

# Office of Educational Accountability

Newsletter - Issue V, February 2008

## OEA Updates...

### Successful Administration of the 2007-08 WAA-SwD

DPI would like to thank everyone for their time and effort in the administration of the January 2008 WAA-SwD. The Office of Educational Accountability staff appreciates the careful attention from all districts during this first administration period. Your emails, phone calls, and attendance in the trainings and workshops have greatly contributed to the success of this year's test. Teachers reported seeing a direct correlation between what was being tested and the new Extended Grade Band Standards.

### WAA-SwD Standard Setting Workshop

Wisconsin educators have played a critical role throughout the development of the new WAA-SwD. DPI is currently looking for *general* education providers, for all grade levels and content areas, to assist in the Standard Setting Workshop to be held April 1-4 at the Madison Best Western Inn on the Park. This workshop incorporates a multi-step process that will establish the cut scores used to determine the four student performance levels (WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, WAA-SwD Minimal Performance) on the WAA-SwD. These steps include:

- A Contrasting Groups Survey where educators from across the state study descriptions of each performance level and decide which level best describes each of their students;
- A Vertical Articulation Study to establish that the WAA-SwD is vertically articulated and on an appropriate developmental continuum;
- A Profile Sorting workshop where educators study the performance level descriptors, discuss scoring combinations on the WAA-SwD, and make cut score decisions based on their conceptualizations of the knowledge, skills, and abilities which must be demonstrated by students in each performance level on the test; and
- A Synthesis workshop, where a subset of Profile Sorting participants will consider the cut scores yielded by the contrasting group and the profile sorting procedures, ultimately recommending a single, cohesive set of cut scores for the WAA-SwD.

All interested parties should contact [kristen.kehoe@dpi.wi.gov](mailto:kristen.kehoe@dpi.wi.gov) or [brian.johnson@dpi.wi.gov](mailto:brian.johnson@dpi.wi.gov) for a nomination form and additional information. We appreciate the wonderful response received thus far, and currently we have a large number of Special Education teachers already represented.

## OEA Calendar...

### Important Dates

February 15	ACCESS Testing Window Closes
February 26	All ACCESS Materials Must be Received at MetriTech
February 29	WKCE Optional Products Order Deadline  WKCE Phase I Test Results Received
March 17 – May 23	Testing Window for NAEP Long Term Trend for 17-year-olds
March 28	WKCE Phase II Test Results Available Online
April 21	WKCE Phase III Test Results Available Online
April 22-24	ACCESS Reports Shipped to Districts
April 24 – May 23	ACCESS Correction Window
Late April	WAA-SwD Individual Profile Reports Arrive in Districts

### Fall Testing Window

The fall 2008 testing window will be October 27 - November 28, 2008. Next fall will be the first time that the WKCE and the new WAA-SwD will be administered in the same testing window. For both tests, administration must occur during the posted testing window. If test books arrive in districts prior to the stated testing window, student labels may be applied and test books may be distributed; however, student testing must occur within the range of October 27– November 28 , 2008.

### Communication of Testing Information to Staff

The OEA single point of contact for each district is the District Assessment Coordinator (DAC). In many districts, the DAC also has a wide range of other responsibilities outside of assessment. We try

to streamline communication through emails, this newsletter, and the "DAC Corner" on our web page. Through these avenues, we try to provide brief overviews of topics that may be timely within your district, so that you may copy and distribute information with a minimum of additional effort on your part. We invite you to send us requests for topics you would like to see us address through this

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newsletter or through other brief documents that might be useful to you as handouts within your district. Please contact OEA at [oeaemail@dpi.wi.gov](mailto:oeaemail@dpi.wi.gov) with any suggestions. We would like to provide districts with useful tools to communicate appropriate testing procedures, to respond to questions raised about assessment, and to help schools understand and communicate test results.

## Dissemination of Student Reports

Districts will receive Individual Profile Reports (IPRs) explaining the Fall 2007 WKCE test results by February 29, 2008. Please send the reports to parents as soon as possible. The reports need not be held until the WKCE press release. The WKCE press release embargo pertains only to schools and districts sharing summary test results with the public.

