



# Wyoming Department of Education

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## MEMORANDUM NO. 2013-111

**TO:** School District Superintendents  
Curriculum Directors  
Building Principals (K-12)

**FROM:** Shelly Andrews, Education Program Consultant  
Standards, Learning & Accountability Division

**DATE:** September 9, 2013

**SUBJECT:** Call for Comment: District Assessment System Review Process

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### TIME SENSITIVE INFORMATION

Pursuant to W.S. 21-3-110(a)(xxiv), the District Assessment System (DAS) shall include the statewide assessment system (PAWS/ACT), a common benchmark adaptive assessment (MAP), and a measure or multiple measures. Each of these components are used to measure progress toward proficiency in the standards and ultimately toward the “satisfactory completion of high school graduation requirements.”

The purpose of the annual review process required by W.S. 21-2-304(a)(iv) is to evaluate the process each district used to ensure its local measure(s) are aligned to the following criteria: *alignment, consistency, fairness, and standard-setting.*

The attached document is a draft of the DAS review process guidebook. The State Board of Education and WDE are asking district and school personnel to read this document and submit any comments or suggested changes by **Tuesday, November 12, 2013.**

As you will see in the timeline, a pilot review is scheduled for early spring. The pilot districts will include those represented by curriculum directors who served on the DAS steering committee. The pilot review along with the comments we receive for the DAS guidebook will assist the State Board of Education and WDE in revising the process in order to make the review manageable and meaningful

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for all 48 districts. A revised draft of the attached document will be sent to the districts for final review sometime in the spring of 2014.

We appreciate your willingness to take the opportunity to review this draft and make suggestions for improvement. Please submit all comments and suggestions to Shelly Andrews: [shelly.andrews@wyo.gov](mailto:shelly.andrews@wyo.gov). You may also contact her with any questions you have regarding the DAS and the review process: 307.777.3781.

SA:dr

Attachment(s): 1

# WYOMING DEPARTMENT OF EDUCATION

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## DISTRICT ASSESSMENT SYSTEM ANNUAL REPORT

GUIDEBOOK

August 2013

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## Introduction

This guide summarizes the requirements that apply to preparing and submitting the district assessment system annual report for review by the State Board of Education through the Wyoming Department of Education.

## Authority

**W.S. 21-2-304 (a) (iv)** “...Beginning school year 2014-2015, and each school year thereafter, each district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures. The state board shall through the department, annually review and approve each district’s assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements.”

**W.S. 21-3-110 (a)** “...Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015 and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system established under this paragraph.”

### Rules Chapter 6, Section 8 (pending revisions)

**Rules Chapter 31, Section 9 (e)** “The district shall report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter.”

## Definitions

1. **DAS:** District Assessment System. A well-articulated set of assessments designed to determine the various levels of student performance K-12 and the attainment of high school graduation requirements.
2. **SAS:** Statewide Assessment System. Wyoming’s assessment system that measures students’ progress toward the Wyoming Content Standards. The SAS is part of the district assessment system.
3. **WDE:** Wyoming Department of Education. W.S. 21-2-104. A separate and distinct state department... to assist (the director) in the proper and efficient discharge of duties.

## Purpose

Wyoming State Statutes require that each district report on its district assessment system (DAS) to the Wyoming Department of Education (WDE) on or before August 1, 2015 and each August 1 thereafter (W.S. 21-2-304 (a) (iv)). The purpose of the K-12 DAS is to assess progress toward proficiency of the Wyoming Content and Performance Standards in all nine content areas.

The system should be designed and implemented so that inferences pertaining to equality of educational opportunity can be supported by the assessment system. A measure or multiple measures shall be used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards.

## Instructions

The DAS annual report will include a district assessment plan matrix, and documentation on the processes in place to ensure that assessments meet the design criteria of alignment, consistency, fairness, and standard-setting. The following sections provide more information on the assessment plan matrix, the definitions for the criteria, and the documentation required for the report.

### District Assessment Plan Matrix

Each district shall submit a district assessment plan matrix that includes the measure or multiple measures used by each district to assess progress toward proficiency at grade level and in all nine content areas. The Statewide Assessment System is incorporated into the DAS. A chart including currently administered statewide assessments has been provided for information.

