

# WDE Assessment and Accountability Terminology

ESEA	<p>Elementary and Secondary Education Act</p> <p>On April 9, 1965 Congress enacted the Elementary and Secondary Education Act of 1965 (ESEA) (P.L. 89-10), the most expansive federal education bill ever passed. It was enacted as part of Lyndon B. Johnson’s “War on Poverty.”</p>
NCLB	<p>No Child Left Behind</p> <p>NCLB is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), the principle federal law affecting K-12 education. It was reauthorized in 2001</p>
WAEA	<p>Wyoming Accountability in Education Act</p> <p>WAEA is the Wyoming state education accountability system enacted by legislature in 2013, and established by the state board through the WDE.</p>
WyCPS	<p>Wyoming Content and Performance Standards</p> <p>The Wyoming Content and Performance Standards serve several purposes. They articulate a set of expectations for what students should know and be able to do, enabling them to be prepared for college and career success; to live a life that contributes to the global community. These expectations are communicated to students, parents, educators, and all other Wyoming stakeholders, and provide a common understanding among educators as to what students should learn at particular grades.</p>

## Assessment

PLD	<p>Performance Level Descriptor</p> <p>A statement of the knowledge and skills a test taker must have to be classified at a particular performance level, such as basic, proficient, or advanced.</p>
PAWS	<p>Proficiency Assessments for Wyoming Students</p> <p>Proficiency Assessments for Wyoming Students (PAWS) is to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public classrooms and meets all of the attendant requirements of the No Child Left Behind Act of 2001(NCLB). In 2005-2006, PAWS became the official statewide assessment used to measure individual student achievement against the Wyoming Content and Performance Standards in reading, writing, and mathematics for grades 3 – 8 and 11. In 2008, a science assessment was implemented for grades 4, 8, and 11.</p>

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Beginning in 2013, the PAWS was administered in grades 3-8 in reading, math, and grades 4 and 8 in science.

SAWS	<p>Student Assessment of Writing Skills</p> <p>The Student Assessment of Writing Skills (SAWS) was established through legislation passed during the 2011 and 2012 Wyoming legislative session. The full assessment design will be phased in over three consecutive years, beginning in the spring of 2013, consistent with statutory requirements.</p>
WIDA	<p>World-Class Instructional Design and Assessment</p> <p>ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs).</p> <p>ACCESS for ELLs:</p> <ul style="list-style-type: none"><li>• Exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements.</li><li>• Generates results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations.</li><li>• Provides districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs.</li></ul>
Wy-ALT	<p>Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities</p> <p>Wyoming's alternate assessment, Wy-ALT, is designed for a small number of students with the most significant cognitive disabilities. It's part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The Wy-ALT is administered to students in grades 3 – 11 in ELA, and mathematics and to students in grades 4, 8 – 11 in science. The Wy-ALT is an individually administered student performance assessment which students demonstrate their mastery of grade-level-aligned extended Wyoming Academic Content Standards.</p>

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**RTQ** Released Test Question  
A test question, either field-tested or operational, that is no longer being used on an assessment. It is now used as an example of the types of questions that are given on an assessment.

## Accountability

**AGP** Adequate Growth Percentile  
Adequate Growth Percentile (AGP) is the SGP the student needs in the current year to be on track to become proficient within three years or by the end of grade eight.

**AYP** Adequate Yearly Progress  
AYP is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. The NCLB requires that states use standardized assessments in order to measure AYP. These assessments allow State Education Agencies to develop target starting goals for AYP. After those are developed, states must increase student achievement in gradual increments in order for 100 percent of the students to become proficient on state assessments.

Adequate Yearly Progress requires that every public school complete three requirements annually. Requirements for the percentage of growth is determined on a state-by-state basis. In Illinois those requirements include:

1. At least 95 percent of all students are tested for reading and mathematics;
2. At least 95 percent of all students meet the minimum annual target for meeting or exceeding standards for reading and mathematics, and;
3. At least 95 percent of all students meet the minimum annual target for attendance rate for elementary and middle schools or graduation rate for high schools.

Additionally, state education agencies must determine the yearly progress of districts and identify districts in need of improvement.

**SGP** Student Growth Percentile  
A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their peers.

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For SGPs, a student is compared to his/her academic peers. A student's "academic peers" are all students in Wyoming in the same grade and assessment subject that had statistically similar scores in previous years. In other words, they are students that have followed a similar assessment score path. A student's growth percentile represents how much a student grew in comparison to these academic peers.

**SPR** School Performance Report  
SPRs are the performance level determinations based on a school's performance, according to WAEA indicators.

## Other

**AIR** American Institutes for Research  
AIR is a not-for-profit research behavioral and social science research organization. Wyoming currently has a contract with AIR and an Memo of Understanding with the state of Ohio, to administer the Wy-Alt Assessment.

**ETS** Educational Testing Service  
ETS, with whom the Department of Education contracts for the PAWS and SAWS assessments, creates assessments based upon rigorous research. ETS develops, administers and scores more than 50 million tests annually in more than 180 countries, at more than 9,000 locations worldwide. In addition to assessments, we conduct educational research, analysis and policy studies and develop a variety of customized services and products for teacher certification, English language learning and elementary, secondary and postsecondary education.

**PARCC** Partnership for Assessment of Readiness for College and Careers  
Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers.

**SBAC** Smarter Balanced Assessment Consortium  
The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards by the 2014-15 school year. Wyoming is currently an affiliate of the consortia meaning that Wyoming:

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1. Supports the work of this Consortium,
2. May participate in all Consortium activities at their expense<sup>3</sup> but does not have a vote unless the Governing States deem it beneficial to bring an issue before the total membership for voting,
3. May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Smarter Balanced Assessment System, and
4. Is encouraged to participate in task forces.