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Wisconsin Student Assessment System

District & School Assessment Coordinator's Guide

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, State Superintendent

District & School Assessment Coordinator's Guide

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Introduction

Purpose of This Guide

This guide was developed for use by Wisconsin District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) to assist in the administration of the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for the Fall 2014 testing program.

To ensure smooth implementation of the testing program, everyone who works with the assessments must work together and become familiar with the contents of this guide and the content of other test administration materials, paying careful attention to details.

About the WSAS

The Wisconsin Student Assessment System is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The WSAS includes the Wisconsin Knowledge and Concepts Examination (WKCE), and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), at grades 4, 8, and 10 in Science and Social Studies, Smarter Balanced Assessment (Smarter) at grades 3 - 8 in English Language Arts (ELA) and Mathematics, Dynamic Learning Maps (DLM) at grades 3 - 11 in English Language Arts (ELA) and Mathematics, ACT Aspire at grades 9 and 10, The ACT at grade 11 for English, Mathematics, Reading, Science, and Writing, and ACT WorkKeys at grade 11. All students enrolled in Wisconsin public schools must be accounted for through this process.

About the WKCE

The Fall 2014 Wisconsin Knowledge and Concepts Examination (WKCE) is customized to measure the Wisconsin Model Academic Standards (WMAS) and is developed and designed by the Department of Public Instruction and Wisconsin educators in conjunction with CTB/McGraw-Hill. Students in grades 4, 8, and 10 take the WKCE in Science and Social Studies. Science and Social Studies have multiple-choice items only.

About the WAA-SwD

The Wisconsin Alternate Assessment for Students with Disabilities is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. The WAA-SwD is aligned to the Extended Grade Band Standards developed by the Department of Public Instruction and Wisconsin educators. Students in grades 4, 8, and 10 are assessed in Science. The teacher test book contains the test administrator's protocol for each content area tested at that grade level, while the student test book is presented to the student and contains all the graphics and answer choices for each item. The test administrator records the answers indicated by the student on a machine-scannable WAA-SwD student Answer Document.

The performance levels for Social Studies are determined through rating scales based upon classroom evidence in grades 4, 8, and 10. These scores should be recorded on the back of the WAA-SwD student Answer Document. For more information, see http://oea.dpi.wi.gov/assessment/WAA.

What Does the WSAS Measure?

The purpose of the WSAS is to provide:

- information about student attainment of subject-area proficiency to students, parents, and teachers;
- information to support curriculum and instructional planning; and
- a measure of accountability for schools and districts.

The results of the WSAS are used by the Department of Public Instruction (DPI) as an accountability measure for school improvement to:

- meet its statutory requirement of identifying low-performing schools as stipulated by Wis Stats. 115.38(4);
- meet the federal Title I (NCLB) requirement to determine how well children are learning; and
- determine the extent to which schools and districts across the state are meeting the Wisconsin proficiency standards.

Why Do We Test?—Federal Law and Statutory Requirements

In the 2005–06 school year, the federal No Child Left Behind Act required all states to test all students in Reading and Mathematics in grades 3 through 8 and once in high school. These tests are referred to as the WSAS, which includes the WKCE and the WAA-SwD at grades 4, 8, and 10 in Science and Social Studies, Smarter at grades 3-8 and DLM at grades 3-11 in ELA and Mathematics, ACT Aspire at grades 9 & 10 and The ACT at grade 11 for English, Mathematics, Reading, Science, and Writing.

Since September 1, 2002, scores have been used as one of several criteria for advancing students from fourth to fifth grade and from eighth to ninth grade. The other criteria are academic performance, teacher recommendations based on academic performance, and any other academic criteria specified by the local school board.

Wisconsin s. 118.30 requires the state to test students in Science and Social Studies in grades 4, 8, and 10. This testing is designed to compare a student's strengths and needs with clearly defined standards, skill levels, or areas of knowledge. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates, "children with disabilities are included in general state and district-wide assessment programs with accommodations, where necessary." In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the Individualized Education Program (IEP) team determines that participation in the standard state assessment is inappropriate for the student. The WAA-SwD is administered for Science and Social Studies to these students.

Contact Information

For Assistance with Testing Materials and Processing

Contact CTB/McGraw-Hill's Wisconsin Help Desk for additional **WKCE materials** and all other inquiries:

- Telephone (800) 282-2203
- Fax (800) 282-0266
- E-mail WisconsinHelpdesk@ctb.com
- CTB Representatives will be available from 7:30 A.M. to 5:00 P.M. Central Time. CTB/McGraw-Hill's fax is available 24 hours a day.

Contact Wisconsin Department of Public Instruction for shortages or additional orders of **WAA-SwD materials**:

- Telephone (608) 267-1072
- E-mail debra.gaffney-dilley@dpi.wi.gov

For General WKCE Information

Contact Viji Somasundaram at the Wisconsin Department of Public Instruction (DPI):

- Telephone (608) 267-7268
- E-mail visalakshi.somasundaram@dpi.wi.gov

For General WAA-SwD Information

Contact Kristen Burton at the Wisconsin Department of Public Instruction (DPI):

- Telephone (608) 267-3164
- E-mail kristen.burton@dpi.wi.gov

To Arrange Pickup of Materials for Scoring

District Assessment Coordinators are to use CTB/McGraw-Hill's online process at http://www.ctb.com/pickupebs/prepCustSearch.do?phase_id=413 (the URL is case-sensitive) to register for return shipping of both WKCE and WAA-SwD materials. DACs without online access should call the CTB/McGraw-Hill Wisconsin
Help Desk at (800) 282-2203.

IMPORTANT: Calls to arrange for pickup of materials must be made no later than November 14, 2014.
Note: Do not use your own carrier.

For Wisconsin Student Number Locator System Information

Access the Wisconsin Department of Public Instruction Web site at http://lbstat.dpi.wi.gov/lbstat.

Important Dates

EVENT	DATE
Pre-Test Workshop—The WSAS Pre-Test Workshop will be held as a webcast on	September 24, 2014
Wisconsin Student Number Locator System—Districts update enrollment information in the Wisconsin Student Number Locator System (WSLS) for pre-ID label production by 8:00 A.M. on	September 29, 2014
Test Coordinator Kits (TCK)—Kits containing test documents and other materials pertinent to the program will be on site with the District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) by	October 6, 2014
Test Materials—Test materials for grades 3 through 8 and 10 are received by DACs by	October 6, 2014
DACs Distribute Test Materials to School Assessment Coordinators (SACs)—DACs complete distribution of test materials to SACs	October 13-17, 2014
Report Shortages of Test Materials—DACs complete inventory of test materials and report WKCE shortages to CTB/McGraw-Hill and WAA-SwD shortages to DPI	October 20-24, 2014
Pre-ID Labels—DACs receive first shipment of pre-ID labels by	October 17, 2014
Testing Window—Testing may NOT begin before the start of the testing window and may NOT extend beyond the closing of the testing window. All testing for both the WKCE and the WAA-SwD must be completed within these posted dates. No testing is allowed before or after the official testing window.	October 27-November 7, 2014
DACs Receive Second Shipment of Pre-ID Labels by	November 7, 2014
SACs Return WSAS used and unused test materials—SACs must return students' completed test books and student Answer Documents to DACs no later than	November 11, 2014
DACs Arrange for Pickup of WSAS used and unused test materials—DACs must contact CTB/McGraw-Hill online for pickup test materials no later than	November 14, 2014
Pickup of WSAS used and unused test materials by CTB/McGraw-Hill —Deadline for CTB/McGraw-Hill to pick up test books and student Answer Documents is no later than	November 19, 2014
ISES and WSLS Data Updates—Districts complete and update the ISES and WSLS data collections by	November 26, 2014
Student Profile Reports—Shipped by	February 4, 2015
Embargoed data available in WISEdash for Districts	February 17, 2015

Test Security

Importance of Test Security

The primary goal of WSAS test security is to protect the integrity of the tests. To ensure that trends in achievement results can be calculated across years to provide longitudinal data, a certain number of test questions are repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and other disciplinary actions may be taken.

Who Is Responsible for Test Security?

Everyone who works with the assessments, communicates test results, and/or receives testing information is responsible for test security. This includes:

- Wisconsin Department of Public Instruction (DPI) staff
- District Administrators
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- Students, parents, and the community at large
- Certified and non-certified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

Security Throughout the Testing Process

All test materials must be kept secure. **Do not photocopy or duplicate** any portion of a test book at any time. Test books and WAA-SwD student Answer Documents must be kept in a locked storage cabinet or area before and after all testing sessions. Test security is the responsibility of the entire school community.

Consequences of Violations

Under certain circumstances and in secure situations, the test may be photocopied for specific accommodations needed for individual students. All photocopies must be shredded immediately after use. Administrators, certified and non-certified school staff, students, and parents must adhere to security procedures before, during, and after testing. Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples of disciplinary measures might include a written reprimand, suspension, or termination of contract.

For more information on test security, see the Test Security Manual and the "WSAS Policy & Procedure Manual" section of this book.

Test Materials and Procedures

Before Testing

Delivery of Test Materials

Test materials will be received by districts no later than October 6, 2014. District Assessment Coordinators (DACs) must inventory all materials immediately and report any shortages no later than October 24, 2014, so that any shortages can be remedied before the testing window begins. DACs will automatically receive an overage of test materials with their original shipment to cover any initial shortages.

Shortages of WKCE test materials should be reported to CTB/McGraw-Hill's Wisconsin Help Desk at (800) 282-2203. **CTB/McGraw-Hill will accept reports of shortages from DACs only.** School Assessment Coordinators (SACs) must report any shortages of test materials to their DAC.

Schools in the Elmbrook, Green Bay, and Milwaukee districts will report WKCE shortages directly to CTB/McGraw-Hill. These schools will receive WKCE materials from CTB/McGraw-Hill for scoring and reporting.

All WAA-SwD materials will be shipped to the districts. DACs will sort WAA-SwD materials and distribute them to SACs. Shortages of WAA-SwD test materials should be reported to DPI at (608) 267-1072. **DPI will only accept reports of shortages or additional orders from DACs.**

Test Materials Inventory

Materials will be shipped to DACs before testing and must be distributed to School Assessment Coordinators by October 17, 2014. A brief description of the materials that are part of the Fall 2014 WSAS is provided below.

Test Coordinator's Kit (TCK)—The following materials are included in the TCK:

- **School Header Sheets**
  Each school receives eight copies of the precoded rust-colored WKCE School Header Sheet (SHS) and six copies of the precoded blue WAA-SwD School Header Sheet. Each SHS comes preprinted with the school name, school number, and lowest grade in the school. The SAC is required to complete the information boxes on the SHS for the appropriate test.
- **School/Group List**
  Each school receives a precoded School/Group List (SGL). Be sure to account for all students who are expected to take the WKCE and the WAA-SwD on the single SGL. The SAC is required to ensure that all information on the SGL is correct and that all enrolled students are accounted for with either a WKCE test book or a WAA-SwD student Answer Document.
- **Return-Shipping Labels**
  Two types of shipping labels are included for the return of test books—pink "TO BE SCORED" labels and white "NOT TO BE SCORED" labels.

WKCE Test Materials

- **WKCE Test Books**
  Test books are scannable; therefore, the student does not need to record the answers on a separate answer sheet.
- **Braille and Large Print Test Books** Braille and Large Print test books will be included if ordered by the district.
- **WKCE *Directions for Test Administration* Manual (TAM)** The directions contain all instructions needed to administer the test and is available online at http://oea.dpi.wi.gov/assessment/WKCE/resources.
- **WKCE *Student/Parent Pre-Test Information* Brochure**
  This brochure contains information about the WKCE in a user friendly format, and it should be distributed to students to take home before testing begins. The brochure includes a summary of the testing program and test objectives. The Spanish and Hmong versions of the brochure are also available online at http://oea.dpi.wi.gov/assessment/WKCE/resources.
- **WKCE Stack Cards (for returning used test books)**

WAA-SwD Test Materials

- **Teacher Test Books and Student Test Books**
  Each student taking the WAA-SwD should receive one teacher test book and one student test book containing all content areas assessed in that grade. WAA-SwD test books are non-scannable.
- **Student Answer Documents**
  There is one student Answer Document for each student taking the WAA-SwD. Test administrators will record answers on this scannable form with a No. 2 pencil.
- **WAA-SwD Envelopes (for returning used student Answer Documents)**
- **WAA-SwD *Directions for Test Administration* Manual (TAM)**
  This manual contains all instructions needed to administer the WAA-SwD. There is only one manual, containing instructions for all grade levels and all content areas.
- **WAA-SwD *Student/Parent Pre-Test Information* Brochure**
  This brochure, which is only available online at http://oea.dpi.wi.gov/assessment/WAA/resources, contains information about the WAA-SwD in a user-friendly format, and it may be downloaded, copied, and distributed to students to take home before testing begins. The brochure includes a summary of the testing program and test objectives. Spanish and Hmong versions are also available online.

Braille Edition

Braille editions of the WKCE are available for students who are blind or visually impaired in your school or district. Special accommodations may be necessary when administering the Braille edition of the test. Please check the student's Individualized Education Program (IEP) for any special accommodations.

For those districts that have ordered and received Braille and Large Print editions, administration manuals will be included in the shipment of the test. **Please remember that when administering a Braille or Large Print test, the answers must be transcribed into a regular WKCE book with a No. 2 pencil for scoring.**

Braille editions of the WAA-SwD are available (through DPI) for students who are blind or visually impaired. Test administrators are responsible for recording student responses onto a WAA-SwD student

Answer Document to be returned to CTB for scoring. **The used WAA-SwD Braille test book must be returned to DPI.**

WAA-SwD Braille materials and picture descriptions will be sent by DPI, not CTB/McGraw-Hill.

Large Print Edition

Students who take the WKCE Large Print edition mark their responses directly in the Large Print test book. **School staff must transcribe verbatim the student's responses into a regular WKCE test book using a No. 2 pencil and return it to CTB with the rest of the students' test books for scoring.** The used Large Print test book must be returned with the unused test books.

The WAA-SwD is printed in Large Print font (18-point type). If the student's IEP allows for it, additional magnification may be allowed. Please refer to the Assessment Accommodations Matrix in the "WSAS Policy & Procedure Manual" section of this book.

Student Pre-ID Labels

Accurate and efficient collection of student data is essential for the production of correct reports. These data are needed to make sure that individual student scores and school and district aggregate and disaggregate scores are reported accurately and meet the accountability provisions under state and federal laws.

Pre-ID barcode labels containing student demographics will be provided to all Wisconsin public school districts. Data contained on these labels will come from the Wisconsin Student Number Locator System (WSLS) and Individual Student Enrollment System (ISES) databases maintained at the Department of Public Instruction (DPI). See your district WSLS/ ISES administrator to make sure that district updates have been made to these databases. Electronically collecting student demographic information allows CTB/McGraw-Hill to provide your district with pre-ID labels for your students. This eliminates the need for hand-coding student data at the time of testing. DPI will provide CTB/McGraw-Hill with preliminary student barcode information. DPI will send a student data file to CTB/McGraw-Hill on October 1, 2014, containing up-to-the-minute enrollment data pulled from the WSLS. These data will include student names, IDs (local and Wisconsin Student Number [WSN]), gender, race, and other identifying information. These data will be combined in student barcode labels based on the WSN, using 2014-15 data when available or 2013-14 ISES data if more current data are not available. These additional ISES data will include grade, ELL status, migrant status, economic status, disability, and other relevant ISES data elements.