### Alignment

*Alignment Definition: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district must document the process used to demonstrate alignment.*

The combination of assessments that comprise the system shall be aligned with Wyoming Content and Performance Standards so that the full set of standards in the common core of knowledge and skills, both in terms of content and cognitive complexity are assessed. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure alignment. Your description of the process should address:

- Adequate sampling of the standards, K -12;
- Assessment items and tasks aligned to the standards and adequate sampling of the standards represented in the assessments; and

- Assessments reflect the cognitive depth and complexity of the standards.

Artifacts submitted to support implementation of the process may include:

- Sample assessment blueprints;
- Sample assessment matrices;
- Sample curriculum maps;
- Procedures for assuring alignment among the course curriculum, standards, assessments, and grading practices; or
- Evidence of procedures to ensure alignment of assessment items/tasks to the cognition levels called for in the standards.

### **Consistency**

*Consistency Definition: The DAS is applied consistently across the district to yield reliable results regarding student performance. The district must document the process used to demonstrate consistency.*

The assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessment are consistent and not dependent on error due to raters or the quality of the assessments. While the focus is on the system, in order to meet this requirement, individual assessments within the system will need to be designed to yield consistent results in terms of error due to raters, tasks, administration conditions, and occasions. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure consistency. Your description of the process should address:

- Factors that impact consistency.
- Sustaining a systemic and systematic process for consistency.

Artifacts submitted to support implementation of the process may include procedures minimizing the differences in:

- Rater agreement;
- Tasks;
- Administrative guidelines;
- Assessment retakes;
- Assessment conditions; or
- Scoring guidelines.

Artifacts submitted to support implementation of the process may also include:

- The methods used to maintain a sustainable systemic and systematic process to address consistency.

## Fairness

*Fairness Definition: The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness. The district must document the process used to determine fairness.*

The assessment system should be designed so that it is not biased against any group of students. As such, appropriate accommodations should be used so students with disabilities and English language learners have fair access to the assessment system. Multiple assessment formats should be employed in the assessment system. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure fairness. Your description of the process should address:

- Methods to minimize bias against any group of students; and
- Multiple assessment opportunities and formats over time, K-12.

Artifacts submitted to support implementation of the process may include procedures addressing:

- Item and task bias against any subgroups of students;
- Appropriate accommodations;
- Multiple opportunities over time, K-12, using different formats and strategies, to demonstrate knowledge and skills;
- Disaggregation of assessment results by subgroups and use of information to make decisions; or
- Participation rates monitored by subgroup.

## Standard-Setting

*Standard-Setting Definition: The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area. The district must document the process used for standard-setting.*

Cut scores that delineate the various performance levels on each assessment shall be tied to district performance descriptors and based on research or best practices. Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure standard-setting. Your description of the process should address:

- A defensible method to define levels of proficiency at the content area level.



- A defensible method for determining student proficiency toward the standards.

Artifacts submitted to support implementation of the process may include:

- The rationale and the standard-setting method used for determining proficiency at the content level; or
- The method used to determine cut scores for each proficiency level; or
- The method used to determine student proficiency in a standard.

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## Submitting the Report

The district shall on or before August 1, 2015 and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system. A timeline for submission and guidance for each section of the report follow.

### Timeline

WHO?	WHAT?	WHEN?
1. WDE	Call for review of District Assessment System (DAS). Send DAS guidebook and rubric to districts.	December every year
2. <b>Pilot districts*</b>	Submit documentation of process and supporting artifacts for <b>ELA, Math, and Health</b> .	by February 1, <b>2014</b>
3. WDE and review team	Review DAS submissions from districts.	February 1 – March 31 every year
4. WDE	Notify districts of review completion and results by letter.	by April 1 every year
5. Districts	Review decisions and request corrections, rescore, or appeal if necessary (in writing).	by May 1 every year
6. WDE and review team	Review districts' requests for corrections, rescore, or appeal	May 1 – May 31 every year
7. WDE	Report to State Board of Education (SBE)	on or before August 1 every year
8. WDE and DAS steering committee	Develop review training based on lessons learned and best practices from review of pilot districts	Summer/Fall 2014
9. WDE and DAS steering committee	Share any changes to DAS review process with SBE for approval	Fall/Winter 2014
10. WDE	Communicate DAS review process and requirements with all school districts	by December 2014
11. WDE	Call for review of District Assessment System (DAS). Send DAS guidebook and rubric to all districts.	December every year
12. Districts	Submit documentation of process and supporting artifacts for standards based on schedule below.	by February 1 every year
<b>Repeat steps 3 through 7 above.</b>		

