

Wisconsin Forward Exam Test Administrator/Proctor Training

Spring 2024



Agenda

Updates!

- Overview
- Test Administrator Role and Responsibilities
- Preparation for the Forward Exam – New Practice Test, Updated Administrator Tutorials
- Test Security
- Accessibility – Updated Accessibility Features

- Updated ELA Test Design
- Student Preparation – Look of the New Student Testing Environment, Updated Student Tutorials
- Preparing the Test Environment
- Test Administration
- After Testing – New Individual Student Reports

Overview

- Forward Exam Background
- Key Dates
- Test Times
- Test Administrator Role



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 on track for future learning.

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



Forward Exam Test Window

March 18 – April 26, 2024

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

2024 Key Dates

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

Event	Date
Accessibility Guide	August 4, 2023
Practice Tests	December 29, 2023
Test Administrator Recorded Training Presentation and Test Administration Manual	January 8, 2024
Student and Administrator Tutorials	January 8, 2024
WISEdata student data file upload to DRC INSIGHT Portal	January 29, 2024
Optional Add Accessibility Features Window	February 12-23, 2024
Access to DRC INSIGHT Portal Test Sessions and Individual Student Information	March 4, 2024
Assign Individual Student Accessibility Features in the DRC INSIGHT Portal	March 4, 2024
Forward Exam Testing Window	March 18 - April 26, 2024
Educator Involvement Opportunity: ELA Rangefinding Meeting (scoring short-write items)	April 15-18, 2024
Educator Involvement Opportunity: ELA and Mathematics Standard Setting (new cut scores)	June 11-14, 2024
Educator Involvement Opportunity: New Item Review Meetings (ELA, Mathematics, Science, Social Studies)	July 30 - August 8, 2024

Suggested Testing Times

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

Table below shows Forward Exam estimated testing times in minutes.

Grade Level	ELA	Mathematics	Science	Social Studies
3	125	90	NA	NA
4	125	90	105	70
5	125	90	NA	NA
6	125	105	NA	NA
7	125	105	NA	NA
8	125	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 and view the Test Administrator Training

Ensure students who have been assigned accessibility features have them prior to starting their exams

Prepare the students and physical testing environment

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

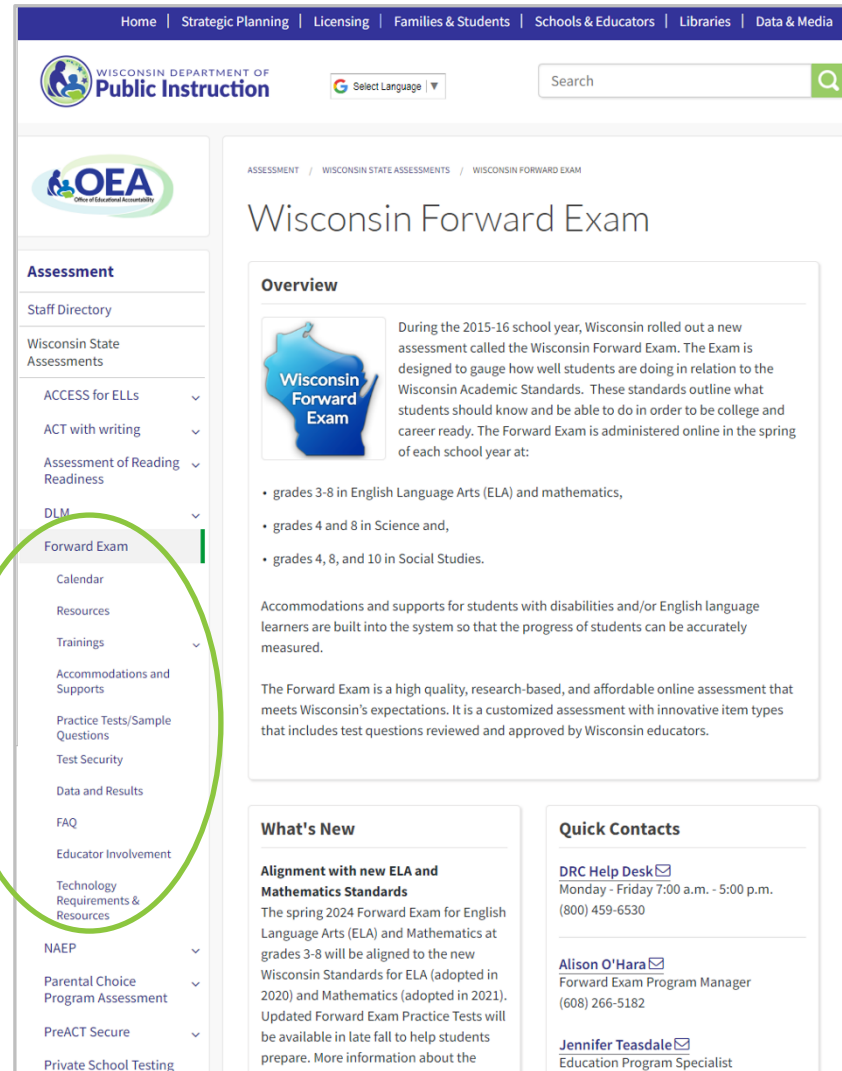
- Forward Webpage Overview
- Resources and Trainings
- Test Administrator Training
- Administrator Tutorials



Forward Webpage Overview

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

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



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OEA Office of Educational Assessment

ASSESSMENT / WISCONSIN STATE ASSESSMENTS / WISCONSIN FORWARD EXAM

Wisconsin Forward Exam

Overview

During the 2015-16 school year, Wisconsin rolled out a new assessment called the Wisconsin Forward Exam. The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year 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.

Accommodations and supports for students with disabilities and/or English language learners are built into the system so that the progress of students can be accurately measured.


The Forward Exam is a high quality, research-based, and affordable online assessment that meets Wisconsin's expectations. It is a customized assessment with innovative item types that includes test questions reviewed and approved by Wisconsin educators.


What's New


Alignment with new ELA and Mathematics Standards

The spring 2024 Forward Exam for English Language Arts (ELA) and Mathematics at grades 3-8 will be aligned to the new Wisconsin Standards for ELA (adopted in 2020) and Mathematics (adopted in 2021). Updated Forward Exam Practice Tests will be available in late fall to help students prepare. More information about the

Quick Contacts

DRC Help Desk 
Monday - Friday 7:00 a.m. - 5:00 p.m.
(800) 459-6530

Alison O'Hara 
Forward Exam Program Manager
(608) 266-5182

Jennifer Teasdale 
Education Program Specialist

Assessment

- Staff Directory
- Wisconsin State Assessments
- ACCESS for ELLs
- ACT with writing
- Assessment of Reading Readiness
- DLM
- Forward Exam**
- Calendar
- Resources
- Trainings
- Accommodations and Supports
- Practice Tests/Sample Questions
- Test Security
- Data and Results
- FAQ
- Educator Involvement
- Technology Requirements & Resources
- NAEP
- Parental Choice Program Assessment
- PreACT Secure
- Private School Testing

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
- User's Guide to Interpreting Results

