

Wisconsin Forward Exam Test Administrator/Proctor Training

Spring 2020



Agenda

- Overview
- Test Administrator Role and Responsibilities
- Preparation for the Forward Exam
- Test Security
- Accessibility
- Student Preparation
- Preparing the Test Environment
- Test Administration
- After Testing



Overview

- Forward Exam Background
- Key Dates
- Graphic Overview
- Test Times



Forward Exam Background

The Forward Exam is a summative assessment designed to gauge how well students are doing in relation to the Wisconsin Academic Standards.

<http://dpi.wi.gov/assessment/forward>

The Wisconsin Academic Standards outline what students should know and be able to do in order to be college and career ready.

<http://dpi.wi.gov/standards>



Forward Exam Test Window

March 23 – May 1, 2020

Content Areas	Grades
ELA and Mathematics	3-8
Science	4 and 8
Social Studies	4, 8, and 10



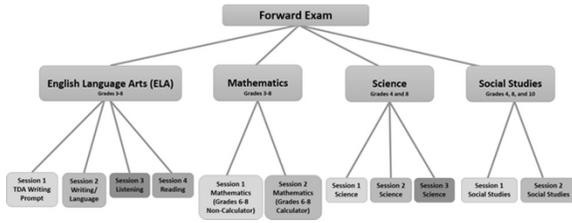
2020 Key Dates

<http://dpi.wi.gov/assessment/forward/calendar>

Event	Date
Accessibility Guide available	August 21, 2019
Test Administrator Training- Recorded Presentation	January 13, 2020
Student Tutorials available	January 13, 2020
Administrator Tutorials available	January 13, 2020
Online Tools Training available	January 13, 2020
Optional Add Accessibility Features Window in the DRC INSIGHT Portal	February 17-28, 2020
Assign Individual Student Designated Supports and Accommodations in the DRC INSIGHT Portal	March 9, 2020
Access to the DRC INSIGHT Portal Test Sessions and Individual Student Information	March 9, 2020
Forward Exam Testing Window	March 23 – May 1, 2020
User's Guide to Interpreting Results available	TBD
Individual Student Reports (ISRs) and Summary Data available in the DRC INSIGHT Portal	TBD
Hard copies of Individual Student Reports (ISRs) sent to districts	TBD
Public Reports available in WISEdash	TBD



Forward Exam Graphic Overview



Suggested Testing Times

The Forward Exam is an untimed test. The following are suggested testing times provided by the testing vendor, DRC, to be used as guidance to assist with scheduling the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	105	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	105	70
10	NA	NA	NA	70

Sample test schedules and test blueprints are available at <http://dpi.wi.gov/assessment/forward/resources>

Who May Proctor the Exam?

Test Administrators/Proctors (TAs) are trained staff who are employed by the school or district. This includes:

- Teachers
- Administrators
- Paraprofessionals
- Student teachers (whose regular responsibilities include supervising students)

Parent volunteers are **not allowed** to proctor the exam.

School personnel who are parents or guardians **must not be allowed** to proctor their own children.



Test Administrator (TA) /Proctor Role

TAs must administer the Forward Exam in a uniform manner to ensure the integrity of the testing program.

Read the Test Administration Manual	Ensure students who have been assigned accessibility features have them prior to starting their exams	Prepare the students and physical testing environment
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Monitor students during testing to ensure the security and validity of the exam

For a complete list of responsibilities and a TA "To Do" Checklist go to <http://dpi.wi.gov/assessment/forward/resources>



Teacher Preparation for the Forward Exam

- Forward Webpage Overview
- Resources and Trainings
- Test Administrator Training
- Administrator Tutorials



Forward Webpage Overview

<http://dpi.wi.gov/assessment/forward>

- Forward Exam
- Calendar
- Resources
- Trainings
- Accommodations and Supports
- Practice Tests/Sample Items
- Test Security
- Data and Results
- FAQ
- Educator Involvement
- Technology Requirements & Resources

Resources/Trainings

Required Resources/Trainings

- Test Administration Manual
- Test Administrator Training Video
- Test Security Manual
- Accessibility Guide
- Administrator Tutorials on how to use the embedded accessibility features

