



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**

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HONOLULU, HAWAII 96804

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

April 20, 2020

Frank T. Brogan  
Assistant Secretary for Elementary and Secondary Education  
U.S. Department of Education  
Office of Elementary & Secondary Education  
400 Maryland Ave. SW  
Rm. 3E124  
Washington, DC 20202

Dear Mr. Brogan:

The Hawai'i Department of Education (HIDOE) has received and reviewed the U.S. Department of Education's (the Department) initial feedback of HIDOE's Innovative Assessment Demonstration Authority application dated April 10, 2020.

In accordance with the conditions from the letter informing HIDOE that additional information is required in order to ensure that the State's application meets all statutory and regulatory requirements, attached is HIDOE's response to the Department's initial feedback.

The HIDOE theory of action for its innovative assessment design is to create a system that, pursuant to section 1111(b)(2)(B)(x) of the ESEA, "allow[s] parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students, and that are provided to parents, teachers, and school leaders, as soon as is practicable after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand."

The classroom assessment component of Hawaii Comprehensive Assessment Program (HICAP) is the "innovation" because no state other than New Hampshire is using classroom assessment information to meet federal assessment and accountability requirements. That said, HIDOE recognizes it will take time to build the capacity necessary to create a classroom assessment system to support assessment and accountability requirements. HIDOE is concerned about rushing the classroom component into the accountability too early in the process because the State leadership

and technical advisors are concerned that an early focus on accountability can corrupt the professional learning that needs to occur.

Therefore, HIDOE proposes a deliberative approach to increase this capacity while relying on a shortened summative assessment to carry the technical burden while the State and its local educational partners engage in professional learning and other capacity building efforts. HIDOE is planning to approach this readiness in stages. First, local educators will engage in expert-led professional learning opportunities to create performance tasks and other classroom assessments while developing a shared understanding of assessment and learning quality. Second, local educators, with HIDOE support, will score the local assessments and produce “subscore” reports to supplement the information produced by the shortened summative assessment. The classroom assessment technology platform being procured by HIDOE will facilitate this work by providing a means to ensure the technical quality of the local assessment system. Once HIDOE is confident in the technical quality of the local assessment system, it will create a composite total score comprising both the shortened summative and local assessment components. The shortened summative will continue to serve as the technical anchor, while the local assessment system will serve the instructional uses necessary to improve the learning of all of Hawaii’s students.

HIDOE looks forward to collaborating with the U.S. Department of Education to build a truly innovative system that results in increased assessment literacy and academic achievement.

Sincerely,



Teri Ushijima, Ed.D.  
Assessment and Accountability Director

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Attachments: Appendix R: HICAP Organization Chart  
Appendix S: Excerpt from HIDOE Classroom-Based Assessment System RFP,  
Section 3, Scope of Work

c: Office of the Superintendent  
Office of Strategy, Innovation, and Performance  
Assessment and Accountability Branch

**Hawai'i Department of Education  
Response to IADA Application Interim Feedback Letter  
April 20, 2020**

The following is in response to the U.S. Department of Education's IADA Interim Feedback Letter received April 10, 2020, requiring additional information in order to ensure that the State's IADA application meets all statutory and regulatory requirements of section 1204 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

**Items that Require Additional Information or Revision in Hawaii's Innovative Assessment Demonstration Authority Plan**

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p><b><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will--</b></p> <p>(1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment--</p> <p>(i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments</p>	<ul style="list-style-type: none"> <li>Evidence requested in sections (b)(2) through (b)(9) below.</li> </ul>	

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p>under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non- participating LEA or any non-participating school within a participating LEA; and</p> <p>(ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(ii) May measure a student's academic proficiency and growth using items above or below the student's grade level so long as, for</p>	<ul style="list-style-type: none"> <li>• Evidence that the proposed innovative assessment used for accountability purposes (the shortened summative assessment) is sufficiently aligned to full depth and breadth of the State's academic content standards, specifically: <ul style="list-style-type: none"> <li>○ A demonstration that the proposed innovative test</li> </ul> </li> </ul>	<p>The Hawai'i Department of Education (HIDOE) will remain a governing member of the Smarter Balanced Assessment Consortium and administer a shortened summative computer-adaptive test (CAT) version of the Smarter Balanced Assessments.</p> <p>The test blueprint for the shortened CAT will be reduced but proportionally representative of the test blueprint of the regular Smarter Balanced CAT.</p>

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<p>purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student's academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>blueprint proposed for accountability determinations assesses the same depth and breadth of the academic content standards as the statewide assessment, especially given the proposed differences in item types when compared to the statewide assessment.</p>	<p>The ELA grade 4 shortened summative CAT blueprint does not include a performance task and constraints were placed for each claim to reduce the number of items in each so that each claim has approximately half the number of items as the full summative test. Constraints for the grade 4 ELA claims are presented in the table, 'Changes in ELA Grade 4 Test Blueprint Constraints in Claims' on page 25 of the application. HIDOE will work with its Technical Advisory Committee (TAC) and measurement professionals at Cambium Assessment and the Center for Assessment to shift the writing performance task from a single, on-demand task to a more authentic, classroom-based assessment opportunity.</p> <p>Therefore, the focus for the first year of ELA assessment literacy will be on performance-based writing to ensure teachers meaningfully assess writing in their classroom and use the writing process and results to enhance writing performance in participating schools. HIDOE is confident that the heavy focus on writing in the classroom assessment system will support more authentic and engaging writing opportunities for students that are better connected to the enacted curriculum.</p> <p>Simulation results comparing the shortened summative CAT and the full Smarter Balanced assessments using the 2019-20 configurations for Hawai'i were run with 5,000 simulated students (representing the full ability range found in Hawai'i</p>

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		<p>on past Smarter Balanced tests) for both the shortened and full summative assessments. Simulations were run with one opportunity and results for the grade 4 ELA assessments. Refer to the table, 'ELA Grade 4: Percentage of Simulated Tests Meeting Blueprint Requirement' on page 25-26 of the application.</p> <p>The blueprint match for the ELA grade 4 shortened summative test is 100% or nearly 100% for each target, claim, and Depth of Knowledge (DOK) constraint. Hawai'i is a Smarter Balanced governing state and will work with the other states in the consortium to develop items to be included in Hawai'i's shortened summative item pool in order to get as close to a 100% blueprint match for all targets and cognitive levels as possible. The current shortened summative item pool is sufficient to meet the blueprint for the proposed uses (e.g., comparable annual determinations for accountability) shortened summative test.</p> <p>The mathematics grade 8 shortened summative CAT blueprint does not include a performance task and constraints were placed for each claim to reduce the number of items in each so that each claim has approximately half the number of items as the full summative test. The blueprint for the Hawai'i mathematics grade 8 full summative assessment is the same as that for Smarter Balanced except there is no performance task for Hawai'i.</p>

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		<p>Similar to Grade 4 ELA, HIDOE will focus its professional development efforts on creating high-quality, classroom-based, culturally-sustainable mathematics performance tasks to ensure students have opportunities to learn and to demonstrate their deep understanding of mathematics content.</p> <p>Mathematics grade 8 simulations were run with 5,000 tests for both the shortened summative test and for the Hawai'i version of the Smarter Balanced summative test. Blueprint constraints for the shortened summative test were designed to reduce the number of items in each claim to proportionally match the full summative test. There were no changes to the mathematics item pool. Simulations were run with one opportunity and results are presented in the table, 'Mathematics Grade 8: Percentage of Simulated Tests Meeting Blueprint Requirements' on page 28 of the application.</p> <p>The blueprint match for the mathematics grade 8 shortened summative test is 100% for each target, claim, and DOK constraint. The Smarter Balanced item pool is more than sufficient to meet the blueprint for the proposed shortened summative test. Item development will continue with Smarter Balanced and approved items will be added to the hybrid item pool.</p>
(3) Express student results or	<ul style="list-style-type: none"> <li>Evidence that the that the</li> </ul>	HIDOE plans to demonstrate the comparability

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<p>competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;</p>	<p>proposed innovative assessment used for accountability purposes (i.e., the shortened version of the statewide assessment) will express student results consistent with the State's challenging academic achievement standards, given that the design for the shortened assessment assesses student differently (e.g., no constructed response items) than the statewide assessment.</p>	<p>of student scores on the innovative assessment program's shortened summative CAT and the current statewide summative assessments in ELA and mathematics, the Smarter Balanced Assessments. The plan is a multi-pronged approach that includes 1) demonstrating comparable technical quality of the reported scores from the shortened and full-scale summative CATs based on simulation studies, 2) using Student Growth Percentiles (SGPs) to evaluate comparability, and 3) validating the comparability of the proficiency level determinations on the shortened and full-scale summative CATs based on a principled evidence-based approach.</p> <p>The computer simulations described above convincingly demonstrate comparability between the shortened and full length Smarter Balanced assessment. This is not surprising because the shortened CAT is almost entirely a subset of the regular CAT and will be reported on the same scale.</p> <p>Other standard analyses reported in the technical manual for the Smarter Balanced assessment will be performed to ensure that the shortened CAT is comparable to the regular Smarter Balanced CAT, including differential item functioning (DIF) analyses, comparability of reliability for student groups, and item exposure analyses.</p> <p>HIDOE will investigate additional means for</p>

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		<p>assessing score comparability with its TAC and the Center for Assessment. Hawai'i already employs SGPs as part of its accountability system. SGPs effectively serve as a "canary in a coal mine" in that they are very sensitive to changes in student performance. HIDOE will evaluate the Mean SGPs for students participating in the IADA as they progress from grade 3 to 4 and then from grade 4 to 5 in ELA. Similarly, we can evaluate the SGPs in mathematics across grades 7 and 8. The SGPs will serve to illuminate potential threats to comparability because we will be able to compare the mean SGPs across IADA and non-IADA participants. Differences in Mean SGPs does not necessarily mean the two tests are not comparable, because it might reflect differences in opportunity to learn.</p> <p>Finally, we will evaluate the changes/stability in the percentages of students scoring at the proficient level and above on the shortened summative assessment compared to the full length assessment. We will do these by comparing these proportions across years (as noted above for SGPs) within IADA classrooms, as well as comparing these proportions across IADA and non-IADA schools.</p>
(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and	<ul style="list-style-type: none"> <li>Evidence that the innovative assessment used for accountability determinations (i.e., the shortened version of the statewide assessment) produces</li> </ul>	<p>HIDOE's three-pronged plan to demonstrate the comparability of student scores on the innovative assessment program's shortened summative CAT and the current statewide summative assessments in ELA and mathematics, the Smarter Balanced</p>

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<p>for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in <b>one of the following ways:</b></p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered</p>	<p>annual summative determinations that are valid, reliable, and comparable for each subgroup of students (e.g., a plan to ensure that adequate samples of subgroups of students are included in pilot results to assess comparability at the subgroup level).</p>	<p>Assessments are described above.</p> <p>These comparable annual determinations, especially at the total score level, will support HIDOE's accountability system as both the achievement indicator and to support evaluations of student longitudinal growth. Current evidence, based upon extensive simulation studies, indicates that these annual determinations will be comparable for the full population and for each reported subgroup of students</p> <p>HIDOE's approach to the IADA opportunity for the shortened summative CAT is to continue with the processes and procedures that have provided valid and reliable summative assessment results in ELA and mathematics. This includes efforts in item development that are aligned to the Hawai'i-adopted content standards and fidelity to acceptable industry test development standards. Meeting these standards are necessary to comply with accountability requirements, to ensure continued evaluation and improvement of the HICAP and to provide a smooth expansion of the HICAP statewide. The Center for Assessment will also assist HIDOE in developing high-quality items.</p> <p>Beginning in Year 1 of the HICAP, the results of the shortened summative CAT will be included in the statewide accountability model. The HIDOE will ensure that HICAP results, including statewide summative assessment results as defined in</p>

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<p>to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment</p>		<p>paragraph (b)(7) of this section, are valid, reliable, and comparable for all students and for each subgroup of students, as described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)B(xi) and 1111(h)(1)C(ii) of the Act, to the results generated by the State academic assessments as described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act.</p> <p>HIDOE will verify comparability at the scale score level between the two assessments: Hawai'i's current summative assessment and shortened summative CAT by grade level and subject. The shortened ELA CAT for grade 4 for the HICAP (Year 1) will be reviewed for alignment to Hawai'i's Common Core State Standards (CCSS) for the same grade. Similarly, the shortened mathematics CAT for grade 8 for the HICAP (Year 1) will be reviewed for alignment to Hawai'i's CCSS for the same grade. The shortened ELA and mathematics CAT for the HICAP will cover the breadth and depth of Hawai'i's state-adopted content standards with an overall summary score. Additionally, HIDOE will work with the Center for Assessment to investigate implications of differences, if any, in reliability through, for example, decision consistency analyses at the individual, student group, and school levels.</p>

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<p>system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration</p>		

