

ASSESSMENT & ACCOUNTABILITY NEWSLETTER

Issue XLIX, February 2019



OSA/OEA Updates...

Note from the Assessment Director



Happy New Year! Many thanks to all of you for successfully administering the ACCESS assessments.

I would like to extend my sincere thanks to the many educators who have been helping us with the test development. In addition, thank you for participating in trainings such as the Forward Exam pretest trainings, technology trainings, ACT test administration trainings, DLM modules, and NAEP workshops. Staff from the Office of Student Assessment (OSA) and the different testing vendors have developed trainings and resources for the upcoming assessments. Test administration related trainings and resources are available on the OSA webpage. Please be on the lookout for timely updates shared via the weekly DAC Digests. It is very important to follow the trainings and information available on the specific assessments' webpages. We look forward to working with you for a successful administration of the spring assessments.

Viji Somasundaram

Director, Office of Student Assessment (OSA)



OSA Calendar...

Important Dates

2019	
January 23	Forward - DPI submits student data for upload to Forward portal
January 28	Forward - DAC/SAC training presentations posted
January 28 - March 8	NAEP window (for selected schools only)
February 4	Forward - Test Administrator training presentation posted
February 6	ACT Aspire - DPI uploads student information to portal
February 8	ACCESS - all materials due back to DRC
February 11	Forward - Updated online tools training, samplers, and tutorial videos posted
February 11-22	Forward - Optional Add Accessibility Features window in eDIRECT
February 12 - March 7	ACT Aspire - Window to enter Braille, ASL, and LP accommodations
February 13	Forward - DAC/SAC/DTC Q&A webinar
February 20	ACT with writing - grade 11
February 20 - March 6	ACT with writing - grade 11 for students with accommodations
February 21	ACT WorkKeys - grade 11
February 21 - March 7	ACT WorkKeys - grade 11 for students with accommodations
February 25 - March 1	Forward - eDIRECT test set-up closed
February 27	ACT/WorkKeys - Deadline for ACT to receive initial standard time materials
February 28	DLM - Instructional Tools interface (ITI) closed for the year
March 4	Forward - Test set-up, student data edits available in eDIRECT
March 4-12	ACCESS for ELLs - Pre-reporting data validation
March 12	ACT with writing - grade 11 makeup day
March 12 - 18	ACT with writing - grade 11 makeup testing for students with accommodations
March 13	ACT WorkKeys - grade 11 makeup day
March 13-19	ACT WorkKeys - grade 11 makeup testing for students with accommodations
March 18 - May 3	Forward - ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 18 - May 3	DLM - ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 2	Emergency test date for ACT
April 3	Emergency test date for WorkKeys
April 8 - May 10	ACT Aspire grades 9-10
April 23	ACCESS for ELLs - District receive reports online
April 23 - May 7	ACCESS for ELLs - Post-reporting data validation
May 3	ACCESS for ELLs - Districts receive reports printed

Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.

Forward Exam Update



The 2019 Forward Exam training videos, including the District and School Assessment Coordinator (DAC/SAC) pre-test trainings and the Test Administrator Training, are currently available on the [Forward Exam Training webpage](#).

There will be an opportunity to ask questions about the training videos or other resources during a Q&A webinar for DACs, SACs, and District Technology Coordinator (DTCs) on February 13.

The 2019 versions of the Test Administration Manual and eDIRECT Guide are currently available and posted on the [Forward Exam Resources webpage](#). Please check the Forward Exam calendar webpage for release dates for other training materials.

Several resources for student preparation are available on the [Forward Exam Practice Test and Sample Items webpage](#).

DACs were assigned permission to access the 2019 eDIRECT portal on November 9. Information about how to assign users is available in the eDIRECT Guide. For security purposes, be sure to refer to the User Roles and Permissions Matrix in the eDIRECT Guide when making these assignments. DACs are responsible for assigning 2019 permissions for SACs and new DTCs. They must also remove permissions



from (make inactive) any individuals in eDIRECT who are no longer employed by the district, and adjust user roles to sync with staff changes.

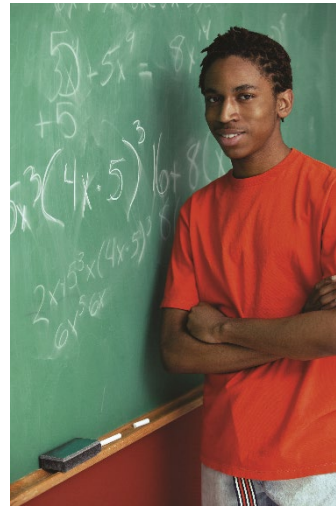
Be sure to refer to the [Forward Exam calendar webpage](#) for the 2018-19 test administration timeline/key dates. Refer back to the calendar webpage regularly for any updates.

