

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Competitive Grants for State Assessment Program

CFDA # 84.368A

PR/Award # S368A200002

Grants.gov Tracking#: GRANT13153956

OMB No. , Expiration Date:

Closing Date: Jun 30, 2020

PR/Award # S368A200002

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/28/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Hawaii State Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="990266482"/>	* c. Organizational DUNS: <input type="text" value="8099355130000"/>

d. Address:

* Street1:	<input type="text" value="Hawaii State Department of Education"/>
Street2:	<input type="text" value="1390 Miller Street"/>
* City:	<input type="text" value="Honolulu"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="HI: Hawaii"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96813-2403"/>

e. Organizational Unit:

Department Name: <input type="text" value="Assessment and Accountability"/>	Division Name: <input type="text" value="Assessment Section"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Brian"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Reiter"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Administrator"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="808-307-3636"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="brian.reiter@k12.hi.us"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.368

CFDA Title:

Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-002

* Title:

Office of Elementary and Secondary Education (OESE): Competitive Grants for State Assessments Program CFDA Number 84.368A

13. Competition Identification Number:

84-368A2020-1

Title:

Office of Elementary and Secondary Education (OESE): Competitive Grants for State Assessments Program CFDA Number 84.368A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Hawaii Comprehensive Assessment Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="500,000.00"/>
* b. Applicant	<input type="text" value="4,500,000.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Hawaii State Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	204,000.00	146,000.00	0.00	0.00	0.00	350,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	204,000.00	146,000.00	0.00	0.00	0.00	350,000.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	50,000.00	100,000.00	0.00	0.00	0.00	150,000.00
12. Total Costs (lines 9-11)	254,000.00	246,000.00	0.00	0.00	0.00	500,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
 PR/Award # S368A200002

Name of Institution/Organization Hawaii State Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	36,100.00	36,100.00	36,100.00	36,100.00	144,400.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,000.00	8,000.00	8,000.00	8,000.00	6,000.00	38,000.00
6. Contractual	612,000.00	754,500.00	894,500.00	894,500.00	856,500.00	4,012,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	1,400.00	1,400.00	1,400.00	1,400.00	5,600.00
9. Total Direct Costs (lines 1-8)	620,000.00	800,000.00	940,000.00	940,000.00	900,000.00	4,200,000.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	100,000.00	100,000.00	100,000.00	300,000.00
12. Total Costs (lines 9-11)	620,000.00	800,000.00	1,040,000.00	1,040,000.00	1,000,000.00	4,500,000.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Hawaii State Department of Education

* Street 1: 1390 Miller Street Street 2: _____

* City: Honolulu State: HI: Hawaii Zip: 96813

Congressional District, if known: HI-001

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments) CFDA Number, if applicable: 84.368
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Gwen T Yamanaka

* Name: Prefix Dr. * First Name Christina Middle Name _____
* Last Name Kishimoto Suffix _____

Title: Superintendent Telephone No.: 808-784-6161 Date: 06/28/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-General Education Provisions Act.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

The Hawaii State Department of Education (HIDOE) adheres to Section 427 of the General Education Provisions Act (GEPA) and will take the steps necessary to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs for federally-funded programs.

Under Hawaii State Board of Education Policy 305-10, a student shall not be excluded from participating in, be denied the benefits of, or otherwise be subjected to harassment, bullying, or discrimination under any program, services, or activity of HIDOE because of their race, color, national origin, sex, physical or mental disability, and/or religion.

Examples of steps HIDOE is taking to meet GEPA Section 427 requirements include:

- printing materials in multiple languages;
- offering multilingual services for participants and others as needed and appropriate;
- conducting outreach efforts and target marketing to those not likely to participate; and
- transportation assistance, on an as needed basis, to qualified students who face a barrier to participation in school activities due to lack of transportation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Hawaii State Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Christina Middle Name:
* Last Name: Kishimoto	Suffix:
* Title: Superintendent	
* SIGNATURE: Gwen T Yamanaka	* DATE: 06/28/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix: Mr.	First Name: Brian	Middle Name:	Last Name: Reiter	Suffix:
----------------	----------------------	--------------	----------------------	---------

Address:

Street1:	475 22nd Avenue
Street2:	Room 126
City:	Honolulu
County:	
State:	HI: Hawaii
Zip Code:	96816-4400
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
808-307-3636	

Email Address:
brian.reiter@k12.hi.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

PART 3: PROJECT ABSTRACT

Project Objectives and Activities: The overarching goals, specific objectives and measurable outcomes specified for the proposed project are coherent with a broader theory of action guiding HIDOE in pursuing IADA flexibility. This innovative assessment program, or **Hawai'i Comprehensive Assessment Program (HICAP)**, is intended to enable all students to leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching.

The HIDOE intends for HICAP to work as a balanced statewide assessment system that meets federal accountability requirements, while also inspiring teachers and students to engage in deeper teaching and learning practices. HICAP contains two parts: (1) Smarter Balanced shortened summative computer-adaptive test and (2) classroom-based assessments, including common performance tasks, created by Hawai'i educators and implemented across Hawai'i classrooms. HICAP is a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. **This proposed Competitive Grants for State Assessment (CGSA) project supports the classroom-based assessment element of this comprehensive effort.**

The proposed project has two main objectives: (1) **build professional capacity of Hawai'i educators** around the design, implementation, and use of common performance tasks in grades 3-8 and 11 English language arts and mathematics; and (2) **build HIDOE project management capacity** to scale-up high-quality common performance assessment design and implementation across grades 3-8 and high school English language arts and mathematics.

Proposed Project Outcomes: The proposed project will result in at least three outcomes by the end of the 18-month planning grant: (1) **common performance task scaling plans**; (2) **common performance task technical documentation and resource library**; and (3) **common performance task bank**.

Number of Participants to be Served: Year 1 (2020-21 school year)—approximately 40 pilot schools, 100 teachers, and 4,000 students (Gr 4 ELA/Gr 8 Math). Year 2 (2021-22 school year)—approximately 50 pilot schools, 200 teachers, and 10,000 students (Gr 5 & 8 ELA; Gr 4 & 11 Math). The subset of participants in both years will be geographically and demographically representative of Hawai‘i’s public schools and the ethnic diversity of its public school students.

Number and Location of Proposed Sites: Hawai‘i is a single SEA/LEA. The HIDOE is actively recruiting schools to participate in the proposed project. Demographic information on 38 anticipated pilot schools currently committed to participate in Year 1 is in Appendix A.

Absolute Priorities Addressed by the Project: The proposed project addresses *Absolute Priority 2: Planning to Apply for the IADA* as the HIDOE plans to resubmit for flexibility under the IADA. Hawai‘i’s approach to innovative assessments in terms of the subjects and grades the HIDOE anticipates addressing, the proposed assessment design, proposed use of common performance tasks, and other relevant features are described in detail in the narrative section of this application. The use of funds for the proposed project will be used to carry out activities (e)—Measuring student academic achievement using multiple measures of student academic achievement from multiple sources; and (f)—Evaluating student academic achievement through the development of comprehensive academic assessment instructions—namely, complex performance assessments—that measure the depth of student performance relative to Hawai‘i’s adopted content standards.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

PART 4: PROJECT NARRATIVE

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NEED FOR THE PROJECT

Building on Hawai'i's Recent Success and Closing Achievement Gaps

Over the past 10 years, Hawai'i has made tremendous strides in raising achievement. In 2019, 10-year NAEP trends (2009-2019) showed consistent score increases in grade 4 and 8 English Language Arts (ELA) and math. Moreover, both 10- and 20-year performance trends among Hawai'i students increased at a higher rate than the national average. In 2019, average scale score results in ELA and math grew between eight and 10 percentage points. Scores that were once well below the national average now nearly match national averages in grade 4 ELA and math for the first time ever. Though scores remain lower than the national average at grade 8, 20-year trends show 50% gap closures between Hawai'i and national averages in both subject areas.

Overall student performance on Hawai'i assessments corroborates NAEP trends and suggests that Hawai'i is continuing to raise achievement. From 2016 – 2019, proficiency on Hawai'i's annual Smarter Balanced assessment increased between one and four percentage points in Mathematics, ELA, and Science. During this same period, other important college and career indicators rose. From 2017 – 2019, Hawai'i's graduation rate increased from 82 to 84%, Career and Technical Education (CTE) concentrators increased from 42% to 56%, and the percentage of students participating in AP courses increased by 19%.

Despite sustained improvements over 20 years, significant challenges remain. As overall achievement continues to rise, achievement gaps between high and non-high needs' students persist¹. In 2019, 72% of non-high needs students across grades 3-8 and high school

¹ Hawai'i defines high-needs students as students who are English learners, economically disadvantaged, and students receiving special education services.

demonstrated proficiency in ELA compared to 40% of high needs students. Similarly, 58% of non-high needs students (grades 3-8, high school) demonstrated proficiency in math compared to only 30% of high-needs students.

Given Hawai'i's unique physical geography and diverse student population, these gaps are likely to continue without significant systemic change. Public school students attend pre-kindergarten through 12th grade on seven noncontiguous islands (Hawai'i, Kauai, Niihau, Lanai, Maui, Molokai, and Oahu). Asian and Pacific Island students (including Native Hawai'ians and Micronesians) represent numerous countries and languages and make up over 50 percent of the student population. Since 1986, Hawai'i recognizes two official languages through which a student may pursue a full PK-20 education; more than 50% of Hawai'i's public-school students are economically disadvantaged. Preparing such a diverse student population for college and the workforce demands culturally-relevant, meaningful, and authentic approaches to instruction and assessment; approaches that recognize and appreciate each student's culture, history, language and values.

[Reconceptualizing Hawai'i's Statewide Assessment System: A Key Lever for Closing Gaps](#)

Hawai'i Department of Education's (HIDOE) current statewide assessment system prioritizes annual statewide standardized testing, which tends to discourages culturally-relevant and authentic learning approaches that Hawai'i students need. Annual standardized testing provides useful information for understanding student achievement, including subgroup performance and gaps, accountability (identification of low-performing schools; targeting resources and support), and evaluating the quality of curriculum and instructional programs. Results from these tests provide limited data for informing a teacher's instruction because the results are less granular (i.e., results are reported at the topic or domain level, not by individual

learning standard) than more targeted assessments. Moreover, results are often reported after the school year ends, which only helps planning for the following school year and cohort of students.

Hawai'i's strategic plan and recent IADA flexibility proposal emphasizes the use of authentic and culturally-relevant assessment to provide more curricular and instructional flexibility for teachers. These approaches require students to apply what they learn in novel situations and promote real-world skills needed for today's workforce such as collaboration, problem-solving, critical thinking, and complex communication. Assessment tools and strategies necessary for implementing authentic and culturally-relevant approaches—including performance assessments—represent a stark contrast to traditional standardized assessments. To facilitate more culturally-relevant and authentic learning environments, HIDOE must create a more balanced statewide assessment system that seamlessly integrates classroom curriculum, instruction, and assessment.

Statewide Recognition and Support for Assessment Change

The HIDOE spent four years consulting with education experts, policymakers, local educators, community leaders and groups, and parents about the most pressing needs to improve the quality of classroom instruction and learning. Major themes emerging from these consultations included the need for a more balanced statewide assessment system, improved assessment literacy, and a deeper understanding of the Common Core State Standards. Moreover, feedback from stakeholder surveys suggest that Hawai'i parents and educators welcome proposed changes to Hawai'i's existing statewide assessment regime.

In 2016, as the HIDOE embarked on a new strategic plan under ESSA, they conducted statewide needs assessments to identify and address challenges that, if addressed, would result in meaningful and significant change where it matters most: classrooms. Ward Research conducted

a statewide survey to gather feedback on education issues in Hawai‘i. A total of 730 surveys (with an approximate sampling error of +/-3.5%) were administered to Hawai‘i residents from January 14 to January 28, 2016. Educators across Hawai‘i, reported that annual statewide testing was a core challenge that hindered instruction and learning. More specifically, results indicated that many (44%) of Hawai‘i residents believed that schools placed too much emphasis on standardized testing. In spring 2016, a survey of Hawai‘i principals found that 84 percent of principals agreed that HIDOE should consider changes in the Smarter Balanced test and 85 percent agreed that the testing time should be reduced. Most principals (74%) recommended that the HIDOE consider alternatives to the Smarter Balanced assessments, such as performance assessment, portfolios, and demonstrations of learning. A statewide survey of teachers supported these results. Across the state, a clear majority of teachers (91%) indicated that the HIDOE should consider changes in the current state testing program. Like principals, teachers agreed that testing time should be reduced and that more authentic assessment models should be considered. In addition, both principals and teachers revealed a strong interest in piloting innovative assessment options offered under the IADA flexibility (Section 1204 of ESSA).

SIGNIFICANCE

The Promise of Performance Assessment

To address the need for a more balanced statewide system of assessment and improved assessment literacy, HIDOE proposes a plan to involve teachers in the development of common performance assessment tasks. Performance assessment will serve as a key lever to increase teachers’ content knowledge and skills, raise the level of content that students are taught, increase students’ opportunities to actively engage in content, and improve student achievement.

These actions are essential for recognizing and valuing students' diverse backgrounds and closing achievement gaps in Hawai'i.

Planning a Balanced Statewide System that Includes Performance Assessment

In January 2020, HIDOE submitted a federal IADA application to develop the **Hawai'i Comprehensive Assessment Program (HICAP)**. HICAP proposed to improve statewide assessment by (1) reducing annual statewide testing through a shortened Smarter Balanced computer-adaptive test (CAT) and (2) creating a classroom-based assessment system through which teachers could develop, share, and use classroom assessments to inform instruction. U.S. Department of Education's (USED's) feedback raised concerns about the extent to which the shortened CAT could measure the full depth of the state's academic content standards in reading/language arts and mathematics and whether the classroom assessment component of the system is developed enough to support the stated aims of the system. This proposal focuses on supporting the classroom assessment component of the system and, in particular, developing common performance assessments that will elicit evidence with respect to the depth of the state content standards. The proposed project allows HIDOE to develop internal capacity to support and scale common performance assessments across grade levels in ELA and mathematics. It also allows HIDOE to develop a more balanced statewide assessment system to support accountability, school reporting, and improved instruction in schools.

HIDOE's theory of action calls for a balanced statewide assessment system that leads to informed decision-making and higher-quality instruction, and ultimately, to increased numbers of students who are well-prepared for college and careers. The HIDOE's assessment approach is rooted in the belief that greater learning will result from high-quality classroom assessments that support ongoing improvements in instruction and learning. High-quality classroom assessments

also provide results that are useful to students, parents, teachers, school administrators, members of the public, and policymakers. Meeting this goal will require the reform and coordination of many elements across the education system, including, but not limited to:

- A quality assessment system that provides valid measurement across the full range of rigorous academic standards,
- Assessment of deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy,
- The establishment of clear, benchmarked performance expectations
- Ongoing professional development to support reliable implementation and scoring of common performance tasks, improved assessment literacy, and improved instruction.

According to Darling-Hammond, Wilhoit, and Pittenger (2014), a new approach to accountability for learning should be implemented at the state-level. This approach includes accountability for meaningful learning, which requires a better system of assessments that are aligned with higher-order knowledge and skills. Moreover, Darling-Hammond and colleagues argue that the singular focus on state-level summative achievement tests should be abandoned and authentic performance tasks should be one key design features of new, more balanced, systems of assessments.

