

Assessment Update Webinar Highlights for NWESD Assessment Directors

SY 17-18 UPDATE #8 (ABRIDGED)

MARCH 14, 2018



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Today's Topics

ELPs

- ELPA21 Annual
- ELPA21 Screener
- WIDA Alternate Access

WA-AIM

- Testing Window
- Contrasting Group Study

Educator Involvement & Recruitment

Content - WCAS

- Contrasting Group Study
- Scheduling
- Paper/Pencil Testing

Operations

- Best Practices
- Miscellaneous Updates

Data

- Preferred Name in TIDE and on ISRs

Classroom Based Assessment

- CBA Reporting
- Steps for Reporting by Content Area

Graduation Alternatives

- Earliest Submission Dates

Technology

- Chrome OS Support
- MAC
- External Keyboards, iPads

Miscellaneous

- Common Acronyms
- Previous and Upcoming Webinars
- Contact Information



ELPA21 Summative/Annual

Testing window will end March 30

| Row Labels | Sum of completed |
|--------------------|------------------|
| Listening | 104164 |
| Reading | 102289 |
| Speaking | 93528 |
| Writing | 97345 |
| Grand Total | 397326 |

Completion numbers as of March 8.



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ELPA21: Annual – LEP Flag

WA has made some changes to the system this year.

Problem we were trying to solve: Students who needed access to the ELPA21 last year were not allowed in due to a flagging issues in the system. This caused delays and hindered testing.

Solution: Remove the flagging requirement for students to access the test.

Problems we unintentionally caused:

1. Because students are now eligible to test without the LEP flag, all students show up in in the reports making it difficult to identify who still needs to test. **Effective 2/23.**
2. Students who are not eligible for ELPA21 testing are in the system. TAs should use care in approving testers because of this.

New Solution: The LEP flag will be a filter accessible on the completion report allowing districts to filter by the students in their district marked with the LEP flag. If students are not accurately marked with the LEP flag, then the report will not look accurate.



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ELPA21 Screener 2.0 (coming in August)

Screener version 2.0 will incorporate many of the changes districts asked for in the survey last fall. Here is a brief synopsis of how the new screener may be different.

| Category | 2017-2018 | 2018-2019 |
|------------------------|----------------------------|---|
| Step 1 (Items) | Between 16 and 18 items | About 8 items |
| Step 2 (format) | Step 2 | Step 2a and Step 2b |
| Step 3 (who completes) | All testers | Only students on pace to potentially be proficient |
| Overall Test Duration | Everyone does all sections | Should be significantly shorter than this year due to fewer Step 1 questions and only some students completing Step 3 |



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ELPA21 Screener 2.0 (Continued)

| Category | 2017-2018 | 2018-2019 |
|--------------------|--|--|
| 1:1 Administration | 1:1 through Step 1 and after Step 1 decision | 1:1 through Step 1 and 2a after Step 2a decision |
| Scoring | Central scoring of all components. | <ul style="list-style-type: none"> Section 2a will be scored during testing by the TA. Section 2b will be machine scored. Section 3 will be hand scored centrally |
| Turnaround | Up to 7 days | Only those students testing in Step 3 will have later scores. All other student results be visible within 24 hours |



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ELPA21 Screener: Kindergarten Round-Up

For districts that organize Spring Kindergarten round up, it will still likely be necessary to leverage the temporary ID process to get those students screened.

(optional) If you prefer to make sure that students taking the screener have their score attached to their real SSID in AIR's platform, that SSID must be present in TIDE prior to sitting for the screener. This can be done by

1. Generating/retrieving an SSID for a student and leveraging WAMS to move a record to TIDE.
2. Generating an SSID for the student via CEDARS (SSID Issuance: "Screen Entry" or "Bulk Upload), ALSO generating a temporary ID record for the student in TIDE, and PRIOR TO THE STUDENT SITTING FOR THE SCREENER, copying and pasting the SSID over the temporary ID on the record. Should you choose this option, always copy and paste the SSID rather than typing to avoid typos.



