


## Alternate Assessment and Essential Elements

Iris Jacobson-Special Education  
Mike Peacy-Office of Assessment  
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WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**  
Helping Every Child Reach His or Her Potential

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## Agenda

- Review of statewide assessments
- Assessment window dates
- Alternate Assessment-DLM
- Students w/the most significant cognitive disabilities
- 1% participation Cap
- DLM
- Moodle Trainings
- Score Reports
- Essential Elements updates
- Professional Development
- Resources
- Questions
- Contact info



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## State Assessments

Forward Exam  
ACT and ACT Aspire  
ACCESS  
DLM





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### The Assessment Web Page

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

State Assessments

Correspondence

Assessment Information for Families

DAC Corner

Timelines

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### Individual Assessment Web Pages

Each assessment has a homepage and almost identical subpages:

Each assessment's home page contains:

- information about that assessment
- a "What's New" section for that assessment
- specific assessment quick contacts

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### Individual Assessment Web Pages

Each assessment has a calendar web page which contains a list of important dates specific to that assessment

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### Assessment Correspondence Web Page

- **DAC Digest** - weekly email sent on Wednesdays to all DACs from OSA. Includes a note from the Director, assessment updates, calendars and action items.
- **OSA News Flash** - time sensitive issues that cannot wait until the next DAC Digest, an OSA News Flash will be emailed to DACs immediately.
- **Assessment and Accountability Newsletter** - Sent quarterly - early fall, late fall, mid winter, and late spring. Provides relevant information and resources for that portion of the school year.



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

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### Assessment and Accountability Newsletter



- The DAC automatically receives every issue of the Assessment and Accountability Newsletter
- All issues are archived at <http://dpi.wi.gov/osa-oea/newsletter>
- Anyone may join the list serve for the newsletter by subscribing at the link provided on the [Newsletter web page](#)

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### District Assessment Coordinator (DAC) Corner

- The DAC Corner includes:
  - **DAC Corner Homepage** - The Communication Flow Chart, general DAC overview, and password help
  - **DAC Responsibilities Page** - month-to-month overview of tasks to be accomplished by assessment for the school year
  - **DAC Update** - DAC list and update form
  - **DTC update** - DTC list and update form
  - **Information for new DACs** - Page to help orient new DACs to the role
  - **Student Demographic Data Collection and Reporting** - information to help DAC with WISEdata work
  - **Resources and Trainings** -resources and trainings specific to being a DAC



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

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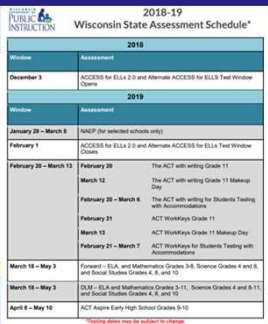
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2018-19 Wisconsin State Assessment Schedule*	
<b>2018</b>	
Window	Assessment
December 3	ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs Test Window Opens
<b>2019</b>	
Window	Assessment
January 28 - March 6	WASP (for selected schools only)
February 5	ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs Test Window Closes
February 20 - March 13	The ACT with writing Grade 11
February 20 - March 13	The ACT with writing Grade 11 Makeup Day
February 20 - March 6	The ACT with writing for Students Testing with Accommodations
February 21	ACT WorkKeys Grade 11
March 13	ACT WorkKeys Grade 11 Makeup Day
February 21 - March 7	ACT WorkKeys for Students Testing 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	ESAP - ELA and Mathematics Grades 9-11, Science Grades 8 and 9-11, and Social Studies Grades 4, 8, and 10
April 8 - May 16	ACT Answer Early High School Grades 9-10

## Test Dates

Testing Window dates for 2018-19

[https://dpi.wi.gov/sites/default/files/mce/assessment/pdf/2018-19\\_wisconsin\\_student\\_assessment\\_schedule.pdf](https://dpi.wi.gov/sites/default/files/mce/assessment/pdf/2018-19_wisconsin_student_assessment_schedule.pdf)

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## Assessments for Everyone

- **Most students** with IEPs take the same statewide assessments as their peers without IEP
- **Some students** with IEPs take the same statewide assessments as their peers without IEP, with accommodations. These accommodations are provided and used during instruction
- **Very few students** with IEPs take alternate assessments, which are based on grade-level alternate academic achievement standards. **Less than 1%**

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## Alternate Assessment (ESSA)

1. With the reauthorization of [ESSA](#) in 2015, states are required to define and establish criteria on identifying students with the most significant cognitive disabilities:

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### Most Significant Cognitive Disabilities

•The identification of a student as having a particular disability as defined by IDEA or as an English learner does NOT determine whether a student is a student with the most significant cognitive disabilities.