The call for the use of performance assessments in educational reform is not new. There is a long history of educational reformers calling for changes to assessment and accountability systems and for the use of authentic, complex performance assessments (Haertel, 1999; Linn, Baker, & Dunbar, 1991; Resnick & Resnick, 1992). For example, the National Research Council report, *Knowing What Students Know* (National Research Council, 2001), argues that new forms of educational assessment and measurement principles need to be constructed and/or utilized in

fitting with advances in learning theory (e.g., constructivist and sociocultural learning theory) and measurement sciences.

The HIDOE recognizes that closing achievement gaps will only occur through radical changes to the status quo. Hawai‘i’s diverse, multi-cultural student population requires a transition from traditional learning approaches to approaches that provide opportunities for students to develop critical skills for the 21st Century workforce (National Research Council, 2012). These deep learning skills include collaboration, problem solving, self-directed learning, critical thinking, and complex communication—all of which are best instructed and assessed alongside meaningful content and opportunities for application to novel situations (Brandt, 2020; Evans, 2019, 2020; Thompson, 2020). Performance assessment will contribute to addressing these gaps in HIDOE’s current system of assessment.

Moreover, performance assessments support classroom instructional shifts called for in HIDOE’s original IADA proposal; shifts that recognize and appreciate students’ diverse backgrounds. More specifically, performance assessment enables students to demonstrate what they know and can do in authentic contexts. It supports project-based and related instructional strategies that encourage application of higher-order skills and ambitious teaching practices. Performance tasks also provide evidence of students’ depth of knowledge and skills in complex domains, extending well beyond what is learned from simple multiple-choice items (Marion & Buckley, 2016).

PROJECT DESIGN

Hawai‘i’s Comprehensive Assessment Program

The overarching goals, specific objectives and measurable outcomes specified for the proposed project are coherent with a broader theory of action guiding HIDOE in pursuing IADA

flexibility. This innovative assessment program, or **Hawai'i Comprehensive Assessment Program (HICAP)**, is intended to enable all students to leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching.

The HIDOE intends to build HICAP as a balanced statewide assessment system that meets federal accountability requirements, while also inspiring teachers and students to engage in deeper teaching and learning practices. HICAP contains two parts: (1) Smarter Balanced shortened summative computer-adaptive test and (2) classroom-based assessments, including common performance tasks, created by Hawai'i educators and implemented across Hawai'i classrooms. HICAP is a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. **The proposed project supports the classroom-based assessment element of this comprehensive effort.**

The objectives of the proposed project focus on building the state support structures and the assessment literacy of Hawai'i's leaders and educators within the broader HICAP initiative. Assessment literacy is the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning and to serve other important educational and policy purposes (Stiggins, 1991).

Specifically, **the proposed project supports professional capacity building efforts around the design, implementation, and curation of the authentic, curriculum-embedded**

common performance assessments² aligned to the depth and breadth of Hawai‘i’s challenging state academic content standards for use as part of the broader HICAP initiative.

Capacity building is at the center of the proposed project design because the HIDOE wants to sustain and scale this work over time. The right drivers for whole system reform include systemic solutions and strategic levers—such as focusing on capacity building—that have the best chance of driving successful school reform (Fullan, 2011). Additionally, research on scale suggests that there are four interrelated dimensions for scale: depth, sustainability, spread, and shift in reform ownership (Coburn, 2003). Ownership must shift from external to internal, the reform must spread to increasingly greater number of schools and classrooms, and spread and sustainability is more likely when educators experience deep and consequential change.

The elements of the broader HICAP theory of action (see Appendix B)—designed to foster the four dimensions of scale—representing the goals, objectives, and intended outcomes of this proposed project include:

- **Professional Capacity Building:** Teachers are provided with curriculum and instructional materials and given rich professional development and other supports and resources they need to effectively instruct on the standards.
- **Informative Tools, Processes, and Practices:** Teachers and students use information from the state standards and instructionally useful assessments to improve practice and student learning.

The HIDOE’s assessment approach is rooted in the belief that stronger learning will result from high-quality classroom-based assessments that support ongoing improvements in instruction and learning. High-quality classroom-based assessments also provide informative

² Note: We use the terms performance assessment and performance task interchangeably in this application.

results to be used by students, parents, teachers, school administrators, members of the public, and policymakers. Meeting this goal will require the reform and coordination of many elements across the education system, including, but not limited to: (a) balanced statewide assessment system that provides valid measurement across the full range of academic content standards; (b) assessment of core disciplinary understandings and higher-order thinking skills that are necessary for life and work; and (c) the establishment of clear performance expectations. Most importantly, the assessment system must provide information not only once at the end of the year, but throughout the year in ways responsive to individual teacher's and student's needs. This continuous and individualized feedback based on high-quality, curriculum-embedded assessment information is essential to achieve Hawai'i's goals and why the shortened summative assessment alone cannot achieve the desired outcomes of HICAP.

The classroom-based assessment component of HICAP is centered on the use of high-quality, curriculum-embedded common performance assessments because of their potential to positively influence teaching and learning (Marion & Buckley, 2016). Performance-based assessments are typically multi-step tasks that require students to produce a product or carry out a complex performance as a demonstration that the instructional goal has been learned (Stecher, 2010). Examples include open-ended problems, argumentative essays, and hands-on science experiments (to name a few). They are typically scored through teacher (or rater) judgment using pre-specified criteria, often in the form of a scoring guide or rubric (Lane & Stone, 2006). Some performance-based assessments require extended time to complete the task while others are relatively short in duration.

Performance-based assessments are considered “authentic” because it is assumed that the act of completing the assessment is a worthwhile task in and of itself (Resnick & Resnick, 1992;

Wiggins, 1992); in other words, “simply participating in the assessment constitutes an instructional experience, as well as yields assessment information” (Marion & Buckley, 2016). Performance assessment then is thought to be a more *direct* measure of student performance rather than just an indicator of performance as is the case with a standardized achievement test (Lane & Stone, 2006). Additionally, performance assessments can measure higher-order thinking skills and deeper learning competencies (Herman, 2004). For this reason, performance assessment has been highly valued for measuring complex performance and deeper learning in the educational measurement community for a long time (Linn et al., 1991).

Overview of Proposed Project Design

This section provides a high-level overview of the proposed project’s objectives, related activities, and measurable outcomes that are then described in more detail in subsequent sections of the Project Design and Project Services sections. The proposed project mainly supports the “Professional Capacity Building” aspect of the broader HICAP Theory of Action, though the design and scoring of classroom common performance assessments is expected to supply instructionally useful information that teachers and students can use to improve practice and student learning (i.e., “Informative Tools, Processes, and Practices” component of the broader HICAP Theory of Action in Appendix B).

Objectives and Related Activities

The proposed project has two main objectives: (1) **build professional capacity of Hawai’i educators** around the development, implementation, and use of high-quality, curriculum-embedded and complex performance tasks in grades 3-8 and 11 English language arts and mathematics; and (2) **build HIDOE project management capacity** to scale-up high-

quality common performance assessment design and implementation across grades 3-8 and high school English language arts and mathematics.

The activities to **build professional capacity of Hawai'i educators** center on a research-based approach from Lave and Wenger's (1991) study of how apprentices become masters. This sociocultural framework for building expertise will be used to create "cadres of experts" who will then help sustain and lead the work after the planning grant ends. This approach has been used successfully in other state contexts, including New Hampshire's innovative assessment system that relies on curriculum-embedded common performance tasks.

In essence, the proposed plan is for the HODOE, with support from the National Center for the Improvement of Educational Assessment ("Center for Assessment"), to identify an initial group of content experts; provide the group with increasingly more sophisticated performance assessment literacy professional learning opportunities; engage the group to co-develop resources used to support performance assessment literacy activities with a broader group of Hawai'i educators; support the group in leading professional learning activities for other educators; and then relinquish responsibility to the group to lead the performance assessment literacy activities with all the tools and resources they need to do so once the planning grant ends.

In this professional development approach, Center for Assessment experts will model, provide guided practice, and feedback to the HODOE Project Team and a selected group of content experts from across Hawai'i (hereafter referred to as "cadre of experts") as they co-design a series of performance assessment institutes over the course of the 18-month planning grant. These institutes will provide assessment literacy training to groups of teachers on the design and implementation of classroom performance assessments, as well as the connections

among classroom assessment, curriculum, and instruction. The cadre of experts will lead the groups of Hawai'i teachers as they develop a set of common performance tasks aligned to depth and breadth of the Hawai'i content standards in a rolling cohort model. The rolling cohort model will continue to scale over time and support the development of a curated set of common performance tasks in a task bank for grades 3-8 and 11 in English language arts and Mathematics by the end of the 2024-25 school year. The task bank could be used as part of HICAP to report on student performance relative to the Hawai'i content standards. A larger group of teachers from pilot schools across Hawai'i will participate in a larger-scale pilot of the common performance tasks each year.

The HIDOE Project Manager, with the support of the HIDOE Project Team, will oversee all aspects of the proposed project and coordination/integration of the various components of HICAP. The HIDOE Project Team will be composed of an identified project manager (Brian Reiter) along with key personnel from the HIDOE. The project manager will have primary responsibility, but will be supported by the larger management team, who will also develop the capacity over time to continue this work should transitions occur at the HIDOE. This approach creates a core team who can continue the project with high levels of fidelity, regardless of turnover or transitions within the HIDOE. See Management Plan section for more details.

Part of the proposed project will focus on building **HIDOE Project Management Capacity** so that the HIDOE Project Manager and Project Team has the necessary knowledge and skills to oversee the scaling and sustaining of the professional capacity building efforts and task bank once the planning grant ends. The Center for Assessment will work closely with the HIDOE Project Team to co-develop all of the tools and resources necessary to support large-scale common performance assessment training and administration across Hawai'i. These

capacity-building efforts will ensure that the HDOE and cadre of experts is prepared to lead the project once the planning grant ends.

Proposed Project Outcomes

The proposed project will result in at least three outcomes by the end of the 18-month planning grant: (1) common performance task scaling plans; (2) common performance task technical documentation and resource library; and (3) common performance task bank for select grades/subjects.

The **common performance task scaling plans** will support the goals and objectives of the proposed project. Key to sustaining this innovative assessment reform is strategic planning around how to scale the professional learning and subsequent development of common performance tasks to other grades/subjects.

The **common performance task technical documentation and resource library** will contain all the materials, tools, resources, manuals, and training materials used throughout the proposed project. The technical documentation and resource library will support continued professional capacity building and task bank scaling after the planning grant ends and as additional grades/subjects are added each year.

The common performance task development, piloting, review, and approval process will culminate in a **common performance task bank** for the selected grades/subjects that are part of this proposed project. This curated set of common performance tasks will serve as a model of high-quality tasks for instructional and assessment purposes, as well as a link between the Smarter Balanced shortened summative CAT component and the classroom-based assessment system component of HICAP. The link will be established through mutual alignment to Hawai'i

content standards and the use of an evidence-centered design approach (Mislevy & Haertel, 2006) to designing performance tasks.

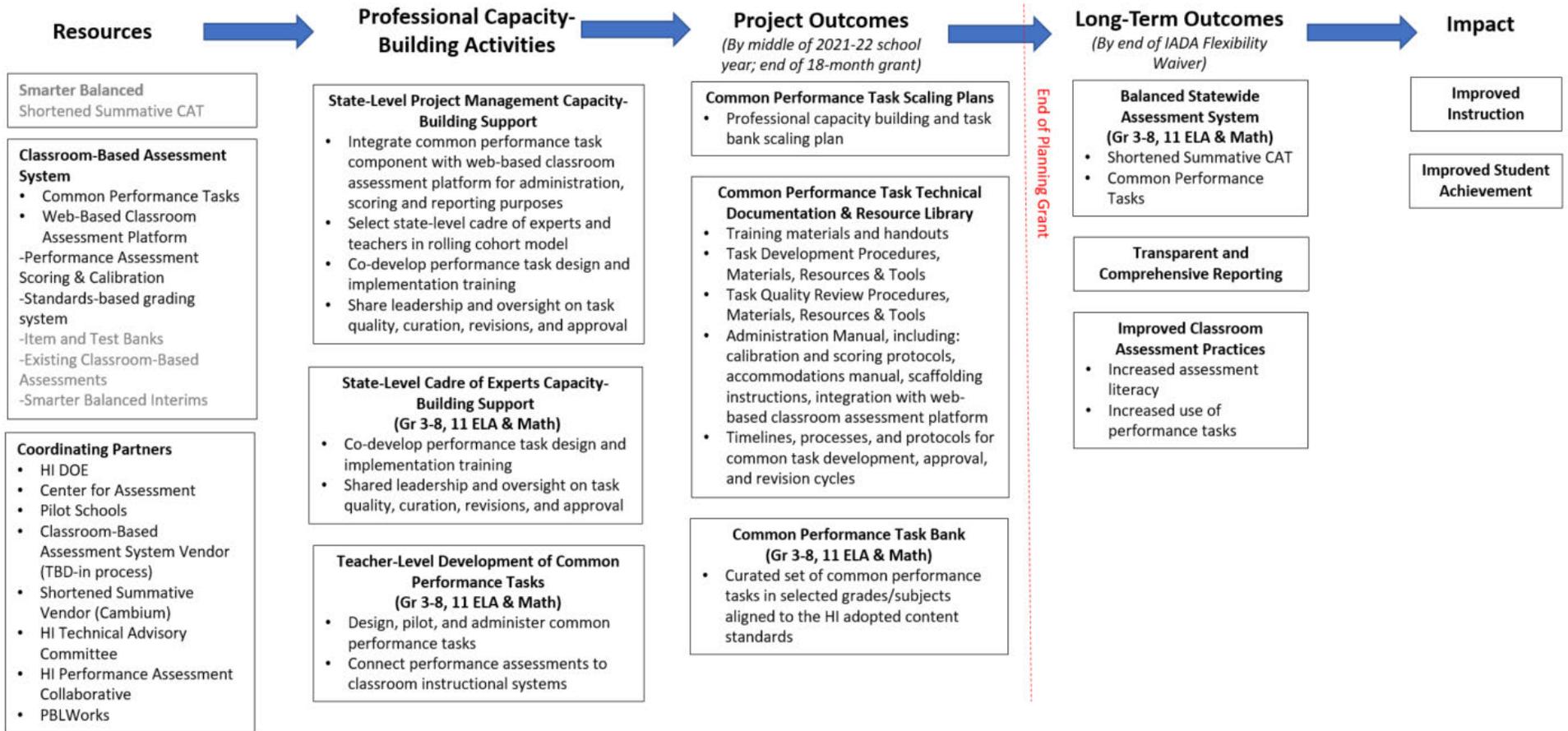
Logic Model

A logic model is a framework that identifies key project components (i.e., the active “ingredients” that are hypothesized to be critical to achievement the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes. The logic model for this proposed project is intended to support the "Professional Capacity Building" aspect of the broader HICAP initiative.

The logic model contains five key components: resources, professional-capacity building activities, project outcomes, long-term outcomes, and impacts (see Figure 1). These components reflect a linear process with each component providing a foundation for the subsequent component. The rest of the Project Design section is organized according to the logic model and the hypothesized flow from inputs to outputs.

Figure 1

Hawai'i Competitive State Grant Application Proposed Project Logic Model



Resources

The proposed project will support the **classroom-based assessment system** component of the broader HICAP initiative. The development, piloting, approval, and curating of common performance tasks will be the main focus of the proposed project. The common performance tasks will be integrated into the web-based classroom assessment platform. This integration will allow teachers to (a) access the common performance task materials (student directions, teacher directions, rubric, administration guides, scoring protocols, etc.); (b) administer the common performance tasks in their classroom with an understanding of how they are aligned to the Hawai'i content standards; (c) pilot how to collect student work and enter scores that are then added to the standards-based grading system; and (d) provide for version control as common performance tasks are revised over time. The web-based platform is a technology solution that supports ease of scoring, checks on the quality of scoring, and reporting integration with the Smarter Balanced shortened summative component of HICAP. The web-based platform also supports blended and distance learning approaches that allow teachers respond to classroom disruptions (such as COVID-19) with greater agility and flexibility.

