



# NWESD Assessment Directors' Meeting

JANUARY 25, 2019

# Agenda

Welcome & Introductions

Smarter Balanced Interim Assessments

*Kim Kellogg, RLC*

*Districts discussion and sharing*

OSPI Assessment Updates

*WERA/OSPI Annual Conference Notes*

Conversations:

*Google Groups and Sharing*

*What else?*

Reflection, Evaluation and Close



# OSPI Assessment Update Notes for NWEESD DACs

SY 18-19 UPDATE #5

JANUARY 16, 2019

# Today's Topics

## Content

- Science webpage Update
- Grade 5 Training Test
- Interim Best Practices
- WCAP Portal Systems
- AIRWays Interim Answer Keys

## Operations

- Administration Resources
- Updates to TIDE and TA User Guides

## WaKIDS

- Mid-year trainings

## Select Assessments

- WA-AIM
- ELPA21
- WIDA
- Graduation Alternatives
- COE Local

## Data

- Updates to SRMAAUG
- Retro CIA Cut Score

## Technology

- Versions of Chrome iOS

## Miscellaneous

- Previous and Upcoming Webinars
- Contact Information



# Science Assessment- Webpage Reorganized

Science

[www.k12.wa.us/Science/Assessments.aspx](http://www.k12.wa.us/Science/Assessments.aspx)

## Washington Comprehensive Assessment of Science

The 5th, 8th, and 11th grade Washington Comprehensive Assessment of Science (WCAS) was administered for the first time in spring 2018. These tests fulfill the federal [Every Student Succeeds Act \(ESSA\)](#) requirement students be tested in science once at each level: elementary, middle, and high school.

The WCAS measures the level of proficiency that Washington students have achieved based on the [Washington State 2013 K-12 Science Learning Standards](#), which are the Next Generation Science Standards (NGSS). The standards were adopted in October 2013.

Standards Assessed		
Grade 5	Grade 8	Grade 11
3-5 band	Middle school band	High school band

## High School Testing Requirements

[House Bill 2224](#) postponed the high school science assessment graduation requirement until the Class of 2021. This means that students in the Classes of 2019 and 2020 do not need to pass the science exam in order to graduate. The table below summarizes the federal accountability (ESSA) and assessment graduation requirements (HB 2224) for the classes of 2018-2021.

Grade in 2018-19	Class of...	Science Assessment Spring 2019	Science Assessment Spring 2020 and beyond
12	2019	None	None
11	2020	WCAS for federal accountability	None
10	2021	None	WCAS for graduation and federal/state accountability in 11th grade
9	2022	None	WCAS for graduation and federal/state accountability in 11th grade

[+ Test Design and Item Specifications](#)



# Science Assessment- Test Design and Item Specifications

- New working drafts are posted
  - Grade 5, Grade 8, and High School
  - Test Design section—a few minor updates
  - Item Specifications section—10 to 12 new PE specifications have been added at each grade

**The PEs included in the drafts represent only a part of what could be assessed on the WCAS. The inclusion of a PE does not indicate that the PE will be assessed by an item on the WCAS this spring, nor does the absence of a PE indicate that the PE will not be assessed on the WCAS this spring.**



# Science Assessment- Training Tests

- One cluster and one standalone item will be added to the grade 5 training test in early February. The material added to the grade 5 training test provide grade 5 students the opportunity to practice more items types as well as the locking items and collapsing stimulus functions.
- The grade 8 and grade 11 training tests are not being expanded this year.
- The grade 5, grade 8, and high school training tests are available through the [WCAP Portal](#). The [Science Online Training Test Support document](#) provides information about accessing the training tests, descriptions of ways to practice using the tools for each item type, an answer key, and other information for each item.



# Science Assessment- Coming Soon

- A Lessons Learned document is in production that will share observations about student responses to WCAS field test items. We plan to post the document to the science assessment webpage in early February.



# Interim Best Practices

- Check on student learning throughout the year
  - Use IABs to inform instructional next steps
    - Use **Training Tests** to practice functionality (grade bands)
    - Use **Practice Tests** to practice item types and tested content, including CAT-like test and PT tests (each grade)
- Use interims for students to apply supports and accommodations to content
- Preview interim using AVA to decide which IAB to administer



# Recent webinar in the Digital Library: Interims Uses

Shares 4 ways for educators to intentionally use the IABs with students to gather and act on information about student learning.