ACT High School Assessments Update



The initial test date for the ACT is Wednesday, February 20. The initial test date for WorkKeys is

Thursday, February 21. In case of a weather emergency on these dates, please see the Emergency and Inclement Weather Plan. Schools can use the makeup and emergency test dates for testing students who are not present on the initial test day. Materials ordering windows for the makeup and emergency dates can be found in the



ACT/WK Schedule of events on the DPI ACT Calendar webpage. Slides and recorded presentations for the Q&A Training Sessions are posted to the DPI trainings webpage.

ACT and WorkKeys materials shipped to schools either the week of January 28 or February 4 depending on the ship date chosen

by the test coordinator in PearsonAccessNext.

Schools should continue to manage their student lists within PearsonAccessNext and order additional materials as needed until all planned testing is complete. If a student is enrolled at your school but does not take the ACT, test coordinators should enter the appropriate not tested code in PANext for State Use Question #1 for ACT and WorkKeys.

The window for ACT-Approved Accommodations Late Considerations is open until February 15. Late consideration is applicable only to newly enrolled students, newly identified disabilities, or sudden onset of a medical condition. If students with disabilities have been denied accommodations for statewide ACT testing, please notify DPI OSA at jennifer.bell@dpi.wi.gov or (608) 267-7268.

The Aspire testing window for 9th and 10th graders is right around the corner. Here is a timeline of major
(Continued on page 3)

ACT High School Assessments Update

(Continued from page 2)

activities in preparing for Aspire test administration:

February 6	DPI pulls 9 th and 10 th grade student data from WISEdata and uploads to ACT Aspire portal
February 11-18	Test coordinators confirm student data files are accurate and make updates as necessary.
February 12- March 7	Test coordinators enter accommodations into the Personal Needs Profiles (PNPs) and create paper test sessions only for students using Braille, large print, and ASL.
February 12 - April 5	Test coordinators set up online test sessions.

Aspire is a computer-based test that uses TestNav. If Technology Coordinators have not updated the TestNav app since last spring then they will need to completely uninstall the previous version and reinstall to this most recent version of TestNav. The [TestNav 8 Online Support page](#) provides details on upgrading. ACT Aspire Technology Readiness and Test Administration Training Webinars will be held February 5 and 7. Recordings will be posted on the [DPI ACT Trainings webpage](#).

Dynamic Learning Maps (DLM) Update



The DLM testing window, March 18 - May 3, is quickly approaching. It is extremely important that districts

complete all required training, data entry and validation at least two weeks prior to the opening of the assessment window. The recommended deadline is March 4. While there is not a data lockdown period scheduled, DLM strongly encourages all data to be as static as possible prior to the opening of the test window. DPI has created a District Test Coordinator Checklist and a Test Administrator Checklist to help ensure all important processes are completed. DLM provides an optional component of the system called the Instructional Tools Interface (ITI). This tool allows educators to assess a student at least once on each Essential Element that has been chosen and

recorded by the teacher. The system will then assign a student a testlet based upon the information that the teacher entered. Instructionally embedded assessments can be used to help identify a student’s knowledge, skills, and understanding relative to the grade-level targets, or Essential Elements, early on in the school year. ITI can also be used to check a student’s readiness for the next step in academic instruction, such as a higher Linkage Level or a different Essential Element. Using the tools provided by DLM as well as DPI will help make it possible for all students to test at the appropriate level for the student.

Please contact [Mike Peacy](#) with any questions that you may have about the DLM assessment.

ACCESS for ELLs® Update



Over the last few years WIDA has significantly increased the resources available to help support

parents and districts in understanding students’ ACCESS for ELLs scores. WIDA’s ACCESS for ELLs Scores and Reports page has links to a wealth of resources for parents, classroom teachers, and district staff. Links at the bottom of the page break down these topics by category: <https://wida.wisc.edu/assess/access/scores-reports>. Please review these materials and consider how you can leverage them to support your ELs when you receive your score reports in early May.

Starting in the 2019-20 school year, WIDA will be releasing a number of new online professional development courses. These will include a mixture of course types, from unscheduled at-your-own-pace courses to regularly-scheduled, facilitated courses. WIDA will be finalizing these offerings in the next month or so, and at that time DPI will be able to provide more information regarding what courses will be available and the attendance limits.

As you begin planning professional development for the next school year, please keep these potential options in mind. For more information contact [Audrey Lesondak](#) or [Maureen Purcell](#) in the Title III and BLBC offices here at DPI.

