

# District Assessment Calendar 2017-2018

## Assessments

**PALS** – Grade 4K Reading Readiness Exam

**i-Ready ELA** - Grades K-2 Reading Readiness Exam

**Wisconsin Forward Exam** – Grades 3-8, Grade 10 (Social Studies only)

**i-Ready** – Grades K-8 (District Benchmark Assessment)

**Dynamic Learning Maps** (DLM Alternative Assessment) Grades 3-11

**ACCESS 2.0** – EL Students

**Civics Exam** – Grade 9

**ACT Aspire** - Grade 9 & 10

**ACT Plus Writing** – Grade 11

**ACT WorkKeys** – Grade 11

## Assessment Windows:

### Fall

September 18 – October 2

i-Ready grades K-8

October 6 – November 3

PALS grade 4K

## Assessment Windows:

### Winter

December 4 – February 2

ACCESS 2.0/EL

January – Feb (TBD)

i-Ready grades K-8

January 3 – Feb 16

PALS grade 4K

February 27 (Makeup day March 20)

ACT Plus Writing grade 11

February 28 (Makeup day March 21)

ACT WorkKeys grade 11

February 27 – March 13

ACT Plus Writing/with accommodations

February 28 – March 14

ACT WorkKeys/with accommodations

## Assessment Windows:

### Spring

March 19 – May 4

Wisconsin Forward Exam grades 3-8, 10

March 19 – May 4

DLM –Dynamic Learning Maps grades 3-11

April 23 – May 25

PALS 4K Reading Readiness

April – May (TBD)

iReady K-2 Reading Readiness

April – May (TBD)

i-Ready grades K-8

April 8 – May 10

Aspire grades 9-10 Assessment Window

# Wisconsin Forward Exam

## Overview

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During the 2015-16 school year, Wisconsin rolled out a new assessment called the Wisconsin Forward Exam. The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at:

- grades 3-8 in English Language Arts (ELA) and mathematics,
- grades 4 and 8 in Science and,
- grades 4, 8, and 10 in Social Studies.

Accommodations and supports for students with disabilities and/or English language learners are built into the system so that the progress of students can be accurately measured.

The Forward Exam is a high quality, research-based, and affordable assessment that meets Wisconsin's expectations. It is a customized assessment with innovative item types that includes test items reviewed and approved by Wisconsin educators.

# Dynamic Learning Maps (DLM)

## Overview

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The DLM™ assessment measures the academic progress of students with significant cognitive disabilities in the subject areas of ELA and Mathematics at grades 3-11, Science at grades 4 and 8-11, and in Social Studies at grades 4, 8, and 10. This is an online assessment delivered either via the computer; however, some students may need their teacher to present the items to them. The teacher will then enter the student's response into the online platform.

The DLM system is designed to map a student's learning throughout the year. The system will also use items and tasks that are embedded in day-to-day instruction. Instruction for these students is based upon the Wisconsin Essential Elements and aligns with the Wisconsin Academic Standards. This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.

## What is a Learning Map?

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A learning map is a network of sequenced learning targets. Often, we think of learning as one skill building on another single skill. A dynamic learning map, by comparison, shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps not only show the relationships between skills but also show multiple learning pathways. Instead of assuming that all children learn a skill in the same way, allowing for multiple pathways recognizes that there are alternate ways to learn the same skill. By using dynamic learning maps as the basis for assessments, the DLM system will give teachers a clearer view of each student's knowledge.

# Student Eligibility Criteria

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When determining whether a student who is eligible for special education services should participate in the alternate assessment, the student's IEP team must determine whether the student meets the following criteria.

## **Participation Criteria:**

1. The student has a significant cognitive disability.
2. The student is primarily being instructed using the Wisconsin Essential Elements as content standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.

When the IEP team concurs that all three criteria accurately characterize a student's current educational situation, then the DLM should be administered in order to provide a meaningful evaluation of the student's current academic achievement.

IEP Teams utilize the Participation Guidelines for Alternate Assessment (Form I-7-A) and the Individualized Education Program: Participation in Statewide Assessments Form (Dynamic Learning Maps Form I-7 DLM) to document their decisions.

# The ACT High School Assessments

## Overview

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The Wisconsin High School Assessments are comprised of:

- ACT Aspire™ Early High School assessment for grades 9 and 10 students
- The ACT® with writing for grade 11 students
- The ACT® WorkKeys® for grade 11 students

All students are administered these assessments except for the 1% of students with significant cognitive disabilities who are assessed with an alternate assessment, the Dynamic Learning Maps (DLM).

[Welcome to your Testing Program Letter](#): This document contains a list of changes for 2016-17, common terms used, and a testing process overview.

## **ACT Aspire™ Early High School**

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- ACT Aspire Early High School is a summative assessment that measures what students have learned in the areas of: English, Reading, Math, Science, and Writing.
- ACT Aspire Early High School is an online assessment. Only a small number of students who require testing in a specialized format such as Braille or large print materials, or those students who require American Sign Language translation will be tested with a paper and pencil test.
- ACT Aspire Early High School scores predict how a student will perform on both the ACT and ACT WorkKeys when they reach 11th grade. Students who need academic interventions or challenges can be identified earlier in their high school careers.

