

Test Administration Manual

Wisconsin Forward Exam

Spring 2016

Wisconsin Department of Public Instruction

Version 1.0 | February 29, 2016



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OVERVIEW

Purpose of This Manual

This document is designed to help Test Administrators/Proctors (TAs) administer the Wisconsin Forward Exam in a uniform manner that is essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions in all classrooms, which in turn ensures a valid and equitable test for all students.

To ensure smooth implementation of the testing program, everyone who interacts with the assessments must work together and become familiar with the contents of this Test Administration Manual (TAM) and other test administration materials, available on the Department of Public Instruction (DPI) website, paying careful attention to details.

About the Forward Exam

The Wisconsin Forward Exam will be used to gauge how well students are mastering the Wisconsin State Standards in English language arts (ELA), mathematics, science, and social studies.

Wisconsin students will take the Forward Exam at:

- grades 3-8 in English language arts (ELA) and mathematics,
- grades 4 and 8 in science, and
- grades 4, 8, and 10 in social studies.

CONTACT INFORMATION

Forward Exam Customer Service

Customer service representatives will be available to receive questions via a toll-free phone number and e-mail.

<p>Wisconsin Forward Exams Support 1-800-459-6530 WIHelpDesk@datarecognitioncorp.com</p>
<p>Support Line Hours: M-F 7:00 AM Central – 5:00 PM Central</p>

Department of Public Instruction Contacts

For Forward Exam questions related to Wisconsin policies use the following information:

General Forward Exam Information and Policies

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Data, Student Demographics, and Privacy Issues

Phil Cranley

- Phone: (608) 266-9798
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Test Security Issues

Duane Dorn

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KEY DATES

Event	Date
Accessibility Graphic Overview available	January 13
eDIRECT available for District Assessment Coordinators (DACs) to enter additional users (not students)	Week of January 25
eDIRECT User Guide – User Management available	February 1
District and School Assessment Coordinator (DAC/SAC) Guide available	February 1
Accessibility Guide available	February 1
Secure browser release date (INSIGHT software release date)	February 1
Testing Site Manager (TSM) (caching software release date)	February 1
Test Security Manual	February 4
Accessibility Training available	February 4
Recorded Forward Exam Training available	February 12
Test Administration Training	February 19
Test Security Training	February 19
Test Administration Manual (TAM) available	February 29
Student Tutorial available	February 29
Online Tools Training (practice test) available for all users	February 29
eDIRECT User Guide-Students and Tests available	March 7
Test Directions available	March 7
District cleanup of student demographic data in eDIRECT	Beginning March 7
Districts may begin to assign individual students universal tools, designated supports, and accommodations in eDIRECT	Beginning March 7
Districts may edit test sessions	Beginning March 7
Forward Exam Testing Window	March 28-May 20
eDIRECT Reporting Manual available	June

TEST ADMINISTRATOR/PROCTOR RESPONSIBILITIES

Test Administrator/Proctor

Test Administrators/Proctors (TAs) 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 the examination. School personnel who are parents or guardians should not be allowed to proctor their own children.

TO DO CHECKLIST:

Reference Appendix A for a Test Administrator/Proctor checklist

Prior to administering the Forward Exam, schools and districts should ensure that TAs have received training. This training should include:

- reading and becoming familiar with all appropriate Forward Exam publications,
- viewing appropriate Forward Exam training modules including the Test Administration Training,
- becoming familiar with appropriate universal tools, designated supports, and accommodations, and
- reading the Test Security Manual and viewing the Forward Exam Test Security Training.

Test Administrator/Proctor (TA) Responsibilities:

- Complete test administration trainings, both online and those through the district/school
- Review all policy and administration documents prior to testing
- Follow procedures included in the Test Administration Manual (TAM) to administer the Forward Exam
- Adhere to all test security administration policies
- Ensure accuracy of student information and accommodations prior to testing
- Enforce cell phone and personal electronic device policy with all students; these devices and the taking of photographs are strictly prohibited
- Arrange the testing environment
- Distribute test tickets to students
- Read test directions as written in TAM
- Monitor students during testing
- Report any incidents promptly to the SAC
- Collect test tickets immediately after login and deliver them to SAC
- Collect scratch paper at the end of each test session and deliver to SAC
- Ensure 1:1 testing devices (such as iPads or Chromebooks that go home with students) have been completely exited out of the testing system before the device leaves the testing room
- Stop Guided Access on iPad devices
- Maintain security of all test materials

TEST TIMES AND SCHEDULES

Give the variety of conditions at each school, it is not possible to provide one ideal testing schedule that can be implemented in every setting. In planning your testing schedule, consider the facilities, resources, and daily schedules of your school, as well as the ability to conduct the testing in a manner that will encourage and allow for student success. Sample test schedules are in Appendix B.

The Forward Exam is an untimed test. These are estimated total times per content area for scheduling purposes. To view a breakdown of estimated time by content area and session refer to Appendix C.

TEST SCHEDULES:

Sample test schedules are possible schedules. You may adjust the number and length of sessions administer per day to fit your school's needs. The content areas may be scheduled in the order the schools deem necessary.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	135	100	NA	NA
4	145	110	100	80
5	140	110	NA	NA
6	140	110	NA	NA
7	140	110	NA	NA
8	140	110	100	90
10	NA	NA	NA	100

TEST SECURITY

Importance of Test Security

The security of the assessment and the confidentiality of student information are vital to maintain the validity, reliability, and fairness of the results.

