



Assessment News

February 27, 2015

Top News This Week

Important Guidelines for Use of iPads during Administration of Summative Assessments

Technology coordinators are asked to review the Configuration Guidelines and Feature Restrictions for iOS Devices that are currently posted in the "General Information" folder on the Resources page at alohahsap.org if their schools will be using iPads for the administration of the Summative Assessments.

<p>Configuration Guidelines for iOS Devices [pdf] Feature Restrictions for iOS Devices [pdf]</p>	<p>In order to meet test security requirements, all testing devices must run an approved secure browser. Additional requirements for iPads are that they run iOS 8.1.3 and that certain security settings are made to prevent the unauthorized use of the iPad dictionary and predictive text features.</p> <p>These documents include information on the Smarter Balanced guidelines for the configuration and feature restrictions for iOS devices on Smarter Balanced Assessments.</p>
---------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Additional Interim Assessment Documents Have Been Posted on the Smarter Balanced Resources Page

The draft Test Administration Guide for the Interim Assessments is currently posted in the "User Guides" folder on the Resources page at alohahsap.org.

<p>Test Administration Guide for the Smarter Balanced Interim Assessments (Draft) [pdf]</p>	<p>This draft <i>Test Administration Guide for the Smarter Balanced Interim Assessments</i> is an abridged guide adapted from the <i>Smarter Balanced English Language Arts/Literary and Mathematics Assessments: Online, Summative, Test Administration Manual</i>. The full manual can be found in the Users Guides folder.</p>
-------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Teacher Hand Scoring system has been updated with more complete and user friendly Exemplars and Training Guides for scorers as they score items. Within the Teacher Hand Scoring Guide, when a scorer selects a student response to score, he/she can access both the entire question/reading passages as well as detailed scoring rubrics by clicking on "Training Guide" button on the upper right hand side of the screen. The scorer can also access scored examples of student responses to the item, with an explanation of why a particular score was given, by clicking on the "Exemplar" button also on the upper right hand side of the screen. This updated guide is currently posted in the "User Guides" folder on the Resources page at alohahsap.org.

Assessment News

February 27, 2015

Teacher Hand Scoring System User Guide [pdf]	This user guide provides instructions for accessing and using the Teacher Hand Scoring System for Smarter Balanced Assessments.
--------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

Additional Appendices Have Been Added to the Test Administration Manual for the Summative Assessments on the Smarter Balanced Resources Page

These appendices include the following:

Appendix N: Print-on-Request Accommodation for Online HSAP - Page 88

Appendix O: Text-to-Speech Accommodation: ELA Reading Passages - Page 89

Appendix P: Read Aloud Accommodation: ELA Reading Passages - Page 90

Appendix Q: Multiplication Table Accommodation: Mathematics - Page 91

Appendix R: Courtesy Testing for Home-schooled Students - Page 92

Appendix S: Additional Designated Supports or Accommodations - Page 93

Appendix T: On-Island Alternative Site Request Form for Paper/Pencil HSAP Assessments - Page 94

Appendix U: Off-Island Alternative Site Administration Request Form for Paper/Pencil HSAP Assessments - Page 95

Appendix V: Test Security and Administration Procedures Acknowledgement Form for Proctors - Page 96

Appendix W: Student Participation - Page 97

Appendix X: Special Procedures - Page 98

Appendix Y: Student Population Definitions - Page 102

This updated manual is currently posted in the "User Guides" folder on the Resources page at alohahsap.org.

2015 Smarter Balanced Test Administration Manual [pdf]	This manual includes information about policies and procedures for Test Administrators, Test Coordinators, and others involved in test administration.
------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Reminder About the Need for All Students to Use Headphones for the Listening Portion of Summative ELA/Literacy Assessment and for Some Students Who Require Text-to-Speech or Audio Glossaries

Table 13 on page 34 in the Test Administration Manual for the Summative Assessments indicates that headphones are an additional required resource. Students may use their personal ear buds when they are needed during the Summative Assessments. Students' personal ear buds need to be tested on the school computers during the training test or practice test to ensure that they are working properly. Schools may decide whether they will provide headphones or ear buds for each computer used for the administration of the Summative Assessments if students' personal ear buds will not be used.

Assessment News

February 27, 2015

Table 13: Additional Required Resources

Content Area	CAT Items	Classroom Activity	Performance Task (PT)
ELA	<ul style="list-style-type: none"> Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech. Scratch paper should be provided for note taking if necessary. 	NA	<ul style="list-style-type: none"> Headphones are required for some performance tasks and for students requiring text-to-speech. Scratch paper should be provided for note taking if necessary.
Mathematics	<ul style="list-style-type: none"> Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. An embedded calculator will be available for some mathematics items in grade 6 and above. Scratch paper is required for all grades. Graph paper is also required for Grade 6 and above. 	NA	<ul style="list-style-type: none"> Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. An embedded calculator will be available for all mathematics PT items in grade 6 and above. Scratch paper is required for all grades. Graph paper is also required for Grade 6 and above.

