

All Grades and Content Areas

# TEST ADMINISTRATION MANUAL



2022-23

Wisconsin Forward Exam

# Wisconsin Forward Exam Test Administration Manual

Developed by  
The Wisconsin Department of Public Instruction  
Office of Educational Accountability



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# Overview

## PURPOSE OF THIS MANUAL

This document is designed to ensure the Wisconsin Forward Exam is administered in a uniform manner that is essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions in all classrooms, which ensures a valid and equitable test for all students.

To guarantee smooth implementation of the testing program, everyone who interacts with the assessments should become familiar with the contents of this Test Administration Manual (TAM) and other resources available on the Forward Exam Resources website.

The majority of the TAM (including appendices) is information that pertains to test administrators/educators (TAs) and what they need to know and do, in order to successfully administer the Forward Exam. The “DAC/SAC Administration Management Section”, at the end of the TAM, is specifically for District and School Assessment Coordinators. TAs do not need to do anything with this additional section.

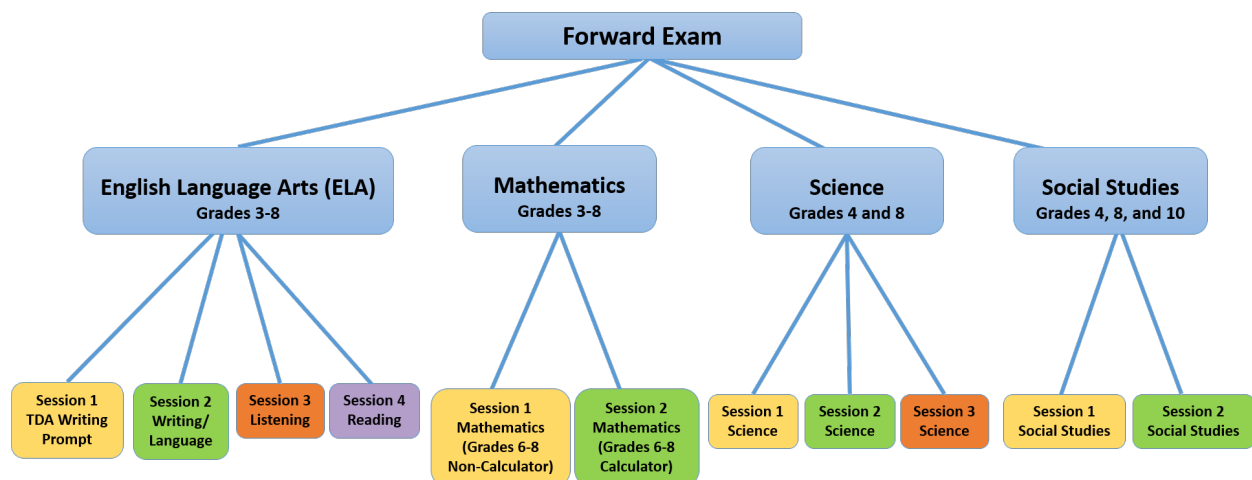
## ABOUT THE FORWARD EXAM

The Wisconsin Forward Exam will be used to gauge how well students are mastering the Wisconsin Academic Standards in English language arts (ELA), mathematics, science, and social studies.

Wisconsin students will take the Forward Exam 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.

## Graphic Overview of the Forward Exam



# Contact Information

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## FORWARD EXAM CUSTOMER SERVICE

Customer service representatives will be available to receive questions via a toll-free phone number and email Monday through Friday 7:00 AM – 5:00 PM Central Standard Time.

### Wisconsin Forward Exam Support

(800) 459-6530

[WIHelpDesk@datarecognitioncorp.com](mailto:WIHelpDesk@datarecognitioncorp.com)

### Department of Public Instruction Contacts

For Forward Exam questions related to Wisconsin policies use the following information:

[Forward Exam webpage](#)

[Forward Exam FAQ webpage](#)

### General Forward Exam Information and Policies

Alison O'Hara

Phone: (608) 266-5182

Email: [alison.ohara@dpi.wi.gov](mailto:alison.ohara@dpi.wi.gov)

Jennifer Teasdale

Phone: (608) 266-5193

Email: [jennifer.teasdale@dpi.wi.gov](mailto:jennifer.teasdale@dpi.wi.gov)

### Data and Student Demographics Issues

Phil Cranley

Phone: (608) 266-9798

Email: [philip.cranley@dpi.wi.gov](mailto:philip.cranley@dpi.wi.gov)

### Test Security Issues

Duane Dorn

Phone: (608) 267-1069

Email: [duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

### District and School Important Contact Information

District Assessment Coordinator

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

District Technology Coordinator

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

School Assessment Coordinator

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

School Technology Coordinator

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_



# Key Dates

For the most current dates, always refer to the [Forward Exam Calendar webpage](#).

Event	Date
Accessibility Guide available	August 8, 2022
DRC INSIGHT Portal Guide available	January 9, 2023
DAC Update Training- Recorded Presentation	January 9, 2023
NEW DAC Training- Recorded Presentation	January 9, 2023
Test Administration Training- Recorded Presentation	January 9, 2023
Student Tutorials available	Available Year-Round
Administrator Tutorials available	Available Year-Round
Online Tools Training available	Available Year-Round
Optional Add Accessibility Features Window in the DRC INSIGHT Portal	February 13 – 24, 2023
Assign Individual Student Designated Supports and Accommodations in the DRC INSIGHT Portal	March 6, 2023
Access to the DRC INSIGHT Portal Test Sessions and Individual Student Information	March 6, 2023
<b>Forward Exam Testing Window</b>	<b>March 20 – April 28, 2023</b>
User’s Guide to Interpreting Results available	June 12, 2023
Individual Student Reports (ISRs) and Summary Data available in the DRC INSIGHT app Portal	June 16, 2023
Hard copies of Individual Student Reports (ISRs) sent to districts	July 14, 2023
Public Reports available in WISEdash	TBD

# The Forward Test Administrator

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## WHO MAY PROCTOR THE FORWARD EXAM?

Test Administrators/Proctors (TAs) are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district. This may also include student teachers who normally have responsibility for supervising students. Parent volunteers are **not** allowed to proctor the examination. School personnel who are parents or guardians are **not** allowed to proctor their own children.

As a general rule, it is recommended that there be one proctor for every 15 students. A second staff member to provide assistance for log in and technical issues during testing is also advised.

Prior to administering the Forward Exam TAs should:

- Read and become familiar with the information in this manual.
- View appropriate Forward Exam training presentations such as the Test Administrator Training.
- Read the Forward Exam Accessibility Guide and become familiar with the proper use of universal tools, designated supports, and accommodations.
- Read the Test Security Manual and view the Forward Exam Test Security Training presentation.

## TA RESPONSIBILITIES:

TAs are responsible for the administration (see appendix A for a TA Checklist) of the Forward Exam to students. This includes (but is not limited to):

- Arranging the test environment
- Distributing and collecting test tickets
- Assisting students with log in and other technical issues
- Ensuring all supports and accommodations are provided to all students who should have them
- Providing directions to students and making sure students stay on task
- Ensuring all students in their classrooms take the Forward Exam
- Monitoring students during testing and maintaining the security of the exam by:
  - reporting any testing irregularities (cheating, use of an accommodation or support student should not have had, misadministration, etc.)
  - ensuring students are not using prohibited electronic devices
  - supervising students during breaks
  - preventing talking and sharing of answers

# Test Times

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## TEST TIMES

The Forward Exam is an untimed test. The following are suggested testing times provided by DRC to be used only as guidance to assist with scheduling for the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels. To view a breakdown by content area and session of the suggested testing times refer to Appendix C.

Forward Estimated Testing Times In minutes:

Grade-Level	ELA	Mathematics	Science	Social Studies
3	130	90	Not Applicable	Not Applicable
4	130	90	105	70
5	130	90	Not Applicable	Not Applicable
6	130	105	Not Applicable	Not Applicable
7	130	105	Not Applicable	Not Applicable
8	130	115	105	70
10	Not Applicable	Not Applicable	Not Applicable	70

# Test Security

## CELL PHONES & SMARTWATCHES

*Unauthorized electronic devices are prohibited during testing. This includes all devices with cellular, messaging, or wireless capabilities.*

## IMPORTANT

*For test security purposes, devices used for the Forward Exam must be district owned.*

## IMPORTANCE OF TEST SECURITY

The security of the assessment and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

- All Forward Exam items are secure and must be handled appropriately.
- Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any irregularity in test administration must be reported to DPI as a test security incident.
- If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and other disciplinary actions may be taken.

For more information about test security, see the *Test Security Manual* and Forward Exam Test Security Training presentation available on the [Forward Exam Test Security webpage](#).

# Accessibility Information

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners (ELs). The *Accessibility Guide*, available on the [Forward Exam Accommodations and Supports webpage](#), provides information for educators to use in selecting and administering universal tools, designated supports, and accommodations for students who need them. Students who are provided with an inappropriate support or accommodation or are not provided with the appropriate support or accommodation, may have their test invalidated due to misadministration.

## ADMINISTRATION OF THE BRAILLE VERSION OF THE FORWARD EXAM

Hard copy braille versions of the Forward Exam will be available for students in Unified English Braille (UEB). Braille test forms may be ordered online via the DRC INSIGHT Portal, on the Additional Materials tab. Braille testing materials are packaged by building and shipped to the district's office address (or the shipping address indicated by the district during the registration process). A scribe must transcribe student responses into the online testing system from the braille books. Once the transcribing is complete, all braille test materials must be collected and given to the DAC to be returned to DRC for processing and storage.

### Prior to Testing with the Braille Version of Forward Exam

- In the DRC INSIGHT Portal, ensure that the student has been assigned the braille accommodation. Instructions to assign supports and accommodations are provided in the *DRC INSIGHT Portal Guide*.
- Retain the test ticket rather than distributing it to the student. Do not print the test ticket until the braille accommodation has been assigned. Check to make sure the test ticket indicates "BRL" next to "Accommodations."
- Be sure to refer to any additional directions included with the Braille Materials package.

#### **IMPORTANT**

*All designated supports and accommodations must be entered into the DRC INSIGHT Portal prior to printing test tickets.*

#### **NOTE**

*All assigned accessibility features are listed on the student's test ticket in an abbreviated code (see Appendix G).*

#### **IMPORTANT**

*The print-on-demand, listening script, and human read aloud accommodations must be preapproved by DPI prior to being entered into the DRC INSIGHT Portal accessibility settings and use on the Forward Exam.*

## During Administration of the Braille Version of the Forward Exam

The TA should log in to the student's online test (using the student's test ticket) while the student is testing using the braille materials. This will allow the proctor to follow along with the student and the student will need access to the listening passages in ELA session 3, which are only available via the online system.

**IMPORTANT:** *If the questions on the accommodated braille form and the questions in the online testing system are not in sync, this means the braille accommodation was not selected in the student's accessibility settings. Have the student exit the test and contact DPI for further instructions.*

## Transcription of the Braille Version of Forward Exam

Student responses must be transcribed from the braille version of the exam into the online testing system. Without this step the student's test cannot be scored. Follow these steps to transcribe student answers.

There are two methods of transcribing answers for the student:

- The TA may follow along with the student and enter the student's responses immediately into the online system if the student is comfortable with that, or
- After the student has completed the braille version of the test, the TA uses the student's test ticket to log into the student's test and then transcribes the student's responses from the braille book to the online test.

Once finished transcribing, select "End Test" and "Submit". The TA should then return the braille test materials to the DAC/SAC to be sent back to DRC.

## Return Forward Exam Braille and Printed Materials to DRC

TAs must return all braille versions of the Forward Exam to the DAC/SAC to be returned via secure shipment to DRC. DRC is responsible for all return shipping costs for the braille and printed test books. The DAC must use the shipping return labels and *Braille Materials Return Instructions* that were provided in the original braille testing materials shipping box. The DAC must make shipping arrangements at least 24 hours in advance of package pickup.

## ADMINISTRATION OF THE PRINT-ON-DEMAND ACCOMMODATION

### What is the Print-on-Demand Accommodation?

The print-on-demand accommodation is intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli **should not** be assigned based solely on a student's or school's personal preference. The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan. There are emergency circumstances in which medical documentation is acceptable (i.e. concussion with no screen time permitted).

### Request Print-on-Demand

While most of the accommodations can just be set in the DRC INSIGHT Portal, there is a special protocol for requesting a print-on-demand accommodation. If a student requires print-on-demand, the DAC must submit a Request for *Print-on-Demand Accommodation Approval Form* located on the [Assessment Forms webpage](#). After receiving the request, DPI will review and, if approved, activate the process. If the accommodation is denied you will receive an email notification from DPI.

### If approved:

- You will receive email notification from DPI that the accommodation is approved. This email will ask for additional information that the Office of Educational Accountability (OEA) needs to process the accommodation.
- The day prior to the first test session scheduled for the student, your DAC will receive a secure file transfer containing the print-on-demand form. The form may not be emailed. The DAC must print and deliver the form to the individual administering the test (TA). The form must be deleted from the computer immediately after printing.
- The print-on-demand form must be kept secure at all times, before, during, and after testing.