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<p>authority. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners;  (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and  (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<ul style="list-style-type: none"> <li>Evidence that the innovative assessment used for accountability (the shortened summative assessment) will provide appropriate accommodations, specifically plans for Braille versions of the assessment.</li> </ul>	<p>The shortened summative CAT will appropriately provide universal tools, designated supports, and accommodations (as verified) for students with disabilities under the Individuals with Disability Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, including English Learners (ELs) with disabilities, to measure their academic achievement.</p> <p>Support for the use of accommodations and accessibility supports during testing is found in the Hawai'i Board of Education Policy 105-12 (see Appendix J). Policy 105-12 states that the Hawai'i Department of Education should: "Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students." The BOE policy is supported by the May 24, 2019 Hawai'i Department of Education memo (see Appendix I). This Assessment Section memo lays out the guidelines and framework that are used for accommodation decisions during summative testing. The same guidelines will be used for both the HICAP and statewide summative test forms. The basis for accommodation decisions will continue to be guidelines found in the Usability, Accessibility, and Accommodations Guidelines</p>

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		<p>(Appendix K).</p> <p>Accommodations available for general summative testing range from technology-based supports such as Text-To-Speech and Speech-To-Text, to physical tools such as an abacus or talking calculator, to human supports such as Read Aloud and Scribe. The statewide summative form has many of these supports built in, and HICAP's innovative form will mirror these features. The items coming from the Smarter Balanced Item Bank have the embedded features, including Braille, incorporated in the Test Delivery System. Negotiations with the participating teachers and their schools may expand the number of features available to the participating teachers, including but not limited to, matching concrete materials and visuals. Participating teachers in the HICAP cohort will receive specific training on the use of supports to provide student access during testing. The teacher training will help to support the development of HICAP assessments that maximize access, minimize the need for supports and accommodations, yet recognize the importance of acknowledging test barriers when they do exist and provide accommodations, as needed. The same supports available for EL students during statewide summative testing will also be made available for the HICAP. EL student supports will be at the designated support level and include a variety of language supports for construct-irrelevant vocabulary as well as test translation for all</p>

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		<p>components of the mathematics and appropriate sections of the ELA assessments. The same supports and accommodations will be provided, when possible, for both the HICAP and statewide summative testing program.</p> <p>The provision of accommodations will continue to be under state control with the verification of accommodation needs undertaken for each request by referencing the student's IEP/504 record. All accommodations for the statewide testing program and HICAP will require verification and prior approval before accommodation provision for testing. Given the same measurement constructs, students taking the HICAP assessments will be able to use the same approved supports provided during statewide summative testing. The Assessment Section, together with HIDOE's curriculum, standards, and special education specialists, will serve in an advisory role when and if questions on appropriate accommodation provision arise during the innovative assessment program to help school leaders make decisions about appropriate accommodations.</p>
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the</p>	<ul style="list-style-type: none"> <li>Evidence that the State will include the results of the innovative assessment in the calculation of the Academic Achievement indicator in the State's accountability system for all students taking this</li> </ul>	<p>HIDOE is not clear about the "inconsistency" referenced in ED's response. To be clear, HIDOE will use the results from HICAP in the accountability system as both the achievement indicator and as part of the growth indicator based on SGP calculations.</p>

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Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;	assessment, beginning in the 2020-2021 school year. For example, HIDOE must reconcile the inconsistency on the application on page 31 and page 33.	
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student's mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student's mastery of those standards</p>	<ul style="list-style-type: none"> <li>Evidence that the innovative assessment used for accountability determinations provides an annual summative determination of achievement that sufficiently describes the student's mastery of the State's challenging academic standards, given that the innovative assessment is substantially different in length than the current statewide assessment.</li> </ul>	<p>As noted above, HIDOE has provided evidence, through the extensive simulation studies, that the shortened summative assessment will yield annual determinations that are comparable to the State's general assessment. The IADA assessment is required to be "comparable" to the State's general assessment, but it is not required to be "equivalent." HIDOE has provided evidence throughout the application and this response that the shortened summative assessment can yield comparable annual determinations for use in HI's accountability system.</p> <p>The aligned, shortened summative CAT will have four proficiency levels as follows:</p> <p>Well Below Proficiency (Level 1) - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p> <p>Approaches Proficiency (Level 2) - The student has</p>

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		<p>nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p> <p>Meets Proficiency (Level 3) - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p> <p>Exceeds Proficiency (Level 4) - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy or mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p>
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii)</p>	<ul style="list-style-type: none"> <li>Evidence that the pilot assessments will provide disaggregated results by each subgroup of students, including timely data for teachers, principals and other school leaders, students, and parents, given that local</li> </ul>	<p>As with the statewide summative assessments, the shortened summative CAT will be disaggregated by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act. The disaggregated results by school-level and statewide will be provided at the end of the school year for subgroups required by ESSA, for those groups that meet the FERPA threshold for privacy,</p>

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<p>and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p>	<p>assessment results will be reported in conjunction with State assessment results on parent reports (e.g., provide a rationale for reporting results of State assessments on the same document as local assessment results that are not standardized).</p>	<p>such as economically disadvantaged students, students with disabilities, English Learners, and major race and ethnic groups, etc.. Similar to the score reports for the statewide summative assessments, the HICAP Family Reports (paper) will be provided to parents. Electronic access to the online HICAP reports will be offered to teachers, principals, and other school leaders as soon as the shortened summative CAT results are scored and quality checked.</p> <p>The classroom-based assessment component of HICAP will complement the shortened summative CAT by providing information about learning that is either not readily available in time to inform instruction and/or is not covered in a form that is available in the shortened summative CAT to provide deeper learning.</p> <p>The classroom assessment system, especially the performance-based tasks, will be used as a vehicle for teachers and leaders to convene and discuss student work. Focus on the details and quality of student work, instead of scores and grades, during the initial years of the IADA will help teachers develop a deeper understanding of student learning and assessment quality than if the focus is on simply producing scores. This does not mean that teachers will not report progress to parents. They will do so in multiple ways including sharing student work and sharing the grades and reports from the classroom-based assessments with parents</p>

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		throughout the school year as the teacher-created assessments are administered and scored. Both the shortened summative CAT and classroom-based assessments of the HICAP will be aligned to Hawai'i's state-adopted content standards.
<p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State's long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA</p>	<ul style="list-style-type: none"> <li>Evidence requested in section (b)(7) above is also needed to satisfy this requirement.</li> </ul>	<p>As explained throughout this response, HIDOE is confident in its ability to produce comparable annual determinations through the use of the HICAP. These comparable determinations will be used to support achievement and growth indicators in Hawai'i's accountability system and to help evaluate the progress toward the State's long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act.</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
report cards under section 1111(h) of the Act.		
<p>(a)(2) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and</p> <p>(ii) Train evaluators to use such strategies, if applicable;</p>	<ul style="list-style-type: none"> <li>• Evidence that the State has a plan to develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring the local assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results (e.g., local assessment scores and scores from the shortened version of the statewide assessment).</li> </ul>	<p>HIDOE's theory of action is contingent upon building local assessment literacy to support deeper and more engaging learning and teaching in the State's schools. Therefore, while HIDOE is in the process of procuring a classroom assessment system platform to support high-quality task development, asynchronous scoring approaches, evaluations of scorer consistency and accuracy, the State's first and highest priority goal is to create the assessment literacy necessary to support higher quality teaching and feedback to students. See attached Appendix S: Excerpt from HIDOE Classroom-Based Assessment System RFP, Section 3, Scope of Work.</p> <p>There is a long literature documenting the unintended negative effects of accountability and external consequences, especially in terms of narrowing the curriculum and focusing on phenomena such as "bubble kids." Therefore, HIDOE will focus first on low stakes approaches to improving the quality and usefulness of local performance-based assessments. Allowing teachers the time to create, try out tasks, and collaboratively evaluate student work without rushing to assign scores will foster the instructional purposes HIDOE is trying to support in its schools.</p> <p>After HIDOE creates a culture of assessment in support of learning will it begin to pivot to use the</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
		<p>results of local assessments for reporting performance in key subdomains. HIDOE is working closely with the Center for Assessment, an organization that has a long history of supporting states in conducting comparability and quality analyses of performance-based and other innovative assessment systems, and the Center will support HIDOE in conducting analyses appropriate to the purposes and uses of the local assessments that are part of the innovative assessment system.</p>
<p>(a)(3) If the system will initially be administered in a subset of schools or LEAs in a State--</p> <p>(i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA's plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of</p>	<ul style="list-style-type: none"> <li>Evidence that the State has a plan to includes annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline (e.g., how is school or regional leadership engaged in identifying schools to participate in the innovative pilot assessment).</li> </ul>	<p>HIDOE is committed to including a set of schools demographically similar to the state as a whole during the demonstration authority. HIDOE has been recruiting schools from across the fifteen complex areas, including charter schools, to ensure that the participating students are representative of Hawai'i's student population.</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p>additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline.</p>		
<p>(b)(2) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also</p>	<ul style="list-style-type: none"> <li>Evidence of the strategies HIDOE is using, or will use, to mitigate risks and support successful implementation of the local assessment component of the innovative assessment.</li> </ul>	<p>HIDOE's Assessment Section's staff provides documentation (written and online training sessions/webinars) and annual face-to-face training sessions for test coordinators and members of school assessment teams. The various test vendors also provide customer support (phone and email) to respond to questions from the field regarding access and technical support. The Assessment Section also produces a weekly newsletter covering all aspects of statewide testing including test</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p>describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p>(i) The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement innovative assessments or innovative assessment items; and</p> <p>(ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment.</p>		<p>windows, instructions with links, and technological updates that are sent to test coordinators, technology coordinators, and school administrators, as well as other state and district personnel involved with testing. In addition, the Assessment Section performs quality assurance and assessment monitoring site visits (see Appendix P) to ensure school compliance with procedures and practices outlined in the state test administration manual.</p> <p>Each test vendor is responsible for maintaining a test delivery system for delivering assessments to students in a secure manner (e.g., through a secure browser) and for online test setup and monitoring by test administrators. Test vendors are also responsible for maintaining systems that, in the event of power or internet failure, capture student answers and store them for upload when connectivity is restored. Test vendors also ensure that their test delivery systems allow for the provision of accommodations such as text-to-speech, large print and other accessibility features as appropriate for students. For students who are unable to access the online platform, a system of test delivery in a paper format is made available. These systems must be compliant with the Family Educational Rights and Privacy Act (FERPA) and applicable HIDOE student privacy laws and guidelines.</p>
<p>(c)(1) The extent to which the timeline reasonably demonstrates that each</p>	<ul style="list-style-type: none"> <li>Evidence that the implementation plan reasonably demonstrates a</li> </ul>	<p>The preliminary plans for each of the years described on pages 53 to 57 will be implemented</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p>SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--</p> <p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2);</p>	<p>description of the parties responsible for each activity listed in the timeline (e.g., vendor, State staff, and estimate level of effort).</p>	<p>by the state with the goal to scale up the innovative assessment statewide in five years. The HIDOE organizational chart (Appendix R) shows the hierarchy of HIDOE staff members involved in the implementation of the innovative assessment. The Assistant Superintendent (AS) of the Office of Strategy, Innovation, and Performance (OSIP) is responsible for the overall implementation. More specifically, the Assessment and Accountability Branch (AAB) Director, along with the Assessment Section Administrator and the Assessment Section Team will serve as the core to oversee and implement the key activities for each year. The Accountability Section will be providing support for related to state and federal accountability matters. The AAB Director will work closely with the OSIP AS who has direct contact and meet bi-monthly meetings with the Superintendent, Deputy, Complex Area Superintendents, as well as the Assistant Superintendents for the Office of Curriculum and Instructional Design (OCID), Student Support Services (OSSS), Information and Technology Services (OITS). The Assessment Section Team will work in collaboration with the content experts and specialists from OCID for ELA and Mathematics related areas; with OSSS related to Special Education, English Language Learners, and other vulnerable populations, and OITS regarding technology related matters. The Deputy and Complex Area Superintendents will be part of the ongoing development of the HICAP model. Importantly, the HIDOE will be drawing upon the</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
		<p>expertise of external partners such as the Center for Assessment, Cambium Assessment, Inc., and other partners identified during the process. As with all HIDOE's assessments, the HICAP will rely on the technical expertise of the HIDOE Technical Advisory Committee. The HICAP is a high priority for the HIDOE, thus, there will be a high level of effort from the Assessment Section as they work closely with external partners and internal offices. Individual resumes for key HIDOE personnel and project partners are found in Appendix B (pp. 80-125) of the Hawaii IADA application. Appendix R: HICAP Organization Chart is attached.</p>
<p>(c)(2) The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p> <p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and</p> <p>The degree to which funding in the project budget is contingent upon</p>	<ul style="list-style-type: none"> <li>Evidence of more detail about the degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non- public sources of funds.</li> </ul>	<p>HIDOE will fully leverage existing state and federal funding sources for student assessment and related support structures to facilitate high-quality implementation with teachers, school leaders, and state-level support staff to develop, pilot, and scale the new HICAP innovative assessment model. Currently, HIDOE receives nearly \$4 million from federal sources and approximately \$9 million from state sources to support its statewide assessment program, including required assessments such as the Smarter Balanced Assessments.</p> <p>HIDOE, in collaboration with its partners at the Center for Assessment, Cambium Assessment, and the vendor for the classroom-based assessment system, will pursue additional funding to pilot and scale the HICAP, given that the HIDOE will also need to continue administration of current Smarter</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p>future appropriations at the State or local level or additional commitments from non-public sources of funds.</p>		<p>Balanced assessments in all schools in the subject areas not included in this request and in non-participating schools in ELA and mathematics, as well as other statewide assessments (e.g., The ACT, English language assessments, assessments for students with the most significant cognitive disabilities aligned to alternate achievement standards). This will be contingent upon future appropriation at the state and federal level.</p>
<p>(d)(1) The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>	<ul style="list-style-type: none"> <li>• Evidence that describes how the training provided to LEA and school staff will develop teacher capacity to implement instruction that is informed by the innovative assessment system.</li> </ul>	<p>HIDOE has developed a comprehensive professional learning system for complex area and school staff that will be utilized to provide training and support for participants in the HICAP IADA program. HIDOE state-level staff in the Offices of Curriculum and Instructional Design and Student Support Services, along with the Assessment and Accountability Branch staff, have begun planning professional development opportunities for educators who participate in the HICAP. To support implementation of this hybrid model, both in-person and online module trainings and support will be provided for teachers, principals, school leaders, and other support staff who participate in the HICAP. HIDOE will provide a one-day in-person training for the HICAP participants on the value, plan, goals, and purpose of the HICAP innovative assessment system. More importantly, opportunities will be provided to support building assessment literacy and capacity with standards-based instruction, assessment, grading and reporting so that educators can make informed</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
		<p>professional judgements about redesigning instruction to support student learning. A list of the proposed training sessions for the professional development of participants is provided below:</p> <ul style="list-style-type: none"> <li>• Classroom-based Assessment Concepts and Practice which consists of multiple training sessions where teachers will develop a classroom-based assessment task, administer it, analyze student work and conduct peer reviews of the tasks.</li> <li>• Overview of the System including technology requirements for state, school administrators, and teachers to learn about the purpose of the Hawai'i Comprehensive Assessment Program, the hybrid model, the web based platform, scoring, reporting, and communication with stakeholders.</li> <li>• Standards-based Grading and Reporting where teachers and school leaders will be trained on collecting valid and reliable evidence of the achievement standards, gaining clarity on assessment evidence, aligning grading practices to principles of standards-based grading and reporting, and applying web-based platform tools for standards-based grading, reporting, etc.</li> <li>• Formative Assessment Practices where school leaders and teachers will be trained on assessments for learning, how to elicit and analyze evidence, and how to provide feedback.</li> <li>• Classroom-based Assessments where</li> </ul>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
		<p>teachers will be trained on the different types of classroom-based assessments, the process and steps for development, rubric development, objective rating of student work, and evaluating assessment results.</p> <ul style="list-style-type: none"> <li>• Secure Test Administration where test administrators, proctors, and technology coordinators will be trained on how to coordinate student testing, test administration certification, test security, and monitoring accessibility features and accommodations.</li> <li>• Understanding Score Reports where school leaders and teachers will be trained on understanding assessment results including identifying areas of strengths, needs, and intervention.</li> <li>• Accessibility and Differentiation where school leaders and teachers will be trained on maximizing the learning of all students, flexible grouping, and instruction (content, process, and product).</li> <li>• Resources for ELA and Mathematics/Personalized Learning where teachers will be trained on creating a student profile (academic, cognitive, and social-emotional status) and the use of technology.</li> </ul> <p>Further, HIDOE will work with the Center for Assessment to establish a “cadre of experts” (see: <a href="https://www.nciea.org/blog/assessment/stop-training-trainers">https://www.nciea.org/blog/assessment/stop-training-trainers</a>) to support and sustain these</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
		<p>professional learning opportunities throughout the State.</p>
<p>(d)(2) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	<ul style="list-style-type: none"> <li>• Evidence that there are plans to make various materials accessible to all parents, specifically for:               <ul style="list-style-type: none"> <li>○ Those parents without Internet access.</li> <li>○ Parents who have limited English proficiency.</li> <li>○ Parents with a disability as defined by the Americans with Disabilities Act (ADA).</li> </ul> </li> </ul>	<p>The Hawai'i State Assessment Program Portal (<a href="http://alohahsap.org">alohahsap.org</a>) was established to provide all interested stakeholders comprehensive access to information about the Hawai'i State Assessment Program. Currently, parents and students may subscribe to weekly assessment updates, learn about assessment administration and design, and see sample reporting and guides to interpreting student data. In addition to what is already provided, HIDOE will provide a portal page for the HICAP to show the same level of detail as other assessment-specific pages, and keep stakeholders abreast of the latest developments. A <a href="#">website</a> has been created by HIDOE to inform educators and interested community groups about this Innovative Assessment Project. Materials developed for the HICAP portal will include:</p> <ul style="list-style-type: none"> <li>• Informational brochures;</li> <li>• innovative assessment project resources, such as classroom-based assessment guides, and shortened summative assessment blueprints; and</li> <li>• training modules to explain assessment systems and provide information about the innovative assessment model</li> </ul> <p>The HIDOE has been successful in the past five years reaching all parents with the Smarter Balanced Assessments, and this will continue to be</p>