Although the focus of the proposed project is on the classroom-based assessment system, the proposed project goals, objectives, and activities are coherent with the broader HICAP system components—which are in gray font in the logic model (see Figure 1). The HIDOE Project Manager and Project Team will coordinate the multiple components of HICAP and ensure that there is integration among the coordinating partners and HICAP system components. The HIDOE Project Team will be composed of an identified project manager (Brian Reiter) along with key personnel from the HIDOE. The project manager will have primary responsibility, but will be supported by the larger management team, who will also develop the

capacity over time to continue this work should transitions occur at the HIDOE. This approach creates a core team who can continue the project with high levels of fidelity, regardless of turnover or transitions within the HIDOE. See Management Plan section for more details.

There are multiple **coordinating partners** who are part of the success of the HICAP and this proposed project. Details about the coordinating partners and their role in the proposed project can be found in the Management Plan section.

Professional Capacity-Building Activities

Framework for Building Professional Capacity. The activities to build professional capacity of Hawai'i leaders and educators center on a research-based approach from Lave and Wenger's (1991) study of how apprentices become masters. This sociocultural framework for building expertise will be used to create "cadres of experts" who will then help sustain and lead the work after the 18-month planning grant. This approach has been used successfully by the Center for Assessment in other large-scale performance assessment programs such as New Hampshire's innovative assessment system.

In essence, the proposed plan is for the HIDOE, with support from the Center for Assessment, to:

- Identify an initial group of content experts (cadre of experts);
- Provide the group with increasingly more sophisticated performance assessment literacy professional learning opportunities;
- Engage the group to co-develop resources used to support performance assessment literacy activities with a broader group of Hawai'i educators;
- Support the group in leading professional learning activities for other educators; and

- Relinquish responsibility to the group to lead the performance assessment literacy activities with all the tools and resources they need to do so after the planning grant ends.

The cadre of expert group will continue to expand each year and support the development of a curated set of common performance tasks collected in a task bank for grades 3-8 and 11 in English language arts and Mathematics by the end of the 2024-25 school year that could be used as part of HICAP to report on student performance relative to the Hawai'i content standards. During the 18-month planning grant, the common performance task development will focus on Gr 4 ELA & Math, Gr 5 ELA, Gr 8 ELA & Math, and Gr 11 Math. The way in which the two aspects of HICAP (Smarter Balanced shortened summative CAT and classroom-based assessment information from common performance task) will be combined or reported alongside each in order to meet federal statutory requirements related to state annual achievement testing and accountability will be decided based on advice from Hawai'i's Technical Advisory Committee.

The goal of the professional capacity activities is to build cadres of performance assessment experts, who, in turn, ensure that the enhanced assessment literacy is sustained and scaled over time once the planning grant ends. Developing an effective cadre of expert team requires deep professional development, ample opportunity for those engaging in the work to shape (or co-develop) the work, as well as share successes and concerns.

State-level Project Management Capacity-Building Support. The HIDOE Project Team will receive support from the Center for Assessment to build capacity around managing the proposed project. The capacity-building support will include: (a) bi-monthly project planning meetings; (b) co-design of the resource library, common performance task and review templates, administration manual, scoring and calibration protocols; (c) task review and approval timelines,

protocols and procedures; (d) integration with web-based classroom assessment platform; and (e) strategic planning around scaling the project.

One key role of the HIDOE Project Team will be to select the cadre of experts and teachers each year, based a rolling cohort model. Details about the selection process and cohort model is discussed below.

Additionally, the HIDOE Project Team, with support from the Center for Assessment, will provide oversight on task quality reviews, approval protocols, curation procedures, and revision cycles. There will be a specific Task Review, Final Review, and Pilot phases of the proposed project to ensure the quality of the common performance tasks and supplementary materials provided for implementing pilot schools and teachers.

State-Level Cadre of Experts Capacity-Building Support. The HIDOE Project Team will select state-level content experts for each common performance task grade/subject. These state-level content experts may be content or testing specialists from the HIDOE or local complex areas. The state-level content experts will become the cadre of experts for that particular grade/subject area. Using state-level content experts as common task leads rather than teachers is important to ensure the quality of the common performance tasks and the sustainability and scalability of the project over time. The rolling cohort model is intended to allow more grades/subjects to be added each year with time for the cadre of experts to develop expertise prior to leading groups of teachers.

Cadre of Experts Rolling Cohort Model. As shown in Table 1, the first year of the proposed project (2020-21 school year) will include Cohort A cadre of experts in the following six grades/subjects: Gr 4 ELA & Math, Gr 5 ELA, Gr 8 ELA & Math, and Gr 11 Math. These grades/subjects were selected based on alignment to the Smarter Balanced shortened summative component of HICAP, which will use a similar rolling cohort model for development and implementation.

The intent is to build the performance assessment expertise of this initial cohort (Cohort A) who will then work with teachers in their grade/subject area the following year to develop a set of high-quality common performance tasks—except for Gr 4 ELA and Gr 8 math which will develop tasks in Year 1. In other words, the state-level cadre of experts will typically have a prior year of developing performance assessment literacy and applying their knowledge, skills, and understandings prior to leading groups of teachers to develop common performance tasks.

Table 1

Rolling Cohort Model for State-Level Cadre of Experts During Proposed Project

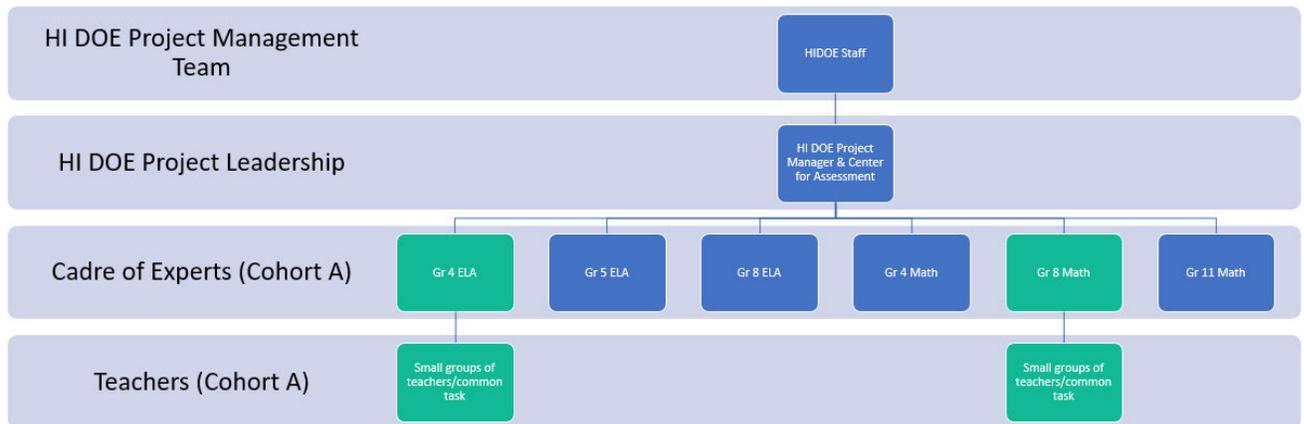
Grade	Cohort A		Cohort B	Year 4 (2023-24)	Year 5 (2024-25)
	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)		
3			ELA & Math	ELA & Math	ELA & Math
4	ELA	ELA & Math	ELA & Math	ELA & Math	ELA & Math
5		ELA	ELA & Math	ELA & Math	ELA & Math
6				ELA & Math	ELA & Math
7				ELA & Math	ELA & Math
8	Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math
11		Math	ELA & Math	ELA & Math	ELA & Math
Minimum Number of Cadre Experts	2	+4 addt'l	+4 addt'l	+4 addt'l	+0 addt'l

The intention of the rolling cohort model is to focus on developing a set of common performance tasks during one school year, with optional continued task development in subsequent years. For example, Figure 2 below uses green boxes to indicate the grades/subjects that are the focus of task development each year and how the previous year’s grade/subjects have ‘optional continued task development’. The figure also illustrates how the number of cadre experts grows each year. Those cadre experts not directly leading the development of common performance tasks in their assigned grades/subjects can support the development of common performance tasks in similar grade spans and subject areas (e.g., Gr 4 ELA → Gr 3 ELA) and support implementation of their grade/subject tasks.

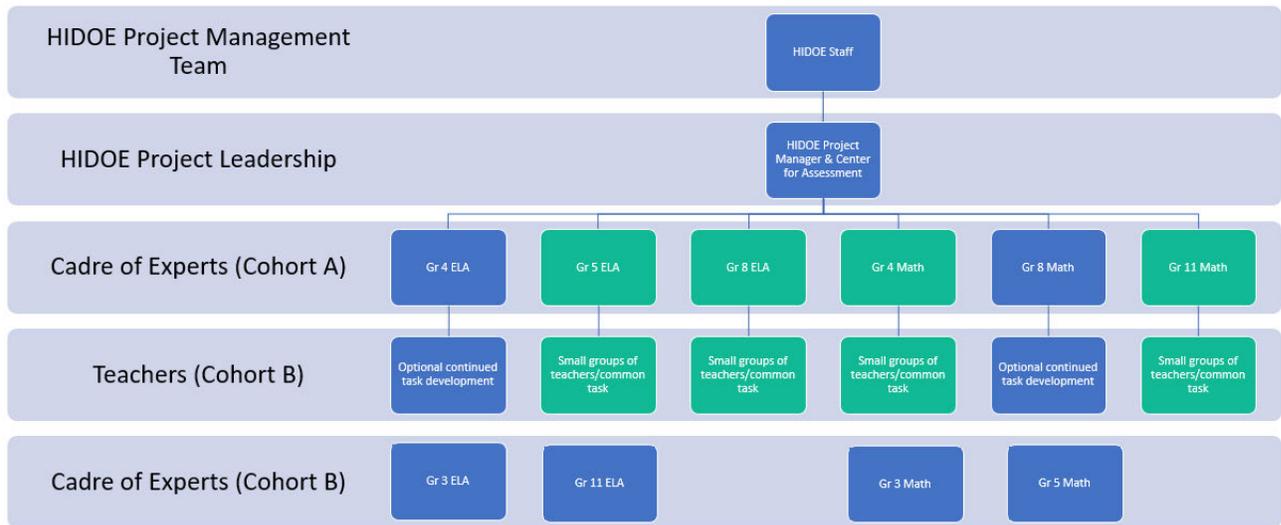
Figure 2

Organizational Structure for Task Development by Year During Proposed Project

Organizational Structure (Year 1) 2020-21 School Year



Organizational Structure (Year 2) 2021-22 School Year



Performance Assessment Literacy Training. The HIDOE Project Manager and state-level cadre of experts, with support from the Center for Assessment, will co-develop a series of four performance assessment institutes over the course of the planning grant. These institutes will provide assessment literacy training to groups of teachers on the design and implementation of classroom performance assessments, as well as the connections among classroom assessment, curriculum, and instruction. Details about the performance assessment institutes is in the Project Services section.

The cadre of experts will lead groups of Hawai'i teachers as they develop and pilot a set of common performance tasks aligned to depth and breadth of the Hawai'i content standards in Gr 4 ELA and Gr 8 Math in Year 1. All training materials, tools, agendas, and resources related to designing and implementing the common performance tasks and curating the tasks in a task bank will be stored in a technical documentation and resource library so they can be used and refined in Year 2.

Starting in Year 2, common performance task development will focus on Gr 4 Math, Gr 5 ELA, Gr 8 ELA, and Gr 11 Math. The Center for Assessment will gradually release more responsibility to the first cohort of cadre experts and the HIDOE Project Team in leading the performance assessment institutes so they are well-positioned and prepared to lead the work after the planning grant ends. The training materials, resources, agendas, and tools co-developed in Year 1 will be used in Year 2 (and beyond). The rolling cohort model will continue to scale over time and support the development of a curated set of common performance tasks in a task bank for grades 3-8 and 11 in English language arts and Mathematics by the end of the 2024-25 school year that could be used as part of the broader HICAP initiative to report on student performance relative to Hawai'i's content standards.

Teacher-Level Development of Common Performance Tasks. The HIDOE Project Manager will also select teachers to be part of each rolling cohort. Table 2 illustrates how a rolling cohort model of teachers will complement the cadre of experts. Cohort A will include teachers from Gr 4 ELA & Gr 8 Math who are selected to develop the common performance tasks under the leadership of the cadre of experts and Center for Assessment professionals. These teachers may be selected from the pool of existing Hawai'i teachers who are senior performance assessment reviewers, and/or based on interest and prior experience developing classroom performance assessments.

Table 2

Rolling Cohort Model for Teacher-Level Development of Common Performance Tasks During Proposed Project

	Cohort A	Cohort B			
Grade	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
3			ELA & Math	ELA & Math	ELA & Math
4	ELA	ELA & Math	ELA & Math	ELA & Math	ELA & Math
5		ELA	ELA & Math	ELA & Math	ELA & Math
6				ELA & Math	ELA & Math
7				ELA & Math	ELA & Math
8	Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math
11		Math	ELA & Math	ELA & Math	ELA & Math
Total Number of Teachers Creating Tasks	25	50	50	50	

Teachers will work in small groups to create common performance tasks aligned to the breadth and depth of the Hawai'i content standards. The Hawai'i Technical Advisory Committee will provide advice on the number of common performance tasks they think should be designed per grade/subject in the first two years and that number will be used to select the number of teachers involved in each cohort. The HODOE anticipates that approximately 25 teachers will be involved in task design in Year 1 and 50 teachers in Year 2. Teachers will be paid a stipend for their involvement.

Project Outcomes

The proposed project will result in at least three measurable outcomes by the end of the 18-month planning grant: (1) **common performance task scaling plans**; (2) **common performance task technical documentation and resource library**; and (3) **common performance task bank for select grades/subjects**. Each is discussed in turn.

Common Performance Task Scaling Plans. The common performance task scaling plans will support sustaining the goals and objectives of the proposed project after the planning grant ends. Key to sustaining this innovative assessment reform is strategic planning around how to scale the professional learning and subsequent development of common performance tasks to other grades/subjects. The term “scale” in this context is used to refer to the *process* of adding grades/subjects to the classroom-based assessment system component of HICAP (Morel, Coburn, Catterson, & Higgs, 2019). The goal of strategic planning with respect to scaling the proposed project is to ensure that by the end of the 2024-25 school year all federally required grades/subjects related to annual testing (grades 3-8 and 11 in ELA and Math) have a set of common performance tasks in the task bank.

Performance Task Technical Documentation and Resource Library. The sociocultural framework for building expertise is aided through the use of shared materials, tools and resources to support common performance task development and ensure assessment quality. The common performance task technical documentation and resource library will contain all the materials, tools, resources, manuals, and training materials used throughout the proposed project. The technical documentation and resource library will support continued professional capacity building and task bank scaling after the planning grant ends and as additional grades/subjects are added each year.

The training materials, resources, and tools in the resource library will be co-developed and curated by the HIDOE Project Team, with support from the Center for Assessment, and state-level cadre of experts. The resource library will store all performance assessment institute PowerPoint presentations, agendas, handouts, and other training materials used in proposed

project. These materials can continue to be re-mixed, adapted, and revised over time to support scaling.

