



## OEA Updates...

### Successful Administration of the 2009-10 WSAS

The 2009-10 Wisconsin Student Assessment System (WSAS) test window comes to a close November 27. DPI would like to thank everyone for their time and effort in the successful administration of the 2009 WKCE and WAA-SwD. The Office of Educational Accountability (OEA) staff appreciate the phone calls and emails from schools and districts asking for clarification, providing comments, and reporting irregularities. Your attention to administrative detail and awareness of test security before, during, and after testing helps ensure that all students have the opportunity to demonstrate their knowledge and skill. We know how much work this is for schools and districts, and appreciate all that you do.

### ISES Deadline

The ISES "Review and Revision" period, which runs until 8:00 a.m. on November 18, is the opportunity for districts to review student demographic data that has been submitted and make any necessary changes so WSAS reports are accurate. Before November 18, school districts should check all student demographic data in ISES for accuracy and completeness, correct remaining errors, address any unacknowledged warnings, and lock and submit final district data. DACs should work with their WSLS/ISES administrators to accomplish this task. Districts will have one final opportunity to review WSAS student demographics during the January Record Editing System window.

### Record Editing System Window

Districts will have an opportunity to review student demographics and testing status during the WSAS Record Editing System (RES) window from 8:00 a.m. January 13 until noon on January 22. This is a district's final chance to ensure that all students who were tested appear as tested, that all students in their district are accounted for, that no students were inadvertently opted-out, etc. There will be a field to indicate whether or not each student was tested, and which test was used (WKCE or WAA-SwD). RES is the final opportunity for districts to ensure that data used by the DPI for reporting and accountability is accurate and complete. A recorded training session on using RES will be available online by January 11, 2010.

## OEA Calendar...

### Important Dates

2009	
November 18, 8:00 AM	Deadline to review and revise all ISES records before final lockdown
November 24	Preliminary Notification to districts and consortia missing 2008-09 ELL accountability AMAOs
December 1, 4:00 PM	2008-09 AMAO data error appeal period ends
December 1	ACCESS for ELLs® Testing Window Opens
December 7	Deadline for DACs to arrange for pick up of WSAS test materials
Mid-December	Final 2008-09 ELL Accountability AMAO determinations available
2010	
January 4-22	Participating schools conduct Pre-Assessment with NAEP Field Staff
January 11	Pre-Recorded 2009-10 Record Editing System (RES) training available via Mediasite
January 13-22	Record Editing System Window
January 25	NAEP Testing Window Opens
February 12	ACCESS for ELLs® Testing Window Closes
February 18	Individual Performance Reports (IPRs) shipped to Districts
March 12	Phase II and III Test Results available online

### ACCESS for ELL® Update

The ACCESS for ELL® test materials will arrive in districts the week of November 23. The testing window for students participating in the ACCESS for ELLs® is December 1-February 12. This window has been set to allow districts ample administration time for testing English proficiency of all ELL students.

The 2009-10 ACCESS for ELLs® Test Administration Manuals have been posted in the WIDA online training course located



at [www.wida.us](http://www.wida.us). It is highly recommended by both DPI and WIDA that test administrators be re-trained on an annual basis, as the ACCESS for ELLs® undergoes changes every year. The revisions include:

- Additional new race/ethnicity codes
- Additional accommodations
- Improved definitions for Bilingual/ESL Program Type
- New formatting of Accommodations tables to include codes and definitions
- Writing Test change: Three tasks (Parts A, B, and C) on each tier (A, B, and C) for all grade levels except Tier A for Grades 1-2, which contains four tasks.

On January 8, 2010, MetriTech will ship Pre-Id barcode labels to all districts. Similar to last year, the Pre-Id labels will include all relevant demographic data for reporting and accountability under state and federal law. The state Pre-Id file will include all ELL students with an active enrollment status in a Wisconsin public school at the time the file is created.

Beginning this school year, DPI will pay for the cost of ACCESS for ELLs® test materials and scoring. Administration costs related to the testing and the time for screening students must still be paid with local district funds.