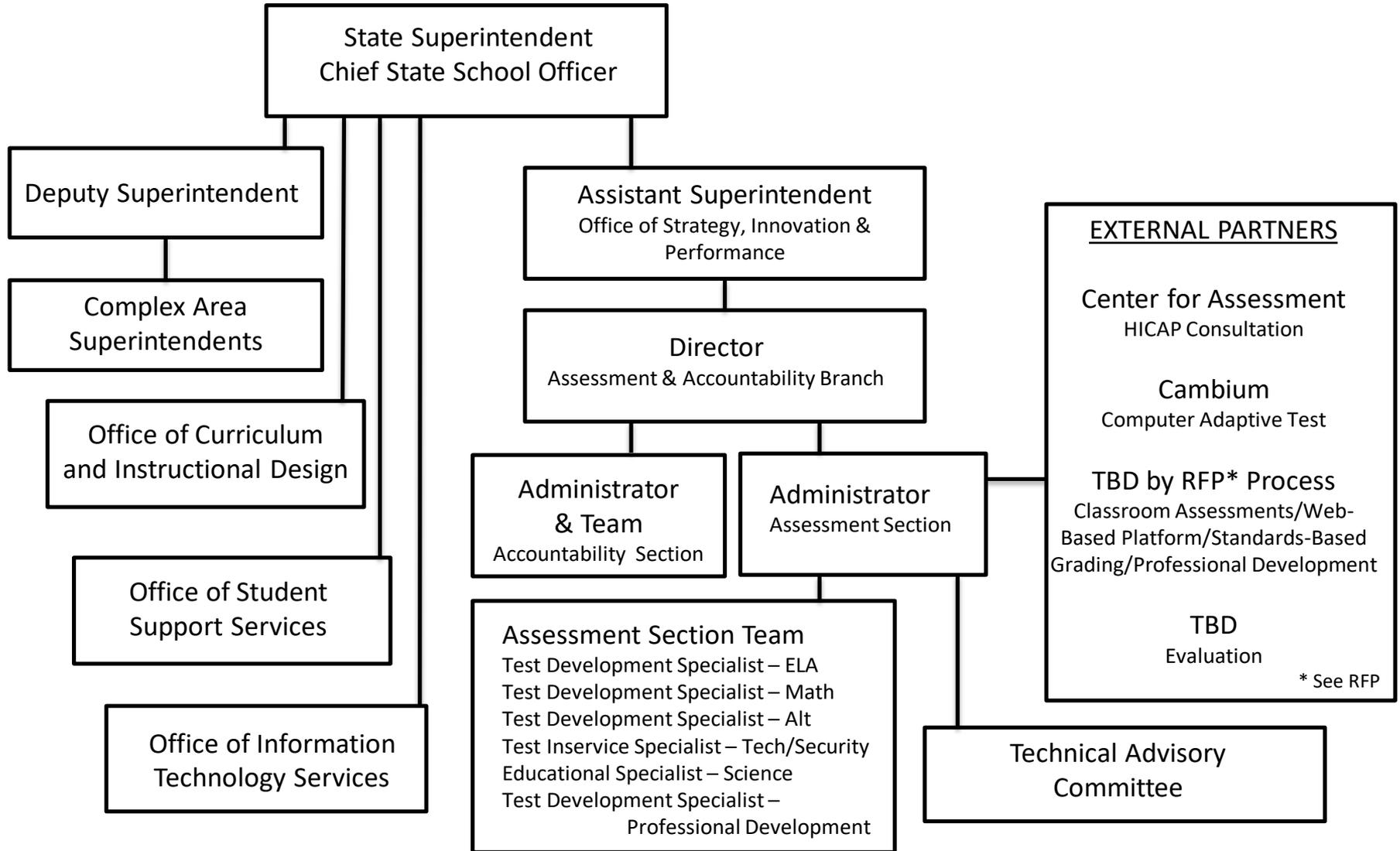
Regulatory Requirement	Required information from the SEA	HIDOE's Response
		a high priority.
<p>(d)(4) If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts.</p>	<ul style="list-style-type: none"> <li>• Evidence of: <ul style="list-style-type: none"> <li>○ A detailed description of the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) has developed, or plans to develop, in order to validly and reliably score local assessment items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments.</li> <li>How the safeguards are sufficient to ensure unbiased, objective scoring of assessment items.</li> <li>○ How HIDOE will use effective professional development to aid in these efforts.</li> </ul> </li> </ul>	<p>Professional development will be provided for participating teachers and support staff on how to build, administer, and score high-quality classroom-based assessments. The Center for Assessment will support HIDOE's efforts in creating high-quality professional development opportunities to enhance teachers' assessment literacy and capacity for professional practice.</p> <p>As noted above, the first phase of the classroom assessment work will involve deep analysis of student work samples so teachers and leaders develop a shared understanding of assessment quality and how best to elicit deeper learning evidence from students.</p> <p>HIDOE will also work with a vendor to provide web-based program (WBP) capabilities to successfully administer and score the classroom-based assessments to ensure accurate and consistent scoring. The WBP tools will cover scoring of different item types (such as constructed response, interactive, and extended-response items). Participating teachers and school support staff will learn how to utilize the various features of the web-based platform that will include a standards-based grading system. Thus, school educators, administrators, and technology coordinators will be trained on each component of the assessment system including technology</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
		<p>readiness, evaluating and using data, administration of the assessment, accessibility and supports for diverse learners (including struggling readers), English learners, and students with disabilities, and any additional resources available for English language arts and mathematics.</p>
<p>(e)(1) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system's validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part200.105(b)(4) and (9);</p>	<ul style="list-style-type: none"> <li>• Evidence that the proposed third-party evaluation will address the innovative assessment system's validity and reliability, specifically: <ul style="list-style-type: none"> <li>○ Plans to independently verify alignment of the two assessments (the short summative State test and the local assessments) with the State's academic content standards.</li> <li>○ Plans to address the local assessments' validity and reliability (beyond inter-rater reliability).</li> </ul> </li> <li>• Plans to address the comparability and alignment between the short statewide summative assessment and the local assessments.</li> </ul>	<p>Given the current economic challenges, HIDOE is not in position to spend up to \$250,000 to hire an external evaluation vendor. HIDOE will work with its current partners, particularly the Center for Assessment to help establish a validity (interpretative) argument used to guide the yearly technical reports for the IADA.</p> <p>As noted above, HIDOE, along with Cambium Assessment, has already established the alignment evidence in support of the shortened summative assessment's comparability to the full Smarter Balanced assessment system. HIDOE does not believe a full independent alignment study is required until HICAP becomes the single state assessment system. HIDOE will utilize the independent alignment evidence gathered for the full Smarter Balanced tests in its first technical report to convincingly document the alignment of the shortened summative test to the State's content standards.</p>
<p>(e)(2) The SEA's or consortium's plan for continuous improvement of the innovative assessment</p>	<ul style="list-style-type: none"> <li>• Evidence of a process for evaluating and monitoring the implementation of the local</li> </ul>	<p>HIDOE and its partners, particularly those partners supporting the local assessment component of the innovative assessment system, will engage in a</p>

Regulatory Requirement	Required information from the SEA	HIDOE's Response
<p>system, including its process for--</p> <p>(i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and</p> <p>(ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.</p>	<p>assessment component of the innovative assessment system.</p>	<p>continuous improvement process by regularly collecting data on understanding and implementation of high-quality assessment processes and practices. The Center for Assessment has developed and modeled these processes and practices successfully with New Hampshire's IADA and many other entities and looks forward to implementing similar approaches in Hawai'i. These tools and procedures include:</p> <ul style="list-style-type: none"> <li>• Principled assessment design templates,</li> <li>• Assessment mapping protocols,</li> <li>• Multi-level assessment review protocols,</li> <li>• Think-aloud procedures, and</li> <li>• Field testing and student work analyses.</li> </ul> <p>All of these tools and procedures present opportunities for collecting data to allow HIDOE to adjust its professional learning offerings as necessary. In other words, HIDOE will model the formative practices it hopes to see implemented as part of the IADA.</p>

# ORGANIZATION CHART

## Hawaii Comprehensive Assessment Program (HICAP)



**3. SCOPE OF WORK; PROJECT AND OFFEROR REQUIREMENTS**

**3.1. Technical Requirement 1: Capacity and Feasibility**

3.1.1. Timeline, Assessment Content and Grades

The Classroom-based Assessment System must be implemented beginning in the 2020-21 school year with the first semi-secure interim assessment to be given in the fall of 2020. The system shall allow for the administration of common assessments and teacher-created assessments. These assessments will be used to inform instruction and provide educators detailed information about student performance. In order to meet this timeline, the CONTRACTOR must have a fully operational assessment system, which includes all required assessments aligned to Common Core State Standards in English language arts and mathematics.