The resource library will also contain all the common performance task development and task quality review procedures, materials, resources, and tools. These will include common task design templates for student instructions, teacher instructions, rubrics, and annotated student work samples. Task quality review tools will be based on cognitive labs, pilots, and student work analysis to evaluate and improve task quality. There will also be clear documentation and guidance around timelines for common performance task development, review, approval, and dissemination activities.

Administering common performance tasks requires common administration procedures and protocols. The Administration Manual will include specific instructions on how to calibrate and score the common performance tasks, enter scores into the web-based classroom assessment platform, provide allowable accommodations, scaffold instructions, and so on.

Common Performance Task Bank. The common performance task development, piloting, review, and approval process will culminate in a common performance task bank for the selected grades/subjects that are part of this proposed project. This curated set of common performance tasks will serve as a model of high-quality tasks for instructional and assessment purposes, as well as a link between the Smarter Balanced shortened summative CAT component and the classroom-based assessment system component of HICAP. The link will be established through mutual alignment to Hawai'i content standards and the use of an evidence-centered design approach to designing performance tasks (Mislevy & Haertel, 2006).

All task materials and instructions a classroom teacher needs to appropriately administer a common performance task will be located in the task bank situated within the web-based classroom assessment platform. These materials will be annually reviewed by the cadre of experts' team and revised as needed. This will ensure version control and that all teachers in Hawai'i have access to the most updated materials and instructions.

Since the common performance task bank will exist within the web-based classroom assessment system platform, teachers in pilot schools from across Hawai'i will pilot (a) administer the common performance tasks, (b) upload student work, and (c) score the performance assessments within the system aligned to the Hawai'i content standards. This pilot information can be used by the HIDOE and Hawai'i's Technical Advisory Committee as they consider how to integrate or report the common performance tasks alongside Smarter Balanced shortened summative results—the other component of HICAP—on Family Reports.

Long-Term Outcomes

The long-term outcomes on the logic model (see Figure 1) are anticipated to occur at the end of Hawai'i's IADA flexibility (5-7 years after approval)—years after the end of this proposed planning grant. These long-term outcomes include: (a) **balanced statewide assessment system**; (b) **transparent and comprehensive reporting**; and (c) **improved classroom assessment practices**. The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The proposed project's goals, objectives, activities and project outcomes are aligned to and support the long-term outcomes.

Balanced Statewide Assessment System. Hawai'i's vision for a balanced statewide assessment system involves a reduced footprint of state annual achievement testing and an

increased footprint of high-quality classroom-based summative assessments—in particular, curriculum-embedded performance assessments. The broad HICAP Theory of Action is shaped by the core belief that educational assessment should be conducted in the service of student learning and that all educators possess the skills for reflection and refinement of this professional practice. The common performance tasks are intended to enhance ambitious teaching practices and provide teachers with useful, actionable, and timely instructional information that they can use to support student active learning of important content.

Balanced statewide assessment systems have been called the unicorns of educational assessment (Marion, Thompson, Evans, Martineau, & Dadey, 2019) because they are challenging to create and finding high-quality examples in practice is very rare (Conley, 2018). According to a seminal National Research Council report, *Knowing What Students Know: The Science and Design of Educational Assessment* (NRC, 2001), a system of assessments is balanced when:

Assessments at all levels—from classroom to state—work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making. Assessments at all levels would be linked back to the same underlying model of student learning and would provide indications of student growth over time (p. 9).

The call for balanced assessment systems resulted from a recognition that most assessments poorly served the primary purpose of assessment—improving learning and instruction (Marion et al., 2019).

The challenges or barriers—acting alone or in concert—that prevent high-fidelity implementation of balanced assessment systems include, among others, the lack of assessment literacy at multiple levels of the system and lack of attention to curriculum and learning in the design of assessment systems (Marion et al., 2019).

The proposed project is intended to support a balanced statewide assessment system as it designed to specifically address building assessment literacy at multiple levels of the system and attend to curriculum, instruction, and learning in the design of the system. The use of common performance tasks across classrooms in Hawai‘i is intended to support the evaluation of student academic achievement using assessment instruments that emphasize the mastery of standards and require students to transfer their understanding to new or novel situations.

Transparent and Comprehensive Reporting. The proposed project is also intended to support transparent and comprehensive student reporting. A set of standards-aligned common performance tasks for a given grade/subject will be embedded within the web-based classroom assessment platform. Teachers will be able to enter student scores from the common performance task(s) into the standards-based reporting platform and generate student- and class-level performance reports. These reports will provide transparent and comprehensive information to teachers, students, and parents that supports high-quality teaching and learning. Additionally, Hawai‘i’s Technical Advisory Committee will review the set of pilot reports and make recommendations for reporting common performance task results alongside the shortened summative CAT on annual family reports.

Improved Classroom Assessment Practices. One motivating factor behind the test-based accountability movement was the adage: What gets measured is what gets taught (Shepard, 2008). In other words, the test—its content, item types, cognitive complexity and so on—shape what and how teachers teach with respect to content in classrooms. As Resnick and Resnick (1992) state: “The power of tests and assessments to influence educators’ behavior is precisely what makes them potent tools for educational reform” (p. 56). It is this underlying theory of change that informs the proposed project’s design. The idea is that improved classroom

assessment practices result—including increased assessment literacy and increased use of performance tasks—when teachers administer high-quality instructional and summative performance tasks in their classroom. These improved practices occur for at least three reasons.

First, the common performance tasks serve as models or exemplars of high-quality classroom assessment design. The common performance tasks are run through an extensive development and review process before being approved for operational use by the HODOE. The result is a set of performance tasks that provide models for designing rich, authentic classroom assessment experiences that measure deep learning and rich disciplinary core content.

Second, teachers must adjust their instructional practices in ways that benefit deep learning in order to prepare students to respond to the real-world tasks. The common performance tasks are reviewed specifically to evaluate the degree of independent student inquiry, determine the extent of multi-step problem solving and argument building required, and examine the ability to employ multiple possible solutions. The intent is to align high-quality curriculum, instruction, and assessment to require complex thinking and support educators as they prepare students for complex tasks. The instructional shifts necessary for student success on the common tasks is one mechanism the help realize the HODOE's long-term goals.

Additionally, the task bank can be used by local educators to support their classroom summative assessment needs. The task bank contains a set of common performance tasks in a particular grade/subject that cover the depth and breadth of Hawai'i's adopted content standards. Taken together, the set of common performance tasks can serve as a collection of high-quality evidence about shifts in instruction, as well as student learning and performance over the course of the school year.

Impact

The impact of the broader HICAP initiative is integrally related to other reforms taking place in HI's PK-12 educational system. Curriculum, instruction, and assessment along with other structural, political, and cultural elements in schools and complex areas must coherently work together to support the intended impacts of education reform in Hawai'i; namely, **improved instruction** and **improved student achievement**. According to Richard Elmore and colleagues (City, Elmore, Fiarman, & Teitel, 2009), there are only three ways to improve student learning at scale:

- ✓ You can raise the level of the content that students are taught.
- ✓ You can increase the skill and knowledge that teachers bring to the teaching of that content.
- ✓ And you can increase the level of students' active learning of the content.

Everything that is not in this instructional core “can only affect student learning and performance by, in some way, influencing what goes on inside the core. Schools don't improve through political and managerial incantation; they improve through the complex and demanding work of teaching and learning” (City et al., 2009, p. 24).

High-quality classroom assessment supports student learning and improved teaching practices; however, there are many other mechanisms by which student learning and improved teaching will occur in Hawai'i. These mechanisms are beyond the scope of this 18-month planning grant, though the proposed project is coherent with and supports the desired impacts of improved instruction and improved student achievement.

PROJECT SERVICES

Assessment Literacy Framework

The proposed project is centered on building professional capacity around the design and implementation of common performance tasks. Performance assessment design and implementation falls under the larger umbrella of assessment literacy.

Assessment literacy is the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning and to serve other important educational and policy purposes (Stiggins, 1991). Conceptions of assessment literacy draw on modern conceptions of how students learn (National Academies of Sciences, Engineering, 2018; National Research Council, 2000), assessments designed to fulfill intended purposes (Mislevy & Haertel, 2006; National Research Council, 2001), and high quality tasks based on rich content and important skills (Conley, 2018; Darling-Hammond & Adamson, 2010; Lane & Stone, 2006; Shepard, 2019).

Assessment literacy serves as the larger framework behind the proposed project services. For example, it is important to help educators at all levels of the system understand:

- ✓ performance assessments are situated within curricular and instructional systems;
- ✓ the role of assessment within the learning culture;
- ✓ how assessment (particularly performance-based assessment) can be used as a lever to support rigorous teaching practices and improved student learning; and
- ✓ the distinct features and characteristics of high-quality classroom assessment systems that support equity for all students.

These broader assessment literacy topics and concepts will be interwoven throughout the professional capacity building activities and services.

Design & Content of Professional Learning

As mentioned previously, the professional learning is intended to build the capacity of Hawai'i educators to design and implement common performance tasks as the classroom-based assessment system component of HICAP. Refer to the section on “Professional Capacity Building” above for a detailed discussion on the rationale and design of the rolling cohort model.

The professional learning is intended to repeat each year with new cohorts of state-level cadre of experts/common task leads and teachers. Table 3 summarizes the main features of the proposed project services by months for Year 1 (2020-21 school year) and Year 2 (2021-22 school year). Almost all of the professional development will be virtual due to COVID-19 in Year 1 (2020-21 school year), with a mixture of virtual and in-person professional development in Year 2. Portions of Table 3 are in gray font because they extend beyond the 18-month planning grant cycle.

In terms of the content of the professional capacity building, there are three main aspects of the professional learning:

- ✓ Project planning and state capacity building
- ✓ Performance assessment training and task development
- ✓ Task quality review, integration with web-based classroom assessment platform, and piloting

Table 3*Timeline and Overview of Project Services*

	Modality	Year 1 (2020-21 School Year)	Year 2 (2021-22 School Year)
Responsible Entity	NA	Center for Assessment co-design with HIDOE and state-level cadre of experts (Cohort A) Lead work with Teachers (Cohort A)	Center for Assessment co-design with HIDOE and state-level cadre of experts (Cohort A & B) Lead work with Teachers (Cohort B)
On-going	Virtual	Project Planning & State Capacity Building	Project Planning & State Capacity Building
Oct-Nov	Virtual Virtual (Year 1); In-person (Year 2)	Content-specific webinars with cadre of experts Performance Assessment Institute #1	Content-specific webinars with cadre of experts Performance Assessment Institute #1
Nov-Dec	Virtual	Performance Assessment Institute #2	Performance Assessment Institute #2
Jan	Virtual	Task Quality Review	Task Quality Review
Feb	Virtual (Year 1); In-person (Year 2)	Performance Assessment Institute #3	Performance Assessment Institute #3
Mar	Virtual	Final Task Quality Review	Final Task Quality Review
Apr-June	Virtual	Integration with Web-Based Classroom Assessment Platform Larger-Scale Pilot Administration & Scoring	Integration with Web-Based Classroom Assessment Platform Larger-Scale Pilot Administration & Scoring
July-Aug	In-person (Year 1)	Performance Assessment Institute #4	Performance Assessment Institute #4

Project Planning & State Capacity Building

Project planning will take place over the course of the proposed project. Bi-monthly project meetings will occur between the HIDOE Project Team and Center for Assessment—the two entities who will co-develop the tools and resources used during the proposed project with input from the cadre of experts, where specified. Other coordinating partners will be brought into project planning meetings as needed.

In general, August to October of each year will be used to:

- ✓ Select the cadre of experts and teachers based on the rolling cohort model (HIDOE)
- ✓ Select and communicate with pilot schools (HIDOE)
- ✓ Co-develop tools and resources for common performance task rollout (Year 1 create; Year 2 revise as needed) (HIDOE and Center for Assessment). These will include common task design templates for student instructions, teacher instructions, rubrics, and annotated student work samples.

HIDOE is committed to ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. This includes the selection of the cadre of experts, teachers, pilot schools, and students represented in the pilot schools. Hawai'i's public schools serve around 180,000 students—over 50% of whom are Asian and/or Pacific Islander (Native Hawai'ian or Micronesian). The subset of participants in both years will represent the geographic differences of Hawai'i's public schools and the ethnic diversity of Hawai'i's public school students.

Project planning will also include a number of activities to support the quality of the professional learning, task development, and task implementation. These activities will take place over the course of the proposed project—see Project Activities & Timeline table located in the Management Plan section. All materials, tools, documentation, and resources co-developed in the project will be stored in the resource library.

- ✓ Co-develop content-specific webinar and performance assessment institutes training materials (Year 1 create; Year 2 revise as needed) (HIDOE and Center for Assessment with input from cadre of experts)
- ✓ Co-develop administration manual (Year 1 create; Year 2 revise as needed) (HIDOE and Center for Assessment with input from cadre of experts). The Administration Manual will include specific instructions on how to calibrate and score the common performance tasks, enter scores into the web-based classroom assessment platform, allowable accommodations, scaffolding instructions, and so on.
- ✓ Co-develop timelines, processes, and protocols for common task development, approval and revision cycles (HIDOE and Center for Assessment with input from cadre of experts)
- ✓ Co-develop professional capacity building and task bank scaling plan (HIDOE and Center for Assessment with input from cadre of experts)

Performance Assessment Training

The professional capacity building plan is conceptualized as an initial half-day content-specific webinar with the cadre of experts each year to ensure common understandings of each discipline and provide an opportunity to brainstorm direction for task designs using the Hawai'i content standards and Smarter Balanced claims/assessment targets.

Most of the professional capacity building will occur during a series of four Performance Assessment Institutes that will take place from October to mid-Summer each year. These Performance Assessment Institutes are anticipated to take place over two days per Institute. Teachers will be paid a stipend to participate. The development of high-quality common performance tasks is grounded in the training of the cadre of experts and groups of teachers. The HIDOE and Center for Assessment will lead the task development work with input from the cadre of experts. This model allows the HIDOE and cadre of experts to be poised to continue the work after the planning grant ends. Figure 3 below shows the proposed trajectory and content of the four Performance Assessment Institutes.

Figure 3

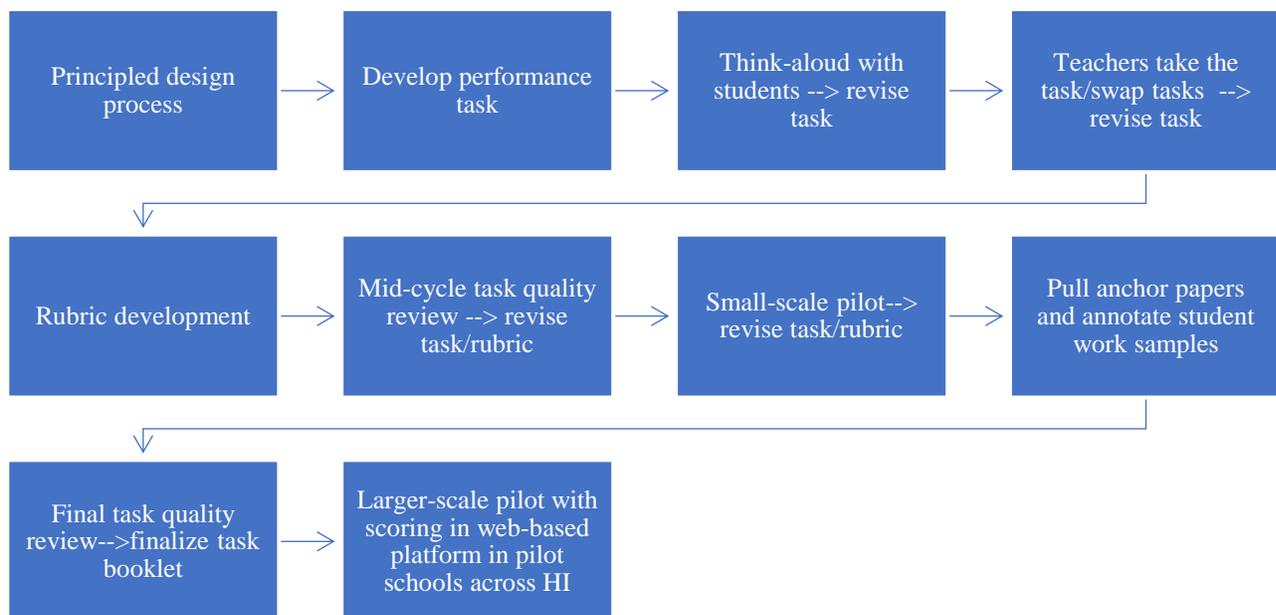
Proposed Trajectory and Content of the Performance Assessment Institutes



The Performance Assessment Institutes will lead participants through a principled assessment design process (i.e., evidence-centered design) that incorporates the principles of Universal Design for Learning (UDL). Figure 4 illustrates the common performance task development and pilot-testing process described in detail after the figure.

