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# NWESD Directors Review of: OSPI Assessment Update #10

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WEBCAST MAY 15, 2018

ESD MEETING JUNE 1, 2018



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

# Smarter Balanced Scores

Currently in the Portal [Test Coordinators>Modules](#) folder:

- *Understanding Smarter Balanced Score Reports (April 2017)*
- *ELA Performance Task Full Write Scoring section of the Assessment Update Webinar (June 21, 2017)*
  - Slides 26-38

New webinar this fall:

**When:** September 13, 3:30-4:30 p.m.

**Who:** teachers, principals, DCs, district administrators, family-school partnership staff

**What:** answer common questions & share resources for communicating test scores to families

[Registration link](#)



# WCAS Scores

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Webinar this fall:

**When:** September 20, 3:30-4:30 p.m.

**Who:** teachers, principals, DCs, district administrators, family-school partnership staff

**What:** introduce the Science test score reports & share resources for communicating test scores to families

[Registration link](#)



# Science (WCAS/WA-AIM) and Accountability

February ESSA Implementation 101 webinar, online at <http://www.k12.wa.us/esea/essa/default.aspx>

## Timeline of Accountability

School Year	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	22–23	23–24
ESSA Identification and Support	Proficiency Growth Graduation English Learner Progress SQSS			Data Calculations  Identify Planning	Support					
ESSA Identification and Support				Proficiency* Growth Graduation English Learner Progress SQSS**			Data Calculations  Identify Planning	Support		

\*Will include Science, in addition to ELA and Mathematics

\*\* Inclusion of additional SQSS measures will be considered in Round II

# New ORS ISR Options: Translated—Spanish

Smarter Balanced Individual Student Report screen:

- Select print in ORS banner
- Change the Language to “Spanish”
- Select Print



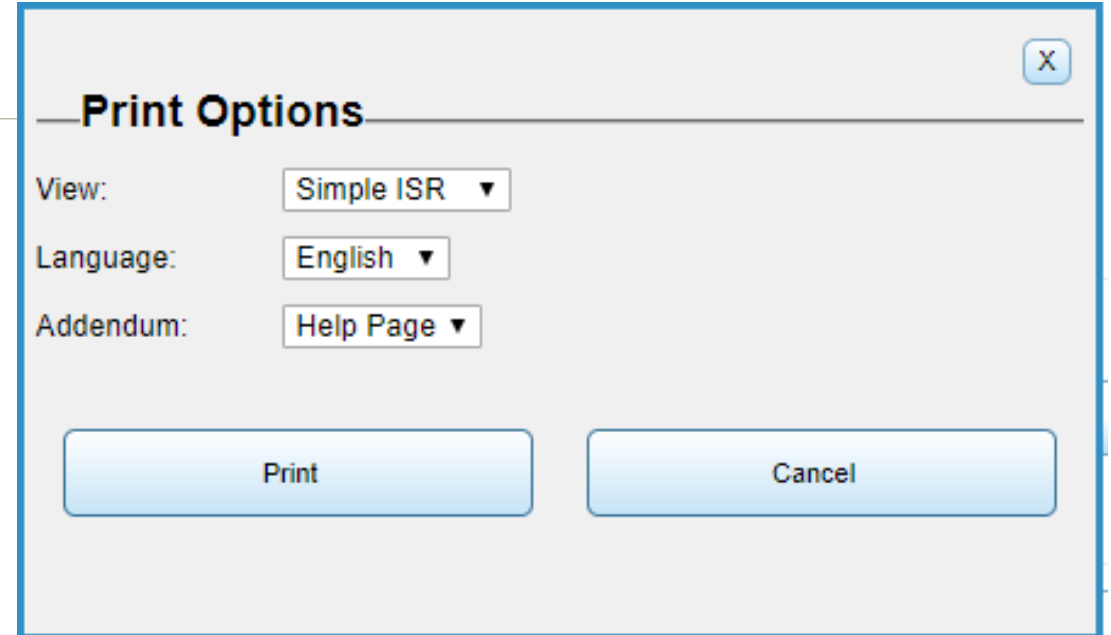
The screenshot shows a dialog box titled "Print Options" with a close button (X) in the top right corner. Below the title bar, there are two dropdown menus: "View:" set to "Detailed ISR" and "Language:" set to "Spanish". At the bottom of the dialog, there are two buttons: "Print" and "Cancel".



# New ORS ISR Options: Interpretive Guide

Smarter Balanced *Individual Student Report* screen :

- Select print in ORS banner
- Change the View to “Simple ISR”
- Change the Addendum to “Help Page”
- Select Print



The image shows a 'Print Options' dialog box with a close button (X) in the top right corner. It contains three dropdown menus: 'View' set to 'Simple ISR', 'Language' set to 'English', and 'Addendum' set to 'Help Page'. At the bottom, there are two buttons: 'Print' and 'Cancel'.

