



OEA Updates...

Successful Administration of the 2011-12 WSAS

The 2011-12 Wisconsin Student Assessment System (WSAS) test window comes to a close November 25. DPI would like to thank everyone for their time and effort in the successful administration of the 2011 WKCE and WAA-SwD. The Office of Educational Accountability (OEA) staff appreciate the phone calls and emails from schools and districts asking for clarification, providing comments, and reporting irregularities. Your attention to administrative detail and awareness of test security before, during, and after testing helps ensure all students have the opportunity to demonstrate their knowledge and skills. We know how much work this is for schools and districts, and appreciate all that you do.

ISES Deadline

The ISES "Review and Revision" period, which runs until 8:00 a.m. on November 23, is the opportunity for districts to review student demographic data that have been submitted and make any necessary changes so WSAS reports are accurate. Before November 23, school districts should check all student demographic data in ISES for accuracy and completeness, correct remaining errors, address any unacknowledged warnings, and lock and submit final district data. DACs should work with their WSLs/ISES administrators to accomplish this task. Districts will have one final opportunity to review WSAS student demographics during the January Record Editing System window.

Record Editing System Window

Districts will have an opportunity to review student demographics and testing status during the WSAS Record Editing System (RES) window from 8:00 a.m. January 11 until noon on January 20. This is a district's final chance to ensure that all students who were tested appear as tested, that all students in their district are accounted for, that no students were inadvertently opted-out, etc. There will be a field to indicate whether or not each student was tested, and which test was used (WKCE or WAA-SwD). RES is the final opportunity for districts to ensure that data used by the DPI for reporting and accountability are accurate and complete. A recorded training session on using RES will be available online by January 9, 2012.

OEA Calendar...

Important Dates

2011	
November 23 8:00 AM	Deadline to review and revise all ISES records before lockdown
December 1	ACCESS for ELLs® Testing Window Opens
December 6	Deadline for DACs to arrange for pick up of WSAS test materials
Mid-December	Final 2010-11 ELL Accountability AMAO determinations available http://dpi.wi.gov/oea/pdf/safeprompt.pdf
2012	
January 10	Pre-Recorded 2010-11 Record Editing System (RES) training available via Mediasite
January 11-20	Record Editing System Window
January 23	NAEP Testing Window Opens
February 10	ACCESS for ELLs® Testing Window Closes
February 17	WSAS Individual Performance Reports (IPRs) shipped to Districts
March 2	NAEP Testing Window Closes
March 9	WSAS Phase II and Phase III Test Results available online

SMARTER Update

The Consortium built significant momentum in the third quarter. In partnership with member states, work groups and vendors, SMARTER Balanced Assessment Consortium (SBAC) has finalized the Master Work Plan for the summative assessment, which now serves as a detailed roadmap for the Consortium through 2014. The procurement processes are rapidly accelerating, highlighted by the selection of GMMB as our communications service provider and the Center for Assessment as developers for the English language arts and mathematics content specifications. The Consortium has also released requests for proposals (RFPs) for Technology, Item Specifications, Psychometric Services, Accessibility and

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(SMARTER Update continued from page 1)

Accommodations Policies and Materials, Participation and Training materials, and Test Blueprint & Computer Adaptive Test Specifications. The Consortium grew its organizational capacity by hiring a chief operating officer (COO), a lead psychometrician, a communications director, and a director of higher education collaboration, and is posting and interviewing for the director of stakeholder collaboration, to ensure our key partners are included in the design and development of the assessment. SBAC has welcomed California and Iowa as Governing States. Consortium leadership began monthly meetings with state chiefs. Individual work groups have completed charters which document of the scope of all the activities and those charters are employed to update and expand the SBAC Master Work Plan for the summative assessment.