All Forward Exam items are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any irregularity in test administration must be reported to DPI as a test security incident. 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. For more information on test security, please refer to the Test Security Manual at <http://dpi.wi.gov/assessment/forward/security>.

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, but is not limited to:

- Wisconsin Department of Public Instruction (DPI) Staff,
- District Administrators (DAs),
- District Assessment Coordinators (DACs),
- School Assessment Coordinators (SACs),
- District Technology Coordinators (DTCs),
- School Technology Coordinators (STCs),
- Teachers, Test Administrators, Proctors (TAs),
- Students, parents, and the community at large,
- Certified and non-certified public school staff, and
- Cooperative Educational Service Agencies (CESAs) staff.

CELL PHONES:

Unauthorized electronic devices are prohibited during testing. This includes all devices with cellular, messaging, or wireless capabilities.

DACs and SACs are responsible for training staff on the importance of and policies regarding test security.

Security Throughout the Testing Process

Test security incidents are behaviors prohibited before, during, and after test administration because they give a student an unfair advantage or because they compromise the secure administration of the assessment and items. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

For more information about Forward Exam Security, see the [Test Security Manual](#) and [Forward Exam Test Security Training](#).

IMPORTANT:

For test security purposes, devices used for the Forward Exam must be district owned.

Process to Report Test Security Incidents

Administrators, certified and non-certified school staff, students, and parents must adhere to ethical procedures in testing. Violation of these procedures can be investigated, and the local school board, DPI, and/or the court system may take appropriate sanctions.

School or district staff must immediately report all incidents of test administration irregularities to the DAC and to the DPI Office of Student Assessment (OSA). The report of an incident may be submitted to OSA by telephone, fax, letter, e-mail, or by submitting an Incident Report Form in Appendix E. As the result of a report, OSA may ask for the Incident Report Form to be completed and submitted within 24 hours, or OSA staff member may complete the form during the initial call. Students, their parents or other family members, and persons in the community may also report test security violations.

When a testing irregularity is alleged to have occurred, OSA will contact the DAC (if they are not the reporting individual). Depending on the perceived severity of the allegation, OSA may ask the school district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to the DPI within two weeks. OSA has put together guidelines to assist school districts documenting investigations of alleged incidents. Reference Appendix F for the guidelines. After receipt of the fact-finding report, OSA staff will consult with the school district on the details of the alleged testing irregularity. The school district may receive a follow-up letter from OSA requesting additional information or informing the school district that the investigation has been closed.

Because the validity and reliability of the examinations rests with the DPI, OSA will ultimately determine whether the irregularity should be declared a testing violation, and whether the Forward Exam results should be invalidated, and at what level. This may impact the determination of school and district accountability.

Consequences of Test Security Incidents

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. At either the school or district level, a test violation could result in the loss of a year’s test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for those content areas. The school district should be prepared to explain this to students’ parents.

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. The DPI may also take disciplinary actions against department-licensed individuals.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. Disciplinary measures for students are handled at the school or district level.

ACCESSIBILITY INFORMATION

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English language learners (ELLs), to the extent practicable. The Accessibility Guide is intended for school-level personnel and decision-making teams as they prepare for and implement the Forward Exam. The Accessibility Guide provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students who need them.

IMPORTANT:

All designated supports and accommodations must be entered prior to printing test tickets.

Universal Tools

Universal tools are accessibility features that are available to all students based on student preference and selection. These access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it (embedded or non-embedded).

Embedded Universal Tools (online)	
<ul style="list-style-type: none"> • Pause [Breaks] • Calculators • Sticky Notes • Highlighter • Keyboard Navigation • Flag/Mark for Review • Review Page • Measuring Tools [Math Tools] 	<ul style="list-style-type: none"> • Cross-off Tools [Strikethrough] • Magnifier Tool [Zoom] • Help/What's This? • Click to Enlarge • Line Guide • Go To Question • Tool Tips • Test Directions

Non-Embedded Universal Tools (standard)
<ul style="list-style-type: none"> • Pause [Breaks] • Scratch Paper

Designated Supports

Designated supports are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). They are either provided as digitally-delivered components of the test administration system or separate from it (embedded or non-embedded). All designated supports (embedded and non-embedded) must be entered into eDIRECT prior to test administration. Embedded supports will appear on student test tickets. Non-embedded supports will **not appear** on student test tickets, therefore it is important to note which students have these supports to ensure they have access to them during testing.

Embedded Designated Supports (online)	Code on Test Ticket
• Color Choices	CC
• Contrasting Color	CTC
• Reverse Contrast	RC
• Masking	MSK
• Text-to-Speech	TTS
• Spanish Translations (Stacked)	ST

Non-Embedded Designated Supports (standard)
• Word-to-word Bilingual Dictionary
• Color Overlay
• Magnification
• Noise Buffers
• Read Aloud
• Scribe
• Separate Setting

Accommodations

Accommodations are changes in procedures or materials that increase equitable access but do not compromise the grade level standard or intended outcome of the assessment. Accommodations are available for students for whom there is a documentation of the need in the Individualized Education Program (IEP) or 504 accommodation plan. Accommodations are either provided as digitally delivered components of the test administration system or separate from it (embedded or non-embedded). All accommodations must be entered into eDIRECT prior to test administration. Embedded accommodations will appear on student test tickets. Non-embedded accommodations will **not appear** on student test tickets; therefore, it is important to note which students have these accommodations to ensure they have access to them during testing.

