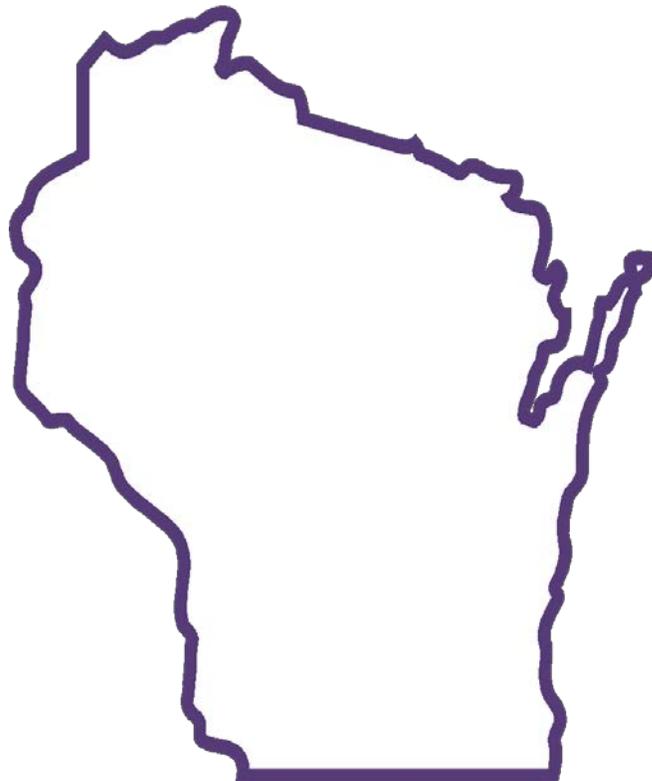


2014-15

Wisconsin
Knowledge and
Concepts
Exam
(WKCE)

Grade 8 Test Administration Manual



Tony Evers, State Superintendent

Grade 8 Test Administration Manual

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INTRODUCTION

Purpose

This document is designed to help you administer the Wisconsin Knowledge and Concepts Examination (WKCE) 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. As we developed the WKCE, our mission was to create a standardized assessment instrument that would help teachers help students. The WKCE provides useful, comprehensive information about student progress and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

Test Books

For grade 8, there is one test book, which is packaged in groups of five and twenty-five. Each student should receive only one test book. Always check to see that each student has his or her own test book.

Test Schedules

Given 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 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. Possible testing schedules are shown on page 5.

Accommodations and Alternate Assessment

State and federal laws require that state assessments must allow for the inclusion of **all** students, including students with disabilities and English language learners, to the extent practicable. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.

If you have students with disabilities, English language learners, and/or Section 504 students for whom the standardized WKCE testing procedures are not appropriate, please check the Assessment Accommodations Matrix in Appendix B for guidelines on allowable test accommodations.

If you have blind or visually impaired students who are taking the Braille or Large Print version of the test, check the *Guide for District Assessment Coordinators and School Assessment Coordinators* for information on how to facilitate their testing.

IMPORTANT

Test directions must be read as written.

To protect the integrity of the test and to protect the school staff from any appearance of impropriety, you may not check or read the students' answers after testing.

BEFORE TESTING

STEP

1

Check Your Test Materials

Check to be sure that you have the following materials. If any materials are missing, contact the CTB Help Desk at (800) 282-2203.

For the Teacher

- Test Administration Manual*
- test book
- “Do Not Disturb” sign

For Each Student

- test book
- No. 2 pencil with eraser (no pens)
- extra eraser
- scratch paper

STEP

2

Observe Test Security Guidelines

Importance of Test Security

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

Who Is Responsible for Test Security?

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

- Wisconsin Department of Public Instruction (DPI) staff
- District administrators
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)

- Students, parents, and the community at large
- Certified and non-certified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

Security Throughout the Testing Process

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

Consequences of Violations

Administrators, certified and non-certified school staff, students, and parents must adhere to ethical procedures in testing. Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions of department-licensed individuals for school or district testing irregularities.

