Smarter Balanced Assessment Consortium

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Council of the Great City Schools
Accessibility and Accommodations Webex
Tuesday, June 25, 2013

Smarter Balanced Assessment Consortium

Agenda

- Smarter Balanced, Overview
- Accessibility and Accommodations, Overview
- Translations
  - Translations background
  - Gathering information for decisions
  - Selecting the best translation option
  - Selecting languages
- Examples

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Assessment Consortium

Smarter Balanced Overview

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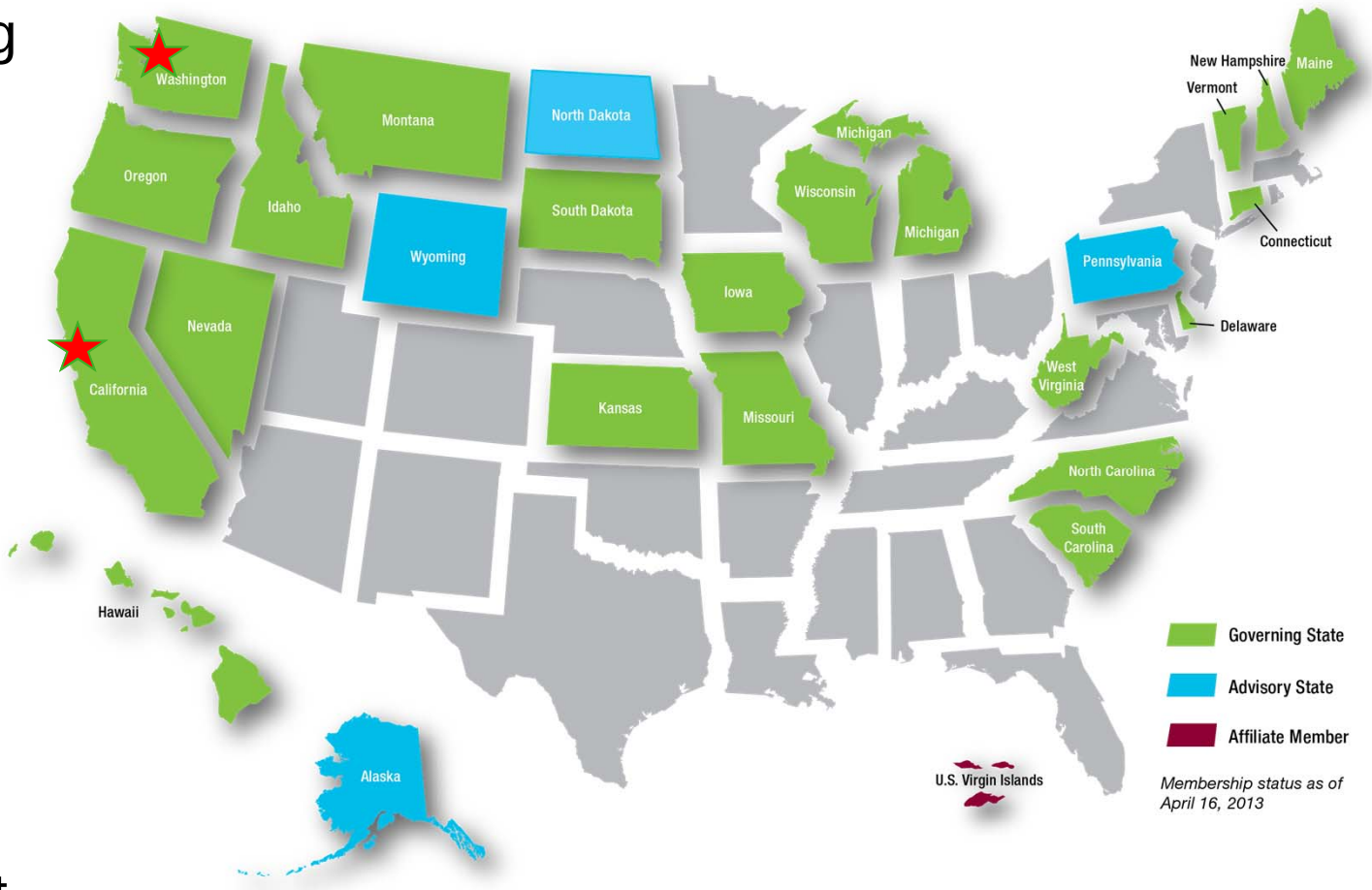
A State-led Assessment Consortium

