



**KENOSHA UNIFIED**  
SCHOOL DISTRICT

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# Wisconsin Forward Exam

February 24, 2018

# Important Dates

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- WI Forward Window is March 19 – May 4
- DLM Window is March 19 – May 4
- MAP Window is April 9 – May 18
- Spring Break March 30 – April 8
- 8<sup>th</sup> Grade Washington D.C. Trip May 30 – June 1
- 7<sup>th</sup>/8<sup>th</sup> Grade St. Louis Music Trip May 10 – 12  
*(This affects Reading MAP Testing in 7-8<sup>th</sup> Grades)*



# General Information

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- WI Forward Exam is an untimed, computer enhanced test
- Test tickets will be printed for EACH content *(they will be color coded again)*
- Tickets will need to be collected for destruction after the subject area is complete
- If a student is unable to finish or if there are still tests remaining in the same content area, tickets must be collected and redistributed the next test session
- There isn't a pause limit. After 20 minutes they will get kicked out and need the SAME ticket to reenter the test



# Continued

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- 6-7<sup>th</sup> Grade have SIX tests with SIX testing sessions
  - (ELA – Listening, Writing, Reading TDA, Math Calculator and Non-calculator)
- 8<sup>th</sup> Grade has TEN tests with TEN testing sessions
  - (ELA – Listening, Writing, Reading TDA, Math Calculator and Non-calculator, Science Part 1 and 2, Social Studies Part 1 and 2)
- Listening is always first because is one test where the students finish in about the same amount of time. Reading is the most diverse.



# Continued

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- Earbuds are required for all testing sessions – already purchased
- We will have mice available for student use again. Not for the entire class. Only those that want them
- Tutorials and Tool practice were available as of February 12<sup>th</sup>
  - We recommend that you begin showing the tutorials and practicing during advisory time. Include test taking strategies.
  - Students with Accommodations MUST practice using them online



# Computers

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- Computers will **only** be pulled on testing days during testing times
- Let us know about any computers that are giving you grief as soon as possible
- All computers will be moved and cared for by the GG's



# Schedule

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- 8<sup>th</sup> grade will test between 10:15 A.M. – 12:15 P.M.
- 7<sup>th</sup> grade will test between 9:30 A.M. – 11:30 A.M.
- 6<sup>th</sup> grade will test between 8:35 A.M. – 10:45 A.M.





# Schedule Continued

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- Consider adjusting your schedule to absorb advisory time for classroom instruction
  - Schedule ideas for Grade 8
    - Absorbing advisory and doing 30 minute blocks, all 4 subjects (20 minute blocks without advisory time)
    - Absorbing advisory and doing 60 minutes blocks, 2 subjects alternating days (45 minute blocks without advisory time)
- Stay consistent among grade levels



# English Language Arts

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Estimated test times in minutes

Grade Level	Session 1 Text Dependent Analysis (TDA)	Session 2 Writing/ Language	Session 3 Reading	Session 4 Reading
6	40	20	20	50
7	40	20	20	50
8	40	20	20	50

\*\* We know from experience that the TDA usually takes 1 -1 ½ hours up to 3 hours

# English Language Arts

Reading Domain (Reporting Category)	Writing Domain (Reporting Category)
Key Ideas & Details	Text Types & Purposes
Craft & Structure/Integration of Knowledge & Ideas	Research
Vocabulary Use (Language Standards 4 & 5)	Language Conventions
**Literature	Text- Dependent Writing Analysis
**Informational Text	Listening



# English Language Arts: Types of Questions

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- Select response/technology enhanced (not adaptive)
  - 20-34 questions: 1 point each
- Select response/technology enhanced/evidence based select response
  - 7-13 questions: 2 points each
- Text dependent analysis
  - 1 question: 8 points (ELA 1)
  - Long writing prompt based on a passage or passage set
  - Assessed on content, grammar and composition



# English Language Arts: TDA Continued

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- The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:
  - Identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central ideas is, and
  - Analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.



# Sticky Notes & Highlighters

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- Since so many teachers have been using sticky notes and color coding with their students, we have ordered the following for use during the Forward Exam:
  - Each regular size house teacher will get 10 pads of 100 sticky notes and 30 sets of 3 highlighters
  - Allegiance house will get 7 pads of 100 sticky notes and 20 sets of 3 highlighters/Ocean will get 5 pads of 100 and 20 sets of highlighters
- These will be collected and passed on to other grade levels so please do not keep or lose them and have students care for them.