Test Administration Manual

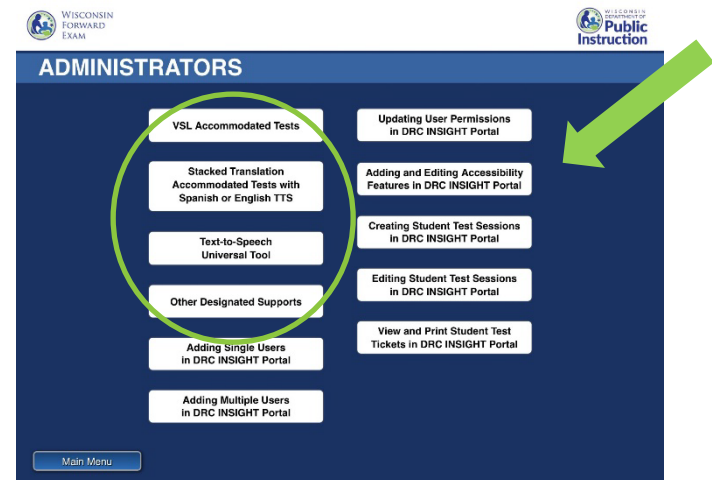
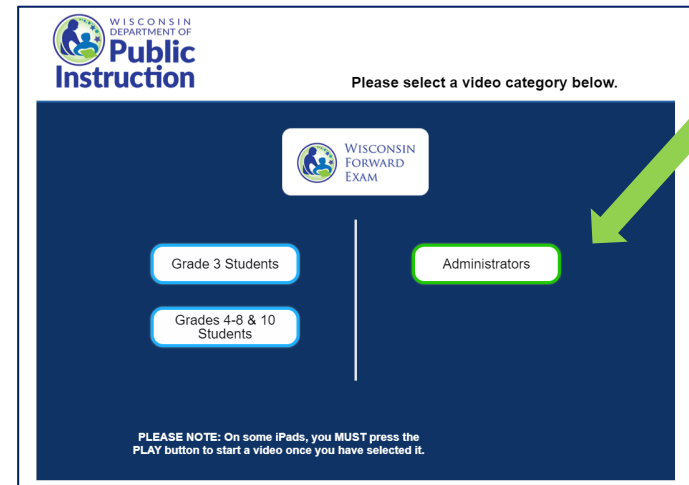
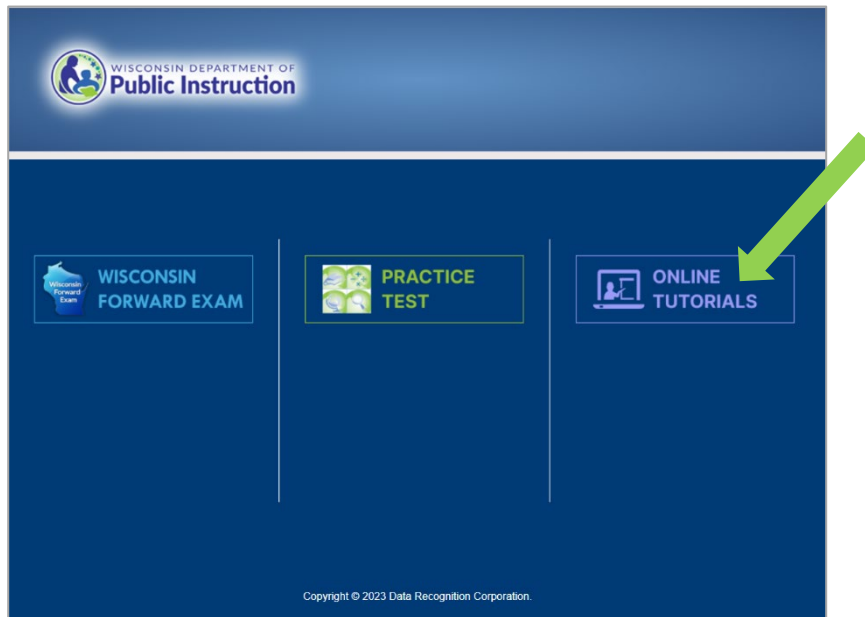
Make sure to have a copy of your Test Administration Manual (hard copy or electronic). This manual is a critical tool for successful administration of the Forward Exam. As well as detailed information on much of the content in this presentation it includes:

- Basic test functionality you will use in your classroom during testing (e.g., 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 edit student test sessions



<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

- 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

Administration

- 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>

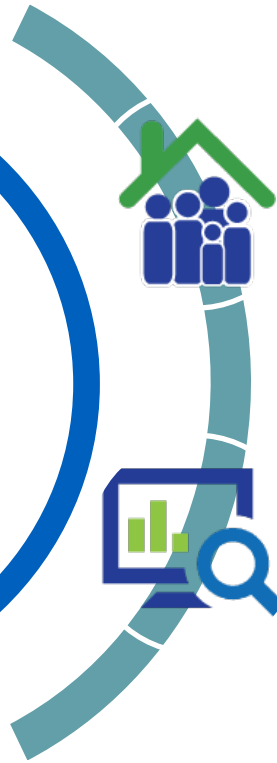
Immediately report all test security violation to the DAC and/or the Office of Educational Accountability (OEA) at DPI via an Incident Report Form available on the Forward Exam Test Security webpage

DPI follows-up on each and every report received.

Depending on the perceived severity of the allegation, the OEA 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
- Text-to-Speech (TTS) Universal Tool
- Read Aloud Designated Support
- Read Aloud Accommodation
- Stacked Translation
- Stacked Translation
- English Learners (EL) Support Decision Tree
- Magnifier Tool
- Assistive Tech devices
- Accommodated Forms
- What to do if student starts test without accessibility feature



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

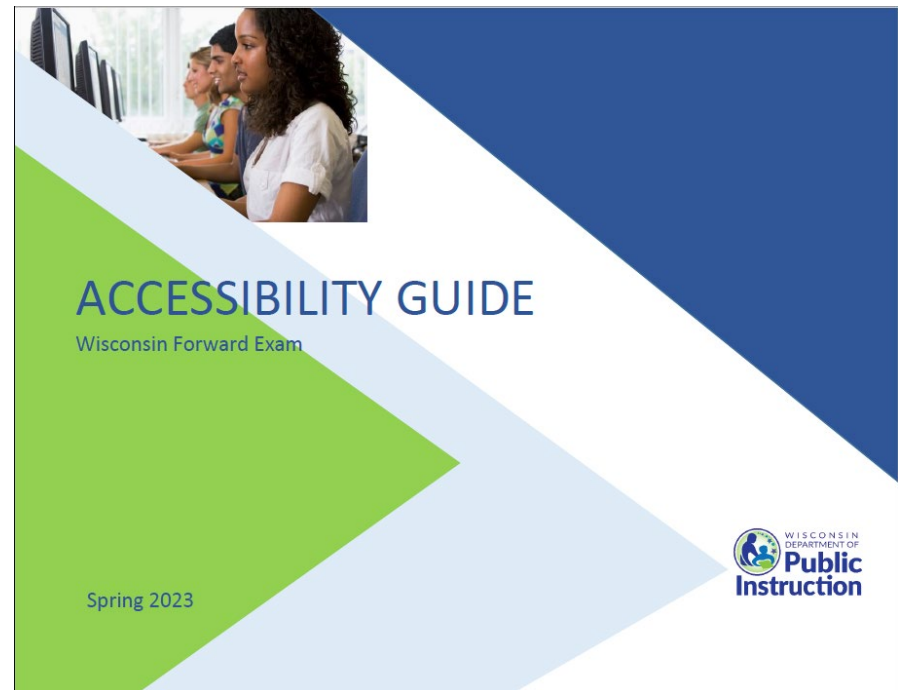
Forward Exam Accommodations and Supports webpage:
<http://dpi.wi.gov/assessment/forward/accommodations>

Accessibility Guide

Updated!

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>

Text-to-Speech (TTS) Universal Tool

TTS is now a universal tool available to all students taking the Forward Exam.

TTS allows the student to listen to a computer voice reading test content provided on the screen. This includes words and numbers, test directions, questions, answer choices, and other information which may be replayed as necessary.



Text-to-Speech (TTS) Continued

- TTS will not read the passages in the ELA Reading Session.
- TTS will not automatically play, which allows a student to decide if they want to use the feature. TTS must be enabled by clicking the play button for each item.
- All students will now need headphones during testing unless tested individually in a separate setting.



New!

Read Aloud Designated Support

- Available for all content areas
- Read by a human reader
- As reading ability is being tested in the ELA reading session, a human reader cannot be used for the reading passages in the ELA Reading Session, but may be used for all directions, questions, and answer options.
- Should only be used by students with a documented need (including those with IEP or 504 plans) **who have difficulties with the computer voice** such as students with autism, hearing difficulties, etc.