Many districts include a letter with the student report when it is sent home. Listed below are a few key points about the IPR report, test results, and the WKCE.

1. The interpretive information for the IPR is printed on the back of the IPR.
2. An Administrator's Interpretive Guide (including information about the IPR) will be on the web at <http://dpi.wi.gov/oea/publication.html>.
3. Proficiency cut-scores mean the same as they have in prior years, and are based on input from Wisconsin educators, business people, and parents.
4. Standard Performance Indices (SPIs) are provided to give an estimate of student performance within a subject area.
5. A state percentile is provided to determine how your student did relative to other test takers in the state. A lower percentile might still indicate proficiency, if the majority of the students at that grade-level are proficient. For more information go to <http://dpi.wi.gov/oea/pdf/assesssrslt.pdf>
6. The Individual Profile Report (IPR) shows if any testing accommodations were provided to the student during testing.
7. Students who took the Wisconsin Alternate Assessment for Students with Disabilities (the WAA-SwD) will receive separate Individual Profile Reports in late April; the same dissemination process as the WKCE should be followed.

## The District Assessment Coordinator (DAC) Corner

The DAC Corner of the OEA webpage contains information DACs need throughout the year. Check this section for recent DAC correspondence, archived newsletters, frequently asked questions, and other pertinent information.

## ELL Update

During the 2007-08 administration of the WKCE, DPI piloted translation accommodations for Spanish and Hmong English Language Learners (ELLs) - written scripts, oral narrations, and bilingual glossaries. To receive feedback from the field regarding the translation accommodation, the Office of Educational Accountability created an informal survey. Approximately 250 individuals responded to the survey, most of whom had direct contact with students and with the translation accommodation.

The Spanish and Hmong written scripts proved to be the most valuable resource for ELLs. Survey participants felt that the translations not only helped to standardize the administration of the WKCE but more importantly, greater than 75% of the participants felt that the accommodation more accurately allowed their students to demonstrate their knowledge on the WKCE than in past years. Participants felt that the narrations were helpful for students with lower English language proficiency levels.

Respondents also identified issues and obstacles with the accommodations. Among those who did not use the accommodation, the main reason given was that their students were not literate in the target language or that the language used in the translations was unfamiliar to students and didn't accurately reflect the language used in the classroom. Other areas of concern were technology and resource issues.

Thank you for your work and dedication to making the WKCE a more meaningful assessment for ELLs. DPI will continue to work with stakeholders to evaluate the pilot and plan for next year's test administration. Future activities will include data analysis and an ELL task force meeting. If you have any additional questions or comments please contact Brian Johnson at [brian.johnson@dpi.wi.gov](mailto:brian.johnson@dpi.wi.gov) or Kristen Kehoe at [kristen.kehoe@dpi.wi.gov](mailto:kristen.kehoe@dpi.wi.gov)

## National Assessment of Educational Progress

The NAEP 2008 assessments are in full swing and will continue into early April. This year approximately 70 Wisconsin schools are participating in the National Assessment of Educational Progress (NAEP). The NAEP assessments are used as a benchmark to compare Wisconsin performance to other states, or to gather national trends. The assessments for the 2007-08 school year include Long-Term Trend NAEP, Science Interactive Computer Test, Arts Assessment (Visual Arts and Music), and Reading and Math field testing. Results from these assessments will be released next fall. Thank you to all participating schools!

Results from the 2007 8<sup>th</sup> grade NAEP Writing assessment will be released in early spring. Wisconsin assessment results and a comparison of all states' results can be accessed at <http://nces.ed.gov/nationsreportcard/states/profile.asp>.

