

# ANNUAL NOTICE OF STUDENT ASSESSMENT INFORMATION

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This notice is intended to notify parents and guardians of students attending school in the School District of Florence County, and the public, of the state and District-required assessments that are being administered to students in the District. Students with disabilities and English Learners must participate in the required assessments, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate consistent with legal requirements.

## **Student Academic Assessments Required by State and Federal Laws**

The federal Every Student Succeeds Act (ESSA) requires all states to test all students in English language arts and mathematics in grades 3-8 and once in high school, and to test all students in science at least once in grades 3-5, once in grades 6-9, and once in grades 10-12. Wisconsin state statutes also require districts to test students in social studies. These tests together create the Wisconsin Student Assessment System (WSAS). The District administers the following WSAS assessments to students in the District:

- The [Wisconsin Forward Exam](#) is administered to students in grades 3-8 in English language arts and mathematics, in grades 4 and 8 in science, and in grades 4, 8 and 10 in social studies. The Forward Exam is a computer-administered, summative assessment which provides information about what students know and can do in relation to the Wisconsin State Standards. It includes multiple-choice questions, short answer questions, and a writing prompt in the English language arts section. Forward Exam results provide information about student performance that allows: (1) students to reflect on their achievement, (2) teachers to target instruction to student needs and reflect upon their own instructional practices, (3) administrators to more fully understand what students know and can do in order to guide curriculum and professional development decisions, (4) parents and guardians to understand what their child knows and is able to do in English language arts, mathematics, science, and social studies, and (5) all stakeholders to check how ready all students are for college and career, especially those groups that have historically been left behind.

**TIME PERIOD ADMINISTERED:** Typically a two (2) week window late March to early May per designated testing windows.

- [ACT Aspire™](#) is administered to students in grades 9 and 10. This summative, online assessment measures what students have learned in the areas of English, reading, mathematics, science and writing. The scores on this assessment are used to predict how a student will perform on both the ACT® and ACT WorkKeys® when they reach 11<sup>th</sup> grade.

**TIME PERIOD ADMINISTERED:** Typically a five (5) day window between end of March and middle of May.

- The [ACT® Plus Writing](#) assessment is administered to students in grade 11. This paper and pencil assessment tests students' skills and knowledge in reading, mathematics, English, science and writing. This assessment helps students understand what they need to learn next so they can build rigorous high school course plans and identify career areas that align with their interests. The scores from the administration of the ACT® Plus Writing (if taken with ACT Standard Time or ACT-approved accommodations) can be used by students for a variety of purposes including college admission, scholarships, course placement, and National Collegiate Athletic Association (NCAA) eligibility.

**TIME PERIOD ADMINISTERED:** Typically one (1) day during February or March.

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- The [ACT WorkKeys®](#) assessment is administered to students in grade 11 and tests students in applied mathematics, locating information, and reading for information. This paper and pencil assessment is used to help students understand how they can improve their career readiness skills and helps employers determine whether individuals are qualified for positions. Students can earn National Career Readiness Certificates (NCRC), which are recognized by business and industry nationwide.

**TIME PERIOD ADMINISTERED:** Typically one (1) day during February or March.

- All students are administered the above-mentioned assessments, with or without accommodations, except students with significant cognitive disabilities who are administered an alternative assessment – the [Dynamic Learning Maps \(DLM\)](#). The DLM is administered to students with significant cognitive disabilities in the subject areas of English language arts and mathematics in grades 3-11, science in grades 4 and 8 – 11, and social studies in grades 4, 8, and 10. This online assessment is delivered via the computer; however, some students may need their teacher to present the items to them and enter the student's response into the online platform. The DLM system is designed to map a student's learning throughout the year and uses items and tasks that are embedded in day-to-day instruction. The assessment results give teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.

**TIME PERIOD ADMINISTERED:** Typically a two (2) week window late March to early May per designated testing windows.

School level summary reports of the results of the WSAS academic assessments are available to the public on the Department of Public Instruction's website at [WISEdash Public](#).

