



Assessment News

December 11, 2015

Top News This Week

1. Important Update Regarding Use of Classroom Activities Prior to Administration of Spring 2016 Smarter Balanced Summative English Language Arts (ELA)/Literacy and Mathematics Performance Tasks

Based on feedback from schools across the Smarter Balanced Consortium states after the first administration of the summative assessments during spring 2015 regarding the logistical issues involved in conducting the required classroom activities before the ELA/Literacy and Mathematics performance tasks, the grades 3-8 and 11 classroom activities for both subjects **WILL NOT** be administered to the students in our Hawaii Department of Education public and public charter schools during spring 2016. This decision was made after extensive consultation with the staff members in the other Smarter Balanced states who were also involved in the design of these assessments. The ELA/Literacy and Mathematics performance tasks that will continue to be administered to students in the identified grades have sufficient embedded resources that allow students to demonstrate what they know and can do without participating in a preceding classroom activity.

The elimination of the 30 minute classroom activity from the Smarter Balanced Summative Assessments will reduce the total testing time for each grade level by approximately one hour.

Spring 2016 Estimated Testing Times for Smarter Balanced Summative Assessments Minus 30 Minutes Per Subject for Classroom Activity

Content Area	Grades	Computer Adaptive Test Hrs: Mins	Performance Task Hrs: Min	Total Hrs: Min
English Language Arts	3-5	1:30	2:00	3:30
	6-8	1:30	2:00	3:30
	11*	2:00	2:00	4:00
Mathematics	3-5	1:30	1:00	2:30
	6-8	2:00	1:00	3:00
	11*	2:00	1:30	3:30
Both Subjects	3-5	3:00	3:00	6:00
	6-8	3:30	3:00	6:30
	11*	4:00	3:30	7:30

*Actual testing time recorded in the Live Test Site for grade 11 students during Spring 2015 indicated that many of them did not need all of the estimated time for each subject.

Important Note

Now the students in each tested grade within a school will be electronically preassigned different ELA/Literacy and Mathematics performance tasks because the need to administer the same classroom activity to all of the students in a grade level within a school is no longer required.

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How does the elimination of the Summative Assessment classroom activity for each subject affect schools' administration of the optional Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)?

The "Classroom Activities Card" for the ICAs and IABs will continue to be posted on the Smarter Balanced Test Coordinators/Administrators page at alohahsap.org during the remainder of the 2015-16 school year. Schools may decide whether or not to conduct the classroom activities which are now "optional" before administering the ELA/Literacy and Mathematics performance tasks.

2. Reminder Regarding Different Rules for Students' Use of "Text-to-Speech" or "Read Aloud" as a Designated Support Versus an Accommodation

Text-to-Speech (embedded) or Read Aloud (non-embedded) Designated Support

1. All students may NOT use this designated support. Only universal tools may be used by all students.
2. A student, i.e., general education, ELL, IDEA-eligible, or 504, must be a struggling reader to use this designated support.
3. The staff members who provide services for a student must use school information that indicates a student is a struggling reader, e.g.
 - o iReady Program
 - o Kid Biz 3000 Program
 - o Response to Intervention (RTI) Program
 - o Star Reading Program
 - o Scholastic iRead Program
 - o Scholastic READ 180 Program
 - o Teen Biz 3000 Program
 - o WIDA: Access for ELLs
4. A student needs to be taught how to access the text-to-speech feature on the computer screen and select one of the options to use from the drop down menu while taking a practice test via the secure browser before the assessment is administered.
5. A student who cannot use the text-to-speech designated support due to other learning needs may use the read aloud designated support that requires a test reader. A test reader is an adult who provides an oral presentation of the assessment text to the eligible student. The test reader must be trained and qualified and must follow the Guidelines for Read Aloud, Test Reader. The Security/Confidentiality Agreement on page 18 in the Guidelines for Read Aloud, Test Reader document must be signed by the test reader and the school test coordinator and submitted to the Department's Assessment Section before the student is tested. **A student's score for an assessment will be invalidated if the signed form is not received before testing begins.**

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Text-to-Speech (embedded) or Read Aloud (non-embedded) Accommodation

1. Only an IDEA-eligible or 504 student may use this accommodation for the Smarter Balanced ELA Computer Adaptive Test (CAT) reading passages if documentation of a reading related disability is included in his or her Individualized Education Program (IEP) or 504 Plan.
2. The school test coordinator must complete the Verification of Student Need Form in the Smarter Balanced Interim Test Administration Guide or the Smarter Balanced Summative Test Administration Manual and submit it to the Department's Assessment Section for review and approval or disapproval. The form requires that the key text in the IEP or 504 Plan that describes the reading related disability be included in the box provided on the form. For example,

The student's initial evaluation (2015) indicates the he or she received a Reading Fluency subtest score in the 0.1 percentile (Extremely Low Range) on the Kaufman Test of Educational Achievement - 3. Current supports include reading appropriate level passages aloud to build the student's reading fluency skills and passage comprehension.

On the student's most recent re-evaluation, he or she received a Reading Composite score in the Borderline Range on the Kaufman Test of Educational Achievement -3, receiving a score of 72. Current supports include using a read aloud function on Achieve, and having grade level texts read aloud to allow the student the opportunity to demonstrate comprehension.

3. A student needs to be taught how to access the text-to-speech feature on the computer screen and select one of the options to use from the drop down menu while taking a practice test via the secure browser before the assessment is administered.
4. A student who cannot use the text-to-speech accommodation due to other learning needs may use the Read Aloud accommodation that requires a test reader. A test reader is an adult who provides an oral presentation of the assessment text to the eligible student. The test reader must be trained and qualified and must follow the Guidelines for Read Aloud, Test Reader. The Security/Confidentiality Agreement on page 18 in the Guidelines for Read Aloud, Test Reader document must be signed by the test reader and the school test coordinator and submitted to the Department's Assessment Section before the student is tested. **A student's score for an assessment will be invalidated if the signed form is not received before testing begins.**

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3. ACT Assessments

ACT Aspire (Grades 8, 9, and 10)

ACT Aspire Portal Updated Student Data Upload File

Thank you to all secondary public and public charter school staff members for collaborating with the ACT Aspire Team and the Department as a new Student Data Upload (SDU) file was uploaded to the ACT Aspire Portal during the maintenance window from **Thursday, December 10 to Monday, December 14, 2015**. The file that was uploaded to the portal included the most current eSIS file that replaced the October 2015 eSIS file upload. If you have questions about the file or the portal, please contact the ACT Aspire Customer Service at 1-888-802-7502 (Monday-Friday, 2:00 a.m. – 3:30 p.m. Hawai'i Standard Time) or email at ACTAspireImplementation@ACTAspire.org.

4. In the News

- [President Obama Signs Into Law a Rewrite of No Child Left Behind](#) (New York Times)
- [As Congress kills No Child Left Behind law, what's ahead for Oregon schools?](#) (Oregon Live)
- [As education bill passes, N.D. to modify testing, review Common Core](#) (Bismarck Tribune)
- [Ybarra supports another year of SBAC to collect data](#) (Idaho Ed News)
- [Oregon Students Rejoice: State Exams Get Shorter](#) (Oregon Public Broadcasting)
- [Education Myth: American Students Are Over-Tested](#) (US News)
- [Assessing the Assessments: What a Survey of America's Top Educators Revealed About Year-End Tests](#) (The 74 Million)