- 21 Governing States, 4 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services



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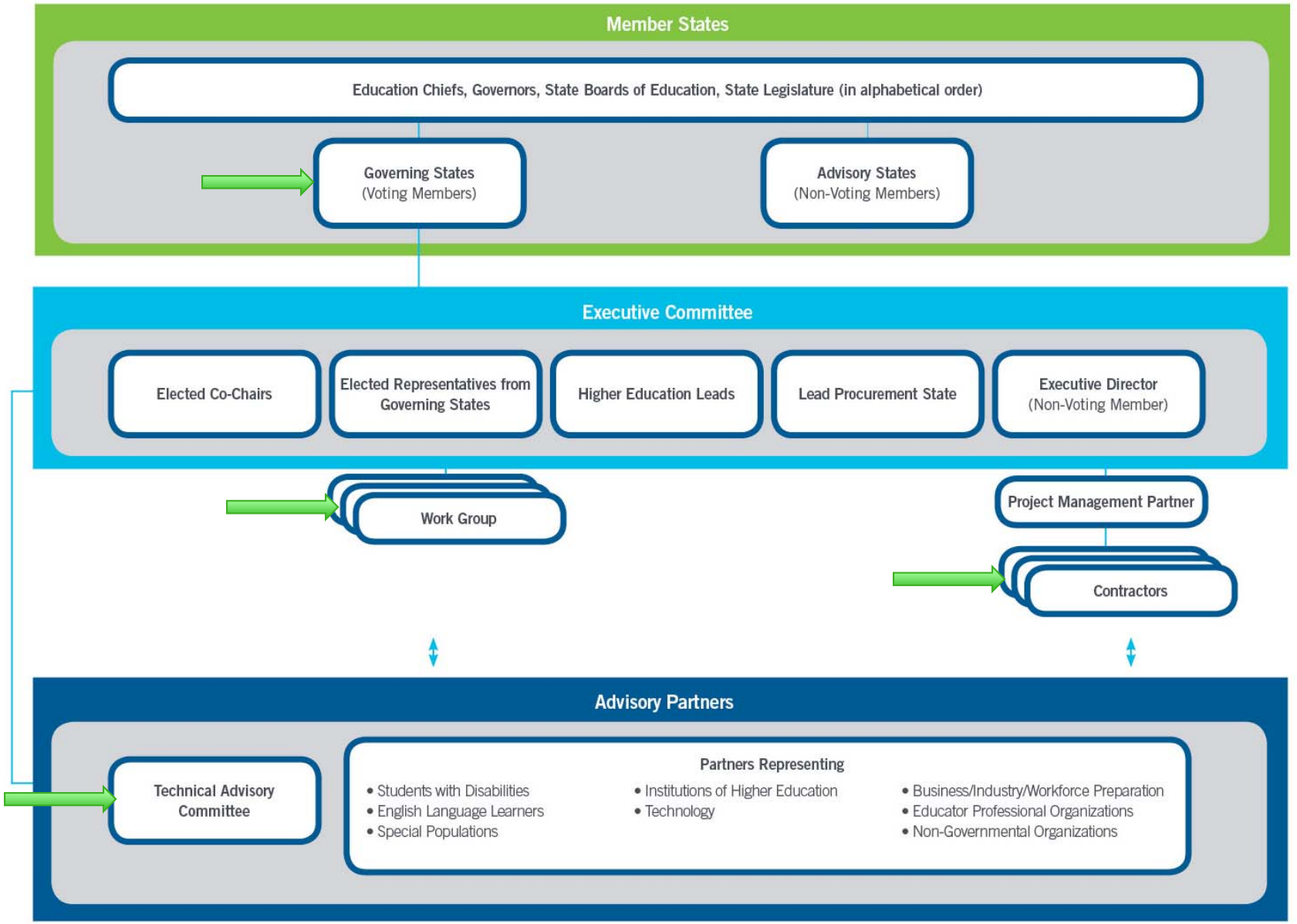