Table 1 below provides a breakdown of the content and grades to be assessed during the first three years of the program. If a CONTRACTOR does not have operational interim assessments upon submitting their proposal, including the forms of the assessment to be administered beginning in the fall of 2020 in either of the required content areas, the CONTRACTOR shall provide a detailed plan of how the assessments will be fully functional by the time of the first administration including training beginning no later than August 2020.

*Table 1: Minimum Required Assessment Content and Grades*

Content	Grades to be assessed				
	2020-21	2021-22	2022-23	2023-24	2023-24
English Language Arts	4	4, 5, 8	3-5, 8, 11	3-8, 11	3-8, 11
Mathematics	8	4, 8, 11	3-5, 8, 11	3-8, 11	3-8, 11
Estimated number of student participants*	4,000	10,000	14,000	22,000	22,000

\*Subject to change

3.1.2. Project Management Responsibilities

The CONTRACTOR will designate a team of professional individuals to manage the Classroom-based Assessment System. The responsibilities for the management team shall include:

- 3.1.2.1. Working with the STATE to plan and schedule all activities and deliverables.
- 3.1.2.2. Working with the STATE to develop a plan for managing risk through the assessment process.
- 3.1.2.3. Receiving approval from the STATE for any change to the scope of work.
- 3.1.2.4. Monitoring and reporting the progress of each component/task of the project.
- 3.1.2.5. Managing regularly scheduled conference calls for reporting the progress and issues for each activity.
- 3.1.2.6. Recording the results of discussions and clarifying the issues in meeting minutes. CONTRACTOR will provide a copy of the meeting minutes to STATE.
- 3.1.2.7. Ensuring all deliverables are on schedule.
- 3.1.2.8. Informing the STATE of any personnel changes.
- 3.1.2.9. Ensuring every processing step is completed on time with 100 percent accuracy.

The CONTRACTOR shall describe its escalation process for resolving any CONTRACTOR and client disagreements.

### 3.1.3. Project Plan System Rollout and Delivery

CONTRACTOR shall submit a project plan in their proposal. The project plan shall cover both CONTRACTOR and STATE tasks and responsibilities and work schedule through the life of the contract, i.e., from award in 2020 through end of reporting for school year 2022-23. At minimum, the plan must contain the following:

- 3.1.3.1. A work breakdown structure of the major phases of the project, accounting for all tasks, deliverables and milestones.
- 3.1.3.2. A timetable for each task, deliverable and milestone.
- 3.1.3.3. Tasks, responsibilities for the discovery, design, development, testing and implementation of the Classroom-based Assessment System.

In addition to the project plan, the CONTRACTOR shall provide a description of the rollout and delivery of the Classroom-based Assessment System. This narrative shall accompany the project plan.

### 3.1.4. Professional Standards/Best Practices

- 3.1.4.1. The CONTRACTOR must ensure that all materials, practices and procedures developed under this RFP meet relevant professional standards such as those contained in the Standards for Educational and Psychological Testing published by the American Educational Research Association (2014 or most current version) and the various guidance and checklist documents published by the Council of Chief State Schools Officers, such as the Quality Control Checklist for Item Development and Test Form Construction, particularly in terms of privacy; validity; reliability; fairness in testing, including opportunity to learn and accommodations; test design, including alignment; scores; administration; scoring; reporting and documentation.
- 3.1.4.2. The CONTRACTOR shall inform STATE when implementation practices or policies are not consistent with the best educational research and practice. The CONTRACTOR shall be responsible for clearly communicating the risks of violating conclusions of the best educational research practices or policies. If STATE concurs, the CONTRACTOR shall work to make necessary corrections.
- 3.1.4.3. The CONTRACTOR shall confirm its agreement to meet this requirement.

### 3.1.5. Communication

The CONTRACTOR shall assist the STATE in explaining to the Hawaii State Board of Education, the legislature, media, the public, stakeholders, and/or other applicable entities the extent to which the Classroom-based Assessment System is appropriate for its intended purposes. The CONTRACTOR shall collaborate with the STATE to develop external communication material to promote understanding and acceptance of the Classroom-based Assessment System and revised assessments.

The CONTRACTOR shall describe its proposed plan, methods, and timelines to meet this requirement.

### 3.1.6. Meetings

- 3.1.6.1. Planning (Kick-Off)  
By no later than seven (7) calendar days upon execution of the Contract, the CONTRACTOR shall schedule and attend a virtual planning meeting. The meeting will include STATE personnel and other designees, as determined by the STATE, to discuss the required services, review the CONTRACTOR's work plan and implementation schedule, and obtain specific information, data, criteria, and/or instructions necessary to finalize the CONTRACTOR's work plan as submitted in the CONTRACTOR's proposal.

3.1.6.2. STATE Coordination Meeting (Annual)

CONTRACTOR shall convene an annual meeting for the STATE to work through contract fulfillment coordination and scope of work modifications or enhancements. Meeting will be for one (1) day at a location convenient to both the CONTRACTOR and the STATE. Attendance will be for no more than eight STATE personnel and all related costs for attendance will be the responsibility of the CONTRACTOR.

3.1.6.3. Logistical Requirements for Meetings

For all development and review meetings, and possible achievement level setting activities, the CONTRACTOR shall comply with the following logistical requirements:

- All meetings related to the development, review, and field-testing of test items and/or test forms must occur in Honolulu, Hawaii, unless specified otherwise by the STATE. However, if appropriate and with STATE approval, the CONTRACTOR may conduct virtual meetings via WebEx or other similar platform. The CONTRACTOR shall secure appropriate facilities for the meetings, arrange necessary meals and refreshments for the meetings. The CONTRACTOR shall be responsible for any facility costs and participants' meals provided as part of the meetings.
- The CONTRACTOR shall reimburse participants according to the state guidelines to provide the most cost effective solution for the STATE. The STATE shall be responsible for participants' mileage expenses, meals not provided as part of the meeting, and honoraria or substitute reimbursement. The CONTRACTOR shall provide the agenda and any necessary materials required for the meeting.
- The CONTRACTOR shall be responsible for all expenses, including travel expenses, incurred by the CONTRACTOR's personnel to attend or participate in all required meetings.

3.1.6.4. Project Management Team Meetings

CONTRACTOR's Project Management Team will meet weekly with the STATE Project Team to communicate progress on meeting deliverables and address any issues that arise which may interfere with successful administration, scoring, and reporting. The CONTRACTOR's Project Manager shall be responsible for planning the agendas and facilitating the meetings. These meetings will be held virtually, and the agenda is to be provided to the STATE team at least 24 hours in advance of the meeting. On occurrences of date and time changes or cancellation, the STATE must provide prior approval.

3.1.7. Travel

The CONTRACTOR may be required to travel to various statewide locations to meet project requirements/training.

All anticipated travel expenses are to be included in the Price Proposal. Therefore, the prices shall include all travel, lodging and/or per diem costs to be incurred by the CONTRACTOR's personnel to provide services requested. NO ADDITIONAL COSTS WILL BE REIMBURSED.

3.1.8. Technical Advisory Committee

The STATE convenes, twice each year, a technical advisory committee (TAC) with membership of national assessment and measurement experts. The TAC members provide advice and/or feedback regarding statewide assessments, including the Comprehensive Assessment Program.

CONTRACTOR will collaborate with the STATE to determine TAC agenda items, as they relate to the Classroom-based Assessment System, prepare appropriate materials, and participate virtually via webinar when necessary.

3.1.9. Schedule of Deliverables

The required deliverables and proposed timelines are identified in Table 2 below. The timeline for subsequent years and any additions or deletions from the deliverable will be proposed by the CONTRACTOR and approved by the STATE at the kickoff meeting for each contract year. The schedule of deliverables for subsequent years shall be similar to those for Year 1.

Table 2: Schedule of Deliverables

Date	Activity/Deliverable
Spring 2020	Kickoff meeting
Spring 2020	Weekly project meetings begin
Spring 2020	Development of communication materials to promote understanding and acceptance of the Classroom-based Assessment System.
Spring 2020	Teacher training begins
Summer 2020	User acceptance testing
August 2020	Secure interim assessments and non-secure assessments and items become operational
August 2020	Online platform available to educators for classroom-based assessments, standards-based grading and reporting, professional development and assessment certification
August 2020 to June 2021	Operational secure interim assessment window
August 2020 to June 2021	Scoring which could include technology enhanced (TE) and selected response item scoring; constructed response (CR) Scoring (automated scoring is required for both the classroom-based and semi-secure interim assessments)
August 2020 to June 2021	Score reports available for individual students, complex area and schools reports and State receives score file

3.1.10. Product Defects

The STATE expects that all products developed and used under this Contract will be defect-free. Errors in materials or quality assurance, failures in development, administration, scoring or reporting for any assessment component will not be tolerated. The term “defect” includes, but is not limited to, inaccuracies in grammar, content, format, or directions in any printed or online ancillary material or posted materials (teacher-created items excluded). The STATE review of materials does not absolve the CONTRACTOR of this requirement.

3.1.11. Quality Assurance

Error-free production is required and shall be the final responsibility of the CONTRACTOR. Quality assurance procedures shall be exercised throughout all activities to ensure the system presents accurate information and operates properly. This plan should also include a contingency plan in the event of problems arising at the CONTRACTOR end such as power failure or internet outage that include storage and transmittal of student responses when connectivity is restored or redundant systems. The CONTRACTOR should provide a final Quality Assurance Manual to the

STATE no later than July 1, 2020. This document should describe the procedures that will be used to assess the quality of all phases of the project in the initial stage of this Contract. The CONTRACTOR should follow the manual to perform quality assurance work for each task.

**3.2. Technical Requirement 2: Cost to Schools and the STATE in Providing and Administering the Classroom-based Assessment System**

3.2.1. Assessment Format

The Classroom-based Assessment System shall allow teachers to create assessments by selecting the content standards to be assessed. The system will draw from a non-secure item bank to generate a “teacher-created” assessment that is then administered to students. The system shall also allow teachers to create test questions to be included in a teacher-specific item bank that can be shared with other users of the system. Items used for the administration of semi-secure interim assessments shall reside in a secure item bank so that teachers do not have access to those items.

Semi-secure interim assessments shall be administered in an online format as a default. Paper formats must also be made available for students who require them (e.g., if required by an Individualized Education Plan (IEP) or Section 504 Plan).

The semi-secure interim assessment online and paper-pencil versions will be administered under secure conditions. Both the paper-pencil and online versions of the assessment should allow for multiple assessment item types including constructed response and performance tasks. The online assessment system could include more interactive item types.

In the 2020-21 through 2022-23 school years, the following number of students are anticipated to be assessed per grade level. Estimates should be based on the following volume for assessing English language arts and mathematics. The grades required for each assessment can be found in Section 3.1.1 – Table 1.

*Table 3: Estimated Number of Public School Students to be Assessed Per Grade Level*

Grade	Students Assessed			
	2020-21	2021-22	2022-23	2023-24
3			2,000	2,000
4	2,000 (ELA only)	2,000	2,000	2,000
5		2,000 (ELA only)	2,000	2,000
6				4,000
7				4,000
8	2,000 (math only)	4,000	4,000	4,000
11		2,000 (math only)	4,000	4,000
Total	4,000	10,000	14,000	22,000

3.2.2. Test Delivery System

The CONTRACTOR must have a test delivery system (TDS) capable of delivering online assessments in fall of 2020. The CONTRACTOR shall be capable of providing an online test management system as well as an online test administration system. The online test management system refers to the portions of the CONTRACTOR’s system that will be used for managing student data and setting up online test sessions. Activities such as updating student data, registering students, and managing online test sessions will be done through the online test management system. The online test administration system refers to the online TDS that will be used to deliver the assessments to students. In addition, the TDS must also have an integrated reporting module.

The STATE requires that the CONTRACTOR provide a hosted infrastructure (a.k.a. "cloud") service solution that integrates with the existing STATE data system. Ideally, the CONTRACTOR will host an end-to-end online testing service, given pre-loaded student demographic data from the state and/or school systems. The system shall be fully functional and capable of independent operation between schools and the CONTRACTOR without state-level mediation.

The CONTRACTOR shall provide the STATE information regarding the functionality of these systems as part of their proposal. If CONTRACTOR does not have an operational system which meets the technical and functional requirements, the CONTRACTOR shall provide a detailed plan for how it will have an operational system to meet the timelines outlined in the schedule of deliverables. If CONTRACTOR is asked to provide a presentation as part of the evaluation process, the CONTRACTOR should be prepared to demonstrate the functionality of the online assessment system.