SBAC began the process for development of **Content Specifications** in the spring with a close review of the Common Core State Standards (CCSS) in English language arts/literacy and math. It quickly became clear the CCSS were created to guide curriculum development and instruction, not to be a summative assessment blueprint. Test developers need to follow highly specific information about what each item or task should include at a level of detail well beyond what is

provided by a typical standards document. The Consortium's content specifications will provide guidance to test developers that clarifies how the intended learning expressed

in the CCSS can be most effectively and efficiently evaluated in the context of large-scale assessments. To do this, the way the standards (and statements within standards) are stated need to be reorganized, combined, or further interpreted into groupings that represent similar kinds of assessment items and tasks. It is important to note even though this process produces an assessment-based reorganization of the CCSS, the content of the standards themselves is not changed.

Throughout the summer, Dr. Linda Darling-Hammond, the Consortium's Senior Research Advisor and professor of education at the Stanford University School of Education, led the development of the content specifications in collaboration with experts in the field. The SMARTER Balanced Technical Advisory Committee, Consortium work groups, and the lead

authors of the Common Core State Standards also contributed to the documents. The content specifications focus on what should be evaluated at each grade level and how it can best be represented in items and tasks; how specific content and skills can be combined to enable efficient assessment; and how reporting categories reflecting high-priority elements of the standards can be supported with sufficient opportunities for assessment. The resulting assessment claims and assessment targets represent the ways in which students may be expected to demonstrate their knowledge, often by integrating skills and concepts across strands, rather than tapping only isolated skills within one strand. In August and September, SBAC released draft documents for review by member states and partners. An additional round of review of the mathematics and ELA content specifications will occur later this month. Governing States will then have an opportunity to vote on adopting the claims by the end of December, and SBAC expects final documents to be available shortly thereafter.

ACCESS for ELLs® Update

Districts should expect to see the 2011-12 ACCESS for ELLs® assessment materials the week of November 21, 2011. The testing window for students participating in the ACCESS for ELLs® is December 1, 2011 - February 10, 2012. This window has been set to allow districts flexibility in test administration.

Both DPI and WIDA highly recommend school personnel and professionals administering ACCESS for ELLs® complete the online training and certification process. The training modules can be accessed through the WIDA website at www.wida.us. District Assessment Coordinators can obtain password information by contacting Audrey Lesondak at 608-267-5153 or Audrey.Lesondak@dpi.wi.gov.

- New for the Online ACCESS for ELLs® Training Modules in 2011-12

These online training modules have undergone some enhancements. The Speaking Module now includes additional practice sound files at each language proficiency level to help clarify the scoring process. Look for "NEW! Speaking Test Sound Files for Additional Practice" in the WIDA speaking module.

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(ACCESS for ELLs® Update continued from page 2)

- New for ACCESS for ELLs® in 2011-12

Each year, the assessment itself undergoes some revisions as well:

- New for the Speaking Test - Tier B and C students will now skip T1 tasks on the Speaking Test, unless they fail to meet T2 expectations on Parts A or B. This change was made in order to better communicate to students at higher proficiency levels the amount of language they are expected to produce.
- New for the Writing Test - The Grades 3-12 Tier A tests will now feature a Language of Language Arts (LoLA) writing task for Part B, instead of the current Language of Mathematics (LoMA) writing task. Part A remains a Social Instructional (SI) task and Part C an integrated Language of Mathematics (LoMA)/Language of Science (LoSC) task. The number of writing tasks remains unchanged.

- Pre-labels and Ordering Additional Materials

On January 6, 2012, MetriTech will ship Pre-ID barcode labels to all districts. Similar to the previous two years, the Pre-ID labels will include all relevant demographic data for reporting and accountability under state and federal law. The state file will include all ELL students (ELP 1-5) with an active enrollment status in a Wisconsin Public School at the time the file is created. The deadline for ordering additional testing materials is January 27, 2012. Materials can be ordered by contacting MetriTech at 800.747.4868 or by email: wida@metritech.com.