SCHEDULING TIP

To minimize security concerns, consider coordinating the schedule with the School Assessment Coordinator and teachers so that all grade 8 students in your school will take the same session of the test at the same time.

For more information on test security, see the Test Security Manual, and the “WSAS Policy & Procedure “Manual” section of the *District and School Assessment Coordinators Guide*, which is available online at <http://oea.dpi.wi.gov/assessment/WKCE/resources>.

STEP

3

Plan Your Testing Schedule

Sample items for Science and Social Studies are posted on the DPI Web site at <http://oea.dpi.wi.gov/assessment/WKCE>. These sample test items will not be used on future operational forms. They can be used as practice activities in the classroom prior to administering the test.

- Review test directions in advance.
- To minimize security concerns, consider coordinating the schedule with the School Assessment Coordinator and teachers so that all grade 8 students in your school will take the same session of the test at the same time.
- If student pre-ID labels are not used, allow enough time to complete the Student Information Page.
- Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- Avoid testing just after students have had strenuous physical activity.

- Observe timing guidelines:
 - Do not begin a test session unless there is enough time to complete it. The time limit for each test session must be observed; however, if **all** students finish before the time limit, that test session may be concluded.
 - For each test session, allow five to ten minutes for distributing materials and reading directions aloud.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to students' fatigue level and attention span, and alter your schedule as necessary.

Working with Proctors

Review your plans with proctors prior to testing. Proctors are trained staff (including administrators, teachers, and paraprofessionals) who is employed by the school or district. They may also include student-teachers who normally have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations.

Prior to assisting in administering the WKCE, schools and districts should ensure that proctors have received the same preparation and training as teachers and others who administer the tests. This training should include:

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

Proctors can help you:

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

Possible Testing Schedule 1

GRADE 8

DAY/CONTENT AREA/SESSION	TESTING TIME*
--------------------------	---------------

Fill in the Student Information Page (unless labels are used)

- | | |
|---|------------|
| <input type="checkbox"/> DAY 1: Science | 40 minutes |
| <input type="checkbox"/> DAY 2: Social Studies | 40 minutes |

Fill in the Student Assessment Report (back cover of the test book)

***NOTE: TIMING DOES NOT INCLUDE TIME FOR TEST ADMINISTRATION TASKS AND BREAKS. ADD APPROXIMATELY 10 –15 MINUTES EACH DAY TO DISTRIBUTE MATERIALS, READ DIRECTIONS, AND COLLECT MATERIALS TO ESTIMATE TOTAL TIME NEEDED. ADD TIME FOR BREAKS BETWEEN SESSIONS IF MORE THAN ONE SESSION IS ADMINISTERED ON THE SAME DAY.**

Possible Testing Schedule 2

GRADE 8

DAY/CONTENT AREA/SESSION	TESTING TIME*
--------------------------	---------------

Fill in the Student Information Page (unless labels are used)

- | | |
|---|---------------|
| <input type="checkbox"/> DAY 1: Science | 40 minutes |
| <input type="checkbox"/> Break | 10-15 minutes |
| <input type="checkbox"/> DAY 1: Social Studies | 40 minutes |

Fill in the Student Assessment Report (back cover of the test book)

***NOTE: TIMING DOES NOT INCLUDE TIME FOR TEST ADMINISTRATION TASKS AND BREAKS. ADD APPROXIMATELY 10 –15 MINUTES EACH DAY TO DISTRIBUTE MATERIALS, READ DIRECTIONS, AND COLLECT MATERIALS TO ESTIMATE TOTAL TIME NEEDED. ADD TIME FOR BREAKS BETWEEN SESSIONS IF MORE THAN ONE SESSION IS ADMINISTERED ON THE SAME DAY.**

TESTING DATES

October 27 through
November 7, 2014

Tests must be administered according to the specific directions. An entire session must be administered in a single sitting.

The testing schedules provided are possible schedules. You may adjust the number of sessions administered per day, as long as the order of the sessions and the test times are followed and one complete session is administered in one sitting.

IMPORTANT

If a student misses part or all of the test, arrange a makeup session.