### Prior to Testing with Print-on-Demand

- In the DRC INSIGHT Portal, ensure that the student has been assigned the print-on-demand accommodation.
- Print the student's test ticket. Retain the test ticket rather than distributing it to the student. (Do not print the test ticket until the print-on-demand accommodation has been assigned.) Check to make sure the test ticket indicates "POD" next to "Accommodations."

**IMPORTANT:** *If the questions on the accommodated print-on-demand form and the questions in the online testing system are not in sync, this means the print-on-demand accommodation was not selected in the student's accessibility settings. Have the student exit the test and contact DPI for further instructions.*

## Testing with Print-on-Demand

The TA should log in to the student's online test (using the student's test ticket) while the student is testing using the print-on-demand materials. This will allow the TA to follow along with the student. In addition, the student will need access to the listening passages in ELA session 3, which are only available via the online system.

- There are two methods of transcribing answers for the student:
  - The TA may follow along with the student and enter the student's responses immediately into the online system if the student is comfortable with that, or
  - After the student has completed the print-on-demand test, the TA uses the student's test ticket to log into the student's test and then transcribes the student's responses from the print-on-demand test book to the online test.
- Once finished transcribing, select "End Test" and "Submit". The TA should then return the print-on-demand test materials to the DAC/SAC to be securely destroyed.
- After securely destroying the materials, the DAC must complete a Confirmation of Destruction Form and return it to DPI.

## ADMINISTRATION OF THE FORWARD EXAM USING THE LISTENING SCRIPTS

### What is the Listening Script Accommodation?

Printable listening scripts of the audio presentations in ELA session 3 are provided for use by a qualified human reader. Listening scripts may be provided to test administrators working with students who are deaf or hard of hearing who are unable to access the embedded listening passages via the embedded audio, closed captioning, or video sign language. This accommodation would be for a student that would need the test administrator to read the listening passages aloud to the student, allowing the student to view the test administrators' face so the student may lip read. The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan.

### Request the Listening Script Accommodation

While most accommodations can just be set in the DRC INSIGHT Portal, there is a special protocol for requesting the listening scripts accommodation. If a student requires listening scripts, the DAC must submit a request via the *Listening Script Accommodation Approval Form* available on the [Assessment Forms webpage](#). After receiving the request, DPI will review, and if approved, activate the process.

### If approved:

- You will receive email notification from DPI that the accommodation is approved. This email will ask for additional information that the OEA needs to process the accommodation.



- The day prior to the first test session scheduled for the student, your DAC will receive a secure file transfer containing the listening script. The script may not be emailed. The script must be printed and delivered to the Test Administrator. The listening script must be deleted from the computer immediately after printing.
- The listening script must be kept secure at all times, before, during, and after testing.

### Prior to Testing with Listening Script

- In the DRC INSIGHT Portal, ensure that the student has been assigned the listening script accommodation.
- Print the student's test ticket. Retain the test ticket rather than distributing it to the student. Do not print the test ticket until the listening script accommodation has been assigned. Check to make sure the test ticket indicates "LS" next to "Accommodations."

### Testing with Listening Script

- The student should log in to the online test using their test ticket. The TA reads the listening passage aloud to the student, allowing the student to view the test administrators' face so the student may lip read. The student may have the script read to them as many times as needed. The student is not permitted to read the listening script.
- The student should then answer the accompanying questions in the online testing system.
- When finished using the listening script, the TA should return the listening script materials to the DAC/SAC to be securely destroyed.
- After secure destruction of the listening script materials the DAC must complete a Confirmation of Destruction Form and return it to DPI.

## ASSISTIVE TECHNOLOGY DEVICES

Any assistive technology device needed by a student to access the online test (as part of an IEP or 504 plan) should be checked for compatibility with the online testing system prior to the day of testing. Use the Online Tools Training to test device compatibility. If assistance is needed, contact the DRC helpdesk. Only assistive technology devices that are allowable on the Forward Exam may be used. Refer to the *Accessibility Guide* on the [Forward Exam Accommodations and Supports webpage](#) for more information.

## ACCESSIBILITY RESOURCES FOR TEST ADMINISTRATION

All accessibility resources available to TAs are on the [Forward Exam Accommodations and Supports webpage](#). Refer to Appendix G for a list of accessibility features and their corresponding codes.

Resource	Description
<i>Accessibility Guide</i>	Provides information about the universal tools available to all students, and the designated supports and accommodations that are available for those students who need them during the administration of the Forward Exam. The guide includes descriptions of each accessibility feature and guidelines for their use.
Accessibility Training Video	Optional video which provides the information from the Accessibility Guide about accommodations and designated supports, including their descriptions and guidelines for use. This video may be used for training school/district staff as a supplement to the Accessibility Guide.
Multiplication Table	This resource is a non-embedded accommodation available for students who have it in their IEP/504 plan for grades 4-8 mathematics. Refer to Accessibility Guide for allowable use.
Read Aloud Guidelines	Outlines the qualifications, guidelines, and procedures required for a test reader.
Scribing Guidelines	Outlines the qualifications, guidelines, and procedures required when providing a scribe.
Translator/Interpreter Guidelines	Outlines the qualifications, guidelines, and procedures required when providing an interpreter.
Word-to-Word Bilingual Dictionary	List of allowable bilingual dictionaries.

# Prior to Testing

## HOW DO I (AS A TEACHER) PREPARE FOR THE FORWARD EXAM?

### Test Administrator Training

All test administrators (TAs) should watch the Test Administrator Training video. The training video provides Forward Exam Test TAs with everything they need to give the test from start to finish. This video is a supplement to the Test Administration Manual.

### Administrator Tutorials

These optional videos provide step-by-step instructions on how to use some accessibility features within the testing system. There are four tutorials that are useful for all TAs to watch before administering the exam. These tutorials show how to use:

- the video sign language accommodation,
- the text-to-speech designated support,
- the stacked Spanish translation designated support, and
- other designated supports that include the color choices, color contrast, and masking.

Administrator tutorials can be accessed one of two ways:

- by visiting the [Forward Exam Resources webpage](#) and following the Administrator Tutorials link under Trainings and selecting administrator tutorials, or
- by launching the DRC INSIGHT app on your device and clicking on DRC INSIGHT Online Assessment Tutorials, then selecting administrator tutorials.

#### NOTE

*The administrator tutorials do not provide guidance on when to use accessibility features. Refer to the Accessibility Guide for guidance on assigning accessibility features appropriately.*

## Check Your Testing Materials

Check to be sure you have the following materials prior to the start of testing:

- Test Administration Manual (printed copy or online)
- “Testing – Do not Disturb” Sign (available on the [Forward Exam Resources web page](#))
- “Unauthorized electronic devices and cell phones/smartwatches are not allowed in the testing environment” Sign (available on the Forward Exam Resources web page)
- Any allowable assistive technology devices required by students to take the Forward Exam
- A list of students who need designated supports and accommodations. This helps ensure all students who need an accessibility feature receive it. This list can be provided by the School or District Assessment Coordinator who can download this list using directions available in the DRC INSIGHT Portal Guide.
- Test Tickets
- Contact information for you school technology staff, school assessment coordinator, and district assessment coordinator

## Additional Testing Materials

All students will need access to a district-owned device with the DRC INSIGHT secure browser or application installed. In addition to a computer, all students will need some additional resources. TAs are responsible for ensuring all students have access to the appropriate resources listed in the table below.

Device	Description
Headphones/Earphones	Headphones are <b>required for</b> : <ul style="list-style-type: none"> <li>• <b>ALL students</b> for the Listening session of ELA,</li> <li>• <b>ANY student</b> needing Text-to-Speech.</li> </ul>
Keyboard	A physical keyboard is required for ELA session 1 (TDA) to avoid consuming screen space.
Pointing Device	Mouse, touch screen, touchpad, or stylus is required
Scratch Paper	Required resource for all students in all content areas. Scratch paper must be collected and securely disposed of immediately after testing session.
Graph Paper	Optional resource for students in grades 6-8. Graph paper must be collected and securely disposed of immediately after testing session. The graph paper should be plain graph paper and must also be free of axis lines, points, numbers, and/or letters. Graph paper is provided for students to create organized sketches of points, lines, and/or shapes to solve problems in grades 6-8.  Graph paper can also be provided to other grade levels to be used as scratch paper. There is no need for a consistent requirement in graph paper size; however, the recommendation is the 1/4-inch graph paper.

## PREPARING THE TESTING ENVIRONMENT (MAKING YOUR ROOM TEST-READY)

Testing conditions should be comfortable for all students. TAs should complete the following:

- Remove or cover all instructional materials on walls and desks that might assist students in answering questions, including information on bulletin boards, chalkboards, dry-erase boards, charts, wall charts that contain literary definitions, maps, mathematics, formulas, word walls, number lines, etc.
- Ensure adequate spacing between students and/or visual barriers
- Place a [“Testing-Do Not Disturb” sign](#) on the door of the testing room

- Place an [“Unauthorized Electronic Devices and Cell Phones/Smartwatches are Not Allowed in the Testing Environment” sign](#) in the room
- Provide a quiet environment void of distraction

### Prepare a Post-Test Strategy

TAs should establish procedures for students who finish testing ahead of others by having the students exit the room quietly and report to another area or work silently on designated activities (that do not include electronics) at their workstation. It is important to keep in mind the students still testing when planning these strategies. Students can feel pressured to finish when their peers begin to complete the test and leave the room. As the Forward Exam is an untimed test, students should feel they have ample time to answer all questions.

### Preparing your Students for the Exam

- Prepare your students for the Forward Exam by:
- encouraging them to approach the testing in a relaxed, positive way.
- explaining that the purpose of taking this test is to find out what skills they have mastered and what skills need further development.
- reminding them that the test is not timed, and they will be given ample time to do their best.
- emphasizing that while they should do their best, the scores will not affect their grades.
- informing students that they **will not be allowed** to use cell phones, smartwatches, or any other electronic devices in the testing area. In addition, students will not be permitted to use any form of electronic device during short breaks in the testing session or when finished testing and are waiting for others to complete testing.

Test preparation is only useful to the extent that it is also teaching content area knowledge and skills. While it is important that students have an opportunity to become familiar with the format of the test and with the types of questions they will be required to answer, it is very important to ensure that teachers are teaching to the standards and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

### Student Tutorial Videos

The Student Tutorial videos are designed to help students become familiar with the online testing environment. Some videos are intended for all students, while others cover specific tools that are only available at certain grade levels. The student tutorial home screen displays which videos accompany which grade levels as well as run times. Tutorials can be viewed as a class or at individual student machines.

Student tutorials can be accessed one of two ways:

- by visiting the Student Preparation section on the [Forward Exam Resources webpage](#) and selecting student tutorials, then the appropriate grade level tutorials, or

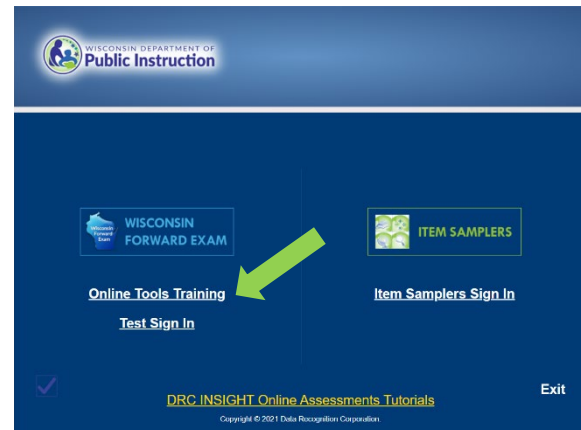
- by launching the DRC INSIGHT app on your device and clicking on DRC INSIGHT Online Assessment Tutorials then clicking on student tutorials.



## Online Tools Trainings

The Online Tools Training (OTTs) provides students the opportunity to interact and become familiar with the testing system. Students practice using the tools available on the Forward Exam and familiarize themselves with how to maneuver in the system and work the different types of questions they will encounter.

- OTTs are available at each content area and grade level.
- Accessible OTTs are available for students who need to practice text-to-speech (TTS), Spanish stacked translation, masking, and color choice tools.
- OTT ELA items and passages are repeated within grade bands (3-4, 5-6, 7-8).
- OTT Video Sign Language (VSL) and Spanish stacked translation items and passages are repeated within grade bands (3-5, 6-8).



**All students should be given the opportunity to practice in the OTT prior to actual testing.**

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of questions they will be required to answer. The OTT is not scored and is not intended for content practice. Items, including the TDA, are repeated within the grade bands of 3-4, 5-6, and 7-8 ELA OTTs.

**IMPORTANT:** Do not hand out test tickets before students practice with the OTT. Test tickets should only be distributed immediately prior to students logging into the actual test.

The OTT is accessible in two ways:

- publicly accessible on the [Forward Exam Practice Test and Sample Items webpage](#), using a **chrome browser**, unless using an iPad then the Safari browser must be used.
- via the DRC INSIGHT app.