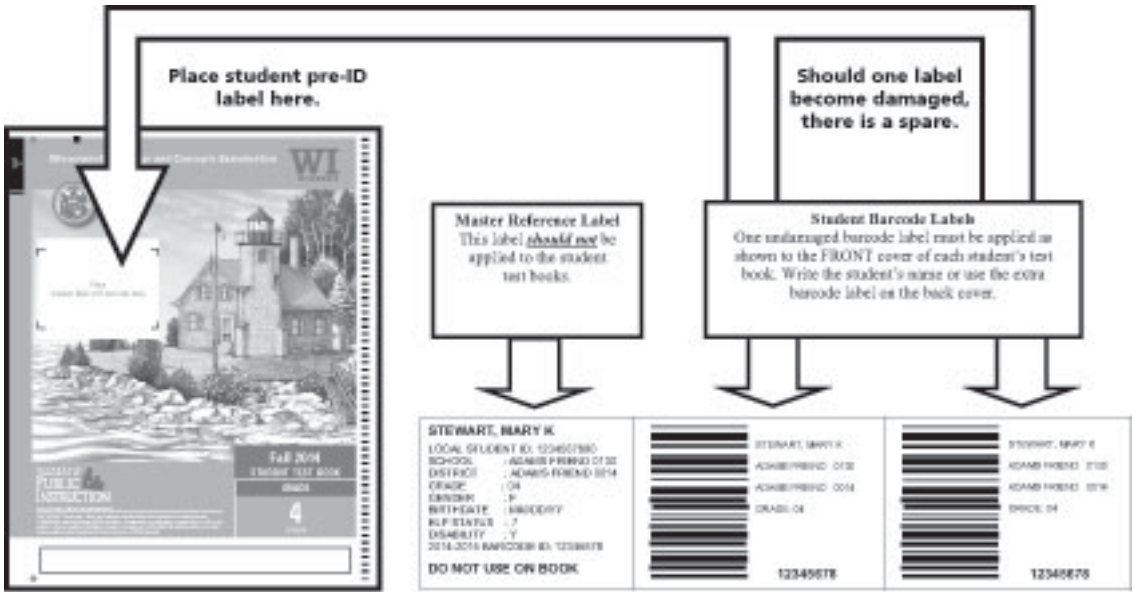
In some cases, the label data may not be completely accurate for a given student. Administrators are still to use the label. Any errors on the label can be corrected through the ISES data collection, which will be open through the middle of November 2014. When ISES data are locked for the state (in early December), DPI will send a final file to CTB/McGraw-Hill to bring all student records up to date.

Districts should make sure that their WSLS database is updated by September 29, 2014, and that their ISES data collection is completed as accurately and quickly as possible. If a student who was expected to take the WKCE test does not take the WKCE, a blank test book—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. If a student who was expected to take the WAA-SwD test does not take the WAA-SwD, a blank student Answer Document—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. See the following table:

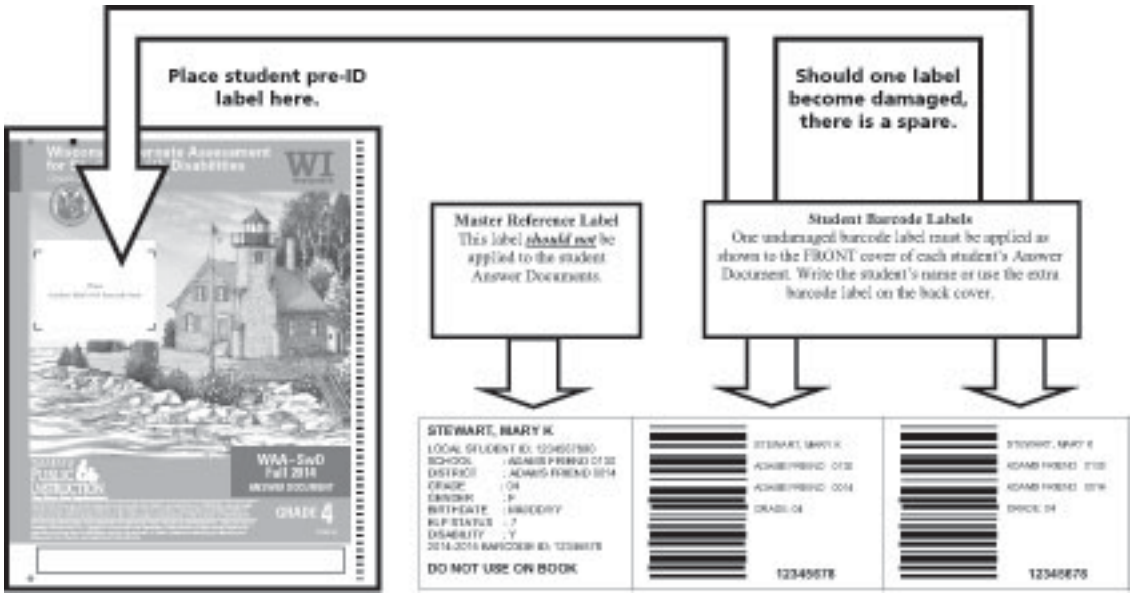
Test	Students Tested	Students Not Tested
WKCE	Completed test book with student label or Student Information Page completed returned to CTB/McGraw-Hill.	Blank test book with student label or Student Information Page completed returned to CTB/McGraw-Hill.
WAA-SwD	Completed student Answer Document with student label or Student Information Page completed returned to CTB/McGraw-Hill.	Blank student Answer Document with student label or Student Information Page completed returned to CTB/McGraw-Hill.

A pre-ID label for each student must be affixed to the front cover of the WKCE test book or the WAA-SwD student Answer Document.

WKCE Test Book Label Placement



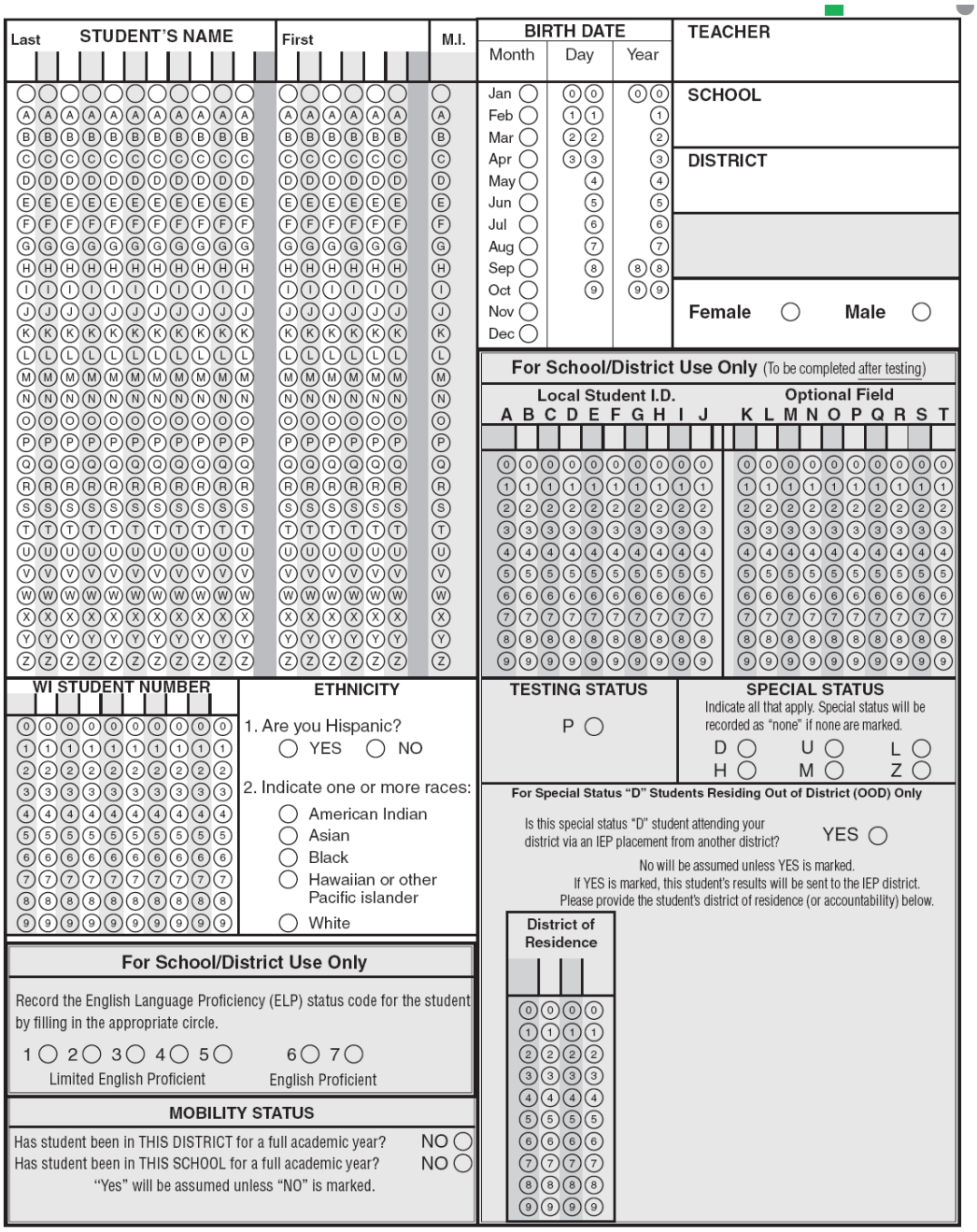
WAA-SwD Student Answer Document Label Placement



Student Information Page

If pre-ID labels are not available for a student, then the Student Information Page (inside front cover of the test book or student Answer Document) must be completed for that student. All data on this page must be accurate. A sample of the Student Information Page is shown below. Instructions for completing the page are given below and in the *Directions for Test Administration* manuals. This page needs to be completed if a pre-ID label is unavailable for the student.

Sample of Student Information Page



Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information. The student information page should only be completed if labels are not available. The following are the instructions for completion of Student Information Page:

To be completed by students or staff:

1 **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2 **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth day is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.

3 **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.

4 Fill in the appropriate circle for "Female" or "Male."

5 **ETHNICITY:** Fill in the racial or ethnic group that the student belongs to or identifies with.

To be filled in by teachers, test proctors, or District Assessment Coordinators after completion of testing, using information provided by school or district personnel with access to the relevant student records:

6 **WI STUDENT NUMBER**: Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLS/ISES administrators can be found at http://dpi.wi.gov/lbstat/dm-eseadata.html.

7 **ENGLISH LANGUAGE PROFICIENCY (ELP) STATUS:** Fill in the circle that indicates the student's English Language Proficiency (ELP) status code. A DPI-approved assessment instrument—ACCESS for ELLs® as of the 2005–2006 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English language learner (ELL). Code 6 is "Formerly ELL/Now Fully English Proficient." Code 7 is "Never ELL/Fully English Proficient." See http://dpi.wi.gov/assessment/ELL for descriptions of the English Language Proficiency levels.

8 **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for "NO" on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for "NO" on the SCHOOL line. "YES" will be assumed unless "NO" is marked.

9 **LOCAL STUDENT I.D.** (recommended): If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.

10 **OPTIONAL FIELD:** Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WKCE student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.

11 **TESTING STATUS** (Parent Opt-Out): If the parent or guardian requested to excuse this student from participating in the WKCE, fill in the circle for "P" in the "TESTING STATUS" section of the biogrid. All students excused by parent opt-out count as "not tested" students for determining school and district accountability.
Note - that students will be coded as "T" (expected to participate in all content areas covered by WSAS) unless coded as "P." Participation in the WKCE counts as participation in WSAS for the purpose of determining school and district accountability.

12 **SPECIAL STATUS:** To protect students' privacy, fill in the following demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student's special status will be recorded as "none."

D = student with a **disability.** A "student with a disability" (SwD) is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district's special education program. Status as a "student with a disability" is based on the student's status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act. U = **long-term U.S.** student indicator. Beginning in grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Language Proficiency status codes 1 and 2.

M = **migrant** student. A "migrant student" is any student who is, or whose parent or guardian is, a migratory fisher, a dairy worker, or an agricultural worker AND who in the preceding 36 months has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

L = student who has been **enrolled for less than one full academic year** in one or more schools in the United States.

Z = student who is **economically disadvantaged.** An "economically disadvantaged" student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch (185% of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use county data, scholarship information, post-secondary options information, or other appropriate data.

13 **FOR SPECIAL STATUS "D" STUDENTS RESIDING OUT OF DISTRICT (OOD) ONLY:** This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student attends school in your district due to an IEP placement from another district, fill in the circle for "YES." "NO" will be assumed unless "YES" is marked. For "YES," the test book requires special processing because the district of residence will be held accountable for the performance and progress of this student. For the student's data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

District of Residence: Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999.

During Testing

Test Window

The WSAS testing window is October 27–November 7, 2014.
Schools may not begin testing before October 27, 2014.

WKCE Test Times

Content Area / Grade	Session 1	Session 2	Total
Science			
4	40		40
8	40		40
10	25	25	50
Social Studies			
4	40		40
8	40		40
10	25	25	50

Note: Timing does not include time for test administration tasks and breaks. Add approximately 10-15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.

Fall 2014: Total Testing Times by Grade Levels

Grade	Science	Social Studies	Fall 2014 Total Minutes
4	40	40	80
8	40	40	80
10	50	50	110

Testing Schedules

Testing for both the WKCE and the WAA-SwD should not begin before the scheduled testing window. The Department of Public Instruction recommends the majority of testing be completed within the first week of the testing window, leaving the remaining week for makeup sessions. This will help reduce the difficulty of trying to test students who move in the later part of the testing window. Suggested testing schedules are available in the *Directions for Test Administration* manuals located at http://oea.dpi.wi.gov/assessment/WKCE/resources. The WAA-SwD is not a timed test but a one-on-one administration that can be completed as the test administrator deems appropriate for the student as long as it is within the testing window. For more information, refer to the WAA-SwD *Directions for Test Administration* manual.

Accommodations

The Assessment Accommodations Matrix is available in the "WSAS Policy & Procedure Manual" section of this book. It will help you decide what accommodations are appropriate for the relevant students while administering the tests. If a student requires an accommodation that is not on the accommodations matrix, you may request approval of the accommodation by completing the form at http://oea.dpi.wi.gov/assessment/forms. Complete the Request for Accommodation form and submit it to DPI prior to testing. For students with disabilities, accommodations for testing must be documented in the student's IEP. The test book may be obtained prior to administration for the programming of assistive technology devices and for preparation of manipulatives. All information programmed into an assistive technology device for test administration must be deleted when testing is complete.

After Testing

WKCE Student Assessment Report

The WKCE Student Assessment Report, on the back cover of the WKCE test books for grades 4, 8, and 10, must be completed for all students who used one or more accommodations or supports on the WKCE. Please refer to Appendix A to see if an accommodation is allowed for a given student. Be sure to use a **No. 2 pencil** when filling out the Student Assessment Report. Before beginning, verify that the student or school/district staff has printed the student's name in the space provided on the back cover of the test book. An extra CTB-provided label may be used on the back cover if the district chooses. Do not use a self-generated label as this may jam the scoring machines.

Sample of WKCE Student Assessment Report

Wisconsin Student Assessment System (WSAS)

Student Assessment Report

Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.

WKCE Assessment Accommodation and Supports

Directions: Complete this section for students who participated in the **WKCE** with one or more accommodations or supports. Fill in all that apply.

The following accommodations and supports are NOT intended for use with all students. Please refer to the Assessment Matrix in the WSAS *Guide for District Assessment Coordinators and School Assessment Coordinators* to see if an accommodation or support is allowed for a given student based on ELL and/or disability status.

Type	Science	Social Studies
Used a scribe	○	○
Provided extra time	○	○
Read test questions and content to student	○	○
Used DPI-provided test translation	○	○
Used locally provided test translation	○	○
Used DPI-provided glossary of terms	○	○
Used "text-talker"	○	○
Signed test questions and content to student	○	○
Used another DPI-approved accommodation	○	○

Used DPI-provided Braille test	○

WAA-SwD Student Assessment Report (back cover of the Answer Document)

The WAA-SwD Student Assessment Report, on the back cover of the WAA-SwD student Answer Document for grades 4, 8 and 10, must be completed for all students who used one or more accommodations on the WAA-SwD. Please refer to Appendix A to see if an accommodation is allowed for a given student. Be sure to use a **No. 2 pencil** when filling out the Student Assessment Report. Before beginning, verify that the student or school/district staff has printed the student's name in the space provided on the back cover of the student Answer Document. The performance levels for Social Studies, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence and are to be recorded on the back of the WAA-SwD student Answer Document. For more information, see http://oea.dpi.wi.gov/assessment/WAA.

Sample of WAA-SwD Student Assessment Report

Student Assessment Report

Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.

Student Performance Level Survey

Note: Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.
Directions: Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):

	Science
WAA-SwD Minimal Performance	○
WAA-SwD Basic	○
WAA-SwD Proficient	○
WAA-SwD Advanced	○

WAA-SwD Assessment Accommodation and Supports

Directions: Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations and supports. Mark all that apply.

