's (OSA) Accommodation Webpage is undergoing revisions to reflect the different accommodation policies required for each statewide assessment. This page is organized by the assessment name and will be updated regularly as the accommodation policies for each assessment have been finalized. OSA is working closely with the DPI Special Education team to update sample IEP forms that reflect the new assessment changes beginning in the 2014-15 school year. These forms will be posted on the IEP forms page once completed.

### ACT Update

As of January 27, 2014, DPI is permitted to engage in contract negotiations with ACT, Inc. Once the contract is negotiated, firm dates will be released for the assessments. Wisconsin high school students will be assessed beginning in the 2014-15 school year with the following tentative schedule, pending contract negotiations:



- 9th graders will take the ACT Aspire Early High School in fall 2014 and spring 2015. DPI is considering a multiple week window that will fall within the first 9 weeks of school and the last 9 weeks of school.
- 10th graders will take the ACT Aspire Early High School in spring 2015. We are looking at a multiple week window that will fall within the last 9 weeks of school.
- 11th graders will take The ACT and ACT WorkKeys in spring 2015. The tentative dates for these assessments are:
  - The ACT: Testing date - March 3, 2015.
  - Makeup date - March 17, 2015.
  - ACT WorkKeys: Testing date - March 4, 2015. Makeup date - March 18, 2015. Districts should be aware that these dates are established by ACT for statewide assessment administrations and, thus, have very limited flexibility.

All 9th, 10<sup>th</sup>, and 11th grade students will be required to take the ACT assessments except for the 1% of students with significant cognitive disabilities who will be assessed with an alternate assessment aligned to the alternate standards, the Common Core Essential Elements. More information about the alternate assessment will be released soon.

For the 2014-15 school year, ACT Aspire Early High School (grades 9-10) will be an online assessment while the ACT and ACT WorkKeys will be paper and pencil assessments. Technical requirements for the ACT Aspire Early High School can be found at: <http://www.discoveractaspire.org/technical-requirements.html>.

The following summarizes the subject areas tested by each assessment:

ACT Aspire	ACT	ACT WorkKeys
Reading	Reading	Reading for Information
Mathematics	Mathematics	Applied Mathematics
English	English	Locating Information
Writing	Writing	
Science	Science	

Peggy Roush has recently joined the Office of Student Assessment as the College and Career Readiness Assessment Coordinator. Her primary responsibility is the successful statewide adoption and implementation of the ACT assessments. Please contact Peggy for ACT concerns, questions, suggestions, and clarifications at [margaret.roush@dpi.wi.gov](mailto:margaret.roush@dpi.wi.gov) or 608-266-5187.

### Dynamic Learning Maps

Dynamic Learning Maps (DLM) will be field testing this spring during three different windows: February 17-28, March 17-April 11, and May 1-May 23, 2014. Districts with students participating in the alternate assessment (WAA-SwD) are strongly encouraged to participate in one of the three windows. DLM will replace the WAA-SwD for English language arts and mathematics in grades 3-8 and 11 beginning 2014-15. 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](mailto:kristen.burton@dpi.wi.gov).





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### ACCESS for ELLs® Update

The ACCESS for ELLs® Testing Window closes on February 7. Materials must be received by MetriTech no later than February 19, 2014. To ensure an accurate count of all English language learners in your district at the time of testing, please verify the following critical elements:

- Only one book or record per student. For students who move in/out of your district refer to: <http://dpi.wi.gov/oea/fagell.html#mobil>.
- If the pre-ID label contained incorrect demographic information, the label should be discarded and the correct information should be bubbled in on the test booklet.
- All language codes are three digit codes found through a link at the top of the page at [http://ell.dpi.wi.gov/ell\\_lepdatacoll](http://ell.dpi.wi.gov/ell_lepdatacoll). All students identified as ELL and subsequently tested should have a language code designation; this code should identify a language other than English as the student's primary language. Complete this box by starting to the left and leaving any remaining boxes blank.
- All fields of the **School Use Only** sections should be complete and accurate. Please refer to the code descriptions in the current District and School ACCESS for ELLs® Test Administration Manual provided with the test booklets or found on the password protected WIDA site at <http://wida.us/assessment/ACCESS/>. Students identified as ELL are eligible for support and services. *No Additional Services* may be completed for Bilingual/ESL Program Type (box 24) when a *Parent Refuses Services* (box 25). In most other cases ELLs, especially Title III receiving districts, receive some type of direct or indirect support or services.