Assessment of Reading Readiness Update



The assessment of reading readiness requires each district to screen all 4-year-old Kindergarten through 2nd grade students at least once each school year. As the 2018-19 school year is over half over, it is expected that most students will have already been screened at least once. District assessment coordinators and reading specialists are encouraged to work with their teachers to ensure that all students are screened and appropriate interventions or remedial reading services are provided where appropriate and that the results for all students be used to help guide instructional practices.

The Department will be sending out reimbursement forms to the district assessment coordinator for each district before the end of February. Districts will be asked to indicate the screener or screeners used at each grade, the number of students screened and the amount the district is seeking for reimbursement. Once all reimbursement requests have been received, department staff will determine whether the appropriation is sufficient to reimburse

the full amount requested by each district. If the appropriation is sufficient, each district will be reimbursed the full amount. If the appropriation is insufficient, payments to districts will be prorated. It is anticipated that all payments will be electronically distributed prior to the end of the school year.



More information on the reading readiness requirements can be found at: [Reading Readiness Overview](#). In addition, an FAQ section can be found at: [Reading Readiness FAQ](#).

NAEP Update



NAEP 2019 testing is underway. The test window goes through the first week of March. Wisconsin students in sampled schools are participating in reading and mathematics at grades 4, 8, and 12; science at grades 8 and 12; and a vocabulary pilot assessment at grade 8. There are a few special studies being conducted along with NAEP including the National Indian Education Study, a Computer Access and Familiarity Study, and an Extended Student Questionnaire.

If you have any questions please contact [Angela Dugas](#), Wisconsin's NAEP State Coordinator.

Accountability Update

Federal Accountability Update



Preliminary and embargoed ESSA Accountability Reports were released to districts via SAFE in December. Staff from the Office of Educational Accountability (OEA), Title I and Special Education teams held technical assistance calls with districts throughout December and January. On these calls, we walked districts through their preliminary reports, explaining what the data mean and outlining next steps.

Districts are encouraged to use these data in conjunction with other sources. In particular, we encourage schools to examine their report alongside their School Report Card, and the Growth and Absenteeism dashboards in WISEdash for Districts.

All schools and districts, whether they have a [preliminary identification or not](#), are encouraged to develop or deepen their [continuous improvement process](#), and take advantage of the statewide system of supports that DPI has developed with our regional partners over the past year. Many of [the continuous improvement supports](#) are offered to districts are free or low-cost.

State Accountability Update

Significant change is coming to the 2018-19 report cards, to be released in November 2019. For the first
(Continued on page 5)

Accountability Update

(Continued on page 4)

time, high schools can have School Growth scores. This is possible because will include Aspire performance in the report. That is, the performance of 9th and 10th grade students on the Aspire test will be included in scoring of the Student Achievement, School Growth and Closing Gaps priority areas.

Most high schools are 9-12 schools and therefore, in the past, their report card scores were based primarily on the performance of just their 11th graders on the ACT. By including Aspire results, high schools will see their student count tripled; performance across the priority areas may change; and cell size (N=20) will be reached for many schools that never had enough students to receive a Closing Gaps score.

It is important to note that this change means prior years of Aspire data will be used throughout the report card. Recall that Student Achievement uses three years of data; School Growth requires two but will use up to three years of data; and Closing Gaps requires three years of data but will use up to five years to establish trend lines.

OEA staff have begun working through the details of the changes that Aspire data will bring. We will continue to update districts through the DAC Digest and this newsletter.

Local Report Cards

As part of local work to communicate about school and district performance, informed by the report cards and the ESSA accountability reports, schools and districts may want to emphasize different or additional perspectives on their whole school performance. Knowing that neither the state nor the federal accountability systems report out on all aspects of school performance – and in many ways – cannot accurately report on some of the most important aspects of a well-rounded education – we have made a Local Report Card. This [template](#) can be customized or adapted in any way that suits the school/district. It is a convenient way for you to

highlight aspects of your school/district that are not included in the accountability reports that DPI produces. For example, if your school has a particularly robust orchestra program, a successful Youth Apprenticeship program, or a vibrant character education and school culture initiative, they could be highlighted in the Local Report Card.

The Office of Educational Accountability is interested in helping schools and districts present a full picture of the work you do, and outcomes for all students in your communities. The Local Report Card is an early stage in this work, and we welcome your feedback. Please email oeamail@dpi.wi.gov with any comments or suggestions.



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at osamail@dpi.wi.gov and Accountability at oeamail@dpi.wi.gov.



Where can I find formative assessment resources that align with the new Wisconsin Standards for Science?