#### 3.2.2.1. Security

The TDS must meet the STATE's privacy and security requirements and industry security standards for delivering a semi-secure assessment. The CONTRACTOR shall describe how its test engine provides advanced security protocols and techniques to protect both test content and student data. General security requirements shall at a minimum include:

- Student access control to the testing interface with student authentication generated through a secure administrative system.
- Administrator access control including administrative authentication to gain access to administer tests, view/maintain student data, and access student performance reports.
- System checks that evaluate each user's access privileges at log-in and automatically disable or enable client functions based upon the user's profile.
- Data forensics.
- All student data shall be encrypted at rest and in transit with a minimum of 256-bit encryption.
- All backups of student data shall be encrypted with a minimum of 256-bit encryption.
- If data will be housed in a multi-tenant data center (e.g. Amazon Web Services, Microsoft Azure, etc.). CONTRACTOR shall detail the physical security protecting the data center and facilities as well as the logical protections in place to prevent unauthorized access.
- Intrusion Detection System (IDS) used to identify unauthorized access or unauthorized exfiltration of student data.
- All servers and/or devices providing resources or support to STATE shall be protected and maintained at a minimum with Anti-Virus, Anti-Malware, Data Loss Prevention, etc. Additionally, all environments/workstations shall be patched and up-to-date with all appropriate security updates as designated by a relevant authority or vendor (e.g., Microsoft, Adobe, Java, etc.).

CONTRACTOR shall provide information about their breach policies and procedures.

At a minimum, CONTRACTOR shall take the following steps to enhance the security of test content and student data:

- Security of test content shall be device specific and device appropriate.
- Only valid authentication information may enable test content to be decrypted to a viewable format.
- Test content accessed via valid authentication information must be displayed only while the student is taking the test. Upon completing the test, or test

stoppage, any decrypted test content must automatically be removed from any systems outside of the host systems.

- Cached content must be secured, managed, and purged.

The CONTRACTOR's system shall support protocols for secure collection, management, and transfer of student data to and from the STATE, and comply with the Family Educational Rights and Privacy Act (FERPA). CONTRACTOR's system shall include a secure user management component that tracks state, complex area, school, and classroom level users and students, and the relationships among them.

The CONTRACTOR shall describe its system's security features and confirm its system's ability to fulfill the aforementioned security requirements.

#### 3.2.2.2. Technical System Performance Requirements

The CONTRACTOR must have the capacity and scalability to seamlessly deliver assessments without system downtime. It is expected the system can handle the administration load of Hawaii's tested population of approximately 92,000 students. In addition, Hawaii's approximately 15,000 educators need to be able to login to the system to run reports, administer assessments or check results without system performance problems.

The CONTRACTOR shall be responsible for the following requirements:

- The system must provide record level locking to ensure data integrity and should prevent simultaneous editing of the same database record by two different users.
- The system must support automatic and manual restoration of all databases, including indices, pointers and tables, to a status prior to any system-wide failure.
- The system must provide automatic alerts to identify issues before they impact in-progress tests or saved data. Examples include, but are not limited to, slow test refresh times, unexpected testing events, and bandwidth or load capacity issues. Designated STATE staff must be notified immediately when alerts suggest testing issues are expected.
- The system must have all materials backed up in full at least weekly. The CONTRACTOR must additionally conduct daily incremental backups. All backup media must be kept in a secure location separate from the production and test systems.
- Student responses are saved regardless of page navigation (e.g., the system cannot save only when the student clicks on "Next Item") to ensure no interruption to in-progress tests.
- The CONTRACTOR shall have in place a disaster recovery plan which incorporates full server redundancy and automatic fail-over mechanisms. The CONTRACTOR must inform the STATE of the triggers for the plan. The fail-over system should be operational within four hours.
- The CONTRACTOR shall warranty the functionality of all underlying software used to develop and administer the online assessment system. The CONTRACTOR will use up-to-date standards for all application and web programming languages in the development of the system.
- The CONTRACTOR shall have in place the necessary controls to ensure only authorized and tested changes are made to application source code and configuration files, including security and authorization policies for engineers and others working on the system.
- Acceptance testing by the STATE must be included in the proposed timeline. The CONTRACTOR shall describe the acceptance procedures and establish a rigorous sign-off method for all project activities and deliverables. The STATE

staff must have the opportunity to evaluate and accept or reject each system component.

- System response time shall support a minimum of 150 percent of the maximum number of peak school day concurrent users with a mean refresh time of less than one second (exclusive of local school conditions).

#### 3.2.2.3. Reporting

- Report Format - Assessment results are to be reported in a “user friendly” format. The STATE expects reports to provide actionable information for students, parents, and classroom teachers. The reporting system must be designed to complement instruction and to facilitate the use of assessment results to guide instruction and improve student achievement. Reports must reflect areas of strength as well as areas of academic need. Reports shall be tailored and approved by the STATE to ensure the reports meet the STATE’s branding requirements.
- It is expected the CONTRACTOR will utilize feedback gathered by the STATE from education stakeholders who could include students, parents, administrators and educators on report shells and content when designing and creating the reporting system. The STATE shall approve the design of all reports proposed by the CONTRACTOR.
- School/Complex Area (District) Score Reports – CONTRACTOR shall provide electronic complex area- and school-level reports to convey student performance for all assessments. Complex area and school level reports shall include, at a minimum, overall scores, sub-category scores, and aggregate content-level reports.
- Electronic Print Option – CONTRACTOR shall provide the functionality, through the online assessment platform, for schools to batch print individual student reports or school level reports.

#### 3.2.2.4. System Functional Requirements

The interface for test administrators must be intuitive and easy to use. CONTRACTOR shall provide services to maintain system integrity, high-performance server architecture, and server configuration.

The online assessment system will be hosted at a Tier 3 or higher data center, and must have built-in redundancy to protect against unplanned outages. Daily system backups will be performed by the CONTRACTOR, including off-site disaster-recovery copies. The CONTRACTOR shall provide all hardware, networking services, and software. The system should be developed using a four-tier platform consisting of a development server, a staging server, a Quality Assurance (QA) server, and a production server. The development server will be used by the CONTRACTOR’s programmers to develop the software components. The QA server will be used by the CONTRACTOR’s QA staff to perform functional and system tests, and the staging server will provide an environment for the STATE to preview system changes before the changes are moved to the production environment.

In addition, the STATE will need a platform for training purposes. This platform should allow trainers and users to login to learn the full functionality of the system. The production servers will be considered the “live” environment and will be

accessed only by system users such as school technology coordinators, school testing coordinators, teachers, and students.

The CONTRACTOR shall provide all necessary system enhancements and new versions during the course of the Contract at no additional cost. During the term of the Contract, it will be necessary to modify the software to accommodate normal fixes and system enhancements. The CONTRACTOR shall provide software maintenance and support normal fixes and system enhancements. The proposal shall include a detailed communication strategy to ensure that the STATE is informed by the CONTRACTOR in advance of changes that may disrupt service. Planned system outages must be scheduled at times when there will be no or minimal disruption to system users.

*Table 4: Required System Functionality*

<b>Required Functionality</b>	
Review of Items	The system must allow for review of available tests, non-secure items, and import and export of non-secure test items.
Test Interruption	The system must recover data from any unforeseen test interruption and return the test-taker to the point of interruption.
System Availability	Tests must be available from 7:00 am to 9:00 pm Hawaii Standard Time; reporting and administrative functions must be available 24/7 exclusive of scheduled maintenance.
System Usage Reports	The system must allow authorized state users access to monitor and view semi-secure interim assessments that are started, completed, in-progress, and paused; search for and view individual student responses; and, collect system data about response changes (from right to wrong and wrong to right), response time for a student to answer each item, and start and end times for each test.
Item Types	Shall include, but is not limited to, multiple-choice, constructed response, short answer, technology enhanced items (TEI) and performance tasks (e.g., essay, short answer, oral report, group work, etc.)
Accessibility and Accommodations	The semi-secure interim assessment system must comply with the provisions of the Americans with Disabilities Act of 1990, and Section 508 of the Rehabilitation Act of 1973, including capacity to adjust font size, text to speech, and other access features and accommodations. The designated accessibility and accommodations features will be entered into a Student Needs Profile-like tool by educators prior to testing. The specifics of the accessibility features shall be provided in the Offeror's response to section 3.3.3 of this RFP.
Student Needs Profile-like Tool	The system must provide functionality to support the creation of profiles provided by the state. These profiles will be used to assign designated accommodations and accessibility features to students.
Exportable Files	The system must provide output file including all item numbers, test history, variables, statistics, and student responses by item, by test, by user, by date, etc. All digital output files shall be encrypted while in transit. The system must back up/protect student responses.

Use of Student Identifier	Student test records must be identified with the state student ID and a unique system-assigned ID. There must be a mechanism for the STATE to update incorrect State IDs. CONTRACTOR shall implement a procedure to integrate with the STATE's ID system.
Item Delivery	The system should, by default, prevent students from being presented with the same item more than once, with items out of the tested grade, or with incorrectly associated passages or prompts. The system should allow administrators to override this functionality if needed, for example, allowing a student to be administered an assessment above grade level.

### 3.2.2.5. Data Integration/Data Ownership

The CONTRACTOR's test delivery system (TDS) must import and export data in a manner compatible with the STATE's student information system.

The STATE retains ownership of all data in the Classroom-based Assessment System. CONTRACTOR's system shall allow for near real-time movement of student assessment results to the STATE's student information system. In addition, CONTRACTOR must have the capability of integrating student information from the STATE source systems to populate the TDS.

### 3.2.2.6. Interoperability

References to applicable standards and/or guidelines shall be indicated. The STATE requires that the system be interoperable based on the standards being developed for most state assessments, and complies with industry interoperability standards (e.g. CEDS, AIF, SIF, QTI, APIP, etc.).

The inter-component communication of the CONTRACTOR's delivery system must use current industry-recognized standards, for example, IMS APIP. The external data transmission standard is the School Interoperability Framework (SIF). SIF will be integrated for both student roster acquisition for the CONTRACTOR's TDS and the CONTRACTOR's delivery of assessment results to the STATE. The STATE expects the CONTRACTOR to integrate data exchange via SIF. Details and timelines for integration will need to be agreed upon between the CONTRACTOR and the STATE.

### 3.2.2.7. Data Management and Final Score File

The CONTRACTOR shall establish procedures, in concert with the STATE, to provide schools the opportunity to reconcile discrepancies in the collected student file prior to release of reports. The procedure would allow an early look at the General Research File (GRF), post-testing, but possibly prior to consolidation of scores, to ensure all students are accounted for and with the correct information.

The CONTRACTOR shall collaborate with the STATE on final review and approval of the score file prior to acceptance by the STATE. Upon approval of the final score file, the CONTRACTOR will use this file for the production of score reports. The CONTRACTOR shall provide the file in formats required by the STATE. The CONTRACTOR shall update the STATE of any changes in the file format or layout (i.e., field names). Wherever possible, new fields will be appended to the end of the file and the STATE shall be advised of the addition(s) in a timely manner.

The TDS must have the following functions for managing student data:

- Ability for administrative users to view and edit student demographic information entered as part of the pre-identification process.
- Ability for administrative users to hand-enter student records prior to or at the time of testing.
- Capability to maintain both student-specific data fields and test-specific data fields.
- Capability for the test administrator to complete an electronic Group Information Sheet to determine how student results will be returned to the school (by class, school, or complex area).
- Ability to connect via SIF to the STATE system to pull in student roster information for assessment administration.
- Ability for school personnel to request access to a student record and student test score history once a student moves into that school. School test administrators will be able to approve these transfers and allow the receiving school access to the student and student test score history. The sending school will have historical access to the test information for the period in which the student was enrolled. New assessment scores would not be available once a student leaves the school.
- Ability of school personnel to identify and change settings for access and accommodations provided to students.

#### 3.2.2.8. General Research File and Biographic File

The CONTRACTOR must provide the STATE with a General Research File (GRF) following each annual semi-secure interim assessment administration window. The CONTRACTOR must provide final GRFs by July 1<sup>st</sup> (or preceding business day if July 1<sup>st</sup> falls on a weekend). Data shall be in the form of a comma separated value (CSV) file, through a vendor hosted secure FTP site. Data shall be provided by the CONTRACTOR with an approved specification by the STATE.

In addition to the GRF, annually by June 7<sup>th</sup> (or the preceding business day if June 7<sup>th</sup> falls on a weekend), the CONTRACTOR shall provide a biographic file for the administration year.

#### 3.2.3. Technical Support

##### 3.2.3.1. Telephone, Chat and E-mail Support

CONTRACTOR shall provide Tier 1 help desk support to the STATE and all Hawaii public and public charter schools during Hawaii business hours, 7:45 a.m. to 4:30 p.m., Hawaii Standard Time. A dedicated toll-free customer service number and trained customer service representatives shall be provided by the CONTRACTOR for this program. STATE's preference is for multiple customer service centers across the country to avoid potential impacted services due to issues such as weather. The CONTRACTOR may present alternative means of ensuring that regional shutdowns will not impact service. The lead customer service representative must be named in the CONTRACTOR's proposal and the STATE shall have the right to approve the named person.

The CONTRACTOR shall provide regular access to the STATE call log, issue log and information and performance metrics. Information from help desk interactions will be reviewed for program improvements. The CONTRACTOR shall be expected to

make initial contact regarding any inquiries within 24 hours of receipt; during testing windows response time would be expected to be shorter (within two hours).

