



# Office of Curriculum, Instruction & Assessment Newsletter

September 2014

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## **Common Formative Assessments-What? Why? Who?**

### ***What is a CFA?***

- Periodic or interim assessments collaboratively designed by grade-level or course teams of teachers
- Designed as matching *pre-* and *post-*assessments to ensure same-assessment to same-assessment comparison of student growth
- Similar in design and format to district and state assessments
- Items should represent essential (Power) standards *only*
- A *blend* of item types, including selected-response (multiple choice, true/false, matching) and constructed-response (short or extended)
- Administered to all students in grade level or course several times during the quarter, semester, trimester, or entire school year
- Student results analyzed in Data Teams to guide instructional planning and delivery

### ***Why are we implementing CFA's?***

- *Regular and timely feedback* regarding student attainment of most critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students
- *Multiple-measure assessments* that allow students to demonstrate their understanding in a *variety of formats*
- *Ongoing collaboration* opportunities for grade-level, course, and department regarding standards, instruction, and assessment priorities
- Agreed-upon *criteria for proficiency* to be met within each individual classroom, grade level, school, and district
- *Deliberate alignment* of classroom, school, district, and state assessments to better prepare students for success on state assessments
- Results that have *predictive value* as to how students are likely to do on each succeeding assessment, in time to make instructional modifications

### ***Who created the CFA's?***

- District team of K-6 classroom teachers, administration, instructional coaches and curriculum administration
- Team received extensive training and resources
- Team worked over a period of several months to create a bank of common assessments, aligned to the Wyoming Content Performance Standards, for each of the elementary grade levels
- Will continue to meet to refine the assessments based on reflective comments from teachers

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Wyoming is required to establish performance levels on the ACT since it serves as the high school accountability test in reading, math and science. ACT research staff facilitated a two day empirical standard-setting in August. Recommendations from the panelists (Wyoming teachers, counselors, administrators and higher education faculty) were accepted by the WDE and the Department then created a new Wyoming ACT scale, transforming the traditional ACT scale to a 3 digit number designed with 150 as the proficient cut across all content areas. The individual student data file posted to Fusion in early September will contain the traditional ACT scale scores as well as the new Wyoming ACT scale scores. The new Wyoming ACT scale takes into account item difficulty and item discrimination so students get more credit for some items than others. Click here the following link then on the Newsletter Resources button to view the WDE Assessment Update.

[http://www.sweetwater1.org/site\\_res\\_view\\_template.aspx?id=3b958b45-922e-4c5b-a019-4d5d5e62b584](http://www.sweetwater1.org/site_res_view_template.aspx?id=3b958b45-922e-4c5b-a019-4d5d5e62b584)

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This year a formal request must be made to re-test in either MAP or DIBELS. Last year some students were re-tested that should not have therefore, missing out on valuable instruction time. There are valid reasons for re-testing, but starting this year, strict guidelines will be followed to determine the need for re-testing a student.

A building administrator will be required to start a helpdesk ticket with specific information regarding the student being requested to re-test. Re-testing will still need to be administered outside the state collection window for MAP.

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All kindergarten students will be required to MAP test in the fall, winter and spring this school year. Teachers will benefit from this testing format by being able to see very early if kindergarten students need intervention. As well, teachers will be able to see growth after winter testing. NWEA Achievement Status and Growth reports will be available to kindergarten teachers to help them see which of their students are meeting their projected growth for winter and/or spring. Kindergarten students will be exposed to the technology used for taking the test and will start to become more comfortable using computers for this purpose.

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2015 NAEP online school registration instructions were mailed to elementary and middle school principals. Principals are asked to review the materials then designate a coordinator to serve as liaison for NAEP activities at their school. Click here the following link then on the Newsletter Resources button to view the WDE Assessment Update.

[http://www.sweetwater1.org/site\\_res\\_view\\_template.aspx?id=3b958b45-922e-4c5b-a019-4d5d5e62b584](http://www.sweetwater1.org/site_res_view_template.aspx?id=3b958b45-922e-4c5b-a019-4d5d5e62b584)

Math	Basic	122 - 149
	Proficient	150 - 169
	Advanced	171 +
Reading	Basic	129 - 149
	Proficient	150 - 163
	Advanced	164 +
Science	Basic	127 - 149
	Proficient	150 - 173
	Advanced	174 +

WDE Seeks Public Comment on Chapter 10 Rule Promulgation

WDE is seeking public comment on changes and additions to the Wyoming State Content Standards. The documents and standards are located at

<http://edu.wyoming.gov/educators/standards/chapter-10-rules> .

