



PUBLIC INSTRUCTION

EDUCATIONAL ACCOUNTABILITY & STUDENT ASSESSMENT

Newsletter - Issue XXVII, September 2013

OEA/OSA Updates...

2013 WSAS Testing Window

The Fall 2013 testing window for the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is October 28 – November 29. Testing may only begin on or after October 28, 2013. For future testing dates go to <http://dpi.wi.gov/oea/calendar.html>.

DPI recommends that schools try to complete the majority of testing within the first two weeks of the window, leaving the remaining time for make-up sessions.

Smarter Update

The Smarter Balanced Consortium has been working with educators throughout the summer to engage them in the development of the assessment system and to provide resources and information on the Common Core State Standards (CCSS) and next-generation assessments.

In May, Smarter Balanced announced the availability of online Practice Tests in grades 3-8 and 11 in English language arts/literacy and mathematics. The Practice Tests provide an important opportunity for teachers, students, parents, and other interested parties to experience the features of online testing and gain insight into how Smarter Balanced will assess students' mastery of the CCSS which are available at <http://www.corestandards.org/>).

In addition, this Fall, Smarter Balanced will work with educators to develop a digital library of formative assessment and



professional development resources. These resources will be developed by teachers, for teachers, to improve the quality of information collected through the daily classroom activities of assignments, quizzes, and observation of student work. Wisconsin has 92 teachers throughout the state participating in this activity.

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OEA/OSA Calendar...

Assessment Windows for 2013-14

2013	
September 16 - October 11	Fall 1 st Grade PALS Testing Window
October 14 - November 8	Fall 4K and 5K PALS Testing Window
October 28 - November 29	WSAS Testing Window (WKCE and WAA-SwD)
December 2	ACCESS for ELLs® Testing Window Opens
2014	
February 7	ACCESS for ELLs® Testing Window Closes
January 27 - March 7	NAEP Assessment Window

Important Assessment Dates

2013	
September	Preliminary notification to districts missing 2012-13 ELL accountability AMAOs
September 13	Braille and Large Print edition of WKCE and WAA-SwD orders due
September 26	Pre-Recorded 2013 WSAS pre-test workshop available online via Mediasite
September 30 4:00 PM	Deadline to update ALL WSLs records and ISES "Grade Level Placement" fields for WSAS test labels
October 1	Districts that miss AMAO will receive preliminary notification
October 1 - 20	Window for ordering ACCESS Testing Materials
October 15	Deadline for schools participating in NAEP to provide/update school information on MyNAEP
October 30 8:00 AM	Final day to update WSLs records; ISES Year-End collection closed for data pull for WSAS Pre-ID labels and ELL Exiting Accountability AMAO determinations
October 31	District Profile Reports available in Secure Access File Exchange (SAFE)
November 1	Deadline for schools participating in NAEP to submit their student e-file
November 27 8:00 AM	Deadline to review and revise all ISES records before lockdown



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Smarter Update (Continued from page 1)

Many organizations have developed resources to explain the standards and help teachers support student success in the classroom. Smarter Balanced recently updated the Common Core State Standards Tools and Resources webpage at <http://www.smarterbalanced.org/k-12-education/common-core-state-standards-tools-resources/>, with links to factsheets, videos, and instructional resources that provide detailed information for educators, parents, and policymakers about the new standards.

The website includes links to:

- Common Core Overview Videos by the Council of the Great City Schools
- Instructional resources for teachers from the AFTs' Share My Lesson
- Teaching Channel videos on the Common Core
- Parent Roadmaps in English and Spanish from the Council of the Great City Schools
- Student Achievement Partners' resources for educators

Development of the assessment system will continue as the consortium researchers analyze results from the Pilot Test and develop items and tasks for the Field Test next spring.