The testing schedules provided are possible schedules. You may adjust the number of sessions administered per day, as long as the order of the sessions and the test times are followed and one complete session is administered in one sitting.

Administering Makeup Sessions

Students who are absent for one or more sessions should take the remaining sessions with the other students upon their return. Makeup sessions for missed sessions may be scheduled for a later time.

Deviations from administering test sessions in order within a content area are permissible for students who are absent during a scheduled test session.

Every attempt should be made to administer makeup tests to absentees and to any students who miss one or more of the scheduled sessions. Scheduling of makeup sessions must be coordinated with the School Assessment Coordinator to eliminate conflicts and ensure that the students will be taking makeup tests under the same conditions as the other students.

- Before each makeup session, retrieve from the School Assessment Coordinator the test books for those students who need to make up that particular test session.
- For each makeup session, distribute and collect student test books and administer the test according to the instructions in this manual.
- Return test materials to the School Assessment Coordinator after each makeup session.

For students who are absent on the first day of testing and who are expected to take all or some of the test sessions when they return, avoid delays during the first scheduled makeup session by completing the Student Information Page for the student test books (if pre-ID labels are not used).

STEP

4

Organize Your Classroom

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent sharing answers.
- Eliminate distractions, such as bells or telephones.
- Post a “Do Not Disturb” sign on the door of the testing room.
- On the board, indicate starting and stopping times for each test session.

STEP**5**

Prepare Your Students

- Inform students that they will not be allowed to bring into the testing area cell phones, camera phones, personal digital assistants (PDAs), any device with infrared or Bluetooth® technology, or any other form of wireless communication. In addition, students will not be permitted to use any form of wireless communication during short breaks in the testing session.
- Help students approach the testing in a relaxed, positive way.
- Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development.
- Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers.
- Reassure students that they will be given ample time to do their best.
- Emphasize that the test requires no special preparation.

STEP**6**

Use Appropriate Testing Procedures

To ensure that test results are valid, reliable, and equitable, tests should be administered with the same directions and the same time limits.

Coaching

Be sure students understand the directions and how to mark and write answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

Guessing

Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

IMPORTANT

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions must be read as written.

STEP**7****Fill In the Student Information Page**

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Samples of the Student Information Page and a student pre-ID label can be found on pages 12 and 13 of this manual.

Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information.

You should have received three labels per student. The left-hand label with NO barcode is for teacher use only. Apply an undamaged, barcoded student pre-ID label to the front cover of the test book. Tell the student to print his or her name on the back cover in the space provided.

Lead the students through the process of filling in the Student Information Page on the inside front cover of the test books, as follows.

STUDENT LABELS

Only the barcoded labels are for the test book covers.

STUDENT INFORMATION PAGE

Proctors may help by filling in the Student Information Page.

To be completed by students or staff:

- 1 **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
- 2 **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth day is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
- 3 **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
- 4 Fill in the appropriate circle for "Female" or "Male."
- 5 **ETHNICITY:** Fill in the racial or ethnic group that the student belongs to or identifies with.

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

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

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

ELP/MOBILITY STATUS

You may contact the District Assessment Coordinator or DPI for further clarification of a student’s ELP/Mobility status.

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

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

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

11 **TESTING STATUS** (Parent Opt-Out): If the parent or guardian requested to excuse this student from participating in the WKCE, fill in the circle for “P” in the “TESTING STATUS” section of the biogrid. All students excused by parent opt-out count as “not tested” students for determining school and district accountability.

PARENT OPT-OUT
Parent opt-out should be indicated by filling in the bubble in the “TESTING STATUS” box.

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P.” Participation in the WKCE counts as participation in WSAS for the purpose of determining school and district accountability.

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

D = student with a **disability**. A “student with a disability” (SwD) is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has

exited the district's special education program. Status as a "student with a disability" is based on the student's status as of the date the student is tested.

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

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

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

Z = student who is **economically disadvantaged**. An "economically disadvantaged" student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch (_185% of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use county data, scholarship information, post-secondary options information, or other appropriate data.