Comments can be submitted online or comments can be made at the public meeting in Rock Springs on Wednesday, September 10, from 6 – 8 pm in the CAB Board Room. For more information click the following link:

[http://www.sweetwater1.org/site\\_res\\_view\\_template.aspx?id=f4baa89a-8d96-40a4-b946-bb647b038ac2](http://www.sweetwater1.org/site_res_view_template.aspx?id=f4baa89a-8d96-40a4-b946-bb647b038ac2)



AdvancED/Accreditation Timeline

<u>Date</u>	<u>Time</u>	<u>Topic</u>	<u>CAB Location</u>
September 3	4-5:30 pm	ASSIST Overview/Demographics	Title 1
September 4	4-5:30 pm	Self-Assessment Standard Narratives	Title 1
September 9	7-8:30 am	Student Performance Diagnostic	Title 1
September 9	4-5:30 pm	Stakeholder Performance Diagnostic	Title 1
September 11	7-8:30 am	Improvement Plans/Executive Summary	Title 1
September 11	4-6:00pm	AdvancED Stakeholder Team Meeting	Board Room
September 15	4-6:00 pm	Executive Summary Peer Review	PDC
September 16	4-5:30pm	Open – All Topics as needed	Title 1
September 19	12:30-4pm	AdvancED PD Day-Submit all material to AdvancED Team	
September 26		Upload all materials on AdvancED website (ASSISST)	
October 26-30		AdvancED/Accreditation Visits	
October 27		District Overview	
October 28-29		School Site Visits	
October 30		Board Meeting, Summary of Results	Board Room

Common Core State Standard- Myth vs. Fact

**Myth:** The *Standards* are just a vague description of skills; they don't include a reading list or any other similar reference to content.

**Fact:** The *Standards* do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the *Standards*. The exemplars of high quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use – while providing an excellent reference point when selecting their texts.



<http://www.corestandards.org/resources/myths-vs-facts>

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SPECIAL PROGRAM  
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CONTRACT SERVICES  
GRANT ADMINISTRATION  
SUMMER ACADEMIES  
MANDT TRAINING  
TRANSITION COORDINATOR

**PRIMARY SCHOOL CONTACT**  
SAGE  
PILOT BUTTE  
RSHS  
WALNUT  
WESTRIDGE  
IHS/BLACK BUTTE  
DESERT VIEW

**ASSISTANT DIRECTOR**  
**DOUG SMITH**

TIME CLOCK  
CASE MANAGERS  
EARLY CHILDHOOD  
CHILD FIND  
DEPARTMENT PD  
AT TEAM  
OUT OF DISTRICT  
PLACEMENTS  
NEWSLETTERS  
WEBSITE  
HIRING COORDINATOR  
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LINCOLN

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# September 2014

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3 Direct Reading Instruction Training <del>Fundations Level K Training</del>	4 Direct Reading Instruction Training <del>Fundations Level 1 Training</del>	5 Direct Reading Instruction Training <del>Fundations Level 2 Training</del>
8 Just Words Training	9 Just Words Training Read Naturally Training	10 <del>Fundations Level 3 Training</del>	11	12
15	16 DIBELS Training 1-4	17	18 CCSS Math (SDE) Expert Team	19 CCSS Math (SDE) 8-11:30 <del>AdvancED 12:30-4</del>
22	23	24	25	26
29	30			

**KEY:** Purple=Certified Teachers & Paraprofessionals; Pink=Paraprofessionals; Light Blue=Certified Teachers; Green=Administrators & Directors; Orange=Building; Black=All Staff; Brown=SPED, Dark Blue=ELL; Bright Pink=Data Paxis; Grey=Other

# October 2014

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16 CCSS Math (SDE) Expert Team	17 CCSS Math (SDE) 8-11:30 <del>AdvancED 12:30-4</del>
20	21	22	23	24
27	28	29	30	31 8-11:30 Building Initiatives 12:30-4 Grade Prep

**KEY:** Purple=Certified Teachers & Paraprofessionals; Pink=Paraprofessionals; Light Blue=Certified Teachers; Green=Administrators & Directors; Orange=Building; Black=All Staff; Brown=SPED, Dark Blue=ELL; Bright Pink=Data Paxis; Grey=Other

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