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WIDA Alternate ACCESS

- This year, OSPI adopted a new test for ELs with significant cognitive disabilities.
- The WIDA Alternate ACCESS for ELs is an assessment developed specifically for ELs with significant cognitive disabilities.
- It tests all four language domains from the beginning of language acquisition.
- Students who take this test do not yet have a means for exiting EL services, but we are participating in a multi-state workgroup to build frameworks for what proficiency looks like in these populations.



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WIDA Alternate ACCESS: Key Dates

The WIDA Alternate ACCESS will be used this year to test the language proficiency of our ELs with significant cognitive disabilities. This is the alternate assessment for language proficiency.

Testing Window: March 19 to April 27

Materials in district: March 8

Additional materials order window: March 8 to April 20

All materials returned (shipped) to DRC: May 4



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WIDA Alternate ACCESS: Ordering Materials.

Please remember that WA is only using the **WIDA Alternate ACCESS for ELLs** assessment. No other WIDA assessments can be ordered in WA.

When ordering additional materials, for each student, you will need:

- Student Response Booklet
- Listening, Reading, Speaking Test Booklet
- Test Administrator Script

Please order additional test materials through your district assessment coordinator.



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WA-AIM

WA-AIM Window closes April 6, 2018 at 5:00 PM

To check district/school progress:

- Log into eDirect
- Click Test Management >Manage Test Sessions
- Click Show Sessions >Status Summary

| Session Summary | |
|-----------------|---------------|
| Status | Session Count |
| Not Started | 16 |
| In Progress | 14 |
| Completed | 1 |

| Student Summary | | | |
|-----------------------------|---------------------------|---------------------------|-------------------------|
| Assessment | # of Students Not Started | # of Students In Progress | # of Students Completed |
| Current/Next ELA | | | |
| Gr 3 ELA | 23 | 3 | 0 |
| Gr 4 ELA | 5 | 1 | 1 |
| Gr 5 ELA | 5 | 0 | 4 |
| Gr 6 ELA | 22 | 0 | 0 |
| Gr 7 ELA | 7 | 1 | 0 |
| Gr 8 ELA | 4 | 1 | 1 |
| Gr11 ELA | 16 | 0 | 0 |
| Current/Next Math | | | |
| Gr 3 Math | 21 | 0 | 0 |
| Gr 4 Math | 6 | 1 | 0 |
| Gr 5 Math | | | |
| Gr 6 Math | | | |
| Gr 7 Math | | | |
| Gr 8 Math | | | |
| Gr11 Math | | | |
| Current/Next Science | | | |
| Gr 5 Science | | | |
| Gr 8 Science | | | |
| Gr11 Science | | | |

| Student Summary by Test Session | | | | | | |
|---------------------------------|-----------------------|-------------------------|------------|---------------------------|---------------------------|-------------------------|
| District | School | Session Name | Assessment | # of Students Not Started | # of Students In Progress | # of Students Completed |
| DRC Use Only - Sample District | Edmonds Sample School | Chir's session | Gr 5 ELA | 2 | 0 | 0 |
| DRC Use Only - Sample District | Edmonds Sample School | Chir's test session 2.1 | Gr 3 ELA | 2 | 0 | 0 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 1 | Gr 3 ELA | 16 | 0 | 0 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 20 | Gr 5 Math | 3 | 0 | 4 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 10 | Gr 4 Math | 23 | 0 | 0 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 11 | Gr 7 Math | 6 | 0 | 0 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 12 | Gr 8 Math | 4 | 0 | 1 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 13 | Gr 8 Math | 4 | 0 | 1 |
| DRC Use Only - Sample District | Edmonds Sample School | Integration Session 14 | Gr11 Math | 14 | 0 | 1 |



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WCAS: Scheduling

- WCAS can be administered in 1, 2, or 3 sessions
- TA SAY script has directions for each type of administration
- Recommendations for 2 and 3 sessions:
 - Test for a set amount of time (~45 minutes)
 - Schedule 10 minutes at end of session for students to check answers
- Option for paper-pencil test only:
 - Students work to a specific item number
 - Schedule 10 minutes at end of session for students to check answers