Additional Useful Resources/Trainings

- Test Security Video
- Accessibility Training Video
- TDA Resources
- User's Guide to Interpreting Results

<http://dpi.wi.gov/assessment/forward/resources>



Test Administration Manual

Make sure to have a copy of your Test Administration Manual (hard copy or electronic). This manual is a critical tool for successful administration of the Forward Exam. As well as detailed information on much of the content in this presentation it includes:

- Basic test functionality you will use in your classroom during testing (i.e., log in, end vs. submit test, adjusting volume or screen color)
- Test Administration Script
- Troubleshooting
- Test Administrator Checklist
- Common Error Messages
- Decision Trees
- Accessibility Abbreviation Codes
- Glossary of Forward Exam Terms



Administrator Tutorials

A series of short "how to" videos, including but not limited to:

- How to assign and use student accessibility features
- How to request a student transfer



<https://dpi.wi.gov/assessment/forward/sample-items>



Test Security

- What is a test security incident
- How to ensure test security
- How to report a violation
- Consequences of a violation



What is a Test Security Incident?

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.



How to Ensure Test Security

Materials	Administration
<ul style="list-style-type: none"> • No one may review, discuss, or analyze test items • Ensure unauthorized staff or adults are not present in the testing environment • Keep test materials in a secure area when not in use • Securely destroy test materials • Ensure no photos/copies of items are taken (by staff or students) at any time for any reason 	<ul style="list-style-type: none"> • Monitor students during testing to ensure they are on task and prohibited materials and devices are not in use • Ensure use of designated supports and accommodations is appropriate • Be aware of test administration, accessibility, and security policies and procedures • Report all test security incidents



How to Report a Violation

<http://dpi.wi.gov/assessment/forward/security>

Immediately report all test security violation to the DAC and/or the Office of Student Assessment (OSA) at DPI via an Incident Report Form available on the Forward Exam Test Security webpage

DPI Follows-up on each and every report received.

Depending on the perceived severity of the allegation, the 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.



Security Violation Consequences

A security violation may result in the invalidation of test results for a student or group of students.



A need to contact the parent to let them know what occurred and that their child will be receiving an Individual Student Report (ISR) with no scores for the affected content area/s (code of INV for invalidate).

Public reporting will reflect all invalidated tests as "not-tested."



Accessibility

- Inclusion of all students
- Accessibility resources
- English Learners (EL) Support Decision Tree
- Text-to-Speech (TTS) vs. Read Aloud...Designated Support vs. Accommodation
- Assistive Tech devices
- Accommodated Forms



Inclusion of all Students

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners.

Teachers must provide DACs/SACs with students' accessibility needs for the Forward Exam

Only DACs/SACs have permissions to enter accessibility information into the DRC INSIGHT Portal.

Teachers must ensure students have their appropriate accessibility features prior to clicking the green "begin testing" button



Accessibility Resources

- Accessibility Guide
- Accessibility Training Video
- Multiplication Table
- Read Aloud Guidelines
- Scribe Guidelines
- Translator / Interpreter Guidelines
- Word-to-Word Bilingual Dictionary
- EL Supports Decision Tree

Forward Exam Accommodations and Supports webpage:
<http://dpi.wi.gov/assessment/forward/accommodations>



Accessibility Guide

The Accessibility Guide provides information for educators and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students who need them.

Be sure staff have the current version of the guide.



