



# Breakout Session #14

## *Updates on the Smarter Balanced Assessment Consortium and Other Assessments*

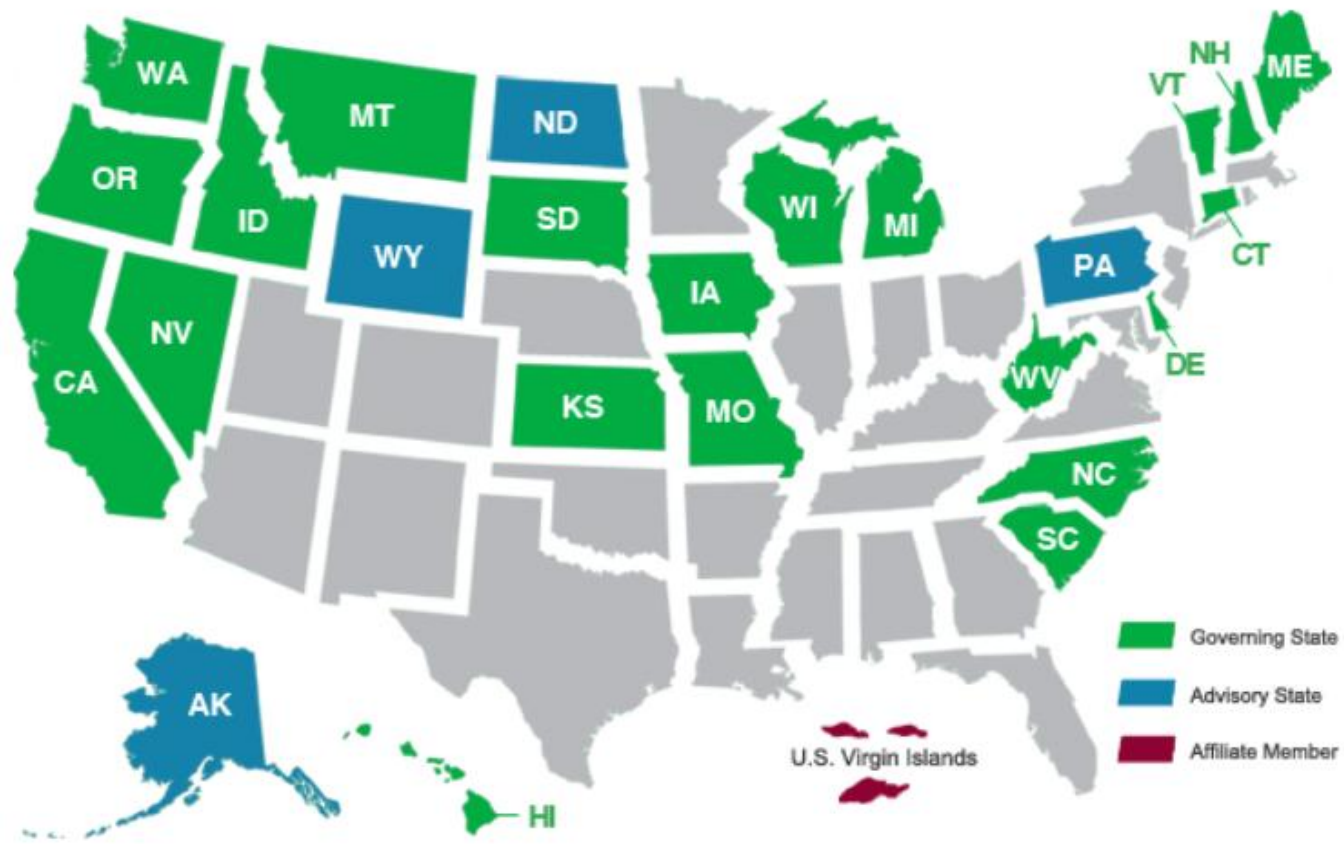
*Systems Accountability Office  
July 19, 2013*



- Cara Tanimura, Director, Systems Accountability Office (SAO)
- Brian Reiter, Acting Administrator, Student Assessment Section (SAS)
- Patricia Reiss, PhD., Test Development Specialist, SAS
- Carol Anton, Test Development Specialist, SAS