Embedded Accommodations (online)	Code on Test Ticket
• Visual Sign Language (online delivery method for ASL)	VSL (ASL)
• Braille	BRL
• Text-to-Speech (Reading Passages)	TTS (PSGS)
• Print on Demand	POD

Non-Embedded Accommodations (standard)
• Abacus
• Alternate Response Options
• Multiplication Table
• Read Aloud

Braille Version of the Forward Exam

Printed Braille versions of the Wisconsin Forward Exams will be available for students with designated IEPs or special circumstances for spring 2016 testing. Braille forms may be ordered online via eDIRECT during the additional materials ordering period from March 7, 2016 to May 1, 2016. After testing, student responses for Braille must be entered into the online testing system, and all test materials must be collected for return to Data Recognition Corporation (DRC) for processing and storage. Braille testing materials are packaged by building and shipped to the district's office address (or the shipping address indicated by the district during the registration process). The materials shipped to the district are based on the content-specific test window entered during registration.

Transcription of Braille

After testing, student responses for Braille **must** be transcribed into the INSIGHT testing software before the test window closes. It is recommended that transcription occur as soon after testing as possible. Transcribing responses requires the Test Proctor or other designated and authorized district or school personnel to log in to INSIGHT using the student's test ticket. Follow these steps to transcribe student answers:

- 1. In eDIRECT Test Setup, ensure that the student has been assigned the Braille accommodation.**
- 2. In eDIRECT Test Setup, assign the student to a test session and print his or her test ticket. Retain the test ticket rather than distributing it to the student.**
- 3. After the student has completed the Braille version of the test, use a device that has the INSIGHT client software installed and use the student's test ticket to log into the student's test.**
- 4. Transcribe the student's responses from the Braille book to the online test.**
- 5. Once you have finished, select End Test and Submit. The Test Proctor should then return the Braille test materials to the DAC/SAC.**

Arrange for the Return Shipment of Braille and Printed Materials to DRC

All secure Braille and printed test books must be returned to DRC via UPS. Shipping return labels were included in the box with the testing materials.

DRC is responsible for all return shipping costs for the Braille and printed test books; however, the DAC must make shipping arrangements at least 24 hours in advance of package pickup.

Protocol for Print-on-Demand

While most of the accommodations can be set in eDIRECT, there is a unique protocol for requesting a print-on-demand accommodation. The print-on-demand accommodation is intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli should not be assigned based solely on a student's or school's personal preference. The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan.

If a student requires print-on-demand, the DAC must submit a Request for Print-on-Demand Accommodation approval form located at <http://dpi.wi.gov/assessment/forms>. After receiving the request, DPI will review and, if approved, activate the accommodation.

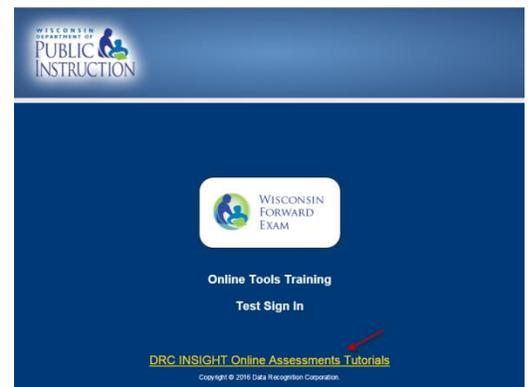
Additional Accessibility Resources

Resource	Description
Multiplication Table	This resource is a non-embedded accommodation available for students that have it in their IEP or 504 Plan for grades 4-8 mathematics.
Read Aloud Guidelines	This document outlines the qualifications, guidelines, and procedures required for a test reader. The test reader must sign the <i>Read Aloud Agreement to Maintain Security and Confidentiality</i> prior to test administration. Completed agreement forms should be retained by the SAC.
Scribing Guidelines	This document outlines the qualifications, guidelines, and procedures required when using a scribe.
Interpreter Guidelines	This document outlines the qualifications, guidelines, and procedures required when using an interpreter.

BEFORE TESTING

Student Tutorial Video

The Student Tutorial video is available for students (and TAs) to become familiar with the online testing environment. The video is broken into multiple chapters. Use the table below to determine which videos your students should view and the time required for each chapter. Tutorials can be viewed as a class or at an individual student machine by launching INSIGHT and clicking on DRC INSIGHT Online Assessment Tutorials.



Student Tutorial Chapters

Chapter	Approx Running Time	Who should watch								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	TA/Ps	
1 Welcome	1:00	x	x	x	x	x	x	x	x	x
2 Signing in to an Online Tools Training Practice Session	4:00	x	x	x	x	x	x	x	x	x
3 Signing in to an Online Test	4:20	x	x	x	x	x	x	x	x	x
4 Pausing, Exiting, and Ending the Test	3:30	x	x	x	x	x	x	x	x	x
5 Testing Basics	3:25	x	x	x	x	x	x	x	x	x
6 Basic Tools and Navigation	4:30	x	x	x	x	x	x	x	x	x
7 Protractor	1:20		x							as needed
8 Ruler	0:45	x	see note							as needed
9 Basic Calculator	0:50				x	x	x			as needed
10 Scientific Calculator	1:00					x	x			as needed
11 Writing Tools	0:35	x	x	x	x	x	x			as needed
12 Video Sign Language										x
13 Text to Speech										x
14 Spanish Translations										x
15 Other Designated Supports										x

Note: Chapter 8 – Ruler in the tutorial erroneously notes that Grade 4 students need to view this chapter. There are no ruler items on the 4th Grade math assessments or OTT and it is **not** necessary for 4th Grade students to view this chapter.