Figure 4

Common Performance Task Development and Pilot-Testing Process



Principled assessment design means the task is developed based on (a) what students should know and at what depth of knowledge; (b) what evidence is necessary to demonstrate that the student has the desired knowledge; and (c) what tasks will allow students to demonstrate and communicate the desired knowledge.

A “backward design” model (Wiggins & McTighe, 2005) performance task template will be created to provide guidance on the characteristics of a high-quality task and expectations. This template is used by educators to initially **develop multiple performance tasks**—some of which

may become instructional tasks—for each grade and subject area, which are designed to provide data on how students are progressing toward the state content standards.

In line with principles of UDL, common task developers will consider during the design phase the extent to which the performance task provides students with (a) *multiple means of representation* to give learners various ways of demonstrating information and knowledge gained through instruction, (b) *multiple means of expression* to provide learners alternatives for demonstrating what they know, and (c) *multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Task Quality Review, Integration with Web-Based Classroom Assessment Platform, and Larger Scale Piloting

Once the common performance tasks are initially developed, cognitive laboratories (also known as **think aloud protocols**) will be used with students to collect evidence about task quality and the thinking processes that students employ when interacting with the task. Tasks are then revised based upon student feedback.

Teachers will then take the performance task themselves and swap performance tasks in order to examine task quality and gather suggestions for revision. **Rubrics will be developed** to describe student performance relative to Hawai'i's content standards.

The HDOE, with support from the Center for Assessment, will then model for the cadre of experts how to conduct a **mid-cycle task quality review** of the tasks and rubrics using a Task Review Tool. This tool will be developed using the criteria for high-quality assessments from the *Standards for Educational Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). These criteria include considerations around alignment, cognitive complexity, fairness, bias and

cultural sensitivity, use of appropriate text/visual resources, and quality of scoring guidelines and criteria.

Particular attention will be paid in the review to the appropriate specifications around accommodations for students with disabilities and English language learners using the principles of UDL. Specifically, common performance tasks will be reviewed based on whether they measure student skills that are outside the intended construct, use extraneous words that potentially distract students from the main learning target of the task, use idioms, or culturally-specific language, crowd text and/or graphics too closely on the page, and/or use graphics that require certain levels of visual acuity to understand. This Task Review Tool will identify areas of strength and provide recommendations for revisions. This feedback will then be used by the cadre of experts to revise the tasks as necessary prior to small-scale pilots.

Teachers will conduct **small-scale pilots** to evaluate and refine task quality. The groups of teachers involved in common task development will suggest revisions to the tasks and/or rubrics. Revisions will be made to the tasks and/or rubrics as necessary by the cadre of experts. The revised tasks will then be re-piloted in some classrooms and **anchor papers identified and annotated** to support reliable scoring.

At the end of the common performance task development process, the HIDOE, with support from the Center for Assessment, will provide a **final review of all task materials** (i.e., task booklet) and approve the task for operational use—or send the task back to the cadre of experts for revision until the task is approved.

The set of common performance tasks created in each grade/subject area will be integrated into the web-based classroom assessment platform and create a bank of common performance tasks aligned to Hawai'i's content standards that can be used to support the

classroom assessment component of HICAP and local assessment purposes throughout the year. The final task materials will then be used by the pilot schools to conduct a **larger-scale pilot** with pilot scoring within the web-based platform/standards-based grading system in the spring. This will allow the HIDOE to resolve any issues with the web-based platform/standards-based grading system and collect data that could be used to determine how best to report the common performance tasks alongside the shortened summative component of HICAP. This cycle repeats each year with new cohorts of cadres of experts and teachers.

RESOURCES

As described above, HIDOE will pilot the common performance assessments beginning in Grade 4 ELA and Grade 8 Math during Year 1 (2020-21) and in Grade 4 Math, Grade 8 ELA, Grade 5 ELA, and Grade 11 Math during Year 2 (2021-22). Additionally, a cadre of experts spanning grade 4-5, 8, and 11 will participate in performance assessment training and task development activities during the proposed project. By the end of Year 2, we expect a set of high-quality common performance assessments aligned to the depth and breadth of Hawai'i's adopted content standards will be available in Grade 4 and 8 ELA and Math, Grade 5 ELA, and Grade 11 Math. By achieving these milestones at the end of the grant period, HIDOE will have established the foundational capacity and momentum needed to scale-up the development, use, and integration of common performance assessments statewide across Grades 3-8 and 11 ELA and math.

Below, we provide more detail on the (a) number of proposed pilot sites and participants; (b) pilot school demographics and statewide representation; (c) feasibility of project to scale; (d) budget and other resources; and (e) proposed budget.

Number of Proposed Pilot Sites & Participants

Hawai‘i has a single, combined state and local education agency comprised of 15 complex areas. The subset of proposed pilot sites and participants in both years will represent the geographic differences of Hawai‘i’s public schools and the ethnic diversity of Hawai‘i’s public school students.

Over the 18-month planning grant, the number of proposed pilot schools will grow and the location of the proposed pilot schools may change as different grades/subjects become the focus of the project. Table 4 shows the proposed minimum number of pilot schools, teachers involved in developing the common performance tasks, teachers who will pilot the common performance tasks, and the students who will pilot the common performance tasks by year.

Table 4

Number of Proposed Pilot Schools, Teachers, and Students by Year

Year	Grades/ Subjects	Minimum Number of proposed pilot schools	Number of proposed teachers involved in developing common performance tasks (‘cadre of experts’)	Number of proposed teachers schools who will pilot common performance tasks	Number of proposed students who will pilot common performance tasks
2020-21	Gr 4 ELA Gr 8 Math	40	25	100	4,000
2021-22	Gr 5 & 8 ELA Gr 4 & 11 Math	50	50	200	10,000
Total		50*	75	300	14,000

*Some schools in Year 2 will be the same schools in Year 1.

The number of teachers and students involved in the proposed project is based on the number of grades/subjects involved in common performance task design and piloting in any particular year. Additional details about the common performance task design and piloting

process can be found in the Project Services section. The profiles of 38 anticipated pilot schools and demographic information of the students estimated to participate in Year 1 can be found in Appendix A. Hawai'i anticipates accepting at least two more pilot schools in Year 1.

Pilot School Demographics and Statewide Representation

HIDOE selected pilot schools based on their readiness and motivation to contribute to the development of common performance tasks, as well as their demographic diversity, which is representative of the geographic and demographic diversity across Hawai'i's schools. Table 5 shows the demographic characteristics of the anticipated Year 1 pilot schools (N=38) and their resemblance to statewide demographics.

Table 5

Pilot School vs. Statewide Demographics³

Demographic Characteristics	Pilot Schools	Non-Pilot Schools	Difference
American Indian/Alaskan Native	0.09%	0.20%	-0.11%
Asian	30%	26%	+4%
Hawai'ian Native/Pacific Islander	22%	28%	-6%
Hispanic	18%	16%	+2%
Black	1%	2%	-1%
White	9%	12%	-3%
Two or More Races	19%	16%	+3%
Students with Disabilities	10%	11%	-1%
English Learners	14%	12%	+2%
Economically Disadvantaged	32%	32%	--

As Table 5 illustrates, anticipated pilot school vs. non-pilot school percentages for students with disabilities, English Learners, and economically disadvantaged subgroups range between +/- 2 percentage points. Pilot schools' racial/ethnic subgroup comparisons shows a +/- 3

³ Source: Hawai'i Department of Education

percentage point deviation across most subgroups with two exceptions: an over-representation of Asian students (+4%) and an under-representation of Hawai‘ian Native/Pacific Islander students (-6%) vs. non-pilot schools. HIDOE is actively recruiting additional pilot schools and will continue to target a final sample that reflects all schools statewide.

Feasibility of Project to Scale

HIDOE’s goal is to ensure that by the end of the 2024-25 school year all federally required grades/subjects related to annual testing (grades 3-8 and 11 ELA and Math) have a set of common performance tasks in the task bank aligned to the depth and breadth of Hawai‘i’s adopted content standards. This planning grant ensures that HIDOE has the organizational structures (HIDOE management processes), human capacity (HIDOE Project Team & cadre of experts), and resources (project outcomes) needed for expanding high-quality common performance assessments across grade levels.

The Center for Assessment will serve a critical role in building this capacity within HIDOE and across the state, so that HIDOE is prepared to scale-up common performance assessments by the end of the planning grant period. The Center’s capability is verified by decades of combined experience developing and scaling common performance assessments in numerous states and local agencies (e.g., Kentucky, Maryland, Wyoming, New York City, Gwinnett County, and New Hampshire). For example, as the lead technical partner and key policy advisor for New Hampshire’s innovative assessment and accountability pilot, Performance Assessment of Competency Education (PACE), the Center is ensuring the quality and rigor of PACE performance assessments and designing methods for evaluating the comparability of student results across districts. PACE served as a model for creation of the Innovative Assessment and Accountability Demonstration (IADA). The Center for Assessment

has a long history of leadership in developing rich and innovative assessment and accountability systems to support instructional reforms for enhancing student learning. Center staff members push the boundaries of assessment innovation with work on incorporating performance-based and new forms of writing assessment on state assessments.

The proposed project's other coordinating partners will fill critical roles to ensure that HIDOE can effectively integrate common performance assessment into a balanced statewide system of assessment. Details about the coordinating partners and their roles can be found in the Management Plan.

Budget and Other Resources to Support Statewide Expansion

Table 6 below includes budget estimates for the proposed project. The budget estimated for this project was developed collaboratively among HIDOE and Center for Assessment staff. The budget is based on the Center for Assessment's prior experience leading similar projects in other states. The 18-month planning period will allow HIDOE to set the stage for integrating common performance tasks into HICAP, which we expect to fully scale under future IADA flexibility.

Table 6

Proposed Budget

Category	Activity	Year 1 (2020-21)						Year 2 (2021-22)						TOTAL COST
		Estimated # of Days/person	# Center Profess-ionals	Days/ Task	Center Travel	Teacher Stipends	Cost	Estimated # of Days/person	# Center Profess-ionals	Days/ Task	Center Travel	Teacher Stipends	Cost	
Project Planning & State Capacity Building	Bi-Monthly Project Planning Meetings & HICAP Coordination Meetings	4	2	8			\$16,000	2	2	4			\$8,000	\$24,000
	Select Cadre of Experts & Teachers Based on Rolling Cohort Model	-	-	-	-	-	-	-	-	-	-	-	-	-
	Co-Develop Tools & Resources for Common Performance Task Rollout (Revise in Year 2)	5	2	10			\$20,000	2	2	4			\$8,000	\$28,000
	Co-Develop Performance Assessment Training Materials (Revise in Year 2)	10	2	20			\$40,000	5	2	10			\$20,000	\$60,000

	Co-Develop Administration Manual (Revise in Year 2)	5	1-2	5			\$10,000	2	1-2	2			\$4,000	\$14,000
	Co-Develop Timelines, Processes, and Protocols for Common Task Development, Approval and Revision Cycles	3	1-2	3			\$6,000							\$6,000
	Co-Develop Professional Capacity Building & Task Bank Scaling Plan							5	2	10			\$20,000	\$20,000
Performance Assessment Training & Task Development	Content-Specific Webinar with Cadre of Experts	1	2	2		\$50,000	\$54,000	1	2	2		\$100,000	\$104,000	\$158,000
	Performance Assessment Institute #1	2	2	4			\$8,000	4	2	8	\$6,000		\$22,000	\$30,000
	Performance Assessment Institute #2	2	2	4			\$8,000	2	2	4			\$8,000	\$16,000
	Performance Assessment Institute #3	2	2	4			\$8,000	4	2	8	\$6,000		\$22,000	\$30,000
	Performance Assessment Institute #4	4	2	8	\$6,000		\$22,000							

Task Quality Review, Integration with Web-Based Classroom Assessment Platform, and Piloting	Task Quality Review	4	2	8			\$16,000	4	2	8			\$16,000	\$32,000
	Final Task Quality Review	4	2	8			\$16,000							
	Integration with Web-Based Classroom Assessment Platform	2	2	4			\$8,000							
	Pilot Administration and Scoring	2	2	4			\$8,000							
Project Evaluation	Formative and summative evaluation	7	1-2	7			\$14,000	7	1-2	7			\$14,000	\$28,000
TOTAL PROJECTED BUDGET							\$254,000						\$246,000	\$500,000

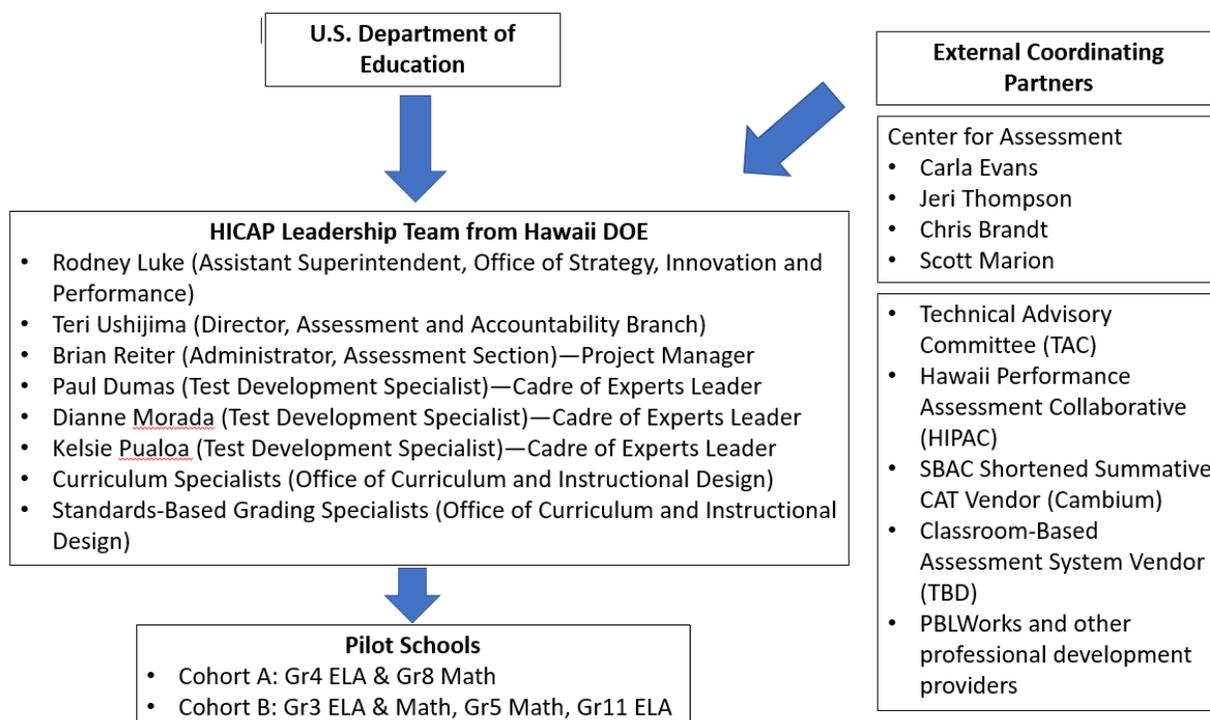
MANAGEMENT PLAN

Management Structure and Responsibilities of Coordinating Partners

Common performance assessment development will be co-led by HIDOE and the Center for Assessment. The project involves other experts (e.g., TAC members) and organizations (e.g., HIPAC; Cambium; PBLWorks; Classroom-Based Assessment System Vendor; etc.) who will serve as thought partners throughout the project. The coordinating partners will serve critical roles focused on improving Hawai'i's statewide system of assessment to support improved instruction and learning. Figure 5 presents the proposed management structure, followed by a description of project members' specific responsibilities.