## Individual Student Report

*How did my student perform on the ELA/Literacy test?*

Test: Smarter Summative ELA/Literacy Grade 4 

Year: 2017-2018



# UNDERSTANDING YOUR STUDENT'S SCORES

## SAMPLE STUDENT REPORT

### 1 Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: Summative ELA/Literacy Grade 5

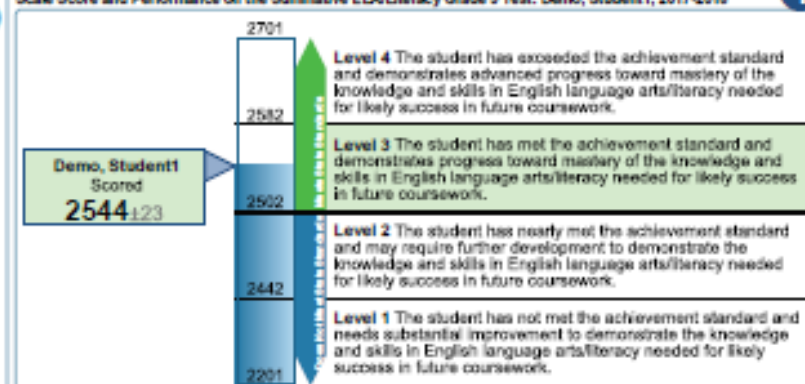
Year: 2017-2018

Name: Demo, Student1

### 2 Overall Performance on the Summative ELA/Literacy Grade 5 Test: Demo, Student1, 2017-2018

Name	SSID	Scale Score	Achievement Level
Demo, Student1	999991091	2544 <sub>±23</sub>	Level 3

### 3 Scale Score and Performance on the Summative ELA/Literacy Grade 5 Test: Demo, Student1, 2017-2018



### 4 Average Scale Scores on the Summative ELA/Literacy Grade 5 Test: Demo School 01 and Comparison Groups, 2017-2018

Name	Average Scale Score
State	2411 <sub>±17</sub>
Demo District 9999 (9999)	2402 <sub>±17</sub>
Demo School 01 (9999_01)	2402 <sub>±17</sub>

#### Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

### 5 Performance on the Summative ELA/Literacy Grade 5 Test, by Claim: Demo, Student1, 2017-2018

Claim	Claim Performance	Claim Description
Reading	At/Near Standard	Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing	Above Standard	Student can produce effective and well-grounded writing for a range of purposes and audiences.
Listening	At/Near Standard	Student may be able to employ effective listening skills for a range of purposes and audiences.
Research/Inquiry	Above Standard	Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

### 6 Writing Performance on the Summative ELA/Literacy Grade 5, Based on Smarter Balanced Performance Task Writing Rubric: Demo, Student1, 2017-2018

Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Informational	The informational response has an inconsistent structure including an unclear topic or controlling idea, uneven development, few transitions, and loosely	The informational response provides uneven elaboration to support the topic or controlling idea including few facts and details cited from sources, weak	The informational response shows an adequate understanding of correct sentence formation, punctuation,

### 1 Subject Area and Grade Level

This heading tells you which subject and grade level the score report covers.

### 2 Summary of Test Performance

An overview that includes your student's name, student identification number, scale score, and overall achievement level.

### 3 Your Student's Scale Score and Overall Performance

Your student's scale score and where it falls on the four achievement levels.

- Achievement Levels 4 and 3 indicate Above and At Standard.
- Achievement Levels 2 and 1 indicate Near and Below Standard.
- The small number to the right of your student's score, following the (±) sign, represents the score range that your student would likely fall within if they took the same test multiple times with exactly the same level of knowledge and preparation.

### 4 Comparison Scores

Allows you to see how your student's scale score compares with their peers at the school, district, and state level.

### 5 Student Claim Performance

Your student's performance on Claims (content areas) within this subject area.

- Claims are broad statements of the assessment system's learning outcomes and are aligned to standards.
- Claim performance is reported as: below standard (⚠), at/near standard (📊), or above standard (✅).
- Bar charts show how your student performed on each claim (black bar), relative to the claim achievement standard (dashed white line). Green boxes show the score range that your student would likely fall within if they took the test multiple times.

### 6 Performance on Writing Rubric

# New ORS ISR Options: Bulk Print

## Retrieve Student Results:

- Select “PDFs of Student Reports”
- Change PDF Type to “Simple ISR”
- Change the Addendum to “Help Page”
- Select Download

## Step 1: Choose What

Report Type:	PDFs of Student Reports ▼
Test:	Smarter Summative ▼
Administration:	2017-2018 ▼
Tested Grade:	All Grades ▼
Language:	Spanish ▼
Download Format:	PDF ▼
PDF Type:	Simple ISR ▼
Addendum:	Help Page ▼
Filter By:	All ▼



# Grade 12 Priority RTV Score Appeals (Mar2018)

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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.