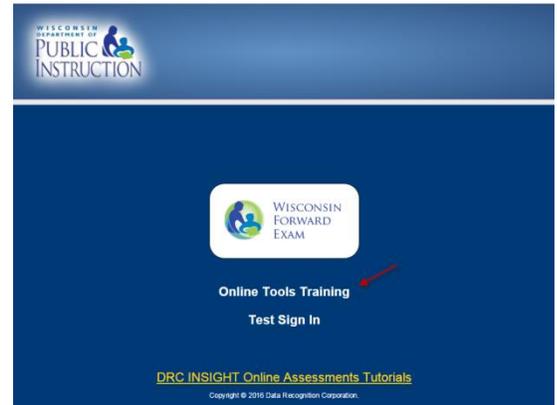
Online Tools Trainings

The Online Tools Training (OTTs) is provided for students, allowing them a hands-on opportunity to practice the types of items and tools available in the online testing system. OTTs are available “publicly” for practice using a chrome browser. Visit <https://dpi.wi.gov/assessment/forward/sample-items> to access the public OTTs.

OTTs can also be accessed on student testing devices once INSIGHT has been installed.

General OTTs are available for each content area and grade level. Separate OTTs are available for students to practice using Video Sign Language (VSL), Text-to-Speech (TTS), Spanish translation, Masking, and Color Choice tools. VSL and Spanish OTTs are available by grade band (3-5, 6-8, and 10).

The OTT is not scored and is not intended for content practice.



TEST TICKETS

Overview

DACs/SACs will provide TAs with test tickets for each student test session. Test tickets include the name of the assessment, student name and ID, test session name, username, password, and any online supports and/or accommodations that have been assigned to the student. You may also receive a roster of student information.

Be sure to check carefully and ensure that the information printed on the test tickets and rosters is correct. If you believe a student should have an online support or accommodation that is not listed on the test ticket, **contact the SAC before the student logs in to the test.** The designated support or accommodation will need to be assigned in eDIRECT and a new test ticket printed before the student may test.

TEST TICKET TIP:

One way to ensure all students receive the correct ticket is to read the name on the ticket to the student when handing it to him or her.

<p>2016 Wisconsin Forward Exam Test Ticket Grade 3 Mathematics</p> <p>Student Name: ANDERSON, JENNIFER Local Student ID: 94839 Test Session: Grade 3 Mathematics Username: JANDERSON77 Password: DOEV2345 Accommodation(s): VSL (ASL)</p>
<p>2016 Wisconsin Forward Exam Test Ticket Grade 3 Mathematics</p> <p>Student Name: CHAMBERLAIN, ZACHARY Local Student ID: 393044 Test Session: Grade 3 Mathematics Username: ZCHAMBERLAI7 Password: LFOR6782 Accommodation(s):</p>

Separate sets of test tickets are printed for each session of a content area assessment (i.e. 3 tickets for ELA, 2 tickets for Mathematics), though the student username and password remain the same for all sessions within a content area. Students will use the same ticket every time they log into that content area.

Test Ticket Management

Test tickets and rosters are considered secure materials. They should be kept in a secure location until the session is scheduled to begin.

Distribute test tickets just prior to student login and collect test tickets after all students have logged in and begun testing. It is best practice to count the number of tickets that are distributed and check to make sure the same number of tickets is collected after sign in.

After a testing session is complete, return all test tickets to the SAC for secure destruction or secure storage.

If you suspect a student’s test ticket and/or password have been compromised, contact DPI’s OSA at 608-267-1072.

TESTING MATERIALS

Check Your Testing Materials

- Test Administration Manual (hard copy or online)
- “Testing – Do not Disturb” Sign
- “Unauthorized electronic devices and cell phones are not allowed in the testing environment” Sign
- Any assistive technology devices required by students to take the Forward Exam

Additional Materials

All students will need access to a district-owned device with INSIGHT (secure browser) installed. While it is highly recommended that all districts install the testing site manager (TSM), it is required for any students who need to access Text-to-Speech (TTS) or Video Sign Language (VSL). For information about installing INSIGHT or the TSM, refer to the *Technology User Guide*.

In addition to a computer, all students will need some additional resources. TAs are responsible for ensuring all students have access to the appropriate resources listed in the table below.

Device	Description
Headphones/Earphones	Headphones are required for all students for the Listening session of ELA and required for any student needing Text-to-Speech (TTS) for Mathematics, Science, and Social Studies.
Keyboard	A physical keyboard is required to avoid consuming screen space.
Pointing Device	Mouse, touch screen, touchpad, or stylus is required
Scratch Paper	Required resource for all students in all content areas. Scratch paper must be collected and securely disposed of immediately after testing session.
Graph Paper	Optional resource for students in grades 6-8. Graph paper must be collected and securely disposed of immediately after testing session. There is no need for a consistent requirement in graph paper size; however, the recommendation is the 1/4 inch graph paper. The graph paper should be plain graph paper and must also be free of axis lines, points, numbers, and/or letters. Graph paper is provided for students to create organized sketches of points, lines, and/or shapes to solve problems in grades 6-8.