<http://dpi.wi.gov/assessment/forward/accommodations>



TTS vs. Read Aloud Designated Support vs. Accommodation

TTS Designated Support	Read Aloud Designated Support	Read Aloud Accommodation
<p style="text-align: center; border: 1px solid black; background-color: #f0f0f0; margin: 2px;">Available for all content areas</p> <p style="text-align: center; border: 1px solid black; background-color: #f0f0f0; margin: 2px;">Read by the computer</p>	<p style="text-align: center; border: 1px solid black; background-color: #f0f0f0; margin: 2px;">Available for all content areas</p> <p style="text-align: center; border: 1px solid black; background-color: #f0f0f0; margin: 2px;">Read by a human reader</p>	<p style="text-align: center; border: 1px solid black; background-color: #f0f0f0; margin: 2px;">Only available for ELA</p> <p style="text-align: center; border: 1px solid black; background-color: #f0f0f0; margin: 2px;">Read by human reader</p>
<p style="font-size: 0.8em;">As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.</p>	<p style="font-size: 0.8em;">As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.</p>	<p style="font-size: 0.8em;">In addition to reading all directions, questions and answer choices, it will allow the reading of the reading passages in ELA session 4.</p>
<p style="font-size: 0.8em;">May be provided to any student with a documented need including those with and IEP or 504 plan.</p>	<p style="font-size: 0.8em;">May be provided to any student with a documented need including those with and IEP or 504 plan.</p>	<p style="font-size: 0.8em;">May only be provided to a student with visual impairments who is learning braille but not yet proficient and whose need is documented in an IEP or 504 plan, with prior approval from DPI via request form.</p>
<p style="font-size: 0.8em;">Should be used for the majority of students requiring text content read to them for standardization purposes.</p>	<p style="font-size: 0.8em;">Should only be used by students who have difficulties with the computer voice such as students with autism, hearing difficulties, etc.</p>	

Assistive Technology Devices

Any assistive technology device that is allowable on the Forward Exam and is part of student's IEP or 504 plan for the Forward Exam, should be checked for compatibility with the online testing system prior to the day of testing.

If assistance is needed please contact the DRC helpdesk.



Accommodated Test Forms

- A very small number of students will be working from these accommodated test forms (braille, Print-on-demand, listening script)
- There are administration instructions in the Test Administration Manual (TAM) for these forms.
- You must ensure that the test ticket has the accommodation before testing. If the code is not on the test ticket the accommodated form and the online form will not sync-up. This could lead to a test irregularity and misadministration.



Student Preparation

- Student Preparation
- Student Tutorials
- Online Tools Training
- Item Sampler
- Text-Dependent Analysis (TDA) Sampler and Resources



Student Preparation

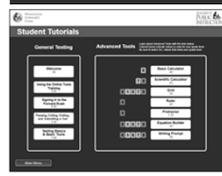
- Students may perform better and with less anxiety if they are familiar with the format of the test.
- Test preparation is only useful to the extent that it is also teaching content area knowledge and skills.
- It is very important to ensure that teachers are teaching to the standards and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.



Student Tutorials

All students should have the opportunity to view the tutorials (preferably before working in the Online Tools Training).

Broken out by grade with targeted grade 3 videos available.



<https://dpi.wi.gov/assessment/forward/sample-items>



Online Tools Training (OTT)

- ALL students should have the opportunity to practice with the OTT.
- A hands-on preview of the item types included in the Forward Exam
- Available by content area and grade level (accessibility forms – translations, VSL, CC, TTS – also available)
- Not scored
- Not for practicing content or to see how well students will perform on the Forward Exam



Item Samplers

- The items illustrate a sample of the content and types of items that students will encounter on the Forward Exam.
- Each item identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.



Forward Exam Practice Test and Sample Items webpage:
<http://dpi.wi.gov/assessment/forward/sample-items>



OTT vs. Item Samplers?

Item Samplers

- Designed to familiarize students, teachers and other interested parties with the kind of content that is tested on the Forward Exam
- Includes a representative sample of items aligned to the Wisconsin Academic Standards

Online Tools Training

- Designed to familiarize students with the tools, item types, embedded accessibility features, and other functionality of the testing system as used for the Forward Exam.
- Includes examples of each item type



Text-Dependent Analysis (TDA)

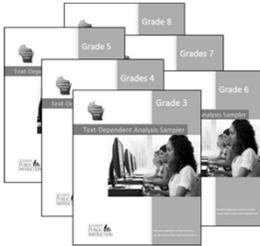
ELA Session 1 - TDA

- Requires students to use their best writing skills to form an essay.
- Within the essay, the student must respond to a question (the TDA prompt) and support their answer (claims, opinions, ideas) using evidence from the passage(s) read.
- Allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.
- Student responses are scored on both composition and conventions.



Text-Dependent Analysis (TDA) Sampler

UPDATED!



- Updated for 2019-20
- This document contains samples of TDA test questions, stimulus passages, and student responses.
- Now by grade level
- Additional passages, prompts, and student samples.