District and School Report Cards

On September 17th the Department of Public Instruction (DPI) will publicly release School Report Cards for the second year and, for the first time, district level report cards. School Report Cards are based on four priority areas; student achievement, student growth, closing gaps, and on-track/post secondary readiness. Likewise, District Report Cards will be based on the same priority areas with the data derived from all the schools within the district. The district will be treated as "one big school" responsible for all students in the district for the purposes of the District Report Card.

Metric	Score	Rating
Overall Accountability Score and Rating	95.00	A
Student Achievement	95.00	A
Student Growth	95.00	A
Closing Gaps	95.00	A
On Track and Postsecondary Readiness	95.00	A

There have also been some adjustments to the School Report Cards. The listing of these minor adjustments with details on what they mean can be found at <http://acct.dpi.wi.gov/files/oea/pdf/whatsnewrptcd.pdf>.

A wealth of resources for educators and parents explaining the report cards and their content can be found at http://acct.dpi.wi.gov/acct_accountability. It is critical for schools and districts to inform their communities about the contents of the report cards and efforts towards continuous improvement for all students.

Important Reminder

DPI would like to stress the importance of ensuring each student is working in their own WKCE test book. Please have proctors and students check the label on the front of the test book prior to beginning each new testing session. Be particularly attentive of students with the same names (i.e., twins/siblings) to be sure each student has the correct book.

Delivery of Testing Materials

WSAS testing materials will be delivered October 7-11, 2013. WKCE and WAA-SwD materials will be delivered the same week in separate shipments. Boxes containing WAA-SwD materials will be differentiated by a three-inch blue dot on the outside of the package. The District Assessment Coordinator (DAC) is responsible for sorting and distributing all test materials to schools as soon as possible. The DAC must inventory all materials and report any WKCE shortages to CTB/McGraw-Hill, and WAA-SwD shortages to DPI.





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Reminder to Update WSLs Data

The Department of Public Instruction (DPI) creates student demographic pre-ID labels for WSAS test booklets. The labels are created using the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) databases and will be shipped to districts before the Fall 2013 test window. To make this process as easy as possible during the busy testing window, please do the following:

1. Update ALL WSLs records and ISES "Grade Level Placement" fields **before 4:00 PM on September 30, 2013**.
2. Update all WSLs records again **before 8:00 AM on October 30, 2013** (3rd Friday of September, Child Count, and Year End Submission Period Ends).
3. Verify and lock all ISES records **before 8:00 AM on November 27, 2013** (Review and Revision period ends).

Remember to Update your District Assessment Coordinator (DAC) Information

Every District must complete the annual update to DAC contact information. Those who have not yet completed the 2013-14 update, please do so and return the DAC Update form to the Office of Student Assessment no later than September 13, 2013, even if the designated DAC remains the same.

Every DAC is also required to complete the Wisconsin Student Assessment System (WSAS) District Assessment Coordinator Confidentiality Agreement for the 2013-14 test administration prior to test materials arriving in the district. Be sure to submit the DAC Confidentiality form by September 30, 2013.

Forms are available at http://oea.dpi.wi.gov/oea_dacforms.

Assessment Accommodations Matrix

The assessment accommodation matrices are available for the 2013-14 school year at http://oea.dpi.wi.gov/oea_accommtrx. Please keep in mind all assessment accommodations for students with disabilities, students on 504 plans, and English language learners (ELL) should be documented and consistent with day-to-day instruction. Please contact Kristen Burton, kristen.burton@dpi.wi.gov, with any questions.

New District Assessment Coordinators

Each year, many Wisconsin districts designate a new district assessment coordinator (DAC) who serves as the central point of contact and the coordinator for statewide testing in their district. If you have been designated as the new DAC for your district, there are several things that you should do:

- ✓ Complete the "DAC Update Form" located at http://oea.dpi.wi.gov/oea_dacontact. This form provides us with your email address to ensure that you receive timely information related to testing and accountability.
- ✓ Familiarize yourself with the Accountability and Assessment website located at <http://oea.dpi.wi.gov/>, specifically information posted in the DAC Corner. A master calendar of activities is posted under "DAC Responsibilities."
- ✓ Obtain access to the Online Reporting System (ORS), which is a secure, password-protected site where you can view Wisconsin Student Assessment System (WSAS) results. If you need assistance (username and/or password), contact OSA at (608) 267-1072 or osamail@dpi.wi.gov.

Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Update

The Office of Educational Accountability has developed an online ordering system for the WAA-SwD test materials. District assessment coordinators (DACs) were sent an email from 'DPI Forms Management' with a link to the online ordering form on August 28, 2013. This form allows the DAC to identify the final number of WAA-SwD test books, including WAA-SwD picture description and WAA-SwD Braille books, required for the Fall 2013 test administration. Districts with no students taking the WAA-SwD should still open the order form and enter 'zero.' This process will provide districts with a more accurate initial shipment of test materials, reducing the need for additional orders. The deadline for this electronic order is September 13, 2013, and will be used for packing and shipping the WAA-SwD test materials.

After September 13, all additional orders will need to be placed through DPI at (608) 267-1072 and will arrive as a separate shipment from your other test materials. DACs should work

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WAA-SwD Update (Continued from page 3)

with the Special Education Director in their district to identify an accurate count of students expected to take the WAA-SwD at each grade level.

Please note that the test book order form cannot be forwarded to others for completion. It must be completed by the DAC.

Reminder:

- Participation in the WAA-SwD is an Individualized Education Program (IEP) team decision using the Participation Checklist available at http://sped.dpi.wi.gov/sped_forms06. Students whose instruction is based on the Extended Grade Band Standards should be taking the WAA-SwD, with or without accommodations. Students whose instruction is based on the Wisconsin Model Academic Standards should be taking the WKCE, with or without accommodations.
- Test administrators for the WAA-SwD need to be trained, licensed professionals. Test administrators should review the PowerPoint presentation and materials posted at http://oea.dpi.wi.gov/oea_waa prior to the test window.
- Teachers for students in grades 4, 8, and 10 should download rater forms for Language Arts/Writing and Social Studies. Student performance levels must be reported on the back of the WAA-SwD Answer Document. These forms can be found at http://oea.dpi.wi.gov/oea_waa.

Dynamic Learning Maps (DLM) Update

During a 10-week summer session, item writers developed a total of 27,842 items in ELA and mathematics. These items then went through a content and bias review by more than 30



DYNAMIC
LEARNING MAPS

educators from DLM partner states. These items include those that will be used in the October Pilot Test as well as to be used for

released items. The pilot test will be administered in a select number of districts this fall concurrent with WAA-SwD testing. All districts will be encouraged to participate in the Field Test held in January 2014. More details regarding the field test will be made available later this fall. Please contact Kristen Burton, kristen.burton@dpi.wi.gov, with any questions.

Commercial Products and Workshops Promoting Test Prep

The Office of Student Assessment has received a number of phone calls from districts asking about the validity of commercial test prep products or workshops designed to enhance student performance on the WKCE. DPI does not endorse commercial testing companies, their products, or workshops. It is recommended that schools limit the amount of instructional time spent on specific test preparation activities; instead, time is better spent on solid instructional activities that prepare students to demonstrate proficiency on grade level expectations. Suggestions for test preparation are available at the OEA website at http://oea.dpi.wi.gov/oea_dacnwltrs.

Please note that the use of test question(s) from any previous years' WKCE test administrations is a serious test security violation. Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. The test questions from previous WKCE tests are considered live items and may be included on the current year's test. Please refer to the test security trainings available on the DPI website http://oea.dpi.wi.gov/oea_tsecuritydac and http://oea.dpi.wi.gov/oea_tsecurityprc.

Please ensure that your district administrator and the building principals are aware of this information.





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ACCESS for ELLs® Update

In September, MetriTech will send district assessment coordinators (DAC) an email regarding ordering ACCESS for ELLs® test materials. The log-in information provided by MetriTech is used for test ordering and accessing MetriTech materials. If you do not receive the email from MetriTech, please contact them at 800-747-4868.