Type	Science
Used translation	○
Signed test questions and content to student	○
Used Braille	○
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	○
Used objects or manipulatives	○
Used another DPI-approved accommodation	○

Alternate Assessment Results for Social Studies

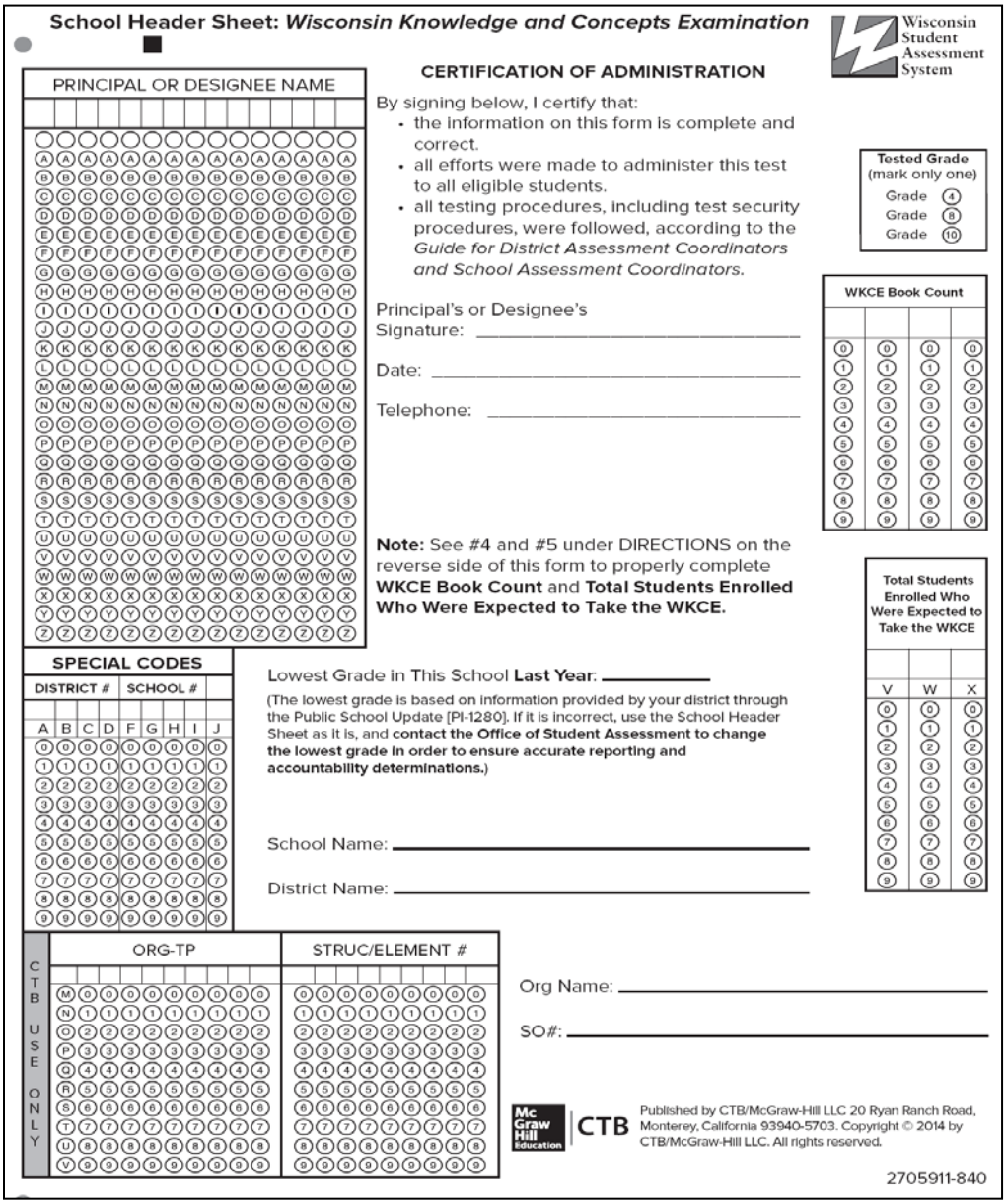
Directions: Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies. Results must be based upon DPI Administration Guide and Rating Scales.

	Social Studies
WAA-SwD Minimal Performance	○
WAA-SwD Basic	○
WAA-SwD Proficient	○
WAA-SwD Advanced	○

School Header Sheet

The information provided on the School Header Sheet is used to produce reports about your school and district. A separate School Header Sheet must be completed for each test (WKCE SHS is rust in color; WAA-SwD SHS is blue in color) and grade tested in each school. All information entered must be complete and correct. The information you enter on this School Header Sheet will be reflected in the aggregated and disaggregated scores for your school and district. Each School Header Sheet comes preprinted with the school name, school number, district name, district number, organization name, and lowest grade in the school. Follow the directions on the back of the sheet to fill in the remaining items. All information, whether entered manually or precoded, should be carefully reviewed for accuracy.

Sample of WKCE School Header Sheet



School Header Sheet: ***Wisconsin Knowledge and Concepts Examination***

Wisconsin Student Assessment System

PRINCIPAL OR DESIGNEE NAME

CERTIFICATION OF ADMINISTRATION

By signing below, I certify that:

- the information on this form is complete and correct.
- all efforts were made to administer this test to all eligible students.
- all testing procedures, including test security procedures, were followed, according to the *Guide for District Assessment Coordinators and School Assessment Coordinators.*

Principal's or Designee's Signature: _____

Date: _____

Telephone: _____

Tested Grade (mark only one)

Grade 4
Grade 8
Grade 10

WKCE Book Count

Note: See #4 and #5 under DIRECTIONS on the reverse side of this form to properly complete **WKCE Book Count** and **Total Students Enrolled Who Were Expected to Take the WKCE.**

Total Students Enrolled Who Were Expected to Take the WKCE

V W X

SPECIAL CODES

DISTRICT # SCHOOL #

A B C D F G H I J

Lowest Grade in This School **Last Year**: _____

(The lowest grade is based on information provided by your district through the Public School Update [PI-1280]. If it is incorrect, use the School Header Sheet as it is, and **contact the Office of Student Assessment to change the lowest grade in order to ensure accurate reporting and accountability determinations.**)

School Name: _____

District Name: _____

CTB USE ONLY

ORG-TP STRUC/ELEMENT #

Org Name: _____

SO#: _____

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Sample of WAA-SwD School Header Sheet

School Header Sheet: ***Wisconsin Alternate Assessment for Students with Disabilities***

Wisconsin Student Assessment System

PRINCIPAL OR DESIGNEE NAME

CERTIFICATION OF ADMINISTRATION

By signing below, I certify that:

- the information on this form is complete and correct.
- all efforts were made to administer this test to all eligible students.
- all testing procedures, including test security procedures, were followed, according to the *Guide for District Assessment Coordinators and School Assessment Coordinators.*

Principal's or Designee's Signature: _____

Date: _____

Telephone: _____

Tested Grade (mark only one)

Grade 4
Grade 8
Grade 10

WAA-SwD Answer Document Count

Note: See #4 and #5 under DIRECTIONS on the reverse side of this form to properly complete **WAA-SwD Answer Document Count** and **Total Students Enrolled Who Were Expected to Take the WAA-SwD**.

Total Students Enrolled Who Were Expected to Take the WAA-SwD

V W X

SPECIAL CODES

DISTRICT # SCHOOL #

A B C D F G H I J

Lowest Grade in This School **Last Year**: _____

(The lowest grade is based on information provided by your district through the Public School Update [PI-1280]. If it is incorrect, use the School Header Sheet as it is, and **contact the Office of Student Assessment to change the lowest grade in order to ensure accurate reporting and accountability determinations.**)

School Name: _____

District Name: _____

CTB USE ONLY

ORG-TP

STRUC/ELEMENT #

Org Name: _____

SO#: _____

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School/Group List

The information you provide on the School/Group List is used by CTB/McGraw-Hill for program operation and for cross-referencing. The total number of books and answer documents on the School Header Sheets and School/Group List should equal the number of test books and answer documents to be scored in the boxes shipped to CTB.

DACs are encouraged to maintain a record of test materials returned to CTB/McGraw-Hill. If the SAC did not include photocopies of the School/Group List and the School Header Sheets, the DAC should make copies when packaging materials. Originals must be returned to CTB/McGraw-Hill.

SACs are encouraged to make two sets of photocopies of the School Header Sheet(s) and School/Group Lists to maintain a record of test materials returned to CTB/McGraw-Hill. Original School Header Sheet(s) and School/Group Lists must be returned to CTB/McGraw-Hill, as CTB/McGraw-Hill can process only originals. One set of copies of these documents should be retained by the school. The second set should be stapled together and placed under the original School/Group List at the top of the first box of your shipment. These stapled copies should be retained by the DAC.

Student test books should be grouped by grade for each grade in the school. A School/Group List must be filled out and placed on top of the stacks in the first box of your school shipment. The School/Group List must have a separate entry for every WKCE SHS and every WAA-SwD SHS received from the School Assessment Coordinator.

If only one grade in the school is tested, only one line should be completed on the School/Group List. Include only one school on the School/Group List. Provide the following information on the School/Group List. List all WKCE information first, and then list all WAA-SwD information.

1. **Principal or Designee Name**
   This name must match the name on the School Header Sheet.
2. **Grade Tested**
   Enter the grade(s) tested for your school. All the grades tested at your school should be listed on this form.
3. **No. of WKCE Test Books or WAA-SwD Student Answer Documents**
   Enter the number of WKCE test books or WAA-SwD student Answer Documents (both tested and not tested) being returned for scoring. **For the WKCE, this number must equal the number reported in the "Total Students Enrolled Who Were Expected to Take the WKCE" box on the School Header Sheet. For the WAA-SwD, this number must equal the number reported in the "Total Students Enrolled Who Were Expected to Take the WAA-SwD" box on the School Header Sheet.**
4. **Total Students Enrolled**
   Enter the number of students enrolled.
   - All enrolled students must be accounted for with either a WKCE test book or a WAA-SwD student Answer Document.
   - If a student does not take any of the tests, a blank WKCE test book or blank WAA-SwD student Answer Document with either a pre-ID label or the Student Information Page completed must be shipped as "TO BE SCORED" for that student.

Sample of School/Group List

WSAS FALL 2014

SCHOOL/GROUP LIST

District Name: «DIST»	District Number: «DISTNUM»
School Name: «SCH»	School Number: «SCHNUM»

Contact Person: _____ **Phone Number:** _____

DO NOT INCLUDE MORE THAN ONE SCHOOL ON THIS FORM.

Information on this form must match that provided on both the WKCE and the WAA-SwD School Header Sheets, including principal's name, grades, WKCE test book, WAA-SwD answer document coun t, and student count.

Unused/extra test materials are not to be included in your counts. All students must be accounted for including those not testing. If a student who was expected to take the WKCE does not take the WKCE, a blank book with either the student pre-ID label or the completed student information page must be returned for that student. If a student who was expected to take the WAA-SwD does not take the WAA-SwD, a blank answer document with either the student pre-ID label or the completed student information page must be returned for that student.

Refer to the *Guide for District Assessment Coordinators and School Assessment Coordinators* for further assistance in completing the School/Group List.

WKCE							WAA-SwD							
CTB USE	Grade Tested *List all grades tested at your school*	Principal or Designee Name *Name on the WKCE School/Group List must match the name on the WKCE School Header Sheet*	No. of WKCE Test Books *by grade*	No. of Students who were expected to take WKCE *in your school by grade*	WKCE FOR CTB USE ONLY DNR	WKCE FOR CTB USE ONLY Comments	CTB USE	Grade Tested *List all grades tested at your school*	Principal or Designee Name *Name on the WAA-SwD School/Group List must match the name on the WAA-SwD School Header Sheet*	No. of WAA-SwD Answer Docs *by grade*	No. of Students who were expected to take WAA-SwD *in your school by grade*	WAA-SwD FOR CTB USE ONLY DNR	WAA-SwD FOR CTB USE ONLY Comments	Total Students enrolled *in your school by grade*
	4	John Smith	54	54				8	Jane Anderson	7	7			61
	8	Jane Anderson	60	60										60
	10	Irene Becker	62	62										62

FOR CTB USE ONLY:

Organization Number: M0XXXXX	Elm Name: «DIST»
Organization Name: **WSAS FALL 2014**	SO #: XXXXX

Packaging the Test Materials

Retaining Test Books

Quantities of test books for the WKCE delivered to each location will be monitored and verified when returned. **All WKCE test books (both used and unused) must be returned to CTB/McGraw-Hill at the end of the testing window.** CESAs will have copies available for public access. **Districts and schools may not retain any copies of WKCE test books.**

All WAA-SwD test materials, including all teacher test books and all student test books, **must be returned to CTB/McGraw-Hill with the unused test materials on retrieval.** Quantities of WAA-SwD test books delivered to each location will be monitored and verified when returned. CESAs will have copies available for public access. **Districts and schools may not retain any copies of WAA-SwD materials.**

SAC Return of Materials to DACs

The following are needed to package and return the test materials for scoring:

- Original School Header Sheet(s)—rust colored for WKCE and blue for WAA-SwD (CTB/McGraw-Hill will not accept photocopies)
- Original School/Group List
- Stack Cards for scorable WKCE test books
- Envelopes for packaging the WAA-SwD student Answer Documents
- Paper tape for binding stacks
- Return-shipping labels
- Marking pens
- Shipping boxes (saved from original receipt of materials)

See directions under SAC responsibilities beginning on page 33.

Procedures for Returning Materials to CTB/McGraw-Hill

Materials

The DAC must check the SACs' packaging before shipment to CTB/McGraw-Hill.

If the test materials have not been packaged properly, the DAC should refer to the SAC directions. Please follow these directions to help ensure that the test results will be accurate and returned on time.

Tests must be sorted and packaged by grade and assessment.

The following materials will be needed to package and return test materials to CTB/McGraw-Hill:

- Shipping boxes (saved from original receipt of materials)
- Stack Cards for test books to be scored
- Envelopes for packaging the WAA-SwD student Answer Documents
- Paper tape for bundling stacks
- Return-shipping labels for test books to be scored and not to be scored
- Marking pens
- Sealing tape

STEP 1—Checking Test Books

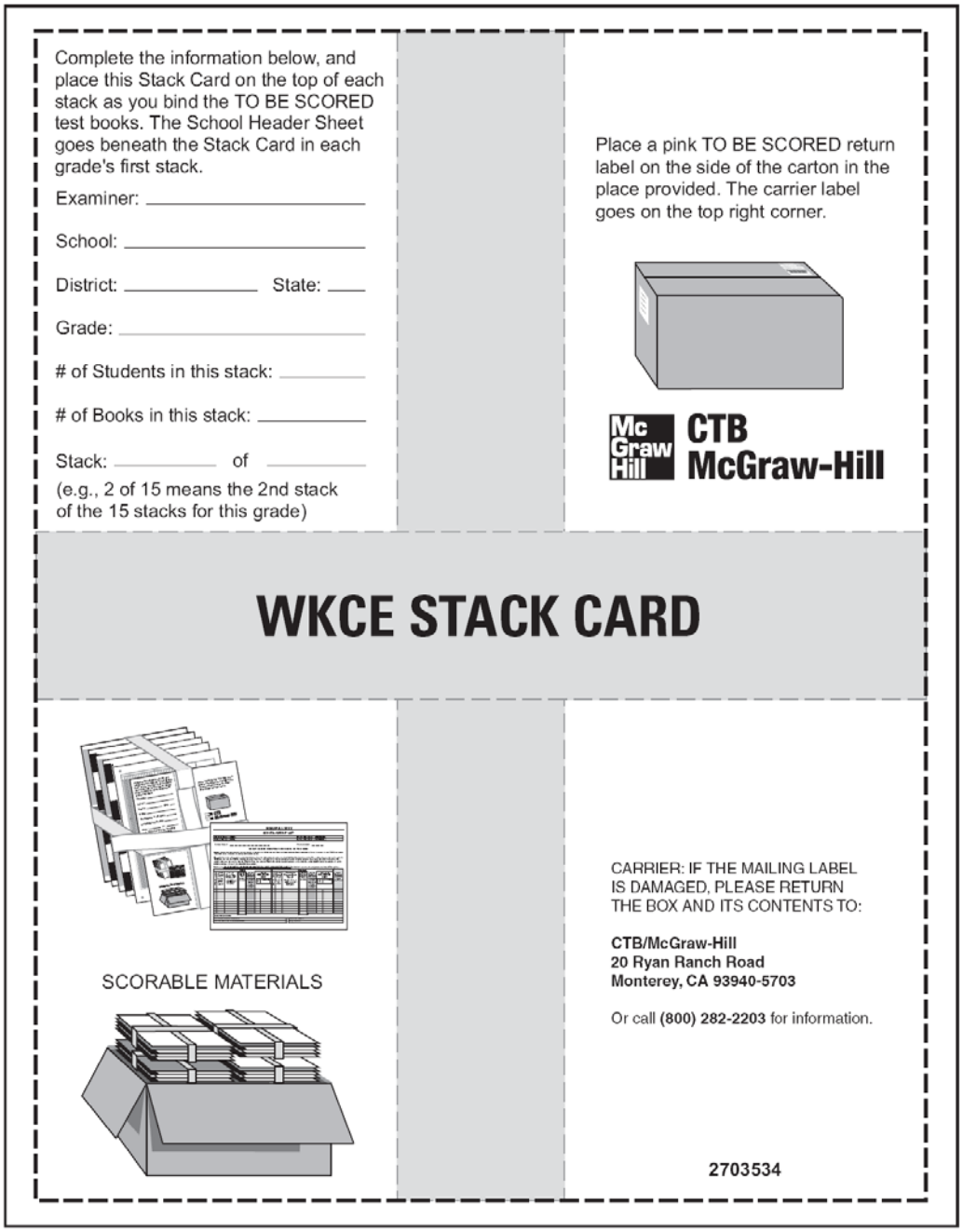
Work with test books from one school at a time. The information on the student pre-ID label overrides any information bubbled in on the Student Information Page, except for the "optional field" information. Only the "optional field" information can be used simultaneously with a student pre-ID label. Remember, a test book must be returned for ALL students currently enrolled in the tested grade. Every student in the district must be accounted for by submitting one of the following for each student:

- A completed WKCE test book to be scored with student label or Student Information Page completed;
- A blank WKCE test book not to be scored with student label or Student Information Page completed;
- A completed WAA-SwD student Answer Document to be scored with student label or Student Information Page completed; or

- A blank WAA-SwD student Answer Document not to be scored with student label or Student Information Page completed.