SETTING UP THE TESTING ENVIRONMENT

Testing conditions should be comfortable for all students. SACs and TAs should complete the following:

- Remove or cover all instructional materials that might assist students in answering questions displayed on bulletin boards, chalkboards, dry-erase boards, or on charts (wall charts that contain literary definitions, maps, mathematics, formulas, etc.).
- Ensure adequate spacing between students’ seating and/or visual barriers
- Place a “TESTING-DO NOT DISTURB” sign on the door of the testing room
- Provide a quiet environment void of distractions
- Establish procedures for students who finish testing ahead of others by having the students exit the room quietly and report to another area, or work silently on designated activities at their workstation.

DURING ONLINE TESTING

Monitoring Testing

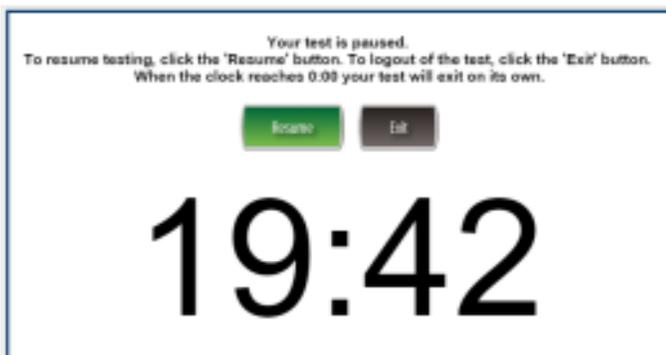
TAs should circulate through the room to ensure that all conditions of test security are maintained and students are progressing and working on the correct session, as well as to assist students with technology issues. If a student has selected an incorrect session, select Pause and then Exit to return to the test sign-in screen.

Pausing the Test

If a student is not done with a test session but needs to stop and come back later, the student should choose the blue “Pause” button at the bottom of the screen.



If the student is taking a *short* break of less than 20 minutes, the test can be left on the pause screen until the student returns. Upon return, the student should choose the green “Resume” button before the clock counts down to zero. The test will resume on the same item where they left off and all answers will be saved.



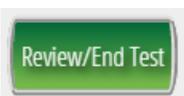
If the student does not choose the “Resume” button before the clock counts down to zero, the test session will end, but the test will **not** be submitted. Any questions that have already been answered will be saved. The student will need their test ticket to log in again and finish the test.

Exiting the Test Without Submitting

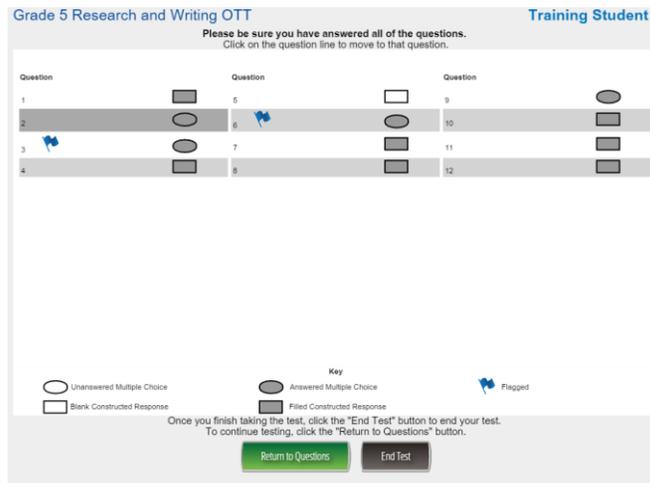
If the student is not able to finish the test session within the time allotted that day, is taking a longer break, or needs to switch to a different computer, the student should **choose the “Pause” button, and then choose the gray “Exit” button.** The test session will end, but the test will *not* be submitted. Any questions that have already been answered will be saved. The student will need their test ticket to log in again and finish the test. Students should be told to go back and check any questions that they flagged or did not complete before exiting the test as they should not be going back to any of these items during the next allotted testing time.

Ending (or Submitting) the Test

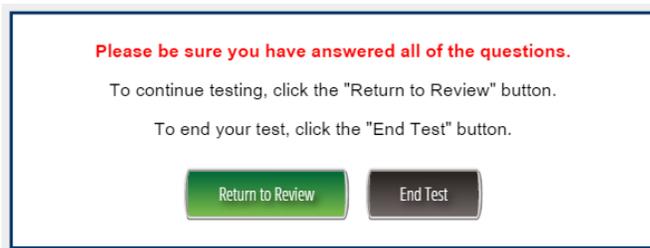
When the student reaches the last question, they should choose the green “Review/End Test” button.



This will take the student to a review screen. On this screen, students can see if they have answered all questions. They can also see if they have flagged an item for review. Flags do not need to be cleared in order to end the test. If the student would like to return to an item, they can select anywhere on the line of that item.



When the student is done with the test, they will need to *end* it. Ending the test will submit all answers and does not permit re-entry into the test.



Moving a Student to a New Testing Device

The most common reason why it would be necessary to move a student from one device to another during testing include: technology issues with the computer software or hardware making it difficult and/or impossible for the student to continue testing on that computer.

