



Assessment News

April 29, 2016

Top News This Week

1. HSA-Alt in Science Test and the HSA-Alt in Writing Field Test

The testing window is now open for the online HSA-Alt Science Assessment for students in grades 4, 8 and 11, and the online HSA-Alt Independent Field Test for Writing for students in grades 3-8 and 11. These tests are now available to be selected in the TA Live Site for administration. The test window will remain open through **Thursday, May 26, 2016**.

2. End-of-Course (EOC) Testing Window

The Spring 2016 testing window is now open for administering the operational Algebra I, Algebra II, Biology I, and U.S. History EOC Exams. The test window will remain open through the last day of school for students, **Thursday, May 26, 2016** (June 20, 2016 for multi-track schools).

3. Kaiapuni Assessment of Educational Outcomes (KĀ'EO)

The University of Hawai'i Mānoa and Ka Papahana Loiloi Kaiapuni of the Office of Hawaiian Education developed and administers the [Kaiapuni Assessment of Educational Outcomes \(KĀ'EO\)](#) in Language Arts, Mathematics and Science in the Hawaiian language. The language arts and mathematics assessments are administered to grades 3 and 4 students in the [Hawaiian Language Immersion Program](#). The science assessment is administered to grade 4 students in the program.

The KĀ'EO Help Desk is staffed by English and Hawaiian speakers. The Help Desk is open Monday through Friday 8:00 AM to 3:30 PM. Help Desk personnel have been trained to address both technical and logistical questions about aspects of the test administration.

1. Help Desk phone number: 808-956-7834
2. Help Desk email: kaiapuni@hawaii.edu
3. Website: <https://kaiapuni-wp.coe.hawaii.edu/kumu>
4. Physical Address:

Hawaiian Immersion Assessment Project
Attn: Pōhai Kukea Shultz
1776 University Avenue, Everly 126
Honolulu, HI 96822

For questions about the content and purpose of the Hawaiian Immersion Assessment Project, please visit: <https://kaiapuni-wp.coe.hawaii.edu/kumu> or contact the project staff at the University of Hawai'i, Mānoa: kaiapuni@hawaii.edu

Assessment News

April 29, 2016

4. What are Test Accommodations?

Test accommodations are any adjustments made to tests or testing conditions that allow students with physical or learning disabilities to demonstrate their true achievement level on standardized exams or other high-stakes tests. Common adjustments include:

- American Sign Language
- Braille or large print text
- having someone else write down test answers
- listening to reading passages read aloud by text-to-speech (TTS) software

The general goal of providing test accommodations is to create a level playing field for students whose disabilities may adversely affect their ability to show on a test what they have learned.

A common metaphor for test accommodations concerns eyeglasses. Eyeglasses are an accommodation for imperfect or poor vision. If you wanted to test the natural vision ability of a person who wears glasses to see things far away, then wearing glasses during a test of distant vision would invalidate the test score — assuming your purpose is to understand the person's natural or uncorrected vision. On the other hand, if your purpose was to determine the same person's driving ability, then wearing the glasses that he or she wears daily during the driving test would be a valid accommodation because it would provide a more accurate assessment of the person's driving skills by minimizing or eliminating problems due to vision impairments.

To ensure that tests and assessments accurately measure the abilities and academic progress of students, test accommodations are generally limited to only those specific and appropriate adjustments that educators and test developers have determined will allow students to demonstrate what they know and can do. Restricting test accommodations in this manner is intended not only to ensure testing validity and fairness to other students, but also to ensure that test results don't overestimate or underestimate student abilities. For example, inaccurately inflated scores could lead to the withholding of specialized services and accommodations that students may actually need, while inaccurately low scores could mask a student's true academic potential and abilities, which could result in him or her being placed into courses that are insufficiently challenging.

Accurate measurement based on the appropriate use of accommodations is important to educators who want a precise picture of what students know and can do, since testing results are often used to inform the instructional and support modifications that students may need.

Assessment News

April 29, 2016

5. Test Administrator Must Complete Read Aloud or Scribe Protocol Training Before an Identified Student is Tested

Read Aloud

The non-embedded "read aloud" designated supports for the ELA items in the CAT and PT and the Mathematics items in the CAT and PT may be provided for a general education, ELL, IDEA-eligible, or 504 student who is a struggling reader, has reading related disabilities, or is blind and does not yet have adequate braille skills. If read aloud is not used regularly during instruction, this support is likely to be confusing and may impede the student's performance on the assessments. A human reader must be provided on an individual basis and may not be provided for a group of students. A student may ask the human reader to slow down or repeat text.

The non-embedded "read aloud" accommodation for the ELA CAT reading passages may only be provided for IDEA-eligible or 504 students who have a documented reading-based disability included in their IEP or 504 Plans.

The test administrator who will serve as the human reader must independently review two documents on the Smarter Balanced Resources page and sign a Security/Confidentiality Agreement form which needs to be faxed to the Department's Assessment Section at 808-733-4483 before the student can be tested.

1. Read Aloud Guidelines are located in the "User Guides" folder.

[Read-Aloud Guidelines](#) [pdf] - When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced Assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The test reader must be trained and qualified and must follow the *Smarter Balanced Guidelines for Read Aloud, Test Reader*.