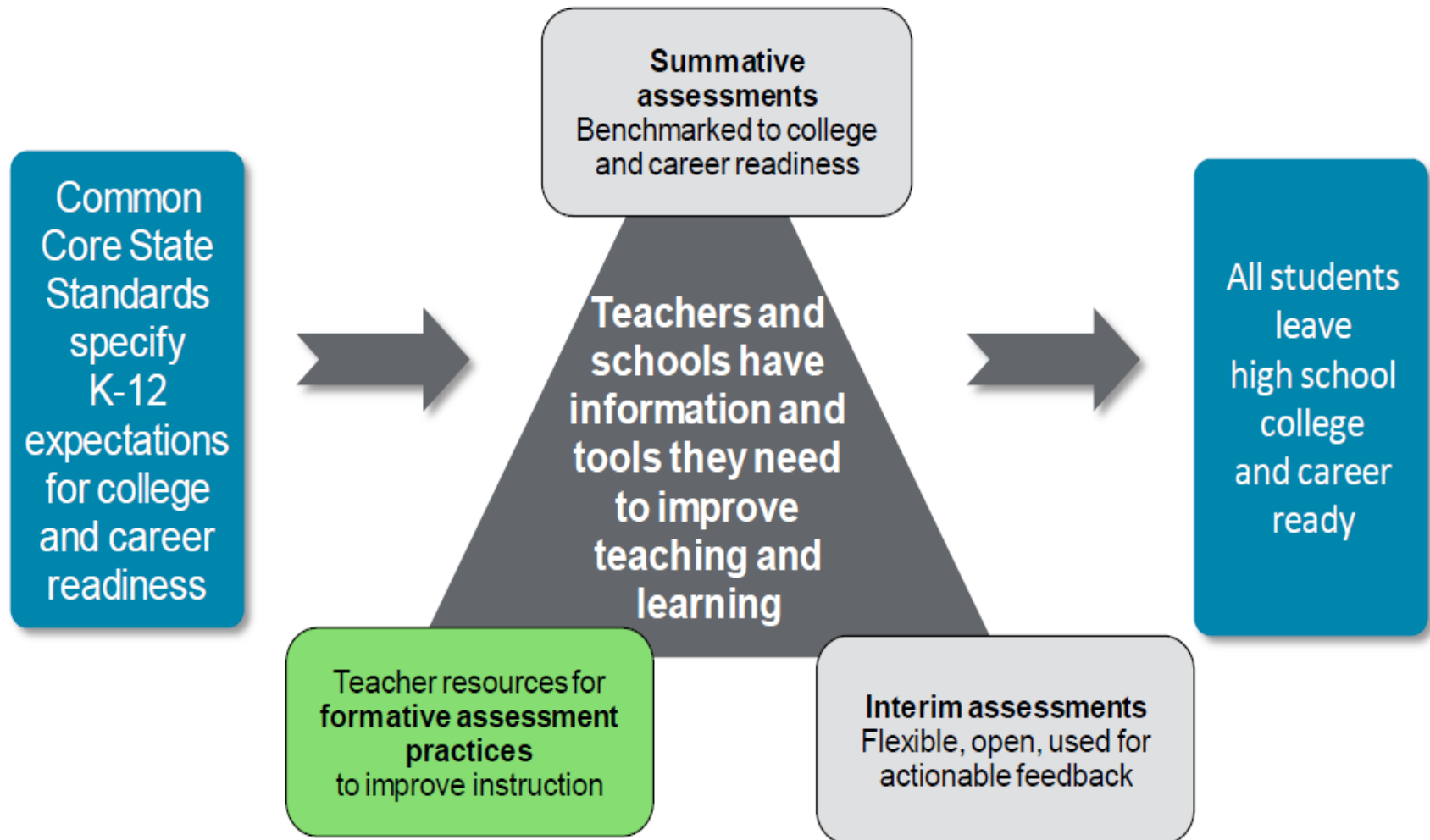


## Member States





# A Balanced Assessment System





Smarter Balanced Group	Hawaii Officials Assigned
State Lead	Cara Tanimura, Systems Accountability Office (SAO)
Co-Chair, Test Design and Validation	Patricia Reiss, PhD, SAO/SAS
Member, Technology Approach and Reporting Member, Sustainability Task Force	Brian Reiter, SAO/SAS
Teacher Involvement Coordinator	Carol Anton, SAO/SAS
Member, Formative Assessment Practices and Professional Learning/Transition to Common Core	Monica Mann, Office of Curriculum, Instruction and Student Support (OCISS)
Member, Architecture Review Board	David Wu, Office of Information Technology Services (OITS)
State Technology Assessment Readiness Coordinator	Mel Decasa, OITS
Higher Education Lead	Linda Johnsrud, PhD, University of Hawaii at Manoa
Member, Test Design and Validation	Laura Lyons, PhD, University of Hawaii at Manoa



# Updated Smarter Balanced Timeline

## Timeline

- **Fall/Winter 2011:** Content specifications developed to ensure assessments align with the Common Core State Standards
- **Spring 2012:** Technology Readiness Tool available to assist states with transition to online assessments
- **Spring/Summer 2012:** Teachers help write Pilot Test items and performance tasks, review for alignment with CCSS, and check for bias/sensitivity
- **Winter/Spring 2013:** Pilot Test of summative and interim assessment items and performance tasks
- **Spring/Summer 2013:** Teachers and contractors develop summative and interim assessment items and performance tasks
- **Summer/Fall 2013:** State Networks of Educators evaluate formative assessment practices and instructional resources; professional development cadres meet
- **Spring 2014:** Field Test of summative and interim assessment items and performance tasks
- **2014-15 School Year:** Implementation of assessment system and launch of digital library



## Smarter Balanced Pilot Test

- More than 5,000 schools from 21 governing states participated (61 Hawaii schools)



## Smarter Balanced Field Test

Tentative window: March 18 – June 6, 2014

- Testing dates will be assigned to each participating school

Scientific sample – 20% of the population tested

- Minimum of one grade level and one content area
- Each student will take CAT and PT

Standard Setting takes place in summer, 2014

All items will be field tested

Time required – approximately 4 hours per content area





## Double Testing

The Department is exploring options to avoid double testing in SY 2013-14.

Traditional Model – Field test students will take two summative assessments