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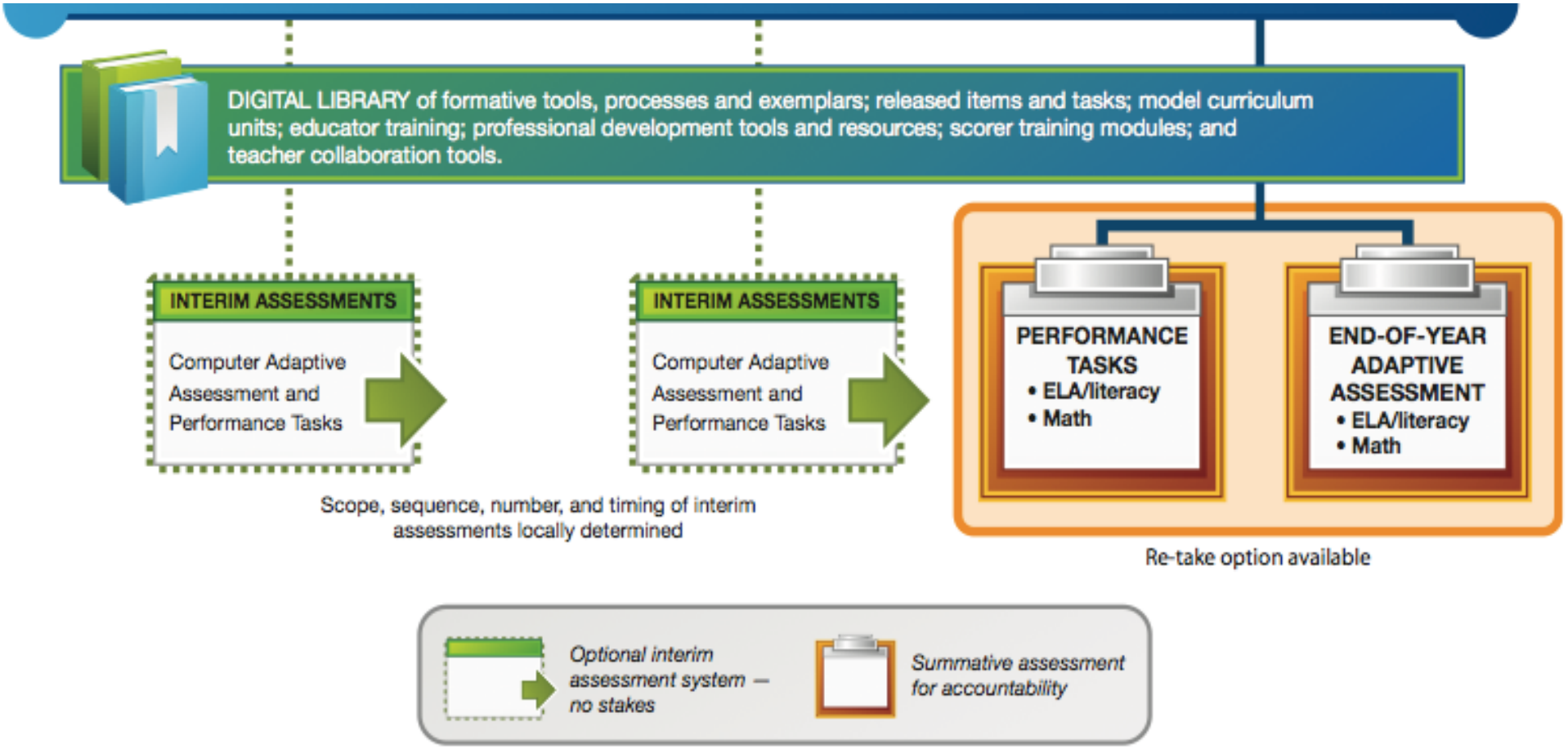
Assessment System - Structure



*Summative assessments for grades 3 – 8 and 11; Interim assessments available for grades 3 – 12.
**Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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Accessibility and Accommodations Overview