Read Aloud Accommodation

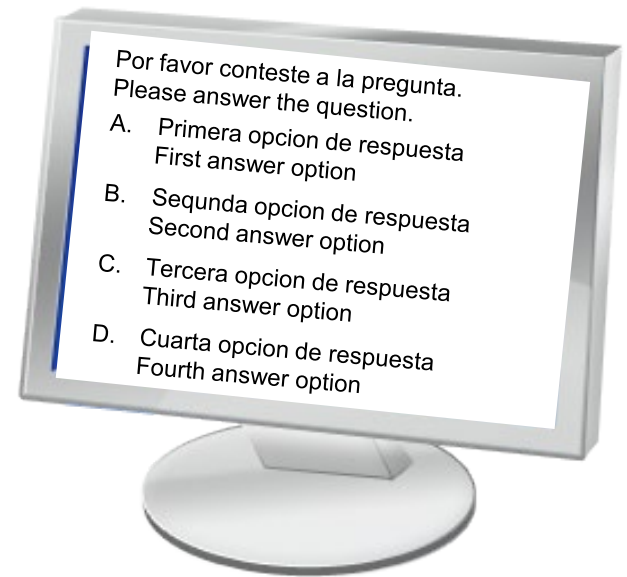
- Only available for ELA
- Read by a human reader
- In addition to reading all directions, questions and answer options, it will allow the reading of the passages in the ELA reading session.
- May only be provided to a student with visual impairments who is learning braille but not yet proficient and whose need is documented in an IEP or 504 plan, with prior approval from DPI via request form.

Stacked Translation TTS **New!**

Stacked translation (Spanish) presents students with a complete Spanish translation of all test content together with the original English text.

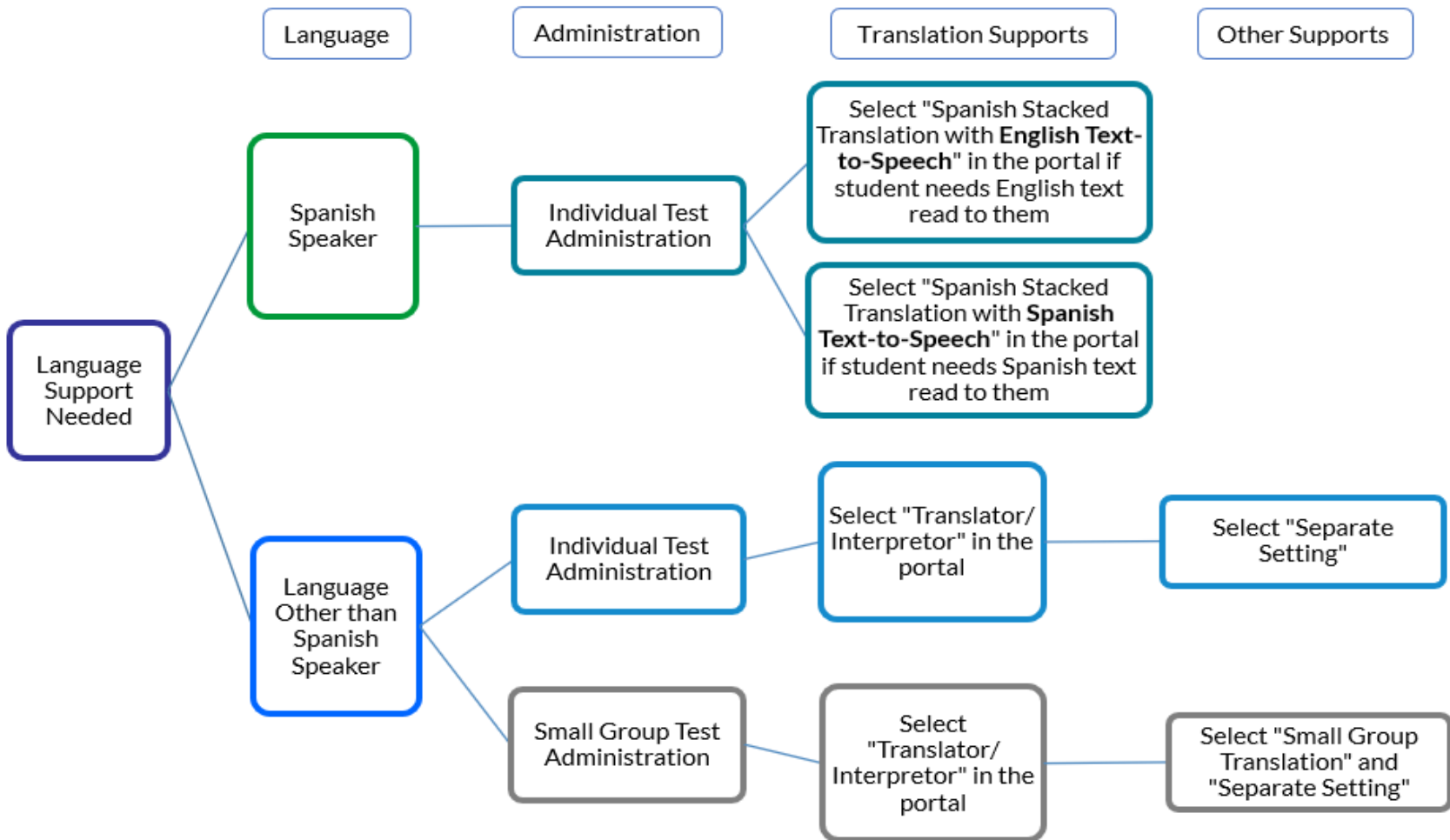
Stacked translation (Spanish) now has two options available to students:

- **English Text-to-Speech (TTS)** - The computer (TTS) will **ONLY** read the English content on the exam to the student.
- **Spanish Text-to-Speech (TTS)** - The computer (TTS) will **ONLY** read the Spanish content on the exam to the student.



EL Supports Decision Tree

Updated!



Magnifier Tool (Zoom)

Updated!

The Magnifier universal tool (Zoom) is now able to magnify/enlarge the entire screen, including all text, images, and objects, up to **400%** (previously 150-200%) for better viewing.




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.

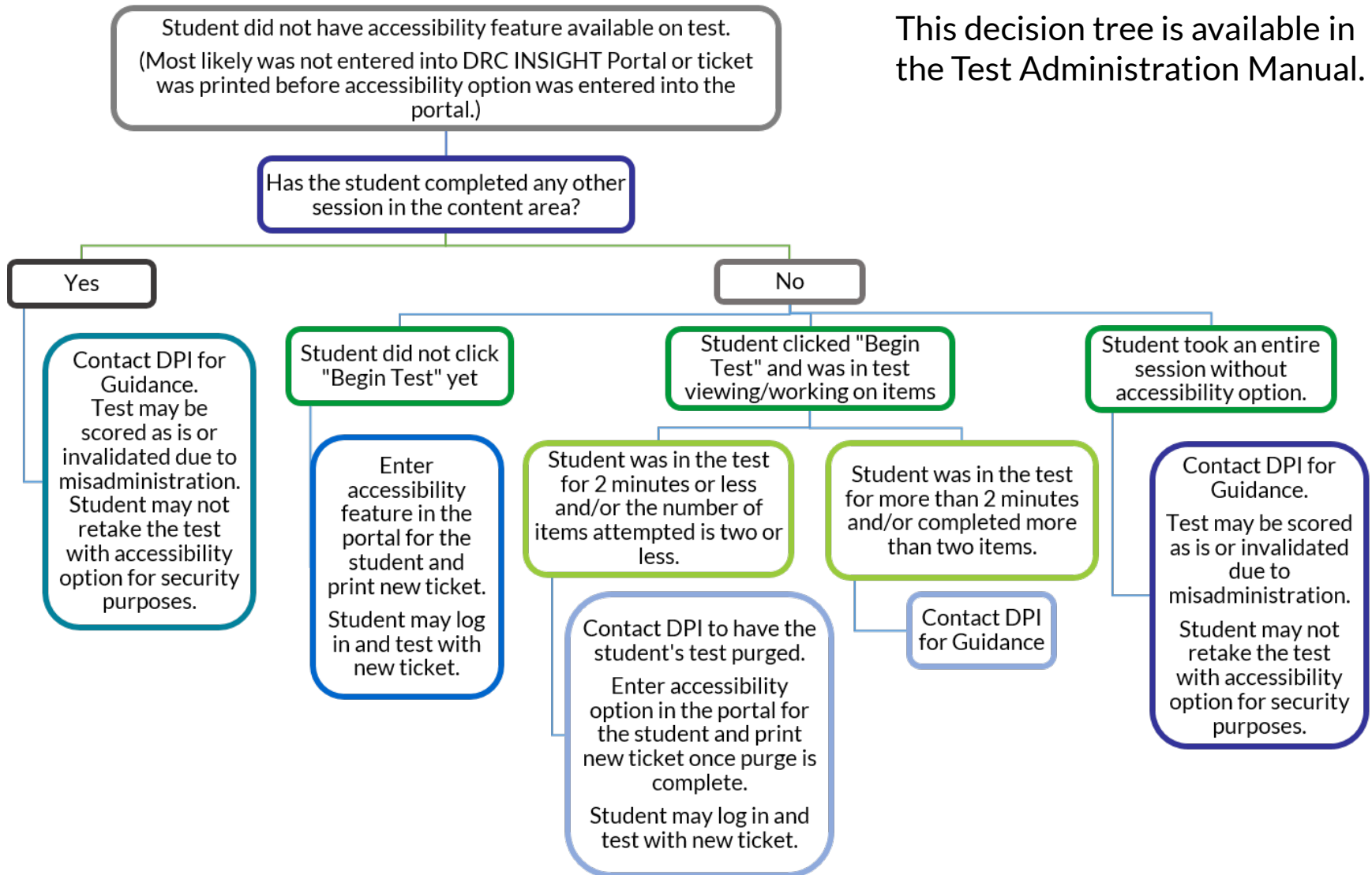
If assistance is needed, please contact the DRC Help Desk.