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

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

Student Information Page

Inside Front Cover of the Test Book

(Please use a No. 2 pencil to complete this page.)

IMPORTANT

For students without pre-ID labels, student-identifying information must be completed correctly for accurate reporting.

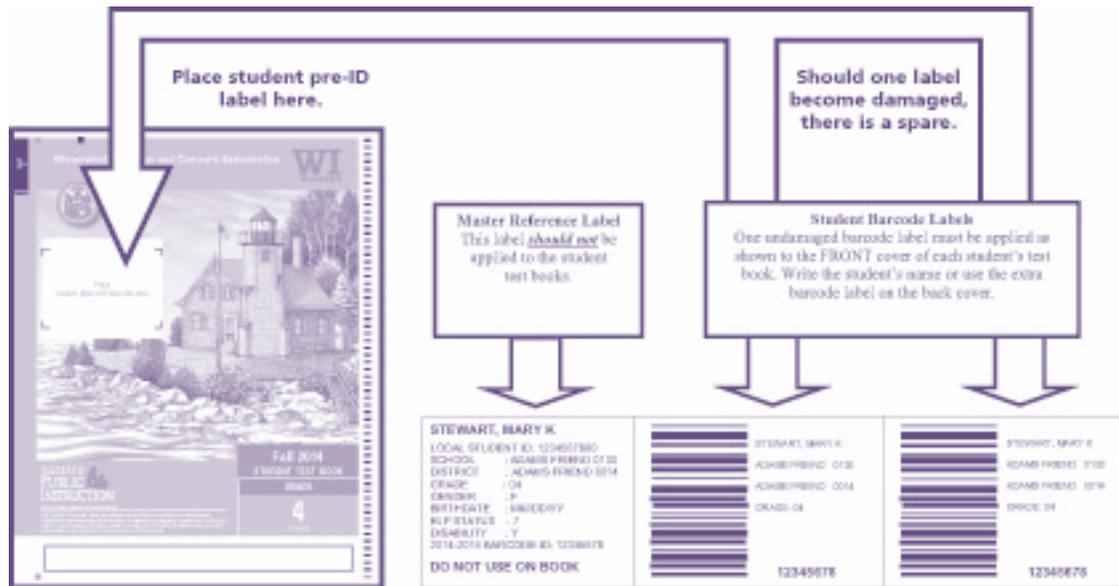
For students without pre-ID labels, be sure to fill in circles for the student's birth date.

Occasionally labels are created for students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