Figure 5

Proposed Project Management Structure



Organization Responsibilities

HIDOE will serve as the grant manager and fiscal agent of the CGSA grant. HIDOE's Assessment and Accountability Team—including the Assessment & Accountability Director (Dr. Teri Ushijima) and Assessment Section Administrator (Brian Reiter)—will select the cadre of experts and pilot schools. They will also work closely with the Center for Assessment in Years 1 and 2 to co-lead and eventually take over management responsibilities associated with scaling-up and sustaining the performance assessment component of HICAP along with the rest of the HICAP Leadership Team at the end of the proposed project.

The **Center for Assessment** professionals will serve as primary partners and consultants throughout the proposed project. The Center will lead the development of common performance tasks, which includes documenting the process of common performance task development, co-developing all management and training materials with HIDOE, leading regular internal meetings with coordinating partners, and facilitating professional and technical assistance services delivered in-person and/or virtually to the HIDOE staff, HIDOE Project Team, cadre of experts, and Hawai'i educators. The Center's goal will be to prepare key HIDOE staff and the cadre of experts to lead common performance task development and to build HIDOE capacity to develop, monitor, and sustain long-term statewide use of common performance tasks after the planning grant ends.

Hawai'i's State Assessment Vendors that support HICAP include **Cambium** who will administer the Smarter Balanced shortened summative CAT and a **Classroom-Based Assessment System Vendor** that is currently being selected in a competitive RFP process. The Classroom-Based Assessment System Vendor will oversee the web-based classroom assessment platform and related professional learning. The web-based classroom assessment platform has

key functionality that supports the scaling and sustainability of HICAP, including the task bank. In particular, the web-based platform will support the implementation of the common performance tasks, scoring of student work from common performance tasks, quality checks on the consistency and accuracy of scoring, and the integration of scores into the standards-based grading system that is aligned with Hawai'i's adopted content standards. The HIDOE will coordinate this proposed project with the Classroom-Based Assessment System Vendor, facilitating discussions among the coordinating partners and ensuring the pilot data collected from common performance tasks meet the requirements and specifications consistent with advice from Hawai'i's Technical Advisory Committee about how to integrate the two components of HICAP.

Hawai'i's Performance Assessment Collaborative is an advocacy group that supports the development and use of performance assessments in Hawai'i schools and classrooms. Specifically, the Collaborative builds systemic advocacy for performance assessments at state and federal policy levels and extends the practice and utilization of performance assessments within Hawai'i. This Collaborative was an important contributor to the overarching reform goal and desire to use innovative assessment to promote deeper student learning and engagement in Hawai'i. Other organizations such as **PBLWorks** are also supporting improved classroom instruction and assessment practices in Hawai'i schools and will serve as key coordinating partners.

Hawai'i's Technical Advisory Committee (TAC) will provide ongoing consultation and guidance about how to best implement common performance assessments within the context of a balanced statewide assessment system. In particular, the TAC will advise on the number of common performance tasks needed in the task bank and the best ways to combine and/or

individually report results from the shortened summative CAT and common performance tasks to meet federal statutory requirements.

The **pilot schools** serve a critical role in the success of the proposed project. The pilot schools will serve as sites for field testing the common performance tasks during the development phase, as well as sites for pilot administration of the common performance tasks. There are currently 38 anticipated pilot schools from across Hawai'i for Year 1 (2020-21 school year). The HDOE anticipates additional pilot schools will be added in Year 1. The subset of participants represents the geographic differences of Hawai'i's public schools and the ethnic diversity of Hawai'i's public school students. The profiles of these pilot schools and demographic information on students estimated to participate in Year 1 can be found in Appendix A.

Key Project Activities and Milestones

Table 7 describes key project activities and milestones throughout the project period.

Table 7

Project Timeline and Key Milestones/Deliverables

	Year 1 (2020–21)												Year 2 (2021–22)					
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Project Planning & State Capacity Building																		
Bi-Monthly Project Planning Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Select Cadre of Experts & Teachers Based on Rolling Cohort Model	X											X	X					
Co-Develop Tools & Resources for Common Performance Task Rollout (Revise in Year 2)	X	X										X	X					
Co-Develop Performance Assessment Training Materials (Revise in Year 2)	X	X	X	X	X	X				X	X		X	X	X	X	X	
Co-Develop Administration Manual (Revise in Year 2)				X	X	X						X	X					
Co-Develop Timelines, Processes, and Protocols for Common Task Development, Approval and Revision Cycles							X	X	X									
Co-Develop Professional Capacity Building & Task Bank Scaling Plan															X	X	X	
Performance Assessment Training & Task Development																		
Content-Specific Webinar with Cadre of Experts		X												X				
Performance Assessment Institute #1		X	X											X				
Performance Assessment Institute #2			X	X											X	X		
Performance Assessment Institute #3						X											X	
Performance Assessment Institute #4											X	X						
Task Quality Review, Integration with Web-Based Classroom Assessment Platform, and Piloting																		
Task Quality Review					X												X	
Final Task Quality Review							X											
Integration with Web-Based Classroom Assessment Platform							X	X										
Pilot Administration and Scoring								X	X	X								
Project Evaluation																		
Formative Evaluations		X	X	X		X						X	X					
Summative Evaluation															X	X	X	

	Year 1 (2020-21)												Year 2 (2021-22)					
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Key Project Deliverables																		
Draft Performance Assessment Technical and Administration Manuals, Templates, Review Tools, Booklet Mock-Ups		X												X				
Draft Performance Assessment Template and Student Instructions			X												X			
Revised Student Instructions and Task Templates, Draft Teacher Instructions, Draft Rubrics					X												X	
Updated Performance Assessment Materials for Pilot Testing						X												X
Final Task Booklet with Anchor Papers							X											X
Final Common Performance Tasks & Materials. Assessments Included in Web-Based Item Bank										X								
Instructional Unit Plans for Statewide Use												X						
Summative Evaluation Report																		X

Project Leadership

This project will be co-led by the Center for Assessment and HIDOE. Below, we list responsibilities and bios for key personnel. Resumes of key personnel are attached in Part 6 of this application. Table 8 below contains the projected percentage of full-time equivalent personnel for the project.

HIDOE

Brian Reiter, Assessment Section Administrator, will act as the Project Manager. Mr. Reiter will provide day to day management of grant activities. In this capacity, he will work closely with the Center for Assessment to review key deliverables and ensure quality and timeliness of project activities, milestones, and deliverables. Mr. Reiter will also coordinate meetings with the TAC and other project partners, coordinate communication across HIDOE departments and assessment vendors, support efforts to recruit a state cadre of experts, and complete other duties related to grant administration. Mr. Reiter has served as HIDOE's Assessment Section Administrator for over seven years. In this role, he overseen many changes to the Department's statewide assessments, including the development of Hawai'i's new adaptive test for students with severe cognitive disabilities and Hawai'i's transition to become the first state to administer all of its general assessments online. Mr. Reiter has served in various leadership positions during his career as an educator that spans over 25 years. He has engaged national and state education leaders in discussions about standards-based education and statewide assessments and his leadership has led to the implementation of a statewide assessment system that makes sense for the people of Hawai'i.

Dr. Teri Ushijima, Assessment & Accountability Director, will provide overall project leadership and oversight of HICAP for HIDOE. In this role, she will participate in bi-monthly meetings, supervise the project manager, and serve as the primary decision maker on behalf of HIDOE. Dr. Ushijima is responsible for the development and implementation of the Department's statewide summative assessments and the associated accountability systems. She works with testing and measurement specialists to ensure that the state's assessment and accountability systems are of the highest technical quality and meet all federal and state requirements. Dr. Ushijima has created and managed innovative educational programs that have improved professionalism and built capacity within the HIDOE. Her leadership and organizational skills have brought about system-wide improvements so that the HIDOE can more effectively and efficiently meet the needs of all Hawai'i's students.

Dianne Morada, Test Development Specialist (Mathematics), will serve as a cadre math expert. Ms. Morada serves as math lead for the Assessment Section of the Hawai'i Department of Education where she trains teachers to develop Smarter Balanced math items and create and review resources with subject matter experts as a member of the State Leadership Team for Tools for Teachers. Before joining the HIDOE, Ms. Morada managed the middle and high school curriculum team for Tenmarks, an Amazon company, was a math test development specialist for the American Institutes for Research (AIR), and taught high school math, primarily Algebra I and Geometry.

Kelsie Pualoa, Test Development Specialist (ELA), will serve as a cadre ELA expert. Ms. Pualoa serves as ELA lead for the Assessment Section of HIDOE where she trains teachers to develop Smarter Balanced ELA items, serves as a member of the State Leadership Team for Tools for Teachers, and is a member of the Smarter Balanced ELA Advisory Team. She trains

educators and supports formative assessment use in the classrooms. She also supports the Kaiapuni Assessments for Educational Outcomes (KĀ'EO), HIDOE's Hawaiian language assessment. Before joining the Hawai'i Department of Education, Ms. Pualoa worked for the American Institutes for Research (AIR) and Cardno, Inc., focusing on strategic planning for educational institutions. She also taught English at the University of Hawai'i at Mānoa and Kapi'olani Community College.

Paul Dumas, Test Development Specialist (Science), will serve as a general cadre expert. Prior to joining the Department in 2013, Mr. Dumas spent nearly 20 years at Pacific Resources for Education and Learning (PREL), a Hawaii-based educationally focused non-profit serving the US-affiliated Pacific Islands. Mr. Dumas held a variety of positions at PREL including serving as director of the Pacific Mathematics and Science Regional Consortium from 1995 – 2005, as Executive Director of PREL's Center for Learning and Teaching from 2005 – 2008, and Chief Program Officer from 2009 - 2013. Mr. Dumas came to PREL from the American Samoa Department of Education where he was Science Coordinator within the Division of Curriculum and Instruction. Before his work with American Samoa, Mr. Dumas taught middle school and high school for 13 years. During those years, he taught chemistry, physics, and mathematics in urban and remote schools in Fiji as well as in rural Nebraska. He also taught mathematics and computer science at the community college level in Nebraska.

Center for Assessment

Dr. Scott Marion, Executive Director of the Center for Assessment, will serve as a project advisor. In this role, he will advise on the overall plan for developing and scaling common performance assessments statewide and integrating common performance assessments into HIDOE's new statewide system of assessments. Dr. Marion consults with numerous states on

such issues as optimal design of assessment and accountability systems, gathering validation evidence for accountability programs, and designing balanced assessment systems. He has been intricately involved scaling innovative assessment designs in IADA states such as Louisiana and New Hampshire, and he serves on numerous state technical advisory committees.

Dr. Carla Evans, Associate at the Center for Assessment, will serve as project director. In this role, she will oversee development and execution of performance assessment development and lead capacity-building efforts with HODOE. Dr. Evans is actively engaged with projects that support districts and states in designing and implementing innovative assessment and accountability reforms using performance-based assessment. Dr. Evans has been intricately involved in New Hampshire's Performance Assessment of Competency Education (PACE) initiative with a focus on the technical quality of that innovative assessment system.

Dr. Jeri Thompson, Senior Associate at the Center for Assessment, will serve as co-project director. In this role, she will co-lead development of trainings and materials associated with performance assessment development. Dr. Thompson will also work closely with Dr. Evans to train the cadre of experts and build HODOE capacity to sustain and scale the proposed project after the end of the grant. Dr. Thompson combines her knowledge of educational systems with assessments, curriculum, and instruction to offer states and districts guidance and support for both assessment and accountability purposes. She provides leadership in designing effective performance assessments and rubrics, facilitating deep understanding of cognitive rigor, scoring and analyzing student work, and deepening understanding of assessment and data literacy. This work has played an integral role in the development of performance assessments for the New Hampshire Performance Assessment for Competency Education (PACE) project, as well as in numerous other state and district contexts.

Dr. Chris Brandt, Associate at the Center for Assessment, will assist with project development responsibilities and will lead the formative and summative evaluations. Dr. Brandt supports projects that focus on program evaluation in schools, accountability systems, and balanced assessment systems. Dr. Brandt has over 20 years of experience in education as an elementary teacher, college instructor, district assessment director, and researcher. He is a What Works Clearinghouse (WWC)–certified reviewer who has led numerous impact studies—including randomized trials and mixed-methods studies—for the Institute of Education Sciences, the U.S. Department of Education, state education agencies, and foundations.

Table 8

Projected Percentage of Full-Time Equivalent Personnel for the Project

Key Personnel	Title	Role	Year 1 FTE	Year 2 FTE
HIDOE				
Brian Reiter	HIDOE Administrator, Assessment Section	Project Manager	0.25	0.25
Teri Ushijima	HIDOE Director, Assessment & Accountability Branch	HICAP Leadership Team	0.10	0.10
Center for Assessment				
Scott Marion	Executive Director	Project Advisor	0.05	0.05
Carla Evans	Associate	CFA Project Director	0.35	0.35
Jeri Thompson	Senior Associate	CFA Co-Project Director	0.25	0.25
Chris Brandt	Associate	Project Specialist, Evaluator	0.10	0.10

PROJECT EVALUATION

A formative and summative evaluation will be conducted as part of this grant. The Center for Assessment will lead the formative evaluation of the proposed project, which is designed to produce high levels of program fidelity in pilot schools and build HIDOE’s capacity and

readiness to scale common performance assessments across all tested grades in ELA and mathematics by the end of the grant period. To achieve these goals, the formative evaluation will track progress and iteratively improve the materials, trainings, and technical assistance necessary for HIDOE to achieve project outcomes produced through this planning grant, which include: (1) common performance task scaling plans; (2) common performance task technical documentation and resources library; and (3) common performance task bank in Grade 4 ELA and Grade 8 Mathematics.⁴ As described in the logic model (Figure 1), these outcomes are necessary to achieve HIDOE’s long-term outcomes and impacts, which include: a balanced statewide assessment system; transparent and comprehensive reporting; improved classroom assessment practices; and, ultimately, improved instruction and student achievement. Table 9 below includes the questions and data sources for carrying out the formative evaluation.

⁴ Common performance tasks in Gr 4 Math, Gr 8 ELA, Gr 5 ELA, and Gr 11 Math are expected to be completed shortly after the grant period ends in spring 2022.