Blended Model – State commits to an online participation rate for field test sample (20% of students)

Early Adopter – All students in grades 3-8 and 11 participate in field tests of both ELA/literacy and Mathematics



## Practice Tests

### Practice Test Available - May 29, 2013

- Link to site is available from HIDOE web site home page and through Smarter Balanced website:  
<http://www.smarterbalanced.org/practice-test/>
- Available for grades 3-8 and 11 in both ELA/literacy and mathematics
- Constructed to follow a test blueprint similar to the blueprint intended for the operational test, but does not encompass full range of content
- Online scoring is not available



## Practice Tests

- Fixed form
- Several accommodations are available for select grades (i.e., TTS, Braille, Spanish glossary [math only])
- General accessibility tools (e.g., highlight text, zooming in and out)
- Not all accessibility features available for all grades/content areas
- Items come from Pilot Test pool



## Practice Tests

- Scoring Guides, Grades 3-8 and 11
  - Posted Monday, July 1, 2013
  - Link to site is available from HDOE web site home page
- Practice Test User Guide
  - Overview of the Practice Test site
- Classroom Activity Administration Guidelines
  - Gives students exposure to context before they complete a related Performance Task



## Practice Tests Upcoming Features

- Performance Tasks and classroom activities for mathematics
- Scoring rubrics
- Accommodations for remaining grades
- American Sign Language translation



## Summative Assessments

- Mandatory comprehensive accountability measures that include:
  - computer adaptive assessments
  - performance tasks
- Administered in the last 12 weeks of the school year
- ELA/literacy and Mathematics
- Grades 3-8 and 11



# Summative Assessments

## Both English Language Arts and Mathematics include

- **Performance Tasks Assessment**

- Target areas of the Common Core standards that are difficult to assess
- Collections of assessments connected to a single theme or scenario
- Designed to measure
  - Depth of understanding
  - Research skills
  - Complex analysis
- Real-world scenarios and complex tasks

- **A Comprehensive Assessment**

- Assessment types will include
  - Selected-response
  - Constructed-response
  - Technology-enhanced items



# Types of Assessment Items

- **Selected-response items**

Students select one or more responses from a set of options





# Selected Response

## *Single Response – Multiple Choice*

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author's main claim?