*Note: Score reviews rarely results in a score change*

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.



# Inventory of Time Students Spent Testing for the 2017–18 School Year

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New [online survey](#) to collect the data (and do the calculations for us) is now open!

All DCs were sent an individualized email on April 27 or 28, including:

- The [worksheet](#) to collect 2017–18 data locally.
- A pdf with your district response from 2016 or 2017.
- A link to the online survey to submit your district level response.

Every district is expected to complete the inventory via the new survey by October 15.

Contact Kara Todd [kara.todd@k12.wa.us](mailto:kara.todd@k12.wa.us) if you have questions



# COE Local Assessment

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The COE Local Assessment is a new assessment graduation alternative made up of a set of tasks selected from the previous state Collection of Evidence (COE) task bank in math or English language arts (ELA).

Tasks selected from the existing COE bank will comprise a student's assessment with the tasks addressing the learning expectations and requirements necessary to show student knowledge of Washington High School Learning Standards.

The COE Local Assessment must be used with a locally-determined course. A course must also meet a set of criteria established by OSPI.



# COE Local Assessment course criteria

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Districts can use a previously offered COE course or other existing ELA or math course for the Locally Determined Course (LDC) providing that the instructional materials and curriculum are aligned to the Washington High School Learning Standards in the content area.

## **A Locally Determined Course linked to the COE Local Assessment must:**

- align to the high school learning standards for the content area,
- be taught by a certificated teacher,
- provide credit toward graduation for the identified student, and
- be offered for credit during the district's regular instructional day.



# COE Local Assessment FAQ

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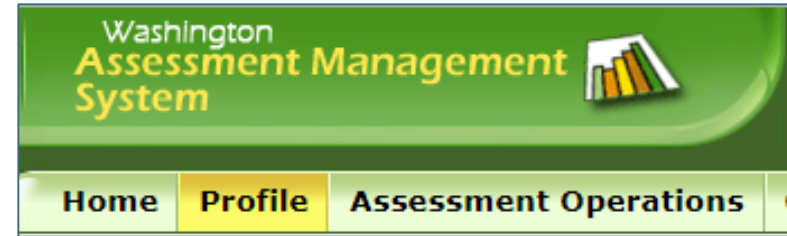
The new COE Local Assessment FAQ is available on the Graduation Alternative webpage. Items covered in the FAQ include:

- Policy
- Course criteria
- Access to tasks
- Training

<http://www.k12.wa.us/assessment/GraduationAlternatives/LAA-LDC/COE-FAQ.aspx>



# WAMS Profile Tab



- Update all district assessment contacts (email, phone, shipping address)
  - **District Test Coordinator (DC):** Person overseeing all activities for state testing
  - **District Administrators (DAs):** Person(s) who closely support the assessment office. A DA receives the same correspondence as the DC.
  - **Program Specific Coordinators:** Person(s) who support specific programs (WaKIDS, WA- AIM, ELPA, CAA/CIA)
- Shipping addresses used to deliver secure materials
- Automatic email notification to OSPI

District Test Coordinator (DC)	DC Shipping Address for Delivery of SECURE Test Materials	District Administrators (Designees)
Name:	ATTN:	
Email:	Address:	
Work Phone:	Email:	
Cell Phone:	Phone:	
Fax:	Fax:	
	* Note: Shipping address cannot be a P.O. Box.	
<a href="#">Add / Edit</a>	<a href="#">Add / Edit</a>	<a href="#">Add / Edit</a>



# Data Reminders

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Two things folks are asking about that are detailed in the **Student Record Management for Assessment and Accountability User Guide**:

[https://wa.portal.airast.org/core/fileparse.php/2317/urlt/SRMAARG\\_ADA.pdf](https://wa.portal.airast.org/core/fileparse.php/2317/urlt/SRMAARG_ADA.pdf)

1) Adding students to TIDE between CEDARS submissions is detailed in the “Non-Enrolled and New Students” section beginning page 4

2) Recently Arrived English Learners (a.k.a. New Non-English Proficient or NNEP) is detailed in “Participation Calculations and Reason Not Tested” beginning on page 12

- Student not required to test in ELA (“exclude the student from...”)
- Student expected to test in math and science (“exclude the student’s results from...”)
- ESSA section 1111, page 33 “Exception for Recently Arrived English Learners”



# End of Year Close-Out Activities

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Last day to record anything in “After Testing” in TIDE: June 22