## **The ACT® with writing**

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- The ACT tests include: Reading, Math, English, Science, Writing. The ACT with writing is a paper and pencil test.
- The ACT with writing helps students understand what they need to learn next so they can build rigorous high school course plans and identify career areas that align with their interests.
- Wisconsin high schools will be certified as ACT® state testing sites. Scores from the administration of the ACT with writing (if taken with ACT Standard Time or ACT-approved accommodations) can be used by students for a variety of purposes including college admission, scholarships, course placement, and NCAA eligibility.

# ACT WorkKeys®

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- The ACT WorkKeys tests included in the state administration are: Applied Mathematics, Locating Information, and Reading for Information.
- The ACT WorkKeys system is a paper and pencil assessment used to help students understand how they can improve their career readiness skills and helps employers determine whether individuals are qualified for positions.
- Students can earn National Career Readiness Certificates (NCRC) which are recognized by business and industry nationwide. Through obtaining a National Career Readiness Certificate, students have a clear way to demonstrate their abilities to future employers.

## Assessment of Reading Readiness

### Overview

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Wis. Stats. 118.016 requires each pupil enrolled in 4-year-old kindergarten to 2nd grade in a school district or in a charter school to be annually assessed for reading readiness. Each school board and the operator of each charter school shall select the appropriate, valid, and reliable assessment of literacy fundamentals to be used. The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

In addition to the requirement to administer a literacy screener, the following conditions apply:

- The department shall pay to the school board or operator the per pupil cost of the selected assessment. If the appropriation in any fiscal year is insufficient to pay the full amount of aid, the state superintendent shall prorate state aid payments among the school boards and operators of charter schools entitled to the aid.

- The school board or operator of the charter school shall report the results of a pupil's assessment to the pupil's parent or guardian.
- The school board of the school district or operator of the charter school in which the pupil is enrolled shall provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under Wis. Stats. 121.02(1)(c).

The Phonological Awareness Literacy Screening (PALS) has been the required screener for Wisconsin students since the 2012-13 school year when 5-year-old kindergarten students were first required to be screened. For the 2013-14 school year, the requirement to administer PALS was expanded to also include 4-year old kindergarten and first grade students. For the 2014-15 school year, the requirement to administer PALS was expanded to also include second grade students.

Beginning in the 2016-17 school year, districts may continue to use PALS or select a different assessment of reading readiness for use with each child enrolled in four-year-old kindergarten to second grade. The assessment of reading readiness, which could be computer adaptive, still must:

- Be administered at least annually
- Evaluate whether a child possesses phonemic awareness and letter sound knowledge
- Be an appropriate, valid, and reliable assessment of literacy fundamentals
- Include students enrolled in special education programs

School districts and charter schools will be responsible for the cost of administering the assessment of reading readiness chosen by the district or charter school. However, school districts and charter schools will be eligible to seek reimbursement from DPI for the costs of the assessment, provided the assessment meets the criteria established in state law (described above). These state aid payments will be prorated if the total reimbursement claims submitted by school districts and charter schools exceed the amount appropriated for this purpose.

## **Considerations When Selecting an Assessment of Reading Readiness**

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Decisions about reading readiness assessment may be best made through a collaborative process including district reading specialist, director of instruction, director of pupil

services, and educators (including general and special educators). The team might consider:

- How closely the assessment reflects the school/district’s vision for literacy
- What elements of reading readiness the assessment measures (including phonemic awareness and letter sound knowledge)
- How information gathered from the assessment can inform instruction
- Where and how an assessment fits within the school/district’s larger strategic assessment system
- Developmental needs of children in four-year-old kindergarten to second grade
- To what extent the assessment meets the needs of a varied student population, including English language learners and students enrolled in special education programs
- Ease of reporting results to parents or guardians
- Administration protocols
- Technical qualities of the assessment, such as reliability and validity
- Cost of the assessment (including technology, administration costs, and related professional development/training)

## ACCESS for ELLs

### Overview

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Federal and state laws require that students identified as English Learners (ELs) be assessed annually to determine their level of English language proficiency (ELP) and ensure that they are progressing in achieving full English proficiency. This includes students who receive special education services.

In addition to meeting these statutory accountability requirements, the annual ELP assessment can be effectively used for planning and instructional purposes. It serves as the single most psychometrically valid and reliable measure of a student's ELP.

Most ELs will take the ACCESS for ELLs assessment annually. ELs recognized under the individuals with Disabilities Education Act (IDEA; 2004) as having a significant cognitive disability and who are expected to participate in the Wisconsin Alternate Assessment are eligible to take the Alternate ACCESS for ELLs in place of the ACCESS for ELLs®.

ACCESS for ELLs® is designed to measure English language proficiency. It is a large-scale assessment that is based on the WIDA Consortium's ELD Standards that form the core of Wisconsin's approach to instructing and testing ELs.

Alternate ACCESS for ELLs is designed to fill the same role as the regular ACCESS for ELLs for students in grades 1-12. This paper/pencil assessment is accessible for eligible students with significant cognitive disabilities.