Table 9*Formative Evaluation Questions and Data Sources*

Evaluation Questions	Interview	Survey	Documents
Project Planning and State Capacity-Building			
1. How do project planning and state capacity-building activities support HIDOE’s readiness to scale common performance assessment development and implementation?	X		X
a. To what extent is HIDOE on track to lead the project beginning in the 2021-22 school year (Year 2), and to sustain the project after the grant period ends?	X		X
b. How is co-development between Center for Assessment experts, HIDOE, and the state cadre of experts working? What aspects work well? In what areas does HIDOE need additional support? How do Center experts adapt and respond to suggested changes?	X		X
c. How do partner organizations adapt to Hawai‘i stakeholders’ needs?	X		X
Performance Assessment Training & Task Development	Interview	Survey	Documents
2. To what extent is the project being implemented as intended?	X	X	X
a. What is the quality, relevance, and usefulness of materials, trainings, and TA for HIDOE, the cadre of experts, and pilot teachers?	X	X	X
a. How can materials, trainings, and TA be improved to support quality, validity, reliability, and fairness of performance assessments?	X	X	X
b. What additional supports or materials may be introduced to improve teachers’ implementation and use of performance assessments?	X	X	X
Task Quality Review, Integration with Web-Based Platform and Piloting	Interview	Survey	Documents
3. What is the quality of the common performance assessments? What are the key drivers influencing quality, and how can these drivers be improved to enhance and sustain quality?	X		X
4. What are teachers’ experiences related to the administration, scoring, reporting, and use of common performance assessments? What adaptations are needed to improve classroom administration, scoring, reporting, and use?	X	X	X
5. How are performance assessments being integrated into HIDOE’s system of assessments?	X		X

Data Sources

The formative evaluation will collect and analyze qualitative and quantitative data throughout the 18-month grant. The sources for these data will include **documents** such as (a) training materials (e.g., agendas, presentations, field notes, and summary reports) produced before, during, and after formal training sessions (e.g., institutes); (b) technical documents, manuals, templates, rubrics, booklet mockups, and other resources to support the common performance assessment pilot process; and (c) notes and observations from meetings with the TAC and other coordinating partners. **Surveys** will be administered to pilot teachers after each of the performance assessment institutes to examine quality, relevance, and usefulness of the training, and to gather feedback on the pilot process (i.e., administration, scoring, reporting, use). A final summative survey will also be administered to teachers and the cadre of experts at the end of Year 1 and approximately 2 months before the end of the grant period. Results from these summative surveys will gather general feedback on participants' experiences in the pilot, readiness to implement performance assessment, and additional supports to improve scale-up. The surveys will also be used at the end of the grant period to report on the performance measures required under the Government Performance and Results Act (GPRA) of 1993 (see summative evaluation below). Both formal **interviews** (summative evaluation) and informal interviews (formative evaluation) will be conducted with HIDOE staff, the cadre of experts, and Center for Assessment experts to gather their perspectives on the capacity-building process, the quality and fidelity of performance assessments, materials, and technical assistance/training, and the progress toward integrating and improving HIDOE's statewide system of assessments.

Formative Reporting and Feedback Loops

The formative evaluation process will follow a plan-do-study-act cycle of continuous improvement, in which individual data sources will be analyzed, shared, and acted upon with HIDOE stakeholders shortly after collection. For example, the Center will share post-training survey results with HIDOE at the bi-monthly check-in meeting after which training occurred. The Center will facilitate discussion about survey results and use them to improve future trainings, adapt materials and adjust ongoing support offered to the cadre of experts and pilot teachers. Additionally, data from multiple sources will be analyzed and reported on a quarterly basis (November, February, May, August) to systematically address all major activities, milestones and deliverables completed during the quarter. Quarterly reports will be designed as evaluation briefs (3-5 page reports) that include the following:

1. A summary of key findings to address each of the evaluation questions;
2. General indicators of strength or concern (green, yellow, red) related to project implementation (e.g., is the project on track), program fidelity (e.g., is the project being implemented as intended?), performance assessment quality (e.g., what is the quality of performance assessments), and ongoing integration of performance assessment into HIDOE's statewide system of assessments;
3. Key factors contributing and/or inhibiting project implementation, fidelity performance assessment quality, and system integration; and
4. Suggested action steps for adapting, improving, or developing materials, training, technical assistance, and capacity-building activities to achieve project outputs by the end of the grant period.

Center staff will facilitate quarterly meetings to review report briefs, vet ongoing adjustments to plans, and make additional adaptations as needed. A follow up set of action plans will be appended to each quarterly evaluation brief to communicate and track recommendations and ongoing changes to project planning, implementation, and capacity-building activities.

Summative Reporting

A final summative evaluation will be developed at the end of the grant period to:

1. Document the events that took place over the grant period. This includes a description of the process used by the Center for Assessment and HIDOE to pilot and prepare for scaling-up common performance assessments across all tested grades in ELA and mathematics;
2. Provide conclusive responses to all evaluation questions;
3. Provide recommendations and action steps to inform HIDOE's plans for scaling common performance assessments and integrating them into a balanced statewide system of assessments; and
4. Report on performance measures used to evaluate the effectiveness of the CGSA program under the Government Performance and Results Act (GPRA) of 1993.

To address the first three purposes described above, the summative evaluation will rely on formative evaluation data collected throughout the grant period, in addition to formal interviews with HIDOE staff and a final summative survey of the state cadre of experts and pilot teachers.

To address purpose #4, the final summative survey administered to pilot teachers and the state cadre of experts will include survey items that specifically address each of the three GPRA measures. HIDOE will submit survey findings in their final performance report to the U.S.

Department of Education in adherence to GPRA reporting requirements.

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APPENDIX A: Pilot School Demographics, Year 1 (2020-21)

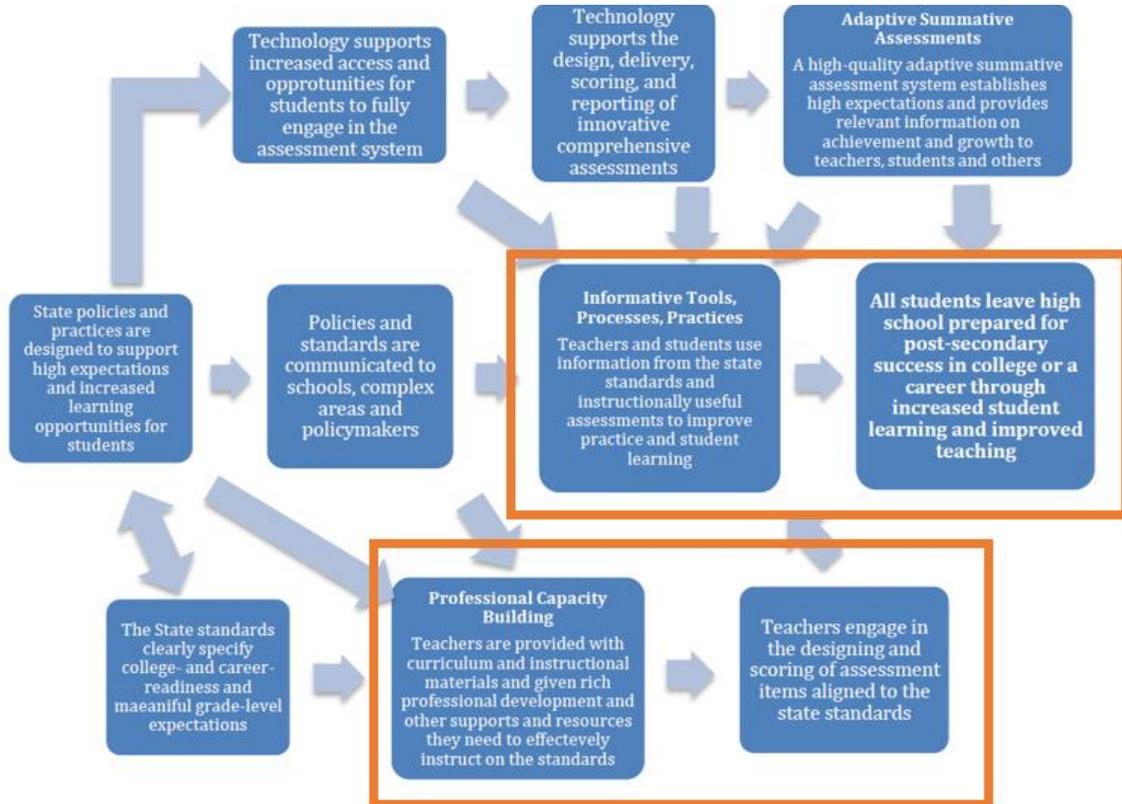
School	Island	Complex Area	Type	Grade Levels	Total School Enrollment	Grade Level(s) in Pilot	Subject(s) in Pilot
August Ahrens Elementary	Oahu	Pearl City-Waipahu	Regular	K-6	1294	4	ELA
Ewa Makai Middle	Oahu	Campbell-Kapolei	Regular	6-8	1390	8	MATH
Hahaione Elementary	Oahu	Farrington-Kaiser-Kalani	Regular	K-5	561	4	ELA
Haiku Elementary	Maui	Baldwin-Kekaulike-Maui	Regular	K-5	442	4	ELA
Highlands Intermediate	Oahu	Pearl City-Waipahu	Regular	7-8	920	8	MATH
Hilo Union	Hawaii	Hilo-Waiakea	Regular	K-6	427	4	ELA
Holomua Elementary	Oahu	Campbell-Kapolei	Regular	K-6	1142	4	ELA
Jarrett Middle	Oahu	Kaimuki-McKinley-Roosevelt	Regular	6-8	274	8	MATH
Kahalu'u Elementary	Oahu	Castle-Kahuku	Regular	K-6	285	4	ELA
Kailua Elementary	Oahu	Kailua-Kalaheo	Regular	K-6	372	4	ELA
Kaimiloa Elementary	Oahu	Campbell-Kapolei	Regular	K-6	653	4	ELA
Kalakaua Middle	Oahu	Farrington-Kaiser-Kalani	Regular	6-8	1065	8	MATH
Kalaniana'ole Elementary	Hawaii	Hilo-Waiakea	Regular	K-8	305	4	ELA
Kaleiopu'u Elementary	Oahu	Pearl City-Waipahu	Regular	K-6	879	4	ELA
Kanoelani Elementary	Oahu	Pearl City-Waipahu	Regular	K-6	779	4	ELA
Kanu o ka 'Aina NCPCS	Hawaii	Honokaa-Kealakehe-Kohala-Konawaena	Charter	K-12	486	4, 8	ELA; MATH
Kapaa Middle	Kauai	Kapaa-Kauai-Waimea	Regular	6-8	602	8	MATH
Keoneula Elementary	Oahu	Campbell-Kapolei	Regular	K-5	926	4	ELA
Konawaena Middle	Hawaii	Honokaa-Kealakehe-Kohala-Konawaena	Regular	6-8	715	8	MATH
Kula Elementary	Maui	Baldwin-Kekaulike-Maui	Regular	K-5	467	4	ELA
Liholiho Elementary	Oahu	Farrington-Kaiser-Kalani	Regular	K-5	454	4	ELA
Lokelani Intermediate	Maui	Baldwin-Kekaulike-Maui	Regular	6-8	540	8	MATH
Maili Elementary	Oahu	Nanakuli-Waianae	Regular	K-6	745	4	ELA
Makaha Elementary	Oahu	Nanakuli-Waianae	Regular	K-6	479	4	ELA
Malama Honua PCS	Oahu	Kailua-Kalaheo	Regular	K-7	150	4	ELA
Maui Waena Intermediate	Maui	Baldwin-Kekaulike-Maui	Regular	6-8	1162	4	ELA
Mililani Waena Elementary	Oahu	Leilehua-Mililani-Waiialua	Regular	K-5	779	4	ELA
Niu Valley Middle	Oahu	Farrington-Kaiser-Kalani	Regular	6-8	821	8	MATH
Pukalani Elementary	Maui	Baldwin-Kekaulike-Maui	Regular	K-5	437	4	ELA
SEEQS PCS	Oahu	Farrington-Kaiser-Kalani	Charter	6-8	189	8	MATH
Voyager Public Charter	Oahu	Kaimuki-McKinley-Roosevelt	Charter	K-8	284	8	MATH
Waiahole Elementary	Oahu	Castle-Kahuku	Regular	K-6	100	4	ELA
Waiakeawaena Elementary	Hawaii	Hilo-Waiakea	Regular	K-5	731	4	ELA
Waiālae PCS	Oahu	Farrington-Kaiser-Kalani	Charter	PK-5	512	4	ELA
Waiālua Elementary	Oahu	Leilehua-Mililani-Waiālua	Regular	K-6	550	4	ELA
Wailuku Elementary	Maui	Baldwin-Kekaulike-Maui	Regular	K-5	651	4	ELA
Waimea Canyon Middle	Kauai	Kapaa-Kauai-Waimea	Regular	6-8	502	8	MATH
Waipahu Elementary	Oahu	Pearl City-Waipahu	Regular	K-6	996	4	ELA

School	Pilot Grade (Year 1)	#Am Indian / Alaska Native	# Asian	# Hawaiian/ Pac. Islander	# Hispanic	# Black	# White	# Two or More Races	# Students with Disabilities	# English Learners	# Economic Disadvantage	Total Students
August Ahrens Elementary	4	1	982	70	95	4	2	140	94	378	447	1294
Ewa Makai Middle	8	3	470	178	289	45	133	272	91	71	331	1390
Hahaione Elementary	4	1	201	39	60	7	132	121	42	110	46	561
Haiku Elementary	4	*	11	72	109	2	154	94	40	44	153	442
Highlands Intermediate	8	1	324	176	168	11	37	203	90	50	260	920
Hilo Union	4	*	26	190	131	3	13	64	81	87	278	427
Holomua Elementary	4	1	406	177	256	20	76	206	108	123	278	1142
Jarrett Middle	8	*	46	127	36	2	6	57	42	51	115	274
Kahalu'u Elementary	4	*	16	123	78	*	25	43	60	18	124	285
Kailua Elementary	4	*	33	84	89	4	69	93	58	35	134	372
Kaimiloa Elementary	4	*	343	91	97	*	3	119	80	115	252	653
Kalakaua Middle	8	1	696	244	52	1	2	69	64	306	447	1065
Kalaniana'ole Elementary	4	1	66	129	47	3	27	32	47	82	178	305
Kaleiopu'u Elementary	4	*	396	170	133	5	19	156	79	156	326	879
Kanoelani Elementary	4	*	270	91	186	1	21	210	71	68	180	779
Kanu o ka 'Aina NCPCS	4, 8	1	16	302		6	160	1	36	4	50	486
Kapaa Middle	8	1	95	161	104	1	98	142	74	29	193	602
Keoneula Elementary	4	1	272	104	209	23	102	215	76	69	181	926
Konawaena Middle	8	1	109	254	135	2	128	86	53	105	232	715
Kula Elementary	4	*	14	106	97	1	108	141	45	21	140	467
Liholiho Elementary	4	*	190	34	49	*	19	162	26	134	81	454
Lokelani Intermediate	8	*	134	82	131	2	118	73	61	60	140	540
Maili Elementary	4	*	65	333	198	7	22	120	106	60	394	745
Makaha Elementary	4	*	8	189	187	4	21	70	130	8	267	479
Malama Honua PCS	4	*	1	84	28	*	23	14	12	2	53	150
Mau'i Waena Intermediate	4	4	543	234	173	3	21	184	97	186	366	1162
Mililani Waena Elementary	4	*	150	94	171	19	68	277	76	37	153	779
Niu Valley Middle	8	*	305	78	83	7	156	192	65	43	66	821
Pukalani Elementary	4	*	43	103	101	1	59	130	67	32	160	437
SEEQS PCS	8	*	38	18	27	2	50	54	28	9	16	189
Voyager Public Charter	8	1	87	45	29	8	31	83	29	24	33	284
Waihole Elementary	4	*	6	45	20	2	10	17	15	3	42	100
Waiakeawaena Elementary	4	*	100	183	210	*	30	208	103	45	317	731
Waialae PCS	4	*	182	43	84	1	83	119	40	66	56	512
Waialua Elementary	4	3	75	74	110	1	142	145	49	60	169	550
Wailuku Elementary	4	*	89	246	169	2	24	121	71	144	292	651
Waimea Canyon Middle	8	*	156	147	96	3	40	60	42	41	164	502
Waipahu Elementary	4	1	353	471	68	5	2	96	70	529	503	996

* less than 1%. Source: OEC 2019-2020 School Year

APPENDIX B: Hawai'i's Comprehensive Assessment Program Theory of Action

The orange boxes represent the elements of the broader Hawai'i Comprehensive Assessment Program (HICAP) theory of action that are the focus of the proposed project.