### Assessments for English Language Learners Update

Recently the DPI revised three ESEA Information Update bulletins relating to English language learners (ELLs). The following is a recap of each:

- *Bulletin 07.01 Initial Identification and Placement of ELLs* provides an overview of the requirements for identification, placement in language instruction education, parental notification, and annual assessment of English proficiency.
- *Bulletin 07.02 Procedures for Exiting ELLs as Fully English Language Proficient* summarizes the two ways that districts report ELLs as fully English proficient. This bulletin describes two ways to reclassify an ELL, either through automatic exiting through testing or following a manual reclassification procedure.
- *Bulletin 08.01 Two-Year Monitoring Requirements for Former ELLs* outlines the monitoring requirements for newly classified fully English language proficient students who were formally classified as limited English proficient (LEP).

For detailed information visit Bulletin No:

07.01 [http://dpi.wi.gov/esea/pdf/bul\\_0701.pdf](http://dpi.wi.gov/esea/pdf/bul_0701.pdf)

07.02 [http://dpi.wi.gov/esea/pdf/bul\\_0702.pdf](http://dpi.wi.gov/esea/pdf/bul_0702.pdf)

08.01 [http://dpi.wi.gov/esea/pdf/bul\\_0801.pdf](http://dpi.wi.gov/esea/pdf/bul_0801.pdf)

### NAEP Updates

Wisconsin's overall mathematics results from the 2009 National Assessment of Educational Progress (NAEP) were stable from the previous assessment, above national averages, and mirrored national trends. The 3,830 fourth-graders from Wisconsin who took the NAEP mathematics tests between January and March had an average score of 244, the same as in 2007 and five points higher than the national average (239), which also was the same as in 2007. At eighth grade, 3,474 state students had an average score of 288, which was up two points, though statistically the same as in 2007. Nationally, the average score at eighth grade was 282, up two points from 2007. Wisconsin students from economically disadvantaged families, who are those eligible for free or reduced-price school meals, had average scores that were higher than their national peers. Likewise, Wisconsin's students who are English-language learners (ELL) had NAEP mathematics results that were significantly higher than ELL students nationally. For more information, please visit the Nation's Report Card website at <http://nces.ed.gov/nationsreportcard/>.

#### 2009 NAEP Mathematics

Average Scale Scores for Public School Participants

	Grade 4		Grade 8	
	State	Nation	State	Nation
Overall	244*	239	288*	282
African-American	217	222*	254	260*
American Indian	228	227	--	267
Asian	240	255*	289	300*
Hispanic	228	227	268	266
White	250*	248	294*	292
Females	242*	238	287*	281
Males	245*	240	289*	283
Disadvantaged	229*	228	269*	266
Not Disadvantaged	252*	250	297*	293
Students with Disabilities	222	220	255*	249
Non-disabled	247*	242	293*	285
English-Language Learners	223*	218	259*	243
Non-ELL	245*	242	289*	284

-- Sample size insufficient to permit a reliable estimate.

\* Statistically higher ( $p < .05$ ) within the same reporting group when comparing Wisconsin and national public students for same grade and year. No (\*) between groups means the scores are not statistically different.

**PUBLIC INSTRUCTION****OFFICE OF EDUCATIONAL ACCOUNTABILITY**

Newsletter - Issue XII, November 2009

**“Is this the last year of the WKCE?”**

No. The WKCE test will continue to be used as Wisconsin's accountability test for at least a couple more years. While we have stopped the development of further test items, Wisconsin owns a large pool of test items that can be used for test construction.

Our intent is to move toward a more balanced system of computer-based assessments in grades 3-8, with an adaptive benchmark component that can provide immediate feedback throughout the year, and a summative component that provides accountability information to meet state and federal requirements. High school assessment may follow a different approach, focusing on college and work force readiness.

The value of computer-based assessment lies not only in the timely return of results, but in the ability to present assessment situations in ways not possible with paper and pencil assessments. This will require new test item development. States that have moved toward computer-based assessment do so over a number of years as districts are able to demonstrate capacity, so for a number of years it is necessary to provide both computer-based and paper/pencil testing.