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.



# Non-Traditional Selected Response Item

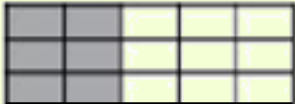
For numbers 1a – 1d, state whether or not each figure has  $\frac{2}{5}$  of its whole shaded.

1a.   Y Yes  N No

---

1b.   Y Yes  N No

---

1c.   Y Yes  N No

---

1d.   Y Yes  N No



# Types of Assessment Items

- **Constructed-response items**

Students produce a text or numerical response

- Short answer items require 1-2 sentences or a number or equation
- Longer answer items require extended writing or mathematical explanation



# Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	Number of Students
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.



# Constructed Response

## Extended Response

Ms. McCrary wants to make a rabbit pen in a section of her lawn.

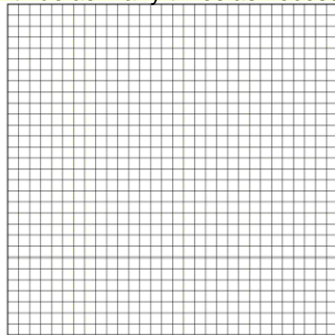
Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

### Part A

Draw 3 **different** rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



**Key**  
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:

Length:  (feet, square feet)

Width:  (feet, square feet)

Area:  (feet, square feet)

Pen 2:

Length:  (feet, square feet)

Width:  (feet, square feet)

Area:  (feet, square feet)

Pen 3:

Length:  (feet, square feet)

Width:  (feet, square feet)

Area:  (feet, square feet)

### Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



**Key**  
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length:  (feet, square feet)

Width:  (feet, square feet)

Area:  (feet, square feet)



## Types of Assessment Items

- **Technology-enhanced items**
  - Enter and edit text
  - Draw or move objects
  - Digital media –audio, images, animation, and video



# Technology-Enhanced Items

Gregory is installing tile on a rectangular floor.

- He is using congruent square tiles that each have a side length of  $\frac{1}{2}$  foot.
- The area of the floor is 22 square feet.
- The width of the floor is 4 feet.

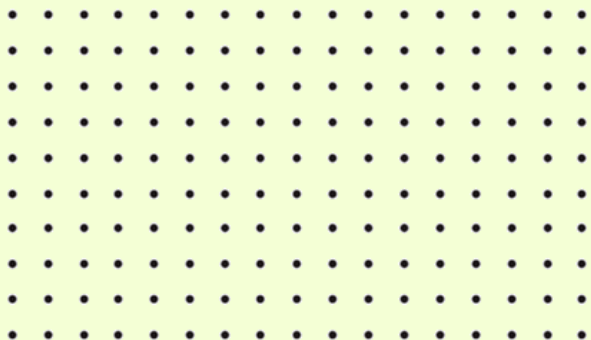
Use the grid and the tile below to model the floor.



Click on the square tile and then click anywhere in the grid to place a copy of the tile on the grid. Continue as many times as necessary.



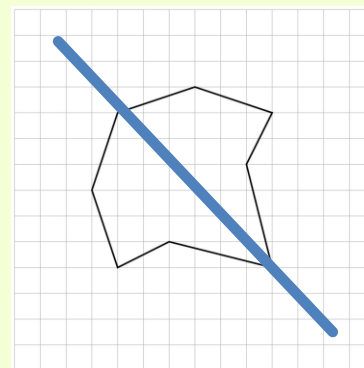
Click on a tile in the grid and then click on the trash can to remove extra tiles.



What is the length, in feet, of the floor?

5.5 feet

Draw a line of symmetry through the figure below.