### Forward Exam Item Samplers

The Item Samplers contains samples of stimulus and test items similar to those on the Forward Exam. Each sample test item has been through a rigorous review process by DRC, Wisconsin Educators, and a third party, to ensure alignment with the State Standards. These items will not be used on the state assessment and may, therefore, be used in Wisconsin for professional development and student practice. The items illustrate a sample of the content and types of items that students will encounter on the Forward Exam. A Summary Data table for each grade and content area identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item. The Item Samplers are not scored, and the online versions do not save responses.

Sample items are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the state assessments relative to the Wisconsin Academic Standards. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

The Forward Exam Item Samplers are available at each grade level and content area in both PDF and Online versions. The online version uses the same format and tools students will see during the actual Forward Exam. Both versions are available on the [Forward Exam Practice Test and Sample Items webpage](#).

Note: A student’s performance on the practice test cannot be converted to a scale score, used to predict performance on the Forward Exam, or used to make inferences about the student’s learning.





## Text Dependent Analysis (TDA) Sampler

The TDA Samplers contain samples of TDA test questions, stimulus passages, and student responses at each grade and score point. They are intended to be used as a guide for educators and students when preparing for the Forward Exam.

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 idea is, and
- analyzing the development of an event, character, central idea, or theme, using textual evidence to support the explanation and analysis.

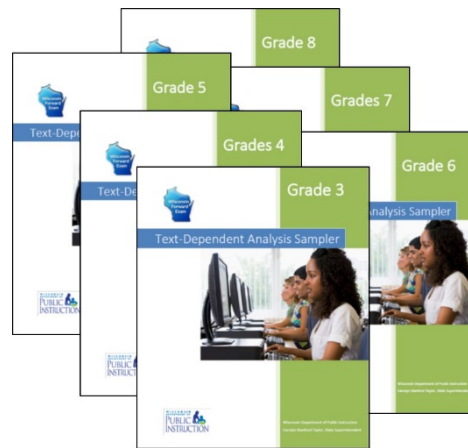
Students' responses are scored using a holistic rubric that looks at both the composition and the conventions of the student's writing. The TDA should be administered first thing in the morning.

The Forward Exam TDA Sampler is available on the [Forward Exam Practice Test and Sample Items webpage](#).

### Additional TDA Resources

See the Forward Exam Resources webpage for additional TDA resources including:

- TDA Rubric
- How to Organize a TDA Response
- TDA Fact Sheet
- TDA FAQ
- Tips for Writing a TDA
- TDA Presentation for Educators
- Writer's Checklist (is provided in the exam as part of the TDA item but may be used in practice and may be printed and provided to students during testing as a secure testing material)



### IMPORTANT

*If a student accidentally submits their test during the TDA contact your DAC immediately to have the test reopened so the student may continue testing.*

# Test Tickets

## NOT TESTED CODES

*Not Tested Codes (NTCs) are not printed on Tickets. Please be aware of which students may have reasons for not testing in your classroom such as the new to country ELA exemption.*

## TEST TICKET TIP

*To ensure each student receives the correct test ticket, read the name on the ticket as you are handing it to the student.*

### 2017 Wisconsin Forward Exam Test Ticket Grade 3 Mathematics

Student Name:	Anderson, Jennifer
Local Student ID:	94839
Test Session:	Grade 3 Mathematics
Username:	DOEV2345
Accommodations:	VSL (ASL)

TAs will be provided with test tickets for each student by their DAC/SAC. Test tickets include the name of the assessment, student name and ID, test session name, username, password, and any

accessibility features (designated supports and/or accommodations) that have been assigned to the student. Test tickets must be printed after accessibility features have been entered into DRC INSIGHT Portal or the student will not have the accommodation or support available for testing. If an accessibility feature has changed after printing tickets, that student will need a new ticket printed for the feature to be available to the student before logging in to the test. See Appendix G for a list of all accessibility features and their abbreviated codes.

Check carefully to ensure that the information printed on the test tickets is correct. If you believe a student should have a designated support or accommodation that is not listed on the test ticket, contact **the DAC/SAC before the student logs in to the test**. The designated support or accommodation will need to be assigned in the DRC INSIGHT Portal and a new test ticket printed before the student logs in to test. **If the support or accommodation is not printed on the test ticket, the student will not have that support or accommodation available on their test.** Beginning the test without the support or accommodation may result in a need to purge or invalidate the student's test. Please refer to the Accessibility Guide for more information about accessibility features.

The student username and password remain the same for all sessions within a content area. Students will use the same ticket every time they log into that content area. Tickets must be collected at the end of each test sitting, stored in a secure location, and redistributed for all sittings for that content area.

## TEST TICKET MANAGEMENT

Test tickets and rosters are considered secure materials. They should be kept in a secure location until the session is scheduled to begin.

Distribute test tickets to students just prior to student login and collect test tickets at the end of the test sitting. It is best practice to count the number of tickets that are distributed and make sure the same number of tickets are collected.

After a testing session is complete, return all test tickets to the DAC/SAC for secure destruction or secure storage.

If you suspect a student's test ticket and/or password have been compromised, contact OEA immediately at (608) 267-1072.

# During Testing

## TEST FUNCTIONALITY

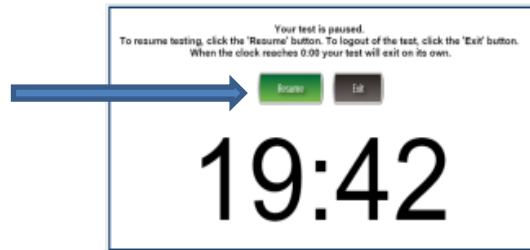
### Prepare Devices Prior to Student Log In

- Ensure that all other programs or applications on the device are closed prior to launching the DRC INSIGHT application (including those that use audio or video channels).
- Ensure the device's system volume is not muted and is set to an appropriate level.
- Ensure that the ChromeOS device's **keyboard is set to U.S. Keyboard**.

### How to Pause the Test

If the student needs to take a break (less than 20 minutes)

- Click on the blue "pause" button.
- A timer appears over the student's test that counts down from 20 minutes.
- To resume testing, the student will click the green "Resume" button (before the clock counts down to zero).

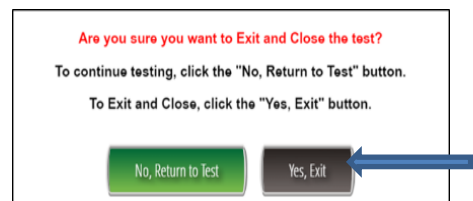
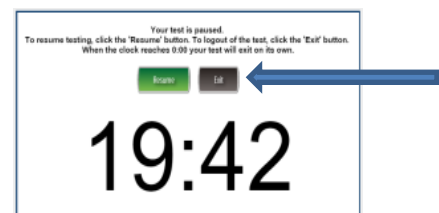


If the student does not click the "Resume" button before the clock counts down to zero, the student will automatically be logged out of the test session, but the test will not be submitted. Any questions already answered will be saved. To continue testing, the student will need to log in again with their test ticket.

### How to Exit the Test without Submitting

If the student is taking a break for more than 20 minutes (lunch, leaving for day, etc.)

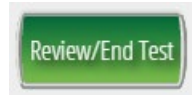
- The student should go back and review all flagged items prior to exiting the test session for the day. Students may not go back to any questions worked on during a previous sitting (students should only be permitted to work forward from the last completed question.)
- Click the blue "Pause" button.
- **Then choose the gray "Exit" button.**
- The student will be asked "Are you sure you want to exit and close the test?" To close the test the student should click the gray "Yes, Exit" button.
- The test session will end but will not be submitted. Any questions already answered will be saved. The



student will need their test ticket to log in again and continue the test.

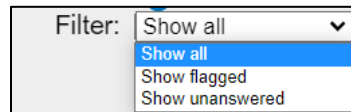
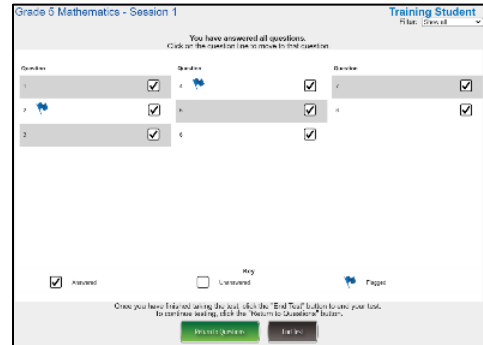
## How to Submit the Test

When the student reaches the last question in the session, they should choose the green “Review/End Test” button.



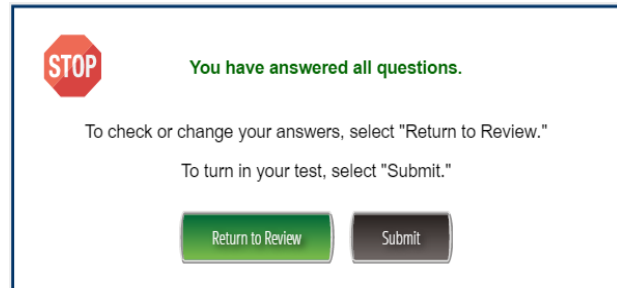
This will take the student to a review page. Here students can see if they have attempted all questions. The review page considers an attempt or partial answer to be an answered question.

For example, a multi-select item that asks a student to choose two answers, will have a check in the box on the review screen for that question even if the student selects only one answer. Be sure to remind students to read each question carefully. Students can also see if they have flagged a question for review. A filter in the top-right corner of the review page provides students the ability to show specific questions that were either flagged or unanswered during the test. Flags do not need to be cleared in order to submit the test. If the student would like to return to a question from this page they can select anywhere on the line for that question. The student may also click on the green “return to questions” button if they would like to go back into the session.



During Testing

When the student is finished with the test session, they will need to end and submit. Submitting the test will submit all answers and does not permit re-entry into the test session (i.e. math session 1). From the review screen, students should select the gray “End Test” button. There will be one additional pop-up box that indicates whether or not all questions have been answered (attempted). The student can either choose to return to the review screen or submit the test. Once the student selects the gray “Submit” button, they cannot return to the test session.

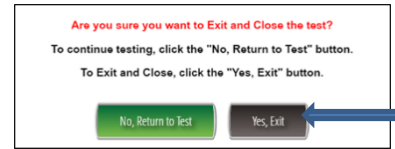
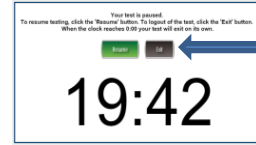


## How to Move a Student to a New Device during Testing

If the student is having technical difficulties sometimes the best solution is to move the student to a different computer.

Step-by-step process:

- End student's test without submitting
  - choose the "Pause" button,
  - then choose the gray "Exit" button,
  - and then the "Yes, Exit" button.
- Escort the student to the new location (computer).
- Launch the testing software.
- Hand the test ticket back to the student.
- Observe the student entering his/her username and password.
- Student will be required to view and click through the test directions.
- Student will click Begin Test and will be taken to the same question where they left off prior to pausing.
- Collect the student's test ticket.
- Continue to monitor the test session with the normal security procedures.



## TEST ADMINISTRATION

### Testing Transfer Students

A school is required to test or complete the testing of any student who enrolls in the district during the testing window, provided the student has not already completed testing elsewhere in a Wisconsin Public School.

### Administering Make-ups

Students who are absent for one or more sessions should take the remaining sessions with the rest of the class. Make-ups for missed sessions (or for students who may need extra time to complete a session) should be scheduled for a later time.

Every attempt should be made to administer make-up tests to any students who miss one or more of the scheduled test sessions. TAs should coordinate the scheduling of make-up sessions with the School Assessment Coordinator (SAC) to eliminate conflicts and ensure that the students will be taking the make-up tests under the same conditions as the other students.

### Back-up Plans

When administering online tests, technical issues may arise from time-to-time. Be sure you are aware of your district's back-up plan if a situation occurs. Removing students from a testing situation that is not functioning and returning them to their regular schedule is recommended to keep frustration levels low.

## Accidental Submission

If a student accidentally submits a test, refer to Appendix D: Decision Tree for Unlocking a Student Test, and contact the DAC immediately to unlock the student's test.

## TDA Testing Precautions

The TDA should be administered first thing in the morning, allowing students plenty of time to complete their essay. Students should not be writing the TDA for several hours.

## TDA Keyboard Settings

If using ChromeOS, the keyboard needs to be set to US Keyboard, in order for special characters to function, such as quotation marks. This can be set ahead of time on all devices. If a student is working in the TDA and finds that the special characters are not working, use the following process to change the keyboard settings:

- Click outside of the TDA writing text box,
- Select 'Ctrl Shift Space Bar' at the same time.

## Calculator Usage

Students may only use the online, embedded calculator provided in the assessment for calculator-allowed questions. Students with visual impairments who are unable to access the online calculator provided in the assessment for calculator-allowed items will be permitted to use the calculator that they typically use, such as a Braille calculator. Test administrators must ensure the calculator is only available for calculator-allowed items. See the *Accessibility Guide* for more information.