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WCAS: Paper-Pencil Testing

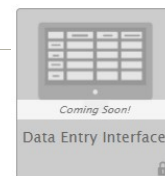
- Ratio of no more than 3 students per 1 TA
- TA “SAY” Scripts
 - Non-secure, training version posted to WCAP Portal
 - Use for training with TA well in advance of testing
 - Generic so can be used to prepare for grades 5, 8, and/or 11
 - Secure, administration version shipped with testing booklets
 - Treat as secure test material
 - Has grade-specific information for administering the WCAS



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WCAS: Where to Submit Paper-Pencil Forms for Scoring

- Standard print, large print, and Braille forms:
 - Transcribe responses from the paper booklet into the DEI system.
 - Then return to MI with “non-scorable” materials
 - *DEI User Guide* will be updated mid-April with complete WCAS information.
 - DEI system card now appearing as “coming soon!” on TA and TC user card.
 - Special instructions for how to transcribe some items are in the paper-pencil secure TA Script (SAY) document.
- Spanish forms: return to MI with “scorable” materials



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Best Practices Tips for Testing

- Summative Smarter Balanced Assessments
- English Language Arts (ELA)
- Computer Adaptive Test (CAT)
- SUMMATIVE: HS-ELA-CAT

- Train staff annually, prior to the administration of Spring assessments.
- When a test incident occurs or a student is provided the incorrect test or accessibility feature, **immediately pause the test** until the situation is resolved.
- Calculator use on a non-calculator portion of an assessment **or** hand-held calculator use during an online math assessment will require an invalidation appeal to be set by the DC in TIDE.
- Correct test selection by the TA is critical for student access to the current test session.
- Students in grades K and 1 taking the ELPA21 summative assessment must be assessed on both the online writing test and the paper-pencil Writing Supplement in order to generate a score.



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TIDE Appeals to Reset, Not Invalidate

- Appeal to Reset, **not** Invalidate when:
 - Summative is selected instead of Interim
 - Student tested at wrong grade level
 - Ineligible student tested
 - ASL, Braille, Spanish Stacked Translation need to be set

View/Approve/Export Requests
Use this page to view, edit, export, or process invalidation requests. [more info](#)

– Appeal Information

Choose a Request Type

Request Type: All ?

Invalidate test ?

Reset test ?

Re-open test where student left off ?



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Sensitive Response Scoring Alerts and Scoring Alerts Potential Impact or Cheating

These will come to your district via secure email.

For Sensitive Response Scoring Alerts:

- Respond back to the secure email that you have received it.
- Address the alert according to your district policy.

For Scoring Alerts - Potential Impact to Student Scores, Potential Cheating – Adult, or Potential Cheating – Student.

- Investigate the incident.
- Submit a testing incident form in ARMS detailing your investigation of the incident and your conclusion. **A Testing Incident Report needs to be submitted whether it was determined there was cheating or not.**
- If necessary, submit an appeal in TIDE.



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WAMS Alternate Site and Student Registration

▪ Register Alternate Test Sites in WAMS

- Register multiple sites
- Identify date and time, seating
- Open through spring

▪ Student Registration Site

- Now available for spring testing
- Identify supports/accommodations
- List of available sites

Student Registration Link

<https://eds.ospi.k12.wa.us/TestRegistration/Default.aspx>



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Grade 12 Priority RTV Score Appeals

Only available to students in **grade 12** who are **on-target to meet all graduation requirements** with the exception of a state assessment.

DCs may submit a priority score appeal of the state assessment the student has not met standard on.

- Parents will not view the student’s test.
- The student’s test will automatically be rescored.
- The test results may **not** be appealed again.

To request a priority RTV score appeal, the DC will fill out an Request to View (RTV) form and submit to OSPI, noting on the form this is a request for a grade 12 priority score appeal and that the student is on-target to meet all other graduation requirements.



WCAP Portal Material Updates

| Materials Pending Posting | |
|---|--------|
| GTSA | Update |
| TAM | Update |
| Calculator and Electronic Device Policy | Update |
| TIDE User Guide | Update |
| DEI User Guide | Update |
| TA Training Module | Update |
| WCAS TA paper-pencil Training Script | New |

| Spring Materials Coming Soon |
|--|
| EOC Math Demos and Translated Directions |
| March Assessment Update Webinar |
| TA Script of Student Directions (<i>WCAS online, SB paper-pencil, EOC, EOC Translated</i>) |
| Glossaries (<i>EOC, SB paper-pencil</i>) |
| Test Material Processing Training |



ARMS Updates Coming Soon

- Emails will list report type
- SCs are being provided access to create other reports
 - Test Question Ambiguity
 - Test Material Variance
 - Modified Testing Schedule
- Combination of the tab functions
 - Create, View, and Edit reports, all on one page
 - Medical Emergency Exemption



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Preferred Name in TIDE and on ISRs

Question from a district: “Is it okay to have a student’s preferred name on the hard-copy individual student reports from testing?”