Assessments must align exactly with state academic content standards. That is why the cost to customize assessments can be difficult for a state to support. Wisconsin is participating in the effort to develop the Common Core national academic content standards, and the results of that work are due in January. States have the opportunity to apply for additional assessment funds either through the Race to the Top grants this winter, or through a \$350M cross-state assessment grant in Spring 2010. The cross-state grant is intended to help states develop common assessments around common academic content standards. Wisconsin needs to wait for the specifics of these processes to be completed, so that our new assessment system can be both cost-effective and able to take advantage of the work already conducted in these areas by other states. By spreading the cost of test development across a number of states, it is possible to reduce the overall cost of assessment. DPI will continue to explore the potential of grants and cross-state initiatives that will help us build an integrated system of assessments.

**FAQ...Shipping and Packing Test Materials**

- Q. What should I do if we've already shipped our boxes and we have one or more tests that didn't get included in the shipment?**  
If there are some test books left out after shipping, you must register through the online retrieval system for test-box pick-up again. Pack them in a testing box, not in an envelope. Do not mail the books to CTB, doing so may result in test books that are not scored.
- Q. How should I pack the tests if I have one or more test books with irregularities?**  
Test books with irregularities should be banded with a completed Special Handling Form (included in the TCK). After packing the rest of the test books, place these special handling materials above the stack of test books under the school header sheet.
- Q. When packing test books, must we use the bands and boxes that are provided?**  
Yes. You must use the bands and boxes provided.
- Q. What should I do to show that I shipped all of my boxes?**  
Be sure that a staff member is present when boxes are picked up and that every box has been accounted for on the shipping document. Retain a copy of the receipt verifying the number of boxes shipped.
- Q. Where can I get instructions for packing my test materials to return to CTB for scoring?**  
There is a packing and shipping PowerPoint available on the 2009-10 WSAS pre-test workshop webpage available at <http://dpi.wi.gov/oea/09pretest.html> listed under ancillary materials.
- Q. Why is it important to accurately report the lowest grade in my school last year?**  
If the lowest grade in the school last year is not accurately reported, then disaggregated reports and accountability determinations may be inaccurate and WINSS may show no test results for some grades in the school.



# PUBLIC INSTRUCTION

## OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XII, November 2009

### Building Assessment Literacy...

#### What is computer-adaptive testing and why am I hearing so much about it?

Computer-adaptive testing (CAT) is a method of assessing students in which each test item is tailored to the student based on their previous answers. The computer generates different questions for a student depending on whether the student answered the previous item correctly (the next item will be more difficult), or incorrectly (the next item will be easier). That is, the test adapts to each student's ability during the test itself.

Since computer-adaptive tests present a unique set of questions to each student, there are no fixed forms. Presenting a unique set of questions to each student means that CAT can provide more accurate information across a broader range of student abilities than fixed-form tests. And since CAT may require fewer items than fixed form tests, they are very efficient, which could reduce time spent on test administration for many students.

We know that classroom teachers want to receive immediate feedback from student assessments. Computer-based testing can offer immediate feedback and fulfills multiple information needs. CAT holds the promise of providing both diagnostic information ("At what level is this student currently performing?") and growth data for progress monitoring ("How is this student performing compared to last quarter?"). Generating this type of information may aid teachers in deciding the next steps in each student's learning.

As with any computer-based assessment, CAT allows for accommodations that are not possible with paper/pencil tests: mouse-over translation, audio, text enlargement, highlighting, etc. Also, delivering tests on computer rather than paper/pencil versions could translate into printing and distribution cost savings. Typically with computer-based assessments, the network configurations and hardware specifications required of schools are not overly complex.

In light of these enhancements and potential cost and time savings, interest in CAT has increased. OEA is exploring how to potentially include computer-adaptive testing in the revamped state assessment system announced by State Superintendent Evers (New Balanced Assessment System Plan for Wisconsin, <http://dpi.wi.gov/oea/nbas.html>).



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