## **Other Student Assessments Required by State and Federal Laws**

- **Reading Readiness Assessment**

As required by state law, the District administers a reading readiness assessment (the [Phonological Awareness Literacy Screening - PALS](#)) to students in grades 4-year-old kindergarten through grade 2. PALS is a research-based screening, diagnostic, and progress monitoring tool. District teachers use this screening tool to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. Student data collected from the screening tool provides a direct means of matching literacy instruction to specific literacy needs.

**TIME PERIOD ADMINISTERED:** Administered once each fall, winter and spring of the school year.

- **English Learner Assessments**

As required by state and federal laws, the District will administer the following assessments to English Learners in the District when applicable:

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- The [W-APT™](#) is administered to students newly enrolled in the District who have been identified through the enrollment process, and in accordance with District procedures, as English Learners. This English language proficiency “screener” assessment helps the District determine whether or not a child is in need of English language instructional services, and if so, at what level.
- The [ACCESS for ELLs®](#) assessment is administered, with or without accommodations, to students in grades K-12 who have been identified as English Learners, including those who receive special education services. This online assessment is administered annually to English Learners to measure English language proficiency and to ensure that they are progressing in achieving full English proficiency. ACCESS for ELLs® assessment results: (1) help students and families understand students’ current level of English language proficiency along the developmental continuum; (2) serve as one of multiple measures used to determine whether students are prepared to exit English language support programs; (3) generate information that assists in determining whether English Learners have attained the language proficiency needed to participate meaningfully in content area classrooms without program support; (4) provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English Learners; and, (5) provide the District with information that can be used in evaluating the effectiveness of the District’s English Learner/bilingual programs.
- The [Alternate ACCESS for ELLs™](#) assessment is administered to students in grades 1-12 who are identified as English Learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment. The assessment results are used to monitor student progress on an annual basis, establish when English Learners have attained English language proficiency according to state criteria, inform classroom instruction and assessment, and aid in program decision making.

- **High School Civics Test**

As required by state law, the District administers a civics test to high students in grade 10 (and Class of 2018 during 12<sup>th</sup> grade year and Class of 2019 during 11<sup>th</sup> grade year), which is comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. Successful completion of this civics test (the student correctly answers at least 60 of those questions) is a requirement for high school graduation in the District. A student may retake the civics test until the student obtains the passing score. For students with disabilities who have an individualized education program (IEP), this requirement shall be modified or waived to the extent provided by the student’s IEP and/or by applicable law.

**TIME PERIOD ADMINISTERED:** During the first semester of the student’s 10<sup>th</sup> grade year.

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## District-Required Student Assessments

- [Pre ACT \(11<sup>th</sup> Grade Class\)](#)

A multiple-choice assessment that provides 10th graders with short practice for the ACT test. Reporting offers a full view of student college and career readiness.

**TIME PERIOD ADMINISTERED:** Fall of 11<sup>th</sup> grade year.

- [Measures of Academic Progress – MAPS \(Grades 3-8\)](#)

MAPS measures student growth by dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

**TIME PERIOD ADMINISTERED:** Administered once each fall, winter and spring of the school year.

- [Standardized Test for Assessment of Reading\(&Math\) – STAR \(Grades 1-6\)](#)

The STAR assessments are often used to screen students for their reading and math achievement levels. STAR Reading and STAR Math™ assessments help determine reading and math achievement levels in order to place students into the Accelerated Reader™ and Accelerated Math™ programs. STAR Early Literacy assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers. STAR Reading Spanish assessments help educators working in bilingual and dual-language programs to inform instruction, match students to books, and monitor Spanish reading growth. In English-only programs, educators can use STAR Reading Spanish to determine the Spanish reading level of incoming English language learner students to help inform instruction. STAR™ assessments can also be used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn.

**TIME PERIOD ADMINISTERED:** Administered once each fall, winter and spring of the school year, and for routine progress monitoring on an individual basis.

## Student Participation in Assessments and “Opt-Out” Information

Parents and guardians of students attending school in the District may request information regarding student participation in any of the state or District-required assessments, including any parental rights they may have to opt their child out of taking a required assessment from the building principal of the school their child attends. The building principal shall provide the requested information in a timely manner.

**Adoption Date:** August 28, 2017