When customer service staff is not available to take a call, a voicemail service system must be available to record the caller's message. Messages must be returned in a timely manner, generally within one hour or less, but always within one business day. The CONTRACTOR shall describe its proposed procedures for providing telephone support to Hawaii.

The CONTRACTOR shall provide e-mail support from its customer service center. Complex area and school staff may submit their questions via e-mail and must receive a response to their e-mail within 24 hours; during testing windows response time would be expected to be shorter (within two hours). The CONTRACTOR shall provide chat support from its customer service center. Complex area and school staff may submit their questions via chat during customer service center hours and must receive an immediate response to their chat. If other types of supports are available, the CONTRACTOR shall specify how they can be used.

The CONTRACTOR shall describe its customer service group and how it functions, as well as the percent of agents who are full-time employees and the percent who are temporary employees. The CONTRACTOR shall present its performance metrics for this group for prior assessment delivery experience.

3.2.3.2. Notification of Test Delivery System Downtime, Defects or Bugs

The CONTRACTOR shall provide notification of TDS downtime, defects or bugs in an efficient and timely manner. All TDS errors shall be reported to the STATE within 24 hours. During the test window, any such defects shall be reported to the STATE within an hour. The CONTRACTOR shall keep a log of downtime, defects or bugs and provide this to the STATE in a monthly report. The log shall include the problem, solution and start date and time and end date and time. Defects or bugs which have been identified and not resolved shall stay open on the monthly log until the issue(s) have been resolved.

3.2.3.3. Tiered Support for School Technology Coordinators

School Technology Coordinators (STC) will use a toll-free customer service number or email to resolve questions regarding all technology aspects of the Classroom-based Assessment System, including but not limited to, questions about student device configurations, content caching software, locating and reincorporating orphaned student response files, and troubleshooting content filters and network security devices to comply with the CONTRACTOR's TDS. If the caller's contact information matches a list of STC provided by the STATE, the call or email should be escalated to an agent with advanced technology expertise. If technical assistance is not immediately available to work with the STC, the STC should expect to be contacted by an agent in a timely manner, generally within one hour or less, but always within one business day. The CONTRACTOR shall indicate how it proposes to meet this requirement.

3.2.4. Retake and Restart Tests

The CONTRACTOR shall offer a retake opportunity to students whose tests have been invalidated. Retakes could be due to a security breach or testing irregularities such as a breach form, when fixed form tests are proposed, or restarting a computer adaptive assessment. A test administrator may want to invalidate a test because of a hardware malfunction or an impropriety during their initial attempts. In addition, the CONTRACTOR must address the following issues:

- 3.2.4.1. A process to ensure the security of paper tests and online test items.
- 3.2.4.2. A process for schools to report testing irregularities or security breaches.
- 3.2.4.3. A process for school requests for test restarts and state-level approval of retake opportunities.
- 3.2.4.4. A process to ensure that a student who takes an online test does not take a paper test or vice versa.
- 3.2.4.5. Online system ability to allow for a restart of a test, if a computer adaptive test is proposed, or administration of an alternative form (breach test form), if a fixed form test is proposed.

### 3.2.5. Scanning and Scoring

Following each operational administration of the assessment, the CONTRACTOR shall fulfill scoring activities in accordance with the requirements described herein. The CONTRACTOR shall provide its work plan for scanning and scoring for each component of the assessment.

#### 3.2.5.1. Scanning of Paper-pencil Assessment

The CONTRACTOR shall describe its plan for ensuring that all of the scanning involved with answer documents will be accurate. The CONTRACTOR shall use industry recognized technology to capture demographics, selected response and constructed response answers. The CONTRACTOR shall describe the type of technology it proposes to use as well as the on-going quality assurance checks to perform to ensure accurate imaging and optimal mark recognition (OMR) scanning of documents. The CONTRACTOR shall describe its process for electronically imaging responses that appear on a single page and multiple pages. Any potential issues with recording the items should be addressed. The CONTRACTOR shall describe its disaster recovery plan for backup and recovery of images and data.

#### 3.2.5.2. Machine Scored Items

The CONTRACTOR shall provide electronic scoring of selected-response items on all assessments. The CONTRACTOR's process for scoring machine-scored items must incorporate adequate quality assurance checks to ensure accuracy of student scores. The CONTRACTOR must describe how this requirement will be met.

#### 3.2.5.3. Hand-Scoring

For all hand-scoring processes, CONTRACTOR shall demonstrate, to the STATE's satisfaction, compliance with established hiring standards for all scorers and validate that the established hiring standards are consistent with accepted industry norms. Hand-scoring processes must include technically sound methods of training and qualifying scorers. CONTRACTOR shall describe the process for training and qualifying scorers. Training materials for all scoring activities must be approved by the STATE at least one month prior to the beginning of scoring. Such training materials shall be identified by the CONTRACTOR.

The CONTRACTOR's hand-scoring process shall incorporate ongoing checks for, and controls against scorer error. The CONTRACTOR's hand-scoring process shall provide for a minimum of a total of 15 percent blind double reads across all hand-scored items. In addition, CONTRACTOR's hand-scoring process shall provide for ongoing read-behinds by experienced personnel and any necessary retraining to ensure scorer accuracy.

#### 3.2.5.4. Automated Electronic Scoring

The CONTRACTOR shall describe its process for automated electronic scoring. The STATE suggests the following requirements for scoring processes for automated and electronic scoring of constructed response, performance and technology items. CONTRACTOR should at minimum hand-score a minimum of 2,000 student responses to each item type to calibrate the scoring engine. It may be necessary for CONTRACTOR to hand-score as many as 5,000 student responses for some items to obtain sufficient responses at the extreme upper and lower score points to calibrate the scoring engine. Hand-scored responses need not be electronically re-scored in order to generate a reported score.

If CONTRACTOR utilizes automated electronic scoring to score constructed response, performance and technology items, the protocol for scoring shall incorporate procedures to ensure that scores assigned electronically are consistent with scores that would be assigned using traditional hand-scoring procedures.

The CONTRACTOR must demonstrate that machine scoring does not introduce bias in scoring for students based on demographics (e.g., English language learner and IEP).

The CONTRACTOR's scoring process shall incorporate, where applicable, the STATE established data specifications to ensure accuracy of data. Should any questions regarding the scoring of student responses develop during the scoring process, the STATE will review the unexpected student response with CONTRACTOR.

Throughout all scoring processes CONTRACTOR shall provide necessary security measures to ensure protection of individual student data and integrity of the items and scoring materials. In addition, CONTRACTOR's electronic data collection, storage, and transmittal systems used in scoring must be sufficiently protected from natural disaster.

The STATE preference is for all items to be scored using automated electronic scoring. Should it be necessary to hand-score, the CONTRACTOR shall complete the scoring of all assessments administered online (including selected response, constructed response, performance and technology items) within a ten-business-day turnaround to support electronic reporting of individual student results to Hawaii's public and public charter schools. During the enrollment/pre-code process, schools will be required to specify a window for testing during the established testing period. Student responses will be available to CONTRACTOR for scoring immediately upon the close of the school's identified testing window. The scoring/reporting turnaround time begins when the school submits student responses for scoring.

The ten-business-day turnaround requirement shall also apply for paper-pencil submissions, but the clock will not start until CONTRACTOR receives and scans all materials. The STATE would expect that shipment of paper-pencil assessment will be tracked in near real-time and that scanning procedures would take no more than three (3) business days.

The CONTRACTOR's scoring processes shall allow remote access by the STATE staff to view and run Hawaii-specific reports at any time during the scoring process, and/or participate in scoring, and/or monitor scorers, if necessary. The STATE shall also have the right to visit CONTRACTOR's scoring facilities and attend all training sessions for scorers and scoring sessions.

### 3.2.6. Standards-Based Gradebook

The CONTRACTOR shall establish and implement an online standards-based grading system capable of tracking student mastery aligned to the Common Core State Standards at the most granular (standards) level. The gradebook shall be interactive and allow students and parents to access student scores on specific interim and summative assessments. System must allow teachers to provide written, video recorded, or audio recorded feedback for students. System shall house digital portfolio that highlights students' best work. The system must have robust mobile capabilities.

CONTRACTOR shall provide descriptions of security measures embedded in the system, including multi-user password systems that will allow the system to serve as a public portal, and also an access point for confidential student-level data and reports.

### 3.2.7. Standards-Based Reporting

The CONTRACTOR shall establish and implement an online standards-based reporting system that is capable of providing individual and aggregate results at the standards-level. The reporting system shall have deep-level item-analysis capabilities. The interactive, online reporting shall include:

- 3.2.7.1. Downloadable student level data files in csv format;
- 3.2.7.2. Downloadable static reports;
- 3.2.7.3. Interactive results analysis that includes, at a minimum, disaggregation by subgroups (i.e., ethnicity, gender, special education status, English Learner status, socioeconomic status), with a function for cross-tabulation;
- 3.2.7.4. Longitudinal data reporting for complex areas, schools and individual students;
- 3.2.7.5. Other recommendations for functions that will provide schools with actionable data that may be used to analyze results in ways that support STATE's desire to make the assessments highly relevant to monitoring and improving curriculum, instruction and general classroom practices; and
- 3.2.7.6. Provide descriptions of administrative tools that will permit local school administrators, as well as STATE personnel, to monitor use of the system, assign new user passwords, and other functions to be recommended in the CONTRACTOR's proposal.

### 3.2.8. Training

The CONTRACTOR shall establish and implement a training plan for school educators and administrators, and technology coordinators on all aspects of the assessment program. Both face-to-face and online module training and support for the Classroom-based Assessment System assessments shall be developed and provided by the CONTRACTOR to Hawaii educators as needed for each assessment component. This training should be specific to Hawaii's needs and developed in collaboration with the STATE. Both face-to-face and online trainings should be available beginning August 1, 2020. CONTRACTOR will be required to develop other resource materials including user guides and Frequently Asked Questions (FAQ).

The CONTRACTOR shall provide its work plan for training and support. A schedule in table format should be provided identifying the topic, target audience and target dates. Face-to-face and online modules will be appropriate for the various stakeholder groups. Topics can be combined into one training for certain stakeholder groups.

The CONTRACTOR's policies, procedures and systems should exemplify user-friendliness and be intuitive to the extent possible, reducing the need for extensive training on the CONTRACTOR's system. The CONTRACTOR shall develop each training session and online modules in collaboration with STATE staff. The online modules and face-to-face presentations shall meet the following requirements: clear and readable screen shots from the online

assessment platform and minimum of two week review and approval by STATE staff prior to the training date. The STATE shall retain ownership of all training materials and online modules.

Table 5 indicates possible training provision for Years 1-3 of the Classroom-based Assessment System. In Years 2 and 3, the number of participants will likely double for a total of up to 300 teacher participants per year. The final list of training modules should be agreed to by the STATE and CONTRACTOR.

*Table 5: Possible Training Provision for the Classroom-based Assessment System*

<b>Face-to-Face Training</b>	<b>Estimated Number of Participants Year 1</b>	<b>Estimated Number of Participants Years 2-3</b>	<b>Online Module Needed</b>
Overview of System (including technology requirements)	125-150	300	Yes
Item/Assessment Development	125-150	300	Yes
Standards-based Grading and Reporting	125-150	300	Yes
Score Reports and Data Analysis	100-125	250	Yes
Accessibility/Differentiation	50-75	150	Yes
Resources for ELA and Mathematics/ Personalized Learning	50-75	150	Yes

### **3.3. Technical Requirement 3: Use of technology**

#### **3.3.1. School Technology Requirements**

CONTRACTOR's online system shall be compatible and meet industry technology standards. Devices must include, but not limited to, hardware vendors such PC and Apple and mobile devices such as Chromebook and iPads. CONTRACTOR shall support software platforms including Mac iOS and Windows and widely used industry browsers such as Mozilla, Chrome and Safari.

Technology readiness includes, but is not limited to these core components:

- 3.3.1.1. Minimum hardware and software requirements
- 3.3.1.2. Adequate bandwidth
- 3.3.1.3. Adequate infrastructure

The minimum hardware and software requirements for devices used to take the online assessments should meet the following minimum requirements:

- Keyboard & headphones
- Windows Device:
  - Windows 10 or higher
  - Windows Server 2008 R2 or Higher
- Apple Device:
  - OS 10.7 or Higher (Intel Processor)
  - IOS 8 or higher
- Android Device:
  - Android OS 4.4 or higher

Chrome Device:

- Chrome OS - latest version released.

CONTRACTOR must adhere to these minimum requirements in administering the online assessment. CONTRACTOR shall identify if any of the components of the TDS require a different minimum hardware or software configuration.

The CONTRACTOR shall list and/or describe the hardware devices, operating system software, and network infrastructures on which the proposed online assessment system will operate. CONTRACTOR should also list additional software or equipment necessary to support or augment the online assessment system.