STUDENT'S NAME										BIRTH DATE			TEACHER					
Last										First	M.I.	Month	Day	Year				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Jan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SCHOOL	
A	A	A	A	A	A	A	A	A	A	A	A	A	Feb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	DISTRICT	
B	B	B	B	B	B	B	B	B	B	B	B	B	Mar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
C	C	C	C	C	C	C	C	C	C	C	C	C	Apr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
D	D	D	D	D	D	D	D	D	D	D	D	D	May	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
E	E	E	E	E	E	E	E	E	E	E	E	E	Jun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
F	F	F	F	F	F	F	F	F	F	F	F	F	Jul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
G	G	G	G	G	G	G	G	G	G	G	G	G	Aug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
H	H	H	H	H	H	H	H	H	H	H	H	H	Sep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
I	I	I	I	I	I	I	I	I	I	I	I	I	Oct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
J	J	J	J	J	J	J	J	J	J	J	J	J	Nov	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Female <input type="radio"/> Male <input type="radio"/>	
K	K	K	K	K	K	K	K	K	K	K	K	K	Dec	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
L	L	L	L	L	L	L	L	L	L	L	L	L						
M	M	M	M	M	M	M	M	M	M	M	M	M						
N	N	N	N	N	N	N	N	N	N	N	N	N						
O	O	O	O	O	O	O	O	O	O	O	O	O						
P	P	P	P	P	P	P	P	P	P	P	P	P						
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q						
R	R	R	R	R	R	R	R	R	R	R	R	R						
S	S	S	S	S	S	S	S	S	S	S	S	S						
T	T	T	T	T	T	T	T	T	T	T	T	T						
U	U	U	U	U	U	U	U	U	U	U	U	U						
V	V	V	V	V	V	V	V	V	V	V	V	V						
W	W	W	W	W	W	W	W	W	W	W	W	W						
X	X	X	X	X	X	X	X	X	X	X	X	X						
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z						
WI STUDENT NUMBER										ETHNICITY		TESTING STATUS		SPECIAL STATUS				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Are you Hispanic? <input type="radio"/> YES <input type="radio"/> NO		P <input type="radio"/>		Indicate all that apply. Special status will be recorded as "none" if none are marked. D <input type="radio"/> U <input type="radio"/> L <input type="radio"/> H <input type="radio"/> M <input type="radio"/> Z <input type="radio"/>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Indicate one or more races: <input type="radio"/> American Indian <input type="radio"/> Asian <input type="radio"/> Black <input type="radio"/> Hawaiian or other Pacific Islander <input type="radio"/> White		For Special Status "D" Students Residing Out of District (OOD) Only Is this special status "D" student attending your district via an IEP placement from another district? YES <input type="radio"/> No will be assumed unless YES is marked. If YES is marked, this student's results will be sent to the IEP district. Please provide the student's district of residence (or accountability) below.		District of Residence <input type="radio"/>				
For School/District Use Only										For School/District Use Only		For School/District Use Only		For School/District Use Only				
Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Limited English Proficient English Proficient										Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Limited English Proficient English Proficient		Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Limited English Proficient English Proficient		Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Limited English Proficient English Proficient		Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Limited English Proficient English Proficient		
MOBILITY STATUS										MOBILITY STATUS		MOBILITY STATUS		MOBILITY STATUS				
Has student been in THIS DISTRICT for a full academic year? NO <input type="radio"/>										Has student been in THIS DISTRICT for a full academic year? NO <input type="radio"/>		Has student been in THIS DISTRICT for a full academic year? NO <input type="radio"/>		Has student been in THIS DISTRICT for a full academic year? NO <input type="radio"/>				
Has student been in THIS SCHOOL for a full academic year? NO <input type="radio"/>										Has student been in THIS SCHOOL for a full academic year? NO <input type="radio"/>		Has student been in THIS SCHOOL for a full academic year? NO <input type="radio"/>		Has student been in THIS SCHOOL for a full academic year? NO <input type="radio"/>				
"Yes" will be assumed unless "NO" is marked.										"Yes" will be assumed unless "NO" is marked.		"Yes" will be assumed unless "NO" is marked.		"Yes" will be assumed unless "NO" is marked.				

Complete this form only if the pre-ID label is unavailable. This information is required for all students enrolled, including students tested and students not tested, to produce summary reports.

Student Pre-ID Label



Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in grades 4, 8, and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. “Bubbling” all test books for the school or district should not be considered a viable option. Bubbling will be necessary only in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes. If a student transfers out of your district after labels have been shipped, you should send that student’s pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it. Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are “locked” in early December, DPI will send a new student demographic data file to CTB, and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner. DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see <http://oea.dpi.wi.gov/dacdemographics>.