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### Most Significant Cognitive Disabilities

•A student with the most significant disabilities is NOT identified solely on the basis of the student's previous low academic achievement, or the student's previous need for accommodations to participate in general State or district-wide assessments.



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### Most Significant Cognitive Disabilities

•A student is identified as having the most significant cognitive disabilities because the student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled.



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### Most Significant Cognitive Disabilities

2. Alternate standards and assessment is only for students with the most significant cognitive disabilities.

3. States must ensure that no more than 1.0 percent of assessed students in the state take alternate assessments.



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### Most Significant Cognitive Disabilities

The term "students with the most significant cognitive disabilities" (SwMSCD) refers to a child with a disability or disabilities as defined under section 602(3) of the IDEA that significantly impacts intellectual functioning and adaptive behavior, requires extensive, repeated, individualized instruction and supports, and is learning content in all academic areas based on alternate academic achievement standards.

*When an IEP Team Decides to Use Alternate Standards,  
The IEP Must Align IEP Goals with Grade Level Alternate Standards*



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### Most Significant Cognitive Disabilities

•typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; and



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### Most Significant Cognitive Disabilities

•performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; and



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### Most Significant Cognitive Disabilities

•a student who requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings. [State Definition](#)



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### SwMSCD not all ID

Not all students with an Intellectual Disability need to participate in the alternate standards and alternate assessment. Students with Intellectual Disabilities can participate in general education assessments with:

- Accommodations in and access to the general education curriculum
- Accommodations and supports for districtwide testing
- Accommodations for state testing



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### IEP Team Meeting



- **Careful consideration**
  - Instruction and standards drive the decision
  - All subject areas
- **Make an informed decision**
  - using information from previous evaluations
  - presume competence
  - error on the least dangerous assumption
- **1% Participation Cap**

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### 1% Participation Cap



**ESSA**

For each subject for which assessments are administered, the total number of students assessed in that subject using an alternate assessment aligned with alternate academic achievement standards may not exceed 1.0 percent of the total number of students in the state who are assessed in that subject.

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### Districts Exceeding 1% Participation Cap

Districts must verify students taking the alternate assessment (DLM) are indeed student with the most significant cognitive disabilities.

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### Notification Letter

**Districts exceeding the 1% cap**

- Receive a notification letter
  - Letter contains data for ELA, Math and Science
    - Total participation
    - Primary disability
    - Disproportionality
- Posted on DPI website sometime in October 2018  
<https://dpi.wi.gov/assessment/dlm/1-percent-participation>  
Near bottom of page for 2017-18 by mid October.



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### Verification Form

**Districts exceeding the 1% cap**

- Must return the attached verification form to DPI prior to **Nov 5, 2018**  
[Verification Form](#)
- Must be signed by a district administrator (this means the Superintendent)
- Must answer all questions as thoroughly
  - may need to add an additional page
- Contact [iris.jacobson@dpi.wi.gov](mailto:iris.jacobson@dpi.wi.gov) if you have any questions



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### 1% data for Wisconsin 2016-17 & 2017-18

- **Statewide Participation Rates**
- **Statewide Disproportionality Considerations**
- **Statewide number of districts exceeding the 1% cap**
  - ELA
  - Math
  - Science



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### SwMSCD and 1% Cap Resources

- [Guide to determining Most Significant Cognitive Disability](#)
- Link to form I-7A: [Sample Special Education Forms](#)
- [1% Participation](#)
- I-4 Participation in General Education
- Alternate Assessment



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### Alternate Assessment-DLM



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### DLM What's New

New Address

New Logo

New Drop Down Menus



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## Educator Portal

Main changes affecting Educator Portal Users:

- New URL for [Educator Portal](#)
- Access Profile has been changed to Personal Needs and Preferences Profile (PNP)
- The DLM training extract now indicates whether a user is a new or returning user
- The entire My Profile section is redesigned with an emphasis on user experience
- The teacher role now requires an educator identifier



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## Moodle Training

### New Test Administrator and Facilitator Training

- Required for all new and returning administrators and facilitators
- Required for returning administrators and facilitators who have not taken the training for over a year.
- Requires about 3 hours of time to complete
- Open now so it is a good time to start



