

Port Edwards School District

Annual Notice of Assessment Information

This is to notify parents and guardians of student attending the Port Edwards School District of the state and District required assessments that are administered to students.

Student Academic Assessments prescribed by State and Federal Law

All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

Parental Opt Out of Assessments (students)

The Board shall excuse any student from the State examination administered in 4th grade, 8th grade, 9th grade, 10th grade, or 11th grade whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt out of these examinations, the student's parent must submit a statement in writing to the building Principal stating that the parent is opting out of the examination(s).

Wisconsin Forward Exam: The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at:

- grades 3-8 in English Language Arts (ELA) and mathematics,
- grades 4 and 8 in Science and,
- grades 4, 8, and 10 in Social Studies.

Accommodations and supports for students with disabilities and/or English language learners are built into the system so that the progress of students can be accurately measured.

Test Administration Window: March 23 – May 1

Assessment Results: Available in the fall or shortly after results are made available the school.

ACT Aspire: ACT Aspire Early High School is a summative assessment that measures what students have learned in the areas of: English, Reading, Math, Science, and Writing. This exam is administered to 9th and 10th grade students. ACT Aspire Early High School is an online assessment. Only a small number of students who require testing in a specialized format such as Braille or large print materials, or those students who require American Sign Language translation will be tested with a paper and pencil test. ACT Aspire Early High School scores predict how a student will perform on the ACT when they reach 11th grade. Students who need academic interventions or challenges can be identified earlier in their high school careers.

Test Administration Window: April 6- May 6

Assessment Results: Available in the fall or shortly after results are made available to the school.

ACT Plus Writing: This exam is administered to 11th grade students. The ACT tests include: Reading, Math, English, Science, Writing. The ACT with writing is a paper and pencil test. The ACT with writing 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. Wisconsin high schools will be certified as ACT® state testing sites. Scores from the administration of the ACT with 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 NCAA eligibility.

Test Administration Window: March 3 – April 10

Assessment Results: Available typically in the summer or shortly after results are made available to the school.

High School Civics Test: Any students graduating from a Wisconsin high school (starting with the class of 2017) "takes a civics test 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 and the pupil correctly answers at least 65 of those questions" ([Wis. Stat. sec. 118.33\(1m\)\(a\)1, Section 3266R](#)). As 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.

Test Administration Window: Test administered to student starting their sophomore year.

Assessment Results: Results will be on the student's transcript as a pass/fail.

English Learner Assessments

WIDA Screener: This is an online test 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. For such newly-enrolled students who are in kindergarten, the District uses the Kindergarten W-APT or WIDA MODEL for kindergarten assessment. These English language proficiency "screener" assessments help the District to determine whether or not a child is in need of English language instructional services, and if so, at what level.

Test Administration Window: Students will spend one hour or less to complete the assessment. The assessment will be administered shortly after student enrollment and/or by September 30 of the current school year.

Assessment Results: Results will be utilized by the ELL teacher.

ACCESS For ELLs: This 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.

Test Administration Window: December 2 – January 31

Assessment Results: Results will be sent home in the Spring after administration

District Level Assessments and Other Assessments Required by State and Federal Law

aimswEBPlus: This is an assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for students in Kindergarten through Grade 8. aimswEBPlus uses two types of measures: curriculum-based measures (CBMs)—brief, timed measures of fluency on essential basic skills—and standards-based assessments (SBAs), which are comprehensive measures aligned to current learning standards. By combining these two types of measures, aimswEBPlus provides the data that schools need for program planning and evaluation and for tiered assessment (multi-tiered system of supports [MTSS], also known as response to intervention [RTI]). Furthermore, aimswEBPlus data provides teachers with the information needed to differentiate instruction and determine who will benefit from intensive intervention.

Test Administration Window: Three times per academic year in the fall, winter, and spring

Assessment Results: Results are utilized by the regular education, special education, and reading specialist to document and analyze student growth.

easyCBM: This an online system that provides reading and math Benchmark and Progress Monitoring assessments and reports. easyCBM was designed by researchers at the University of Oregon as an integral part of a Response to Intervention (RTI) model. The Benchmark assessments and reports can be used to:

- Identify students' overall reading and math proficiency risk levels at their respective grade (ranging from 'low risk' to 'high risk')
- Monitor the progress of students during the course of the academic year through interim Benchmark testing (Fall, Winter, Spring)
- Identify specific students (or groups of students) who may benefit from intervention or enrichment support

The Progress Monitoring assessments and reports can be used to:

- Determine students' response to intervention in reading or mathematics
- Identify intervention effectiveness so intervention support can be modified, if needed
- Establish reasonable and attainable intervention goals
- Document intervention support for specific students or groups of students

Test Administration Window: Benchmark assessments are administered at the teacher's discretion three times per academic year in the fall, winter, and spring. Progress monitoring assessments are periodically administered to all students identified as needing Tier II or Tier III intervention in reading and/or math.

Assessment Results: Results are utilized by the regular education, special education, and reading specialist to document and analyze student growth.

4K Reading Readiness: All four-year old kindergarten through second grade students are required to be administered a literacy screener annually. Each district makes its own determination about the appropriate screening instrument. Districts are allowed to create and use their own reading readiness assessments. District created assessments are required to be appropriate, valid and reliable indicators of literacy fundamentals which evaluate whether pupils possess phonemic awareness and letter sound knowledge. Students with disabilities may complete screeners with accommodations if necessary. There is not a provision for opting students out of this assessment.

Test Administration Window: DPI does not have a state mandated screening window. Districts are free to establish their own screening window.

Assessment Results: Results are utilized by the regular education, special education, and reading specialist to determine literacy fundamentals.