Alternate ACCESS for ELLs®

In March 2012, Alternate ACCESS for ELLs® will be ready to launch. The Alternate ACCESS is an assessment tool that will allow districts and schools to better identify the English Language Proficiencies of students identified as having cognitive disabilities as specified in their IEPs. This new assessment will be available for districts to pilot in the spring. Some of the training modules for how to administer this new tool will be available through WIDA as early as December of this year.

This alternate assessment functions as a pilot initiative during this school year's assessment cycle. It cannot be used in place of the required language assessing that takes place for all the state's LEP students (ELP 1-5) during the December – February testing window. Allowable accommodations for administering ACCESS can be found on our website as well as the WIDA website.

OEA will be disseminating more information about this assessment and how to become involved in the pilot in the coming weeks. Districts interested in participating in this process can contact Audrey Lesondak (see contact information at the end of the Newsletter.)

ASSETS Grant (Assessment Services Supporting ELLs through Technology Systems)

The Wisconsin Department of Public Instruction was recently awarded a 10.5 million dollar federal enhanced assessment grant (EAG), now underway, as the lead state in the 28-state ASSETS Consortium. The grant's purpose is to develop new comprehensive English Language Proficiency Assessment tools that use technology and are more responsive, informative, and innovative than current paper and pencil tests. These new technology-based tools are aimed to better assess English language learners' acquisition of the academic language needed to succeed in the classroom and ultimately in college or a career. The World-Class Instructional Design and Assessment Consortium (WIDA) will manage the development of materials under the Wisconsin grant and carry on the traditions set forth in its ACCESS for ELLs. These new assessments are expected to cost about the same as those currently in use and are scheduled to be ready for states and districts to use as soon as 2015. See EAG press release (http://dpi.wi.gov/eis/pdf/dpinr2011_106.pdf) for more details.



Data & Reporting Updates: DPI Unveils Business Intelligence Tool Name - WISEdash

DPI's soon-to-be released reporting tool, called a business intelligence solution, has a new name: the Wisconsin Information System for Education Dashboard, or WISEdash. WISE is part of DPI's comprehensive vision for a data and reporting system that helps improve outcomes for students across the state. Such a system must bring together data on a variety of indicators into a single portal and make that data easy to access and understand; it must provide timely reporting; and, it should include local indicators beyond state-level snapshot data.

WISEdash will be released first in secure format (so only authorized district and school staff will have access), and will include data on student achievement (WSAS, ACT, and AP), enrollment, attendance, and student growth percentiles. Future versions of WISEdash will include even more dashboards and reports, and will eventually provide public reporting, so that WINSS and the School District Performance Report will be phased out.



Development of the dashboards for WISEdash continues, as do plans for initial implementation. Staff from across the agency are engaged in this effort. At this time, we are working to determine a release date for WISEdash.

WISE will eventually include data from the recently-approved statewide student information system (SSIS). This will result in a data collection, management, and reporting system that is more timely and includes local data. SSIS data will be accessible to districts through WISEdash.

For more information: <http://dpi.wi.gov/lgs/wk12bi.html>.

Accountability Updates

- **Statewide Accountability Task Force**

The Task Force continues to meet through December, and will have recommendations after that point. The meeting contents/agendas are available on the website at <http://dpi.wi.gov/oea/acct/accountability.html>.

- **ESEA Flexibility Waiver**

DPI is gathering information about what other states are requesting on the November round for the accountability waiver, and plan to submit in February. The waiver is specific to certain components of ESEA, but is not meant to waive the law. More information is available about the waiver on the U.S. Department of Education webpage at <http://www.ed.gov/esea/flexibility>.