Accommodated Test Forms

- A very small number of students will be working from these accommodated test forms (braille or print-on-demand)
 - 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 Started Test Without Appropriate Accessibility Feature

This decision tree is available in the Test Administration Manual.



Student Preparation

- Student Preparation
- Student Tutorials
- Forward Exam Practice Test



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.

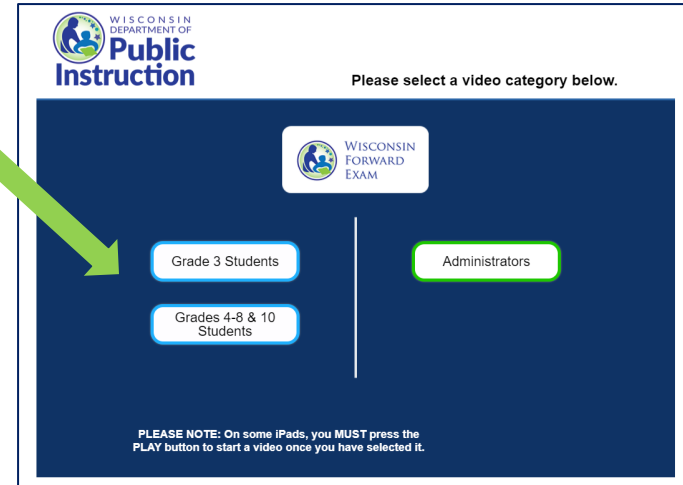
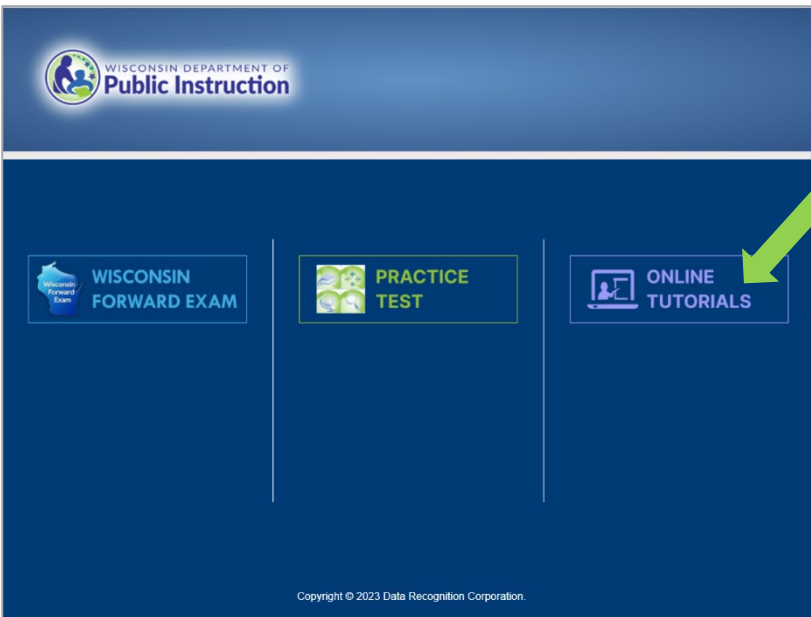


Student Tutorials

Updated!

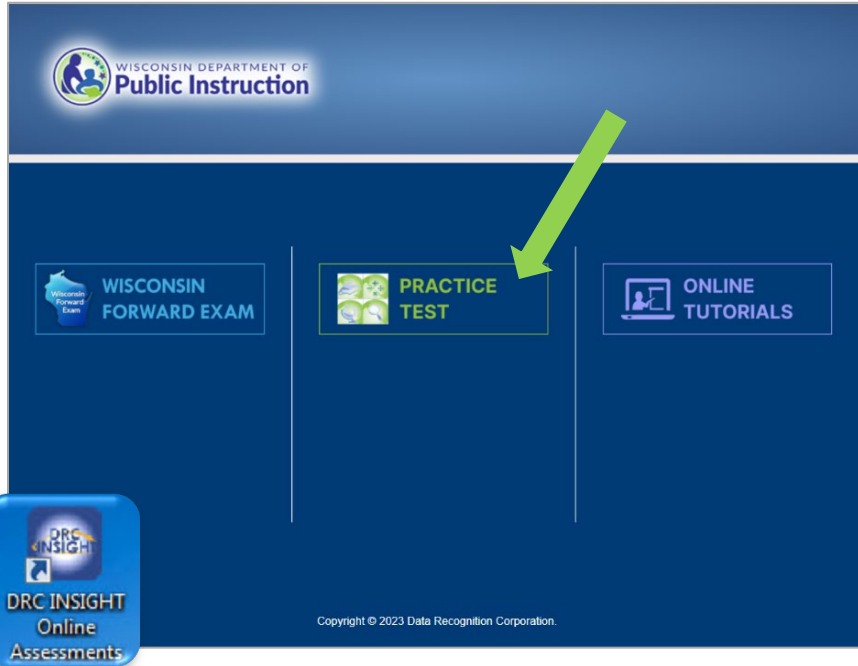
All students should have the opportunity to view the tutorials (preferably before working in the Online Tools Training).

Broken out by grade with targeted grade 3 videos available



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

Forward Exam Practice Test



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

- **ALL** students should have the opportunity to use the Forward Exam Practice Test.
- A hands-on preview of the question types and content included in the Forward Exam
- Available by content area and grade level (accessibility forms including translations, VSL– also available)
- Not scored
- Not for practicing content or to see how well students will perform on the Forward Exam