A new Content Specific Formative Practices webpage featuring formative practices within science has been added to the DPI formative assessment website. Formative practices play a crucial role in assessing students' learning in the science classroom. Check out these resources to formatively assess your students' scientific learning. The website currently features several resources including Next Generation Science Assessments, projects, performance assessments and STEM Teaching Tools that center around equity. The next content area that will be added to the library is environmental education.

FAQ ...

Reminder – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment
[ACT/Aspire/WorkKeys FAQ](#) [Forward Exam FAQ](#) [DLM FAQ](#)

Q. Will there be a sample letter available to send home to parents about upcoming assessments?

Yes, there is a sample letter available about upcoming assessments available on the [DAC Resources webpage](#). There is also an Information for Families Brochure for each assessment available under each assessment's resource page.

Q. Where can I find information about Parent opt-out?

There are FAQs related to Parent opt-out under each assessment's FAQ.

Q. If a student is absent for both the initial and makeup ACT test dates, can they test on the emergency test date?

Yes. Schools are expected to use the ACT initial test date (February 20) for school-wide testing if school is in session, but the makeup (March 12) and emergency (April 2) test dates may both be used to give all students an opportunity to test.

Q. Where can I find important testing dates?

Each assessment has a calendar webpage in its submenu that is specific to that assessment. More information about each specific assessment's key dates, deadlines, publication releases, etc., may be found on those pages.

Q. Do I need to test a student who was expelled from school for the duration of the testing window?

Yes. The district/school is responsible for testing any expelled student who remains enrolled in the district and is receiving educational services during the testing window. They should be considered the same as any other student in your school. Special arrangements may need to be set-up for testing the student if they are not permitted on school property, such as off-site testing. If the student is not able to be tested, they will count as a non-test participant for accountability purposes.

Building Assessment Literacy

New Strategic Assessment Group Added to WISELearn

A new group has been added to the DPI [WISELearn](#) resource repository called Strategic Assessment Systems in Wisconsin. This group includes resources to build data and assessment literacy; to help promote data-informed decision-making; and to support strategic data and assessment work in Wisconsin schools. The resources housed within this group include DPI created resources and DPI-vetted resources curated by fellow Wisconsin educators for Wisconsin educators.

Currently, this group includes several resources to guide you through working with student data including: student data privacy, Data Use Standards, and WISEExplore's Data Source Audit to name a few. Several English Language Arts (ELA) formative assessment resources ranging from formative assessments for early elementary reading and writing to formative assessments for Advanced Placement (AP) Language high school courses are also housed here.

We would love your help in building up this specialized repository within WISELearn, especially in adding more content specific formative assessment resources for Wisconsin educators. If you have any resources that may be a good fit for this group, please email Lauren.Zellmer@dpi.wi.gov.

Contact Information...

Office of Educational Accountability

Laura Pinsonneault, Director
laura.pinsonneault@dpi.wi.gov

Sam Bohrod, Accountability Policy
samuel.bohrod@dpi.wi.gov

Emily Colo, Data/Statistics
emily.colo@dpi.wi.gov

Derek Field, Data/Statistics
derek.field@dpi.wi.gov

Robert Franke, Data/Statistics
robert.franke@dpi.wi.gov

Amy Marsman, Communications
amy.marsman@dpi.wi.gov

Laurie Rasmussen, Operations
Program Associate
laurie.rasmussen@dpi.wi.gov

Maggie Renno, Data/Statistics
maggie.renno@dpi.wi.gov



Office of Student Assessment

Viji Somasundaram, Director
visalakshi.somasundaram@dpi.wi.gov

Phil Olsen, Assistant Director
philip.olsen@dpi.wi.gov

Jayson Chung, Statistics/Data
jayson.chung@dpi.wi.gov

Jennifer Cox Bell,
ACT/Aspire/WorkKeys
jennifer.bell@dpi.wi.gov

Phil Cranley, Assessment Data
philip.cranley@dpi.wi.gov

Duane Dorn, Assessment Data
duane.dorn@dpi.wi.gov

Angela Dugas, NAEP
angela.dugas@dpi.wi.gov

Alison O'Hara, Forward
alison.o'hara@dpi.wi.gov

Mike Peacy, DLM
michael.peacy@dpi.wi.gov

Jesse Roberts, Assessment for
EL/ACCESS for ELLs
jesse.roberts@dpi.wi.gov

Dana Sommerfeld, Formative
Assessment
dana.sommerfeld@dpi.wi.gov

Jennifer Teasdale, Forward/Website
jennifer.teasdale@dpi.wi.gov

Lauren Zellmer, Standards Based
Assessment
lauren.zellmer@dpi.wi.gov

Carolyn Stanford Taylor, State Superintendent

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.