<http://dpi.wi.gov/assessment/forward/sample-items>



Additional TDA Resources

- TDA Rubric
- How to Organize a TDA Response
- TDA Fact Sheet
- TDA FAQ
- Tips for Writing a TDA
- TDA Presentation for Educators

<https://dpi.wi.gov/assessment/forward/resources#TDA>



Preparing the Testing Environment

- Room set-up
- Room signs
- Room procedures after testing



Room Set-up

Distraction Free Zone

- No noise from outside sources
- No noise from accommodations or supports from other students
- Free from interruptions

Seating Arrangements

- Students should be seated so that they cannot view the answers of others.
- Consider appropriate spacing, using partitions, privacy screens, and/or placing monitors at angles

Cover Displayed Information

- Remove or cover displayed information (on desks, walls, bulletin boards, chalkboards, dry-erase boards, etc.) that might be used by students to help answer questions.
- Examples: rubrics, vocabulary charts, word walls, number lines, student work, posters, graphs, maps, charts, etc.



Remove these Items from Test Environment?



Do not need to remove.



Remove these Items from Test Environment?



MATH KEYWORDS			
+	addition	plus	sum
-	subtraction	minus	difference
×	multiplication	times	product
÷	division	divided by	quotient
^	exponent	power	base
√	square root	radical	root
%	percent	per hundred	percentage
π	pi	3.14	radius
2πr	circumference	radius	area
4πr ²	surface area	radius	volume
πr ² h	volume	radius	height
πr ²	area	radius	height



Do need to remove/cover.



Room Signs

Post sign on door



Post sign in testing room

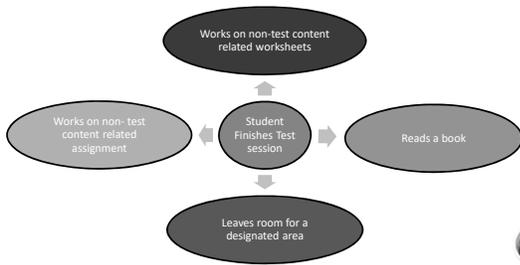


Signs available on the Forward Exam Resources web page



Room Procedures After Testing

Establish procedures to maintain a quiet testing environment as some students will finish more quickly than others and will need something (not on electronics) to quietly occupy them.

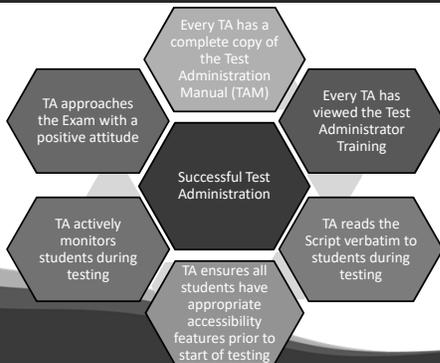


Test Administration

- Successful Test Administration
- Create a positive atmosphere
- Beginning testing
- Test tickets
- INSIGHT
- Test Administration Script
- Monitoring testing
- What type of assistance is permitted?
- Make-ups and Back-up Plans
- Reopening tests
- Accessibility feature fix



Successful Test Administration



Create a Positive Atmosphere

Help students approach testing in a relaxed, positive way.

Your attitude toward the test will affect the student's attitude toward the test.

- Reassure students they will have ample time to do their best as the Forward Exam is an untimed test.
- Emphasize that scores will not affect their grades, it is only to find out which skills they are doing well in and which need development, so it is important they try their best.
- Encourage students to attempt all items.



Test Tickets

Each student has one username/password per content area
The same ticket is good for all test sessions within that content area.

Distribute the appropriate Test Ticket to the correct Student

Wisconsin Forward Exam Spring 2018 Test Ticket
Grade 3 Math
Student Name: Freeman, Cameron
Local Student ID: 001133
Test Session: Grade 3 Math - Sample
Username: FCAMBRON
Password: SMC5850
Accommodations: NR TTS

Confirm that the accessibility features added are appropriately assigned.

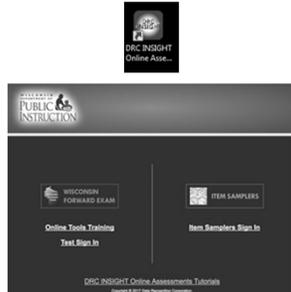
Ask Students to check the name on their ticket to ensure they have the correct ticket.