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**“What is the process for exiting students out of ELL status if they are academically successful but have not yet scored a 6.0 on Wisconsin's English proficiency examination?”**

It is not necessary for an English Language Learner (ELL) student to score a 6.0 on Wisconsin's ACCESS for ELLs examination to be reclassified as English proficient or exited from ELL status. DPI has developed specific criteria to assist districts with the decision to reclassify a student as fully English proficient. This criteria is located at: [http://dpi.wi.gov/esea/pdf/bul\\_0702.pdf](http://dpi.wi.gov/esea/pdf/bul_0702.pdf)

Students should no longer be considered limited-English proficient (formerly LEP) when they have the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

These newly English proficient students will:

1. Understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
2. Read and comprehend English as evidenced by successful classroom performance and an average district score on standardized achievement tests;
3. Write English as evidenced by successful classroom performance and average district scores on standardized achievement tests; and
4. Meet or exceed district guidelines in their academic subjects.

For descriptions of Wisconsin's five levels of limited-English proficiency and two levels of full English proficiency, see <http://dpi.wi.gov/ell/pdf/elp-levels.pdf>

All evidence of reclassification must be kept in a district file and the district is required to monitor student achievement for two additional years. Each year, the department is required to report on the progress and attainment of English language proficiency for ELL and former LEP students in each district or consortium of districts.

## FAQ...About Test Results

**Q. How do I get access to the online reports on the TurnLeaf website?**

Usernames and passwords for the Turnleaf Online Reporting System can be obtained by calling Phil Cranley in the Office of Educational Accountability at (608) 266-9798.

**Q. Where can I get information that helps me understand Wisconsin Student Assessment System (WSAS) reports?**

Descriptions of the information shown on WSAS reports, and how to interpret and appropriately use this information, are available from several sources. Within the TurnLeaf Online Reporting System, each report has a section (located on the far left-hand side of the screen) entitled Report Details. In this section, users can access both a Report Purpose describing the intent of the report as well as a Report Legend explaining any terminology and statistics used. Each ORS report also has a blue "More Info" link in the upper right-hand corner of the screen. WSAS reports are also explained in the Administrator's Interpretive Guide, which can be accessed on the DPI Web site at <http://dpi.wi.gov/oea/publications.html>.

**Q. What if we did not receive a report for a student?**










All students in grades 3-8 and 10, including those not tested, should get an Individual Profile Report. If you did not receive a report for one or more of your students, it may be because a test book was not submitted and processed for that student. If you believe that a test book was submitted, you should contact OEA at 608-267-1072. OEA can check for the student's record in the state-level database, and if the student's record is not present, you should then contact CTB's Help Desk at 1-800-282-2203 and have them check the warehouse for the test book.

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## Building Assessment Literacy...

### "WKCE Test Items - Development and Scoring Process"

	Test vendor item writers develop draft test items based on the requirements in the Wisconsin Assessment Frameworks. Items must represent the depth and breadth of the standards, with varying levels of difficulty.
Wisconsin educators review and revise draft test items at a Content and Bias Review meeting. Items are checked for content, grade-level vocabulary, and any potential bias for a group of students.	
	The revised test items are field-tested across the state. The items are embedded into an operational test but are scored separately and do not affect the student's test score.
Field-test-item statistics are reviewed to make sure that they performed within certain acceptable parameters. If an item does not have acceptable statistics, it is eliminated or revised for additional future field testing.	
	Wisconsin educators develop the scoring guides used by human scorers to determine how constructed-response field-test items should be scored. Actual student responses are reviewed, and the range of possible correct responses is determined. Scorers are trained on these acceptable responses.
Acceptable field-tested items are placed in the item pool for possible selection on an operational test form. Each year the selected test items must be equated to the previous year's test so that results can be compared across years. Students take the WKCE operational test each November.	
	Completed WKCE tests are sent to a scoring facility in Indiana. Each school's tests are counted and scanned separately. If the scanner cannot determine an intended multiple-choice response, then the book is pulled and read by hand. Every effort is made to determine a student's intent.
Constructed-response items are scored by college-educated scorers trained on the scoring guides for a small number of items. Over two million such items are scored each year. Scorers can adjust the computer resolution as needed and can request that the actual book be pulled if a response is not readable.	
	Completed WKCE tests are sent to a scoring facility in Indiana. Each school's tests are counted and scanned separately. If the scanner cannot determine an intended multiple-choice response, then the book is pulled and read by hand. Every effort is made to determine a student's intent.

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