DURING TESTING

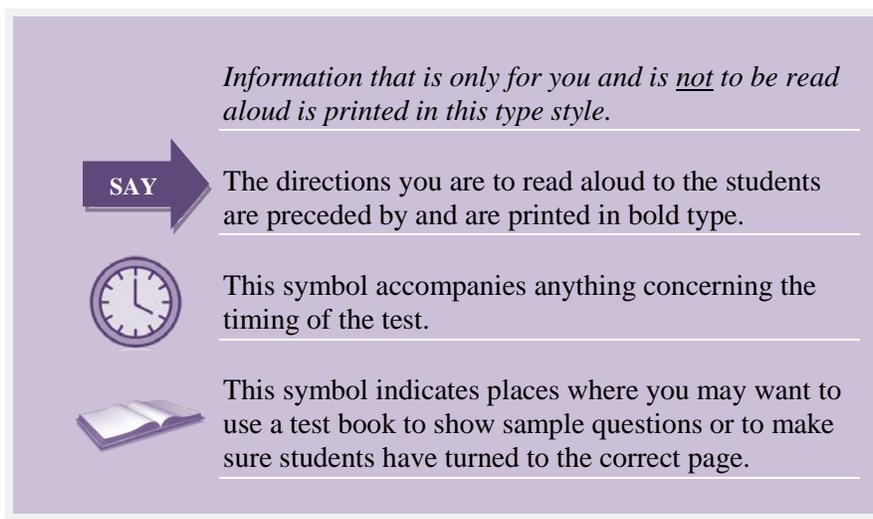
STEP

8

Administer the WKCE Test

Specific directions for the test begin on page 15. Be sure to review the test and test directions in advance.

The following elements are used throughout the specific directions:



Information that is only for you and is not to be read aloud is printed in this type style.

SAY → The directions you are to read aloud to the students are preceded by and are printed in bold type.

 This symbol accompanies anything concerning the timing of the test.

 This symbol indicates places where you may want to use a test book to show sample questions or to make sure students have turned to the correct page.

Before administering the test, tell the students that whenever they see STOP signs, they should stop and wait quietly until they are told what to do next.

Remind students to look for and answer every question on each page.

Remind students that they must mark and write answers **ONLY** on the lines and in the spaces provided. Pencil marks in the test book margins may result in incorrect scores.

Science

Directions for Administering the Science Test

Make sure that each student has his or her own test book, a No. 2 pencil, and an extra eraser.



Please open your test book to Page 1, which is the first page of the Science test. Make sure it says “Science” at the top of the page.



Demonstrate. Check to be sure that all students are in the correct place in their test books.



We will begin by doing a sample question. For Sample A, fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

SAMPLE A



Now do Sample A. Stop when you have finished Sample A.

*Give students time to answer Sample A.
Do not read the sample aloud.*



Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is the third choice.

Directions Read the sample and mark the correct answer.

Sample A



Which of these could you measure with the anemometer shown above?

- the sea surface temperature
- the air pressure
- the wind speed
- the amount of rain

IMPORTANT

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Test directions should be read as written.

Be sure students use a No. 2 pencil.

A blank page is not an indication of the end of a session. Only a STOP sign is the indication of the end of a session. Please explain this to students before test administration.

SAY → Now you will complete the Science test. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Science test.

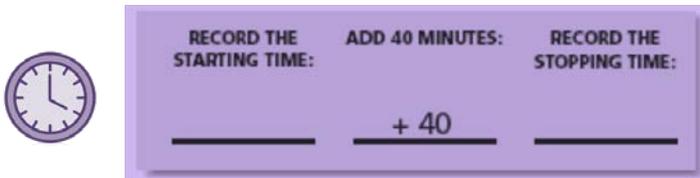
SAY → You may go back over the Science test and check your answers, but do not go back to any other part of the test book. When you have finished, please sit quietly until time is called for this session.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY → You will have 40 minutes to do the Science test. Turn the page. You may begin.

Record the starting and stopping times for the Science test.



The form is a purple rectangle with three columns. The first column is labeled "RECORD THE STARTING TIME:" and has a blank line below it. The second column is labeled "ADD 40 MINUTES:" and contains "+ 40" above a blank line. The third column is labeled "RECORD THE STOPPING TIME:" and has a blank line below it.



Check to be sure that students are marking their answers in the appropriate places in their test books.

At the stopping time,

SAY → **Stop. This is the end of the Science test. Please close your test book.**

If you are not immediately administering another session, collect all test materials. Make sure all test books are placed in a secure location until the beginning of the next testing session.

Social Studies

Directions for Administering the Social Studies Test

Make sure each student has his or her own test book, a No. 2 pencil, and an eraser.

SAY  Please open your test book to Page 17, which is the first page of the Social Studies test. Make sure it says “Social Studies” at the top of the page.



Demonstrate. Check to be sure that all students are in the correct place in their test books.