### 3.3.2. Technology Readiness Guidelines

The CONTRACTOR shall prepare a technology guidelines document that will consist of an overview of the system; introductory section describing the navigation and structure of the secure web-based application; technical specifications for the system; help desk information; suggestions for optimal network bandwidth for testing centers; resources required to properly utilize the system; accessibility features and accommodations; and guidelines for the use of computer labs. The audience for the Technology Guidelines is school technology coordinators. The guidelines shall include graphics, photos, diagrams, text, and screenshots as needed. The CONTRACTOR shall ensure that the proofs are free of typographical and format errors before they are submitted to the STATE for review. No printing is necessary. The CONTRACTOR shall submit a production and proofreading schedule for this item.

### 3.3.3. Accommodations and Accessibility

The STATE is committed to maximum accessibility for all students including those with disabilities and English Learners (ELs) with or without disabilities. The CONTRACTOR must provide assurances that the test items, test forms, and platforms were designed and developed from the beginning with universal design principles to allow participation of the widest possible range of students, and result in valid inferences about performance for all students participating in the assessment.

The CONTRACTOR shall provide a detailed list of accessibility supports and accommodations available within their assessment platform; provide information regarding fairness in administration and accommodations such as evidence of validated, feasible accommodations available; and provide detailed information regarding costs for technology to deliver accessibility and accommodations.

The CONTRACTOR must provide their accessibility and accommodations manual in their response to this RFP. The manual shall address accessibility and accommodation features for all students, including students with IEPs, 504 Plans, and ELs.

To ensure that students with different levels of English language proficiency and ELs with disabilities are able to demonstrate their knowledge and skills on the assessments, the tests must be designed to eliminate or minimize any factors that are irrelevant to measuring the constructs represented in the test specifications.

#### 3.3.3.1. Accommodations

Accommodations are used to increase access to assessments for students with disabilities, 504 plans and ELs. They may differ based on the format of the administration (i.e., online or paper and pencil). The CONTRACTOR shall provide for incorporation of all accommodations stipulated in the CONTRACTOR's accessibility and accommodations manual for both paper and pencil administration and online administration.

In those instances where the STATE uncovers a tool, support or accommodation not addressed by the CONTRACTOR's accessibility and accommodations manual, the CONTRACTOR shall facilitate engagements with the STATE to consider the situation. If the decision is to allow the newly identified means of access, the CONTRACTOR shall collaborate with the STATE to incorporate into the next feasible administration.

In those instances where the STATE wishes to be more restrictive with respect to means of access, the CONTRACTOR shall work with the STATE to adapt the CONTRACTOR's TDS to support the change in access guidelines.

Any changes in access guidelines shall require the CONTRACTOR to ensure coding is updated to match administration protocols and that associated data capture with respect to identified access means are consistent with the guidelines.

#### 3.3.3.2. Accessibility

Universally designed assessments are developed to ensure all students in the school are tested, and that testing results are not affected by disability, gender, race, or English language ability. The CONTRACTOR must provide assurances that the test design, development, and administration allow fair access for all students.

- Printed Test Form Provisions
  - Print On-Demand: For students with specific testing barriers (i.e., student's IEP dictates administration of tests in paper-pencil format), CONTRACTOR's Test Delivery System must support the ability for print on demand (the student's test can be designated through the TDS and accompanying connection to a printer, for creation of hardcopy versions of the items).

NOTE: Upon the student's completion of applicable print version of items, test administrators would be expected to transcribe the student response into the TDS interface. Print versions of the test items will be destroyed under secure means.

- Braille and Large Print: For each operational semi-secure interim assessment, CONTRACTOR's system shall support administration instances in both Braille and Large Print.
- Assistive Technology: The CONTRACTOR's assessment administration platform shall support refreshable Braille devices and vision enhancing software. The CONTRACTOR shall work with the STATE to explore the feasibility of supporting additional assistive technology including, but not necessarily limited to, screen reader and text to speech software, screen enlargement, and alternative input devices and software. If the STATE requests test access through a specific assistive technology device, the CONTRACTOR shall make provisions to support the aforementioned assistive technology, but would not be responsible for providing any needed hardware or software (such as refreshable Braille devices) for schools or the STATE.

CONTRACTOR must provide assurances these requirements will be met.

- Translations: Ideally, the CONTRACTOR's system would have access to a wide variety of translation libraries which would enhance accessibility and student access to the assessment system. American Sign Language needs

to also be available as part of the online platform if audio is part of the assessment to ensure equitable participation of hearing impaired students which follows IDEA requirements and best practices outlined in Operational Best Practices for Statewide Large-Scale Assessment Programs (2013).

### **3.4. Technical Requirement 4: Alignment with the Hawaii Common Core Academic Standards**

The Hawaii Common Core Standards (Common Core State Standards) in mathematics (content and practices) and English language literacy (reading, writing, research/inquiry, speaking and listening) were adopted by the Hawaii State Board of Education on June 18, 2010. Full implementation of the Hawaii Common Core Standards by schools is mandated by Hawaii legislation and should currently be in place in every Hawaii public school and public charter schools. The Hawaii Common Core Standards can be found at <https://HawaiiPublicSchools.org>.

#### 3.4.1. Description of the Standards

##### 3.4.1.1. English Language Arts/Literacy

The Hawaii Common Core Standards for English language arts use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12. The standards cover content in reading, writing, listening, and speaking. The CONTRACTOR is required to address reading, writing, and listening.

The Hawaii Common Core Standards set requirements for English language arts (ELA). Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. The Hawaii Classroom-based Assessment System must measure the ELA/Literacy standards. The Hawaii Common Core Standards for ELA/Literacy are found at <https://HawaiiPublicSchools.org>.

##### 3.4.1.2. Mathematics

The Hawaii Common Core Standards in mathematics are grade-level specific K-8 and grade band 9-12. The high school standards specify the mathematics that all students should study to be college and career ready. Additional mathematics that students should learn in preparation for advanced courses such as calculus, advanced statistics, or discrete mathematics.

The Hawaii Classroom-based Assessment System must measure the standards identified for all students. The Hawaii Common Core Standards for mathematics are found at <https://HawaiiPublicSchools.org>.

#### 3.4.2. Alignment

The U.S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act requests that each State has documented adequate overall validity evidence for its assessments, and the State's validity evidence includes evidence that the State's assessments measure the knowledge and skills specified in the State's academic content standards including:

- 3.4.2.1. Documentation of adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process)

- 3.4.2.2. The full range of the State’s academic content standards
- 3.4.2.3. Balance of content
- 3.4.2.4. Cognitive complexity

To support this requirement, the CONTRACTOR should provide the most robust set of evidence available such as an independent alignment study. The evidence should address the following criteria:

- 3.4.2.5. Alignment to Standards – English Language Arts/Literacy
  - Assessing student reading, writing, listening and research/inquiry achievement in ELA
  - Focusing on complexity of texts
  - Requiring students to read closely and use evidence from texts;
  - Requiring a range of cognitive demand
  - Emphasizing vocabulary and language skills
  - Ensuring high-quality items and a variety of item types
- 3.4.2.6. Alignment to Standards – Mathematics
  - Focusing strongly on the content most needed for success in later mathematics
  - Assessing a balance of concepts, procedures, and applications;
  - Connecting practice to content
  - Requiring a range of cognitive demand
  - Ensuring high-quality items and a variety of item types

The study should include the most rigorous level of evidence available, consistent with the stage of assessment development of each content area of the assessment. The types of evidence include the following:

- 3.4.2.7. For assessments to be newly created, the most rigorous level of evidence will include the CONTRACTOR’s descriptions of their established and proven processes; data from similar assessments; test blueprints and other specifications (e.g., test design documents, test specifications, item specifications, scoring specifications); exemplar test items, passages, and forms; proposed studies, reports, and technical documentation to be created during assessment development and operation; and the processes for responding to such data. In addition, the CONTRACTOR’s prior experience, expertise, and letters of recommendation should be included.
- 3.4.2.8. For assessments that are currently in development, the most rigorous level of evidence will depend on the stage of assessment development. Evidence should include test blueprints and other specifications (e.g., test design documents, test specifications, item specifications, scoring specifications), and exemplar test items, passages, and forms. In addition, evidence should include as much of the data described below regarding preexisting assessments as is available. Where such evidence is not available, the CONTRACTOR should provide descriptions of their established and proven processes; data from similar assessments, proposed studies, reports, and technical documentation to be created during assessment development and operation; and the process for responding to such data. In addition, the CONTRACTOR’s prior experience, expertise, and letters of recommendation should be included.
- 3.4.2.9. For pre-existing assessments, the most rigorous level of evidence should include comprehensive validity evidence; test blueprints and other specifications (e.g., test design documents, test specifications, item specifications, and scoring

specifications); annual technical reports; results of studies on scaling, equating, and reporting; and exemplar test items, passages, and forms.

The CONTRACTOR should provide evidence that the proposed version of the assessments/items will be aligned to the full range of a State's academic content standards. A State's assessment system under ESEA Title I must assess the depth and breadth of grade-level academic content standards, i.e., be aligned to the full range of those standards. Assessing the full range of the Hawaii Common Core Standards means that the assessment covers the domains or major components within a content area, unless specified otherwise. The CONTRACTOR should provide evidence the assessment addresses the full range of academic content standards for the tested grade and the assessment provides a score for the student that is based only on the student's performance on grade-level academic content standards.

High levels of student achievement depend on vertical and horizontal alignment within an education system including the intended curriculum (standards), taught curriculum (instructional practices and course materials) and the assessed curriculum.

Researchers have developed models to enable sophisticated alignment analysis. The most frequently used alignment models are the Webb Model and the Achieve Model (Case, Jorgensen, and Zucker, 2008). In his work, Dr. Norman Webb, Wisconsin Center for Educational Research, University of Wisconsin–Madison, states that the alignment of the standards or objectives for student learning with tests for measuring students' attainment of these expectations is an essential component for an effective standards-based education system. Webb's alignment model is based on four criteria:

3.4.2.10. Categorical concurrence—a general indication of how well the test includes items that measure content from each standard. According to Webb (2002), an important aspect of alignment between each standard and the test is whether both address the same content categories. The categorical concurrence criterion provides a general indication of alignment if the standards and the test incorporate the same content. Using Webb's model, the number of questions used to determine categorical concurrence is based on estimating the number of questions that could produce a reasonably reliable subscale for estimating students' mastery of content on that subscale. Of course, many factors have to be considered in determining a reasonable number, including the reliability of the subscale, the mean score, and the cutoff score for determining mastery.

3.4.2.11. Depth-of-knowledge consistency—an indication of whether the cognitive demands required of the students on the test are consistent with what students are expected to know and do as stated in the standards.

According to Webb (2002), depth-of-knowledge consistency between content standards and test items indicates alignment if what is elicited from students on the test is as demanding cognitively as what students are expected to know and do as stated in the content standards. Therefore, for consistency to exist between the test items and the standards, each item should be coded the same depth-of-knowledge level as the standard or one level above the depth-of-knowledge level of the standard. According to the Webb model, as a measure of consistency, at least 50 percent of the items corresponding to a standard should be at or above the depth-of-knowledge level of the standard.

3.4.2.12. Range-of-knowledge correspondence—an indication of whether the extent of knowledge expected of students by a strand is the same as the extent of knowledge required of students to answer the test items correctly.

The range-of-knowledge criterion is used to judge whether the span of knowledge expected of students by a standard is the same as, or corresponds to, the span of

knowledge that students need in order to correctly answer the test questions associated with that standard. For an acceptable range of knowledge, at least 50 percent of the standards must have at least one related test question.

- 3.4.2.13. Balance of representation—the degree to which one objective in a standard is given more emphasis on the test than another objective within the same strand. An index is used to judge the distribution of the test items.

The balance-of-representation criterion is used to indicate the degree to which one standard is given more emphasis on the test than another. An index is used to judge the distribution of the test questions. This index only considers the objective for a standard that has at least one related assessment item. The index in this study was computed by considering the difference in the proportion of standards and the proportion of hits (questions corresponding to eligible content) assigned to the standards. An index value of one signifies perfect balance and is obtained if the hits are equally distributed among the content standards. Index values that approach zero signify that a large proportion of the hits are on only one or two of all of the content standards. Depending on the number of content standards and the number of hits, a unimodal distribution has an index value of less than 0.5. A bimodal distribution has an index value of around 0.55 or 0.6. Index values of 0.7 or higher indicate that questions are distributed among all of the content standards, at least to some degree. Index values between 0.6 and 0.7 indicate the balance-of-representation criterion has only “moderately” been met.

### **3.5. Technical Requirement 5: Test Development and Design of “Teacher-created” Assessments**

It is the STATE’s intention to administer a set of classroom-based assessments that are designed within the context of Hawaii’s approach to standards-based education and as described in its Assessment Theory of Action. The items of the “teacher-created” assessments may be developed by classroom teachers or professional item writers.

#### **3.5.1. Item Provision and Development**

The CONTRACTOR shall have primary responsibility for providing the following services and deliverables and will consult with the STATE throughout the design, development and implementation of the “teacher-created” assessments:

- 3.5.1.1. The CONTRACTOR shall develop a Style Guide that shall delineate word usage syntax, punctuation, format, and related conventions to be consistently used in task and item development, test results reporting, administration manuals, and professional development materials for the “teacher-created” assessments. The CONTRACTOR will propose a process for an annual review of the guide and will facilitate the review.
- 3.5.1.2. The CONTRACTOR shall develop items that are aligned to the Hawai’i Common Core Standards in ELA/Literacy and Mathematics at the appropriate grade levels and with sufficient items/tasks at the appropriate DOK level of the content standard.
- 3.5.1.3. The CONTRACTOR shall document the alignment of each item/task to at least one benchmark/content standard. The items/tasks shall be presented to the STATE for review. The STATE may elect to edit, reject or approve an item.
- 3.5.1.4. The CONTRACTOR shall document the alignment of the rubric used to score the items/tasks to at least one grade-level benchmark/standard for each item/task.