Count the number of tickets passed out at the start of testing period and be sure to collect the same number at the end.

Accessibility feature must be listed next to "accommodation" for the student prior to logging in to the test.

DRC INSIGHT Secure Browser

- Secure Web Browser or application used for Students taking the Forward Exam
- Must be installed on each testing device



Test Administration Script

TAs must read directly from the script when administering the test.

Script #1

- Must be used for at least the first test session given.
- Provides a detailed run through of the log in and other directions for students as they begin the Forward Exam.
- Must be read verbatim.

Script #2

- May be used if you are resuming the test and students have already heard the detailed instructions from Script #1 at least once.
- Must be read verbatim.

Important - Accessibility Check Section of the Script

- Once students reach the section where they are reading the directions to themselves you need to be sure to go around each student and confirm that they have the accessibility features needed.
- Students who require TTS should be able to hear the computer voice reading the directions. They may also need the speed and volume adjusted.
- Students who need VSL or Spanish Stacked Translation should see those features in the directions.
- Students who need color choice or contrast adjusted may need you to help them.
- Only once you have confirmed all student have the necessary accessibility features should you tell students to click the green begin test button.

Monitor Testing

TAs must monitor student testing.

- Circulate around the room
- Ensure students are progressing through the test
- Redirect students who have lost focus
- Ensure no unauthorized electronics are being used

TAs must report test security violations immediately.



What type of Assistance is Permitted?

- Be sure students understand the test directions prior to testing and how to work in the online system.
- Assist them with the test taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or eliminate answer choices.
- You may read an occasional word for a student, if asked, as long as it is not part of ELA session 4 reading passage.
- Remind students to check their test for any items marked for review or not attempted prior to taking a long break or logging out for the day. (Proctors must not check student answers. This would be considered a security violation.)



Administering Make-ups

- Every attempt should be made to administer make-up tests to students who miss one or more of the scheduled test sessions.
 - Scheduling of make-up sessions must be coordinated with the School Assessment Coordinator (SAC) to eliminate conflicts and ensure that the students will be taking the make-up tests under the same conditions as the other students.
- Students who are absent for one or more sessions should take the remaining session(s) with the rest of the class.
- Make-ups for missed sessions (or for students who need extra time to complete a session) should be scheduled for a later time.
- You may administer more than one grade level and content area in a single make-up session. Ensure each student in the make-up session is read the appropriate test directions for their grade level and content area.



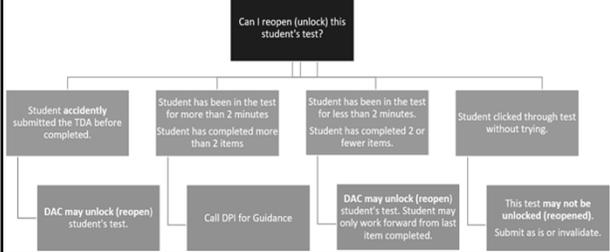
Back-up Plans

- When administering online tests, technical issues may arise from time-to-time.
- Be sure you are aware of your district's back-up plan if a situation occurs.
- Removing students from a testing situation that is not functioning and returning them to their regular schedule until the situation is resolved is recommended to keep everyone's frustration levels low.

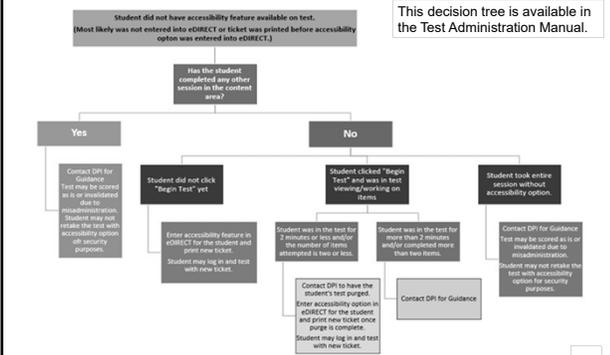


Reopen/Unlock a Test

If a test needs to be unlocked, you must contact your DAC/SAC immediately. Below is a chart laying out the rules your DAC must follow.