Districts will have the opportunity to review and update student demographic information during the online ACCESS for ELLs® Data Validation window scheduled for March 19-28. By mid-March, MetriTech will provide District Assessment Coordinators (DACs) with a secure login ID and password to access the online student records. Districts should test all students identified as English language learners with English Language Proficiency (ELP) codes 1-5. Students exited from ELP status through either manual or automatic

reclassification should not be tested. Additional information can be found in *ESEA Bulletin 07.02 Procedures for Exiting English Language Learners into Fully English Language Proficient* available at [http://oea.dpi.wi.gov/files/esea/pdf/bul\\_0702.pdf](http://oea.dpi.wi.gov/files/esea/pdf/bul_0702.pdf). Districts should use the year-end ISES/3<sup>rd</sup> Friday Count upload for matching student ELP codes and ELP status.

Test administrators have been asked to complete a WIDA test administration survey post test administration at [https://uwmadison.qualtrics.com/SE/?SID=SV\\_5teOiiHSHVfpsot](https://uwmadison.qualtrics.com/SE/?SID=SV_5teOiiHSHVfpsot).

ACCESS for ELL score reports will be sent to districts April 15-18, 2014. The cover and score reports are available to districts in multiple languages on the WIDA website at <http://wida.us/assessment/ACCESS/>. Districts have access to some tools that allow districts to identify district or school level patterns in language growth. Parents and educators can access the Growth Excel Analysis Tool (GREAT) for English learners available at [http://oea.dpi.wi.gov/oea\\_ells/#growthell](http://oea.dpi.wi.gov/oea_ells/#growthell).

Districts may also purchase an annual subscription to ACCESS for ELL® Growth Reports, which include multiple year spans of student growth data for every domain and composite at each grade level in a school or district, and accompanying charts and graphs. Reports and accompanying user guides can be found at <https://www.metritech.com/wida/growthReport/login.aspx?widaaccessgrowthreportpreview>, password: *preview*. These reports should not be used for federal, district or school accountability, teacher evaluation, or individual student progress monitoring.





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### Alternate ACCESS for ELLs™ Update

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1–12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs. The Alternate ACCESS for ELLs test window coincides with the ACCESS for ELLs test window, December 2, 2013-February 7, 2014.

Only eligible ELL students should take the Alternate ACCESS for ELLs. Students take either test, not both. Criteria include:

- The student is classified as ELL;
- The student was classified as significant cognitive disability and is eligible for special education services under IDEA;
- The student is in an alternate curriculum aligned with Wisconsin's academic standards, and is or will participate in the state's alternate accountability assessment, the WAA-SwD; and
- The student cannot meaningfully participate in the ACCESS for ELLs, even with accommodations.

Districts may refer to worksheet I-7-C IEP: Participation in Statewide Language Assessment, Checklist and Accommodations (Worksheet) available at <http://sped.dpi.wi.gov/files/sped/doc/wksht-i7c.doc> for guidance. Procedures for administering the Alternate ACCESS for ELLs™ can be found on the WIDA website at <http://wida.us/>.

The Alternate ACCESS for ELLs *Parent/Guardian and Teacher Score Report* will be sent to districts in April. The *Parent/Guardian and Teacher Score Report* presents information about the student's performance. The report summarizes student performance based on WIDA's Alternate English language proficiency levels. For more information on how to interpret the score reports, please access the password protected WIDA site at <http://wida.us/assessment/alternateaccess.aspx>

For more information contact Audrey Lesondak at [audrey.lesondak@dpi.wi.gov](mailto:audrey.lesondak@dpi.wi.gov) or 608-267-5153.

### ASSETS (Assessment Services Supporting ELs through Technology Systems) Grant

The ASSETS Consortium is now entering year three of the four-year grant to develop the next generation ACCESS for ELLs®. As 2013 came to an end, the ASSETS Team used this time to review the year's progress and prepare for test development activities in the coming year.

Over the past few months, the ASSETS Subcommittees have:

- provided feedback on the RFP (Request for Proposal) to identify a vendor for the operational test;
- recommended appropriate technological devices to be supported in the operational ACCESS for ELLs 2.0 assessment;
- drafted content for a comprehensive guide to help identify appropriate accommodations for ELLs with disabilities; and
- provided input on the Online Test Administration Manual for the field test, score report options, and training tutorials.

The winter months have focused on test development activity while gearing up for the field test. Wisconsin will be participating in the field test in 2015 in the listening domain. ASSETS test development partners are preparing for the 2014 field test in the speaking, reading, and writing domains. Information for the 2015 field test will be provided in fall 2014. Additionally, Data Recognition Corporation (DRC), WIDA, and WDPI have continued holding trainings to prepare test coordinators and technology coordinators for the implementation of the 2014 field test.



The ASSETS Team released the official technology requirements for the operational ACCESS for ELLs. 2.0. To access the document, please visit the Technology page of the ASSETS website at

<http://assetsproject.org/implementation/technology.aspx>.