- 3.5.1.5. The CONTRACTOR shall prepare item specifications that describe the characteristics of the “teacher-created” items/tasks. The item specifications shall address:
- Item format (e.g., selected response, multi-select; drag-and-drop TEI, etc.).
  - Content grain-size (e.g., single content standard, multiple content standard in same cluster, multiple standards from different clusters/domains, etc.)
  - Teacher use (e.g., test for end-of-unit grade; test for weekly quiz grade; assessment for homework assignment; assessment item teacher uses for (small/whole) group instruction, etc.)
- 3.5.1.6. The CONTRACTOR shall provide the draft item specifications for STATE review no later than 30 days after the effective date of this Agreement. The final item specifications shall be provided no later than 60 calendar days following the effective date of this Agreement. Through consultation with the STATE, the annual date of delivery of the item specifications shall be determined.
- 3.5.1.7. The CONTRACTOR shall provide for STATE review a list of appropriate accommodations for the “teacher-created” assessments. In addition, the CONTRACTOR will provide for STATE review a process by which the accommodations will be annually reviewed and amended as appropriate.

**3.6. Technical Requirement 6: Test Development/ Design and Technical Adequacy of Semi-secure Interim Assessments**

3.6.1. The intent of a “semi-secure” interim assessment is to deliver a common assessment in a manner such that test administrators and teachers have limited access to the test items. (Currently, the STATE administers the Smarter Balanced interim assessments and the CONTRACTOR may use these assessments for the purpose of Technical Requirement 6.) The test items may be used for instructional purposes but only in a temporary format such as projecting on to a screen. The semi-secure items shall not be reproduced or shared with others. The proposed test design and test development processes for the semi-secure interim assessments must be well-suited for the content, be technically sound, align the assessments to the full range of the Hawaii Common Core Standards, and include:

- 3.6.1.1. Statement(s) of the purposes of the assessments and the intended interpretations and uses of results.
- 3.6.1.2. Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the grade-level Hawaii Common Core Standards, and support the intended interpretations and uses of the results.
- 3.6.1.3. Processes to ensure that each assessment is tailored to the knowledge and skills included in the Hawaii Common Core Standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).
- 3.6.1.4. If the CONTRACTOR proposes computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.

**3.6.2. Item Development of Semi-Secure Interim Assessments**

The CONTRACTOR must establish reasonable and technically sound procedures to develop and select items to assess student achievement based on the Hawaii Common Core Standards in

terms of content and cognitive process, including higher-order thinking. The CONTRACTOR shall provide information such as cognitive demand and depth of knowledge. The CONTRACTOR shall provide information regarding assessment enhancements to the item pool such as the percentage of items will be refreshed and how frequently.

### 3.6.3. Fairness and Accessibility

The CONTRACTOR shall provide evidence that reasonable and appropriate steps have been taken to ensure that its semi-secure interim assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments. Provide Differential Item Functioning (DIF) analyses for the proposed assessments.

### 3.6.4. Full Performance Continuum

The CONTRACTOR shall ensure that each semi-secure interim assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students. For operational assessment, the CONTRACTOR shall provide evidence of distributions. For assessments under development, the CONTRACTOR shall describe in detail how this will be addressed.

### 3.6.5. Practice Items/Practice Tests

The CONTRACTOR shall describe its capabilities to provide Practice Items and Practice Tests for the covered grades and content areas.

### 3.6.6. Interim Assessment Material Production

The CONTRACTOR shall develop the following assessment materials for the Classroom-based Assessment System: Test Administration Manual, Test Coordination Manual, Guide to Interpreting Results, and Technical Manual. All materials will be owned by the STATE. All materials will be made accessible online via the online platform. In addition, CONTRACTOR shall develop a knowledge base for educators, test coordinators and administrators to be able to search to find answers including the above required ancillary material. STATE staff will have the ability to add and moderate the knowledge base.

### 3.6.7. Interim Assessment Test Administration

The CONTRACTOR shall provide their policies and procedures for the test administration of the Classroom-based Assessment System, specifically:

- 3.6.7.1. Provide information and communicate to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations.
- 3.6.7.2. Show the procedures to ensure that all individuals responsible for administering the assessment receive training on the procedures for the administration of its assessments.
- 3.6.7.3. Identify technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and establish contingency plans to address possible technology challenges during test administration.

### 3.6.8. Monitoring Interim Assessment Test Administration

The CONTRACTOR shall describe the plan for monitoring test administration of the semi-secure interim assessments. The CONTRACTOR shall describe how the proposed Classroom-based

Assessment System will be adequately monitored to ensure that standardized test administration procedures are implemented with fidelity across and schools.

The CONTRACTOR shall describe the plan to monitor test administration to ensure how appropriate semi-secure interim assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and ELs so that they are appropriately included in assessments and receive accommodations that are:

- 3.6.8.1. Appropriate for addressing a student's disability or language needs for each assessment administered.
- 3.6.8.2. Consistent with accommodations provided to the students during instruction and/or practice.
- 3.6.8.3. Consistent with the assessment accommodations identified by a student's IEP Team or 504 team for students with disabilities, or another process for an English learner.
- 3.6.8.4. Administered with fidelity to test administration procedures.

#### 3.6.9. Test Security for Semi-Secure Interim Assessments

The CONTRACTOR must describe their process for test security. The CONTRACTOR must ensure the implementation of a documented set of appropriate policies and procedures to prevent test irregularities and ensure the integrity of test results through:

- 3.6.9.1. Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the school level for all individuals involved in test administration.
- 3.6.9.2. Detection of test irregularities (this may include, but is not limited to erasure analyses).

#### 3.6.10. Systems for Protecting Data Integrity and Privacy

The CONTRACTOR will have policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:

- 3.6.10.1. To protect the integrity of its test materials and related data in test development, administration, and storage and use of results.
- 3.6.10.2. To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for schools.
- 3.6.10.3. To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.

The CONTRACTOR shall follow STATE and industry standard security policies, including the provision of confidentiality agreements for all CONTRACTOR staff, subcontractors and educators participating in any aspect of this project. The CONTRACTOR shall provide a plan detailing the implementation of security procedures to include procedures and safeguards for design, development and production (both online and paper) of the test. The CONTRACTOR may choose to provide additional details under relevant requirements and specifications. The CONTRACTOR

also shall indicate the base services (e.g., access to materials, including electronic files and systems; accounting of all secure materials; sealing; etc.) related to test security which it requires for its high-stakes state accountability assessments.

Any breach of security that occurs through the negligence or inaction of a CONTRACTOR, such as, but not limited to, failure to adhere to any security protocol or allowing raters to remove secure materials from item writing meetings, item review meetings, data review meetings, range finding meetings, validation meetings, or the scoring center, will be considered a default on the terms of this contract.

#### 3.6.11. Scoring of Interim Assessments

The CONTRACTOR shall provide information about their standardized scoring procedures and protocols for the semi-secure interim assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in reference to the Hawaii Common Core Standards.

#### 3.6.12. Standard Setting (Semi-Secure Interim Assessments Only)

If standard setting will be conducted in order to set academic achievement standards, the CONTRACTOR must provide evidence of a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards to ensure they are valid and reliable.

The CONTRACTOR must provide evidence of a standard setting process that ensures Hawaii's academic achievement standards are challenging and aligned with the Hawaii Common Core Standards, such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the world.

#### 3.6.13. Four Levels of Performance (Semi-Secure Interim Comprehensive Assessments Only)

The CONTRACTOR shall provide standard setting specifications (and rationale) that will yield at least four (4) levels of performance for any proposed comprehensive interim assessments.

3.6.13.1. One level will designate well below proficiency

3.6.13.2. One level will designate approaches proficiency

3.6.13.3. One level will designate meets proficiency

3.6.13.4. One level will designate exceeds proficiency

#### 3.6.14. Psychometrics

The CONTRACTOR shall provide all psychometric leadership and support necessary to complete any required item reviews, field testing, test form selection, scoring, and reporting as required herein. In addition to the psychometric services required herein, the CONTRACTOR shall provide the following specific research services:

3.6.14.1. CONTRACTOR shall provide reliability assurances and documentation on content validity of the semi-secure interim assessments.

3.6.14.2. CONTRACTOR shall provide technical documentation that the semi-secure interim assessments are predictive of student performance on statewide summative assessments.

- 3.6.14.3. STATE may require CONTRACTOR to collaborate with designated third-party psychometric consultant in verifying annual administration results.

The CONTRACTOR shall collaborate with the STATE to determine the feasibility of developing concordance tables allowing continuity of data from previous STATE assessments to the new secure interim assessments. The STATE will provide CONTRACTOR with general research file from previous assessment administrations for development of proposed concordance tables.

#### 3.6.15. Validity

The CONTRACTOR should document adequate overall validity evidence for its semi-secure interim assessments, and this validity evidence includes evidence that the proposed assessments measure the knowledge and skills specified in the Hawaii Common Core Standards. CONTRACTOR shall provide documentation of adequate alignment between the proposed assessment and the Hawaii Common Core Standards the assessments are designed to measure in terms of content (i.e., knowledge and process). CONTRACTOR shall provide evidence the proposed assessment measures the full range of the Hawaii Common Core Standards including balance of content and cognitive complexity.

The CONTRACTOR should provide the following validity evidence:

- 3.6.15.1. Adequate validity evidence that its interim assessments tap the intended cognitive processes appropriate for each grade level as represented in the Hawaii Common Core Standards. Must include evidence for cognitive complexity.
- 3.6.15.2. Adequate validity evidence that the scoring and reporting structures of its interim assessments are consistent with the sub-domain structures of the Hawaii Common Core Standards on which the intended interpretations and uses of results are based. Evidence could include, but is not limited to item-content correspondence, construct validity.
- 3.6.15.3. Adequate validity evidence that the assessment scores are related as expected with other variables (concurrent validity).

The CONTRACTOR should clearly identify each step in the data analysis procedures, including scoring. The CONTRACTOR's proposal should specify the methodology for all necessary data analysis procedures, including the rationale for selecting each particular methodology. Additionally, the CONTRACTOR should identify and describe the roles and responsibilities of CONTRACTOR personnel in completing data analyses. The CONTRACTOR should provide a technical report detailing the work completed. The technical report should provide important evidence in support of the validity argument for the assessments. The semi-secure interim assessment technical report may be required by the U.S. Department of Education to document technical quality of the Hawaii Comprehensive Assessment Program. The CONTRACTOR's proposal must include a proposed Technical Report outline consistent with the proposed work.

#### 3.6.16. Reliability

For semi-secure interim assessments that the CONTRACTOR is proposing and have been developed, the CONTRACTOR shall provide reliability evidence for its assessments for the following measures of reliability for the Hawaii's student population overall and each student group and, if the assessments are operational in another State, the CONTRACTOR may provide reliability information for overall and each student group, including:

- 3.6.16.1. Test reliability of the assessments estimated for Hawaii's student population.
- 3.6.16.2. Overall and conditional standard error of measurement of the proposed assessments.

- 3.6.16.3. Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results.
- 3.6.16.4. For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's achievement.

For semi-secure interim assessments that have not yet been developed, the CONTRACTOR shall provide detailed plans regarding how each of the above elements will be addressed at an appropriate time, as items and tests are developed and field tested, as well as upon completion of first operational administration.

#### 3.6.17. Continued Item and Assessment Development

The CONTRACTOR shall continue to make enhancements to the Classroom-based Assessment System throughout the length of the contract. Activities shall include, but are not limited to, field testing new items, creating new semi-secure interim assessments forms, adding items to the pool, or improving existing forms.

#### 3.6.18. Technical Analysis and Ongoing Maintenance

The CONTRACTOR shall propose a system for monitoring and maintaining, and improving as needed, the quality of the Classroom-based Assessment System, including clear and technically sound criteria for the analyses of all of the content area covered by the assessments.

#### 3.6.19. Ownership

The STATE and the CONTRACTOR will continue to own their respective proprietary technologies developed before entering into the Contract. Any hardware bought through the CONTRACTOR by the STATE, and paid for by the STATE, will be owned by the STATE. Any software licensed through the CONTRACTOR and sold to the STATE, will be licensed directly to the STATE.

STATE teacher-created items will be the property of the STATE. If the CONTRACTOR provides items and allows STATE teachers/staff to modify those items then the modified items will be the property of the STATE. Any passages or other assessment materials not owned by the CONTRACTOR must carry an assurance that the materials may be used for the purposes of this RFP without any cost in addition to what is bid for the RFP. Any materials that carry a fee after the end of the contract must be identified in the original proposal.

The STATE retains ownership of all materials and data of the Classroom-based Assessment System as described herein (Sections 3.2.2.5 and 3.2.8). The STATE maintains a royalty-free license to use anything developed under the contract.