**\*Pilot districts represented by DAS steering committee.**

<b>YEAR</b>	<b>CONTENT AREA</b> <b>At least one artifact per content area per grade band (K-8 and 9-12) must be submitted with the DAS process narrative to demonstrate evidence that all four criteria are met.</b>
2015	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Health</li> </ul>
2016	<ul style="list-style-type: none"> <li>• Foreign Language</li> <li>• Fine &amp; Performing Arts</li> <li>• PLUS any changes to the DAS process since previous year</li> </ul>
2017	<ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• PE</li> <li>• Career/Tech Ed</li> <li>• PLUS any changes to the DAS process since previous year</li> </ul>
2018 and beyond	<ul style="list-style-type: none"> <li>• Changes to DAS process only**</li> </ul>

\*\*Per state statute, Wyoming Content and Performance Standards are reviewed every five years. Additionally, district accreditation occurs every five years and the DAS is reviewed at that time.

## Sections of the Report

### Statewide Assessment System Information

The SAS is incorporated as part of the overall DAS. The matrix provided below is for information purposes and does not need to be included as part of the district assessment plan matrix.

The Wyoming Statewide Assessment System Is Comprised Of:

Grade	PAWS	PAWS-ALT	SAWS	SAWS-ALT	ACCESS for ELLS	ACCESS-ALT for ELLS	EXPLORE	PLAN	ACT Plus Writing	WorkKeys	COMPASS
K					X						
1					X	X					
2					X	X					
3	X	X	X	X	X	X					
4	X	X	X	X	X	X					
5	X	X	X	X	X	X					
6	X	X	X	X	X	X					
7	X	X	X	X	X	X					
8	X	X	X	X	X	X					
9					X	X	X				
10					X	X		X			
11		X		X	X	X			X	TBD	
12					X	X				TBD	X

[http://edu.wyoming.gov/Programs/Statewide\\_Assessment\\_System.aspx](http://edu.wyoming.gov/Programs/Statewide_Assessment_System.aspx)

**District Assessment Plan Matrix**

Each district shall submit a district assessment plan matrix that includes locally-developed assessments and required MAP testing (do not include statewide assessments). This table should include the measure or multiple measures used by districts to assess progress toward proficiency at grade level and in all nine content areas. The following table format should be used by districts to summarize this information.

Assessment Name/Description	Type (check one)	Grade Level (s)	Date (s)	Purpose	Results Used To
	<input type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Interim (Benchmark) <input type="checkbox"/> Summative <input type="checkbox"/> Other	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			
	<input type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Interim (Benchmark) <input type="checkbox"/> Summative <input type="checkbox"/> Other	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			

### **Alignment Process Documentation and Artifacts Submitted**

The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district must document the process used to demonstrate alignment.

How does the district....

1. Adequately address the standards, K-12;
2. Ensure two-way alignment;
  - a. All assessment items and tasks align to the standards;
  - b. Adequate sampling of the standards is represented in the assessments.
3. Ensure that assessments reflect the cognitive depth and complexity of the standards.

Artifacts attached to support addressing the standards, K-12, ensuring two-way alignment, and cognitive depth and complexity of the standards may include:

- Sample assessment blueprints;
- Sample assessment matrices;
- Sample curriculum maps;
- Procedures for assuring alignment among the course curriculum, standards, assessments, and/or grading/scoring practices; or
- Evidence of procedures to ensure alignment of assessment items/tasks to the cognitive levels called for in the standards.

### **Consistency Process Documentation and Artifacts Submitted**

The DAS is applied consistently across the district to yield reliable results regarding student performance. The district must document the process used to demonstrate consistency.

How does the district.....

1. Address factors that impact consistency?
2. Sustain a systemic and systematic process for consistency?

Artifacts attached to address factors that impact consistency may include procedures minimizing the differences in:

- Rater agreement;
- Tasks;
- Administrative guidelines;
- Assessment retakes;
- Assessment conditions; or
- Scoring guidelines.