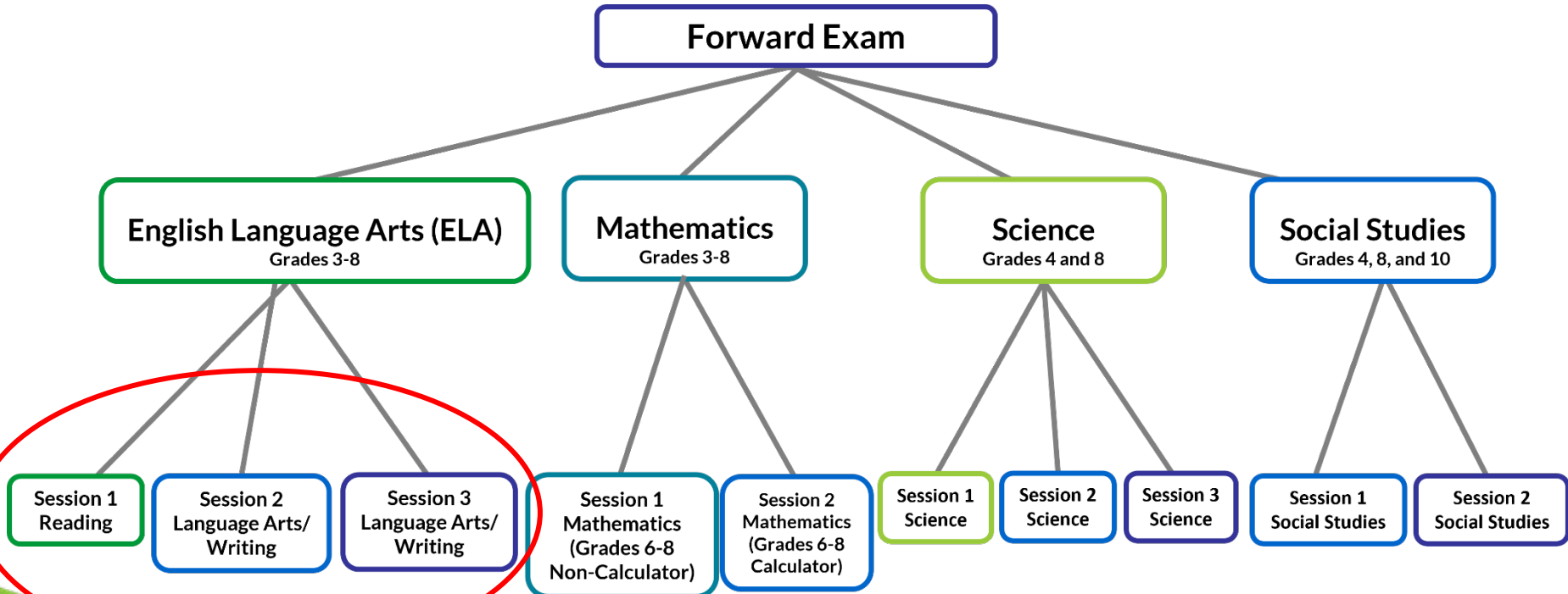
Test Design Updates

- Graphic overview of exam and sessions
- Alignment to new Academic Standards
- New English Language Arts (ELA) Test Design



Forward Exam Graphic Overview

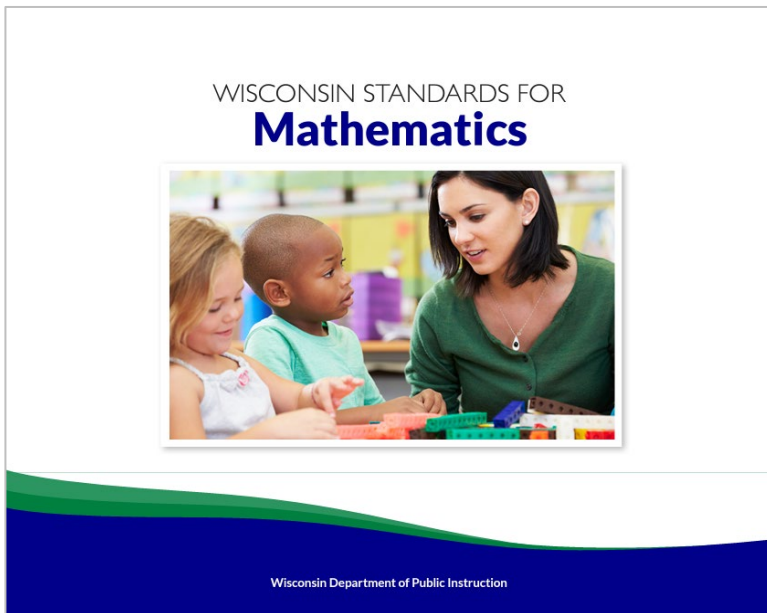
Updated!



Alignment to New Standards

New!

The spring 2024 Forward Exam for ELA and Mathematics at grades 3-8 will be aligned to the new Wisconsin Standards for ELA (adopted in 2020) and Mathematics (adopted in 2021).



The Wisconsin Academic Standards are available at <https://dpi.wi.gov/standards>.

ELA Test Design



New!

Changes to the ELA test design include:

- Three ELA test sessions instead of four. The test sessions will be:
 - Session 1 - Reading Comprehension
 - Session 2 - Language Arts/Writing
 - Session 3 - Language Arts/Writing
- Removal of the ELA listening session
- Removal of the Text Dependent Analysis (TDA)
- Inclusion of new short write tasks. In ELA test sessions 2 and 3, students will be asked to provide a one-paragraph writing sample in response to a prompt, in addition to answering language arts and writing questions

Forward Exam Writing Tasks



New!

The Text Dependent Analysis (TDA) has been removed and replaced with new writing tasks. In test sessions 2 and 3, students will be asked to provide a one-paragraph writing sample in response to a prompt, in addition to answering language arts and writing questions.

See the Forward Exam New ELA Test Design and Short Writing Tasks handout available at <https://dpi.wi.gov/assessment/forward/resources#development>

Example of New Short Write with Passage



Students will be asked to read a short passage and write a one-paragraph response to a related writing prompt in a specific mode (e.g., narrative, opinion, argumentative, informative) based on grade-level standards. The associated passage should be used by the student to support their writing or as mentor text depending on the prompt.

A screenshot of a digital reading and writing interface. At the top, it says "Question: 1" with a dropdown arrow. Below this is a toolbar with icons for back, forward, mouse, pencil, eraser, magnifying glass, list, and print. On the right side of the toolbar are icons for a flag, a document with a number, and a camera. The main content area is split into two columns. The left column has a title "The Polar Bear" and two paragraphs of text. The right column contains a writing prompt and a text input area with a rich text editor toolbar.

Question: 1 ▾

← → [Mouse] [Pencil] [Eraser] [Magnifying Glass] [List] [Print] [Flag] [Document] [Camera]

The Polar Bear

The polar bear makes its home in the Arctic. In the winter, temperatures can drop to 50 degrees below zero. Strong winds whip the snow across the frozen seas. The sun disappears for months. Still, polar bears thrive. They have everything they need to survive in the Arctic.

Staying Warm

Polar bears are built for cold weather. For example, they have black skin. The dark color of their skin absorbs sunlight. Polar

Write a **one-paragraph** story about a polar bear living in the Arctic. Include in your story what the polar bear does when it wakes up in the morning. Be sure to use descriptive words and details to describe what the polar bear does.

[Undo] [Redo] [B] [I] [U] [?]

Example of New Stand-Alone Short Write

New!

Students will be asked to write a one-paragraph response to a writing prompt in a specific mode (e.g., narrative, opinion, argumentative, informative) based on grade-level standards.

Question: 1 ▾

← → [Mouse] [Pencil] [Eraser] [Magnifying Glass] [List] [Print]

📄 📎 📷

Some people enjoy winter and all the fun activities they can do in the snow. Other people like summer, when it's warm enough to go swimming or to the park.


Write **one** paragraph explaining which season (spring, summer, fall, or winter) is your favorite and why. In your paragraph, be sure to state your opinion, include detailed reasons for your opinion, and include a summary sentence.

↶ ↷ | B | I | U | ?

Timing of the Short Writes

How long will it take students to respond to each short write?

Wisconsin educators were brought together during the 2023 Forward Exam New Item Review and discussed, reviewed, and edited each of the short write tasks for their grade-level. During this time, educators were asked to respond to each task from as the students in their classrooms would and how long they believed students would take to respond. Educators agreed that students may take 10-20 minutes to respond per short write task. Younger students may take closer to 15-20 minutes due to processing and keyboarding skills, while older students may finish in closer to 10 minutes.



One Sitting

Does the short write need to be completed in one sitting?

Yes, unless there are extenuating circumstances (e.g., fire drill, illness, need for extra time due to differing abilities). At the end of any test sitting (the time allotted by the school for students to test), students who have not completed and submitted their test session are instructed (via the test administration script) to go back and make any changes or complete flagged questions at that time as they will not be permitted to do so when they log back in to complete the test session. While the test functionally will let students go back to test questions, it will open to the last unfinished question when the student logs in. The Test Administrator is to monitor students to ensure they only work forward from the last question completed during their previous sitting.

Length of the Short Writes

How long should the student response be, and will students be penalized if they write more?

The writing prompt will include a statement instructing students to write a one-paragraph response. Students will not be penalized for going over one paragraph (e.g., more than one paragraph to accommodate for dialog for narrative style/mode) or for including dialog in the single paragraph.

Evidence from Passage

Do students need to provide supporting evidence from the passage in their response?

No, students do not need to provide evidence from the passage. The passage should be used by the student to support their writing or as mentor text, depending on the prompt.


Even though students are not required to provide evidence during the short write task with the passage, can they do so if the writing mode (e.g., informational/explanatory) allows for it?

Providing evidence from the passage is not required but students will not be penalized for doing so.

Writer's Checklist

Will students be provided with a Writer's Checklist?