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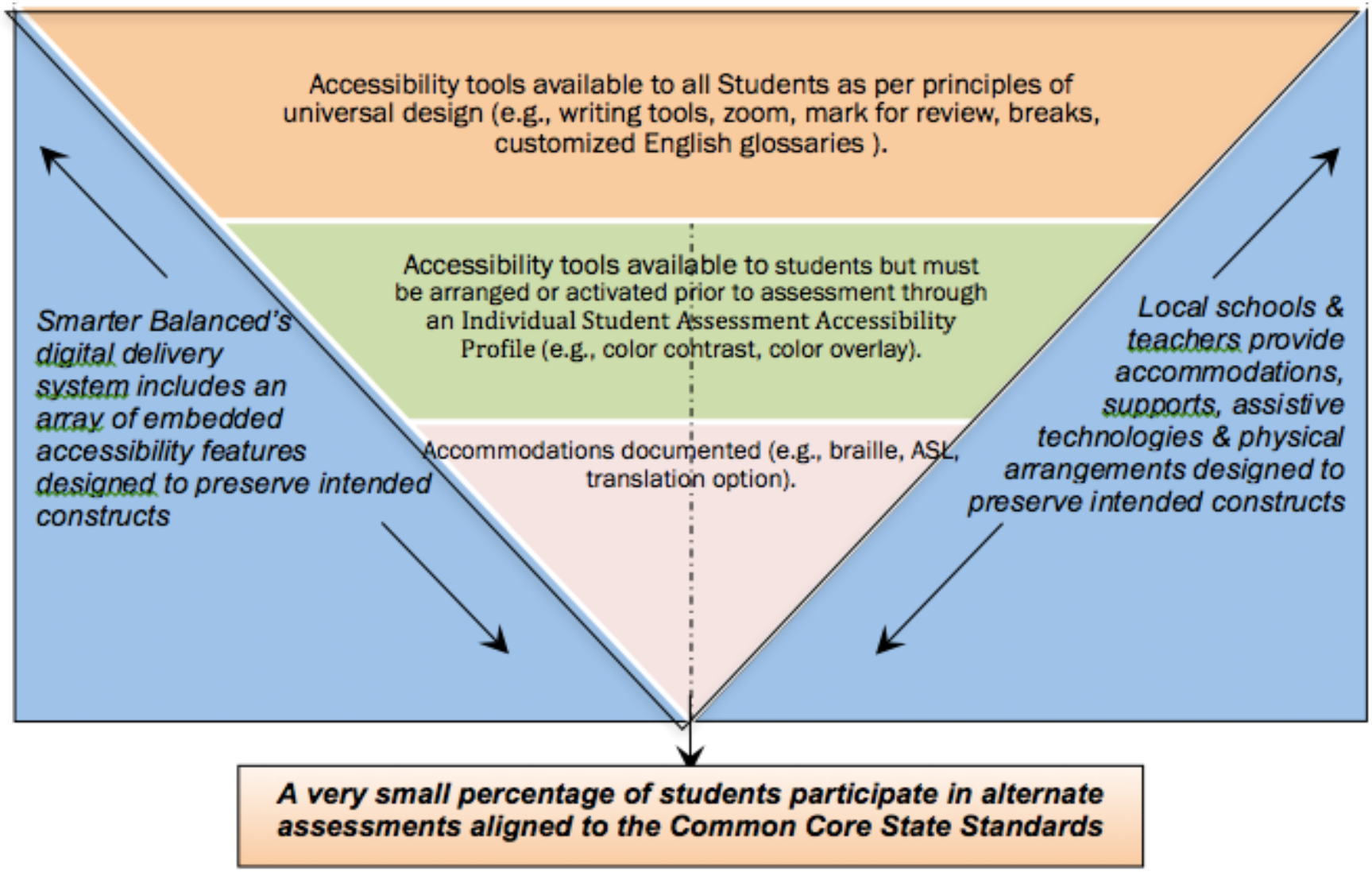
Conceptual Model



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Research: Pilot Test

- Cognitive labs
  - Oversampled under-represented populations
  - Research questions directed at SWD
- Small-scale trials
  - Examine AI Scoring for ELLs and SWDs
- Item development
  - Linguistic complexity evaluation
  - Construct-irrelevant language identification
  - Psychometric studies on special forms
    - Read aloud, Braille
    - Translations, glossaries

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Research: Pilot Test Student Results

- Gather information about the process of providing accommodations and results of offering them
- Provide feedback to states, work groups, experts
- Incorporate what we learn into field test development work