# Types of Assessment Items

- **Performance Tasks (PT)**
  - Extended activities
  - involve significant interaction of students with stimulus material and/or engagement in problem solving
  - Questions are based on a real-world situation
  - Gauge a student's ability to integrate knowledge and skills across multiple standards
  - Better measure capacities such as depth of understanding, research and writing, and complex analysis





## Interim Assessments

- Smarter Balanced is continuing to finalize the assumptions regarding the structure of the Interim Assessments.
  - Comprehensive
  - Content Cluster
- Results can be used to link to appropriate formative tools and strategies



## Formative Tools and Processes

- Provide resources for teachers on how to collect and use information about student success in acquisition of the CCSS



## Resources in the Digital Library

- Assessment Literacy Modules
- Exemplar Instructional Modules
- Education Resources



# Assessment Literacy Modules

- Commissioned Professional Learning Modules
- Resources for educators, students, and families
- Frame the formative assessment process within a Balanced Assessment System
- Articulate the formative assessment process
- Highlight formative assessment practices and strategies
- Provide tools to analyze the quality of assessments in published materials



## Exemplar Instructional Modules

- Commissioned Instructional and Professional Learning Modules
- Instructional materials for educators and students
- Demonstrate/support effective implementation of the formative assessment process
- Focus on key content and practice from the CCSS



## Education Resources

- High quality vetted resources and tools for educators, students, and families
- Reflect and support the formative assessment process
- Reflect and support the CCSS for ELA/Literacy and Mathematics
- Create Professional Learning Communities



# Digital Library Functionality

The screenshot displays the RFP23 Digital Library - BSTA interface. At the top, there is a navigation bar with the text "RFP23 Digital Library - BSTA" and a search bar. Below the navigation bar, the page shows "Resources (25,063)" and options to "View as List" and "Sort". A red banner in the top right corner reads "Illustrative".

The main content area features a grid of eight resource cards, each with a title, a thumbnail image, a description, and a list of statistics:

- 1.01 rational and irrational numbers:** Thumbnail shows a grid of numbers (0.7, 0.142, 0.3) and fractions (1/2, 5/12, 1/5) with arrows indicating relationships. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- We Can Communicate Through Art:** Thumbnail shows two children holding up drawings. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- Explore Sample Items:** Thumbnail shows a "Smarter Balanced" logo. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- 4 College Readiness Assessments:** Thumbnail shows a group of students. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- Who is Alexander von Humboldt?:** Thumbnail shows a large sailing ship. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- First Day of Geometry - What's Up:** Thumbnail shows various geometric shapes like a pyramid, cube, and cylinder. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- Integration in America:** Thumbnail shows a group of diverse people. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.
- Not just the Main, Great!** Thumbnail shows the word "IDEA" in a glowing font. Description: "Lesson guide (404) 4 units, contextualizing 4E, and 40 related items. Includes 40 related verification elements. Items: 14." Statistics: 200 views, 10 downloads, 100 collaborations. Impact: 100% positive, 0% neutral, 0% negative.



## What the Digital Library Is Not

- Not a bank of assessment items
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site to freely post resources





## Composition of State Leadership Team

- April Goodwin, Higher Education
- Linda Venenciano, Higher Education
- Dewey Gottlieb, OCISS
- Monica Mann, OCISS
- Christina Tydeman, DGO
- Carol Anton, SAO
- Patricia Reiss, SAO
- Cara Tanimura, SAO



## Expectations of State Leadership Team

- Recruit, identify, and train the State Network of Educators (SNE)
- Participate in 5 regional trainings and train SNEs to contribute, review, and publish resources
- Monitor SNEs' review of resources and make final publishing decisions
- Provide overall leadership to SNEs
- Provide feedback on publishing process, Quality Criteria, usability of software, and commissioned and supplemental resources



# Composition of State Network of Educators

- 70 – 150 K – 12 educators and higher education faculty per state
- Each state network has diverse expertise in:
  - CCSS for Mathematics, CCSS for ELA, Science, and Social Studies
  - General Education: Gifted and Talented; English Language Learners, and Students with Disabilities



# Expectations of State Network of Educators

- Participate in 5 trainings between September 2013 and September 2014
- Help populate the Digital Library in advance of the April 2014 launch
  - Review supplemental resources using Quality Criteria and submit additional resources for review
  - Use resources and collaboration tools for own professional learning and instruction
  - Provide feedback on the resources in the library, the review and publishing process, the Quality Criteria, and the usability of the Library