# Text Dependent Analysis Scoring Guidelines

4 Demonstrates effective analysis of text and skillful writing	3 Demonstrates adequate analysis of text and appropriate writing	2 Demonstrates limited analysis of text and inconsistent writing	1 Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>Limited reference to the main ideas and relevant details of the text(s)</li> <li>Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>Minimal reference to the main ideas and relevant details of the text(s)</li> <li>Few, if any, transitions to link ideas</li> <li>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

Note: Score is multiplied by 2



# Mathematics

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## Estimated Testing Times in Minutes

Grade Level	Session 1	Session 2	Total Testing Time
6	45	60	105
7	45	60	105
8	50	65	110





# Mathematics

Grade 6 (46 Points Total)	
6–8	Ratios and Proportional Relationships
10–12	The Number System
10–12	Expressions and Equations
6–8	Geometry
9–11	Statistics and Probability
Grade 7 (46 Points Total)	
7–9	Ratios and Proportional Relationships
6–8	The Number System
9–11	Expressions and Equations
9–11	Geometry
10–12	Statistics and Probability
Grade 8 (46 Points Total)	
7–9	The Number System
9–11	Expressions and Equations
9–11	Functions
9–11	Geometry
7–9	Statistics and Probability

# Mathematics

## Type of Questions

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- Multiple choice
  - Multiple select
  - Short answer
  - Technology enhanced
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- Grades 6-8 have 46 questions: 1 point each



# Mathematics

## Calculator Items

Grade	Session 1 Calculator Items	Session 2 No Calculator
6	34	20
7	41	13
8	15	40

- Only at grades 6-8
- Calculator is an embedded universal tool



# Science

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## Science Testing Times (In Minutes)

Grade Level	Session 1	Session 2	Total Testing Time
8	55	55	110

# Science

# of Questions	Category
6-9	Science Connections & Nature of Science
7-10	Science Inquiry
5-7	Physical Science
5-7	Earth & Space Science
5-7	Life & Environmental Science
6-9	Science Applications & Science in Social and Personal Perspectives

# Science

## Type of Questions

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- 40 points
- Short tasks are 3 points each
- Extended tasks are 5 points each
- Two sets of four questions based on an extended reading that describes a scientific scenario.
  - These items will be more reflective of science and engineering practices, including some engineering design.



# Social Studies

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## Science Testing Time (In Minutes)

Grade Level	Session 1	Session 2	Total Testing Time
8	45	45	90



# Social Studies

# of Questions	Category	DOK
8-12	Geography: People, Places, and Environments	1-3
10-15	History; Time, Continuity, and Change	1-3
5-7	Political Science and Citizenship: Power, Authority, Governance, and Responsibility	1-3
5-7	Economics: Production, Distribution, Exchange, Consumption	1-3
4-6	The Behavioral Sciences: Individuals, Institutions, and Cultures	2-3



# Social Studies

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Grade Level	Select Response	Technology Enhanced	Total Questions
8	35-36	4	40

- 1 point per question
- New technology enhanced questions



# Accessibility Features

## Spring 2016 Available Accessibility Features



Items shown in the figure are available for all content areas unless otherwise noted.

### Universal Tools

These tools are available to all students and are based on student preference. No action is needed in eDIRECT to make these tools available.

#### • Embedded

- Pause (Breaks)
- Calculators<sup>1</sup>
- Sticky Notes
- Highlighter
- Keyboard Navigation
- Flag/Mark for Review
- Review Page
- Measuring Tools (Math Tools)<sup>2</sup>
- Cross-off Tools (Strikethrough)
- Magnifier Tool (Zoom)
- Help/What's This?
- Click to Enlarge
- Line Guide
- Go to Question
- Tooltips
- Test Directions

#### • Non-embedded

- Pause (breaks)
- Scratch Paper<sup>3</sup>

### Designated Supports

Designated supports are for students who regularly use a similar support as part of regular classroom instruction. Test Coordinators will need to set up designated supports in eDIRECT prior to printing a test ticket.

#### • Embedded

- Color Choices
- Masking
- Text-to-Speech (TTS)\*\*
- Translations (Stacked)<sup>4</sup>

#### • Non-embedded

- Word-to-word Bilingual Dictionary<sup>5</sup>
- Color Overlay
- Magnification
- Noise Buffers
- Read Aloud\*\*
- Scribe<sup>6</sup>
- Separate Setting

### Accommodations

A need for an accommodation is specifically noted in a student's IEP or 504 accommodation plan. Test Coordinators will need to set up accommodations in eDIRECT prior to printing a test ticket.