Verify that the number of students and number of WKCE books shown on the WKCE Stack Cards for each grade match the student count and the book count for that grade at that school as shown on the WKCE School Header Sheet.

Sample of WKCE Stack Card



Complete the information below, and place this Stack Card on the top of each stack as you bind the TO BE SCORED test books. The School Header Sheet goes beneath the Stack Card in each grade's first stack.

Examiner: _____

School: _____

District: _____ State: ____

Grade: _____

# of Students in this stack: _____

# of Books in this stack: _____

Stack: _____ of _____

(e.g., 2 of 15 means the 2nd stack of the 15 stacks for this grade)

Place a pink TO BE SCORED return label on the side of the carton in the place provided. The carrier label goes on the top right corner.

CTB McGraw-Hill

WKCE STACK CARD

SCORABLE MATERIALS

CARRIER: IF THE MAILING LABEL IS DAMAGED, PLEASE RETURN THE BOX AND ITS CONTENTS TO:

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-5703

Or call **(800) 282-2203** for information.

2703534

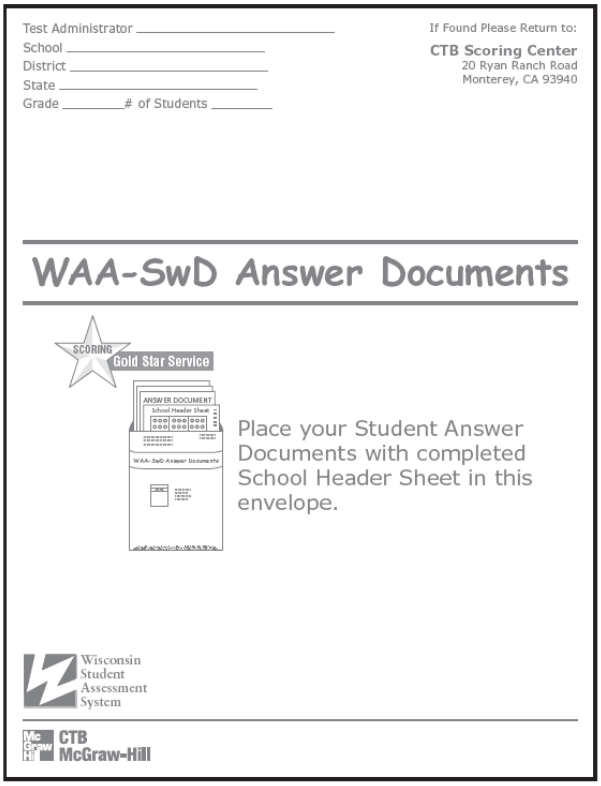
The WAA-SwD Shipping Envelope

The WAA-SwD envelope is to be used only for "TO BE SCORED" WAA-SwD student Answer Documents. When the WAA-SwD student Answer Documents have been prepared for packaging, complete the School Header Sheet; stack the Answer Documents by grade, separated by their completed School Header Sheets; and place them in the envelope. You may band the separate stacks using the paper bands provided with your WKCE test materials. Multiple grades may be returned in one WAA-SwD student Answer Document envelope. Complete the information in the top left corner of the student Answer Document envelope.

- ☐ Test Administrator: Teacher name
- ☐ School: Your school name/number
- ☐ District: Your district name/number
- ☐ State: Wisconsin
- ☐ Grade: If you enclose multiple grades, enter the information as follows:
  Grade 4 # of Students 2
  Grade 8 # of Students 3
  Grade 10 # of Students 1

Place the WAA-SwD student Answer Document envelope in the first box of "TO BE SCORED" test materials, on top of the WKCE packaged test books. Place the completed SGL on top of the WAA-SwD Answer Documents.

Sample of WAA-SwD Shipping Envelope



STEP 2—Checking the School/Group List

Work with one school at a time. Verify that the original School/Group List has been completed for both the WKCE and WAA-SwD tests for the school. Then place it on top of the stacks of WKCE test books and the WAA-SwD envelope (if applicable for your school) in the first box. Please refer to the graphic on page 27.

Pull out, and retain for your records, the stapled photocopies of the School Header Sheet(s) and School/Group List from the first box of each school's shipment.

STEP 3—Return-Shipping Labels

Verify that the return-shipping labels are affixed to the boxes in the space provided. Be sure that boxes containing materials "TO BE SCORED" have pink labels and that boxes containing materials "NOT TO BE SCORED" have white labels.

"TO BE SCORED" label is pink.

"NOT TO BE SCORED" label is white.

REPEAT STEPS 2 AND 3 FOR EACH SCHOOL UNTIL COMPLETE.

STEP 4—Preparing Boxes for Shipment

Step 4a: **Sort the boxes as shown on page 26.** Fill in the DIST: BOX OF spaces on each box. This is the total number of boxes to be scored and not to be scored.

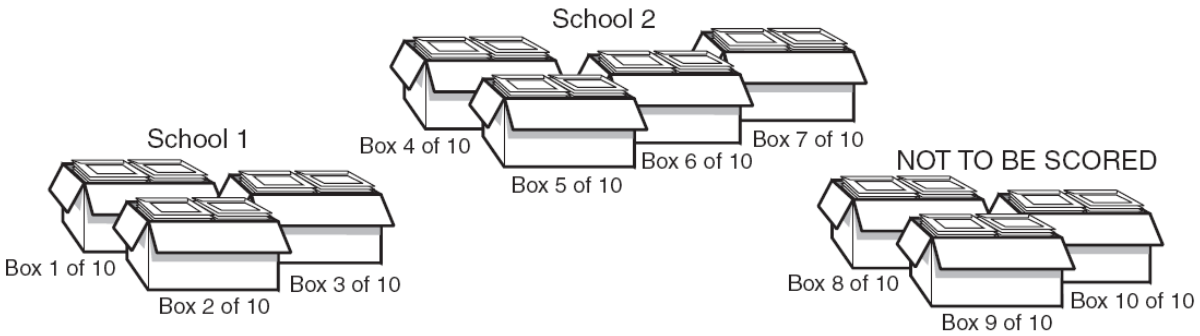
Step 4b: **Reinforce the packing boxes.** Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Reinforce all bottom seams, following the "H" pattern.

Step 4c: **Pack materials in packing boxes.** Carefully place test materials in each box, ensuring boxes are completely filled. To avoid damage caused when materials shift during transit, add sufficient packing material to fill all voids and hold documents firmly in place. We strongly recommend crumpled, recycled paper for this purpose. **Do not use foam packing "peanuts" or "popcorn."**

Note: This step is critical as damaged documents may not scan properly, resulting in a delay of processing test materials.

Step 4d: **Seal the packing boxes.** Seal each box securely with packing tape to reinforce the top and side seams of the boxes. This will help prevent damage to the boxes and subsequent loss of test materials.

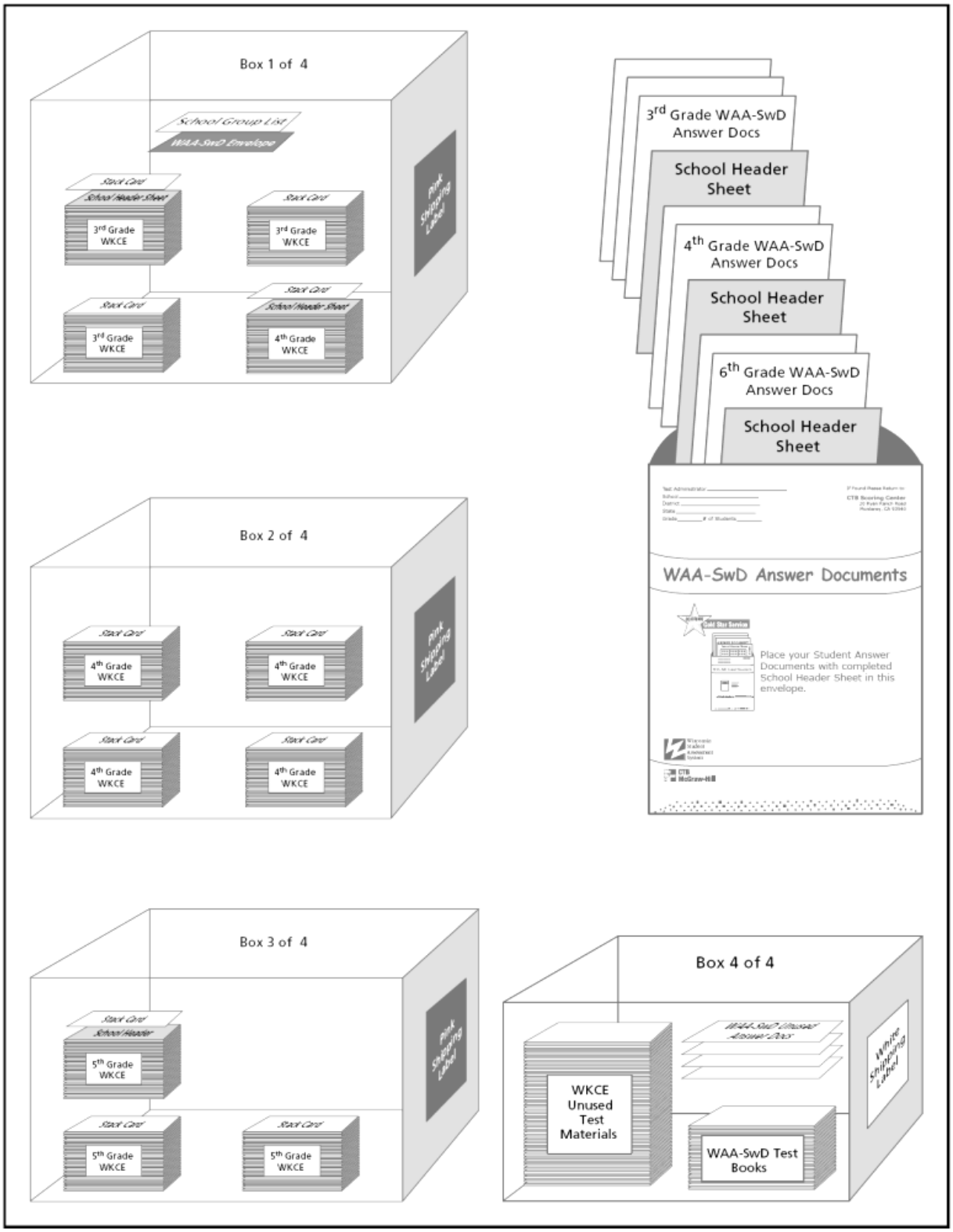
Please refer to the graphic below.



STEP 5—Pickup of Test Materials

DACs are required to use CTB/McGraw-Hill's online retrieval system at http://programs.ctb.com/WSAS (the URL is case-sensitive) to arrange for pickup of test materials for scoring no later November 14, 2014, whichever is earlier. If no online access is available, DACs should call CTB/McGraw-Hill's Wisconsin Help Desk at (800) 282-2203. Late delivery of test materials by any district will jeopardize delivery of score reports. The Department of Public Instruction and CTB/McGraw-Hill will monitor district compliance.

How to Pack Your Boxes



Test Results

Materials Made Available for DACs

Test results are made available in phased score reports, as outlined in the table below. The delivery dates for these reports are listed on page 4.

Student/parent interpretive information will be placed on the back of the WKCE Individual Profile Report (IPR) and the WAA-SwD IPR. Two copies of each student's IPR will be sent to districts after tests are scored. To meet federal requirements, DPI must ask that districts distribute one copy to the student's family within thirty days of receipt in the district and save the other copy as part of the student's record. Although a basic interpretive guide is included on the back of the report, many districts include additional information for families when distributing the reports. Note that student confidentiality must be maintained when handling these reports.

Assessment	Report	Format	Delivered Via
WKCE Exclusive Reports	WKCE Individual Profile Report	Paper	Shipping
	Standards Performance Report	Online	TBD
	Scale Score Report	Online	TBD
WAA-SwD Exclusive Reports	WAA-SwD Individual Profile Report	Paper	Shipping
Combined WKCE and WAA-SwD Reports	Proficiency Report	Online	WISEdash Reports
	Public Proficiency Report	Online	WISEdash Reports

The Administrator's Interpretive Guide (AIG) is designed to help school and district staff understand, explain, and use the results of the WSAS. It provides a brief overview of the tests, the types of scores reported, and samples and descriptions of test reports. The AIG will be available January 9, 2015, on the DPI/OSA website at http://oea.dpi.wi.gov/assessment/WKCE/resources and http://oea.dpi.wi.gov/assessment/WAA/resources.

Test Administration Roles

Responsibilities of District Assessment Coordinators (DACs)

Before Testing

District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) should work together to set up testing schedules that best meet each school's particular needs. Teachers should be allowed to follow a testing schedule that prevents rushed sessions and student fatigue. When scheduling daily testing sessions, remember to allow ample time after testing to organize test materials for return to the SAC from the classroom and, after all testing is completed, for assembly and return to the DAC. The DAC is responsible for shipment of test books back to CTB/McGraw-Hill for scoring. DACs should follow these steps to prepare for testing:

- ☐ **Review this guide** and the *Directions for Test Administration* manuals. Be familiar with all testing procedures.
- ☐ **Sign the Confidentiality Agreement Form** (see Appendix B).
- ☐ **Inventory all test materials immediately after receipt.**
- ☐ **Report shortages or additions** no later than October 24, 2014.
  - WKCE—Notify CTB/McGraw-Hill of any shortages. (Schools in Elmbrook, Green Bay, and Milwaukee will report shortages of WKCE test materials directly to CTB/McGraw-Hill, not to DACs.)
  - WAA-SwD—Notify DPI of any shortages or additions. (Schools in Elmbrook, Green Bay, and Milwaukee will report shortages of WAA-SwD test materials directly to their DAC who will notify DPI.)
- ☐ **Distribute test materials to SACs** as soon as possible. Maintain an accurate account of all materials.
- ☐ **Ensure that SACs have distributed the *Student/Parent Pre-Test Information* brochure** to all students in grades 4, 8, and 10 immediately after receipt of the materials. Students must be instructed to take the brochures home to share with their parents or guardians. WKCE *Student/Parent Pre-Test Information* brochures are enclosed with your testing materials. English, Spanish, and Hmong versions of the WKCE and the WAA-SwD brochure are available online at http://oea.dpi.wi.gov/assessment/WKCE/resources and http://oea.dpi.wi.gov/assessment/WAA/resources. They may be printed and duplicated as needed.
- ☐ **Work with SACs and teachers/test administrators** by providing staff training sessions, disseminating information, scheduling testing, and helping as necessary to coordinate their activities and schedules.
- ☐ **Distribute photocopies of important information** from this guide to staff as necessary.
- ☐ **Ensure that SACs have arranged for one or more proctors to help** monitor students' work and to assist during the distribution and collection of test materials when tests are administered in

large group sessions. As a general rule, one WKCE proctor for every 15 students is recommended. See Appendix D for WKCE Proctor Guidelines.

- ☐ **Maintain, promote, and ensure security of the test materials at all times.**
- ☐ **Save the boxes in which the test materials were shipped.** These boxes are necessary for returning both "TO BE SCORED" and "NOT TO BE SCORED" test materials to CTB/McGraw-Hill. If the total number of boxes is insufficient for return of all required materials, please contact CTB/McGraw-Hill immediately.
- ☐ **Make sure that school and student information is accurate.**

During Testing

During the administration of the WSAS, the DAC should do the following:

- ☐ **Monitor each school's testing schedule.** In the event that a school falls behind schedule, make sure the SAC takes appropriate action to avoid falling further behind, without compromising the fair and unhurried assessment of the students.
- ☐ **Supervise and, if necessary, help coordinate** the schools' daily handling and security of test materials.
- ☐ **Ensure that students are supervised during testing sessions.** See Appendix D for WKCE Proctor Guidelines.
- ☐ **Help organize makeup sessions** to ensure that every student has had the opportunity to test during the testing window.