The window to order test materials is October 1-22, 2013. DPI will again provide MetriTech student demographic data for creating Pre-ID labels. Only student Limited English Proficiency (LEP) Levels 1-5 should be administered the ACCESS for ELLs®. For students in grades 5 and above in the 2013-14 school year, who have previously scored 5.0 or higher as an overall composite score, districts are responsible for manually designating the appropriate English Language Proficiency code 5 or 6 in the Individual Student Information System (ISES). This will help to ensure that an accurate number of labels is generated.

When ordering test booklets for students districts should only order the exact number of books needed. A 10% overage of student test booklets is automatically added to the order. It is possible to order additional rush materials in the middle of the testing window, should they be needed.

Testing begins on December 2, 2013, and will continue through February 7, 2013. We recommend that test administrators be re-trained on an annual basis, as the ACCESS for ELLs® undergoes changes each year. Training resources are accessed via the WIDA website requiring a WIDA log-in and password. DACs may contact Audrey Lesondak at (608) 267-5153 or audrey.lesondak@dpi.wi.gov to obtain a username and passcode.

Starting in the 2013-14 school year, the ACCESS for ELLs Listening Test will be media delivered. The Listening Test CD can be played on a CD player, or on a desktop or laptop computer. If a computer is used to play the Listening Test CD during the test administration, working external speakers are required. The minimum requirements for playing an audio CD on a computer or streaming audio files from the internet are listed in the tables below. This shift from a teacher-read script

to media delivery will increase the standardization of the test administration and ease the workload of test administrators. The test items will reflect more authentic listening scenarios, such as interactions between a teacher and a student. Additional information will be available through the WIDA Test Administration training and the Test Administration Manual available later this fall.

2013-14 ACCESS for ELLs® Listening Test Administration Minimal Technical Requirements for Playing an Audio CD on a Computer		
	Macintosh	PC
1998 or Older	<ul style="list-style-type: none"> Mac LC III or Higher 25 MHz 68030 or Faster 8 Megabytes or More of RAM System 7.1 or Later Double Speed Multi-Session CD-ROM Drive Apple CD-ROM Extension 5.1.1 or Later SoundManager 3.0 	<ul style="list-style-type: none"> IBM Compatible 486 SX 25 MHz or Faster 8 Megabytes or More of RAM Microsoft Windows 3.1 or Higher Double Speed Multi-Session CD-ROM Drive With Enhanced CD Compatible Firmware 8 Bit Sound Card
1999 or Newer	<ul style="list-style-type: none"> 120 MHz PowerPC Macintosh 32 MB or More of Installed RAM Mac OS 8.1 or Later CD-ROM Drive (Blue Book/ Multi-Session) Compatible Firmware 	<ul style="list-style-type: none"> 166 MHz Pentium PC Processor or Greater 32 MB or More of Installed RAM Microsoft Windows 95 or Higher 16 Bit Sound Card

2013-14 ACCESS for ELLs® Listening Test Administration Minimal Technical Requirements for Streaming Audio Files from the Internet	
Internet Provider Type	Hardware Type
<ul style="list-style-type: none"> DSL Cable Fiber Optic (FiOS) Satellite WiFi hotspot with adequate bandwidth (not recommended as a first choice for Internet connection) 	<ul style="list-style-type: none"> 500 NHz processor, AMD, Intel, Via Windows XP or later for PCs OS X or later, Linux 7 or later for Macs 128 MB of RAM or more Supported audio device onboard or add-in audio card Wired or wireless network connection External speakers Browser of a dedicated software player, such as VLC, Quicktime, WMP, etc.
Minimum connection speed for streaming audio files from the Internet is 256	



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Warning!

Test Taking Strategies that Hinder not Help

Every year the Office of Student Assessment is contacted by educators with questions about various test taking strategies and their use on the WKCE. The following are problematic test taking strategies that may cause issues with your students' score.

