



OEA Updates...

Successful Administration of the 2012-13 WSAS

The 2012-13 Wisconsin Student Assessment System (WSAS) test window comes to a close November 23. DPI would like to thank everyone for their time and effort in the successful administration of the 2012 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 all students have the opportunity to demonstrate their knowledge and skills. 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 28, is the opportunity for districts to review student demographic data that have been submitted and make any necessary changes so WSAS reports are accurate. Before November 28, 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 9, until noon on January 18. 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 are accurate and complete. A recorded training session on using RES will be available online January 7, 2013.

OEA Calendar...

Important Dates

2012	
November 28 8:00 a.m.	Deadline to review and revise all ISES records before lockdown
December 3	ACCESS for ELLs® Testing Window Opens
December 3	Deadline for DACs to arrange for pick-up of WSAS test materials
2013	
January 7	Pre-Recorded 2012-13 Record Editing System (RES) training available via Mediasite
January 9-18	Record Editing System Window
January 9	NAEP Testing Window Opens
February 8	ACCESS for ELLs® Testing Window Closes
February 15	WSAS Individual Performance Reports (IPRs) shipped to districts
March 8	WSAS Phase II and Phase III Test Results available online securely – Data Embargoed until April 9, 2013
March 16	NAEP Testing Window Closes

Smarter Balanced Assessment Update

On October 1, Smarter Balanced marked its two-year anniversary. During the past 24 months, this state-led effort has made tremendous progress toward developing a next-generation assessment system.

Throughout the summer and fall, educators from Governing States have worked with experts to write and review items and performance tasks for the Pilot Test in early 2013. Thousands of schools across member states will be able to pilot the assessments beginning in February 2013, and Governing States will soon approve a preliminary summative assessment design.

To help districts prepare for the assessment implementation, new hardware purchasing guidelines were made available to help states and districts plan for instructional technology

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(SMARTER Update continued from page 1)

purchases. Later this Fall, Smarter Balanced will release minimum technology specifications based on the input received from the Technology Readiness Tool.

In June, Governing States approved the Formative Assessment Master Work Plan, which maps out the key activities and timing of the formative assessment work ahead, including the creation of a digital library of formative assessment resources. Smarter Balanced released an RFP for the digital library with formative assessment practices and professional learning resources for educators. The Consortium will recruit State Leadership Teams and State Networks of Educators to identify and evaluate formative assessment practices in 2013.

Smarter Balanced has also engaged K-12 and higher education faculty in item writing and review and the drafting of achievement level descriptors. Participants worked to accurately describe achievement levels with high fidelity to the Common Core State Standards. The Consortium continues to work closely with the broader education field to share work and gather feedback.

Advisory committees for students with disabilities and ELLs help guide accessibility and accommodations. Comprised of more than 20 national experts in student assessment, accommodations strategies, language acquisition, and learning disabilities, these committees provide feedback to Smarter Balanced staff,

work groups, and contractors. In addition, two literature reviews of accessibility and accommodations research are available on a new webpage devoted to the Consortium's support for under-represented students: <http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/>.

The Smarter Balanced Assessment Consortium is planning to pilot and field test the assessments, engage teachers in professional learning, and implement the final assessment system.

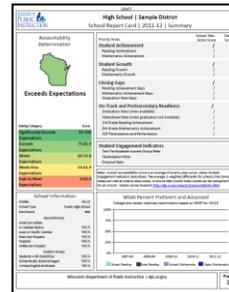
Adapted from: October Issue of Smarter News, the Consortium's Monthly eNewsletter

Smarter Balanced Assessment Consortium Pilot Testing

Participation in the Pilot Test of the Smarter Balanced Assessment System beginning in February 2013 will be open to classrooms across the Consortium. Additional information will be provided this later this Fall.

2011-12 School Report Cards Update

This Fall the Department of Public Instruction (DPI) released School Report Cards for all public schools in Wisconsin. The preliminary report cards were released securely to schools via SAFE, and publicly online.



Schools had an opportunity to review the data in the preliminary report cards, and DPI staff worked with a number of schools to understand their results. The report cards will be finalized this month. Final versions of the School Report Card will represent 2011-12 accountability reporting.

DPI has created a number of resources to help users understand the School Report Card and interpret the data. These resources are available online at http://reportcards.dpi.wi.gov/rc_districts and in SAFE. On this webpage, you will also find a state download file, in an Excel format, that includes data from each school's report card, which can be sorted and filtered for ease of use. Sample parent letters have also been provided online at <http://statesupt.dpi.wi.gov/>.

Over the next six months DPI will work to develop district-level reports. These reports will be issued for the first time with the 2012-13 School Report Cards.