Artifacts attached to address a sustainable systemic and systematic process may include:

- The methods used to maintain a sustainable systemic and systematic process to address consistency.

### **Fairness Process Documentation and Artifacts Submitted**

The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness. The district must document the process used to determine fairness.

How does the district...

1. Ensure methods to minimize bias against any group of students?
2. Ensure multiple assessment opportunities and formats over time, K-12?

Artifacts attached to ensure methods to minimize bias against any group of students and multiple assessment opportunities and formats over time, K-12 may include procedures addressing:

- Item and task bias against any subgroups of students;
- Appropriate accommodations, or
- Multiple opportunities over time, K-12, using different formats and strategies, to demonstrate knowledge and skills, or
- Disaggregation of assessment results by subgroups and use of information to make decisions, or
- Participation rates monitored by subgroup.



### **Standard-Setting Process Documentation and Artifacts Submitted**

The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area. The district must document the process used for standard-setting.

How does the district.....

1. Ensure a defensible method to define levels of proficiency at the content-area level?
2. Ensure a defensible method for determining student proficiency toward the standards?

Artifacts attached to ensure a defensible method to define levels of proficiency at the content-area level may include:

- The rationale and the standard-setting method used for determining proficiency at the content level; or
- The method used to determine cut scores for each proficiency level; or
- The method used to determine student proficiency in a standard

## **Review Process**

A review team consisting of WDE staff will review the DAS reports. Reports will be evaluated using the DAS Review Rubric found on the following pages, according to the timeline included in this document.

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## DAS Review Rubric

**Alignment Definition:** The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district must document the process used to demonstrate alignment.

**\*Ensuring the alignment criterion is met:** The combination of assessments that comprise the system shall be aligned with Wyoming Content and Performance Standards so that the full set of standards in the common core of knowledge and skills, both in terms of content and cognitive complexity are assessed. (Rules: Chapter 6 Section 8 (f)(iii)(A))

<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<input type="radio"/> The DAS adequately addresses the standards, K-12; and, <input type="radio"/> the process ensures two-way alignment <ul style="list-style-type: none"> <li><input type="radio"/> all assessment items and tasks align to the standards;</li> <li><input type="radio"/> adequate sampling of the standards is represented in the assessments; and,</li> </ul> <input type="radio"/> The process ensures that assessments reflect the cognitive depth and complexity of the standards.	<input type="radio"/> sample assessment blueprints <input type="radio"/> sample assessment matrices <input type="radio"/> sample curriculum maps <input type="radio"/> procedures for assuring alignment among the course curriculum, standards, assessments, and/or grading/scoring practices <input type="radio"/> evidence of procedures to ensure alignment of assessment items/tasks to the cognitive levels called for in the standards	1. 2. 3. 4. etc.	

\*Subject to review and revision of Chapter 6 Rules.

<p><b>Consistency Definition:</b> The DAS is applied consistently across the district to yield reliable results regarding student performance. The district must document the process used to demonstrate consistency.</p> <p><b>*Ensuring the consistency criterion is met:</b> The assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessments are consistent and not dependent on error due to raters or the quality of the assessments. While the focus is on the system, in order to meet this requirement, individual assessments within the system will need to be designed to yield consistent results, in terms of error due to raters, tasks, administration conditions, and occasions. (Rules: Chapter 6 Section 8 (f)(iii)(B))</p>			
<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<input type="radio"/> The process addresses factors that impact consistency. <input type="radio"/> The process demonstrates a sustainable systemic and systematic method to address consistency.	Procedures minimizing the differences in: <ul style="list-style-type: none"> <li><input type="radio"/> rater agreement</li> <li><input type="radio"/> tasks</li> <li><input type="radio"/> administrative guidelines</li> <li><input type="radio"/> assessment retakes</li> <li><input type="radio"/> assessment conditions</li> <li><input type="radio"/> scoring guidelines</li> </ul> Procedures demonstrating: <ul style="list-style-type: none"> <li><input type="radio"/> the method used to maintain a sustainable systemic and systematic process to address consistency</li> </ul>	1. 2. 3. 4. etc.	

\* Subject to review and revision of Chapter 6 Rules.

**Fairness Definition:** The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness. The district must document the process used to determine fairness.