Accommodations Manual

Over the past two years, in a collaborative effort, members from the Department of Public Instruction's Office of Educational Accountability and Special Education Teams have been working to develop the Wisconsin Accommodations Guide for Students with Disabilities. This draft guide is currently located at: <http://dpi.wi.gov/sped/pdf/accom-guide.pdf>. Additionally, the Content and Learning Team at DPI has also contributed in the development of the Wisconsin *Accommodations Guide for English Language Learners*. This draft guide can be found at: <http://dpi.wi.gov/ell/documents-at-a-glance.html>. We are excited to share these draft versions with educators and welcome any feedback.



Dynamic Learning Maps

Wisconsin continues to be actively involved with the work of the DLM consortium as we collaborate with 13 other states. This consortium, which is developing standards and assessment for students with significant cognitive disabilities, is currently working to develop Common Core Essential Elements (CCEEs). We anticipate a draft version of these standards will be available in Spring 2012. In addition, work on the Learning Maps for ELA and Mathematics is underway. The work with CCEEs and Learning Maps is an iterative process whereby one informs the other. We have been involving Wisconsin educators throughout the state for both of these efforts and will continue to recruit both general education and special education teachers as opportunities present themselves.

The Office of Educational Accountability, Special Education team, and the Content and Learning Team at DPI are working collaboratively to develop an implementation plan for the roll-out of the new Common Core Essential Elements. We hope this effort will follow a similar process as the roll-out of the Common Core State Standards.



NAEP Update

The 2011 National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, state mathematics and reading results were released November 1, 2011. A sample of approximately 4,600 Wisconsin public school students in fourth grade and 3,500 in eighth grade took the NAEP reading assessments. For mathematics, approximately 4,500 students in fourth grade and 3,600 in eighth grade took the NAEP assessments.

For fourth-grade mathematics, the state's 2011 scale score was 245, up one point but statistically the same as in 2009, compared to the national scale score of 240, a one-point increase from 2009. Wisconsin results for fourth-grade math are significantly higher than in 2003 when the average scale score was 237. At eighth grade, the Wisconsin scale score for mathematics was 289, the same as in 2009 and up five points from 2003, which is statistically significant. For the nation, the 2011 mathematics scale score was 283, up one-point from 2009. State average scale scores in mathematics at both grade levels were statistically higher than the national score.

In reading, Wisconsin fourth-graders had a scale score of 221, one point higher than in 2009 though statistically the same as state results from 2003 through 2009 as well as this year's national reading scale score of 220. At eighth grade, Wisconsin's reading scale score was 267, also one-point higher than in 2009 but statistically unchanged. For the nation's public school students, the eighth-grade reading scale score was 264. Wisconsin's eighth-grade reading scale score is statistically higher than the national score.

2011 NAEP Results		
Public School Students		
Mathematics		
Grade	State	Nation
4	245	240
8	289	283
Reading		
Grade	State	Nation
4	221	220
8	267	264



Please see the DPI News Release http://dpi.wi.gov/eis/pdf/dpinr2011_124.pdf or the Nation's Report Card website <http://nces.ed.gov/nationsreportcard/> for more information. Thank you to all the schools and students that participated in NAEP 2011.



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability works to improve and refine this communication tool we would appreciate feedback and/or suggestions on the layout and content. Please contact OEA at: oeaemail@dpi.wi.gov.





“Where can I get instructions for packing my test materials to return to CTB for scoring?”

There is a packing and shipping PowerPoint available on the 2011-12 WSAS pre-test workshop webpage: <http://dpi.wi.gov/oea/11pretest.html>. There are also step-by-step instructions in the Guide for District Assessment Coordinators (DAC Guide) beginning on page 24.

Once the materials are packed and ready to be returned, DACs are required to use CTB/McGraw-Hill's online retrieval system at <http://programs.ctb.com/WSAS> to arrange for pickup no later than December 5, 2011.