Short answer: There does not seem to be any specific legal requirement that says student’s legal name must be used on an ISR.



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Preferred Name in TIDE and on ISRs cont.

Long version:

Preferred name is collected in CEDARS in addition to legal name as of 2017-18

OSPI sends one first name data element to TIDE

- Preferred or Legal, but not both

Preferred name (from CEDARS) has been sent all year in line with Office of Equity and Civil Rights guidance

- Specifically, if there is no law requiring use of legal name, preferred name should be used

We have found no specific information that would make an ISR part of a student's "official school record" in and of itself



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Preferred Name in TIDE and on ISRs cont.3

CRITICAL ISSUE:

A Student's Name will appear on an ISR as it appears in TIDE when the student completes a test

In the event that a student should have a legal name on an ISR that goes home to a parent or guardian rather than the preferred name:

- 1. Assessment Data Analysts can manually edit a student record in TIDE to reflect legal name on a case by case basis.
- 2. Only other option currently is sending only legal name to CEDARS



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Preferred Name in TIDE and on ISRs cont.4

“What about the earlier guidance that specifically calls out ‘state testing’ as a place where legal name must be used?”

OSPI believes that previous guidance referring to a requirement for legal name to be used on ISRs is more practical than legal in nature. Assessment and OECR working to refine current guidance.

Until the 2017-18 school year, CEDARS only collected legal name, so test materials and online testing records generated from CEDARS data were limited to the only name available (legal name)

- Having both preferred and legal name creates the option to use either for assessment purposes

Data cleanup following assessment windows – specifically reconciling student information bubbled on test booklets against data submitted to CEDARS by districts

- No current state assessments currently allow for the bubbling of student identifiers on booklets
- All student records in the assessment platform are sent from the state database and must contain the student’s valid State Student Identifier (SSID). SSIDs are used for student matches within the state’s systems, and requiring clean and accurate SSIDs removes virtually all post-testing identity cleanup.



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Update on 2017-18 CBAs Reporting

- As communicated in a January OSPI bulletin, OSPI will be using SurveyGizmo to gather data for 2017-18. This will replace the former iGrants Form Package 408 and its 12 pages of reports with four surveys, one survey each for Social Studies, The Arts, Health and Physical Education, and Educational Technology.
- In an effort to obtain a more comprehensive picture of state implementation, OSPI has added high-level questions about instruction in Social Studies, The Arts, Health, Physical Education, and Educational Technology at the elementary, middle/junior high, and high school level during 2017-18.



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Steps for Reporting by Content Area

1. Designate one lead per content area to collect information/responses from district representatives (e.g., curriculum directors, subject specialists, data leads).
2. Visit the OSPI-Developed Assessments website to access frequently-asked questions, and to download and print the 2017–18 reporting requirements for each content area.
3. Optional: Encourage educators to make use of the reporting templates also available at the OSPI-Developed Assessments website.
4. Collect responses for each question before starting the survey online.
5. Once all information is collected, content leads or district representatives will complete the four content-area surveys online. (Each content-area report should be completed at one time to ensure proper submission.)
6. Submitters will receive confirmation of submission via SurveyGizmo.



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<http://www.k12.wa.us/assessment/OSPI-DevelopedAssessments.aspx>

Reporting Instruction and Assessment in Social Studies, The Arts, Health, Physical Education, and Educational Technology

The [Assessment and Reporting Requirements](#) document details the annual reporting requirements and timelines related to instruction and assessments in Social Studies, The Arts, Health and Physical Education ([RCW 28A.230.095](#)) and for Educational Technology ([RCW 28A.655.075](#)).