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Language Complexity-example

		Descriptors			
		1	2	3	4
TEXT COMPLEXITY	Information Density	An average of one to three verbs, nouns or adjectives per sentence	An average of four to six verbs, nouns or adjectives per sentence	An average of seven to ten verbs, nouns or adjectives per sentence	An average of greater than 10 verbs, nouns or adjectives per sentence
	Passage Length	One to three paragraphs	Four to six paragraphs	Six to ten paragraphs	More than ten paragraphs
LANGUAGE FORM AND STRUCTURE	Language Forms	Mostly simple sentences and/or grammatical forms	A few more sophisticated sentences and/or grammatical forms (e.g., compound S, prepositional phrases)	A mix of sophisticated and simple sentences or grammatical forms	A substantial number of more complex sentences and/or grammatical forms (e.g., relative clauses, adverbials, passive voice, reported speech)
VOCABULARY	Vocabulary	All high frequency, commonly used vocabulary	Few content-specific,, metaphoric, uncommon meaning, or idiomatic words	A number of content-specific, technical, metaphoric, uncommon meaning and/or idiomatic words or expressions	A large number of content-specific, technical, metaphoric, uncommon meaning' or idiomatic words or expressions

Source: Cook and MacDonald (2012). Presentation for Smarter Balanced Assessment Consortium.

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Translations Overview

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Translations Background

- Need for linguistic supports
- Smarter Balanced to offer a translation option
- Five languages
  - Spanish
  - American Sign Language
  - Three other languages

Key Questions

- Gathering information
  - State information: Survey and Pilot
  - Experts: Framework and ELL Advisory Committee
- Translation option
  - Address dialects
  - Customized for grade, context
  - Construct-irrelevant terms
- Languages
  - Top 4 consortium-wide (plus ASL)?
  - Common among several states?
  - Individual state languages?

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Experts

- **Jamal Abedi**
- **Edward Bosso**
- Donna Christian
- Richard Duran
- Kathy Escamilla
- **James Green**
- **Kenji Hakuta**
- **Okhee Lee**
- **Robert Linquanti**
- Maria Santos
- **Guadalupe Valdes**
- **Guillermo Solano-Flores**
- **Judit Moschkovich**
- **Judith Scott**

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Translation Options

Translation Accommodations and Their Likely Ability to Meet Validity and Fairness Dimensions

Translation Accommodation	Validity and Fairness Dimensions			
	Acceptable to Untargeted Test Takers	Sensitivity to Individual Test Takers' Needs	Fidelity of implementation	Usability
Test version in the native language	Low	Low	High	High
Side-by-side bilingual version of the test	High	High	Medium	Medium
Directions translated into native language	Low	Low	High	High
Bilingual glossary	High	High	High	Medium
Test taker responses in native language	Low	Medium	Low	Low
Directions read in the student's native language	Low	Medium	Low	Low

Solano-Flores, G. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf

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Validity and Effectiveness

Accommodations For ELLs	Research	Validity Decision	Effectiveness Decision	Overall Decision
Dual Language Translation of Test	Only slightly effective when administered with extra time. Lacked validity evidence for non-ELLs under restricted time (Pennock-Roman & Rivera, 2011). The increased length of a dual language translation necessitates generous time limits. Effectiveness was unobserved for this Grade 8 assessment perhaps because of the test length and because the accommodation were offered to students who were neither fluent in Spanish (the language of the accommodation) nor who recently received math instruction in Spanish (Abedi, Courtney, Leon, Kao, & Azzam, 2006). Effective on a grade 8 math assessment in English and Spanish (Duncan et al., 2005). A dual-language test booklet doesn't appear to provide significant improvement in assessment results for students using this accommodation (Sireci et al., 2003).	Unsure / Moderate Evidence	Unsure/ Moderate Evidence	Use/Moderate Risk

Abedi, J. and Ewers, N. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accomodations-for-under-represented-students.pdf

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Validity and Effectiveness

Accommodations For ELLs	Research	Validity Decision	Effectiveness Decision	Overall Decision
Pop-up Glossary (CBT) (content related terms excluded	A meta-analysis indicated effectiveness when ELL students were not disaggregated by proficiency levels (Pennock-Roman & Rivera, 2011). Effective when selected for students according to language proficiency, time in US school, native country schooling, testing experience, and US school needs, and classroom experiences. Also effective when combined with read aloud of test items when selected for students according to characteristics described above (Kopriva et al., 2007). Accommodations should be selected according to the unique needs of English language students (Shafter Wilner, Rivera, Acosta, 2007). Effective and valid for grade 4 and 8 students on a math assessment (Abedi et al., 2003b).	Use	Use	Use Access (only for English-English