Other Attachment File(s)

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Brian D. Reiter

EDUCATION

Advanced Graduate Study in Information Systems, Hawaii Pacific University, Honolulu, HI, 2005-2007

Master of Education, University of Hawaii, Honolulu, HI, August 2002

Teaching Credentials, University of Hawaii, Honolulu, HI, May 1997

Bachelor of Science in Engineering Physics, Loras College, Dubuque, IA, August 1988

RELEVANT PROFESSIONAL EXPERIENCES

- HAWAII STATE DEPARTMENT OF EDUCATION, STUDENT ASSESSMENT SECTION, Honolulu, HI**
- 2012 - Present **Administrator**
Managed the Student Assessment Section.
Responsible for the development and administration of defensible large-scale student assessments.
- Coordinated development and administration of state-wide computer adaptive tests.
 - Ensured technical quality of state-wide assessments.
 - Developed and coordinated program budget; prepared expenditure plan for section.
- 2008 - 2012 **Test Development Specialist**
Developed statewide, web-based student assessment systems.
Responsible for the development and implementation of state-wide, summative, student assessments.
- Developed and managed the online Hawaii State Assessments (HSA) in Science.
 - Developed the Hawaii Aligned Portfolio Assessment (HAPA) in Science.
 - Managed the Hawaii State Alternate Assessment and End-of-Course Exam projects.
 - Assisted in the coordination and development of online, adaptive, state assessment systems.
- Apr-Oct 2008 **Data Management Specialist**
Created student assessment information systems.
Responsible for the collection, organization, and verification of student demographic and assessment information.
- Developed and managed the Hawaii State Assessment (HSA) data management system.
 - Managed the Hawaii Aligned Portfolio Assessment data verification process.
 - Coordinated various data management tasks to improve communication and understanding.
 - Supported other program areas with data collection and management.
- 2007-2008 **School Assessment Liaison (SAL) Program Specialist, Honolulu, HI**
Assisted SAL administrator with the implementation of the statewide program.
Responsible for managing SAL program data. Coordinated state-wide conferences, workshops and trainings in formative and summative student assessment strategies.
- Created information collection systems and databases for various program areas.
 - Conducted workshops and trainings in student assessment data management.
 - Provided professional development and on-going support on the use of formative and summative assessments, rubrics, and the analysis of student work.
- UNIVERSITY OF HAWAII AT MANOA, Honolulu, HI**
- 2006-2008 **Adjunct Faculty, Masters in Middle Level Education Program**
Advised and instructed candidates for master's degree in middle level education.
Responsible for ensuring successful completion of program requirements by candidates. Assisted in the development of course curriculum, instruction, and assessment.
- Provided leadership in the development of student portfolios and their defense.
 - Engaged students in formative assessment practices, project-based learning, student self-assessments, performance assessments, and portfolios
 - Evaluated students' evidence of accomplishments and alignment to learning expectations

Curriculum Vitae - continued

- 2002-2007 **HONOLULU DISTRICT**, Honolulu, HI
Data Management Specialist
Created and managed information systems for schools in the Honolulu District.
 Responsible for developing information systems for the purpose of analyzing program effectiveness. Managed information systems of school-wide improvement data.
- Created and managed large-scale student relational databases
 - Extracted data sets from data warehouses to fulfill internal and external data analysis needs

CONFERENCE PRESENTATIONS

- Reiter, B.**, Weinstein, M. (2019, June). *Improving Assessment Literacy and Reducing Assessment Administration Errors through Quality Assurance Visits to Schools*. Symposium presented at CCSSO's National Conference on Student Assessment, Orlando, FL.
- Reiter, B.**, Mann, M. (2017, July). *Use of Smarter Balanced for Instruction*. Symposium presented at the Hawaii Educational Leadership Institute, Honolulu, HI.
- Reiter, B.**, Mann, M., Saka, T. (2016, July). *ESSA: Examining my school's Assessment Portfolio*. Symposium presented at the Hawaii Educational Leadership Institute, Honolulu, HI.
- Fremer, J., **Reiter, B.**, Williams, L., Olson, J. (2016, June). *Enhancing the Test Security for State Assessments: Best Practices for Prevention, Detection, and Investigation of Testing Irregularities and Improprieties*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.
- Williams, H., Phillips, G.W., Anton, C., Dumas, P., Touchette, B. & **Reiter, B.** (2016, June). *A Computer-Adaptive Alternate Assessment in Science*. Symposium presented at CCSSO's National Conference on Student Assessment, Philadelphia, PA.
- Olson, J., Fremer, J., **Reiter, B.**, Moore, K., Perie, M. (November, 2015). *Lessons Learned in Improving Test Security for State Assessments: Best Practices and Recommendations for the Prevention and Detection of Cheating* Symposium presented at the Conference on Test Security, Lawrence, KS
- Phillips, G.W., Hinkle, A., Anton, C., Swanson, P., **Reiter, B.** (2014, June). *Multistate Alternate Assessment Collaborative: Measuring Growth in Alternate Assessments*. Symposium presented at CCSSO's National Conference on Student Assessment, New Orleans, LA.
- Foelsch, K., **Reiter, B.**, Millis, K., Portnow, J., McClarty, K.L. (2012, June). *From Slate and Chalk to Tablets and Apps: Progress, Issues, Challenges in Gaming and Assessment*. Symposium presented at CCSSO's National Conference on Student Assessment, Minneapolis, MN.

RELEVANT SERVICE

- 2010-2016 **St. John Vianney School Board**
 Served as a *Board Member* for the pre-K through 8th grade Catholic school in Kailua, HI
- Assisted in the management of the school program and budget
 - Monitored the school's improvement process
 - Provided guidance to administration and staff in the school's accreditation process
- 2003-2013 **Western Association of Schools and Colleges (WASC)**
 Served as a *Visiting Team Member* at various public and private schools in Hawaii, Guam and Saipan
- 2002-2008 **Hawaii Association of Middle Schools (HAMS)**
 Served as a *Board Member* (2002-2008); Served as *President* (2005-2006)

TECHNICAL REPORTS AND STUDIES

Collaborated in the production of numerous technical reports, alignment/validity studies, and peer review submissions for the Hawai'i Department of Education's large-scale state assessments used for accountability purposes. Provided leadership, supervision, and final editing for technical documentation of the Hawaii Statewide Assessment Program.



June 15, 2020

Dr. Teri Ushijima
Director, Assessment and Accountability
Hawaii Department of Education
1390 Miller Street, Room 414
Honolulu, HI 96813

RE: Comprehensive Grants for State Assessments Program – Absolute Priority #2

Dear Dr. Ushijima,

The National Center for the Improvement of Educational Assessment (Center for Assessment) is pleased to partner with the Hawaii Department of Education (HIDOE) in responding to the U.S. Department of Education's invitation for new awards under the Competitive Grants for State Assessments Program.

I am committing the Center for Assessment to partner with HIDOE in developing and scaling common performance assessments across grades 3-8 and high school in English Language Arts and mathematics. Additionally, the Center will work closely with HIDOE and its coordinating partners to integrate common performance assessments into the larger Hawaii Comprehensive Assessment Program (HICAP), which guides HIDOE in pursuing IADA flexibility.

The Center's capability to support HIDOE in this endeavor is verified by decades of combined experience developing and scaling common performance assessments in numerous states (e.g., Kentucky, Maryland, Wyoming, and New Hampshire). The Center for Assessment has a long history of leadership in developing rich and innovative assessment and accountability systems to support instructional reforms for enhancing student learning. Center staff members push the boundaries of assessment innovation with work on incorporating performance-based and new forms of writing assessment on state assessments. Most recently, the Center serves as the lead technical partner for New Hampshire's innovative assessment and accountability pilot, Performance Assessment of Competency Education (PACE). In this role, among other responsibilities, the Center ensures the quality and rigor of PACE performance assessments and designing methods for evaluating the comparability of student results across districts.

Sincerely,

//


Scott Marion, Ph.D.
Executive Director

Budget Narrative File(s)

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Form 524 Budget, Part C

HAWAI'I COMPREHENSIVE ASSESSMENT PROGRAM BUDGET NARRATIVE AND SUSTAINABILITY

Overview:

The following five-year budget represents the Hawai'i State Department of Education (HIDOE) Assessment Section's planning and discussions regarding necessary costs to support the program. The total budget is estimated at \$5 million over five years. As a note, Brian Reiter, the Assessment Section Administrator will be the Project Manager and anticipates the Hawaii Comprehensive Assessment Program (HICAP) will encompass approximately 25% of his duties and responsibilities as part of his normal scope of work. HICAP duties for other HIDOE personnel will also be performed as part of their normal scope of work. Thus, personnel cost are not listed in Part A and B of the budget.

Travel - (Part B only) - Total 5 Year Cost: \$144,400.00

Mainland Travel (Part B only) - Total 5 Year Cost: \$32,400

For years 2 to 5, \$8,100 a year for the Project Director and a staff member to attend professional conferences to network and increase capacity and knowledge around progress with IADA systems in approved states, latest effective classroom assessment practices, and teacher created interim assessments. Continued professional development is critical for advancing the innovative assessment development in Hawai'i. Conferences would include the Dylan William Center Formative Assessment National Conference and the CCSSO National Conference on Student Assessment, or future comparable learning experiences. As Hawai'i progresses with the work, there is also an obligation to share successes and lessons with other states that the national conferences would serve as venues to do so. Cost estimate is based on approximate airfare and baggage (\$1,500), ground transportation (\$200), lodging (\$1,000), and per diem (\$800). An extra \$550 was added to this figure as trips from Hawaii to the US mainland may require additional travel days due to distance. Travel for year 1 is not planned due to COVID-19 uncertainties. Funding is not included for year 1 as the COVID-19 situation has shifted many in-person meetings to virtual sessions, and consideration of travel restriction for HIDOE employees.

Neighbor Island Travel (Part B only) - Total 5 Year Cost: \$112,000

For years 2 to 5, \$7,000 per year for two team members to provide two in-person training and support for five neighbor island sites (Hilo, Kona, Maui, Kauai, and Molokai). Cost estimate is based on per round trip airfare (\$250), ground transportation (\$55), and per diem (\$45). Training and support will include sessions in partnerships with contractors to include building assessment literacy along with skills and knowledge to create sound classroom based assessment practices for HICAP. Funding is not included for year 1 as the COVID-19 situation has shifted many in-person meetings to virtual sessions, and consideration of travel restrictions for HIDOE.

Supplies - (Part B only) - Total 5 Year Cost: \$38,000

For years 1 to 4, \$8,000 a year to include training supplies, general office supplies, printed materials and publications used for Project Planning and State Capacity Buildings; Performance Assessment Institutes (4 times a year), and supports on Oahu and neighbor island schools. Supplies include but are not limited to flipcharts, markers, printed training materials, videos, professional reference publications, paper, folders, pens, tape, post-it notes, etc. necessary for planning meetings, debriefing meetings, and professional development sessions. For Year 5, \$6000 as less supplies will be needed since it is the last year.

Contractual - (Part A and Part B) - Total 5 Year Cost: \$4,362,000 (Part A \$350,000 + Part B \$4,012,000)

Part A and Part B costs will be used in conjunction in Years 1 and 2 to work with key consultants for the program. In Years 3 to 5, the HIDOE will assume responsibility for funding, and seek additional funding sources as needed.

Center for Assessment

The HIDOE has begun work with the Center for Assessment to provide expertise and consultation in the development, design refinements, professional capacity building at the complex area and state levels to support school implementation of the HICAP innovative assessment system. This includes oversight of the system development and meeting innovative assessment demonstration authority requirements. The Center for Assessment will guide the development of the performance assessment institutes over the course of the planning grant for Years 1 and 2. These institutes will provide assessment literacy training to groups of teachers on the design and implementation of classroom performance assessments, as well as the connections among classroom assessment, curriculum, and instruction. (Part A Year 1 \$204,000 and Year 2 \$146,000)

Cambium Assessment

Cambium Assessment is the contractor who will provide technical psychometric expertise in the design, development, and refinement of a summative shortened computer adaptive test (CAT) reflective of the Smarter Balanced state-wide assessments. The shortened CAT will be developed and tested for acceptable technical quality as a state summative assessment and aligned to measure students' proficiency of the state standards. The assessments will first be developed in Year 1 for grade 4 English Language Arts and grade 8 mathematics. The number of assessments for other grades will be scaled up over Years 2-5. (Part B Estimated \$200,000 a year)

Classroom-Based Assessment System

A Contractor for the classroom assessment system will provide expertise and an online platform for classroom teacher created assessments that will be used as part of the HICAP. The platform will include standardized grading and tools for teachers to create classroom interim assessments and

provide instruction and feedback to students. These classroom based assessments will inform instruction and teachers will have the ability to gather data to analyze student attainment of the state standards. With the COVID-19 uncertainties, having an online platform will allow teachers in the program to quickly pivot from in-person on campus learning to a distance learning online model. The HIDOE is in the process of determining the awardee of a request for proposal for this contract. Initial set-up costs may be higher for a smaller number of students, and when scaling up participants over the five years, costs are anticipated to increase as more teachers will be using the platform. (Part B Estimated \$600,000 - \$800,000 a year)

Project-Based Learning

Project-Based Learning has gained momentum in Hawai'i public and charter schools. With schools and complex areas that are already in partnership with project based learning consultants, additional funding may not be needed for this program. However, as more schools join HICAP, an additional contract may become necessary to provide this expertise. (Part B Estimated \$200,000-\$300,000)

Other - (Part A only)

This cost is for conference registration fees to attend the Dylan William Center Formative Assessment National Conference (Approximately \$660 per registration) and/or the Council of Chief State School Officers National Conference on Student Assessment (Approximately \$700 per registration). Please see the previous *Mainland Travel* section for more information.

Training Stipends - (Part A and Part B) - Total 5 Year Cost: \$450,000 (Part A Year 1 and 2 \$150,000 + Part B Years 3 - 5 \$300,000)

Stipends or substitute costs will be needed for teachers to attend the performance assessment institutes. To the extent possible, training will be offered during teacher non-work days. The estimate is based on \$178.42 a day for a teacher stipend or substitute cost. The estimated cost for Year 1 is \$50,000; this is 280 stipends that equates to about 70 teachers attending four days of professional development. As the program scales up, it is anticipated that beginning Year 2, twice the number of stipends will be needed. Thus, \$100,000 is budgeted for Years 2 to Year 5.