1. Quick Check – Individual Item(s)
2. Instructional Activity – Together
3. Clarify Criteria – Scoring Guides
4. Standardized – Formal Administration

[Link to the webinar on YouTube](#)



# WCAP Portal Systems

- THSS System (for scoring) and AIRWays merged
  - **THSS** application no longer appears on Portal
  - Use AIRWays Reporting application for both scoring student responses and viewing interim reports
    - Training materials and exemplars provided with item
  - Materials for training and previewing still in TIDE
  - **New feature:** suggested scores (machine scored) are now provided for ELA full writes (Performance Task)
  - Resource: [AIRWays Reporting User Guide](#)



# AIRWays: Interims Answer Keys

- Interim-specific answer keys
  - Posted in AIRWays Reporting for each interim
  - Also includes a direct link to the Digital Library Connection Playlist



Points Earned on **INTERIM: G3-ELA-IAB-Research** (Unassigned) Items,  
Filtered by Test Reasons: All Test Reasons Claim: 4-CR

## Test Resources for INTERIM: G3-ELA-IAB-Research

Resource	Description
<a href="#">Connections Playlist: Grade 3 Research</a>	Smarter Balanced Connections Playlist for the Grade 3 Research Interim Assessment Block
<a href="#">Answer Key: Grade 3 Research</a>	Smarter Balanced Answer Key for the Grade 3 Research Interim Assessment Block

# Administration Resources

Resources and Training Materials	Posted to the Portal
ELPA21 Summative TAM	1/4
SRMAAG (Updated)	1/4
ELPA 21 TA Training PPT	1/2
Guidance for IEP Teams	11/30
Calculator and Electronic Device Policy	11/30

## Resources to be posted (estimated date):

- BYOD–Bring Your Own Device Guidance – 1/17/19
- ELPA21 Test Coordinator Training PPTX - Week of 2/1/19
- TA Scripts: Smarter Balanced – Week of 2/11/19
- TAM–Smarter/WCAS Test Administration Manual – 2/8/19
- TCM–Test Coordinator’s Manual for spring – Week of 2/4/19
- PIRG–Professional Standards and Security, Incident, and Reporting Guidelines – Week of 2/4/19
- Training PPTX–Spring TA & Coordinator – Week of 2/4/19

## Posted but currently being updated

- TIDE User Guide, GTSA, TA User Guide, RTV & Appeal Guidelines, ARMS PPTX – Week of 1/28/19



# WaKIDS Update

- Do you have teachers that use WaKIDS multiple times a year and were not trained this summer?
- Are you an administrator that wants to learn more about WaKIDS?
- NWESD training was January 23. See [WaKIDS Events Page](#)
- Exploring Improvements to TS GOLD Report Card



# Select Assessments Update

- WA-AIM
- ELPA21
- WIDA
- Graduation Alternatives
- COE Local



# Spring WA-AIM Administration

- All of eDirect is now open
- All test administrators need to be added to:
  - USER MANAGEMENT
  - TEACHER MANAGEMENT
- Window closes April 5, 2019 at 5:00 PM local time
- Late enrollment date of February 11, 2019





# WA-AIM 1% Participation Cap

2018-2019

Office of Superintendent of Public Instruction  
Chris Reykdal, State Superintendent

# Alternate Assessment 1% Participation Cap

ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d) - requirements for the participation of students with the most significant cognitive disabilities in the AA-AAAS. ESEA section 1111(b)(2)(D)(i)(I) **limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject.** A State may not prohibit an LEA from assessing more than 1.0 percent of its assessed students with an AA-AAAS (34 CFR 200.6(c)(3)). However, a **State must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to submit information to the State justifying the need to exceed the 1.0 percent threshold. States must provide appropriate oversight of each LEA** that is required to submit such a justification and must make the **justification publicly available**, provided that it does not reveal personally identifiable information about an individual student.