Starting this year, school districts will report the required instruction and assessment information to the OSPI in all areas through SurveyGizmo instead of via iGrants. This new reporting system using is now available online for districts to begin entering information for this school year. **All instruction and assessment reporting for the 2017–18 school year must be submitted and finalized via SurveyGizmo by June 30.**

To Report

- [Educational Technology](#)
- [Physical Education & Health](#)
- [Social Studies](#)
- [The Arts](#)

Data to be collected for 2017–18 for each content area

- [Educational Technology Information](#)
- [Physical Education & Health Information](#)
- [Social Studies Information](#)
- [The Arts Information](#)

Graduation Alternatives - EAA: Earliest Submission Dates for 2018 Graduates

An Expedited Assessment Appeal (EAA) for any class of 2018 student still *in the process of earning* required credit(s) for graduation may be submitted** providing that the student:

1. has attempted at least one graduation alternative;
2. has completed all other graduation requirements, including a High School and Beyond Plan and Washington State History; **and**
3. has earned, or is on track to earn, all course credits required for graduation in June 2018. *On track to earn course credits can be determined by the district on June 1st, or two weeks prior to the end of the term, whichever is earlier.*

To summarize: The *earliest* a DC or DA may submit an Expedited Assessment Appeal for any *on track* cohort 2018 student is **June 1st, or two weeks prior to the end of the term, whichever is earlier.**

**These are submission requirements only; a student must also meet "Waiver Approval Requirements" (see [OSPI EAA webpage](#)) to be granted an EAA Waiver.



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Common acronyms and initialisms found in this presentation




AIR – American Institutes for Research
 ALD – Achievement Level Descriptors
 ARMS – Assessment Reporting Management System
 CAA – Certificate of Academic Achievement
 CIA – Certification of Individual Achievement
 CGS – Contrasting Group Study
 DA – District Administrator
 DC – District Coordinator
 DDSM – District Data Security Manager
 DEI – Data Entry Interface
 EAA – Expedited Assessment Appeal
 EL/ELL – English Learner/ English Language Learner
 ELPA – English Language Proficiency Assessment
 ESSA – Every Student Succeeds Act
 GTSA – Guidelines on Tools, Supports & Accommodations

IAB – Interim Assessment Block
 IEP – Individualized Education Program
 OGL – Off Grade Level
 ORS – Online Reporting System
 SBE – State Board of Education
 SC – School Administrator
 TCM – Test Coordinators Manual
 TA – Test Administrator
 TAM – Test Administration Manual
 TDS – Test Delivery System
 THSS – Teacher Hand Scoring System
 WA-AIM – Washington Access to Instruction and Measurement
 WAMS – Washington Assessment Management System
 WAW – Washington Assessment Weekly
 WCAS – Washington Comprehensive Assessment of Science
 WIDA – World-Class Instructional Design and Assessment



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Previous webinar information

1. Go to the WCAP Portal: <http://wa.portal.airast.org> 
2. Select the Test Coordinators card 
3. Select Test Coordinator Resources
4. Select the Modules folder  Modules
5. Scroll down to the Assessment Update Webinars Overview section...



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Local Objective Alternate Assessments

OSPI Bulletin [015-18](#), March 1, 2018

2018-19 has two options:

- 1) **Successful completion of an English language arts (ELA) or mathematics Bridge to College course.** These high school transition courses, as defined by the legislation, are approved locally determined course/locally administered assessment alternatives effective 2018–19. Bridge to College Mathematics and English Language Arts (ELA) are designed for seniors. For high school graduation purposes, the student must pass and earn credit in the course.



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Local Objective Alternate Assessments

2018-19 has two options:

- 2) **Collections of Evidence—Local (COE-Local).** Many schools have developed courses to support students to work on their Collections of Evidence (COE) in ELA and mathematics. Although the state-level COE alternative was discontinued with the passage of ESHB 2224, the COE-Local alternative is intended to leverage the courses already developed in districts, as well as the materials (COE tasks) that were used across the state.



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Local Objective Alternate Assessments

Looking ahead to 2019-20:

- 1) Locally administered assessment processes – district developed courses with aligned, locally administered assessments.
- 2) Third year math and English language arts courses with embedded assessments – locally developed courses to support students not “on track” for meeting assessment grad requirement by end of Grade 10.



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