WDE Assessment Updates

February 22, 2013

-Deb Lindsey-
777-8753

-Tammy Schroeder-
777-3618

-Jessica Steinbrenner-
777-8568

-Pari Swanson-
777-5292

-Will Donkersgoed-
777-5133

- Robin Holbrook -
777-5217

-Bailey Anthony-
777-5296

Smarter Balanced Assessment Consortium (SBAC) Information

As a reminder, we have previously communicated two topics related to SBAC via Memorandum to Superintendents. The first notifies districts of the opportunity to volunteer for this spring's SBAC pilot and the second covers the minimum technology specifications for the SBAC assessments. The link to the information is found here.

Scroll down to November 26, 2012 to find the Pilot information and scroll to December 31 to find the minimum technology requirements information.

Remember, it's not too late to sign up for the Volunteer Pilot for SBAC. You can sign up for the Pilot until the end of March, and your students will take the on-line assessment in the months of April and May. If you choose to participate with some of your schools or grades, you will have a first-hand opportunity to see how the CCSS will be assessed on-line with a variety of item types. More information regarding the SBAC Pilot can be found here.

Sign up for the pilot by completing the survey found here.

If you have any questions regarding SBAC, please contact Deb at 777-8753.

Clarification/Correction for Directions for Administration (DFA) - PAWS

Page 13 of the DFA contains Table 5.1, Guidelines for Answering Questions About the Test. Information in this table is a carryover from the prior years' DFAs, so there's no new information on it. But, thanks to the great questions we're getting from Casper (thanks, Jon!) and elsewhere, it's come to our attention that we need to clarify the last line of Table 5.1 which says, "When students ask you to read the prompt [think test question], quietly read the prompt aloud to the student but do not read to the entire class." Here's the clarification: do not read any prompt/test question on the *reading* test. This is only permissible on the math and science test. If you have questions, please contact Tammy Schroeder at 777-3618.

We also need to make a correction to the DFA, page 9, regarding students who become ill during testing. Please disregard what's printed on page 9, section 3.3 and use this information to guide you:

1. If the student needs to leave the room and returns before the class finishes the section, the student may resume testing in that section.
2. If the student leaves the room and returns after the class has finished the section, have the student start the new section with the class. Have the student complete the unfinished section in a separate makeup session.
3. If the student leaves the room and does not return until another day, schedule a makeup session for the student to complete the unfinished section and any missed sections.

It is impossible to develop policy that will cover every scenario a test administrator may encounter. WDE expects that building personnel will make prudent decisions which support students and preserves the integrity and security of the test. We are available for guidance during the testing window. Please call our office if you have questions about unique testing situations.

Assistance Requested for Updates/Revisions to Allowable Test Practices and Accommodations Manual

We are soliciting a few volunteers to help us update and revise existing documents describing allowable test practices for all students and accommodations for students with disabilities as well as English learners. This work will be done during the summer so that we can finalize the documents before school starts in the fall. We'd like to conduct some professional development on these documents early in the school year so that staff understand what's ok and what's not (and for whom) well before testing time in the spring of 2014. Participation from district staff is essential in order to make the documents as useful in the field as possible. If you are interested in helping us, please call Pari at 777-5292.

PAWS Testing Materials

Test booklets and other testing material for pre-ID students have been shipped to schools and should arrive today or Monday. If you haven't received your materials by the end of the day Monday, please call the Wyoming ETS Customer Support line at 1-877-327-9415. Special forms should arrive no later than Friday, March 1st. Supplemental orders are still being processed and will be filled as ETS receives them.

Training for PAWS

We've received quite a few phone calls from people asking when we are offering a training specifically for teachers/test administrators. This year, we are NOT offering a separate training for those who will administer PAWS. Instead, test administrators should watch the recorded video for Building Test Coordinators (BTC) which covers much of the necessary information. They should also carefully review the Directions for Administration in advance of the testing sessions. The recorded BTC session can be found on the TOMS site, along with the Directions and other resources. Please note that the resources are also available on the Training page of the WDE Assessment website, located here.

Exemption Requests

We've received a number of exemption requests that are in process now. You will receive a letter no later that Friday, March 1st regarding the status of your exemption request(s). Contact Pari Swanson if you have questions at 777-5292.