Enrollment data will be pulled from CEDARS: July 10

**“Assessment Review Application”** nearly ready...

- A list of all students that are expected to test in your district or are currently enrolled in your district PLUS an indicator of having completed test(s) – these are “expected participants in testing”
- Not “Record Reconciliation” – updates must be made in either CEDARS or TIDE, not directly within the review application
- Instructions and details to be provided with launch of application



# Assessment Review Application cont.

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## TASKS:

- 1) high level review of demographic information – any student identifiers, program participation, or demographics must be edited through CEDARS if incorrect
- 2) check on not-tested students (expected participants), possibly arrange testing
- 3) preview participation rate

## LIMITATIONS:

- 1) uses WA-AIM registration, not actual WA-AIM test records
- 2) No WCAS results
- 3) only addresses accountability testing – no EOC or Off-Grade Level



# 2018-19 Start up Timelines

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TIDE live on 8/6

ELPA21 Screener live on 8/6

CEDARS live on 8/15 (tentative)

WAMS student management tools live on 8/15 (tentative)

Q: “Can there be a way for districts to upload their students to TIDE before CEDARS goes live or if we want to start doing things in the WCAP platform before we send CEDARS?”

A: Maybe. State TAC is tomorrow, and it’s a topic of discussion. More communication in upcoming WAW and webinars.



# WaKIDS Updates and Reminders

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- Roles and Responsibilities for WaKIDS
- Closing out 2017/18
- Preparing for 2018/19
- Student Upload Process August 2018



**WaKIDS**

Washington  
Kindergarten Inventory  
of Developing Skills

**District Assessment Coordinator (DAC)**

**Teacher**

**Principal**

**Educational Service District (ESD)**

**Office of Superintendent of Public Instruction (OSPI)**

Create classes and admin user accounts:  
*(August/Early September)*

Upload and transfer students w/in district  
*(Late August/Early September)*

Assist w/implementation  
*(Sept/Oct)*

Data: Analysis  
*(Fall/Winter/Spring)*

Run report for archiving (June)

Attend WaKIDS 101  
*(Summer)*

Successfully complete IRR  
*(Summer)*

Coordinate Family Connection meetings  
*(Late august/Early September)*

Administer the WaKIDS assessment  
*(Sept/October)*

Utilize reports in GOLD  
*(Fall/Winter/Spring)*

Ensure classes are uploaded  
*(August/Early September)*

Support DAC with the upload and transfer of children  
*(Late August/early September)*

Support teachers in setting up their Family Connection Meetings  
*(August/September)*

Support early learning collaboration in the community  
*(Year Round)*

Assist with the implementation of GOLD  
*(September/October)*

Offer training  
*(Summer)*

Create new teacher accounts  
*(Summer)*

Support DACs in data analysis  
*(Fall/Winter/Spring)*

Ongoing Professional Development

Ongoing technical support for WaKIDS

Distributes yearly instructions & updates for WaKIDS  
*(July)*

Monitor completion of Inter Rater Reliability (IRR) Test  
*(July-Sept)*

Provide Reimbursement to Teachers after training and successful completion of IRR  
*(July-Oct)*

Transfer children w/in GOLD Statewide  
*(Fall/Inter/Spring)*



# Just Around the Corner

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## Closing Out 2017/18

- Complete spring checkpoint
  - Run reports to be saved

## Preparing for 2018/19

- Children are removed from accounts June 30<sup>th</sup>
- Archive all non active users and classrooms

**WaKIDS**

Washington  
Kindergarten Inventory  
of Developing Skills



# CBA New Process for Required Reporting

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- Reporting in social studies, the arts, health, physical education, and ed technology
- SurveyGizmo has replaced iGrants
- New questions are included starting this school year
- Reporting is REQUIRED by each district by June 30, 2018
- A new way of collecting data at the school and district level may be needed
- Files with this information for each content area are available now at <http://www.k12.wa.us/assessment/OSPI-DevelopedAssessments.aspx>



# Reporting by Content Area

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1. Designate one lead per content area to collect information/responses from district representatives.
2. Download 2017–18 reporting requirements for each content area.
3. Collect data for each question before starting the survey online.
4. Using links on webpage, content leads or district representatives will complete the four content-area surveys online.
5. Each content-area report should be completed at one time to ensure proper submission.



# Speech-to-Text: Windows / Mac Options

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- Mac or Windows computers will support Speech-to-Text, and this can be done using Dragon Naturally Speaking, Read & Write, or the built-in Speech-to-Text on Windows 10 or Mac OS X
- You will need to train the software prior to using, and indicate permissive mode in the TIDE set-up for the student needing this accommodation).
- Support documents from Special Education Technology Center are available at: <https://www.specialedtechcenter.org/information/technical-assistance-papers/at-accommodations-for-sbac/>