If a student needs to move from one computer to another once testing has begun, follow these steps:

1. Click on the Pause button and then click the Exit button (Do NOT click End Test).
2. Retrieve the student's test ticket to bring along to the new testing computer.
3. Escort the student to the new location (computer).
4. Launch the testing software.
5. Hand the test ticket back to the student.
6. Observe the student entering his/her username and password.
7. Student will be required to view and click through the test directions.
8. Student will click Begin Test and will be taken to the same question where they left off prior to pausing.
9. Collect the student's test ticket.
10. Continue to monitor the test session with the normal security procedures.

Accidentally Completing a Test

Occasionally a test will be submitted prior to completion. This happens for several reasons, the most common of which is the student is clicking ahead during directions and may "begin the test" before the Test Proctor provides direction. When the student realizes he or she has gone too far, there is a tendency to click the "end test" button. Please note that if this occurs, the test will become locked and marked as completed. This will result in the submission of a test with no responses.

If the Test Proctor believes this has occurred, he or she should contact the SAC, who can then contact the DAC. The DAC will have the ability to check the number of completed responses in eDIRECT and unlock the test, if necessary.

Troubleshooting During Testing

Advancing a Passage Page

If an item with a reading passage has multiple pages in the passage, pages are turned forward by tapping or clicking on the right side of the passage. Pages can be turned back by tapping or clicking on the left side of the passage

Audio Volume is too Low

If a student is using the TTS accommodation or completing the listening portion of the ELA assessment and cannot hear the audio, be sure to check that the volume of the testing device is set to an appropriate level. This may require logging out of the test.

Test Participation

Every effort must be made to administer the Forward Exam to all students who are taking that exam. For those who have missed taking any part or all of the Forward Exam, you must provide additional opportunities during the testing window (March 28-May 20) for students to take the Exam administered during their absence. All testing must be completed by the end of the testing window.

Invalidation

Invalidating a test session invalidates the entire content area. An invalidation counts as a non-test participant for accountability purposes in the content area invalidated. The DAC should contact DPI about any invalidations.

AFTER TESTING

Securely Destroy Materials

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts, including printed items, test tickets, scratch papers, or graph paper must be collected and then securely shredded.

APPENDIX A – TEST ADMINISTRATOR/PROCTOR (TA) CHECKLIST

Test Administrator - Activity	Target Completion Date	Resource
BEFORE TESTING		
<input type="checkbox"/> Attend your school or district’s training session if one is offered and review all Forward Exam test administration documents, particularly the <i>Test Administration Manual (TAM)</i> .	3 weeks prior to testing	TAM
<input type="checkbox"/> Review the trainings recommended by the SAC.	3 weeks prior to testing	TAM
<input type="checkbox"/> Show students the Student Tutorial.	2-3 weeks prior to testing	TAM
<input type="checkbox"/> Provide students with a walk-through of the Forward Exam online tools training to build familiarity with navigation of the system and tools.	2-3 weeks prior to testing	TAM
<input type="checkbox"/> Work with SAC to ensure that each student’s enrollment information has been loaded into eDIRECT and is accurate for each student.	2 weeks prior to testing	eDIRECT User Guide – Student and test setup
<input type="checkbox"/> Work with SAC to ensure that each student’s accommodations in eDIRECT matches their IEP or other relevant documentation as appropriate. Contact SAC to update information if necessary.	2 weeks prior to testing	Accessibility Guide
<input type="checkbox"/> Ensure that INSIGHT has been installed on any computer(s) on which students will be testing.	2 weeks prior to testing	Technology User Guide
<input type="checkbox"/> Perform an equipment needs check based on individual student requirements. <input type="checkbox"/> Work with the SAC to identify students who will need specialized equipment for accommodations. <input type="checkbox"/> Review standardized protocols for read aloud and scribing, if necessary.	2 weeks prior to testing	TAM Accessibility Guide
<input type="checkbox"/> Communicate to students the need for headsets in order to take the ELA Exam. <input type="checkbox"/> Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. <input type="checkbox"/> Also have extra headsets on hand for students who may forget to bring theirs. <input type="checkbox"/> Reminders should be sent several days before and the day prior to testing to ensure students remember to bring headsets.	1 week prior to testing	TAM
<input type="checkbox"/> Verify the security of the testing environment by: <ul style="list-style-type: none"> <input type="checkbox"/> Ensuring that students have access to only those allowable resources. 	1 week prior to testing	TAM