ACCESS for ELLs® Update

The 2012-13 ACCESS for ELLs® assessment materials should arrive in districts the week of November 19, 2012. The testing window for students participating in a language assessment is December 3, 2012 - February 8, 2013. Districts should administer the ACCESS for ELLs® and Alternate ACCESS for ELLs™ during this testing window. All English language learners (ELP Code 1-5) are expected to take a language assessment.

Both DPI and World-Class Instructional Design and Assessment (WIDA) highly recommend school personnel and professionals administering ACCESS for ELLs® complete the online training and certification process. The training modules can be accessed through the WIDA website at www.wida.us. District Assessment Coordinators (DACs) can obtain pass codes which allow access to the account generator to create individual training accounts. Proctors should complete the training for any of the assessments they plan to administer: the kindergarten assessment, the ACCESS for ELLs®, and Alternate ACCESS for ELLs™ for grades 1-12. In the case of the Alternate ACCESS for ELLs™, the department recommends that the professional who works most closely with the student proctor the test.

This year there are no significant alterations to the ACCESS for ELLs®; however, districts that did not administer the test last year will find changes in how the Speaking Test is administered. Tier B and Tier C students will now skip T1 tasks on the Speaking Test, unless they fail to meet T2 expectations on Parts A or B. This change was made in order to better communicate to students at higher proficiency levels the amount of language they are expected to produce.

Districts that participated in either the field test or the pilot for the Alternate ACCESS for ELLs™ will find that there are some changes to test administration. These can be found on webinars available on the WIDA website page at <http://wida.us/assessment/alternateaccess.aspx>. Districts can use 1-7-C: 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 language

assessment. Only a very small number of students are expected to meet the Alternate ACCESS for ELLs™ eligibility requirements.

ISES Data Collection and pre-ID label generation - The ACCESS pre-ID labels are generated based in part on information from the Individual Student Enrollment System (ISES). This year, the manual/automatic reclassification system went into effect. See ESEA Bulletin 07.02: Criteria for



Reclassification of English Language Learners into Fully English Language Proficient Status (Exiting) available at http://esea.dpi.wi.gov/files/esea/pdf/bul_0702.pdf. Prior to the close of the ISES Review and Revision period that runs until 8:00 a.m. on November 28, districts

should verify their collection to make sure that all English language learners (ELLs) and former ELLs have been appropriately coded. All automatically or manually exited students should have the designation of ELP Code 6.

Pre-ID Label Shipment - On January 7, 2013, MetriTech will ship Pre-ID barcode labels to all districts. The Pre-ID labels will include all relevant demographic data for reporting and accountability under state and federal law. The state file 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.

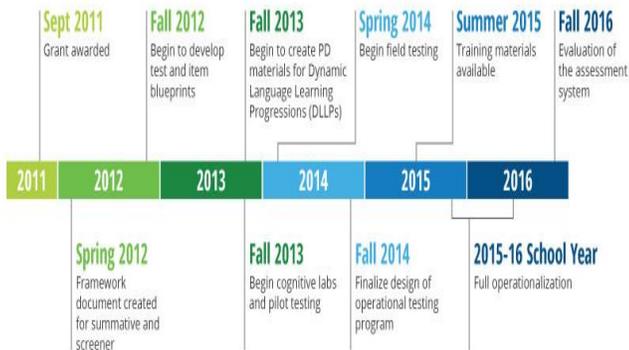
Ordering Additional Testing Materials - Additional ACCESS for ELLs® and Alternate ACCESS for ELLs™ testing materials may be ordered by the ordering deadline of January 25, 2013, by contacting MetriTech at 800-747-4868 or by email: wida@metritech.com.

For questions about the ACCESS for ELLs® and Alternate ACCESS for ELLs™, reclassification protocol, or to obtain pass codes, contact Audrey Lesondak at 608-267-5153 or audrey.lesondak@dpi.wi.gov.



ASSETS Grant (Assessment Services Supporting ELs through Technology Systems)

The ASSETS Consortium is on track for implementation of a new online English proficiency assessment system in 2015-16. Please refer to the accompanying timeline for the major project milestones. Michigan joined the Consortium in September, adding considerable expertise in online assessment and bringing the number of member states to 30. The ASSETS project website is expected to launch in late November at <http://www.assetsproject.org/>. The Consortium governing documents, assessment framework, and other project documents will be available on this website. Next steps include prototyping new items and lining up sites for pilot testing. If interested in learning more about ASSETS or how to become involved, please contact Jihan Bekiri, State Project Coordinator, at jihan.bekiri@dpi.wi.gov or 608-267-1288.