For information regarding the ASSETS Project (including Interim Assessments, Technology Requirements, and general Field Test information), please visit: [www.assetsproject.org](http://www.assetsproject.org).



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### PALS Update

The Fall 2013 administration of PALS was successfully administered to just over 170,000 Wisconsin 4-year-old kindergarten through 1st grade students. DPI would like to thank the administrators, teachers, and other staff from all of the schools across the state that contributed to this administration.



The optional PALS-K winter administration window is currently open through February 28. The spring administration window for

PALS is scheduled for April 28-May 23. The spring administration is a required administration for all 4-year-old kindergarten through 1st grade students. Teachers will need to choose two weeks within the window to administer the assessment to their students.

For the 2014-15 school year, PALS will be expanding to 2nd grade. With this expansion, schools will now have a literacy screening package for all of their students from 4K through 2nd grade. DPI anticipates providing training for all 2nd grade teachers and for new 4K through 1st grade teachers over the summer. New screening kits will be provided to all 1st and 2nd grade teachers while 4K and kindergarten teachers will receive new packets of consumable materials. District assessment coordinators will be receiving an order form to request these materials before the end of March.

More information on required training, accommodations, frequently asked questions, parent resources, and access to professional development modules are available online at the PALS Wisconsin Resource Center  
<http://www.palswisconsin.info>.

For general questions about the administration requirements and to request Braille or Deaf/Hard of Hearing PALS materials, contact Duane Dorn at DPI at [duane.dorn@dpi.wi.gov](mailto: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](mailto:support@palshelp.com).

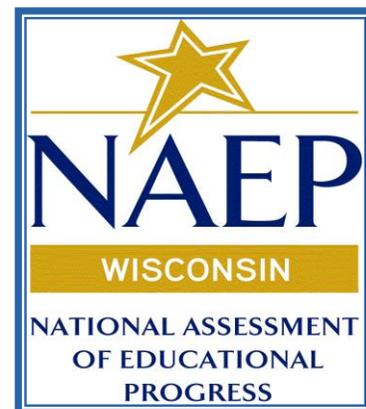


### NAEP Updates

2013 National Assessment of Educational Progress (NAEP) results were released in November. Wisconsin's fourth- and eighth-grade public schools students posted test scores that put them ahead of the nation for mathematics on the NAEP mathematics, while reading results remained steady on the NAEP reading tests. For more information, read the press release at [http://news.dpi.wi.gov/files/eis/pdf/dpinr2013\\_143.pdf](http://news.dpi.wi.gov/files/eis/pdf/dpinr2013_143.pdf) or explore the data at <http://nces.ed.gov/nationsreportcard/naepdata/>.

The NAEP 2014 assessment window opened on January 27 and will continue until March 7.

Thanks as always to the districts, schools, and students in Wisconsin participating in this assessment.





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### Alternate Accountability

Wisconsin has a new alternate accountability process in place for the 2013-14 school year. Alternate Accountability schools will begin using a district-supervised, self-evaluation process.

Schools that were "Not Rated" on last year's School Report Card, and any new school will receive an alternate accountability rating for the current school year. The alternate accountability process applies to any of the following:

- Schools with fewer than 20 full academic year (FAY) students tested in the current year
- Schools without tested grades
- Schools exclusively serving at-risk students
- New schools
- K-2 schools without a direct feeder pattern.

Alternate Accountability schools must complete the Alternate Accountability School Determination form describing student progress and the achievement measures of their choice. On the form, each school will indicate if its performance is improving, maintaining, or declining based on the measures chosen. This will result in a rating of either:

- Alternate Rating - Satisfactory Progress
- Alternate Rating - Needs Improvement (if the school's progress is declining).

**Please note:** a school that is exclusively serving at-risk students, needs to complete the At-Risk Designation form at <http://dpi.wi.gov/files/forms/doc/f9550-asa-dse.doc> and send to the OEA Team at [oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov) or fax to 608-266-8770.

Schools do not need to send data. They simply need to complete the form indicating how they are measuring progress. Acceptable measures could include assessments, attendance data, credit completion, disciplinary data – anything that demonstrates student performance and supports the rating

selected on the form. The completed form should be sent to the Office of Educational Accountability (OEA) at the end of the school year.

Principals were notified of the Alternate Accountability process in the fall. OEA staff will follow-up in the spring as a reminder and to notify those schools that did not have a sufficient number of tested students in fall 2013 to also complete the form. If you have any questions, please contact the OEA Team at [oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov) or visit the Alternate Accountability webpage at [http://acct.dpi.wi.gov/acct\\_altact](http://acct.dpi.wi.gov/acct_altact).