- **The Cross-off Method** – The practice of having students cross off answers they believe to be incorrect may interfere with the scanner's ability to detect the student's intended answer. This could result in an inaccurate score.
- **Using Post-it Notes** – Post-it notes inadvertently left in testbooks will jam the scoring machine and prevent these tests from being scored.

record letter scores within district recording keeping and software applications and in student records for ongoing reference.

It is recommended that the test administrator be the licensed professional who works most closely with the student. Special education teachers or ELL teachers may administer the Alternate ACCESS for ELLs™. Both may be present when administering the assessment. Test administrators must complete the Alternate ACCESS training found on the WIDA website at www.WIDA.us. To access the training modules, a username and password are required. District personnel who would like supplementary materials on understanding the Alternate ACCESS for ELLs score reports may contact Audrey Lesondak at 608-267-5153 or audrey.lesondak@dpi.wi.gov.



Alternate ACCESS for ELLs™ Update

This year marks the second year English language learners (ELLs) with significant cognitive disabilities will take the Alternate ACCESS for ELLs™ during the ACCESS testing window. An Individualized Education Program (IEP) team is responsible for deciding whether a student who is classified as EL with a significant cognitive disability will participate in the ACCESS for ELLs® or the Alternate ACCESS for ELLs™ and if accommodations will be used. IEP teams should address each of the criteria outlined in the IEP. Only students who meet the test participation criteria should take the Alternate ACCESS for ELLs. The *Participation in the Statewide Language Assessment Checklist and Accommodations worksheet 1-7-C* can be found at http://sped.dpi.wi.gov/sped_forms06.

The scores provided on the Alternate ACCESS for ELLs are reported as numbers and letters 1a, 2a, 3a and 1p, 2p, 3p. ISES will report scores as numbers only. Districts should

ASSETS (Assessment Services Supporting ELs through Technology Systems) Grant

The ASSETS Consortium continues progress in the development of the online English proficiency assessment system. We are pleased to announce that with the addition of Colorado, Kentucky, and Arkansas, the ASSETS Consortium membership has increased to 34 member-states.

Throughout the past few months, the ASSETS subcommittees have:

- provided input for the national meeting on a common English language learner definition,
- recommended technology requirements and configurable options on the administrator portal, eDIRECT, that will be used for the ACCESS for ELLs 2.0 Field Test, and

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ASSETS Grant Update (Continued from page 6)

- proposed recommendations for online features available for all students and accommodations for students with disabilities in the online and paper/pencil test environment for the ACCESS for ELLs 2.0 Field Test.



The Center of Applied Linguistics has completed Phase I and II of Pilot Testing. The ASSETS test development partners are now focusing on preparations for the start of field testing in March 2014. In Winter of 2015,

Wisconsin districts will be field testing for ACCESS for ELLs 2.0 in the Listening domain *only*. Currently, test development is focusing on refining the test items, creating and making technical adjustments to the field test platform, and addressing interoperability needs for both the field test and the operational test.

Additionally, WIDA and UCLA researchers met in Madison, Wisconsin, to discuss progress on the Dynamic Language Learning Progressions research. The meeting included group discussion on initial findings and a demo of the database that is being developed to store and parse language samples. WIDA anticipates this tool will be an important resource to help educators understand the progression of language. Please visit the Dynamic Language Learning Progressions website for further details at <http://www.dllp.org/>.

In an effort to prepare ASSETS states for the field test, WIDA and DPI will develop communications that prepare districts for technology readiness and planning the logistics of test administration. For detailed information regarding Field Testing preparations, please visit our website at www.assetsproject.org.