NAEP Update

Thank you to participating districts and schools for getting your student lists submitted ("e-filed"). NAEP field staff will contact designated school coordinators in December to set up a pre-assessment visit at the school. Most visits are scheduled for January. At that visit, the school coordinator and the NAEP field staff representative will review demographics for the students sampled to participate in NAEP, discuss accommodations needed for students with disabilities and English language learners, and plan the logistics for testing day. Schools need to customize and print parent notification letters on school letterhead and send the letters home before the scheduled assessment day. Please save a dated copy of the letter to give to field staff and email Angela Dugas, angela.dugas@dpi.wi.gov, with the date they are sent home. More information about the pre-assessment visit, as well as a copy of the parent letter, can be found on schools' MySchool webpages at <http://www.mynaep.com> under the *Prepare for Visit and Meet with Representative* links.



Smarter Balanced Assessment Consortium FAQ

Will the recently released Smarter Assessment sample items and performance tasks appear on the final assessments?

The sample items and performance tasks are meant to illustrate the rigor and complexity students will encounter on the Smarter Balanced assessments. They also show the different types of questions that will appear on the assessments, including selected-response; constructed response; technology-enhanced; and performance tasks. While these items and tasks may be included in the non-secure interim assessment item bank, they will not be part of the secure summative assessment item bank. Smarter Balanced is working with educators to develop and test thousands of additional items and performance tasks in 2013 and 2014.

We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability works to improve and refine this communication tool we would appreciate feedback and/or suggestions on the layout and content.

Please contact OEA at: oeaemail@dpi.wi.gov.





PUBLIC INSTRUCTION

OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XXIV, November 2012



“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 2012-13 WSAS pre-test workshop webpage: http://oea.dpi.wi.gov/oea_12pretest. There are also step-by-step instructions in the Guide for District Assessment Coordinators (DAC Guide), available at http://oea.dpi.wi.gov/oea_publications, beginning on page 24.

Once the materials are packed and ready to be returned, DACs are required to use CTB/McGraw-Hill's online retrieval system at <http://programs.ctb.com/WSAS> to arrange for pick-up no later than December 3, 2012.

FAQ... Shipping and Packing Test Materials

- Q. When bundling test books, must we use the bands that are provided?**
Yes. You must use the bands provided for bundling. These bands are specifically selected for their size, strength, and durability. Rubber bands or other types of bands may damage test books and make them difficult to score.
- Q. When boxing test books, must we use the boxes that are provided?**
Yes. You must use the boxes provided for shipping materials back to CTB. These boxes are specific to Wisconsin and make it easier to keep track of all Wisconsin test materials.
- 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. What should I do if we've already shipped our boxes and we have one or more test books 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. Why is it important to accurately report the lowest grade in my school last year?**
WSAS disaggregated reports and accountability determinations are based on students enrolled for a full academic year (FAY). If the lowest grade in the school last year was a grade level of testing this year (for example grade 6 in a middle school), then none of the students currently enrolled in that grade had been enrolled in the school FAY. When this is the case, school level reports for that grade are disaggregated based upon FAY status within the district. If the lowest grade in the school last year is not accurately reported, then disaggregated reports and accountability determinations may be inaccurate and WINSS and School Report Cards may show no test results for some grades in the school.



PUBLIC INSTRUCTION

OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XXIV, November 2012

Building Assessment Literacy...

Smarter Balanced Assessment Consortium Sample Items And Performance Tasks Now Available

The sample items and performance tasks, available at <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>, were developed in collaboration with educators and content experts and are meant to help teachers, administrators, and policymakers better understand the Common Core State Standards and prepare for the implementation of the Smarter Balanced assessments.

43025 Smarter Balanced Assessment Sample Item

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.



Men's 50 Meter Freestyle
00:21.74

Question

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

The samples include nearly 50 assessment items and performance tasks, including examples of innovative, technology-enhanced items that take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types. In addition, sample performance tasks showcase the extended classroom-based activities students will experience as part of the Smarter Balanced assessment system.

Users can explore the sample items and performance tasks by grade band, content claim, and item type. Each item includes detailed information about the standards and assessment targets being measured. In addition, most selected response and technology enhanced items can be automatically scored, providing instant feedback

to users. Scoring rubrics are available for constructed-response items and performance tasks. Select English language arts/literacy items include a text complexity analysis that explains how quantitative and qualitative factors were evaluated to determine the appropriate grade level of a passage.

The sample items and performance tasks currently do not include accessibility and accommodations tools that will be available when students take the assessments. The sample items and performance tasks also represent only a small fraction of the thousands of items that will be available when pilot testing begins in February 2013.

Smarter Balanced welcomes feedback and questions on the sample items and performance tasks. Comments can be submitted through an online form, available at <http://www.smarterbalanced.org/sample-items-and-performance-tasks-questions-and-feedback/>.

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