After Testing

The DAC is responsible for the security of the test materials and the timely receipt of the test materials from each SAC. These and other DAC responsibilities are listed below:

- ☐ **Coordinate the receipt of complete scorable test materials and their timely shipment to CTB/McGraw-Hill. This must be your first priority!** Districts must receive all test materials within one school day after the completion of each school's testing sessions (including makeups) but no later than November 11, 2014.
- ☐ **Verify that the information printed on the School/Group Lists and School Header Sheets is accurate.** Check this information carefully. Correct information will ensure fast and accurate scoring. District and school names and numbers are based on the DPI Public School Directory Update (PI 1280). If inaccurate, the PI 1280 must be corrected. Call the DPI Center for Education Statistics at (608) 267-3166 to submit a correction.
    - DACs must ensure all unused WAA-SwD materials shipped to the district are returned to CTB in the "NOT TO BE SCORED" materials.
- ☐ **Make sure you have accounted for all students in your district.** If a student in grade 4, 8, or 10 does not participate in the WKCE or WAA-SwD, it will still be necessary to return a blank test book or WAA-SwD student Answer Document for that student. The blank test book or student Answer Document must either have barcode labels applied for the student or have student information bubbled in if the barcode label for the student is not available. All such students

count as "not tested" for the purposes of determining school and district accountability. All students enrolled in Wisconsin public schools must be accounted for through this process. If a student who was expected to take the WKCE test does not take the WKCE, a blank test book—with either the student pre-ID label or the Student Information Page completed—must be returned for that student. If a student who was expected to take the WAA-SwD test does not take the WAA-SwD, a blank student Answer Document—with either the student pre-ID label or the Student Information Page completed—must be returned for that student.

- ☐ **Assemble and organize materials according to the instructions** in "Packaging the Test Materials" and "Procedures for Returning Materials to CTB/McGraw-Hill," beginning on page 25 of this guide. Do not ship any test materials to CTB/McGraw-Hill until all test materials have been received from all schools in your district and the materials have been organized according to the instructions in this guide.
- ☐ **Use CTB/McGraw-Hill's online process to arrange for pickup of the test materials** for scoring (http://programs.ctb.com/WSAS). **Note:** The URL is case-sensitive. You must contact CTB/McGraw-Hill no later than November 14, 2014. If no online access is available, call CTB/McGraw-Hill's Wisconsin Help Desk at (800) 282-2203.
- ☐ **After testing, return all test materials—those "TO BE SCORED" and those "NOT TO BE SCORED"—to CTB.**

Packaging Checklist for District Assessment Coordinators

District Assessment Coordinators should use the checklist below to make sure all steps have been completed before test materials are returned to CTB/McGraw-Hill. Before releasing the test materials for shipment, make sure you can answer "yes" to each of these questions:

- ☐ Have you received all test materials to be returned for scoring?
- ☐ Are all students enrolled accounted for by one of the following options:
  - A completed WKCE test book with either the student pre-ID label or the Student Information Page completed (for tested students);
  - A blank WKCE test book with either the student pre-ID label or the Student Information Page completed (for not tested students);
  - A completed WAA-SwD student Answer Document with either the student pre-ID label or the Student Information Page completed (for tested students); or
  - A blank WAA-SwD student Answer Document with either the student pre-ID label or the Student Information Page completed (for not tested students).
- ☐ Are the WKCE stacks grouped by grade and labeled correctly?
- ☐ Are the WAA-SwD envelopes packed and labeled correctly?
- ☐ Have you made photocopies for your records of the School Header Sheets and the School/Group Lists, if copies were not provided by the school? The originals must be sent to CTB/McGraw-Hill.
- ☐ Is there a School Header Sheet for each grade of test materials? Unsigned or incomplete School Header Sheets may delay results for your entire district. (Check photocopies provided by the schools in the first box of their shipments.)

- ☐ Are the School/Group Lists in the first box of each school's shipment of used test materials?
- ☐ Have the test materials been packaged in the boxes in which they were received?
- ☐ Are the shipping labels clearly numbered on the boxes for each district, e.g., "Box 1 of 10" and "Box 2 of 10"?
- ☐ Are all the used WKCE test books and used WAA-SwD student Answer Documents in the boxes labeled "TO BE SCORED"?
- ☐ Did you ensure that all materials in the "NOT TO BE SCORED" box do not have pre-ID labels on them or the labels have a black mark through them?

Responsibilities of School Assessment Coordinators (SACs)

Before Testing

Coordinators (DACs) must work together to set up testing schedules that best meet each school's particular needs. Teachers should follow a testing schedule that prevents rushed sessions and student fatigue but allows enough time to complete makeup exams and all testing within the testing window. When scheduling daily testing sessions, remember to allow ample time after testing to organize the test materials for return to the SAC from the classroom and, after all testing is completed, for assembly and return to the DAC. The DAC is responsible for shipment of test books back to CTB/McGraw-Hill for scoring. SACs should follow these steps in preparation for testing:

- ☐ **Sign the WKCE/WAA-SwD Confidentiality Agreement Form.** Ensure that all staff involved in the administration of the assessment sign the Confidentiality Agreement Form. Please refer to the "WKCE/WAA-SwD Policy & Procedure Manual" section of this book for more information about the Confidentiality Agreement Form.
- ☐ **Inventory all test materials immediately** after receipt from your DAC. Your count after testing should match the original inventory; you must account for every test book. Report any shortages to your DAC immediately. SACs should not call CTB/McGraw-Hill to report shortages. Instead, your DAC should be the contact person for your district. **Exception:** Schools in the Elmbrook, Green Bay, and Milwaukee school districts must report WKCE shortages directly to CTB/McGraw-Hill; however, WAA-SwD shortages should be directed to the DAC who will notify DPI.
- ☐ **Review this guide** and the *Directions for Test Administration* manuals. Become familiar with all testing procedures.
- ☐ **Schedule and announce all testing sessions.**
- ☐ **Conduct staff development sessions** as necessary for teachers/test administrators and proctors to ensure that they understand all instructions in the *Directions for Test Administration* manuals, including test security and use of accommodations.
- ☐ **Distribute photocopies of important information** from this guide to staff, as necessary.
- ☐ When WKCE tests are administered in large group sessions, **ensure that each teacher will have one or more proctors to help** monitor students' work and to assist with the distribution and collection of test materials. As a general rule, one proctor for every 15 students is recommended. See Appendix D for WKCE Proctor Guidelines.

- ☐ **Maintain, promote, and ensure security of the test materials at all times. See the Test Security Manual and the "WKCE/WAA-SwD Policy & Procedure Manual" section of this booklet and the test security training available online at http://oea.dpi.wi.gov/assessment/WKCE/trainings.**
- ☐ **Save the boxes in which test materials were received.** These boxes are necessary for returning both used and unused test materials to CTB/McGraw-Hill. If the total number of boxes is insufficient for return of all required materials, please contact your DAC immediately.
- ☐ **Make sure that all school and student data are accurate.**

During Testing

During the administration of the test, the SAC should do the following:

- ☐ Monitor testing sessions and inform the DAC of daily progress.
- ☐ Check with teachers before testing begins each day to ensure they are fully prepared or if they have questions or concerns.
- ☐ Oversee, coordinate, and ensure test security.
- ☐ Make sure students are supervised during testing sessions.
- ☐ Facilitate the scheduling of makeup sessions to give every student the opportunity to participate in testing.

After Testing

The best way to prepare the WKCE test books and WAA-SwD student Answer Documents for scoring is to follow these steps and use the Checklist for School Assessment Coordinators on page 33 of this guide.

- ☐ Collect all test materials.
- ☐ Separate the WKCE materials from the WAA-SwD materials.

WKCE

- ☐ **Sort the WKCE test materials** for each grade into two groups. Place used test materials in the first group and unused test materials in the second group.
- ☐ Do not return any of the following WKCE materials to CTB:
  - WKCE manipulatives
  - WKCE administration manuals
  - scratch paper
- ☐ Inventory the WKCE materials. Your count should match the original inventory. Make note of any discrepancies and report them to the DAC.
- ☐ Review the back covers of the WKCE test books to make sure that all information has been provided and all appropriate information has been filled in on the Student Assessment Report (SAR, on the back covers of the test books).
- ☐ Assemble and organize WKCE materials according to the checklists provided, and deliver them to your DAC the next school day but no later than November 11, 2014.

- ☐ Make sure that all data required on the School Header Sheet(s) and School/Group List are complete and correct and that the school principal or designee has signed the School Header Sheet(s). Make two photocopies (one for your school and one for the DAC). The originals must be returned to CTB/McGraw-Hill.
- ☐ Make sure that a student pre-ID label has been affixed to the front of each student's WKCE test book or that the Student Information Page is filled out completely and accurately. Also make sure that the SAR (located on the back cover of the test book) has been filled out completely and accurately.
- ☐ Make sure that all invalidated WKCE tests are marked clearly. Refer to the *Directions for Test Administration* manuals for further explanation.
- ☐ **Student responses from WKCE Braille and Large Print test books must be transcribed verbatim into a regular WKCE test book.** See page 12 of the "WSAS Policy & Procedure Manual" section of this book for further instructions.

WAA-SwD

- ☐ **Sort WAA-SwD student Answer Documents and test books** into separate groups.
- ☐ Inventory the WAA-SwD materials. Your count should match the original inventory.
- ☐ Sort WAA-SwD student Answer Documents into used and unused groups.
- ☐ Review the WAA-SwD student Answer Documents to make sure all information has been provided and all appropriate information has been filled in on the Student Assessment Report (SAR, on the back cover of the WAA-SwD student Answer Document).
- ☐ A student pre-ID label should be affixed to each student's WAA-SwD student Answer Document or the Student Information Page must be filled out completely and accurately.
- ☐ Make sure that all data required on the WAA-SwD School Header Sheet is complete and correct and that the school principal or designee has signed the School Header Sheet. Make two photocopies (one for your school and one for the DAC). The originals must be returned to CTB/McGraw-Hill.
- ☐ Complete the WAA-SwD portion of the School/Group List.
- ☐ Make sure all students are accounted for. If a student who was expected to take the WAA-SwD in grade 4, 8, or 10 does not participate in the WAA-SwD, it is still necessary to return a blank WAA-SwD student Answer Document for that student. (Please remember that these students count as "not tested" for determining adequate progress.) Be sure to attach a student pre-ID label or fill in the Student Information Page completely and accurately for each student. Also verify that the SAR has been filled in completely and accurately.

  Note: According to federal and state laws, students who do not participate in a WKCE assessment because of a disability must be assessed using WAA-SwD. See Including Students with Special Needs in State Assessments online at http://oea.dpi.wi.gov/assessment/WAA/specneed.

- ☐ The district of residence is accountable for the academic progress of Students with Disabilities who are sent to another district through an IEP. The test books of the Students with Disabilities educated outside of their home district (SwD-OOD) must have either:

  - A student label with the correct district-of-residence number (check district ISES data to confirm) or

  - The correct district-of-residence number bubbled in on the inside front cover (the Student Information Page). To identify a SwD-OOD test book, check the Student Information Page (inside front cover). If the student attends school in your district because of an IEP placement from another district, fill in the circle for "YES" under "For Special Status 'D' Students Residing OOD Only." "No" will be assumed unless "YES" is marked. For "YES," make sure that the number for the District of Residence is also bubbled in.

- ☐ Keep the unused WAA-SwD test materials in locked storage until the scorable test materials are ready for return. Then deliver all scorable and unused test materials to the DAC.

Special Instructions for Schools Receiving Materials Directly from CTB/McGraw-Hill and Returning Materials Directly to CTB/McGraw-Hill—Elmbrook and Milwaukee

- ☐ Test materials shipped directly to SACs will be the same as those for DACs, listed on pages 6-8 of this guide, except for Braille and Large Print test books.
- ☐ SACs complete an inventory of test materials and report WKCE shortages directly to CTB/McGraw-Hill; however, WAA-SwD shortages should be directed to the DAC who will notify DPI. All shortages must be reported no later than October 24, 2014.
- ☐ Distribute the WKCE *Student/Parent Pre-Test Information* brochure to all students in grades 4, 8, and 10. Students must be instructed to take the brochures home to share with their parents or guardians. WKCE *Student/Parent Pre-Test Information* brochures are enclosed with your testing materials. The WAA-SwD *Student/Parent Pre-Test Information* brochure is available online (along with Spanish and Hmong versions of the WKCE and the WAA-SwD brochure) at http://oea.dpi.wi.gov/assessment/WKCE/resources and http://oea.dpi.wi.gov/assessment/WAA/resources. They may be printed and duplicated as needed.
- ☐ Make sure you have accounted for all students in your school. If a student in grade 4, 8, or 10 does not participate in the WKCE or the WAA-SwD, it will still be necessary to return a blank WKCE test book or blank WAA-SwD student Answer Document with a pre-ID label or the Student Information Page completed for that student in your "TO BE SCORED" materials.
- ☐ Use a School Header Sheet for each grade-level set of test materials. Unsigned or incomplete School Header Sheets may delay results for your entire district.
- ☐ Verify that the number of students shown on the School Header Sheet for each grade totals the number of students enrolled at that grade as shown on the School/Group List.
- ☐ **Use CTB/McGraw-Hill's online process to arrange for pickup of the test materials** for scoring (http://programs.ctb.com/WSAS). **Note:** The URL is case-sensitive. You must contact CTB/McGraw-Hill no later than November 14, 2014. If no online access is available, call CTB/McGraw-Hill's Wisconsin Help Desk at (800) 282-2203.
- ☐ Be sure that a copy of the School/Group List and copies of the School Header Sheet(s) for each grade's boxes are sent directly to your DAC rather than returned to CTB/McGraw-Hill. Seal the top and bottom of the boxes with strong sealing tape.

Return of Materials to the DAC

- ☐ Verify that the WAA-SwD envelope is on top of the stack of WKCE test books in the first box. Please refer to the graphic on page 25.
- ☐ Verify that the School/Group List has been completed and that it has been placed **on top of everything** in the first box. Please refer to the graphic on page 25.
- ☐ Apply a return-shipping label to the space provided on the side of the box. Be sure to use the appropriate label ("TO BE SCORED" or "NOT TO BE SCORED").

Checklist for School Assessment Coordinators

Sort Test Materials

Note: The deadline for delivering test materials to your DAC is within one day of completion of testing or by November 11, 2014, whichever is earlier.

- ☐ Separate WKCE test books from WAA-SwD materials.
- ☐ Separate used WKCE test books from unused WKCE test books.
- ☐ Separate used WAA-SwD student Answer Documents from unused WAA-SwD student Answer Documents.

Return Used/"TO BE SCORED" Test Materials to the DAC

Note: Follow these steps for each grade in the school.

- ☐ Remove any manipulatives from test books.
- ☐ Make sure you have accounted for all students in your school. If a student in grade 4, 8, or 10 does not participate in the WKCE or the WAA-SwD, it will still be necessary to return a blank WKCE test book or blank WAA-SwD student Answer Document for that student. Make sure that a student pre-ID label has been affixed to each student's test book or WAA-SwD student Answer Document or that the Student Information Page—located on the inside front cover of the test book or WAA-SwD student Answer Document—is filled in completely and accurately. Also make sure that the Student Assessment Report—located on the back cover of each test book or WAA-SwD student Answer Document—has been filled in completely and accurately.

Note: The student pre-ID label overrides any information bubbled in on the Student Information Page (except for the "optional field" information). Use the label even if the student information is not correct. Incorrect student label information will be corrected later in the scoring process.

- ☐ Work with one grade at a time.
- ☐ Place the WKCE test books in stacks small enough to be banded by the paper tape provided by CTB/McGraw-Hill.

WKCE Stack Cards

- ☐ Complete the information on enough Stack Cards to cover each stack of test books.
- ☐ Place a Stack Card on top of each stack of WKCE test books, and bind with the paper tape. (Leave the first stack unbanded until the WKCE School Header Sheet has been completed.)
- ☐ Count the total number of used test book stacks. Transfer this information onto each WKCE Stack Card on the "Stack: of ' line (e.g., "2 of 15" means the 2nd stack of the 15 stacks for this grade).

WAA-SwD Envelopes

- ☐ WAA-SwD student Answer Documents should be sorted by grade level with a WAA-SwD School Header Sheet and placed in the DPI-provided WAA-SwD Envelope (white with blue print).
- ☐ WAA-SwD student Answer Documents, separated by a WAA-SwD School Header Sheet, can be banded by grade but must not be stapled.
- ☐ Multiple grades may be placed in one envelope separated by a School Header Sheet.