SAY  We will begin by doing a sample question. For Sample A, fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

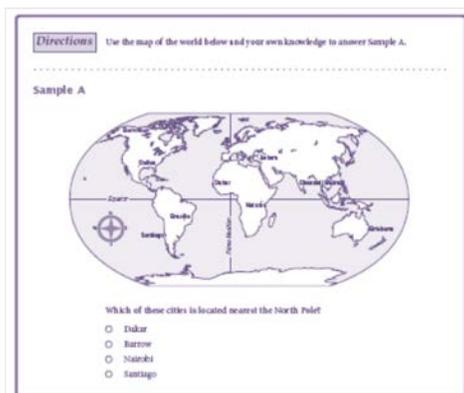
SAMPLE A

SAY  Now do Sample A. Stop when you have finished the sample.

*Give students time to answer Sample A.
Do not read the sample aloud.*



Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is the second choice.



IMPORTANT

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Test directions should be read as written.

Be sure students use a No. 2 pencil.

A blank page is not an indication of the end of a session. Only a STOP sign is the indication of the end of a session. Please explain this to students before test administration.



Now you will complete the Social Studies test. Remember to read all the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Social Studies test.

You may go back over the Social Studies test and check your answers, but do not go back to the Writing test or to any other part of the test book. When you have finished, please sit quietly until time is called for this session.

Are there any questions?

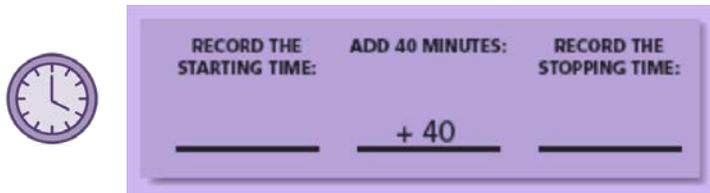
When you are sure that all students understand the directions, continue.



You will have 40 minutes to do the Social Studies test. Make sure you are on the correct page in your test book.

Turn the page. You may begin.

Record the starting and stopping times for the Social Studies test.



Check to be sure that students are marking their answers in the appropriate places in their test books.



At the stopping time,



Stop. This is the end of the Social Studies test. Please close your test book.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

AFTER TESTING

STEP

9

Fill In the Student Assessment Report (back of the test book)

The Student Assessment Report, on the back cover of the test book, must be completed for all students who use a testing accommodation. All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.

Be sure to use a No. 2 pencil when filling out the Student Assessment Report. Verify that the student or school/district staff has printed the student's name in the space provided on the back cover of the test book. Fill in the appropriate bubble on the back cover of the test book to indicate each type of accommodation that the student used in any content area of the WKCE.

Please refer to the Assessment Accommodations Matrix on page 24 to see if an accommodation is allowed for a given student based on ELL or disability status.

Back Cover of the Test Book

(Please use a No. 2 pencil to complete this page.)

Student Assessment Report		
Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.	
WKCE Assessment Accommodation and Supports		
<p>Directions: Complete this section for students who participated in the WKCE with one or more accommodations or supports. Fill in all that apply.</p> <p>The following accommodations and supports are NOT intended for use with all students. Please refer to the Assessment Matrix in the WSAS Guide for District Assessment Coordinators and School Assessment Coordinators to see if an accommodation or support is allowed for a given student based on ELL and/or disability status.</p>		
Type	Science	Social Studies
Used a scribe	<input type="radio"/>	<input type="radio"/>
Provided extra time	<input type="radio"/>	<input type="radio"/>
Read test questions and content to student	<input type="radio"/>	<input type="radio"/>
Used DPI-provided test translation	<input type="radio"/>	<input type="radio"/>
Used locally provided test translation	<input type="radio"/>	<input type="radio"/>
Used DPI-provided glossary of terms	<input type="radio"/>	<input type="radio"/>
Used "text-talker"	<input type="radio"/>	<input type="radio"/>
Signed test questions and content to student	<input type="radio"/>	<input type="radio"/>
Used another DPI-approved accommodation	<input type="radio"/>	<input type="radio"/>
Used DPI-provided Braille test	<input type="radio"/>	