Use of Calculators by Grade and Session:

Grade	Math Session	Embedded Calculator Allowed
3, 4, 5	1	NO
	2	NO
6, 7, 8	1	NO
	2	YES

## What type of Assistance is Permitted?

Be sure students understand the directions and how to work in the online system. Assist them with test taking mechanics (help with technology of item i.e., how to drag and drop or draw a line to matching selection) but be careful not to inadvertently give hints or clues that indicate an answer or eliminate answer choices. You may read an occasional word for a student as long as it is not part of an ELA session 4 reading passage, if asked.

## Guessing

Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt answering. Be careful not to imply they should guess randomly. Unanswered questions are scored as incorrect.

## Testing Recently Arrived English Learners

All students enrolled at the time of testing must be assessed. English learners (ELs) who are new to country (been enrolled in U.S. schools for less than 12 cumulative months) may be exempted from the English language arts (ELA) portion of the Forward Exam during their first test administration. These students must take the ELA section during subsequent administrations, even if they still qualify as a recently arrived student. If the student does not participate in the ELA assessment, he or she must participate in ACCESS for ELLs®. If a student arrives after the ACCESS for ELLs® assessment window and does not have an opportunity to take that test, but is exempt from the ELA assessment, he or she will be removed from test participation calculations. Recently arrived students **must participate in all other content areas**, with or without designated supports. Students in the district for less than a full academic year (FAY) are counted for test participation only; their assessment results are not factored into school or district report cards. Results for students who are FAY in the district but not a specific school are included in district report cards.

Students new to country who are exempt from the ELA assessment must have a not-tested code entered in the DRC INSIGHT Portal for ELA. If a student who is exempt from the ELA assessment took part or all of the ELA test, please contact DPI for further guidance.

## Monitoring Testing

TAs should monitor testing by:

- Circulating throughout the room
- Ensuring that all test administration, test security, and accessibility policies and procedures are maintained
- Reporting any test security incidents to DAC/SAC
- Assisting students with technology issues
- Ensuring students are working in the correct test session and progressing as they should (redirecting student attention back to the test if needed). If a student has selected an incorrect session, select Pause and then Exit to return to the test sign-in screen, then log the student in to the correct session.

## Securely Destroy Materials

Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information (PII). Any printouts, including print on demand and listening scripts, test tickets, scratch paper, and graph paper must be collected, given to the DAC/SAC and then securely destroyed.



# Test Administration Script

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This section provides the directions and script for administration of the test. Be sure to review the test administration script in advance. In order to ensure that all students in the state are provided the same instructions and tested under the same conditions, the script must be followed exactly and used each time a test is administered.

If you are resuming the test and are sure that all students are able to log in without hearing the login directions again, you may skip to script #2.

Test Administrators should print these script pages or work from an online version.

At the beginning of the test session, confirm that:

- Each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible.
- All students have headphones and scratch paper.
- All cell phones, smartwatches, cameras, and other personal electronic devices are turned off or silenced and put away. It is recommended that Test Administrators instruct students to leave electronic devices in their locker.
- All programs are closed on the testing device before the DRC INSIGHT application is opened.

# Script 1

▶ **SAY:**

Today you will be taking the Forward Exam for [ELA/Mathematics/Social Studies/Science]. Carefully follow the directions and give this test your best effort.

Your answers need to be your own work. Please keep your eyes on your own test, and remember that there is no talking.

This is not a timed test so work at your own pace. If after 20 minutes, you do not answer a question or click on a test tool, a screen will pop up warning you that you are about to be logged out of the test. Please click okay if you get this warning and the test will continue. If you do not click okay, you will be automatically logged out and will need your test ticket to log in again and continue testing.

During testing, if you need to step away from your computer, please raise your hand and ask me. You can pause the test by clicking the Pause button.

This test is divided into sessions. When you get to the end of each session, you will see a review screen. You can review your answers before ending and submitting the test. Once you submit your answers, you will be logged out.

Read one of the three options below that corresponds with the session you are testing:

## Option 1

### Read only for ELA Session 1 - TDA Writing Prompt

▶ **SAY:**

For this session, you will need to read a passage or set of passages and respond to a question by writing a 1 page essay or a story. Below the question, there is a button that will open a Writers Checklist. Make sure to use this checklist as a guide while you plan and write your response. The box that you write in will scroll so you can write more text than just what appears to fit in the box.

Be sure you use your best writing skills and answer everything the question is asking you with the required supporting details and examples from the passage. We have scheduled plenty of time for this session so relax and do your best.

OR

### Option 2

Read for ALL sessions (except ELA Session 1 - TDA Writing Prompt and Science sessions)

▶ SAY:

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in several different ways. Be sure you understand what you are being asked to do.

If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the item for review by clicking the “Flag” button.

Flagging the item will remind you in the review screen to go back and decide whether you need to change the answer during this test session. Once you log out you will not be able to go back to any flagged or previously completed questions.

OR

### Option 3

Read only for Science Sessions

▶ SAY:

For this session, you will see that most of the questions are grouped into sets. Each set of questions will begin with some scientific background information, which may also include graphics or pictures. This background information is not meant to be where you will find all of your answers.

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in different ways. Be sure you understand what you are being asked to do.

If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the item for review by clicking the “Flag” button.

Flagging the item will remind you in the review screen to go back and decide whether you need to change the answer during this test session. Once you log out you will not be able to go back to any flagged or previously completed questions.

If the DRC INSIGHT app is already open on student devices, you can skip the text box below.

If the DRC INSIGHT app is not already open on the testing devices, say the following:

▶ **SAY:**

Open the DRC INSIGHT app on your computer. You may see a screen that says “WIDA” and “Wisconsin.” If you see this screen, select “Wisconsin.” You should now see a blue Wisconsin Forward Exam logo on the left side of the screen. Is there anyone who does not see this screen?



Pause to assist students if necessary. If a student receives an error message, note the content of the error message, and contact the Technology Coordinator or School Assessment Coordinator. The student can be moved to another computer if needed.

▶ **SAY:**

Select Test Sign In. You should now see the sign in screen appear. Is there anyone who does not see the sign in screen?

Pause to assist students if necessary. A second staff person to assist those having trouble is beneficial.

When all students are ready and see the sign in screen:

▶ **SAY:**

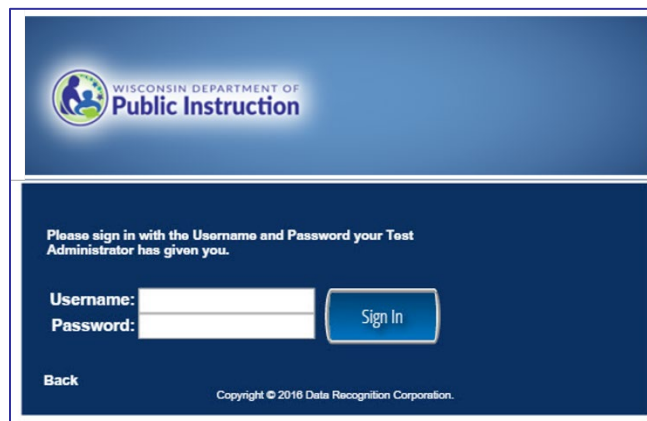
I will now pass out your test ticket that includes your log in information. Do not share your test ticket with anyone else. Do not log in to the test until you are told to do so. Please make sure your name and the test name are correct on the ticket. Today's test is (Mathematics, English Language Arts, Science, or Social Studies). Keep the test ticket and I will collect it later.

- Give students the test tickets. When distributing, confirm that each student receives the correct ticket by ensuring the student's name and the test name are correct.
- If the student should have any online supports or accommodations such as TTS or VSL, ensure this is printed on the ticket.
- Make note of the number of test tickets you are distributing so you will know how many to collect at the end of the test.
- Remember the test tickets contain secure information and need to be collected at the end of the test session.

After you have distributed the test tickets:

▶ **SAY:**

Log in now by entering your username and password from your test ticket. If you have any trouble logging in, please raise your hand and wait for assistance. Once you have logged in, please sit quietly, and **DO NOT** go any further. We will review several screens together. If you move ahead, you may enter the test accidentally. If you happen to accidentally enter the test, please stay calm and sit quietly while you wait for the rest of the class to catch up. **DO NOT** try to get out of the test by yourself.



▶ **SAY:**

After you log in you will see a **Welcome** screen. Raise your hand if you do not see the welcome screen with your name

- Make sure all students have successfully entered their information and logged in. A second staff person to assist those having trouble is beneficial.

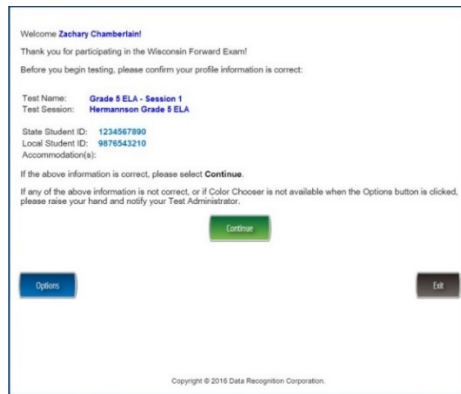
- Remember: Passwords are unique to each content area, but the same for all sessions within a content area. Usernames and passwords are NOT case sensitive.
- Contact the Technology Coordinator or School Assessment Coordinator for assistance with error messages. If the problem cannot be resolved, please contact the DRC Help Desk at 1-800-459-6530 or [WIHelpDesk@datarecognitioncorp.com](mailto:WIHelpDesk@datarecognitioncorp.com).



**SAY:**

Look at the information on the welcome screen and make sure that your first and last name and the name of the test match your test ticket.

If the information is correct, select the continue button. If the information is not correct, raise your hand.

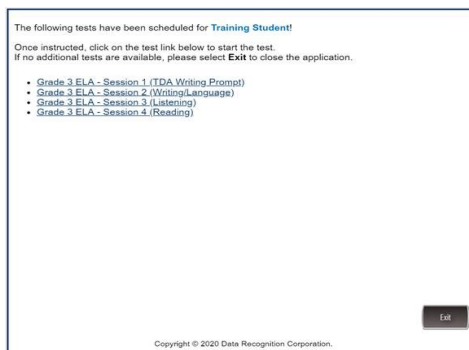


Pause to assist students as necessary. A second staff person to assist those having trouble is beneficial.



**SAY:**

The next screen shows the sessions available in this content area. Is there anyone who does not see the sessions listed on the screen?



**SAY:**

Select the test session (session 1, session 2, etc.). You will now see the test directions screen. Please read the directions to yourself. **DO NOT** click the green **Begin the Test Button** until told to do so.

As students are reading through the directions, go around to each student and confirm that they have the accessibility features needed.

- Students who require TTS should be able to hear the computer voice reading the directions. Students may need you to adjust the audio settings (speed and volume of the TTS voice). It is also possible to disable the TTS using the audio settings.
- Students who need VSL will see a button for VSL on the direction pages.
- Students who need Spanish Stacked Translation should see those features in the directions.
- Students who need color choice and contrast adjusted may need you to help them.

Assist students as necessary. Allow students time to read the information on the various directions pages and confirm that students have reviewed all materials.

Once you have confirmed all students have the necessary accessibility features and all students have read the directions:

**SAY:**

Now select the green **Begin the Test** button.

During testing:

- Circulate through the room during testing to ensure that all test administration, test security, and accessibility policies and procedures are maintained.
- If you notice a student is off task, needs to be re-focused, or a student asks you a content related question, the following statements may be used:  
***It is important that you do your best. Do you need to pause the test and take a break?***  
***I can't help with the test. Try to do your best.***
- Do not help the class or individual students with specific test items or content.
- Provide assistance if a student is struggling with the mechanics/technology requirements of an item. Students should not be hindered by technology.

When the time scheduled for the testing period is coming to an end:

Get ready to end the testing period approximately five minutes prior to the end of the time you have scheduled for this test period and give students a brief warning. Read the information below that corresponds with the session you are testing:

### Read for ELA Session 1 – TDA Writing Prompt



**SAY:**

We are nearing the end of this testing period. If you are almost finished with your essay finalize what you are doing and submit your test. If you need additional time to complete the essay I will give you further instructions. I will collect test tickets and scratch paper at the end of the testing period.

OR

### Read for ALL Sessions (except ELA Session 1 - TDA Writing Prompt)



**SAY:**

We are nearing the end of this testing period. Please review any items you have flagged for review now. You will not be able to return to them during the next testing period. If you are still working, you will have the chance to finish the test at another time by starting with the last question completed and working forward from there.

When the testing period is over:



**SAY:**

This testing period is now over. If you are still working in this session, select Pause, then Exit and you will be able to finish at another time. If you have answered all the questions in this session, select Review/End Test, then End Test, then Submit. I need to collect your test tickets and scratch paper before you leave your computer.

- Collect all test tickets, scratch paper, and any other allowed testing materials.
- Ensure all testing device screens show the Wisconsin Forward Exam initial welcome screen or the test sign in screen.
- Return all collected test materials to the DAC/SAC for secure storage or secure destruction.
- The DAC/SAC may also wish for you to provide a list of students who were absent or did not complete the test session and will require additional time to complete the test.