**\*Ensuring the fairness criterion is met:** The assessment system should be designed so that it is not biased against any group of students. As such, appropriate accommodations should be used so students with disabilities and Limited English Proficient students have fair access to the assessment system. As stated in Section 8(e)(i), (ii) and (iii) herein, multiple assessment formats should be employed in the assessment system which will contribute to improving the fairness of the system. (Rules: Chapter 6 Section 8 (f)(iii)(C))

<input type="checkbox"/> Meets criterion (bullets checked are met) Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<ul style="list-style-type: none"> <li>○ The process ensures methods to minimize bias against any group of students.</li> <li>○ The process ensures multiple assessment opportunities and formats over time, K-12.</li> </ul>	Procedures addressing: <ul style="list-style-type: none"> <li>○ item and task bias against any subgroups of students.</li> <li>○ appropriate accommodations</li> <li>○ multiple opportunities over time, K-12, using different formats and strategies, to demonstrate knowledge and skills</li> <li>○ disaggregation of assessment results by subgroups and use of information to make decisions</li> <li>○ participation rates monitored by subgroup</li> </ul>	<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4. etc.</li> </ul>	

\* Subject to review and revision of Chapter 6 Rules.

<p><b>Standard-Setting Definition:</b> The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area. The district must document the process used for standard-setting.</p> <p><b>*Ensuring defensible standard-setting methods within the DAS:</b> The cut scores that delineate the various performance levels on each assessment shall be tied to these district performance descriptors and shall be based on research or best practices. Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards. (Rules: Chapter 6 Section 8 (f)(iii)(E))</p>			
<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<input type="radio"/> The process ensures a defensible method to define levels of proficiency at the content area level. <input type="radio"/> The process demonstrates ways in which districts determine a student is proficient in a standard.	<input type="radio"/> the rationale and the standard-setting method used for determining proficiency at the content level <input type="radio"/> the method used to determine cut scores for each proficiency level <input type="radio"/> the method used to determine student proficiency toward a standard	1. 2. 3. 4. etc.	

\* Subject to review and revision of Chapter 6 Rules.

## Contact Information

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## Glossary

**Accreditation:** The evaluation process by which a district receives accredited status from the Wyoming Department of Education and the Wyoming State Board of Education.

**Accommodation:** Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

**Administration Guidelines:** Information provided on how an assessment is to be administered.

**Alignment:** The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity.

**Alternate Assessment:** An alternate assessment is a different or altered assessment. An alternate assessment should not change, lower, or reduce learning expectations by requiring a student to learn less material, or by making the assessment easier.

**Assessment:** Assessment is a process designed to measure students' progress toward meeting the content standards at specific benchmarks. There are many types of assessments such as state, district and classroom assessments and each type of assessment serves different purposes.

**Assessment Conditions:** Circumstances under which assessment is administered such as timing, assessment structure, environment, information visible, and available to students.

**Assessment Retakes:** Opportunity for students to take an assessment again in a different form.

**Assessment System:** An assessment system is a well-articulated set of assessments, each of which contributes toward supporting inferences related to the identified purposes of the system. The most important characteristic distinguishing an assessment system from a simple collection of tests is that a system is designed to provide a cohesive array of information on student performance.

**Bloom's Taxonomy:** Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity.

**Chapter 6:** This Chapter of the Wyoming Education Rules and Regulation requires districts to have a comprehensive K-12 delivery and assessment system for the Wyoming State Content and Performance Standards and the Common Core of Skills.

**Chapter 31:** This Chapter of the Wyoming Education Rules and Regulation requires districts to have a District Assessment System.



**Cognitive Demand:** Cognitive demand is the complexity or “rigor” specified in the performance standards, standards and benchmarks. In Wyoming, most districts use Bloom’s Taxonomy or Webb’s Depth of Knowledge to analyze performance standards, standards, benchmarks and assessments in terms of cognitive demand.

**Compensatory Approach:** In a compensatory model of a district assessment system students do not have to demonstrate proficiency on every standard to be considered proficient in the content area. Low performance on one or more standards within a content area may be compensated by high performance in others.

**Conjunctive Approach:** In a conjunctive model of a district assessment system, students have to demonstrate proficiency on every standard to be considered proficient in the content area.

**Consistency:** The DAS is applied consistently across the district to yield reliable results regarding student performance.