Smarter Balanced Teacher Involvement Activity	Date	Number of Participants
Small Scale Trial Item and Stimulus Reviews	Summer, 2012	4
Small Scale Trial Item Content, Accessibility, and Bias/Sensitivity Reviews	Summer, 2012	11
Small Scale Trial Range Finding	Fall, 2012	5
Pilot Test Item Authoring	Fall, 2012	7
Pilot Test Item Data Reviews	Summer, 2013	1
Pilot Test Range Finding	Summer, 2013	4
Field Test Item and Task Authoring	Summer/Fall, 2013	11
Field Test Stimulus Reviews	Summer, 2013	20
Field Test Item and Task Reviews	Summer/Fall, 2013	14
Field Test Item Quality Reviews	Fall, 2013	2



# What to Expect in the Next Three Months

- Onboard State Networks of Educators
- Deliver first of five trainings for SLTs
- Deliver first of five trainings for SNEs
- Launch version 1.0 software, pre-loaded with educator resources for SNEs to review during the beta period
- SNEs and SLTs begin contributing, reviewing, and publishing additional resources

SLT Training Dates	Anticipated Training Location	States
Aug. 28 – 29	Raleigh-Durham, NC	North Carolina South Carolina West Virginia
Aug. 28 – 29	Sacramento, CA	California Nevada Oregon
Aug. 28 – 29	Seattle, WA	Hawaii Idaho Washington
Sept. 4 – 5	Des Moines, IA	Iowa South Dakota
Sept. 18 – 19	Hartford, CT	Connecticut Delaware Maine New Hampshire Vermont
Sept. 18 – 19	Detroit, MI	Michigan Wisconsin
Sept. 18 – 19	Kansas City, MO	Kansas Missouri Montana



## **Smarter Balanced Communication Task Force**

- Provide consistent and compelling messaging about the value of the CCSS and Smarter Balanced assessments.
- Customize and disseminate a set of materials and tools to ensure the successful implementation of the new Smarter Balanced Assessment System.



# Smarter Balanced Communication Task Force

- All SLT members plus:
  - Donalyn Dela Cruz, CCAO
  - Stephanie Shipton, OSR
  - Lyndsay Pinkus, Deputy Superintendent's Office
  - Liann Ebesugawa, Board of Education
  - Brian Reiter, SAO
  - Teri Yamashige, Higher Education





## State-Managed Item Development

- Governing States have an opportunity to participate in item development for the Field Test.
- 8 states (including Hawaii) have submitted a letter of intent and will participate in item development



# Smarter Balanced Questions?



# Hawaii State Assessments

## October 14, 2013 – May 16, 2014

- Bridge HSA in Reading and Mathematics
  - Grades 3-8 and 10
  - Two opportunities
  
- Online HSA in Science
  - Grades 4 and 8
  - Three opportunities



# Hawaii State Assessments

## October 14, 2013 – May 16, 2014

- Bridge HSA for the Hawaiian Language Immersion Program - in Reading and Mathematics
  - Grades 3 and 4
  - Two opportunities (One English/One Hawaiian or two English)
- Online HSA for the Hawaiian Language Immersion Program - in Science
  - Grade 4
  - Three opportunities (Two English/One Hawaiian or three English)



# Hawaii State Alternate Assessments

## March 3, 2014 – May 16, 2014

- HSA-Alt in Reading and Mathematics
  - Grades 3-8, and 10
  - One opportunity
  
- HSA-Alt in Science
  - Grades 4, 8 and 10
  - One opportunity



# Hawaii State Alternate Assessments Mandatory Training Sessions

- Face-to-Face Training for Test Administrators, Second Raters, and Complex Area Support Team Members
  - Various locations statewide
  - February 10 – 28, 2014



## End-of-Course Exams

- All students enrolled in any of the courses below are required to take the End-of-Course Exam:
  - Biology I
  - US History I
  - Algebra I
  - Algebra II
  - Expository Writing I



# ACT College and Career Readiness System

- **EXPLORE (English, Math, Reading, Science)**
  - Grades 8 and 9
  - March 3, 2014- March 14, 2014
- **PLAN (English, Math, Reading, Science)**
  - Grade 10
  - March 3, 2014 – March 14, 2014
- **ACT Plus Writing**
  - Grade 11
  - March 4, 2014 (make up date is April 1)





# Questions?