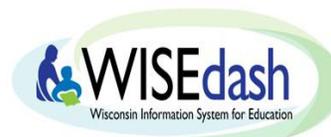
Wisconsin Information System for Education Dashboard (WISEdash) Update

WISEdash, the DPI's dashboard reporting tool, allows users to access data on a wide variety of topics. The secured version of WISEdash is accessible to school and district staff through DPI's "Secure Home" Webpage. The current dashboards offered through WISEdash include:

- Enrollment and Attendance
- Assessments (including WSAS, ACT, AP, and ACCESS for ELL)
- Student Growth Percentiles
- High School Completion
- Postsecondary Enrollments
- Student Profile
- Student Search

DPI is currently working to add MAP and Value Added data to WISEdash. An additional tool, WISExplore, is in development, which will include additional tools to support analysis of the data in WISEdash. To learn more about this project visit: http://wise.dpi.wi.gov/wise_explorehome.

In addition to providing secure access to education data, DPI also recognizes the need to provide education data to the public later this fall. DPI will release a public version of WISEdash for use by parents, districts and schools, media, legislators, community groups, and researchers. The dashboards that will initially be available include: Enrollments, Attendance, WSAS, ACT, and Advanced Placement. All public data will be summarized and redacted.



- For more information about WISEdash visit: http://wise.dpi.wi.gov/wise_dashhome.
- For a video tutorial about the secured version of WISEdash visit: <http://www.youtube.com/watch?v=PCwJX6N7zCk&feature=youtu.be>.



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Accountability for the Progress and Attainment of English Language Proficiency (ELP) for 2012-13

Districts with English language learners (ELLs) must meet three accountability objectives called Annual Measurable Achievement Objectives (AMAOs). This year:



- AMAO 1 (progress in English proficiency) is based on the percent of ELLs meeting a growth target of 0.4 ELP level gain. AMAO 1 is met if 39% of ELLs made 0.4 or greater ELP level progress on the 2012-13 ACCESS for ELLs overall proficiency level scores.
- AMAO 2 (attainment of English proficiency) is met if 9.5% of ELL students scored a 5.0 or above overall composite proficiency level on the 2012-13 ACCESS for ELLs®.
- AMAO 3 is determined by the WSAS results on the WKCE/WAA exams. Performance of ELLs in districts and consortia are compared to the Annual Measurable Objectives approved under the ESEA waiver.

Districts that miss an AMAO will receive preliminary notification by October 1, 2013. AMAO District Profile Reports will be available by October 31 for all districts with ELL students in the Secure Access File Exchange (SAFE). These reports are available to district personnel who are authorized to use Longitudinal Data System (LDS) Secure Tools. For more information visit: http://oea.dpi.wi.gov/oea_ellamao.

PALS Update

Districts should be preparing for the upcoming administration of the Phonological Awareness Literacy Screening (PALS) for all 4-year-old kindergarten through first grade students in the

Fall and Spring of the 2013-14 school year. PALS was first required for 5K students during the 2012-13 school year. The program expands for 2013-14 to require PALS for first grade and 4K. For the 2014-15 school year, the PALS requirement will expand to also include second grade.

The Fall screening window for first grade students is scheduled for September 16 – October 11, 2013 with a score entry deadline of October 25, 2013. The Fall screening window for 4K and 5K students is scheduled for October 14 – November 8, 2013 with a score entry deadline of November 20, 2013.

Training materials for teachers can be found at <http://pd.casenex.com/>. Teachers are required to complete the Administration and Scoring course and should be encouraged



to complete the Online Score Entry and Reporting course. Kindergarten teachers who have already completed the courses last year are not required to complete them again, although a review of materials is suggested.

Student data will again be loaded to the Online Score Entry and Reporting System. First grade teachers have immediate access to student information in the system, while 4K and 5K teachers will have access to student information right before the Fall assessment window opens.

The PALS Wisconsin Resource Center is a helpful guide for your PALS related questions and can be accessed at <http://www.palswisconsin.info/>. For additional questions, please contact Duane Dorn at DPI at duane.dorn@dpi.wi.gov or (608) 267-1069.