School Header Sheet

The information you provide on the School Header Sheet is used by CTB/McGraw-Hill to verify the number of student test books included in each shipment.

WKCE

- ☐ Complete the additional information required on the rust-colored WKCE School Header Sheet for each grade.

  Note: Each School Header Sheet comes preprinted with the school name, number, and lowest grade. Complete the missing information on one of the sheets. The second sheet is extra and should be used only when necessary.

- ☐ Have the principal (or designee) sign and date the School Header Sheet for each grade.
- ☐ Make two photocopies. Keep a photocopy and place the second copy in the top of the first box of your shipment.
- ☐ Place the original completed WKCE School Header Sheet for each grade beneath the first Stack Card for that grade, on top of the test books in the first stack. Bind the first Stack Card, WKCE School Header Sheet, and test books. See graphic on page 25.
- ☐ Enter the information from a copy of the WKCE School Header Sheet for this grade into the School/Group List. Verify that the number of test books for the grade matches the number of students enrolled and expected to take the WKCE.

WAA-SwD

- ☐ Complete the additional information required on the blue-colored WAA-SwD School Header Sheet for each grade.

- ☐ Have the principal (or designee) sign and date the School Header Sheet for each grade.
- ☐ Place the original completed WAA-SwD School Header Sheet for each grade on top of the student Answer Documents for that grade.
- ☐ Enter the information from a copy of the WAA-SwD School Header Sheet for this grade into the School/Group List. Verify that the number of student Answer Documents for the grade matches the number of students enrolled and expected to take the WAA-SwD.

REPEAT THE ABOVE STEPS FOR "TO BE SCORED" TEST MATERIALS FOR EACH GRADE IN THE SCHOOL.

Packaging the Boxes

See Graphic on Page 27.

"TO BE SCORED" Materials

- ☐ Place used test books bound with the WKCE Stack Cards into shipping boxes. The order, from top to bottom, for packaging the boxes is as follows: grades 3–8 and then 10.

Note: If there is more than one stack for a particular grade in a school, make sure that the stacks are placed in the box consecutively, with Stack Card #1 as the top Stack Card.

- ☐ Make sure that Stack Card #1 (bound with the School Header Sheet and the test books) is the top Stack Card for each grade.
- ☐ Place the WAA-SwD envelopes in the first box, on top of the "TO BE SCORED" WKCE books.

"NOT TO BE SCORED" Materials

- ☐ Place unused WKCE test books and WAA-SwD student Answer Documents in a box labeled with the white "NOT TO BE SCORED" shipping label.
- ☐ Place all WAA-SwD student and teacher test books, as well as Braille books and picture descriptions, in the "NOT TO BE SCORED" box also.

Do Not Seal the Boxes

- ☐ Remove any previous markings and labels from the shipping boxes.
- ☐ Print the name of the school on one side of each box.

School/Group List

- ☐ Complete the School/Group List. Include information for both the WKCE and the WAA-SwD on one list. (Only one form is needed for your school, regardless of the number of grades tested.)
- ☐ Make two photocopies of the School/Group List. Retain one copy for your school.
- ☐ Staple together one copy of the School/Group List and the copies of the School Header Sheets for each grade and assessment.
- ☐ Place the completed original School/Group List in the first box on top of the stacks. Please refer to the graphic on page 27. Staple copies of the School Header Sheets for each grade and

assessment to a copy of the School/Group List and place them under the original School/Group List in the first box. The photocopies are for the DACs use only.

Return-Shipping Labels

- ☐ Apply a return-shipping label to the space provided on the side of the box. Be sure to use the labels marked "TO BE SCORED" on the boxes of scorable materials. Apply the labels in the same order in which the materials were packaged.
- ☐ Deliver the boxes to your DAC within one day of testing, or by November 11, 2014, at the latest.

Unused Test Materials

- ☐ All unused test materials including WKCE test books, WAA-SwD student and teacher test books, and WAA-SwD student Answer Documents must be returned to CTB using the labels marked "NOT TO BE SCORED."
- ☐ Any used WKCE test books or WAA-SwD student Answer Documents that are packaged with the unused books will not be scanned and scored.

Glossary of Assessment Terms

Accommodation A general term referring to changes in the setting in which a test is administered, the timing of a test, the scheduling of a test, the ways in which a test is presented, and the ways in which a student responds to a test. The term is used to refer to changes that do not alter in any significant way what the test measures or the comparability of scores.

Achievement test An assessment that measures a student's acquired knowledge and skills in one or more content areas (e.g., Reading, Mathematics, Science, or Language Arts) in which the student has received instruction.

Alternate assessment A substitute way of gathering information on the performance and progress of students who cannot participate, even with accommodations, in general state or district assessment programs. Alternate assessments provide a mechanism for all students to be included in the accountability system.

Authentic assessment An accurate type of assessment that differs from traditional achievement tests, which are composed of selected-response items only. An authentic assessment may require students to generate or produce responses or products that measure their performance on tasks and situations that are closely aligned with what students do in the classroom. This type of assessment may include essays, portfolios, interviews, teacher observations, work samples, and group projects.

Bias A systematic error in a test score. Bias may refer to construct underrepresentation or construct irrelevance that affects the test performance of different groups of students.

Ceiling The upper limit of performance that can be effectively measured by a test. Individuals are said to have reached the ceiling of a test when they perform at the top of the range that the test was designed to measure and discriminate reliably. If an individual or a group scores at the ceiling of a test, the next higher level of the test, if available, should be administered.

Checklist An assessment that is based on the examiner's observing an individual or group of students and indicating whether or not the assessed behavior is demonstrated.

Construct The concept or the characteristic that a test is designed to measure.

Constructed-response item An assessment unit with directions, a question, or a problem that elicits a written, pictorial, or graphic response from a student. Sometimes called an "open-ended" item. Short-answer items require a few words or a number; extended-response items require at least a few sentences.

Construct equivalence The extent to which the construct measured by one test is essentially the same as the construct measured by another test. In addition, construct equivalence can refer to how well the construct of interest is measured in one cultural group compared to a different cultural group.

Construct validity (content validity) Construct validity indicates the extent to which the content of a test samples the subject matter or situation about which conclusions are to be drawn; also described as "evidence based on test content." Methods used in determining construct validity are test book analysis, description of the universe of items, adequacy of the sample, representativeness of the test content, intercorrelations of subtest scores, and opinions of a jury of experts.

Content standard A statement describing the knowledge and skills in a content area (e.g Science or Social Studies) that should be met at a specified time (e.g., end of grade).

Criterion A standard or judgment used as a basis for quantitative and qualitative comparison; also a variable to which a test is compared as a measure of the test's validity. For example, grade point average

and attainment of curricular objectives are often used as criteria for judging the validity of a cognitive abilities test.

Criterion-referenced test An assessment that allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criterion, rather than in comparison to the performance of other test-takers.

Diagnostic test A test intended to locate learning difficulties or patterns of error. Such tests yield measures of specific knowledge, skills, or abilities underlying achievement within a broad subject. Thus, they provide a basis for remedial instruction.

Differential item functioning (DIF) A situation that occurs in testing when different groups of examinees (e.g., ethnic or gender groups) with the same total test score have different average item scores. Test developers reduce DIF by analyzing item data separately for each group. Items identified with DIF are carefully reviewed by content experts and culture and sensitivity committees. Items that appear to be unfair to one or more groups are discarded.

Distractor An incorrect answer choice in a selected-response or matching test item. Sometimes called a "foil."

Floor The opposite of ceiling, it is the lowest limit of performance that can be measured effectively by a test. Individuals are said to have reached the floor of a test when they perform at the bottom of the range that the test was designed to measure and discriminate reliably.

Holistic scoring A scoring procedure yielding a single score based on overall student performance rather than on an accumulation of points. Holistic scoring uses rubrics to evaluate student performance.

Item A statement, exercise, task, question, or problem on a test.

Local norms Norms that have been obtained from data collected in a limited reference population of specific interest to the test user, such as a school system, county, or state. They may be used instead of, or along with, national norms to evaluate student performance.

Mean The quotient obtained by dividing the sum of a set of scores by the number of scores; also called "average." Mathematicians call it "arithmetic mean."

Median The middle score in a set of ranked scores. Equal numbers of ranked scores lie above and below the median. It corresponds to the fiftieth percentile and the fifth decile.

Mode The score or value that occurs most frequently in a distribution.

Multiple measures Assessments that measure student performance in a variety of ways. Multiple measures include standardized tests, teacher observations, classroom performance assessments, and portfolios.

Normal curve equivalent (NCE) The normal curve equivalent (NCE) scale, ranging from 1 to 99, coincides with the national percentile scale at 1, 50, and 99. NCEs have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows you to make meaningful comparisons among different achievement test batteries and among different tests within the same battery. You can compare NCEs obtained by different groups of students on the same test or test battery by averaging the scores for the groups.

Percentile rank One of the 99-point scores that divide a ranked distribution into groups, each of which contains 1/100 of the scores. For example, the seventy-third percentile denotes the score or point below which 73 percent of the scores fall in a particular distribution of scores. A state percentile is the percent of students in a norm group whose scores fall below a student's score; a local percentile is the percent of students in a local group whose scores fall below a student's score.

Prompt An assessment topic, situation, or statement to which students are expected to respond. Sometimes called a "stimulus."

Raw score The first score obtained in scoring a test, often the number of correct answers required to complete the test, the number of errors, or some other number obtained directly from the test's administration.

Reliability The degree to which test scores obtained by a group of individuals are consistent over repeated applications. The reliability coefficient indicates the degree to which scores are free of measurement error. The conditions that the coefficient estimates might involve variations in test forms (alternate form reliability), repeated administration of the same form to the same group after a time interval (test-retest reliability), or the statistical interrelationship of responses on separate parts of the test (internal consistency).

Rubric A scoring tool, or set of criteria, used to evaluate a student's test performance.

Scale An organized set of measurements, all of which measure one property or characteristic. Different types of test score scales use different units, such as number correct, percentiles, or item response theory (IRT) scale scores.

Scale scores Scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of groups of students. Scale scores are appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels. Such computations permit educators to make direct comparisons among examinees, compare individual scores to groups, or compare an individual's pre-test scores within a specific content area in a way that is statistically valid. This cannot be done with percentiles or grade equivalents.

Selected-response item (also called "multiple-choice item") A question, problem, or statement (called a "stem") that appears on a test followed by two or more answer choices, called "alternatives" or "response choices." The incorrect choices, called "distractors," usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem.

Speededness A test characteristic, dictated by the test's time limits, that results in a test-taker's score being dependent on the rate at which work is performed as well as the correctness of the responses. The term is not used to describe tests of speed. Speededness is often an undesirable characteristic.

Standard deviation A statistic used to express the extent of the divergence of a set of scores from the average of all the scores in the group. In a normal distribution, approximately two-thirds (68.3 percent) of the scores lie within the limits of one standard deviation above and one standard deviation below the mean. The remaining scores are equally distributed by more than one standard deviation above and below the mean.

Standard error of measurement (SEM) Measurement error is associated with all test scores. The standard error of measurement (SEM) is an estimate of the amount of error to be expected in a score from a particular test. This statistic provides a range within which a student's true score is likely to fall. The smaller the standard error of measurement, the smaller the range in which the student's true score would likely fall and the more accurate the test score.

Standards performance index (SPI) An estimate of the number of items that a student could be expected to answer correctly if there had been 100 such items for that standard.

Stimulus A passage or graphic display about which questions are asked. Sometimes called a "prompt."

Test A device or procedure designed to elicit responses that permit an inference about what a student knows or can do.

Validity The degree to which accumulated evidence and theory support specific interpretations of test scores proposed by users of a test.

Wisconsin Student Assessment System

WKCE/WAA-SwD Policy & Procedure Manual

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

WKCE/WAA-SwD
Policy & Procedure
Manual

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Introduction

The purpose of this manual is to provide Wisconsin educators a detailed explanation of the policies involved in the administration of the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). To ensure a smooth implementation of the testing program, everyone must be familiar with this manual.

Laws and Regulations

Federal Testing Requirements—No Child Left Behind Act (NCLB)

The federal No Child Left Behind Act requires all states to test all students in Reading and Mathematics in grades 3 through 8 and once in high school (grade 10). Also, all students are required to be tested in Science, once at elementary, middle, and high school levels (grades 4, 8, and 10). These tests are referred to as the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Student performance on these assessments is reported in proficiency categories and used to determine the adequate progress of students at the school, district, and state levels. Title I, part A, Sec. 612 (17)(A) of IDEA requires that students with disabilities are to be included in general State assessment programs, with appropriate accommodations when necessary. As appropriate, the State or local educational agency (i) develops guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in statewide and district-wide assessment programs, and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments. The complete NCLB language is available at the U.S. Department of Education (ED) Website at http://www2.ed.gov/nclb/landing.jhtml.

State Statutes

1. Wisconsin law s. 118.30 requires the state to test students in English Language Arts, Science, Social Studies, and Writing in grades 4, 8, and 10. These tests are referred to as the Wisconsin Student Assessment System (WSAS), which includes the WKCE and the WAA-SwD. The WKCE is a criterion-referenced assessment designed to compare a student's strengths and needs with clearly defined standards, skill levels, or areas of knowledge. The WAA-SwD is a performance-based test aligned to Extended Grade Band Standards. For more information, please go to http://www.legis.state.wi.us/statutes/Stat0118.pdf .
2. The Wisconsin Department of Public Instruction (DPI) is required, under Standard (r) of Section 121.02(1) of the Wisconsin Statutes, to test all public school third-graders in Reading every year. This requirement is met with the WKCE and WAA-SwD grade 3 Reading assessments.
3. Public/parental review of test materials – see state statute.
4. Parent opt-out—Upon the request of a pupil's parent or guardian, the school board shall excuse the pupil from taking an examination in grades 4, 8, and 10, administered under sub. (1m) per Wis. Stats. 118.30 (1r) 2.3. Please refer to page 7 for information on parent opt-out in grades 3, 5, 6, and 7.
1. As required in Wis. Stats. 121.02 School district standards, (1) Except as provided in Wis. Stats. 118.40 (2r) (d), each school board shall: (c) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs: 1. The pupil fails to meet the reading objectives specified in the Reading curriculum plan maintained by the school board under par. (k). 2. The pupil fails to score above the state minimum performance standard on the Reading test under par. (r) and: a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.
5. Chapter PI 13 Wisconsin Administrative Code requires that each district annually assess English language learners for English language proficiency using DPI-approved tests. ACCESS for ELLs™ is the required test for this annual assessment.

6. As per Wis. Stats. 118.33 (6) (a) 1: Each school board shall adopt a written policy specifying the criteria for promoting a pupil from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. 118.30 (1m) (a) or (am), unless the pupil has been excused from taking the examination under s. 118.30 (2) (b); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the pupil's academic performance; and any other academic criteria specified by the school board.

State Assessment Procedures

These practices set forth by DPI are provided to illustrate ethical and professionally responsible practices in educational assessment for use by all individuals engaged in the administration, interpretation, and use of the WKCE and WAA-SwD, and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, DPI staff, and educational research and policy professionals.

Calculator Use for Statewide Assessments

Calculators, if used, must be provided by the school district. Calculators or other electronic devices that possess any of the following features are not permitted.

- QWERTY keyboard
- devices that perform algebraic representations (ability to use and view expressions, equations, and formulae)
- devices that make noise or "talk"
- touchscreen, electronic writing pad, pen-input or stylus-driven entry systems
- removable memory units
- image capture or video recording or transmission
- sound recording or transmission
- wireless communication (infrared, Bluetooth®, Wi-Fi®, cellular, radio, etc.)

Retention of WKCE Test Books

All WKCE test books (both used and unused) must be returned to CTB/McGraw-Hill at the end of the testing window. CESAs will have copies available for public access. **Districts and schools may not retain any copies of WKCE test books.**

Retention of WAA-SwD Test Books

Districts and schools are **not allowed to keep any copies of the WAA-SwD test materials**. DPI and CESAs will have copies on hand for public access and professional development.

Destruction of WKCE Test Books

Districts should securely destroy all copies of WKCE test books retained from previous years. When the district must destroy materials, a "Confirmation of Destruction" form must be completed and sent to CTB/McGraw-Hill. This form is available online at http://oea.dpi.wi.gov/assessment/forms .

Accountability for All Students

Parent Opt-Out

When a parent or guardian requests that the student be excused from participating in the WSAS, this request must be honored at grades 4, 8, 9-11, per Wis. Stats. 118.30(2)(b)3. This request may come at any time during the testing window. All students excused by parent opt-out are marked as "not tested" students in school and district reporting determinations. A parent must submit a written request for student opt-out to the principal or the school board. Per Wis. Stats. 118.30(2)(b)3., if the student is in grades 4, 8, and 9-11 the request must be granted. However, if the student is not in the above mentioned grade levels, the decision to grant the request is at the discretion of the school board.