# ESEA Key Points

- State cap
- Districts over 1% must justify the need to exceed 1%
- State must provide oversight of district exceeding the 1% cap
- District justifications must be made publicly available



# GOAL of the 1% Participation Cap:

The goal *is not* to ensure ALL districts are below the 1% WA-AIM participation cap, but *to ensure* ALL districts have identified the right students to take the WA-AIM



# The following criteria may not be used for alternate assessment participation decisions:

- Poor attendance, excessive or extended absences
- Disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, or speech and language impairment
- Lack of access to quality instruction in core standards
- Social, cultural, linguistic, or economic differences for the WA-AIM; however cultural and linguistic differences should not be used as sole exclusionary factors for eligibility to participate in the WIDA Alternate ACCESS



# The following criteria may not be used for alternate assessment participation decisions: continued

- Below average reading or achievement levels
- Displays of behaviors or emotional distress during testing
- Expectations of poor performance, non-proficiency, or the pre-determined or anticipated impact of the student's performance on the school/district on-grade level assessment scores
- An administrative decision
- The student's disability category, educational placement, type of instruction, and/or amount of time receiving special education services



# Nuts and Bolts

- End of January notification
  - Letter to Superintendents
  - Electronic notification to Superintendents, DACs, Special Education Directors, and ESD Directors
- Justifications due by March 1, 2019
- Justification submitted to LEA's iGrants 267 form package



# ELP Assessment Updates

- Testing Window
- Planning for testing
  - Update Secure Browser
  - Checklists
  - Training
- Measuring Growth
- WIDA
  - Braille
  - Ordering materials
  - Non-disclosure
- Surveys
  - Post Administration
  - WIDA K-2 LCI
- Getting Involved



# Testing Window

The testing window for ELP testing is **January 28 to March 22.**

Both regular ELPA21 and WIDA Alternate ACCESS will be available for testing during this window.

Materials return must happen on or before March 29. If this falls during your spring break, please adjust your testing schedule to ensure materials can be picked up by the deadline.



# Plan for testing – Secure Browser & Checklists

## Secure Browser

- The secure browser for AIR was updated in November. Please ensure that your tech folks have updated your testing computers prior to the onset of testing.

## Checklists

- OSPI has checklist to help different roles prepare for testing. These checklists are located here: [Preparing to Test](http://k12.wa.us/ELPA21/Preparing.aspx)  
<http://k12.wa.us/ELPA21/Preparing.aspx> (right side)



# Planning for testing - Training

## ELPA21 Annual

- Training slides for the ELPA21 annual test are located here: [k12.wa.us/ELPA21/Preparing.aspx](http://k12.wa.us/ELPA21/Preparing.aspx). Districts can add to these slides to best support TAs. DACs need to keep local records of trained TAs.

## WIDA Alternate ACCESS

- Training for the WIDA Alternate ACCESS is located on [Moodle](http://moodle.training.ospi.k12.wa.us/course/view.php?id=47) ([training.ospi.k12.wa.us/course/view.php?id=47](http://training.ospi.k12.wa.us/course/view.php?id=47)). This training is required for all TAs and includes quiz and registration steps. A list of trained TAs will be accessible to DACs through WAMS. The list will be updated twice weekly until March and then as needed.



# WIDA Alternate ACCESS –Students who are Blind

- OSPI is working directly with the WSSB to adapt the WIDA Alternate ACCESS test for Blind ELs with significant cognitive disabilities.
- The adapted materials are expected to be ready and available around the end of the January.
- If you need one of these tests, please contact Leslie Huff, ELP Assessment Coordinator, at OSPI immediately.
- Please also ensure that the student has a regular test booklet from WIDA (WAMS Pre-ID or WIDA AMS).

NOTE: WIDA = DRC (*edirect*), not AIR, TIDE, TDS



# WIDA Alternate ACCESS –Materials

Window opens January 14 and closes March 15.

If you did not pre-identify one or more students, DACs can order materials through WIDA AMS on the DRC platform.

All districts have ONE additional materials order prior to incurring costs.

WIDA Alternate ACCESS materials that can be ordered:

- Student Response Booklet (1 per student)
- Listening, Reading, Speaking Test booklet (1 per 4 students)
- Test Administrator Script (1 per 4 students).