STEP**10**

Assemble Materials for Return

After your testing is complete, check students' test books to be sure:

- all information on the Student Information Page is accurate and complete (if labels are not used);
- all information on the back cover of the test book is accurate and complete;
- all stray pencil marks are erased;
- all erasures are complete; and
- all test books are accounted for and returned to the School Assessment Coordinator immediately. **The number of used and unused test books returned to the School Assessment Coordinator must exactly match the number of test books given to you at the start of testing.**

NOTE: CHECK TO SEE THAT THE PUNCH-OUT TOOLS ARE NOT IN THE TEST BOOKS. DO NOT RETURN SCRATCH PAPER OR THE PUNCH-OUT TOOLS.

Marking Tests Invalid

Every effort must be made to administer all content area tests in the WKCE to all students who are taking that examination. For those students who have missed taking the WKCE content area tests, you must provide additional opportunities during the testing window (October 27–November 7, 2014) for students to take any or all the content area tests administered during their absence. Remember, once the state-designated testing window closes, all testing ends.

A test may be marked invalid if, during the testing session, the student is removed from the test administration site for reasons including, but not limited to, disturbed behavior or health-related issues.

To invalidate a Science or Social Studies test, fill in all circles for the **first five multiple-choice questions**.

Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely affect the federal accountability requirement of 95% participation rate for a school and district.

Return all test materials to your School Assessment Coordinator.

APPENDIX A: WKCE PROCTOR GUIDELINES

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

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

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

- Proctors should always administer one session in a single sitting; however, under unavoidable circumstances such as a fire alarm, students should be instructed to put their pencils down on the current page and close their test books. Proctors should keep a note of the exact time used for that session up until the fire alarm, so that when the students return they can be allowed to continue the test with the remaining time allotted for that session.

APPENDIX B: ACCOMMODATION MATRIX

Accommodations for Students with Disabilities

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

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

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

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

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

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

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

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

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

Other Accommodations or Linguistic Supports for <i>Students with Disabilities and English Language Learners</i>	
	<p>Any accommodation or linguistic support not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured.</p> <ul style="list-style-type: none"> ○ All requests for additional accommodations or supports must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at http://oea.dpi.wi.gov/assessment/WKCE/accommodations. ○ Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email.

*Allowable Accommodations for Students in Unique Circumstances

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

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

ALLOWABLE TEST PRACTICES

In addition to the accommodations and linguistic supports allowed for Students with Disabilities and English Language Learners, the test practices listed below are allowed for all students and should be used on an as needed basis during *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* testing. Although these practices are allowed for all students, districts should make determinations of appropriate test practices based upon **individual** student needs and day-to-day instructional practices. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it may be documented in their IEP or Section 504 plan in the section for statewide assessment.

Test Directions

Read directions aloud and reread as needed (*N/A for WAA-SwD: all directions are read aloud*).¹

Audio recording of directions (*N/A for WAA-SwD: one-to-one administration*).^{1,4}

Content Presentation

Visual magnification devices. Be careful not to enlarge measurement items.

Audio amplification devices.

Color overlay.

Page markers (e.g. bookmark or straight edge) to maintain place.

Allow student to mark test book in approved locations with a #2 pencil.²

Student marks test with a highlighter.³

Response

Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.

Setting

Distraction-free space or alternative location for student (e.g., study carrel, front of room).

Individualized (and supervised) or small group setting (*N/A for WAA-SwD: one-to-one administration*).

Adaptive furniture, special lighting and/or acoustics.

Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.

Timing/Scheduling

Breaks: allow student to take breaks without exceeding total testing time.⁷

Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.

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

¹**Test directions:**

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

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

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

³**Highlighters:**

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

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

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

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

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

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

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

⁸ **Test Administrator Read Aloud Accommodation:**

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

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

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

¹⁰ **Sign Language and Oral Interpreters**

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

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

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

The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José's groceries?

Simplified English: The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.

Note: It is important that "estimate" remain in this test item because it is part of the standard which is being tested.

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

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