# Script 2

This script may be used if you are resuming the test and students have already heard the detailed instructions from script 1 at least once.

At any time in this script, you should pause to assist students as needed. It is helpful to have a second TA in the room to help students log in and confirm that each student has their needed accommodations and supports before the students click the Begin the Test Button.



**SAY:**

Today you will be taking the Forward Exam for [ELA/Mathematics/Social Studies/Science]. Carefully follow the directions and give this test your best effort. This is not a timed test so work at your own pace. Your answers need to be your own work. Please keep your eyes on your own test, and remember that there should be no talking.

Read one of the three options below that corresponds with the session you are testing:

## Option 1

### Read only for ELA Session 1 - TDA Writing Prompt



**SAY:**

For this session, you will need to read a passage or set of passages and respond to a question by writing a 1 page essay or a story. Below the question, there is a button that will open a Writers Checklist. Make sure to use this checklist as a guide while you plan and write your response. The box that you write in will scroll so you can write more text than just what appears to fit in the box.

Be sure you use your best writing skills and answer everything the question is asking you with the required supporting details and/or examples from the passage. We have scheduled plenty of time for this session so relax and do your best.

OR

**Option 2**

Read for **ALL** sessions (except ELA Session 1 - TDA Writing Prompt and Science sessions)


 **SAY:**

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in several different ways. Be sure you understand what you are being asked to do.

OR

**Option 3**

Read only for Science Sessions

 **SAY:**

For this session, you will see that most of the questions are grouped into sets. Each set of questions will begin with some scientific background information, which may also include graphics or pictures. This background information is not meant to be where you will find all of your answers.

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in different ways. Be sure you understand what you are being asked to do.

If the DRC INSIGHT app is not already open on the testing devices, instruct students to open the app by saying:

 **SAY:**

Open the DRC INSIGHT app on your computer. You may see a screen that says “WIDA” and “Wisconsin.” If you see this screen, select “Wisconsin.”

After the DRC INSIGHT app is open on testing devices, say:

 **SAY:**

Select Test Sign In. You should now see the sign in screen appear. Raise your hand if you do not see the sign in screen?

Once all students have the sign in screen open, pass out test tickets. After you have passed out test tickets, say:



**SAY:**

Use the information on your test ticket to enter your username and password and select **Sign In**.

Once students have logged in with their username and password:



**SAY:**

On the Welcome screen, make sure that your first and last name and the name of the test match your test ticket. If all the information about you is correct, select the **continue** button. If the information is not correct, raise your hand.

Now, select the test session (session 1, session 2, etc.) and read the directions to yourself.

As students are reading through the directions, go around to each student and confirm that they have the accessibility features needed.

- Students who require TTS should be able to hear the computer voice reading the direction.
- Students may need you to adjust the speed and volume of the TTS voice.
- Students who need VSL or Spanish Stacked Translation should see those features in the directions.
- Students who need color choice and contrast adjusted may need you to help them. Assist students as necessary.

Allow students time to read the information on the various directions pages and confirm that students have reviewed all materials. Once you have confirmed all students have the necessary accessibility features and all students have read the directions:



**SAY:**

Now select the green **Begin the Test** button.

During testing:

- Circulate through the room during testing to ensure that all test administration, test security, and accessibility policies and procedures are maintained.

- If you notice a student is off task, needs to be re-focused, or a student asks you a content related question, the following statements may be used:

*It is important that you do your best. Do you need to pause the test and take a break?*

*I can't help with the test. Try to do your best.*

- Do not help the class or individual students with specific test items or content.
- Provide assistance if a student is struggling with the mechanics/technology requirements of an item. Students should not be hindered by technology.

When the time scheduled for the testing period is coming to an end:

Get ready to end the testing period approximately five minutes prior to the end of the time you have scheduled for this test period and give students a brief warning. Read the information below that corresponds with the session you are testing:

**Read for ELA Session 1 - TDA Writing Prompt**



**SAY:**

We are nearing the end of this testing period. If you are almost finished with your essay finalize what you are doing and submit your test. If you need additional time to complete the essay I will give you further instructions. I will collect test tickets and scratch paper at the end of the testing period.

OR

**Read for ALL Sessions (except ELA Session 1 - TDA Writing Prompt)**



**SAY:**

We are nearing the end of this testing period. Please review any items you have flagged for review now. You will not be able to return to them during the next testing period. If you are still working, you will have the chance to finish the test at another time by starting with the last question completed and working forward from there.

When the testing period is over:



**SAY:**

This testing period is now over. If you are still working in this session, select **Pause**, then **Exit** and you will be able to finish at another time. If you have answered all the questions in this session, select **Review/End Test**, then **End Test**, then **Submit**. I need to collect your test tickets and scratch paper before you leave your computer.

- Collect all test tickets, scratch paper, and any other allowed testing materials.
- Ensure all testing device screens show the Wisconsin Forward Exam initial welcome screen or the test sign in screen.

- Return all collected test materials to the DAC/SAC for secure storage or secure destruction.
- The DAC/SAC may also wish for you to provide a list of students who were absent or did not complete the test session and will require additional time to complete the test.

DISTRICT AND SCHOOL ASSESSMENT COORDINATOR

# DAC/SAC ADMINISTRATION MANAGEMENT

DAC Administration Mgmt



# Testing Roles and Responsibilities

To ensure smooth implementation of the testing program, everyone involved in the administration of the Forward Exam has a specific role and set of responsibilities related to that role. Each role is briefly outlined in this section (available checklists provide more detail). If a district does not have one of the designated roles, it is the DAC's responsibility to ensure the tasks of that role are fulfilled. A DRC INSIGHT Portal Roles and Permissions Matrix is available in the DRC INSIGHT Portal Guide. This matrix is specific to what users have permission to do in that role in the testing portal.

## DISTRICT ASSESSMENT COORDINATORS (DAC)

DACs coordinate and oversee ALL testing in the district and communicate all assessment and accountability information to district and school staff (see communication flow chart available on the [DAC Corner of the Assessment webpages](#)). They must ensure staff all are appropriately trained in test administration, accessibility, and security policies and procedures. DACs must ensure student information/demographics are correct in the District/School Information System (SIS) and pushed to WISEdata by the necessary deadlines.

## DISTRICT TECHNOLOGY COORDINATORS (DTC)

DTCs ensure the district is technologically ready for the Forward Exam and must be available during testing to troubleshoot and assist district and school staff with any technology related issues that may arise.

## SCHOOL ASSESSMENT COORDINATORS (SAC)

The SACs manage and oversee all testing in the school and may serve as the contact person between the school and the DAC. The SAC must communicate all assessment and accountability information to school staff (see communication flow chart available on the [DAC Corner of the Assessment webpages](#)). SACs must ensure student information/ demographics are correct in the School Information System (SIS) and pushed to WISEdata by the necessary deadlines.

### CHECKLISTS

See complete DAC, DTC, SAC, and STC Checklists on the Forward Exam Resources webpage.

See complete TA Checklist in Appendix A and on the Forward Exam Resources webpage.

## TEST ADMINISTRATORS/PROCTORS (TA)

TAs administer the Forward Exam in a uniform manner that is essential for the integrity of the testing program. They ensure students who have been assigned accessibility features have them prior to starting their exams. TAs prepare the students and testing environment and monitor students during testing to ensure the security and validity of the exam.



# Test Security

## SECURITY THROUGH-OUT THE TESTING PROCESS

Test security incidents are behaviors prohibited before, during, and after test administration because they give a student an unfair advantage or because they compromise the secure administration of the assessment or test items. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

## PROCESS TO REPORT TEST SECURITY INCIDENTS

School or district staff must immediately report all incidents of test administration irregularities to the DAC and to the DPI Office of Educational Accountability (OEA). The report of an incident may be submitted to OEA by telephone, fax, letter, email, or by submitting an Incident Report Form available on the [Forward Exam Test Security web page](#).

## GUIDELINES FOR DOCUMENTING A POSSIBLE TEST SECURITY INCIDENT

When reporting a possible security incident, the district should be able to answer the following questions.

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- What exactly occurred and how did it occur?
- How many were involved or will be affected (staff and students)?
- What is the district's plan to ensure this type of incident does not occur in the future?
- Summary of determination.

In order to assist districts in investigating and documenting a possible test security violation, the following guidelines have been provided.

### TRAINING

See the Resources and Training Materials section of this manual for specific test security training materials and confidentiality forms.

Describe what occurred in the building/classroom during the test administration in the incident report form.

- Have you determined if testing procedures were followed by all school staff?
- Have you interviewed all individuals who were involved in, or may have information about, the affected school/classroom(s)?
- If you found evidence indicating a violation, have you described exactly what happened and why?
- If you found evidence indicating a violation, did you prepare a timeline, if necessary, to establish when the event(s) occurred?

## CONSEQUENCES OF TEST SECURITY INCIDENTS

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. At either the school or district level, a test violation could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for those content areas. The school district is responsible for explaining this to students' parents.

Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples of disciplinary measures might include a written reprimand, suspension, or termination of contract. The DPI may also take disciplinary actions against department-licensed individuals.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. Disciplinary measures for students are handled at the school or district level.

For more information about test security, see the *Test Security Manual* and Forward Exam Test Security Training available on the [Forward Exam Test Security webpage](#).

## SECURELY DESTROY MATERIALS

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information (PII). Any printouts containing PII including test tickets, scratch paper, or graph paper must be collected and then securely shredded.

# Resources and Training Materials

It is the DACs/SACs responsibility to ensure staff in your district and schools are trained in test administration and security policies and procedures. DACs/SACs should read, view, and become familiar with ALL resources and training materials for the Forward Exam.

## ACCESSIBILITY

Available on the [Forward Exam Accommodations and Supports webpage](#)

Resource/Training Material	Description	Audience
Accessibility Guide	Provides information about what universal tools, designated supports, and accommodations are available for those students who need them during the administration of the Forward Exam. This guide also provides descriptions and guidelines of each accessibility feature.	DAC, SAC, TA
Accessibility Training Video	Video provides training about accommodations and designated supports for the Forward Exam, including their descriptions and policies for use.	Optional DAC, SAC, TA
Multiplication Table	Non-embedded accommodation available only for grades 4-8. See Accessibility Guide for appropriate use.	DAC, SAC, TA
Read Aloud Guidelines	This document outlines the qualifications, guidelines, and procedures required for a test reader.	DAC, SAC, TA
Scribe Guidelines	This document outlines the qualifications, guidelines, and procedures required when using a scribe.	DAC, SAC, TA
Translator/Interpreter Guidelines	This document outlines the qualifications, guidelines, and procedures required when using a translator/interpreter.	DAC, SAC, TA
Word-to-Word Bilingual Dictionary	List of allowable bilingual dictionaries.	TA

## REPORTING AND DATA

Available on the [Forward Exam Data and Results webpage](#)

Resource/Training Material	Description	Audience
Sample Parent ISR Cover Letter	Sample cover letter for use when sending home Individual Student Reports to parents/guardians. The letter is available in English, Spanish, and Hmong.	DAC, SAC
User's Guide to Interpreting Reports	This guide helps school and district staff access, understand, explain, and interpret the results of the Forward Exam.	DAC, SAC
What is an ISR? Informational Handout	This one-page handout gives a brief explanation of each section of the ISR and was designed to go home to parents with ISRs. The handout is available in English, Spanish, and Hmong.	DAC, SAC, TA

## STUDENT AND STAFF PREPARATION RESOURCES AND TRAINING MATERIALS

Available on the [Forward Exam Practice Tests/Sample Items webpage](#)

Resource/Training Material	Description	Audience
Administrator Tutorials	A series of videos that provide an additional method of explaining some of the various tasks in the DRC INSIGHT Portal Guide, and the use of some online accessibility features. These videos are only a supplement. The guides should be your primary resource for direction/information.	DAC, SAC, as needed, TAS for the administration of accessibility features
Item Samplers	The samplers contain samples of stimulus and test items similar to those on the Forward Exam. The items illustrate a sample of the content and types of items that students will encounter on the exam. A summary data table for each grade and content area identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.	Optional TAs, Students

Resource/Training Material	Description	Audience
Online Tools Training (OTT)	The OTT provides hands-on practice using the online tools included in the Forward Exam. In the OTT environment, students will practice signing on, selecting a test session, responding to different item types, using the many tools available in the testing system, and navigating the review screen.	TA, Students
Student Tutorials	A series of videos to familiarize students and TAs with the navigation and features of the Forward Exam and Online Tools Training.	TA, Students
Text Dependent Analysis (TDA) Item Samplers	The TDA Samplers are 3 grade level specific documents that contain samples of TDA test questions, stimulus passages, and student responses.	TA, Students, Optional

## TECHNOLOGY

Available on the [Forward Exam Technology Requirements webpage](#)