No. Students will not be provided with a Writer's Checklist. Expectations are clearly defined in the writing prompt (e.g., introduce your topic, use descriptive words and details, state your opinion/claim, write a one-paragraph story, explain your reasoning, include a summary/concluding statement).



Spelling

Does spelling count towards the student's score?

The writing samples should be clear and organized, however spelling errors will not affect the score as long as it is decipherable by the scorers.

TTS and Short Write Passage

Will Text-to-Speech (TTS) read the passage associated with the short write task with passage?

Yes. The passage associated with the short write task with passage, will be read by TTS if the student chooses to make use of the TTS.

Are the 10-12 questions in Session 2 and 3 related to the short write tasks and or passage?

No. The 10-12 questions in Session 2 and 3 are in no way related to the short write tasks in those sessions. These questions are stand-alone multiple choice and technology enhanced questions that measure the other ELA writing and language arts standards.

Writing Mode

Will DPI share which mode of writing students will be expected to write to each year?

No. Each short write task will instruct the student to write a response in a specific mode (e.g., narrative, opinion/argumentative, informative). There will be different short write tasks/prompts within each grade-level. The prompt in Session 2 may ask for a different mode than the prompt in Session 3. Students are expected to be able to write to the grade-level expectations of ELA writing standards W3.2 and W3.3 in the Wisconsin Academic Standards.

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

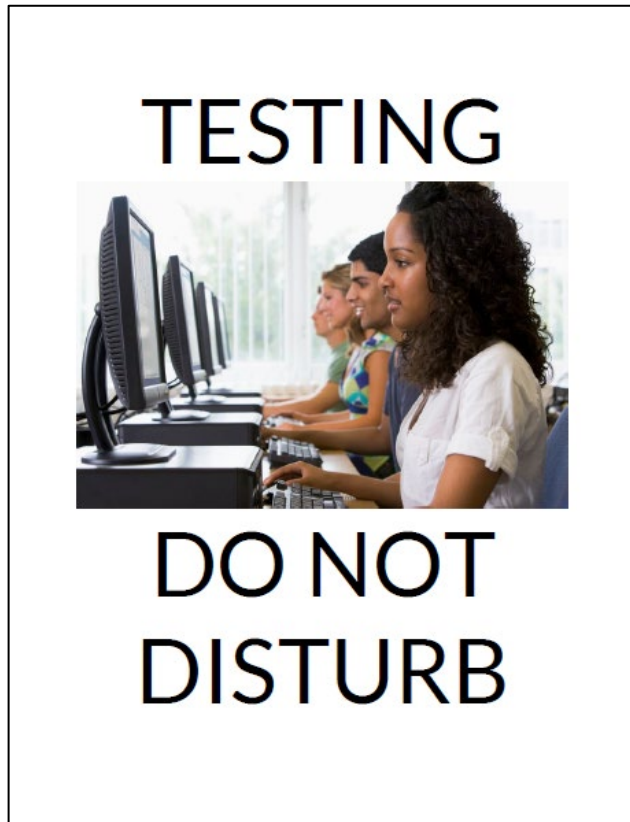
- Students should be seated so that they cannot view the answers of others.
- Consider appropriate spacing, using partitions, privacy screens, and/or placing monitors at angles

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.

Room Signs

Post sign on door



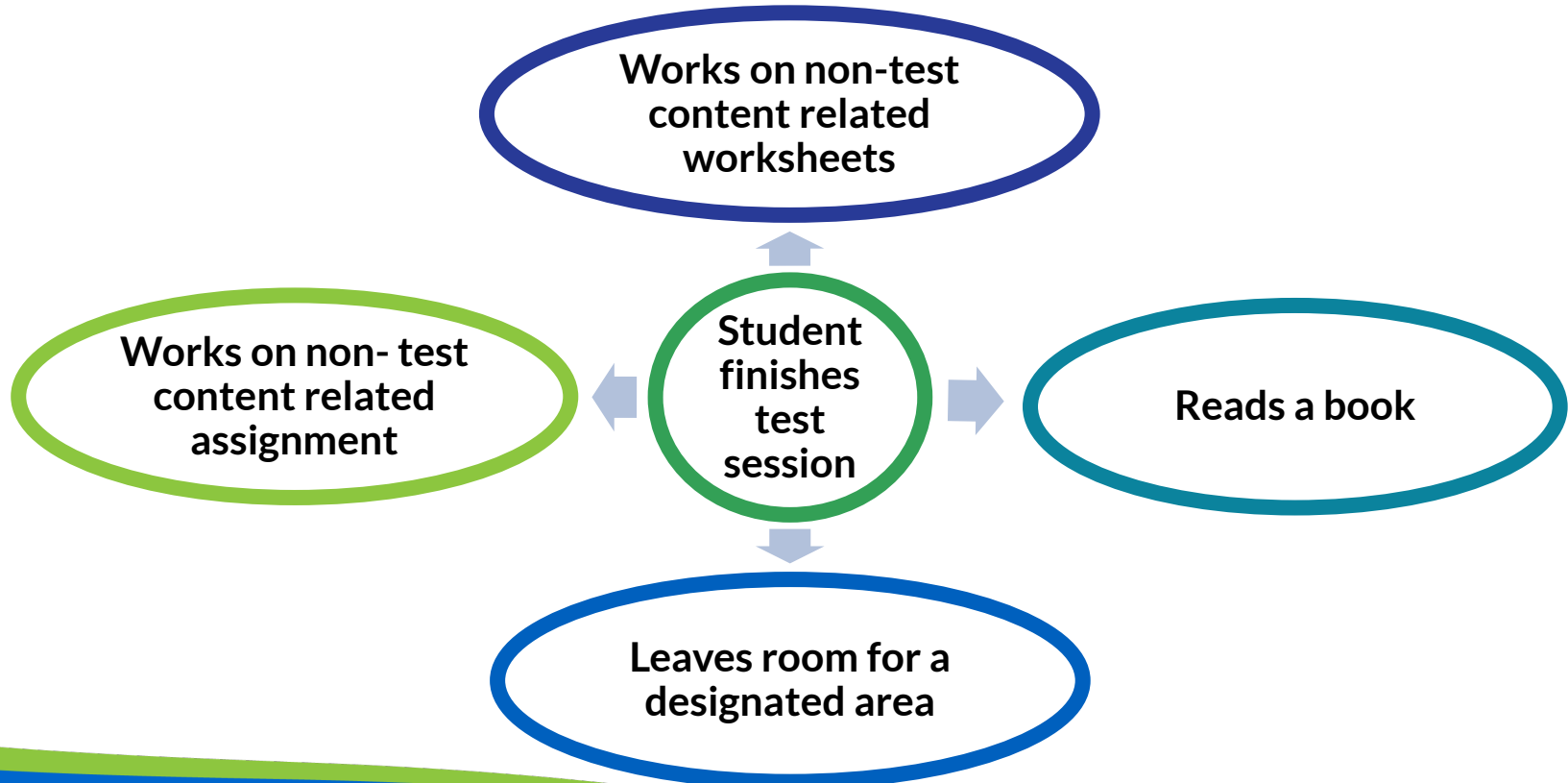
Post sign in testing room



Signs available on the [Forward Exam Resources](#) webpage

Room Procedures for 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 an electronic device) to quietly occupy them.