Important Upcoming Dates:

NOW   -- NAEP Testing Window

                 -- ACCESS Testing Window

                 -- EXPLORE and PLAN Administration Training is posted

February 22 -- ACCESS for ELLs additional materials deadline

February 25 -- PAWS-ALT Testing begins

March 8   -- ACCESS for ELLs testing window closes

March 11   -- PAWS Window Opens

March 12   -- 3 p.m. Q&A webinar sessions for PLAN & EXPLORE

March 14   -- 1 p.m. REPEAT Q&A webinar sessions for PLAN & EXPLORE

                 -- Districts must ship materials to MetriTech

CCSS Implementation and Use of Traffic Signal Results Survey

As you know, we surveyed district superintendents, curriculum directors, and principals in January regarding implementation of CCSS and use of Traffic Signal Reports. Last week, we submitted the results of the survey to the Legislative Services Office, but we thought you might like to see the compilation of results, too. Altogether, there were 79 responses to the survey from 37 different districts. While just 7 superintendents responded, there were 16 curriculum coordinators, 52 principals, and 4 "others."

Table 1, below, displays results on the CCSS questions. Respondents were asked to rate their implementation on a 1-5 scale, with 1 being "very little work or with very few staff or with only a couple of grades" and 5 being "much work with nearly all staff in every grade."

Table 1: CCSS Implementation by Activity, Percent of Respondents and Overall Rating

Question (Number of Respondents)	N/A or Work has yet to begin	Very little work or with very few staff or with only a couple of grades 1	2	3	4	Much work with nearly all staff in every grade 5	Overall Rating
Building awareness of the major shifts with CCSS (79)	1.3	0	12.7	19.0	26.6	40.5	3.91
"Unpacking" the standards (79)	2.5	10.1	8.9	24.1	27.8	26.6	3.44
Mapping to the curriculum (78)	1.3	12.8	12.8	20.5	29.5	23.1	3.33
Integrating into daily lessons (79)	5.1	15.2	21.5	26.6	20.3	11.4	2.76
Aligning to district assessments (79)	8.9	20.3	22.8	20.3	17.7	10.1	2.48
Modifying student report cards (79)	40.5	15.2	13.9	15.2	8.9	6.3	1.56
Communicating with parents (78)	12.8	16.7	33.3	17.9	14.1	5.1	2.19
Including all content areas (79)	8.9	19.0	12.7	19.0	24.1	16.5	2.80

All respondents but one reported having completed at lease some awareness building of the major content/grade shifts with the CCSS. Only 40%, however, reported that much work has been down with most of the staff in all grades. About a quarter of the respondents indicated that they've completed much work with most staff in all grades in the areas of unpacking the standards and mapping to the curriculum. Just over 20% report having done little to no work on integrating the CCSS into daily lessons, while 29% have done little to no work on aligning their district assessments to the CCSS. Given that, it's not surprising that the lowest area of implementation is with report cards; over 55% of the respondents indicate they've done little to no work on aligning their student report cards to the CCSS.

Survey Results—Use of Traffic Signal reports
With regard to the use of Traffic Signal reports, usage varies considerably. Since usage of the reports is dependent upon receipt of the reports, we first asked about the percent of teachers in each school that is provided the Traffic Signal reports. While 42% of the respondents indicated that 91-100% of the teachers in their buildings receive the reports, another 37% reported that 50% or fewer of the teachers receive the reports. Results are in Table 2 below.

Table 2: Percent of Teachers Who are Provided Traffic Signal Reports

Percent of Teachers	Count	Category Percent
< 10%	2	2.6
10 – 25%	6	7.8
26 – 50%	21	27.3
51 – 75%	9	11.7
76 – 90%	7	9.1
91 – 100%	32	41.6

When asked about the benefits of the Traffic Signal reports, 24 respondents (30%) noted that the reports helped to identify areas of weaknesses for students, target/ guide/adjust instruction or monitor growth of students. Some (12) reported that the reports were useful specifically with interventions, to either plan groupings of students or to identify the focus of an intervention strategy. Others (18) mentioned the reports were mostly helpful at a higher level to evaluate overall classroom or curricular weaknesses when many students' data showed there were gaps in a specific standard area. Useful features reported in the survey include color coding that's easy to interpret and that provides a quick snapshot of overall strengths/ needs (17) and the specificity with reporting by standard/strand (13).

On the other hand, there were twelve respondents (15%) who specifically noted that the reports were of limited to no utility. Twenty respondents (25%) indicated that the data arrived too late to be of much practical use by individual teachers, and ten noted difficulty reconciling the difference between the red/yellow/green results and the PAWS proficiency levels for individual students. Several respondents indicated that the file and/or database was not user friendly and expressed a desire to have data downloads rather than pdf files so they could sort and report the data in different ways.

Thanks again for your participation!
-- Deb Lindsey