Student Started Test Without Appropriate Accessibility Feature



This decision tree is available in the Test Administration Manual.

Troubleshooting Slide

If there is a connectivity issue (usually on an internal network – WiFi these days) DRC INSIGHT will:

- Try to immediately reconnect while the student is testing
- If unable to reconnect, this warning will pop-up on the student's screen, and INSIGHT will continue to try to reconnect for up to 5 minutes.
- You have two options: 1) let it try to reconnect, or 2) exit the test and have the student log in and resume testing later (or at a different station) where they left off.



Troubleshooting Slide

If you choose to wait and there is no reconnection within that 5 minutes you will receive an error message as shown below.

At this point you will need to click ok and the student will be able to log in at another time (or at a different station if it is not a school wide issue) to continue testing where they left off.



After Testing

But...

before the end of the testing window

- Ensure testing is complete
- Destroy secure testing materials
- End of test survey
- Forward Reports
- Connection to the Standards



Ensure All Students Have Tested

- Your DAC/SAC will have a record of any students who still need to test or take make-ups.
- Work with your DAC/SAC to be sure those students are tested prior to the end of the testing window.



Destroy / Return Test Materials

The Test Administration Manual provides information on returning or destroying secure test materials.

- Braille – return to DAC/SAC to return to DRC
- Print-On-Demand and Listening Scripts – return to DAC/SAC immediately for secure destruction and the DAC/SAC will complete a confirmation of destruction to send to OSA.
- Test Tickets, printed DPI approved writer’s checklist, and scratch paper – securely destroy



End of Testing Survey



- DPI looks at all of the surveys and reads each and every comment!
- We appreciate your comments/feedback and make changes where able.
- Survey open March 30-May 8
- Should be completed as soon as you finish testing
- All staff involved in testing should complete survey (TAs, DACs, SACs, DTC, STCs)
- Link to survey will be in the DAC Digest (be sure to send link to all staff)



Forward Exam Reports

You have access to resources to help you discuss the Forward Exam Individual Student Reports (ISRs) with families.

Available Resources

- User's Guide to Interpreting Reports
- Handout – "What is an ISR?"
- Sample Parent/Guardian ISR Cover Letter

<https://dpi.wi.gov/assessment/forward/data>



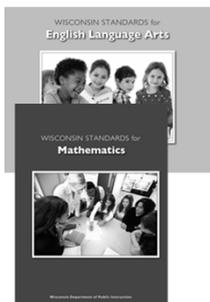
Connection to Standards

- The Forward Exam is aligned directly to the Wisconsin Academic Standards
- When talking to parents, you can refer to the grade level standards and show them what a student should be able to do in a particular category of a content area.
- If you have a whole grade level that seems to be struggling with a concept, you can go to that standard and check it against your curriculum to see if you may have gaps that need addressing.



Connection to Standards

- The Item Sampler has information for educators about Forward item alignment to standards



Educator Involvement Opportunities

- Forward Exam New Item Review occurs every summer.
- A diverse group of educators from all over Wisconsin review each and every new item created for the Forward Exam. This review includes:
 - Connection to standards
 - Bias and sensitivity
 - Grade level appropriateness
 - Quality of item
- Item review is a great professional development opportunity for staff to help understand the connection between the exam and the standards.
- Applications for this volunteer opportunity are accepted beginning in early May.

<https://dpi.wi.gov/assessment/forward/educator-involvement>



DRC Contact Information

Wisconsin Forward Help Desk

800-459-6530

WIHelpDesk@datarecognitioncorp.com



DPI Contact Information

Allison O'Hara
Forward Exam Program Manager
alison.o'hara@dpi.wi.gov
608-266-5182

Phil Cranley
Data, Student Demographics, and Privacy Issues
philip.cranley@dpi.wi.gov
608-266-9798

Jennifer Teasdale
Education Program Specialist
jennifer.teasdale@dpi.wi.gov
608-266-5193

Duane Dorn
Test Security and Choice students
duane.dorn@dpi.wi.gov
608-267-1069

If you are not receiving the assistance you need from the DRC helpdesk - please contact DPI - (Allison or Jennifer) so we may help get your situation resolved.



Please send questions you may have after viewing this video to Alison or Jennifer, or to osamail@dpi.wi.gov