FAQ... Shipping and Packing Test Materials

- Q. When bundling test books, must we use the bands that are provided?**
Yes. You must use the bands provided for bundling. These bands are specifically selected for their size, strength, and durability. Rubber bands or other types of bands may damage test books and make them difficult to score.
- Q. When boxing test books, must we use the boxes that are provided?**
Yes. You must use the boxes provided for shipping materials back to CTB. These boxes are specific to Wisconsin and make it easier to keep track of all Wisconsin test materials.
- Q. What should I do to show that I shipped all of my boxes?**
Be sure that a staff member is present when boxes are picked up, and that every box has been accounted for on the shipping document. Retain a copy of the receipt verifying the number of boxes shipped.
- Q. What should I do if we've already shipped our boxes and we have one or more tests that didn't get included in the shipment?**
If there are some test books left out after shipping, you must register through the online retrieval system for test-box pick-up again. Pack them in a testing box, not in an envelope. Do not mail the books to CTB, doing so may result in test books that are not scored.
- Q. How should I pack the tests if I have one or more test books with irregularities?**
Test books with irregularities should be banded with a completed Special Handling Form (included in the TCK). After packing the rest of the test books, place these special handling materials above the stack of test books under the school header sheet.
- Q. Why is it important to accurately report the lowest grade in my school last year?**
WSAS disaggregated reports and accountability determinations are based on students enrolled for a full academic year (FAY). If the lowest grade in the school last year was a grade level of testing this year (for example grade 6 in a middle school), then none of the students currently enrolled in that grade has been enrolled in the school FAY. When this is the case, school level reports for that grade are disaggregated based upon FAY status within the district. If the lowest grade in the school last year is not accurately reported, then disaggregated reports and accountability determinations may be inaccurate and WINSS may show no test results for some grades in the school.
- Q. Why is it important to accurately report the lowest grade in my school last year?**
If the lowest grade in the school last year is not accurately reported, then disaggregated reports and accountability determinations may be inaccurate and WINSS may show no test results for some grades in the school.



PUBLIC INSTRUCTION

OFFICE OF EDUCATIONAL ACCOUNTABILITY

Newsletter - Issue XX, November 2011

Building Assessment Literacy... Using Formative Assessment in Instruction

The emphasis in formative assessment is on a **process during instruction** rather than a sit-down test administration. Formative assessment is often viewed as “good instructional practice,” or “formative instruction,” or “formative strategies.” Formative strategies are targeted to provide feedback to the teacher **and** student, not necessarily to produce a grade or a score, and therefore are sometimes called assessment *for* learning (as opposed to an assessment *of* learning).

The hallmark of formative assessment—instant feedback—allows teachers to instantly adjust their instruction and interventions. This allows for a seamless integration of assessment and instructional strategies. While formative strategies are informal (i.e. not standardized assessments), they can be planned into teacher’s daily schedule. Many teachers already employ formative strategies – whenever they spontaneously take a poll of their students’ understanding or use anecdotal evidence to target instruction for an individual student. Other examples of formative assessment strategies are:

Formative assessment is an intentional and systematic process used by teachers and students during instruction that provides feedback to adjust on-going teaching and learning, and to improve students’ achievement of the intended instructional outcomes.

CCSSO, 2007

Teacher observations

- Teacher questioning and class discussions
- Analysis of student work (graded and non-graded)
- Brainstorming students’ prior knowledge
- Exit questions
- Voting
- Reflection
- Student self-assessment
- Peer assessment (student-to-student)

Overall, formative assessment should promote reflection for both the student and teacher.

- Student: *What do I need to learn before I understand this completely?*
- Teacher: *What learning comes next for this student? Is this student challenged enough? Is this student falling behind?*

Remember, assessment data of all types can be used for formative purposes. DPI’s *Balancing Assessments with Data Needs* presentation (<http://dpi.wi.gov/oea/balanced.html>) explores the shift from choosing an assessment type—formative/benchmark/summative—to identifying the data need—to plan/support/monitor/verify learning. Also see the *By Purpose* matrix in DPI’s *Balanced Assessment System* chart (<http://dpi.wi.gov/oea/pdf/balsystem.pdf>).

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