Test Administrator - Activity	Target Completion Date	Resource
<ul style="list-style-type: none"> <input type="checkbox"/> Making sure that no instructional materials directly related to the content of the tests are visible to students. <input type="checkbox"/> Reminding students that cell phones and other electronic devices are not allowed during a testing session. <input type="checkbox"/> Reviewing all security procedures and guidelines in the TAM. 		
DURING TESTING		
<ul style="list-style-type: none"> <input type="checkbox"/> Administer the Forward Exam following the script and directions for administration. Provide any necessary accommodation supports. 	Ongoing during administration	TAM
<ul style="list-style-type: none"> <input type="checkbox"/> Monitor the security of the testing environment. <input type="checkbox"/> Ensure students have access to only those allowable resources. <input type="checkbox"/> Ensure cell phones and other non-allowed electronic devices are not present. <input type="checkbox"/> Ensure no instructional materials directly related to the content of the tests are visible to students. <input type="checkbox"/> Document and report any potential test security issues and report to the SAC immediately after learning of the incident. 	Ongoing during administration	TAM
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure the physical conditions in the testing room are satisfactory. Students should be seated so that there is enough space between them to minimize opportunities to look at each other's screen. 	Ongoing during administration	TAM
<ul style="list-style-type: none"> <input type="checkbox"/> Plan a quiet activity during each testing session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book. 	Ongoing during administration	TAM
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure proper handling of all printed test materials, scratch paper, and test tickets. Collect all test materials and test tickets on each day of testing and then destroy according to security policy. 	Ongoing during administration	TAM
<ul style="list-style-type: none"> <input type="checkbox"/> Raise any technical issues with the SAC for resolution. 	Ongoing during administration	
AFTER TESTING		
<ul style="list-style-type: none"> <input type="checkbox"/> Securely dispose of all printed testing materials, including test tickets, print-on-demand documents, and scratch paper in a secure manner. 	Immediately after testing	TAM
<ul style="list-style-type: none"> <input type="checkbox"/> Follow up and report any outstanding test security incidents. 	Immediately after testing	TAM

APPENDIX B - SAMPLE TEST SCHEDULES



Forward Exam Sample Test Schedule



The testing schedules provided below are only a couple examples of the possible schedules your district/school can create to administer the Forward Exam. The number of test sessions, the length of those sessions, and the number of days testing should be customized to your district's/school's schedule and available resources.

Sample Test Schedule 1

DAY/CONTENT AREA	TESTING TIME*
Login Process	
<input type="checkbox"/> DAY 1: Session 1 ELA	50 minutes
o Break	10 minutes
Session 1 ELA	50 minutes
<input type="checkbox"/> DAY 2: Session 2 ELA	25 minutes
Session 3 ELA	25 minutes
o Break	10 minutes
<input type="checkbox"/> DAY 3: Session 1 Mathematics	55 minutes
o Break	10 minutes
Session 2 Mathematics	55 minutes
<input type="checkbox"/> DAY 4: Session 1 Science	50 minutes
o Break	10 minutes
Session 2 Science	50 minutes
<input type="checkbox"/> DAY 5: Session 1 Social Studies	50 minutes
o Break	10 minutes
Session 2 Social Studies	50 minutes

*NOTE: TIMING DOES NOT INCLUDE TIME FOR TEST ADMINISTRATION TASKS SUCH AS LOGIN AND TEST DIRECTIONS. ADD APPROXIMATELY 10-15 MINUTES EACH DAY TO ESTIMATE TOTAL TIME NEEDED.

Sample Test Schedule 2

DAY/CONTENT AREA	TESTING TIME*
Login Process	
<input type="checkbox"/> DAY 1: Session 1 ELA	50 minutes
<input type="checkbox"/> DAY 2: Session 1 ELA	50 minutes
<input type="checkbox"/> DAY 3: Session 2 ELA	25 minutes
Session 3 ELA	25 minutes
<input type="checkbox"/> DAY 4: Session 1 Mathematics	55 minutes
<input type="checkbox"/> DAY 5: Session 2 Mathematics	55 minutes
<input type="checkbox"/> DAY 6: Session 1 Science	50 minutes
<input type="checkbox"/> DAY 7: Session 2 Science	50 minutes
<input type="checkbox"/> DAY 8: Session 1 Social Studies	50 minutes
<input type="checkbox"/> DAY 9: Session 2 Social Studies	50 minutes

*NOTE: TIMING DOES NOT INCLUDE TIME FOR TEST ADMINISTRATION TASKS SUCH AS LOGIN AND TEST DIRECTIONS. ADD APPROXIMATELY 10-15 MINUTES EACH DAY TO ESTIMATE TOTAL TIME NEEDED.

APPENDIX C - FORWARD EXAM TEST TIMES



Wisconsin Forward Exam Estimated 2016 Test Times



The Forward Exam is an untimed test. These are estimated times for scheduling purposes.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	135	100	NA	NA
4	145	110	100	80
5	140	110	NA	NA
6	140	110	NA	NA
7	140	110	NA	NA
8	140	110	100	90
10	NA	NA	NA	100

English Language Arts (ELA) Estimated Testing Times (in minutes)				
Grade Level	Session 1 Reading	Session 2 Writing	Session 3 Listening	Total Testing Time
3	90	25	20	135
4	95	25	25	145
5	95	25	20	140
6	95	25	20	140
7	95	25	20	140
8	95	25	20	140

Mathematics Estimated Testing Times (in minutes)			
Grade Level	Session 1	Session 2	Total Testing Time
3	50	50	100
4	55	55	110
5	55	55	110
6	55	55	110
7	55	55	110
8	55	55	110

Science Estimated Testing Times (in minutes)			
Grade Level	Session 1	Session 2	Total Testing Time
4	50	50	100
8	50	50	100

Social Studies Estimated Testing Times (in minutes)			
Grade Level	Session 1	Session 2	Total Testing Time
4	40	40	80
8	45	45	90
10	50	50	100



Wisconsin Forward Exam Test Administrator/Proctor Guidelines



A qualified test administrator (TA)/proctor for the Forward Exam 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. They may also include student teachers who normally have responsibility for supervising students. Parent volunteers should not be allowed to proctor the examination. School personnel who are parents or guardians should not be allowed to proctor their own children. All proctors should attend Forward Exam test administration training within their district prior to each year's test administration. DPI provides a short test security module that can be used to supplement district training available at <http://dpi.wi.gov/assessment/forward/security>.