**Content Standards:** Content standards define what students should know and be able to do as a result of instruction in the common core of knowledge and skill areas. In Wyoming these are the Wyoming Content and Performance Standards.

**Course-Based Approach:** A course-based approach for an assessment system identifies courses (or at least certain key courses) that are clearly tied to standards; the grades in those courses are based on achievement of the standards.

**DAS Review Rubric:** Document used by WDE review team to evaluate annual district assessment system reports submitted by districts.

**Depth of Knowledge:** Depth of Knowledge is a classification of standards and assessment items created by Norman Webb from the Wisconsin Center for Education Research. The depth of knowledge is the degree of cognitive depth or complexity that knowledge standards or assessments require. Assessments should be as demanding cognitively as the expectations/standards that are set for students.

**Design Principles:** The primary design principles of an assessment system are: alignment, consistency, fairness, and standard-setting.

**District Assessment System:** A comprehensive set of assessments K-12 in all nine content areas.

**District Assessments:** District assessments are those that are common throughout the district within specific grades or courses and should be administered and scored using uniform procedures.

**District-Based Approach:** A district-based approach to an assessment system relies on stand-alone assessments at key checkpoints in a student’s school career. These assessments can be at the end of specific courses or grades.

**Evaluation Criteria:** The evaluation criteria refer to the required components of an assessment system found in the DAS Review Rubric.

**Evaluation Process:** The evaluation process is a review of a district's assessment system report by a WDE team evaluation utilizing the DAS Review Rubric.

**Fairness:** The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness.

**Graduation Requirements:** Graduation requirements are state statutes, rules, and regulations specifying what are required for a student to earn a high school diploma.

**High School Diploma Endorsements:** A high school diploma shall provide for one of the following endorsements, which shall be stated on the transcript of each student: advanced, comprehensive or general. An advanced endorsement requires a student to demonstrate advanced performance in five of nine content areas and proficient performance in the remaining areas. A comprehensive endorsement requires a student to demonstrate proficient performance in all nine content areas. A general endorsement requires a student to demonstrate proficiency in five of the nine content areas.

**Inter-Rater Reliability:** This is also called inter-rater agreement or concordance. It is the degree of agreement among raters. There are a number of statistics to determine inter-rater reliability.

**Multiple Measures:** Multiple Measures refers to multiple formats and opportunities for a student to demonstrate proficiency. The district assessment system must provide students with multiple opportunities, using multiple formats to demonstrate their knowledge and skills related to the Wyoming Content and Performance Standards. In other words, the system should allow students the opportunity to show what they know, but the system should be designed in such a way so that students who have not mastered the standards should not be able to pretend to know.

**Mixed Model Approach:** A mixed-model approach to designing a DAS allows districts to rely on the best features of the different approaches for different content areas. A district does not have to choose a single approach for every content area.

**NCLB:** NCLB is the No Child Left Behind Act, a federal law passed in 2002 reauthorizing the Elementary and Secondary Education Act.

**Performance Standards:** Performance standards describe the characteristics of students at various levels of performance. They describe "how good is good enough?" These should clearly differentiate what students "look like" at various stages of learning the content, and the performance standards should be clearly measurable.

**Primary Design Principles:** The primary design principles guide the development of districts' assessment systems in order to make sure the system fulfills the stated purposes. The primary design principles for a system are: alignment, consistency, fairness, and standard-setting.

**Rater Agreement:** The degree to which different judges would evaluate the same assessment.

**Results:** The term refers to the information or data the assessment(s) are providing the district.

**Sampling:** Sampling is the process where a district gets a representative sample of student knowledge by collecting data at critical points and intervals throughout the K-12 continuum.

**Standards-Based Education:** Education reform in the United States since the late 1980's has largely been driven by the setting of academic standards of what students should know and be able to do. A standards-based system measures each student against the concrete standards instead of measuring how well the student performs compared to others. Curriculum, assessments and professional development are aligned to the standards.

**Standard-Setting:** The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area.

**Tasks:** Performance items.

**Test Blueprint:** A test blueprint is a process or tool used to analyze the coverage of standards and the cognitive demand of the tasks represented in an assessment.

**Validity:** Validity is often defined as the degree to which a test measures what it is intended to measure. But is not the test that is valid or not, it is the inferences—in the context of a particular use—that are valid or not.