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## Moodle Training

**4 modules required ~ 3 hours**

- About the DLM System
- Understanding and Delivering Testlets in the DLM Alternate Assessments
- Test Administration and Scoring
- Preparing to administer the Assessment

**Each module has a video, transcript and a quiz you need to pass in order to move on to the next module.**



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### Moodle Training

**Returning Administrators who took the training last year**

- 1 required module ~ 1 hour
  - Refresher Training
  - A summary of the 4 modules for new test administrators
  - also has quizzes that need to be passed to complete training

**All training needs to be complete before any testlets will be delivered to students rostered to students start now**



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### Score Reports

- Districts received PDF student reports through Educator Portal.
  - Wisconsin Summary report-recommended for parents
  - Performance Profile-helpful for IEP meetings to further explain the Summary Report with can-do statements
  - Learning Profile-helpful for curriculum planning
- Districts also received an electronic download file through Educator Portal.
- All DLM data is loaded in WISEdash, including data found on the Learning Profile.



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### What we can do NOW

- Review with staff DLM score reports from 2018
- Begin training your staff early for instruction (DLM PD Modules)
- Begin training modules for DLM early
- Training modules for DLM are available now (August)
- Rosters can be completed once training and security
  - PNP
  - First Contact Survey



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## Alternate Standards/Essential Elements

**Alternate Achievement Standards are ONLY for Students with the MOST Significant Cognitive Disabilities**



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## Essential Elements

- [Alternate Academic Achievement Standards: Essential Elements](#)
- [Alternate Academic Achievement Standards Resources](#)
- [Essential Elements \(EE\) Frequently Asked Questions](#)



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## Coming Soon

### New Baseline Checklists

- Science EE's Baseline Checklists with links to science lessons
- Updated ELA to DLM Linkage levels
- Beginning process to update the Math EE's

Recruiting stakeholders/workgroup



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## Instructional Supports

- <https://dynamiclearningmaps.org/wisconsin>
- <https://www.dlmpd.com/>
- [Professional Development Modules Supporting EEs](#)
- <https://www.facebook.com/groups/495523254149676/>



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## Professional Development

New Professional Development Webinars

45 mins long with a 15 min presentation and a 30 min live Q&A Session

- [Mathematics](#), Tuesday, October 23, 3:30 - 4:15 p.m. (Central Time)
- [English language arts](#), Tuesday, November 13, 3:30 - 4:15 p.m. (Central Time)
- [Mathematics](#), Tuesday, December 11, 3:30 - 4:15 p.m. (Central Time)

**NOTE:** Webinars are done using SKYPE for Business and they are finding that Chromebooks are not working well with the SKYPE. SKYPE for Business for Android app may be needed to access the webinar.



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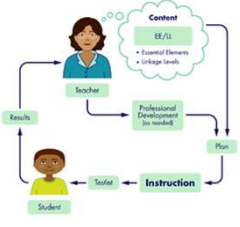
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## Instructionally Embedded Assessment (IE)

**Available NOW**  
computer-delivered alternate assessments that are intended to be integrated with classroom instruction throughout the school year.



Instructionally embedded assessments reinforce the primacy of instruction



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### Instructionally Embedded Assessment (IE)

- **Optional and available to all districts**
- **Teachers create an instructional plan for selected Essential Element**
  - Choose student, subject, EE, linkage level
- **Administer Assessment in Fall and Spring and end of year**
  - Assesses only on the selected EE's
  - Test year end as entire test.

**If interested contact Iris Jacobson:**  
Office phone (608)264-9557 Email: [iris.jacobson@dpi.wi.gov](mailto:iris.jacobson@dpi.wi.gov)



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### IE Reports

- **Student Progress report**
  - summarizes individual progress
  - useful when planning or reviewing instruction
- **Class Roster**
  - summarizes current instructional goals
  - for one or more students
- **Monitoring Summary report**
  - summarizes student testing completion, sorted by subject
  - intended for school, district and state administration level staff who supervise assessment



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### Thoughts/Comments/Questions



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### Thank you and contact Information

**Michael Peacy**  
Office of Student Assessment  
[michael.peacy@dpi.wi.gov](mailto:michael.peacy@dpi.wi.gov)  
(608) 267-1288

**Iris Jacobson**  
Special Education Team  
[iris.jacobson@dpi.wi.gov](mailto:iris.jacobson@dpi.wi.gov)  
(608) 264-9557



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