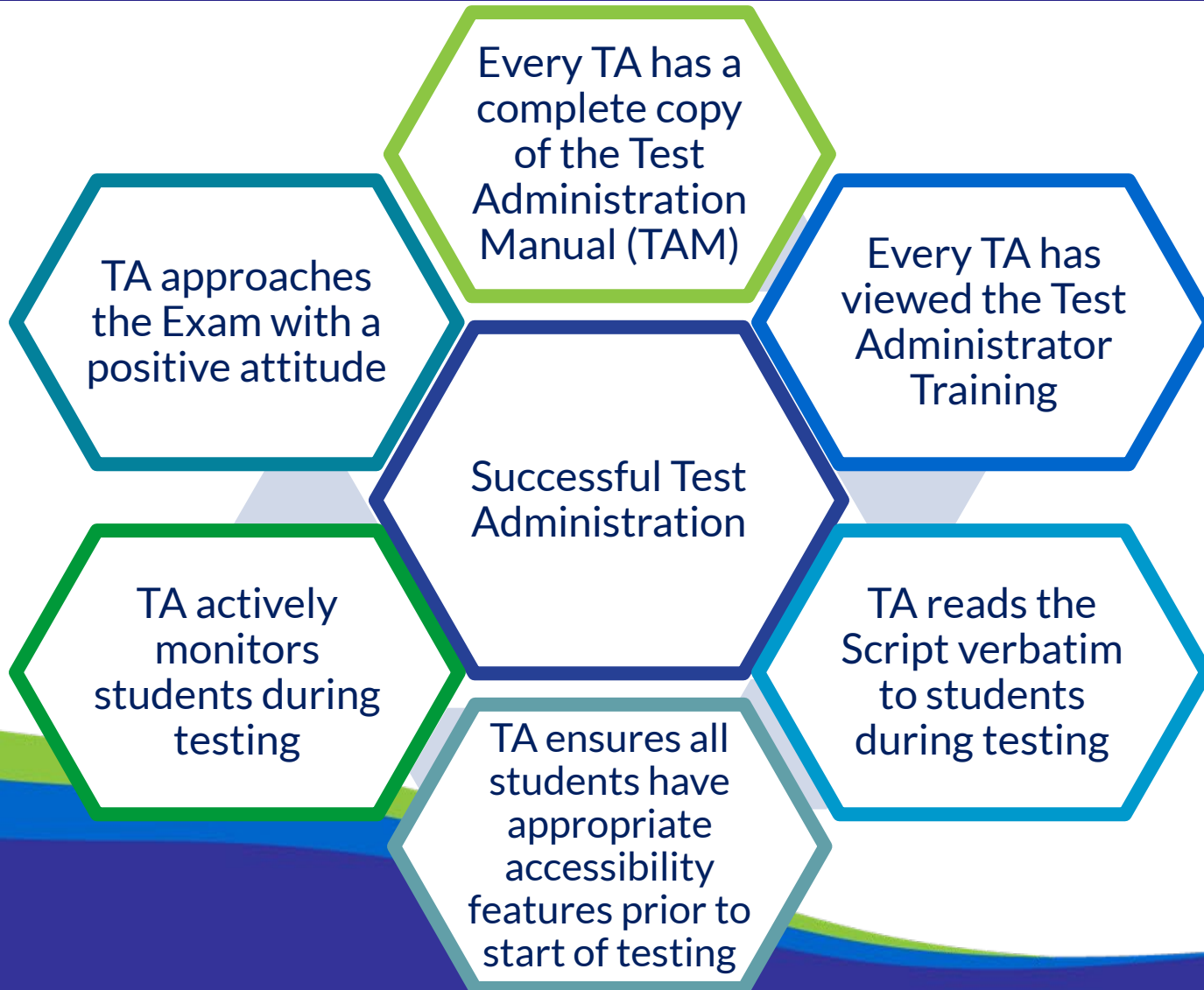


Test Administration

- 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



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 2024 Test Ticket
Grade 3 Math
Student Name: Freeman, Cameron
Local Student ID: 001133
Test Session: Grade 3 Math – Sample
Username: FCAMERON1
Password: SHED8902
Accommodation(s): NB

Confirm that the accessibility features added are appropriately assigned.

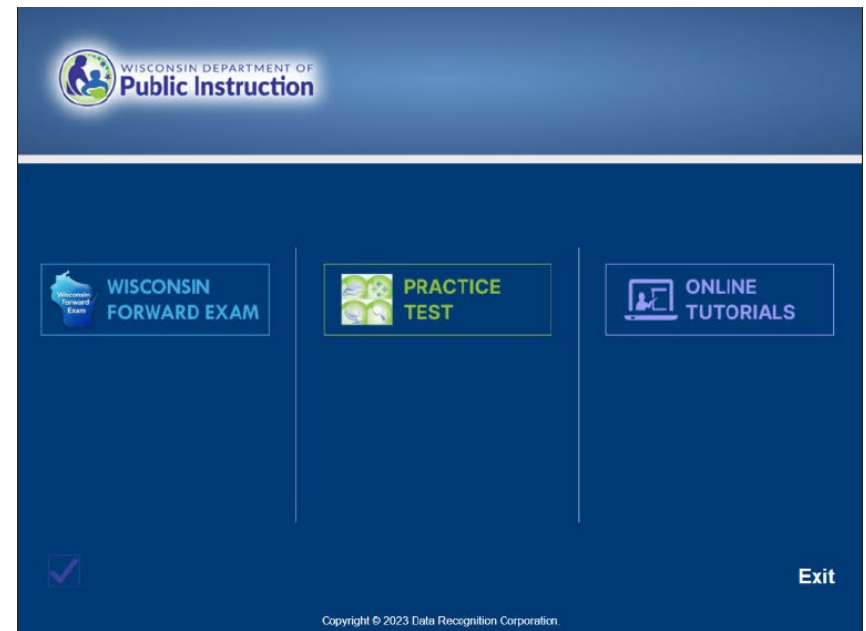
Ask Students to check the name on their ticket to ensure they have the correct ticket.

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 Application

- Secure Web Browser 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 all 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 – Check Accessibility Features

- While students are reading the directions to themselves you need to check with each student to confirm that they have the accessibility features needed.
- Students using TTS should be able to hear the computer voice and may 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 or contrast adjusted may need you to help them.
- Students should only click the “begin test” button after you have confirmed they have the necessary accessibility features.

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 reading passages.
- 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

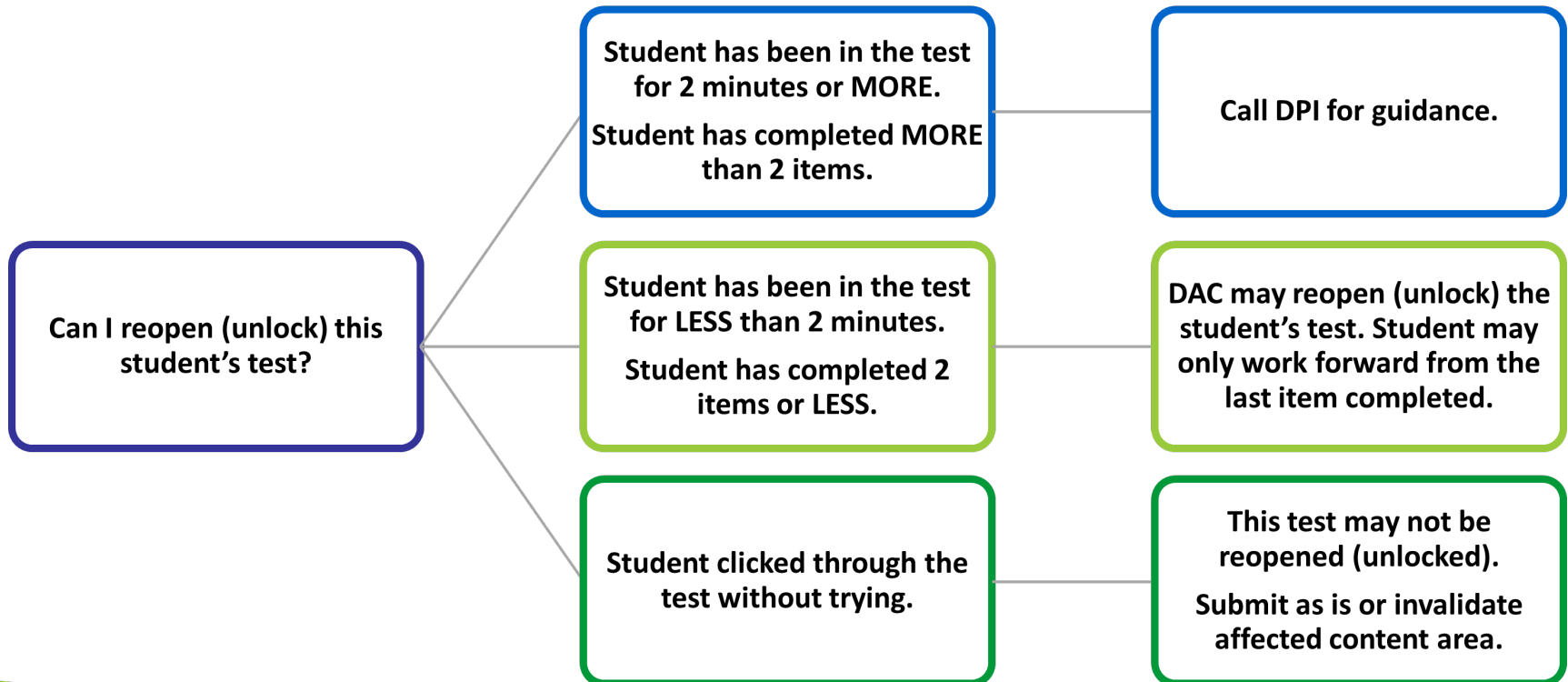
- Staff availability
- School closures
- Student and staff illness during testing
- Technical Issues - Removing students from a testing situation that is not functioning and returning them to their regular schedule until the situation is resolved is recommended to keep everyone's frustration levels low.