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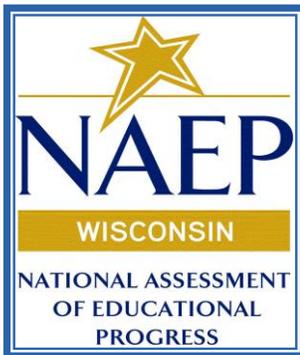
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NAEP Updates

Schools participating in NAEP 2014 have been notified of their assessment date. If there is a conflict with this date, please contact Angela Dugas, angela.dugas@dpi.wi.gov, or Kristen Burton, kristen.burton@dpi.wi.gov; we will work with schools to reschedule the assessment date. This month, participating schools will receive a NAEP packet of information, which

should be given to a designated NAEP School coordinator. The NAEP School coordinator will complete NAEP pre-assessments tasks and be the main point of contact between schools and NAEP field staff. Please note the following deadlines approaching for NAEP pre-assessment activities:

- ASAP: NAEP School coordinators register on MyNAEP following the instructions in the September packet.
- October 15: NAEP School coordinators complete the *Provide School Information* form on MyNAEP.
- November 1: NAEP School coordinators submit or “e-file” student lists for the grade selected for NAEP, following the instructions posted on MyNAEP.



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 would appreciate feedback and/or suggestions on the layout and content. Please contact OEA and OSA at:

oeamail@dpi.wi.gov.





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“Are the Smarter Balanced Practice Tests now Available?”

Teachers, parents, and students across the country can now access Smarter Balanced Consortium Practice Tests at <http://www.smarterbalanced.org/pilot-test/>, aligned to the Common Core State Standards. The Consortium recently released sets of example test questions for grades 3–8 and 11 in both English language arts/literacy and

mathematics. The Practice Tests will help schools prepare for the implementation of the Smarter Balanced Assessment System in the 2014-15 school year.

The Practice Tests provide a preview of the types of questions that will be featured in the summative assessment beginning in 2014-15, including selected-response items, constructed-response items, technology-enhanced items, and performance tasks. (Performance Tasks - extended activities that challenge students to apply their knowledge and skills to respond to real-world problems.)

The Practice Tests do not include all the features of the operational assessments. For example, students and teachers will not receive reports or scores from the Practice Tests. Although Smarter Balanced assessments will be computer adaptive, the Practice Tests follow a fixed-form model. Scoring rubrics are available for the practice items.

The release of the Practice Tests follows the Smarter Balanced Pilot Test, the first large-scale tryout of items and performance tasks, conducted February 20 – May 24, 2013. Development of the Smarter Balanced Assessment System will continue through Summer 2014 in collaboration with member states and educators.

For questions on the Practice Test, you can contact the Help Desk toll-free at 1-855-833-1969 or email at smarterbalancedhelpdesk@ets.org.

FAQ...

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

Yes. You must test all students enrolled. Because the student is probably not a Full Academic Year student, the student counts only as a test participant and will not affect the school and district accountability.

Q. Do I have to test students who participated in the WKCE last year and are still enrolled in the same grade this year?

Yes. The WKCE must be administered to all students enrolled in grades 3-8 and 10, no matter how many times a particular student has participated in the past. Some students will take the WKCE at the same grade level for consecutive years.

Q. When is parent opt-out allowable?

When a parent or guardian requests that the student be excused from participating in the WKCE, this request must be honored at grades 4, 8, and 10, per Wis. Stats. 118.30 (1r) 2.3. This request may come at anytime during the testing window. While not directly addressed by state statutes, districts may choose to honor parent requests to excuse their child from WKCE testing at grades 3, 5, 6, and 7, or the WAA-SwD at grades 3-8, and 10, at their discretion on an individual basis.

Q. Is the school or district responsible for testing a home-schooled student if the parent requests that?

No. You are neither required nor permitted to include home-schooled students in the WKCE, including those enrolled in your district for two or fewer classes per day.



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Building Assessment Literacy...