#### • Embedded

- Visual Sign Language (online delivery method for ASL)
- Braille
- Closed Captioning<sup>7</sup>
- Text-to-Speech (TTS)\*\*

#### • Non-embedded

- Abacus
- Alternate Response Options
- Multiplication Table
- Print on Demand<sup>8</sup>
- Read Aloud\*\*<sup>9</sup>

1. Calculators – For calculator allowed items only
2. Measuring tools (math tools) – For specific math items only
3. Scratch Paper – Adhere to DPI policies
4. Text-to-Speech (TTS) – Designated Support – E-English language TTS only. ELA reading passages not permitted.\*
5. Translations (stacked) – Spanish only. For ELA assessments, only the test directions are available in stacked translation.
6. Word-to-word Bilingual Dictionary – Not permitted on ELA tests. Refer to the Accessibility Guide for a list of DPI-approved word-to-word dictionaries. Note: Word-to-word dictionaries are simply paper or electronic forms of words provided in two languages. Definitions are not included
7. Read Aloud – Designated Support – ELA reading passages not permitted.\*
8. Closed Captioning – Listening items only
9. Text-to-Speech (TTS) – Accommodation – English language TTS only. ELA reading passages are permitted.\*
10. Read Aloud – Accommodation – All portions of the test are permitted.\*

\* DPI has specific policies and procedures around the use of TTS, read aloud, and print on demand, which are described in further detail in this guide.

# Universal Tools

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## Embedded

- Calculators
- Click to Enlarge
- Cross off Tool
- Flag/Mark for Review
- Help/What's This
- Highlighter
- Go to Questions
- Keyboard Navigation
- Line Guide
- Magnifier Tool
- Pause
- Review page
- Sticky Notes
- Test Directions
- Tooltips

## Non-Embedded

- Breaks
- Scratch paper

No action is needed to make these tools available



# Tutorials and Online TOOLS TRAINING

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**Available February 12<sup>th</sup>**

## **Student Tutorials (30 minutes)**

- Video overviews of how to take the tests and use test tools available:

## **Online Tools Training (OTTs) (45-60 minutes)**

- Interactive practice tests with sample questions.



# Test Security

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- Text to speech students will have the same form for testing
  - Need to be separated or have dividers in class
- Monitor all students during testing
- Collect tickets back right after students login
  - Tickets need to be returned to Jenn or Dan after each day of testing
- Secure test materials at all times
- No reviewing, discussing or analyzing items



# Test Security

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- Return used scratch paper at the end of each testing day to Dan or Jenn
  - We have to shred these papers
- Tickets of absent students need to be gathered as a house by the Social Studies teachers and given to Jenn & Dan for make-up's
- Report any test irregularities to Dan or Jenn immediately
  - Test violations could invalidate a student or entire test group scores in a subject area
- No phones or unauthorized electronic equipment



# Attendance & Absences

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- You will still need to take attendance at the regularly scheduled times



# Room Setup

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- No noise and interruptions
- Make appropriate seating arrangements prior to test administration – Students should be seated so that they cannot view the answers of others
  - Good spacing
  - Partitions
  - Angle monitors





# Room Setup

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- Remove or cover displayed information on walls, bulletin boards, or dry erase boards, etc., that might be used by students to help answer questions
  - Examples: Rubrics, vocabulary charts, word walls, number lines, student work, posters, graphs, charts, etc.



# Room Setup

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- Do not allow students to bring in outside belongings such as, blankets, stuffed animals, electronics, etc.
- Post the two signs provided:
  - No unauthorized electronic equipment
  - Testing – Do not Disturb
- Rooms with more than one entrance will be provided additional signs



# Room Procedures After Testing

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- Establish procedures to maintain a quiet testing environment until the all clear has been announced
- Remember that some students will finish more quickly than others so have something for them to do.
  - Read a book
  - Color
  - NO ELECTRONICS afterwards
- If your class is done with test one take a break, read the directions, and move to the next one



# Passing Times

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- Eighth Grade: During 6<sup>th</sup> and 7<sup>th</sup> grade Testing please do not use the Mustang stairwell or the 7<sup>th</sup> grade walkway to the music rooms
- Please be respectful of each other during testing and actively promote a quiet testing environment for all by having students pass quietly to and from electives