Clarification Regarding the Display or Non-Display of Some Designated Supports in the Test Information Distribution Engine (TIDE) System

Audio Glossary

This embedded designated support is not displayed in TIDE because it is a feature that a student can access only when he/she is using a Translation Glossary for one of the 11 supported languages, i.e., Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi, Russian, Spanish, Tagalog, Ukrainian, and Vietnamese.

Special Note: There is no audio version of the English Glossary which is an embedded universal tool.

Noise Buffers

Current Status: Visible in TIDE

Assessment News

February 27, 2015

The Smarter Balanced Usability, Accessibility, and Accommodations Team has changed this non-embedded accommodation to a non-embedded designated support. Ear mufflers, white noise, and/or other equipment used to block external sounds. One student (not groups of students) wears equipment to reduce environmental noises. A student may have these testing variations if regularly used in the classroom. A student who uses noise buffers will need headphones unless tested individually in a separate setting.

Text-to-Speech

Current Status: Visible in TIDE for ELA and Mathematics

For ELA Assessment

Computer Adaptive Test

Users will see three options.

- > Passages: Visible in TIDE and will be modified for access only by the Department's Assessment Section on March 10, 2015.
- > Passages & Items: Visible in TIDE and will be modified for access only by the Department's Assessment Section on March 10, 2015.
- > Items: Visible in TIDE and can be accessed by school level personnel.

Performance Task

Users will see three options.

- > Stimuli: Visible in TIDE and can be accessed by school level personnel.
- > Stimuli & Items: Visible in TIDE and can be accessed by school level personnel.
- > Items: Visible in TIDE and can be accessed by school level personnel.

For Mathematics Assessment

Computer Adaptive Test

Users will see three options.

- > Items: Visible in TIDE and can be accessed by school level personnel.
- > Stimuli: Visible in TIDE and can be accessed by school level personnel.
- > Stimuli & Items: Visible in TIDE and can be accessed by school level personnel.

Performance Task

Users will see three options.

- > Items: Visible in TIDE and can be accessed by school level personnel.
- > Stimuli: Visible in TIDE and can be accessed by school level personnel.
- > Stimuli & Items: Visible in TIDE and can be accessed by school level personnel.

Some schools have shared that teachers are using supplemental reading program information to assist in the identification of students who are struggling readers because they know that "all" students cannot be given the text-to-speech embedded designated support since it is not a universal tool. Some of the supplemental reading programs include the following:

- > Response to Intervention (RTI) Program***
- > Star Reading Program***
- > Kid Biz 3000 Program***
- > Teen Biz 3000 Program***
- > Scholastic iRead Program***
- > Scholastic READ 180 Program***

Assessment News

February 27, 2015

Translated Test Directions (Embedded Designated Support)

This embedded designated support is not displayed in TIDE because a student can only access it when he/she is using the Translations (Stacked) for Spanish which is another embedded designated support while taking the Mathematics Assessment.

Special Note: These translated test directions are the same ones that the Test Administrator reads aloud in English to students **before they log in to begin a test session**.

Translated Test Directions (Non-Embedded Designated Support)

This non-embedded designated support is displayed in TIDE because a student may be given a printed copy of the translated test directions from a pdf for the language in which he/she is a proficient reader that is provided on the Smarter Balanced Resources page in the "Translated Test Directions" folder. These translated test directions are the same ones that the Test Administrator reads aloud in English to students **before they log in to begin a test session**.

Students who have limited English language skills can use the translated directions support.

However, this support should only be used for students who are proficient readers in the other language and not proficient in English. There are 18 supported languages and dialects: Arabic, Cantonese, Dakota, Filipino (Tagalog and Ilokano), French, Haitian Creole, Hmeng, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Ukrainian, Vietnamese, Yupik.

<p>Translated Test Directions: Cantonese [pdf]</p> <p>Translated Test Directions: Filipino (Tagalog & Ilokano) [pdf]</p> <p>Translated Test Directions: French [pdf]</p> <p>Translated Test Directions: Japanese [pdf]</p> <p>Translated Test Directions: Korean [pdf]</p> <p>Translated Test Directions: Mandarin [pdf]</p> <p>Translated Test Directions: Vietnamese [pdf]</p>	<p>These documents are Smarter Balanced Test Administration Directions translated into foreign languages.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

Translations (Stacked) - Allowed only for Math Items

Current Status: Visible in TIDE

A full translation in Spanish is provided above the original item. Use of the stacked (dual language) translation which is an embedded designated support may be appropriate for students whose primary language is not English and who use dual language supports in the classroom. This support will increase reading load and cognitive load.

Current Status of Two Accommodations in the Test Information Distribution (TIDE) System

Assessment News

February 27, 2015

Text-to-Speech for ELA Reading Passages Only

Current Status: Visible in TIDE and will be modified for access only by the Department's Assessment Section on March 10, 2015.