Resource/Training Material	Description	Audience
Capacity Estimator	This resource enables users to estimate the number of students who can test simultaneously in a school based on internet and local area network connection speeds.	DTC, STC
DTC Checklist	Checklist of DTC responsibilities from set-up through testing.	DTC, STC
System Requirements	This document describes the current system requirements for the Online Testing System and Central Office Service (COS).	DTC, STC
Technology FAQs	Frequently Asked Questions regarding technology set-up and management.	DTC, STC
Technology User Guide	This user guide is a 4-volume document that describes how to configure, install, manage, and troubleshoot the software associated with the DRC INSIGHT system.	DTC, STC
Technology Training (recorded)	This video training provides information about the setup, configuration, and monitoring of technology for the administration of the Forward Exam.	DTC, STC

Resource/Training Material	Description	Audience
Technology Q & A Session	To assist technology staff in preparation for the administration of the Forward Exam, DRC will host three online question and answer sessions in the months prior to the test window.	DTC, STC, Optional

## TEST ADMINISTRATION

Available on the [Forward Exam Resources webpage](#)

Resource/Training Material	Description	Audience
TA Checklist	Checklist of TA responsibilities from set-up through testing.	TA
Test Administration Manual	This manual provides Forward Exam test administrators with policy and procedure, student and classroom preparation, trouble-shooting information and, the test administration script for TAs including.	DAC, SAC, TA
Test Administrator Training	Video training that provides Forward Exam Test administrators (TAs) with everything they need to give the test from start to finish. This video is a supplement to the Test Administration Manual.	DAC, SAC use for training TA

## TEST SECURITY

Available on the [Forward Exam Test Security webpage](#)

Resource/Training Material	Description	Audience
Confidentiality Agreements	Individual Forward Exam Confidentiality agreements for each role.	DAC, SAC, DTC, STC, TA, Report users (anyone working with the test)
Test Security Manual	The manual provides DPI policies for test security.	DAC, SAC, DTC, STC, TA
Test Security Training	PowerPoint training that provides information for Forward Exam test security.	DAC, SAC, DTC, STC, TA

## TEST SET-UP

Available on the [Forward Exam Resources webpage](#)

Resource/Training Material	Description	Audience
DAC Checklist	Checklist of DAC responsibilities from set-up through testing.	DAC
Forward Exam DAC/SAC Training	Online video training for new DACs that provides an orientation to the yearly process of managing the Forward Exam from set-up to reporting.	DAC, SAC
Forward Exam DAC/SAC Updates Training	Online video training for experienced/returning DACs/SACs that covers important reminders and any changes to the Forward Exam program for the current administration.	DAC, SAC
The DRC INSIGHT Portal Guide	This guide provides step-by-step instructions on managing users and students in the DRC INSIGHT Portal system including adding users and students, assigning accessibility features, assigning test sessions, printing test tickets, monitoring testing status, assigning not-tested codes, and ordering Braille materials.	DAC, SAC
Forward Exam Informational Brochure for Families	This brochure provides an overview for families of the Forward Exam and was designed for districts and schools to use when sending home information about the upcoming assessment. Available in English, Spanish, and Hmong.	DAC, SAC, TA
SAC Checklist	Checklist of SAC responsibilities from set-up through testing.	SAC
Sample Parent Letter about Upcoming Assessment	Sample parent letter about the upcoming Forward Exam for school and district use. Available in English, Spanish and Hmong.	DAC, SAC, TA
Sample Test Schedules	Provides a couple of examples of how a district might arrange testing schedules for the Forward Exam.	DAC, SAC
Test Times	Provides estimated testing times for each content area and session for the Forward Exam. The Forward Exam is an untimed test. The times provided in this document are provided only to assist in scheduling.	DAC, SAC

# Test Schedules

## TIP

*You may administer more than one grade level and content area in a single make-up session. Ensure each student in the make-up session is read the appropriate test directions for their grade and content*

## TESTING ORDER

*You may administer the content areas and the sessions within, in any order that works for your schedule*

## CREATING YOUR TEST SCHEDULE

Given the variety of conditions at each school, it is not possible to provide one ideal testing schedule that can be implemented in every setting. In planning your testing schedule consider the facilities, resources, and daily schedules of your school, as well as the ability to conduct the testing in a manner that will encourage and allow for student success. Sample test schedules are available on the Forward Exam Resources webpage. Sample test schedules are possible schedules. You may adjust the number and length of sessions administered per day to fit your school's needs.

Be sure your staff understand the Forward Exam is an untimed test and students should be allowed as much time as they need (within reason) to finish the sessions. However, educators should use professional judgement about when to call an end to a student's testing. If they notice a student has been on a particular item for a long period of time, the TA should encourage the student to flag the item and return to it later or make their best attempt to answer and move on.

## BACK-UP PLANS

When creating your testing schedule be sure to include a contingency or back up plan. When administering an online test, technical issues may arise from time-to-time. It is strongly recommended that districts have a plan for students and educators if a situation occurs. Removing students from a testing situation that is not functioning and returning them to their regular schedule is recommended to keep frustration levels low. Building days into your testing schedule for these situations ensures you have plenty of time to test all of your students.



# DRC INSIGHT Portal and DRC INSIGHT Secure Browser/Application

The two online systems that support the Forward Exam are the DRC INSIGHT Portal and DRC INSIGHT secure browser or application.

## WHAT IS THE DRC INSIGHT PORTAL?

The DRC INSIGHT Portal is the Forward Exam management portal. Through the DRC INSIGHT Portal, educators (depending on permission level) are able to:

- View documents (guides, manuals, etc.) and announcements from DRC
- Download testing software (DRC INSIGHT application, COS)
- View student and administrator tutorials
- Add/edit/inactivate users
- Order Braille test materials
- Manage student information, accessibility features, and student transfers
- View student status dashboard, which allows users to monitor how many and which students have completed, are in progress, or have not started testing
- Manage test sessions
- Print test tickets
- Access the Central Office Services
- Access student demographic file download, electronic Individual Student Reports (ISRs) and summary data, and status reports.

Detailed instructions are provided in the *DRC INSIGHT Portal Guide* available on the [Forward Exam Resources webpage](#).

## WHAT IS DRC INSIGHT APP SECURE BROWSER/APPLICATION?

Students take the Forward Exam on the DRC INSIGHT secure browser or application. DTCs download the DRC INSIGHT secure browser or app to the devices that will be used for testing.

Details are provided in the *Technology User Guide*, available on the [Forward Exam Technology Requirements webpage](#).

# Accessibility

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The **DAC/SAC** are the only individuals who have permissions to add accessibility features to the **DRC INSIGHT Portal** for students. This does not mean you should be assigning these permissions to staff that are not in these roles but does mean you should be collecting the information from your educators and entering the accessibility features yourself. This is a security measure.

Assigning inappropriate permissions is a security violation. See the roles and permissions matrix in the **DRC INSIGHT Portal Guide**.

The **DAC/SAC** are also the only individuals who should be submitting accommodation request forms (listening script, Print on Demand, etc.). Educators should be discussing any need for an accommodation request form with you to ensure it would be appropriate. Then you, as the DAC, will work with the educator to complete and submit the form. You should be aware of each request for accommodation form submitted by your school/district.

# Student Transfers

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Students transfer in and out of schools and districts throughout the year. It is important to stay up to date with student movement in the DRC INSIGHT Portal by requesting a transfer for an arriving student as soon as they begin attending school. Within district transfers (school to school) may be performed by the DAC within the DRC INSIGHT Portal. District to District transfers must be performed by DRC and requested by the DAC via a transfer request form available in the DRC INSIGHT Portal. It is the DAC's/SAC's responsibility to ensure these students are being tested (or completing testing) if they move into the district at any time during the testing window.

For step-by-step instructions about transferring students refer to the *DRC INSIGHT Portal Guide*. *DRC INSIGHT Portal Guide* Appendix D provides detailed information and example scenarios about how to manage district-to-district transfers

# Prior to the Close of the Testing Window

## NOTE

*Student Status Dashboard may be used to check status of student testing in schools.*

## NOT TESTED CODES

*All students in grades 3-8 and 10 should be administered the appropriate Forward Exams. Students who were not tested need to be assigned the appropriate "Not-Tested" codes.*

After testing for a grade level/content area is completed, the DAC/SAC should review the Testing Status for all students in the DRC INSIGHT Portal and communicate with TAs to resolve any tests that appear as "In Progress" or "Not Started." Step-by-step instructions on how to check student status are found in the *DRC INSIGHT Portal Guide*.

The DAC/SAC should double-check all student demographic data for completeness and accuracy. Reporting in the DRC INSIGHT Portal is based on student demographics as they are found in the DRC INSIGHT Portal. Accountability and WISEdash reporting is based primarily on student data submitted to DPI through the WISEdata system.

All students should be enrolled in test sessions (details below), including those who were not/will not be tested. All students in grades 3-8 and 10 should be administered the appropriate Forward Exams. Any students not tested need to be assigned the appropriate "Not-Tested" codes (NTCs) – including students who were administered the DLM. Codes need to be assigned before the close of the testing window. If you assign NTC codes using the Multiple Student Upload process during the Add Accessibility Feature window, those students will be placed into not-tested sessions by school, grade level and content area. See the *DRC INSIGHT Portal Guide* for more information.

## LOCATING STUDENTS NOT IN TEST SESSIONS

As mentioned above, all students should be assigned to test sessions. Students not enrolled in test sessions will be counted as not tested. If a student is not enrolled in any test sessions, they will not appear on the Student Status Dashboard for monitoring. To determine if you have any students not assigned to test sessions, refer to the step-by-step instructions in the *DRC INSIGHT Portal Guide*.

## NON-TEST PARTICIPANTS

All students in grades 3-8, and 10 must be accounted for by participating in the Forward Exam or the Alternate Assessment

(DLM). If students are not able to participate due to unique circumstances, those students must be accounted for through the DRC INSIGHT Portal by selecting the appropriate Not-Tested Code (NTC - see table below) that explains why they were not tested. NTCs must be entered for each content area in which the student will/did not participate. The student should remain in the test session in order to view the NTC. The only NTC that will override any testing completed is parent-opt out. **If you are entering a NTC code and the student has completed some or all testing please contact DPI for further guidance.** For information about entering NTCs reference the DRC INSIGHT Portal Guide. Contact DPI at (608) 267-1072 with questions.

Not Tested Code	Code Description	Rationale for Use
PAR	Parent Opt-out	Parent opted student out of testing. This student will count as a non-test participant for reporting and accountability purposes. Opt-out may come from the parent/guardian at any time during testing. A student cannot be opted out of one content area, the opt-out applies to the entire Forward Exam. The student will not receive a score for any testing already completed prior to the opt-out.
SME	Significant Medical Emergency	A significant medical emergency is a significant health impairment that renders the student incapable of participating in any academic activities, including state assessments, <b>for the entire testing window</b> . Districts should maintain documentation of the circumstance within their district ( <a href="#">see significant medical emergency guidance and form</a> ). The student will be excluded from test participation and achievement-based accountability calculations. You must enter a non-participation code of "Significant medical emergency" for the student in the DRC INSIGHT Portal.
RTR	Recent Trauma	Student encountered a recent trauma rendering him/her incapable of testing. This student will count as a non-test participant for reporting and accountability purposes.
INV	Invalidated	Invalidation is often the outcome for assessments impacted by a test security incident. This student will count as a non-test participant for reporting and accountability purposes. Invalidation should be run past DPI prior to being initiated. Invalidation is for an entire content area (not just a session within).
SAE	Student Absent for Entire Window	Student was absent for the entire window. This student will count as a non-test participant reporting and for accountability purposes.

Not Tested Code	Code Description	Rationale for Use
NLE	No Longer Enrolled	Student is no longer enrolled in the school. This student will not be included in accountability calculations. If a student moved out of state but took some of the Forward Exam, please contact DPI for further guidance.
RAE	Recently Arrived ELL (for ELA)	Student enrolled in a US school within the last 12 months prior to the beginning of testing. Student may be exempt from the ELA assessment. Students must participate all other content areas for their tested grade. This student will not count as a non-test participant for accountability but will be reported as a non-participant in public reporting. If a student who is exempt from the ELA assessment took all or part of the ELA test, please contact DPI for further guidance.
ALT	Alternate Assessment	Student participated in the Dynamic Learning Maps (DLM). If a student who is taking the DLM assessment took part or all of the Forward Exam please contact DPI for further guidance.
OTH	Other	Any other reason. The student will count as a non-test participant for reporting and accountability purposes.

# Data and Reporting

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DACs need to understand how to access, read, and explain Forward Exam data. They must train others to do so and answer questions from district and school staff, parents, and the community about the data. DACs should be able to show staff where to find the information to link the data to the standards and what students should know at that grade level and content area.

Every year the Forward Exam data is embargoed until the state data press release in the fall. The Office of Educational Accountability (OEA) will provide the date of the press release (also the date marking the end of the embargo) as soon as it is available. Contact OEA with any questions regarding the embargo.

## INDIVIDUAL STUDENT REPORTS

Individual Student Reports (ISRs) will be available in the DRC INSIGHT Portal. Details about accessing these reports can be found in the User's Guide to Interpreting Reports.

Districts will also receive paper copies of ISRs. Two copies of each ISR will be provided. One copy is intended for the student's cumulative record and the other is intended to be sent to the student's parent or guardian.