Accommodations

If accommodations to the test are needed, they must be provided. Testing accommodations for students with disabilities should be included in the student's IEP or Section 504 plan. Please refer to the Assessment Accommodations Matrix in Appendix A to see if an accommodation is allowed for a given student.

Selection of Appropriate Assessment for Students with Disabilities

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is intended for students with significant cognitive disabilities and is given if the local IEP team determines that the student is unable to participate in the WKCE, even with accommodations. The IEP team will use the WAA-SwD Participation Checklist to determine whether a student will participate in the WKCE, the WKCE with accommodations from the Assessment Accommodations Matrix, or the WAA-SwD. All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.

Students with Disabilities—Out of District (SwD-OOD)

The district of residence is accountable for the academic progress of students with disabilities who are sent to another district via an Individualized Education Program (IEP). The test books of the students with disabilities educated outside of their home district due to IEP placement must have either:

- a student label with the correct district-of-residence number (check district ISES data to confirm), or
- the correct district-of-residence number bubbled in on the inside front cover (the Student Information Page) if no label is used.

Assessment of Section 504 Students

Under Section 504 of the Vocational Rehabilitation Act of 1973, a student on a Section 504 plan must be tested, except in extremely rare situations. It is highly unlikely that a school could justify not testing a student based on the student qualification under Section 504 alone. One example for not testing a Section 504 student may be that the student is suffering from acute emotional difficulties resulting from recent severe trauma or a terminal illness. Any Section 504 student excluded from testing counts as "not tested" for determining school and district accountability.

WKCE Test Administration

Testing Structure and Session Timing

The number of sessions administered per day may be adjusted provided the order of the sessions and test times are followed. An entire session must be administered in a single sitting. For possible testing schedules and session timings, please refer to the WKCE *Directions for Test Administration* manuals.

Administering WKCE Makeup Sessions

Students who are absent for one or more sessions of the WKCE should take the remaining sessions with other students upon their return. Makeup sessions for the missed session(s) may be scheduled for a later time within the testing window.

WKCE Proctor Guidelines

Review your plans with proctors prior to WKCE testing. WKCE proctors are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district. They may also include student teachers who normally have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations. Prior to assisting in administering the WKCE, schools and districts should ensure that proctors have received the same preparation and training as teachers and others who administer the WKCE tests.

This training should include:

- becoming familiar with all WKCE ancillary test materials and WKCE procedures;
- becoming familiar with appropriate WKCE testing accommodations;
- ensuring proper test security, including:
    - not allowing students to view the WKCE test materials prior to testing;
    - remaining in the classroom the entire testing time;
    - monitoring to ensure that students do not receive improper assistance during WKCE testing; and
    - preventing and reporting any acts of academic dishonesty, including, but not limited to, cheating, plagiarizing, stealing, or copying the WKCE.
- See Appendix D for WKCE Proctor Guidelines.

WKCE proctors can help:

- arrange the testing room;
- fill in the Student Information Page (if student pre-ID labels are not used);
- prepare punch-out tools for distribution to the students by removing the punch-out tools from the sheets;
- distribute WKCE test materials;
- make sure students are working in the correct place in their WKCE test books;
- supervise students during short breaks (students requiring use of restroom facilities must be escorted by the test administrator or a proctor);
- prevent talking or sharing of answers; and
- collect WKCE materials at the end of the testing session.

As a general rule, one WKCE proctor for every 15 students is recommended.

WSAS Translators/Interpreters Qualifications and Guidelines

The Assessment Accommodations Matrix provides information regarding the allowable accommodations that translators and interpreters may provide for English language learners taking the Wisconsin Knowledge and Concepts Examination (WKCE) or the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).

Translation is the rendering of a written text from one language (source language) into another language (target language).

Interpretation is the immediate rendering of oral language from the source language into the target language. Interpreters should be used to provide sight translations for either the WKCE or the WAA-SwD.

Suggested Qualifications of Translators and Interpreters

Preference should be given to individuals with Bachelor's Degrees in Modern Languages or a certification in either translation or interpretation. When this is not possible, translators and interpreters should have the following qualifications:

1. Mastery of the target language and dialect
2. Familiarity with both cultures
3. Extensive general and academic vocabulary in both languages
4. Ability to express thoughts clearly and concisely in both languages
5. Familiarity with the Wisconsin education system

Translators and interpreters should participate in all aspects of staff training related to test administration and test security, with additional training on the guidelines described below.

Guidelines for Translation and Interpretation

1. Test directions, questions, and answer choices should be read to students using direct interpretation. Care should be taken not to alter the intended meaning of the text.
2. While content may be converted into simplified English, this can sometimes alter the intended meaning of the text. Only simplify words that are not related to content or vocabulary.

When providing sight translations or scripted oral translations, it is critical to maintain a neutral voice and not provide any hints of the possible correct answer. Care must also be taken to not inadvertently provide cues through body language.

WAA-SwD Test Administration

WAA-SwD Testing Structure and Session Timing

The WAA-SwD test may be administered in segments to allow for each student's individual testing needs. Please refer to the WAA-SwD *Directions for Test Administration* manual.

WAA-SwD Test Administrator Guidelines

WAA-SwD test administrators are licensed professionals (including administrators and teachers) who are employed by the school or district and who are familiar with individual student response style.

Parent volunteers, student teachers, and teacher aides should not be allowed to administer examinations. Prior to assisting in administration of the WAA-SwD, schools and districts should ensure that test administrators have received preparation and training.

This training should include:

- becoming familiar with all WAA-SwD test materials and procedures;
- becoming familiar with appropriate WAA-SwD testing accommodations; and
- not allowing students to view the WAA-SwD test materials prior to testing.

WAA-SwD teacher aides may help test administrators:

- arrange the testing room;
- fill in the Student Information Page (if student pre-ID labels are not used);
- prepare manipulatives for distribution to the students;
- distribute WAA-SwD test materials;
- record student responses onto the WAA-SwD student Answer Documents;
- supervise students during short breaks (students requiring use of restroom facilities must be escorted by the test administrator or a proctor); and
- collect WAA-SwD materials at the end of the testing session.

Test Security

The primary goal of WSAS test security is to protect the integrity of the examinations. To ensure that trends in achievement results can be calculated across years, a certain number of test questions are repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. This may require the invalidation of the test scores of individuals or entire classes, as well as other disciplinary actions. **The best way to maintain test security is to limit test access to those educators who must have access, and to ensure that all personnel understand the crucial need for test security.** See the Test Security Manual for complete Test Security policies and procedures.

TEST SECURITY: All passages, stimuli, and questions used in the Wisconsin Student Assessment System are CONFIDENTIAL and must be kept SECURE at all times. Unauthorized use, duplication, or reproduction of ANY or ALL portions of the test material is prohibited. Violation of security can result in district disciplinary action, prosecution, and/or penalties by the Department of Public Instruction or CTB/McGraw-Hill.

Districts are not allowed to make copies of student writing prompts or copies of test items used in current or previous years. It is also not acceptable to modify a test item and use it for practice.

Special Circumstances

All students enrolled in the district must be tested. This includes, but is not limited to, students with special needs or circumstances, migrant students, homeless students, suspended and/or expelled students, and homebound or hospitalized students.

Students Moving In and Out of the District During the Test Window

If a student has moved to another district within Wisconsin before any testing has been done, mail the student's testing label to the new district. The student's new school will use the label and submit the student's test book under its own School Header Sheet, so the results will go to the new school and be included in summary reports and accountability calculations for the new school. If the student leaves your school or district with some, but not all, of the testing completed, the student's testing label and partially completed WKCE test book or WAA-SwD student Answer Document should be sent to the new school or district to complete testing. The new district will finish testing the student and place that student's WKCE test book or WAA-SwD student Answer Document under its School Header Sheet. The new student will be included in accountability calculations for the new school/district, but will not be considered a Full Academic Year student. If the student leaves the school with all academic content areas completed, the test book should be sent to CTB/McGraw-Hill for scoring and reporting. When you receive the Individual Profile Report for that student in the spring, please forward it to the new school district. If the student leaves the school/district before testing begins and enrolls in a new school but does not attend the new school until after the testing window, the new school is responsible for the student and that student will be counted as a non-participant. For more information about students moving in and out of the district during testing, go to http://oea.dpi.wi.gov/assessment/WKCE.

Suspended and Expelled Students

The school is accountable for testing any expelled or suspended student who remains enrolled in the district during the testing window.

Home-Schooled Students

The school/district is neither responsible nor permitted to include a home-schooled student in your WSAS testing, including those enrolled in your district for two or fewer classes per day.

Homebound or Hospitalized Students

Homebound students who remain enrolled in the district are the district's responsibility in terms of testing. However, there is a test security issue that needs to be carefully considered when dealing with homebound or hospitalized students. Allowing test books to leave the school building may result in lost, stolen, or mishandled test books. If you must test the student at home, be sure that the person who is taking the test book to the home of the student is a professional, licensed, employed district staff member. To protect the integrity of the testing process, make sure that the student has no assistance from a parent during test administration. Use the same procedures and precautions when testing a hospitalized student. Each of these situations is unique. While federal law is stringent when it comes to test participation, educators know there are sometimes unique situations where it would not be advisable to test a student. However, please keep in mind that children might wish to be included in everything their peers are doing, and that non-tested students count against a school and district for accountability purposes.

Students Attending Alternative Schools

The district is responsible for testing students attending alternative schools who are enrolled in the district. Virtual schools are responsible for testing all students enrolled in grades 4, 8, and 10 in the school, regardless of the student's residence.

Students Attending Virtual Schools

Virtual schools are responsible for testing all students enrolled in grades 4, 8, and 10. This may be done in the district, or with district staff at other arranged sites. Other districts should not test students who live in their attendance area and attend a virtual school in another district.

Students Attending Private Schools

The school district is not responsible for testing private school students. Every year, private schools are invited to participate in the WSAS. Each private school is responsible for ordering test materials, administering the test, returning test books to CTB/McGraw-Hill for scoring, and receiving and distributing their students' test results.

Students Who Participated in WSAS Last Year and Are Still Enrolled in the Same Grade This Year

The school must administer the WSAS to all students enrolled in grades 4, 8, and 10 during the testing window, no matter how many times that student has participated in a grade's WSAS in the past. Some students will take the WSAS at the same grade level for consecutive years.

Testing Accommodations

Reading the WKCE Test

Science and Social Studies Tests—Questions and content may be read to English language learners and students with disabilities if their IEP allows for it. Please refer to the Assessment Accommodations Matrix in Appendix Afor more information.

Students with Disabilities (SwD) Placed by the District of Residence in Another School Outside the District (OOD)

Scores of SwD-OOD will be reported to the district of residence in the WSAS. The test results for these students will be summarized with the scores of students in the free and appropriate public education (FAPE) district, although the district of attendance will also receive copies of the student's results. It is important to note that unless a SwD-OOD is attending school in the district under Open Enrollment or Chapter 220, the district of residence is accountable for this student's scores and performance.

Braille/Large Print/Scribing

Braille and/or Large Print editions of the WKCE are available for blind or visually impaired students in your school or district. Special accommodations may be necessary when administering the test to them. Please check the student's Individualized Education Program (IEP) for any special accommodations. For those districts that have ordered and received Braille and Large Print editions, administration manuals will be included in the shipment of test materials.

Braille

Students who take the WKCE Braille edition may use a Brailling device called a "Brailler" or "Braille Writer." School staff must transcribe verbatim the student's responses into a regular WKCE test book and return it to CTB/McGraw-Hill with the rest of the students test books for scoring. The used Braille test book must be returned with the unused test books. Test scores for students who take the Braille edition of the WKCE include all criterion-referenced and proficiency-level scores provided under the WSAS. The Braille edition of the WAA-SwD is created and distributed by DPI.

Large Print

Students who take the WKCE Large Print edition mark their responses directly in the Large Print test book. School staff must transcribe verbatim the student's responses into a regular WKCE test book and return it to CTB/McGraw-Hill with the rest of the students test books for scoring. The used Large Print test book must be returned with the unused test books. Test scores for students who take the Large Print edition of the WKCE include all criterion-referenced and proficiency-level scores provided under the WSAS.

The WAA-SwD is printed in 18-point type. If a student requires additional magnification and it is on the student's IEP, please refer to the Assessment Accommodations Matrix, Appendix A, for what is allowable.

Scribing

- A scribe must record student responses verbatim.
- All scribing should be done with a No. 2 pencil; responses scribed in ink will not be scored.
- When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
- Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. The Writing test must be scribed in English.

If a student's answers are documented in a manner other than the regular test book (e.g., audio recording, Braille version, and computer response), the following procedures must be followed to transcribe the student's responses:

- The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a No. 2 pencil to be scored.

- The scribe transcribes students responses verbatim, including spelling, formatting, and punctuation.
- Test security must be maintained. After answers are transcribed, destroy all electronically saved student responses, including audiotapes. All paper copies of student work (e.g., Braille tests, Large Print tests, graph/lined/grid paper, and printed copies of computer responses) must be returned with non-scorable test materials.

Appendix A – Accommodations Matrices

Accommodations for Students with Disabilities
on the *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)*
for Science and Social Studies

- All accommodations for a student with a disability must be documented on an IEP or Section 504 plan in the section for statewide assessment.* Refer to page 5
- All *Allowable Test Practices for All Students* may be documented in an IEP or Section 504 plan in the section for statewide assessment.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in IEP or Section 504 plans.

Accommodation Description For *Students with Disabilities* (D)		WKCE	WAA-SwD
Test Directions			
D 1	Sign language for directions.[1, 10]	✓	✓
D 2	Mark or highlight directions.[1, 2, 3]	✓	*N/A: Test administrator reads WAA-SwD aloud.*
D 3	Provide printed copy of teacher directions (i.e. bold text following the SAY icon) from the WKCE Test Administration Manual.[1]	✓	*N/A: Test administrator reads WAA-SwD aloud.*
D 4	Explain or clarify directions.[1]	✓	✓
D 5	Student rereads and/or restates directions.[1]	✓	✓
Content Presentation			
D 6	Turn pages for student.	✓	✓
D 7	Braille; student responses must be transcribed into scorable test book by a licensed teacher of the visually impaired or a certified transcriber.[6, 13]	✓	✓
D 8	DPI-provided WAA-SwD Picture Descriptions; appropriate only for a student who cannot access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD.[12]	*N/A*	✓
D 9	Large-print; student responses must be transcribed into scorable test book.[6, 13]	✓	*N/A: WAA-SwD is 18 pt. font, no separate large print edition.*
D 10	Extra test book; answers must be recorded in one scorable test book.[13]	✓	*N/A: All items are presented to the student so that they view one entire item at a time.*
D 11	Sign language for test passages and questions.[10]	✓	✓
D 12	Text talker for test passages and questions.[4]	✓	*N/A: Test administrator reads WAA-SwD aloud.*
D 13	Student reads aloud to self.	✓	✓
D 14	Test administrator reads test passages and questions aloud .[8]	✓	*N/A: Test administrator reads WAA-SwD aloud.*
D 15	Student records him/herself reading aloud and plays back recording.[4]	✓	✓
D 16	Audio recording of test passages and questions in English.[4, 8]	✓	*N/A: Test administrator reads WAA-SwD aloud.*

Accommodation Description for *Students with Disabilities* (D)		WKCE	WAA-SwD
Response			
D 17	Manipulatives or 3-D shapes.	✓	✓ Follow guidelines in WAA-SwD Manipulatives Guide. http://oea.dpi.wi.gov/files/oea/pdf/maniguide.pdf
D 18	Braille output device; transcribe student responses into scorable test book.[4, 6, 13]	✓	✓
D 19	Student indicates responses orally to scribe.[5]	✓	*N/A: Test administrator records all student responses.*
D 20	Student signs responses to interpreter/scribe.[5, 10]	✓	✓
D 21	Student records responses using an audio or video device: a) Test administrator transcribes student's responses into scorable test book. [6, 13] b) Student watches or listens to his/her recorded responses and transcribes into scorable test book. [4, 6, 13]	✓	*N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.*
D 22	Speech-to-text devices; responses must be transcribed into the scorable test book.[4, 6, 13]	✓	*N/A*
Setting			
D 23	Student moves, stands, or paces during individual administration.	✓	✓
Timing/Scheduling			
D 24	Extra time; test session must be completed within the same day the student started the session.[7]	✓	*N/A: WAA-SwD is an untimed test.*

Linguistic Supports for English Language Learners (ELLs)
on the *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)*
for Science and Social Studies

- Linguistic supports are allowed for ELL students (i.e. students whose English language proficiency levels are 1 through 5).
- All linguistic supports for an ELL student should be determined by a team of educators, the student, and the students' parents.
- Linguistic supports should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Linguistic supports should enhance access without changing the skill or construct measured.
- Districts should monitor the use of linguistic supports by comparing assessment supports received with those stated in student plans.