A school test coordinator must submit the Appendix O Student Verification Form on page 89 in the Test Administration Manual to the Department's Assessment Section for review and approval or disapproval of this embedded accommodation. The school test coordinator will be informed regarding the approval or disapproval via email. If the request is approved, the Assessment Section will check this embedded accommodation in TIDE for the identified IDEA-eligible or 504 student so he/she can access the text-to-speech feature for the reading passages.

Allowed for ELA passages in grades 6-8 and 11. Text is read aloud to the student via embedded technology. This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in the general assessment). For students in grades 3 -5, text-to-speech will not be an available accommodation. For students in grades 6 - 8 and 11, text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Read Aloud for ELA Reading Passages Only

Current Status: Visible in TIDE and will be modified for access only by the Department's Assessment Section on March 10, 2015.

A test coordinator must submit the Appendix P Student Verification Form on page 90 in the Test Administration Manual to the Department's Assessment Section for review and approval or disapproval of this non-embedded accommodation. The test coordinator will be informed regarding the approval or disapproval via email. If the request is approved, the Assessment Section will check this non-embedded accommodation in TIDE for the identified IDEA-eligible or 504 student.

Allowed for ELA passages, grades 6-8 and 11, and for students who are blind in grades 3-8 and 11 and who do not yet have adequate braille skills. Text is read aloud to the student by a trained and qualified human

reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual, reviews the narrated training powerpoint, and signs the Read Aloud Training Verification Form in the Test Administration Manual for the Summative Assessments. All or portions of the content may be read aloud. This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in the general assessment). For students in grades 3 -5, read aloud will not be an available accommodation. For students in grades 6 - 8 and 11, read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. Readers should be provided to students on an individual basis - not to a group of students. A student should have the option of asking a reader to slow down or repeat text.

In the News

Lodi News – Sentinel (CA), 2/25/15

Article: "Testing of California students starts soon"

http://www.lodinews.com/news/article_21dd6688-bcc9-11e4-b249-e3c47e222d1c.html

Assessment News

February 27, 2015

Des Moines Register, 2/24/2015

Op-ed: “A smarter test for Iowa’s schoolchildren”

<http://www.desmoinesregister.com/story/opinion/readers/2015/02/24/smarter-test-iowa-schoolchildren/23920935/>

The Oregonian, 2/24/15

Op-ed: “Smarter Balanced exam as ‘abuse’ and other myths: Editorial Agenda 2015”

http://www.oregonlive.com/opinion/index.ssf/2015/02/smarter_balanced_exam_as_abuse.html

Thomas B. Fordham Institute, 2/22/2015

Article: “Common Core and America’s High – Achieving Students”

<http://edexcellence.net/publications/common-core-and-americas-high-achieving-students>

The Charleston Gazette, 2/18/15

Article: “Joanna Burt – Kinderman: A teacher speaks up for common core math”

http://www.wvgazette.com/article/20150218/ARTICLE/150219379?&utm_medium=email&utm_source=cfss&utm_content=32+-+ldquoA+Teacher+Speaks+Up+for+Common+Core&utm_campaign=02242015_Teacher_News_letter&source=02242015_Teacher_Newsletter

U.S. Chamber of Commerce Foundation, 2/2015

Video: “How Schools are Preparing Students for their Journey”

<http://www.businessforcore.org/schools-preparing-students-journey/>

Resources

Data Quality Campaign Factsheet on Education Data—The Data Quality Campaign produced a report outlining myths and facts about the assessment consortia and data privacy. The comprehensive report “Getting the Facts Straight about Education Data” can be accessed here: <http://www.dataqualitycampaign.org/files/Facts%20about%20EdData-CCSS%20Assessments.pdf>.

CCSS Forward—CCSS Forward, a section of the CCSSO website, is designed to provide updates on new resources and shine a spotlight on state leadership with Common Core implementation. It can be found at http://www.ccsso.org/CCSS_Forward_State_Resources_and_Success_Stories_to_Implement_the_Common_Core.html.

Khan Academy Common Core resources—Khan Academy has free online resources and exercises that align with the Common Core and that can be personalized to the needs of individual students. The resources can be found at <https://www.khanacademy.org/commoncore>.

A Primer on Common Core—Aligned Assessments—Education First developed a briefing for state policymakers and advocates about Common Core—aligned assessment systems, including Smarter Balanced. The presentation can be found at http://www.education-first.com/files/A_Primer_on_Common_Core-Aligned_Assessments_Education_First.pdf.

Assessment News

February 27, 2015

Key Facts about the Common Core State Standards—Alliance for Excellent Education publications on the CCSS can be found at the following links:

<http://www.all4ed.org/files/CCSSFacts.pdf> and <http://www.all4ed.org/files/CommonCore101.pdf>.

Follow Smarter Balanced on Twitter—Follow @SmarterBalanced for resources and links to the latest news about the Consortium.

Smarter Balanced Hawaii—Information and resources related to the administration of the Smarter Balanced Assessments in Hawaii is located at the statewide testing portal:

<http://AlohaHSAP.org>.