Districts are responsible for ensuring that parents/guardians are provided ISRs in a language they can understand and in a format that is accessible to them. Districts and schools should take advantage of the reporting resources for parents/guardians. All parent/guardian resources are available on the [Forward Exam Data and Results webpage](#) in English, Spanish, and Hmong, including template (sample) ISRs. If a parent/guardian requires an ISR in a language other than Spanish or Hmong the DAC should contact the DRC help desk.

Every year the Forward data is embargoed until the State Data Press Release. This embargo encompasses all assessment data for the Forward Exam with the exception of the ISRs. ISRs should be sent home to parents (or securely posted to parent portals) as soon as possible. If a student moved out of your district prior to arrival of the ISRs, the student's ISR should be securely sent to the receiving district.

## DISTRICT AND SCHOOL SUMMARY AND ROSTER REPORTS

Summary and Roster reports will be available electronically in the DRC INSIGHT Portal. Details about accessing these reports can be found in the User's Guide to Interpreting Reports.

The Student Roster report results can help educators assess their schools' class level and individual student strengths for each subject and reporting category.

The Interactive Reports presents educators with key information on how well their school performed on the Wisconsin Forward Exam.

# Appendices

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## APPENDIX A: TEST ADMINISTRATOR/PROCTOR (TA) CHECKLIST

Test Administrator - Activity	Target Completion Date	Resource
<b>BEFORE TESTING</b>		
Attend your school or district’s training session if one is offered and review all Forward Exam test administration and policy documents, particularly the Test Administration Manual (TAM), Test Security Manual, and Accessibility Guide.	3 weeks prior to testing	TAM
View the Test Administrator Training Video View Administrator Tutorials described in the TAM	3 weeks prior to testing	TAM
Show students the Student Tutorial.	2-3 weeks prior to testing	TAM
Provide students the opportunity to work in the Forward Exam Online Tools Training (OTT) to build familiarity with the system, item types, tools, and accessibility features. Provide students the opportunity to work through the Forward Exam Item Samplers (practice tests). Review the Text Dependent Analysis (TDA) Samplers with students to ensure they understand what is expected from that question.	2-3 weeks prior to testing	TAM Item Samplers TDA Item Samplers
Work with SAC to ensure that each student’s enrollment information has been loaded into the DRC INSIGHT Portal and is accurate for each student.	2 weeks prior to testing	DRC INSIGHT Portal Guide
Work with SAC to ensure that each student’s accessibility features in the DRC INSIGHT Portal matches their IEP or other relevant documentation as appropriate. Contact SAC to update information if necessary.	2 weeks prior to testing	Accessibility Guide
Work with DTC/STC to ensure that the DRC INSIGHT app has been installed on any devices/computers(s) on which students will be testing.	2 weeks prior to testing	Technology User Guide
Review Test Administration Script (in TAM)	2 weeks prior to testing	TAM

Test Administrator - Activity	Target Completion Date	Resource
<p>Work with the SAC to identify students who will need specialized equipment for supports and accommodations.</p> <p>Review standardized protocols for read aloud and scribing, if necessary.</p>		Accessibility Guide
<p>Communicate to students the need for headphones in order to take the ELA Exam.</p> <p>Identify any students who may not have their own headphones and make arrangements with the school to have headphones available for those students. Counts should be determined prior to testing.</p> <p>Have extra headphones on hand for students who may forget to bring theirs.</p>	1 week prior to testing	TAM
<p>Verify the security of the testing environment by:</p> <p>Reviewing all security procedures and guidelines in the TAM.</p> <p>Ensuring that students have access to only allowable resources</p> <p>Making sure that no instructional materials directly related to the content of the tests are visible to students (removing or covering any materials on walls and desks).</p> <p>Reminding students that cell phones/smartwatches and other electronic devices are not allowed during a testing session (even after they have finished testing)</p> <p>Providing adequate spacing between devices or visual barriers</p>	1 week prior to testing	TAM
<b>DURING TESTING</b>		
<p>Administer the Forward Exam following the procedures and policies in the TAM.</p> <p>Read the Test Administration Script verbatim to students.</p> <p>Ensure all students who require supports or accommodations receive them during the Forward Exam.</p> <p>Check to ensure all online supports and accommodations are functioning properly prior to the student clicking Begin the Test.</p>	Ongoing during administration	TAM

Test Administrator - Activity	Target Completion Date	Resource
<p>Ensure the security of the testing environment</p> <p>Remain in the classroom and actively monitor testing</p> <p>Ensure students have access to only allowable resources</p> <p>Ensure cell phones/smartwatches and other non-allowed electronic devices are not present in the testing environment</p> <p>Ensure no photos, tweets, snapchats, email etc. of Forward Exam items or content.</p> <p>Ensure no instructional materials directly related to the content of the tests are visible to students. (remove or cover any materials on walls and desks)</p> <p>Document and report any potential test security issues and report to the SAC immediately after learning of the incident.</p>	Ongoing during administration	TAM
<p>Ensure adequate space between students during testing to minimize opportunities to look at each other's screen (or provide visual barriers).</p> <p>Assist any student with technical issues or lack of required support or accommodation immediately.</p>	Ongoing during administration	TAM
<p>Plan a quiet activity ahead of time for students who finish testing early. The activity should not be related to the test being given or on an electronic device. For example, students who finish early may work on assignments for unrelated subjects or read a book.</p>	Ongoing during administration	TAM
<p>Ensure proper handling of all printed test materials, scratch paper, and test tickets. Collect all test materials and test tickets each day of testing and destroy according to security policy.</p>	Ongoing during administration	TAM
<p>Raise any technical issues with the SAC or school technology coordinator (STC) immediately for resolution.</p>	Ongoing during administration	
<b>AFTER TESTING</b>		
<p>Securely dispose of all printed testing materials, including test tickets, print-on demand documents, and scratch paper in a secure manner</p>	Immediately after testing Date	TAM

Test Administrator - Activity	Target Completion Date	Resource
Follow-up and report any outstanding test security incidents.	Immediately after testing	TAM Test Security Manual
Ensure 1:1 testing devices (such as iPads or Chromebooks that go home with students) have been completely exited out of the testing system before the device leaves the testing room.	Immediately after testing	

## APPENDIX B: TROUBLESHOOTING

### Student Accidentally Completed (submitted) a Test – Now what?

Occasionally a test will be submitted prior to completion. If you believe this has occurred, contact the SAC/DAC. The DAC can check the number of completed responses in the DRC INSIGHT Portal and possibly have the test unlocked, see the decision tree in Appendix D to determine next steps.

### Advancing an ELA Passage

If a reading passage has multiple pages in the passage, pages are turned forward by tapping or clicking on the right side of the passage. Pages can be turned back by tapping or clicking on the left side of the passage.

### Audio Volume is Too Low

If a student is using the TTS support or accommodation or is completing the listening portion of the ELA assessment and cannot hear the audio, be sure to check that the volume setting of the testing device is set to an appropriate level. In order to access the device volume setting you may be required to log out of the test and close the DRC INSIGHT app. Please refer to the pausing the test directions in this manual.

### TTS is not Working Correctly

Ensure that the device's volume setting is set to an appropriate level. Ensure that TTS appears on the student's test ticket. If TTS is not on the ticket, see the decision tree in Appendix E to determine next steps. For information about error messages contact your technology coordinator.

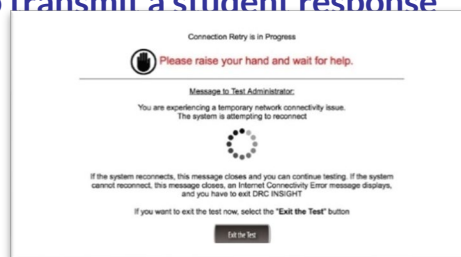
### Student was Given the Wrong Accommodation/Support or no Accommodation/Support

See Appendix F: Decision Tree for a Student who did not have Accessibility Feature Available during Testing, to determine next steps.

### Student's DRC INSIGHT application is unable to transmit a student response

If a student's response is not successfully transmitted on the first attempt, the DRC INSIGHT app will automatically attempt to send the response an additional two times.

If the third attempt is unsuccessful, a warning screen will pop-up asking the student to wait while the system continues to attempt additional transmissions.



If the issue is not resolved in 5 minutes, a new error message will pop-up alerting the student that they have been exited from the test. Contact your technology staff for additional information about error messages.



## Error Messages Display on Testing Device Screens

If any error messages appear on the device screen during test administration, contact the School or District Technology Coordinator.

## Student is unable to enter quotation marks in the TDA item

The student's ChromeOS device keyboard is set to "US International". Have the student exit the test without submitting. Change the setting of the keyboard to "US Keyboard". Refer to instructions on the [Forward Exam Technology Requirements and Resources webpage](#). Log the student back in to ELA Session 1 and allow them to continue testing. The quotation marks should now be accessible.

## APPENDIX C: FORWARD EXAM TEST TIMES

The Forward Exam is an untimed test. The following are suggested testing times provided by DRC to be used only as guidance to assist with scheduling for the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels.

**Forward Estimated Testing Times in Minutes**

Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	105	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	105	70
10	NA	NA	NA	70

**English Language Arts (ELA) Estimated Testing Times in Minutes**

Grade Level	Session 1 TDA Writing Prompt	Session 2 Writing/ Language	Session 3 Listening	Session 4 Reading	Total Testing Time
3	40-60	20	20	50	130
4	40-60	20	20	50	130
5	40-60	20	20	50	130
6	40-60	20	20	50	130
7	40-60	20	20	50	130
8	40-60	20	20	50	130

**Mathematics Estimated Testing Times in Minutes**

Grade Level	Session 1	Session 2	Total Testing Time
3	45	45	90
4	45	45	90
5	45	45	90
6	45	60	105
7	30	75	105
8	35	80	115

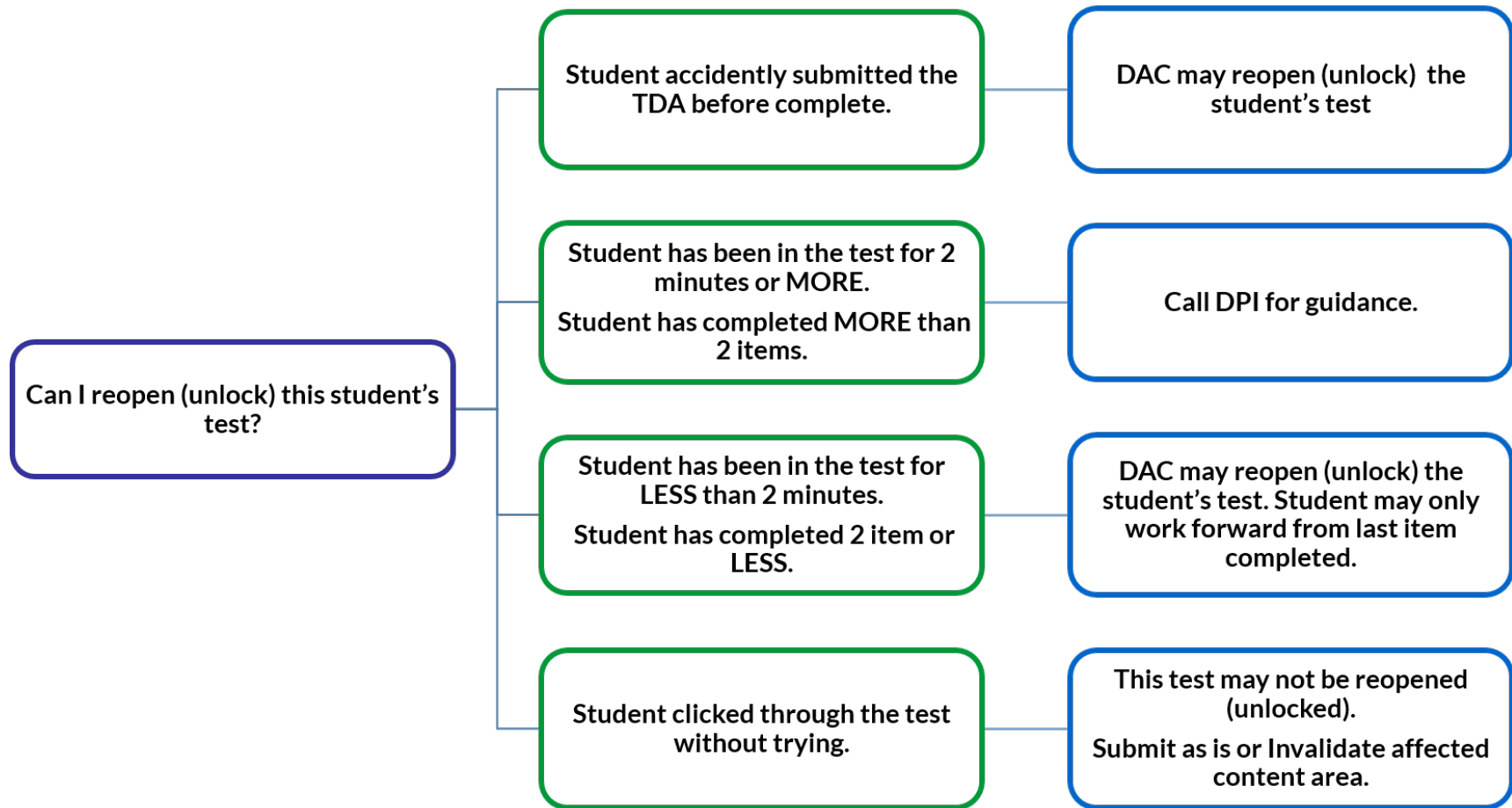
**Science Estimated Testing Times in Minutes**