Responsibilities of a Forward Exam TA/proctor should include but are not limited to the following:

- Attend/view Forward Exam test administration trainings such as the test security training for proctors prior to each year's test administration.
- The TA/proctor must sign a paper confidentiality form and return to school assessment coordinator.
- Ensure security of the Forward Exam before, during, and after testing. Any secure test materials (test tickets, notes, etc.) should be stored in a locked location and not in open classrooms.
- Read and follow the directions as stated in the Test Administrator's Manual.
- Ensure that students view the Student Tutorial module as group.
- Ensure that students have their own test ticket and are logging into the correct section of the test by asking the students to check the name on the test ticket 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)
 - Make sure that the students are paying attention to the task
- Report all testing irregularities to the school/district assessment coordinator such as:
 - Student cheating
 - Use of unallowable accommodations that is not available in the Accessibility Guide
 - Misadministration



APPENDIX E - MULTIPLICATION CHART



Multiplication Table

A single-digit (1–9) multiplication table is a non-embedded **accommodation** for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia) in their Individualized Education Plan (IEP) or 504 Plan. This table can be printed for students requiring this accommodation.

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81



Wisconsin Forward Exam



WISCONSIN FORWARD EXAM

AGREEMENT TO MAINTAIN SECURITY & CONFIDENTIALITY

When a student cannot access text-to-speech, an embedded resource available on the Forward Exam, the student may be eligible to work with a test reader.

On the Forward Exam:

- Test readers are allowable across all grades as a designated support for Mathematics, Science, Social Studies, and English Language Arts (ELA) items as appropriate (not ELA reading passages).
- Test readers are allowable for ELA reading passages as a documented accommodation for eligible students (must have IEP/504 plan).
- Test readers should adhere to the *Forward Exam Guidelines for Read Aloud* to ensure that the read-aloud is standardized.

I, _____, verify with my signature below that I have read and understand my responsibilities as a test reader as described in the *Forward Exam Guidelines for Read Aloud*.

Submit signed form to the School Assessment Coordinator.

Signature		Date
Name(Print)		Title
District and School Name		
School Assessment Coordinator Signature		Date



Wisconsin Forward Exam

Scribing Guidelines



A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on the Forward Exam as a documented designated support for ELA, mathematics, science, and social studies. Translators who scribe student responses from a native language to English should translate word-for-word to the extent possible for all content areas except Text Dependent Analysis (TDAs) items. The TDA items must be scribed in English. The Text Dependent Analysis (TDA) items measure composition, grammar, punctuation, capitalization, spelling as well as citing evidence and the use of textual support. Therefore, a student must dictate their response exactly as it is to be written. For information on documentation requirements and decision-making criteria for use of scribes and all other supports please see the Accessibility Guidelines.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with the administration of the Forward Exam including security policies and procedures as articulated in test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on the Forward Exam.
- Scribes should review the Scribing Protocol for Forward Exam with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.

- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

English Language Arts

Multiple choice Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Short Response Items (Short-Text)

- The scribe will write verbatim student responses in an area occluded from other students' view.
- The scribe will correctly spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Long Essay (Full-Write)

- The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view.
- The scribe will correctly spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're.

- The student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Mathematics

Multiple Choice Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written.

Short Answer Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Science and Social Studies

Multiple Choice Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Post Administration

The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with DPI policies and procedures.

GLOSSARY

Accommodations	Changes in procedures or materials that increase equitable access during the Wisconsin Forward Exam. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
Break/Pause	Action taken by a student or Test Proctor to temporarily halt the test during any part of the test, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).
District Assessment Coordinator (DAC)	Designated district staff member who is responsible for overseeing the implementation of the Forward Exam. The DAC can upload, add, modify, and remove student records and is responsible for ensuring all school-level test administrators have received adequate training on test administration, test security, and testing policies/practices.
eDIRECT	The administrative side of the platform—the Wisconsin Assessment Program Portal—from which district personnel will manage the assessments.
INSIGHT	INSIGHT is the secure, browser-based test engine for the Wisconsin Forward Exams.
Item	A test question or stimulus presented to a student to elicit a response.
eDIRECT Test Session	A grouping of students in eDIRECT that are assigned to the same test. Sessions can be large (for instance, all 3 rd grade students at a school who are taking the ELA test may be grouped into one “Grade 3 ELA” test session), or sessions can be broken up by students who will be taking the same test at the same time (for instance, all 3 rd grade students in Ms. Jones’ class who are taking the ELA test may be grouped into one “Grade 3 ELA JONES” session, and all 3 rd grade students in Mr. Peters’ class who are taking the ELA test may be grouped into one “Grade 3 ELA PETERS” session). All students must be enrolled in a test session for each subject area tested.
School Assessment Coordinator	Designated school staff member responsible for monitoring the test schedule, process, and test administrators /proctors (TA). School Assessment Coordinators (SACs) are also responsible for ensuring the TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures.
Session	A part of a test requiring a login using a test ticket. ELA tests are broken into three sessions. Math, Science, and Social Studies tests are broken into two sessions.
Universal Tools	Available to all students based on student preference and selection.

**Wisconsin Student
Number**

Districts use Wisconsin Student Number (WSNs) instead of names to submit data about student educational progress.