Please note that you may need to also order labels if your district did not receive enough in the initial order.



# WIDA Alternate ACCESS – Non-Disclosure

- In addition to training, TAs are required to sign the WIDA non-disclosure document.
- This document should be kept with other training documents at the local district.
- The non-disclosure document can be found on the Alternate ACCESS page [k12.wa.us/ELPA21/AlternateACCESS.aspx](http://k12.wa.us/ELPA21/AlternateACCESS.aspx).



# Surveys – Post Administration

- Following the testing window, we will be asking for feedback on various aspects of testing.
- OSPI is currently collecting ideas and areas of interest from the field that might be included in a survey.
- If you have an area of testing (test experience, training, perceived validity, etc.) that you would like included in the survey, please email Leslie Huff ([leslie.huff@k12.wa.us](mailto:leslie.huff@k12.wa.us)) using the subject line “Survey Suggestion”.



# Surveys – Learner Characteristics

- OSPI is working to develop deeper knowledge and understanding of language learners with significant cognitive disabilities. To this end, we are hopeful that TAs for the WIDA Alternate ACCESS will complete surveys for their students in grades K-2.
- The purpose of the survey is to better serve students and inform decision making at the state and local levels.
- This survey will be available during the test window. Please encourage your TAs to complete the survey as a part of their ELP testing of students with significant cognitive disabilities in grade K-2.



# Get Involved!

OSPI is contemplating a variety of new work groups and discussions. If you would like to recommend some exceptional educators, we are always looking for new voices at the table. Some possible areas of focus include:

- ELs with significant cognitive disabilities: testing experience, measuring language proficiency, and more.
- Using ELPA21 results effectively to improve instruction/experience.
- Identifying needed resources and supports.



# Contact Leslie Huff

- If you have recommendations for future work groups or conversations please email me directly and identify topic(s) you feel your recommended person can best contribute.
- If you have questions about ELP Assessments, please do not hesitate to contact [Leslie.huff@k12.wa.us](mailto:Leslie.huff@k12.wa.us) or [elpa21@k12.wa.us](mailto:elpa21@k12.wa.us)



# Grad Alternatives – Test Voucher Requests

- Vouchers will be distributed to students for the assessment graduation requirement they have not met.
  - ACT with Writing and SAT with Essay vouchers will only be given to students who have not met ELA.
- Students must be eligible in the Graduation Alternatives application.
- Students are allowed one test voucher from OSPI for Graduation Alternatives purposes.



# Grad Alternatives – COE Local

January 31, 2019 submission deadline - Course Assurance Forms for COE Local

- Forms should be submitted by the District Assessment Coordinator or Designee and emailed to [LAA@k12.wa.us](mailto:LAA@k12.wa.us)

Graduation Alternatives Questions?

- Contact Clarisse Leong at [clarisse.leong@k12.wa.us](mailto:clarisse.leong@k12.wa.us) or 360-725-6223



# ELA COE-Local Webinars from OSPI

## Intro to the ELA COE Local - Moodle Walkthrough

- When: Thursday, January 31, 2019, from 3:15 to 4:00 pm
- Audience: Current ELA COE-Local classroom teachers and DACs
- Description: Live webinar to provide an overview and introduction to the ELA COE Local Moodle. We will review each section of the site and discuss the use and purpose of the instructional materials, scoring rubrics, test maps, operational tasks and scoring materials.
- **Registration:** [https://zoom.us/webinar/register/WN\\_1Z-6D1K6S8uHL\\_N3AwYJQ](https://zoom.us/webinar/register/WN_1Z-6D1K6S8uHL_N3AwYJQ)



# ELA COE-Local Webinars from OSPI

## Implementing the ELA COE Local in the Classroom – Test Map, Instructional Tasks, Operational Tasks and Scoring Planning

- When: Tuesday, February 5, 2019, from 3:15 to 4:00 pm
- Audience: Current ELA COE-Local classroom teachers and DACs
- Description: Live webinar to provide an overview of the components of the ELA COE Local assessment materials and how they are to be used in a Locally-Determined Course with the ELA COE Local.
- **Registration:** [https://zoom.us/webinar/register/WN\\_bq1kdqKDQR0QmComWFXnMQ](https://zoom.us/webinar/register/WN_bq1kdqKDQR0QmComWFXnMQ)