2. Read Aloud Narrated Training Module PowerPoint is located in the "Trainings" folder.

[Read-Aloud Training Module](#) [ppt] - This training module is designed to help the read-aloud test reader understand the guidelines for the Read-Aloud designated support and accommodation when administering the Smarter Balanced Assessments.

3. The Security/Confidentiality Agreement Form is on page 8 in the Read Aloud Guidelines document.

The student must be tested in an individual setting for each ELA and Mathematics CAT and PT test so the non-embedded "separate setting" designated support needs to be activated in TIDE for the student by the test coordinator or test administrator.

Scribe

The non-embedded "scribe" designated support for the ELA non-writing (typing) items in the CAT and PT and the Mathematics items in the CAT and PT may be provided for a student who has documented significant motor or processing difficulties, or who has had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate his/her responses to a human, who then records the

Assessment News

April 29, 2016

student's responses verbatim. It is important that the student be able to develop planning notes via the human scribe, and to view what he/she produces while composing via dictation to the scribe.

The non-embedded "scribe" accommodation for the ELA CAT and PT writing (typing) items may only be provided for a student who has documented significant motor or processing difficulties, or who has had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate his/her responses to a human, who then records the student's responses verbatim. It is important that the student be able to develop planning notes via the human scribe, and to view what he/she produces while composing via dictation to the scribe.

The test administrator who will serve as the human scribe must independently review two documents on the Smarter Balanced Resources page and sign a Security/Confidentiality Agreement form which needs to be faxed to the Department's Assessment Section at 808-733-4483 before the student can be tested.

1. Scribing Protocol is located in the "User Guides" folder.

[Scribing Protocol](#) [pdf] - Scribes are allowable on Smarter Balanced Assessments as a documented accommodation for ELA writing, and a designated support for mathematics and ELA non-writing items. The scribe must be trained and qualified and must follow the *Scribing Protocol for Smarter Balanced Assessments*.

2. Scribing Protocol Narrated Training Module PowerPoint is located in the "Trainings" folder.

[Scribing Protocol Training Module \(Narrated\)](#) [ppt] - This module is designed to help the adult who acts as a scribe for a student understand the guidelines for the scribe designated support and accommodation when administering the Smarter Balanced assessments.

3. The Security/Confidentiality Agreement Form is on page 5 in the Scribing Protocol document.) The student must be tested in an individual setting for each ELA and Mathematics CAT and PT test so the non-embedded "separate setting" designated support needs to be activated in TIDE for the student by the test coordinator or test administrator.

6. Smarter Balanced Spring 2016 Digital Library Spotlight Webinar and Forum Series

Spotlight Webinars are presented by national experts and innovative practitioners. They highlight Digital Library resources on timely and relevant topics. Spotlight Forums provide opportunities for educators from across Smarter Balanced states to discuss the resources and webinars. The Spring 2016 Spotlight webinar is recorded and posted.

- Dr. Martha Thurlow will provide an interactive session from 11:00 a.m.–12:00 p.m. PDT on May 2 highlighting the [Including All Students in Assessments of ELA and Mathematic](#) resource in the Digital Library. She will discuss the Smarter Balanced universal tools, designated supports, and accommodations and provide suggestions for what to consider and how to make appropriate decisions for individual students. The presentation includes a student case to illustrate the process and provides additional resources for educators to support their learning and decision making. [Registration is required](#). Dr. Thurlow will also facilitate a [Spotlight Forum](#) from May 2-6, 2016. Join her and other educators from member states to discuss how to use the Smarter Balanced Usability, Accessibility, and Accommodations framework and the Individual Student Assessment

Assessment News

April 29, 2016

Accessibility Profile (ISAAP) to include all students in English language arts and mathematics assessments.

For additional details about these Spotlight events, [download the flier](#).

7. Reopening of the Smarter Balanced Computer Adaptive Test (CAT) and the Performance Task (PT)

The countdown for the 45-day window for the CAT and the 10-day window for the PT starts on the day when the student answers the first question on the test. If a student does not complete the test within the required time frame then a request to reopen the test may be submitted in the Test Information Distribution Engine (TIDE) and the Assessment Section must approve before a test can be reopened. The expiration countdown for a reopened CAT or PT begins as soon as the test is reopened by the Assessment Section, **NOT** when the student logs into the test. Please ensure that the student has returned to the school before entering the request to reopen the student's test. If you have any questions, please contact Karen Tohinaka of the Assessment Section at 733-4100 or via email at karen_tohinaka@notes.k12.hi.us.

8. In the News

- [Testing technology gone wrong](#) (Fordham)
- [Maine Voices: Was our school-test decision wise?](#) (Portland Press Herald)
- [ESSA Cheat Sheet: What's in the New Testing Regulations?](#) (Ed Week)
- [Draft ESSA regulations: A mixed bag for educational excellence](#) (Fordham)
- [Michael Petrilli and Robert Pondiscio: North Dakota should stay the course on testing](#) (Grand Forks Herald)
- [9 Out Of 10 Parents Think Their Kids Are On Grade Level. They're Probably Wrong](#) (KPLU Seattle)
- [Pat Smith commentary: National education tests gauge states' progress](#) (The Columbus Dispatch)

Please contact the Assessment Section at (808) 733-4100 if you have any questions about the information included in this Assessment News.

"A player who makes a team great is more valuable than a great player. Losing yourself in the group, for the good of the group, that's teamwork." - John Wooden