How to Explain the Common Core State Standards to Parents and the Community

The new academic goals—or standards—in mathematics and English language arts are part of states' efforts to ensure that all students graduate from high school prepared for college and the workplace. The standards are grounded in extensive research on what skills and knowledge students need to succeed in first-year college courses and career training programs.

Teachers, experts, and state leaders worked to develop a consistent set of standards called the Common Core State Standards. These standards have been adopted by more than 45 states, the District of Columbia, and the Department of Defense Schools that serve our military families overseas.

Moving far beyond simply memorizing facts and figures, the new standards challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world. Rather than racing to cover a curriculum that is a mile wide and an inch deep, teachers will be able to significantly narrow and deepen their lessons so that students master critical skills.

In the 2014-15 school year, states will begin using new online assessments designed to accurately measure how well students are meeting these new learning goals. These new assessments are a critical step in implementing the Common Core and preparing all students for college and careers. They will help teachers and parents monitor student progress and provide information about each student's unique needs.

States are working hard to ensure that teachers and principals are fully supported with dynamic tools and resources that will prepare them to help all students reach the new standards.

Wisconsin adopted the CCSS in June of 2010, leveraging the involvement of statewide English language arts and mathematics educator leadership teams in the review process, and gaining statewide support through multiple stakeholders. Applying the expertise and experience of educators across 48 states was crucial to developing strong standards that meet the needs of all students. Working with state partners on the implementation of the CCSS also helps us to learn from one another, share free and available resources, and support students as they move from state to state. The CCSS provides guidance and support, while still maintaining the local control so important to districts throughout the state. For more information about Wisconsin and the CCSS Myths and Facts please visit <http://standards.dpi.wi.gov/files/cal/8.6UPDATEDWCSSMythFacts.pdf>.

Resources for Engaging Parents and the Public

- **Common Core State Standards Initiative**
<http://www.corestandards.org/>
This is the official website for the Common Core State Standards (CCSS). The site includes general information, resources, and news on the CCSS.
- **DPI CCSS Family Resource Page**
<http://standards.dpi.wi.gov/families/families>
- **The Common Core State Standards: An Introduction for Families and Other Stakeholders**
<http://www.aspeninstitute.org/publications/common-core-state-standards-introduction-families-other-stakeholders>
This two-page flyer—available in both English and Spanish—was developed by The Aspen Institute to explain what the standards are and why they are important for improving public education.



PUBLIC INSTRUCTION

EDUCATIONAL ACCOUNTABILITY & STUDENT ASSESSMENT

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- **Council of the Great City Schools Three-Minute Videos**

<http://www.commoncoreworks.org/domain/157>

The Council of the Great City Schools developed a three-minute video—available in English and Spanish—that gives a brief introduction to the CCSS and that explains how the standards will help students prepare for college and career. The style and accessible language make these videos well-suited for presentations to community and parent groups.

- **Common Core State Standards Videos by the James B. Hunt, Jr. Institute for Educational Leadership and Policy and the Council of Chief State School Officers (CCSSO)**

http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

The Hunt Institute and CCSSO developed this series of videos featuring the authors of the standards discussing the development process and how the standards impact students.

- **Council of the Great City Schools Parent Roadmaps for English Language Arts and Literacy and for Mathematics**

<http://www.commoncoreworks.org/domain/114> / <http://www.commoncoreworks.org/domain/149>

The Council of the Great City Schools developed parent roadmaps that provide grade-by-grade information for parents about the expectations of the Common Core State Standards (CCSS), including examples of topics and content at each grade level and tips on supporting learning at home.

- **PTA Parents' Guide to Student Success**

<http://pta.org/parents/content.cfm?ItemNumber=2583>

The National PTA created guides in English and Spanish for grades K-12 to inform parents about the Common Core State Standards (CCSS) and support their children's success. The guides outline the key concepts that students should be learning in each grade in English language arts/literacy and mathematics, methods for building relationships with teachers, and tips for planning for college and career.

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