# Cut Scores for Math and ELA COE Local

- In December a group of content educators met and determined the cut scores for Math and ELA COE Local:
  - ELA cut score: 30 points
  - Math cut score: 16 points
- Cut scores apply to all students currently using the COE Local as a LAA in a LDC



# COE Local Updates: Classroom

- Prior to the end of a course, an educator can offer students additional time to work on tasks
- After a task is scored, a different task cannot be substituted in its place—a scored task is part of the collection
- In the event that a student does not meet the COE cut score, they may:
  - Compile a new collection with all new tasks if they are continuing in a year-long class
  - Enroll in a new trimester or semester course and compile a new collection



# COE Local: Score Reporting

- Ensure that a student's set of scores for each task is recorded and maintained at the school level
- Compile a list of all students who attempted the COE Local
- Keep an electronic copy of every student collection—both met and not met collections
- A process for notifying OSPI of the status of students who attempted the COE Local is forthcoming—look for information in the WAW and on the math and ELA Moodles



# COE Local: Starting new LDCs/LAAs

- Administrators, send the Moodle hyperlinks to teachers as soon as possible
- Schedule introductory meetings to review the Moodle
- Keep all COE educators up to date with Moodle changes or additions
- Additional guidelines for the COE Local are forthcoming
- Zoom trainings on the moodle contents and scoring materials will be scheduled soon



# Bridge to College: LDC/LAA Update

- Bridge to College courses can be used as a grad alternative
- Students who meet the eligibility criteria may enroll in the courses
- Educators must attend all trainings in order to teach BtC courses
- COE Local tasks are not to be used in the BtC courses

Bridge to College courses have their own embedded assessments



# Data Update



# Updates to SRMAAUG Document

- Updated language around Temp-IDs in “Non-Enrolled and New Students” section
- Reporting section updated with “Reporting Differences between ORS and OSPI systems”
- Refinement of the Attempt Code Logic tables



# Retro CIA Cut Score

- “L2 Basic” is replaced by “CIA Cut Score”
- Concern from districts (paraphrased): “We delegated the task of flagging students for L2 Basic to our schools. Changing this to a Grad Alternative pushes all that work back to districts.”
- Good News / Bad News:
  - Bad News: yes, the work will shift to districts, though we’re looking at creating a school-level role in EDS for this task.
  - Good news: there’s very little work actually shifting to districts



# Technology Update – Chrome OS

Secure Browser is now supported for Chrome OS 70

- WCAP portal has been updated to list OS 67, 68, 69 & 70
- Replaces “OS 67+” which districts found confusing
- Still waiting to hear on AIR support for Chrome OS 71



# WCAP Contacts

**AIR Help Desk** for Technical, Network, and password issues

[AIR Help Desk: wahelpdesk@air.org](mailto:wahelpdesk@air.org) 1-844-560-7366

**OSPI Assessment Analysts** for student data issues

OSPI Assessment Analysts: [assessmentanalysts@k12.wa.us](mailto:assessmentanalysts@k12.wa.us) 360-725-6109

**OSPI Assessment Development** for content questions

ELA and Math assessments: [asi@k12.wa.us](mailto:asi@k12.wa.us)

Science assessment: [science@k12.wa.us](mailto:science@k12.wa.us)

**OSPI Assessment Operations** for assessment policy and test materials

Assessment Operations [Assessment@k12.wa.us](mailto:Assessment@k12.wa.us) (360) 725-6348 or (800) 725-4311, press option 3



# Thank You!



# Agenda

## OSPI Assessment Updates

### *WERA/OSPI Annual Conference Notes*

- OSPI Preconference Session #12: Statewide Assessment Implementation
- OSPI Breakout #4.4: DAC Bootcamp: Assessment Cycle and System Overview
- OSPI Breakout #1.2: Interpreting Summative Score Reports

# Agenda

## Conversations:

- Google Groups and Sharing

<https://groups.google.com/forum/#!forum/nwesd-dac>

- Quick Start Guide and Important Dates

- New OSPI Report Card

- March Topics and Presenters