Grade Level	Session 1	Session 2	Session 3	Total Testing Time
4	35	35	35	105
8	35	35	35	105

**Social Studies Estimated Testing Times in Minutes**

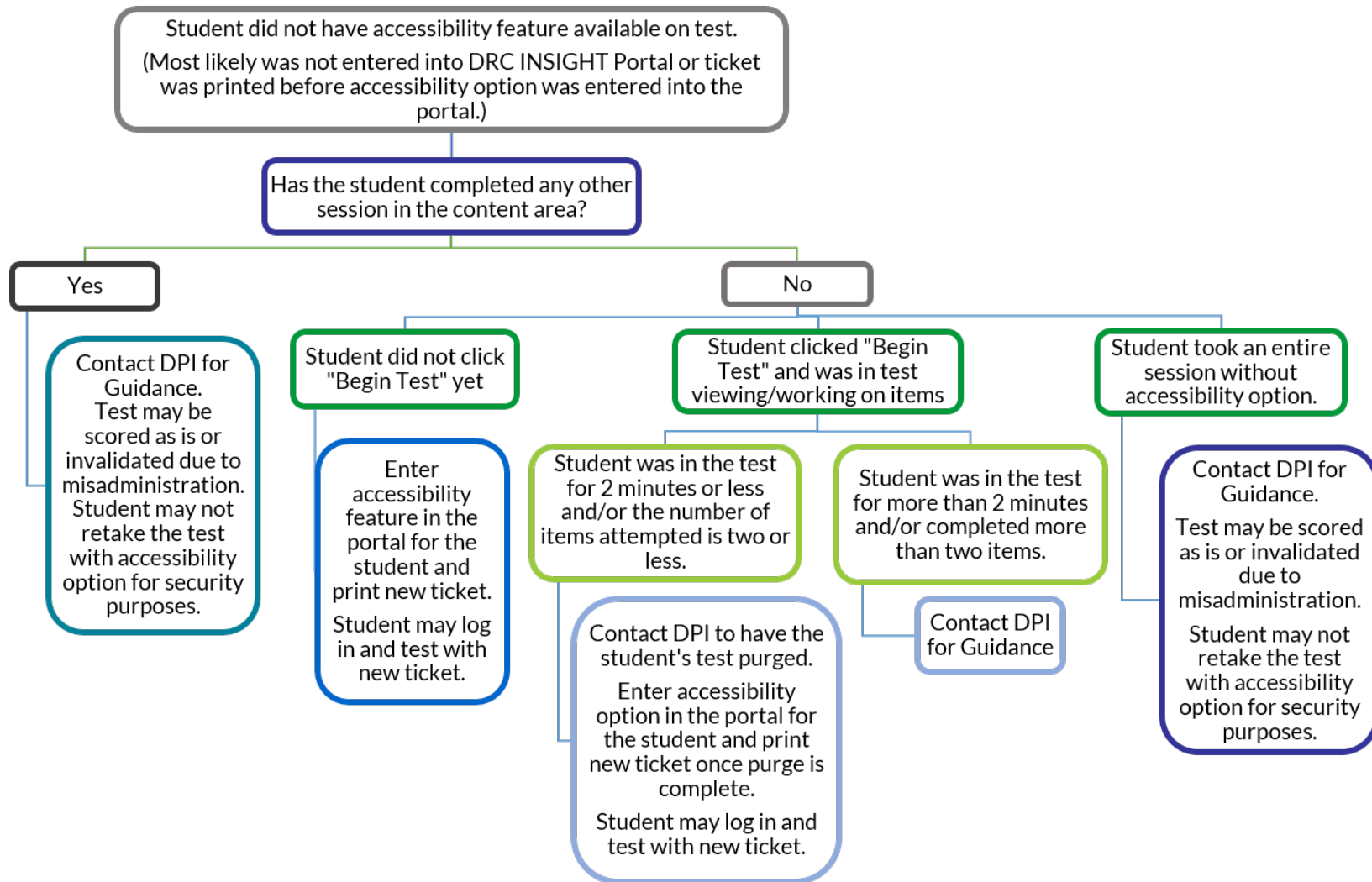
Grade Level	Session 1	Session 2	Total Testing Time
4	35	35	70
8	35	35	70
10	35	35	70

## APPENDIX D: DECISION TREE FOR UNLOCKING A STUDENT'S TEST



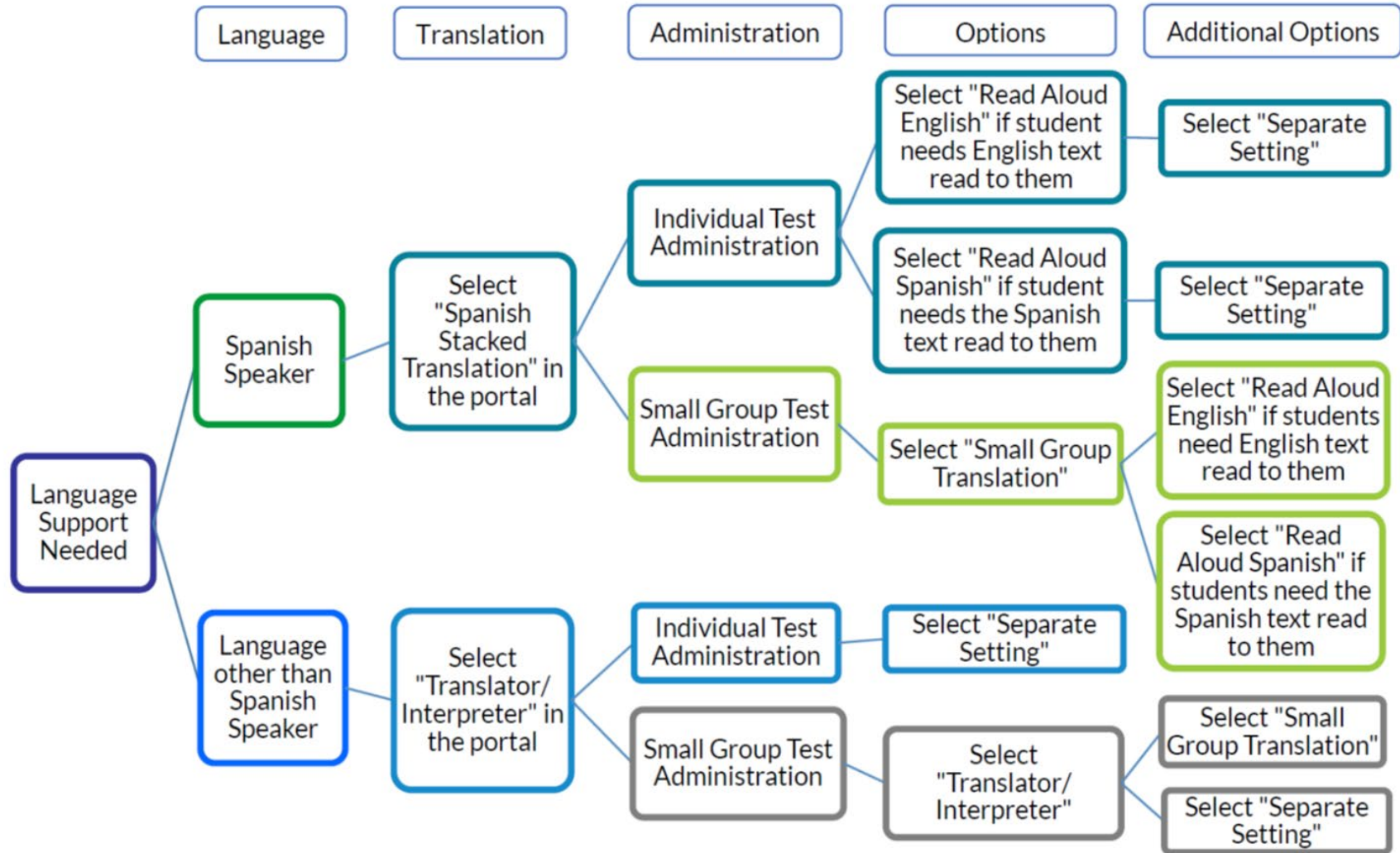


## APPENDIX E: DECISION TREE FOR A STUDENT WHO DID NOT HAVE ACCESSIBILITY FEATURE AVAILABLE DURING TESTING



## APPENDIX F: DECISION TREE TO ASSIST IN SELECTION OF SUPPORTS FOR ENGLISH LEARNERS.

**Reminder:** Only select supports the student needs and uses regularly in the classroom.



## APPENDIX G: ACCESSIBILITY FEATURES AND ABBREVIATED CODES

Abbreviation	Description	Accommodation / Designated Support	Embedded / Non-Embedded
CC	Color Choices	Designated Support	Embedded
CTC	Contrasting Color	Designated Support	Embedded
RC	Reverse Contrast	Designated Support	Embedded
MSK	Masking	Designated Support	Embedded
ST	Stacked Translations (Spanish)	Designated Support	Embedded
TTS	Text-to-Speech	Designated Support	Embedded
AD	Amplification Device	Designated Support	Non-Embedded
BD	Word-to-word Bilingual Dictionary	Designated Support	Non-Embedded
CO	Color Overlay	Designated Support	Non-Embedded
MAG	Magnification	Designated Support	Non-Embedded
NB	Noise Buffers	Designated Support	Non-Embedded
RA	Read Aloud	Designated Support	Non-Embedded
RAS	Read Aloud in Spanish	Designated Support	Non-Embedded
SC	Scribe	Designated Support	Non-Embedded
SS	Separate Setting	Designated Support	Non-Embedded
SGT	Small Group Translation	Designated Support	Non-Embedded
TI	Translator / Interpreter	Designated Support	Non-Embedded
VSL (ASL)	Video Sign Language	Accommodation	Embedded
C CAP	Closed Captioning	Accommodation	Embedded
AB	Abacus	Accommodation	Non-Embedded
ARO	Alternate Response Options	Accommodation	Non-Embedded

<b>Abbreviation</b>	<b>Description</b>	<b>Accommodation / Designated Support</b>	<b>Embedded / Non-Embedded</b>
<b>BRL</b>	Braille	Accommodation	Non-Embedded
<b>NEC</b>	Calculator	Accommodation	Non-Embedded
<b>LS</b>	Listening Scripts	Accommodation	Non-Embedded
<b>MT</b>	Multiplication Table	Accommodation	Non-Embedded
<b>POD</b>	Print-on-Demand	Accommodation	Non-Embedded
<b>RAP</b>	Read Aloud	Accommodation	Non-Embedded

# Glossary

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<b>Term</b>	<b>Definition</b>
Accommodations	Changes in procedures or materials that increase equitable access during the Wisconsin Forward Exam. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
Break/Pause	Action taken by a student or Test Proctor to temporarily halt the test during any part of the test, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).
District Assessment Coordinator (DAC)	Designated district staff member who is responsible for overseeing the implementation of the Forward Exam. The DAC can upload, add, modify, and remove student records and is responsible for ensuring all school-level test administrators have received adequate training on test administration, test security, and testing policies/practices.
DRC INSIGHT Portal	The Wisconsin assessment program portal—from which the assessment will be managed.
DRC INSIGHT Portal Test Session	A grouping of students in the DRC INSIGHT Portal that are assigned to the same test. Sessions can be large (for instance, all 3rd grade students at a school who are taking the ELA test may be grouped into one “Grade 3 ELA” test session), or sessions can be broken up by students who will be taking the same test at the same time. All students must be enrolled in a test session for each subject area tested.
DRC INSIGHT app	DRC INSIGHT app is the secure, browser-based test engine for the Wisconsin Forward Exams.

Term	Definition
Item	A test question or stimulus presented to a student to elicit a response.
School Assessment Coordinator (SAC)	Designated school staff member responsible for monitoring the test schedule, process, and test administrators /proctors (TA). SACs are also responsible for ensuring the TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures.
Session	A part of a test requiring a login using a test ticket. ELA tests are broken into four sessions. Math tests are broken into two sessions, Science tests are broken into three sessions, and social studies tests are broken into two sessions.
Test Period	Time designated by the school or district that the student will work on a Forward Exam session. This may be a class period, a particular length of time etc.
Test Sitting	Time designated by the school or district that the student will work on a Forward Exam session. This may be a class period, a particular length of time etc.
Universal Tools	Available to all students based on student preference and selection.
WISEid	Districts use WISEids instead of names to submit data about student educational progress.