**Please note:** if your school was "Not Rated" last year because fewer than 20 full academic year (FAY) students were tested, but in the current year there are at least 20 FAY students tested, you will receive a 2013-14 School Report Card, unless the school exclusively serves at-risk students.



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:

[oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov).





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**“What kind of technology training will my students need in order to successfully navigate the Smarter Assessment?”**

Schools should make use of the following tools to prepare students for the Smarter Assessment:

- **Practice test** - The Smarter practice test is designed to provide students with a grade-specific testing experience that is similar in format and structure to the Field Test available at <http://sbac.portal.airast.org/>.
- **Training test** - The training test gives teachers and students the opportunity to experience most of the features, functionality, and item types that are included in the Smarter Assessments in advance of the upcoming Field Test. Students can use this test to familiarize themselves with the software and navigational tools they will use during the Field Test. The training test includes questions in both English language arts (ELA) and math available at <http://sbac.portal.airast.org/>.
- **Keyboard Commands Document** - This document provides keyboard commands that students can use to navigate between test elements, features, and tools available at <http://sbac.portal.airast.org/wp-content/uploads/2014/01/KeyboardCommandsForStudents.pdf>.

## FAQ...Test Results and Smarter Field Test

**Q. How do I get access to the online reports on the Online Reporting System (ORS) website?**

Usernames and passwords for the Online Reporting System can be obtained from the Office of Student Assessment (OSA) by contacting Phil Cranley at (608) 266-9798.

**Q. What if we did not receive a report for a student?**

All students in grades 3-8 and 10, including those not tested, should get an Individual Profile Report. If you did not receive a report for one or more of your students, it may be because a test book was not submitted and processed for that student. If you believe that a test book was submitted, you should contact OSA at (608) 267-1072.

**Q. Why doesn't my student sub-group data (such as gender, ethnicity/race, economic status, etc.) include all of the students enrolled?**

The Wisconsin Student Assessment System (WSAS) reporting is based primarily on students enrolled for a full academic year (FAY). Students who are new to a school or district are included in some results, but are not included in sub-group (disaggregated) results. There are two main reasons that DPI reports results this way. First and foremost, the No Child Left Behind Act (Title I section 1111(3)(B)(ix)) requires reporting by FAY. Secondly, districts and schools are held accountable and can make fair comparisons based on students that they have had an ample opportunity to teach. To be included in disaggregated data in Wisconsin, a student must be enrolled in a single school or district for over nine months. For more information about FAY, see [http://lstat.dpi.wi.gov/lstat\\_isescalc#months\\_in\\_school](http://lstat.dpi.wi.gov/lstat_isescalc#months_in_school).

**Q. Where can I get information on the accommodations available for Smarter?**

The Usability, Accessibility, and Accommodations Guidelines are available at [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced\\_Guidelines\\_091113.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf). There is also an FAQ about accommodations available at [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/12/SmarterBalanced\\_Guidelines\\_FAQ.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/12/SmarterBalanced_Guidelines_FAQ.pdf).



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## Building Assessment Literacy...

### How The ACT Suite Will Assess Wisconsin Standards

Beginning in the 2014-2015 school year, Wisconsin high school students will be assessed with an ACT Suite of Assessments which supports college and career readiness, a driving force behind State Superintendent Tony Evers' Agenda 2017.

- 9th graders will take the ACT Aspire Early High School in fall and spring.
- 10th graders will take the ACT Aspire Early High School in spring.
- 11th graders will take The ACT and ACT WorkKeys in spring.

This comprehensive suite of assessments will allow schools and parents to identify gaps within a student's learning, identify students in need of intervention and also those in need of additional academic challenges, determine college and career readiness, and map student growth over time. The ACT continues to evolve as it has over the past 50 years to meet the changing expectations of high school graduates. As a state assessment, the ACT assessments must test Wisconsin's academic standards, the Common Core State Standards, and provide data needed to calculate growth for high schools in our state accountability school report cards. DPI is working closely with ACT to ensure that all of the ACT assessments test students with the same rigor that Wisconsin students have been taught with the Common Core State Standards.

With collaboration from DPI, ACT's continuing efforts to clarify and improve the alignment of the ACT assessments with the Common Core State Standards will benefit Wisconsin educators and students. The ACT College and Career Readiness standards were recently revised to include language that more closely aligns with the Common Core State Standards. ACT has also announced that additional optional constructive responses will be made available to states to better align reporting with the Common Core State Standards within a few years. In addition, a third party review of ACT Aspire and the Common Core State Standards is ongoing. Wisconsin students will continue to be assessed in the areas of Social Studies and Science through the WKCE which aligns with our standards in those areas.

## Contact Information...

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