Reopen/Unlock a Test

Updated!

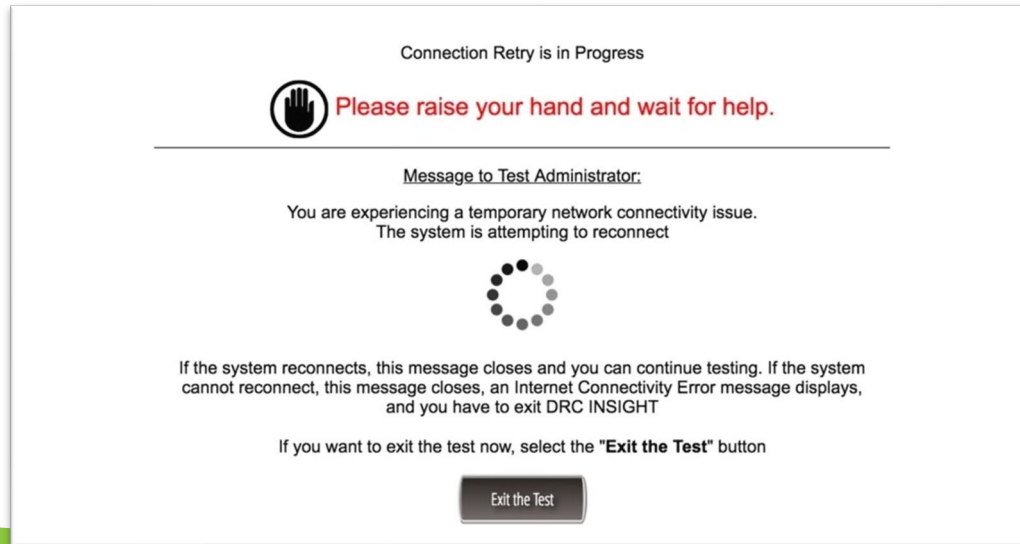
If a test needs to be unlocked, you must contact your DAC/SAC immediately. Below is a chart laying out the rules your DAC must follow.



Extended Retry

During testing, if there is a network / Wi-Fi connectivity issue and DRC INSIGHT cannot send a response:

- If unable to reconnect, the warning shown on this slide 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.



Extended Retry (continued)

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 testing 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 – return to DAC/SAC immediately for secure destruction and the DAC/SAC will complete a confirmation of destruction to send to OSA.
- Test Tickets and scratch paper – securely destroy

Reporting

- Forward Exam reports
- School and district summary results
- Communicating data and results



Reporting for 2023-24

- Due to the need to hold a Standard Setting to set new cut scores for ELA and Mathematics, the Individual Student Reports and District/School Summary Data will be provided a bit later in the Summer of 2024.
 - The goal for 2025 is to have reports to districts before the end of the school year.
- 

New ISR Format

New!

- Goal of new format:
 - More parent friendly
 - Additional Information
- New asset-based performance level category labels.

Wisconsin Forward Exam Student Report

Student Name:	Student, Name	School:	Wisconsin School
Local Student ID:	1234567890	District:	Wisconsin District
Date of Birth:	XX/XX/XXXX	Grade:	8
		Test Date:	Spring 2024

About the Wisconsin Forward Exam
The Wisconsin Forward Exam is administered online in the spring of each school year to students in 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. The Forward Exam is aligned to the Wisconsin Academic Standards and is designed to gauge how well students are doing in relation to those Standards.

How Did My Student Perform?

	Level 1	Level 2	Level 3	Level 4
English Language Arts	[Progress bar showing Level 2]			
Mathematics	[Progress bar showing Level 3]			
Science	No Score			
Social Studies	[Progress bar showing Level 4]			

What Does My Student's Performance Level Mean?
There are four performance levels defined below. Levels 3 and 4 are the state targets for all students.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.	Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

How Does My Student's Score Compare with Other Students?


Content Area	Your Student's Percentile Rank
📖 ELA	62
🧮 Mathematics	79
🔬 Science	No Score
🌐 Social Studies	92

A percentile rank compares your student's score on the Forward Exam to other student's Forward Exam scores across the state. Percentile ranks range from 1 to 99, with 99 being the highest. The rank is the percentage of students who scored the same as or below your student's score.

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New ISR Format Continued

- ELA score with additional Reading and Writing/Language Arts Subcategory Scores.
- Bulleted items explaining what a student can do at that performance level by content area.

 **How Did My Student Score in English Language Arts (ELA)?**

Student Performance in ELA –The student was offered accommodations or supports for ELA.

ELA Scale Score Ranges	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	#### - ####	#### - ####	#### - ####	#### - ####

Performance Level	Scale Score
LEVEL 2	XXXX

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: xxxx-xxxx.

Reading Subcategory Performance

Performance Level	Scale Score	Reporting Category	Progress
LEVEL 2	XXXX	Key Ideas and Details	★★
		Craft and Structure/Integration of Knowledge and Ideas	★★★
		Vocabulary Use	★★

A student who scores Level 2 in reading can partially:

- cite textual evidence to support an analysis and summarize texts to determine central ideas
- evaluate the development of arguments and specific claims in texts
- compare and contrast how texts of different forms or genres approach similar themes or topics
- compare and contrast how texts of different forms or genres approach similar themes or topics

Writing/Language Arts Subcategory Performance

Performance Level	Scale Score	Reporting Category	Progress
LEVEL 3	XXXX	Text Types and Purposes/ Production and Distribution of Writing	★★★
		Inquiry to Build and Present Knowledge	★★★★
		Language Conventions	★★

A student who scores Level 3 in writing can usually:

- write text in a variety of modes including argumentative, informative, and narrative
- introduce a topic; organize ideas, concepts, and information and use appropriate transitions
- use precise language and vocabulary to inform or explain a topic
- draw evidence from literary or informational texts to support analysis, reflection, and inquiry

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Distribution of ISRs to Families

- ISRs should be sent to families immediately upon receipt in district.
- ISRs must be provided in a language the parent/guardian can understand and in a format that is accessible to them.
- Reporting resources for parents/guardians are available including translations on the Forward Exam Data and Results webpage <https://dpi.wi.gov/assessment/forward/data>.

Communicating Data and Results

Make sure you know:

- About the *User's Guide to Interpreting Reports* and where to access it. This resources will provide information to help you read and understand ISRs.
- The information on the ISR ties directly back to the Wisconsin Academic Standards documents. This is helpful when speaking to parents/Guardians to help them understand what their student knows or may need help with.

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.
- The Forward Exam Practice Test has information for educators about Forward item alignment to standards

Educator Involvement Opportunities

- Rangefinding Meeting
- Standard Setting Meeting
- New Item Review Meeting



Upcoming Educator Involvement Opportunities

Rangefinding

In April of 2024, Wisconsin educators will review and approve scoring guides, select anchor, training, and qualifying papers used by evaluators to score the Forward Exam short write tasks.



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

Upcoming Educator Involvement Opportunities

Standard Setting

In June of 2024, Wisconsin educators will recommend cut scores for the Forward Exam in English Language Arts (ELA) and Mathematics. The cut scores separate students into one of the four achievement levels, which provide clear indicators of a student's level in relation to the Wisconsin Academic Standards and indicate if they are on track for future learning.



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

Upcoming Educator Involvement Opportunities

Item Review

In the Summer 2024, Wisconsin educators review all new test questions created for the exam for content, grade level appropriateness, alignment to correct standard, cultural inclusivity, and bias/sensitivity issues prior to placement on the exam.



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

DRC Contact Information

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

Questions?

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