	Linguistic Support Description For *English Language Learners* (L)		WKCE	WAA-SwD
	Scripted Oral English : Reading aloud and repeating test items or directions verbatim from test book			
	L 1	Read questions and content to student in English.[8]	✓	*N/A: Test Administrator reads WAA-SwD.*
	L 2	Audio recording of test passages and questions in English.[4, 8]	✓	*N/A: Test Administrator reads WAA-SwD.*
	Clarification in English: Unscripted oral explanation of test considered potentially difficult for ELLs to access			
	L 3	Simplify, explain, or clarify test directions.[1]	✓	*N/A: Directions are incorporated into each item.*
	L 4	Have student reread and/or restate directions in his/her own words.[1]	✓	*N/A: The WAA-SwD is in simplified language.*
	L 5	Audio recording of test items in English that is simplified for words not related to content or vocabulary.[4, 11]	✓	*N/A: The WAA-SwD is in simplified language.*
	L 6	Read test items in English that is simplified for words not related to content or vocabulary.[11]	✓	*N/A: The WAA-SwD is in simplified language.*
	Oral Response: Student answers test items orally in English			
	L 7	Student indicates response in English orally to a scribe.[5]	✓	*N/A: Test administrator records all responses.*
	L 8	Student records responses using an audio or video device. a) Test administrator transcribes student's responses into WKCE test book. b) Student watches or listens to his/her recorded responses and transcribes into WKCE test book.[4, 6]	✓	*N/A: Test administrator records all responses.*

		Linguistic Support Description for *English Language Learners* (L)	WKCE	WAA-SwD
Direct Linguistic Support in Native Language	**Dual Language Reference Material:** Support material in English and native language, not intended to define words or provide answers for student			
	L 9	Provide bilingual word-to-word (no definition) translation**.**	✓	*N/A: Not appropriate for students taking the WAA-SwD.*
	Written Translation: Professionally translated written accommodation scripts provided to student			
	L 10	Qualified translator provides written translation of directions in student's native language. For Spanish, use DPI-provided WKCE translation scripts.[1, 9]	✓	*N/A: Directions are incorporated into each item.*
	L 11	Qualified translator provides written translation of test items into student's native language. Student responses must be in scorable test book. For Spanish, use DPI-provided WKCE translation scripts.[9, 13]	✓	✓ Translate only the script following the "SAY" icon. *Note: WAA-SwD translation scripts not provided.*
	Scripted Oral Translation - Only DPI-Provided Scripts: Reading aloud professionally translated, DPI-provided scripts of test items and/or directions			
	L 12	Read aloud DPI-provided Spanish or Hmong translations of test directions in the Test Administration Manual (http://oea.dpi.wi.gov/assessment/ELL/resources).[1, 8]	✓	*N/A: WAA-SwD translation scripts not provided.*
	L 13	Read test items aloud using DPI-provided Spanish.[8]	✓	*N/A: WAA-SwD translation scripts not provided.*
	L 14	Provide audio recording of test items using DPI-provided Spanish scripts.[4]	✓	*N/A: WAA-SwD translation scripts not provided.*
	Sight Translation - Languages other than Spanish: Unscripted oral translation of test items and/or directions into student's native language			
	L 15	Interpret directions into student's native language.[1, 9]	✓	*N/A: Directions are incorporated into each item.*
	L 16	Simplify, explain, or clarify test directions in student's native language.[1, 9, 11]	✓	*N/A: Directions are incorporated into each item.*
	L 17	Audio recording of directions interpreted into student's native language.[1, 4, 9]	✓	*N/A: Directions are incorporated into each item.*
	L 18	Audio recording of test items interpreted into student's native**.**[4, 9]	✓	✓
	L 19	Interpret test passages and questions into student's native language; student responses must be documented in scorable test book.[9, 13]	✓	✓
	Student Response in Native Language: Student responds in his/her native language			
	L 20	Student responds (orally or in writing) in his/her native language; translator translates student response into English, and then scribes (oral response) or transcribes (written response) into scorable test book.[5, 6, 9, 13]	✓	✓

Indirect Linguistic Support				
	L 21	Extra time; provide extra time for any timed test as long as a test session is completed within the same day the student started the session.[7]	✓	*N/A: WAA-SwD is not a timed test.*
	L 22	Student reads aloud to self.	✓	✓

Other Accommodations or Linguistic Supports for *Students with Disabilities* and *English Language Learners*	
	Any accommodation or linguistic support not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured. o All requests for additional accommodations or supports must be made to DPI **at least two weeks before the test administration window** begins, by completing and submitting the Request for Accommodation Form located at http://oea.dpi.wi.gov/assessment/forms. o Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email.

*Allowable Accommodations for Students in Unique Circumstances

Some students who do *not* have an IEP or 504 plan, due to unique circumstances at the time of testing, may be able to demonstrate their learning more accurately through the use of accommodations on an ***as needed basis only***. In these unique cases, please follow the guidelines outlined in the matrix for Students with Disabilities; call DPI's Office of Student Assessment with any questions at (608) 267-1072. Examples of unique circumstances:

- A student with a broken arm may need a scribe or be able to use a word processor to record responses.[4]
- A student who forgot to wear eyeglasses may need a visual magnification device.

ALLOWABLE TEST PRACTICES
In addition to the accommodations and linguistic supports allowed for Students with Disabilities and English Language Learners, the test practices listed below are allowed for all students and should be used on an as needed basis during *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* testing. Although these practices are allowed for all students, districts should make determinations of appropriate test practices based upon **individual** student needs and day-to-day instructional practices. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it may be documented in their IEP or Section 504 plan in the section for statewide assessment.
Test Directions
Read directions aloud and reread as needed *(N/A for WAA-SwD: all directions are read aloud).*[1] Audio recording of directions *(N/A for WAA-SwD: one-to-one administration).*[1, 4]
Content Presentation
Visual magnification devices. Be careful not to enlarge measurement items. Audio amplification devices. Color overlay. Page markers (e.g. bookmark or straight edge) to maintain place. Allow student to mark test book in approved locations with a #2 pencil.[2] Student marks test with a highlighter.[3]
Response
Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.
Setting
Distraction-free space or alternative location for student (e.g., study carrel, front of room). Individualized (and supervised) or small group setting *(N/A for WAA-SwD: one-to-one administration).* Adaptive furniture, special lighting and/or acoustics. Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.
Timing/Scheduling
Breaks: allow student to take breaks without exceeding total testing time. [7] Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.

Explanation of Footnotes – The footnotes below reference specific accommodations and supports available to students with disabilities and/or English language learners. Only footnotes 1-4 and 7 are allowable for ALL students.

[1] **Test directions:**

- Any portion of the WKCE test book where the word "Directions" appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content. In addition, test directions refer to anything that the test administrator reads aloud to the class from the WKCE Test Administration Manual (i.e. bold text following the SAY icon).
- WKCE item stems and test questions should not be considered directions.
- Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
- Directions may not be expanded.

[2] **Marking test book with #2 pencil:** Student should not make pencil marks near answer bubbles, other than to mark one correct answer. Student should not mark in any of the following areas in the test book:

- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the first and last page of the test book).

[3] **Highlighters:**

- Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- Use only a highlighter from the following list, which were tested and found to have minimal problems:
    - Avery Hi-liter (regular or thin-tipped), Bic Brite-Liner, Sanford Major Accent, or Sanford Pocket Accent (thin-tipped)

[4] **Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using audio, video, electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

[5] **Use of a scribe** (student dictates orally to scribe):

- A scribe may be provided when a student's documented disability, ELL status, or injury prevents them from writing their answer.
- When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired.
- All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.

[6] **Transcribing student responses** (student's answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc]):

- The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.
- Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.

[7] **Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, a student requiring the use of restroom facilities should be escorted by either a test administrator or other school staff. In addition, a student must not be allowed to use any form of wireless communication during these breaks.

[8] **Test Administrator Read Aloud Accommodation:**

- Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- Students may direct test administrator to reread a portion of a passage, test question, or answer choice as needed.

[9] **For students who have test items and/or directions translated into native language:**

- A qualified translator and interpreter (see http://oea.dpi.wi.gov/files/oea/pdf/translator_guidelines.pdf) should have a Bachelor's Degree in Modern Languages or a certification in interpretation or translation. When this is not possible, be sure that a translator or interpreter has the following qualifications:
  - Mastery of the target language and dialect
  - Familiarity with both cultures
  - Extensive general and academic vocabulary in both languages
  - Ability to express thoughts clearly and concisely in both languages
- *Translators* work with the written word, transferring meaning from a source language into a target language. *Interpreters* work with the spoken word, transferring meaning from a source language into a target language.
- Translators and interpreters should participate in all aspects of staff training related to test administration and test security.
- For more information about state provided scripts available in Spanish and bilingual word lists in Spanish and Hmong for the WKCE, please see http://oea.dpi.wi.gov/assessment/ELL.
- In order for this support to be most effective, a student should have content-area knowledge in their native language.

[10] **Sign Language and Oral Interpreters**

- An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or English-based Sign Language. The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
  - e.g. The sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.

[11] **Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. The WAA-SwD is already in simplified language.

Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José's groceries?
Simplified English: The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.
Note: It is important that "estimate" remain in this test item because it is part of the standard which is being tested.

[12]**DPI-provided Picture Descriptions** are descriptions of the graphic found within an item. Picture descriptions are intended to replace, *not* supplement graphics for a student who is blind or is visually impaired who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: http://oea.dpi.wi.gov/assessment/forms .

[13]**Scorable Test Books** are the documents that are returned to the test vendor for scoring. For the WKCE, this is the test book itself. For the WAA-SwD, this is the student Answer Document. All student responses must be recorded on these documents in order to be scored.

Appendix B - Confidentiality Agreement

The Confidentiality Agreement forms are available at the DPI site http://oea.dpi.wi.gov/assessment/forms. Here is a list of different Confidentiality Agreement forms for different stakeholders:

- **DAC Confidentiality Agreement form:** All DACs sign this form and send to DPI and these forms will be saved at DPI.
- **SAC Confidentiality Agreement form:** All SACs sign this form and send to DACs and these forms will be saved at the district office.
- **Proctor Confidentiality Agreement form:** All proctors sign this form and send to the DAC and the signed forms will be saved at the school buildings.
- **School/District Staff Confidentiality Agreement form:** School/District staff handling the test materials sign this form and send to SACs/DACs and the signed forms will be retained in the schools or districts as appropriate.
- **CESA-SIS Administrators Confidentiality Agreement form:** All CESA-SIS administrators sign this form and send to DPI and these forms will be saved at DPI.
- **CESA Staff Confidentiality Agreement form:** All CESA staff handling test materials sign this form and provide the signed forms to the CESA-SIS administrators to save at the CESAs.
- **Public Access Confidentiality Agreement form:** Any public individual accessing the test material (as per the public access state statute) signs this form and provides the signed forms to the relevant CESA staff and these forms will be saved at the CESAs.

Appendix C – DOs and DON'Ts

Preparation DOs:

- Notify students and parents of the WKCE/WAA-SwD testing window (October 27–November 7, 2014).
- Read and be knowledgeable about the following resources prior to the administration of the WSAS:
    - Guide for District Assessment Coordinators and School Assessment Coordinators, located at http://oea.dpi.wi.gov/assessment/WKCE/resources.
    - Directions for Test Administration, Grades 4, 8 and 10 (see Web site above)
    - WKCE general information (including Frequently Asked Questions) located at http://oea.dpi.wi.gov/assessment/WKCE/FAQ.
    - WAA-SwD general information (including Frequently Asked Questions) located at http://oea.dpi.wi.gov/assessment/WAA/FAQ.
- Organize your classroom for testing. Here are some suggestions:
    - Plan for distribution and collection of test materials.
    - Plan seating arrangements to allow enough space between students to prevent sharing of answers.
    - Eliminate distractions such as bells or telephones.
    - Post a "Do Not Disturb" sign on the door of the testing room.

Preparation DON'Ts:

- Do not use or modify test items from any year's test books for test preparation practices, as these items could be used in future years' tests.
- Do not modify or make any photocopies of the WKCE or WAA-SwD to use as practice tests with students or to use as part of a staff development opportunity for educators. Sample test items, posted at DPI Web sites http://oea.dpi.wi.gov/assessment/WKCE or http://oea.dpi.wi.gov/assessment/WAA, can be used in the classroom or for professional development.

Security DOs: (For more information, please refer to the Test Security Manual at http://oea.dpi.wi.gov/assessment/WKCE/security.)

- Keep all assessments locked in a secure storage area or cabinet when not in use.
- Account for all test materials before assessment, during assessment, and after assessment has concluded.
- Allow public review of the WKCE and WAA-SwD through CESA.
- Districts must return all WKCE and WAA-SWD test books to the testing vendor.

Security DON'Ts:

- Do not copy any current or previous version of the WKCE or WAA-SwD. This includes photocopies, overheads, and written notes. Any form of reproduction of any test item is a violation of copyright laws.

- Do not leave WKCE or WAA-SwD test materials in unsupervised or unsecured areas at any time. Always follow the DPI Test Security Guidelines, located at http://oea.dpi.wi.gov/assessment/WKCE/security.
- Do not retain any copies of the WKCE or WAA-SwD at the school or district level. (CESAs have copies for public access, if needed.)

Administration DOs:

- Make sure you are administering the current year's WKCE or WAA-SwD at the appropriate grade level. (Do not administer a prior year's assessment, as the test items are different.)
- Have a current school district policy for grade level classification when determining all students assigned to grades 4, 8, and 10.
- Indicate starting and stopping times for each testing section on the board.
- Adhere to the stop signs at the end of each testing session. Prevent students from going ahead in the test book.

Administration DON'Ts:

- **Do not begin testing prior to the beginning of the test window.**
- Do not paraphrase, as that changes the meaning of the text in order to make the material easier to read and comprehend. (This invalidates scores on the assessments, as many items on these tests assess content and vocabulary knowledge.)
- Do not include homeschooled students or nonpublic school students in the administration.
- Do not allow students to proctor the test or monitor younger students taking the test.
- Do not provide students with extra time unless specified in the accommodations matrices.
- Do not allow students to go back and complete previous sections of the test.

Appendix D – WKCE Proctor Guidelines

A qualified proctor for the WKCE is an employed district staff member (including administrators, teachers, and paraprofessionals) who has been trained in test administration, test security, and appropriate use of test accommodations. All proctors should attend WKCE test administration training within their district prior to each year's test administration. DPI provides a 7-minute test security video segment that can be used to supplement district training available at http://oea.dpi.wi.gov/assessment/WKCE/trainings.

Responsibilities of a WKCE proctor should include but not limited to the following:

- Attend WKCE test administration training session such as the test security training for proctors prior to each year's test administration
- Sign a confidentiality form and return to the School Assessment Coordinator
- Ensure security of the WKCE test books before, during, and after testing. Test materials should be stored in a locked central location and not in classrooms.
- Read and follow the directions as stated in the *Test Administrator's Manual* and the Test Security Trainings
- Ensure that students have their assigned test book by asking the students to check the name on the front of the book prior to beginning the session
- Remain in the room throughout the entire test administration and periodically walk around the room to:
    - Ensure that students are not using any prohibited electronic devices
    - Monitor student progress (i.e., check if the students are in the correct content area and session)
    - Ensure that students are filling in the bubbles correctly using a No. 2 pencil
    - Make sure that the students are paying attention to the task
- Proctors should ensure that the test sessions are administered within the allotted time.
    - Provide information on what a session means such as "A session has 15 to 20 test questions and it ends with the last item on the page where the STOP sign is present" so that students are not spending too much time on the first items and rushing at the end
    - Provide clear directions on staying in the session of the test being administered
    - Make sure students are progressing and not on page 1 or 2 the entire time
    - Proctors should provide a couple of time reminders (e.g., halfway, 5 minutes to the end of the test)
- Report all testing irregularities to the School Assessment Coordinator such as Student going back to the previous session or proceeding ahead to the next session
    - Student cheating
    - Use of unallowable accommodations that are not available in the Assessment Accommodations
    - Matrices (i.e., reading the Reading test)
- Proctors should always administer one session in a single sitting; however, under unavoidable circumstances such as a fire alarm, students should be instructed to put their pencils down on the current page and close their test books. Proctors should keep a note of the exact time used for that session up until the fire alarm, so that when the students return they can be allowed to continue the test with the remaining time allotted for that session.