Abedi, J. and Ewers, N. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accomodations-for-under-represented-students.pdf

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Validity and Effectiveness

Tool	Validity	Effective-ness	Overall Decision
Dual Language Translation	Unsure	Unsure	Use/Moderate Risk
Pop-up glossary (CBT)	Use	Use	Use

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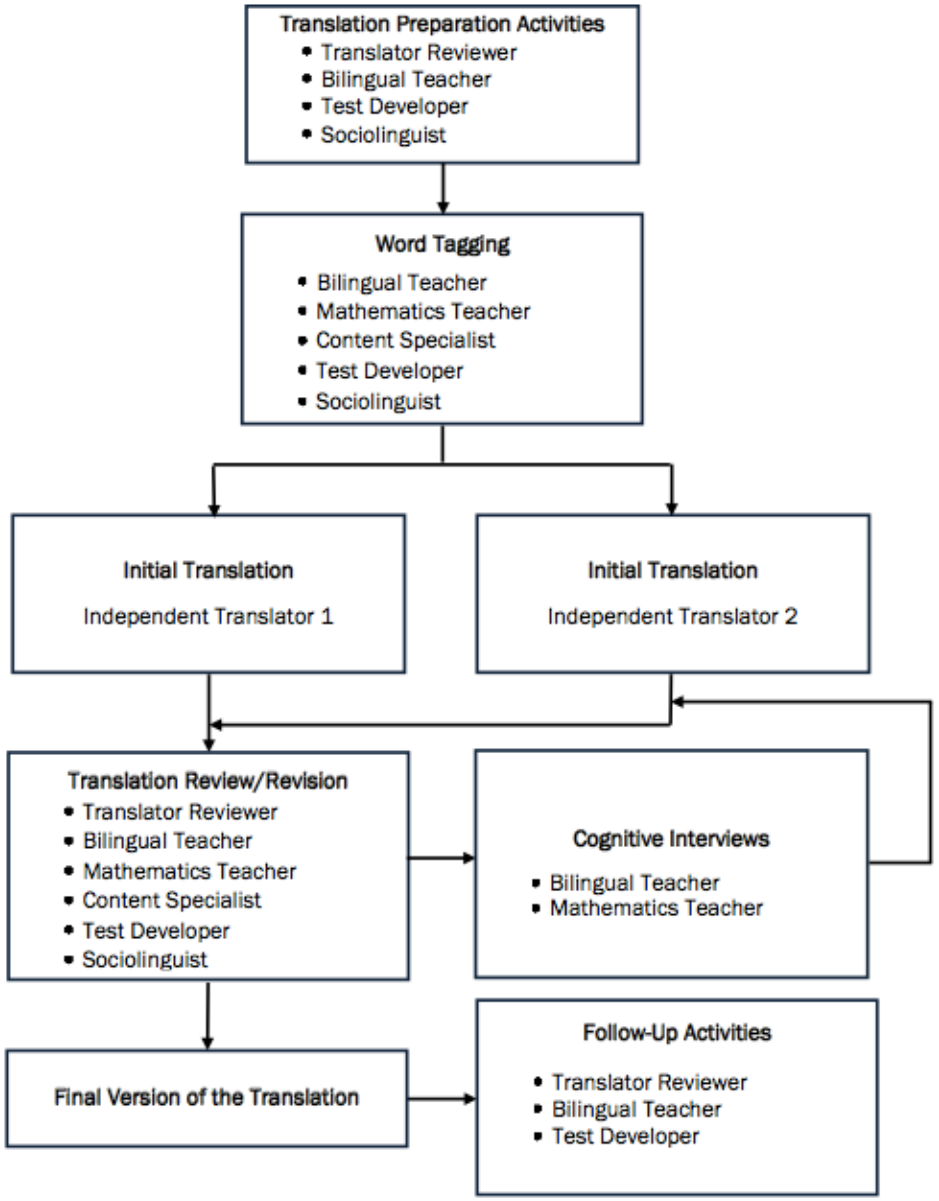
Translation Model 1



Solano-Flores, G. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf

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Translation Model 2

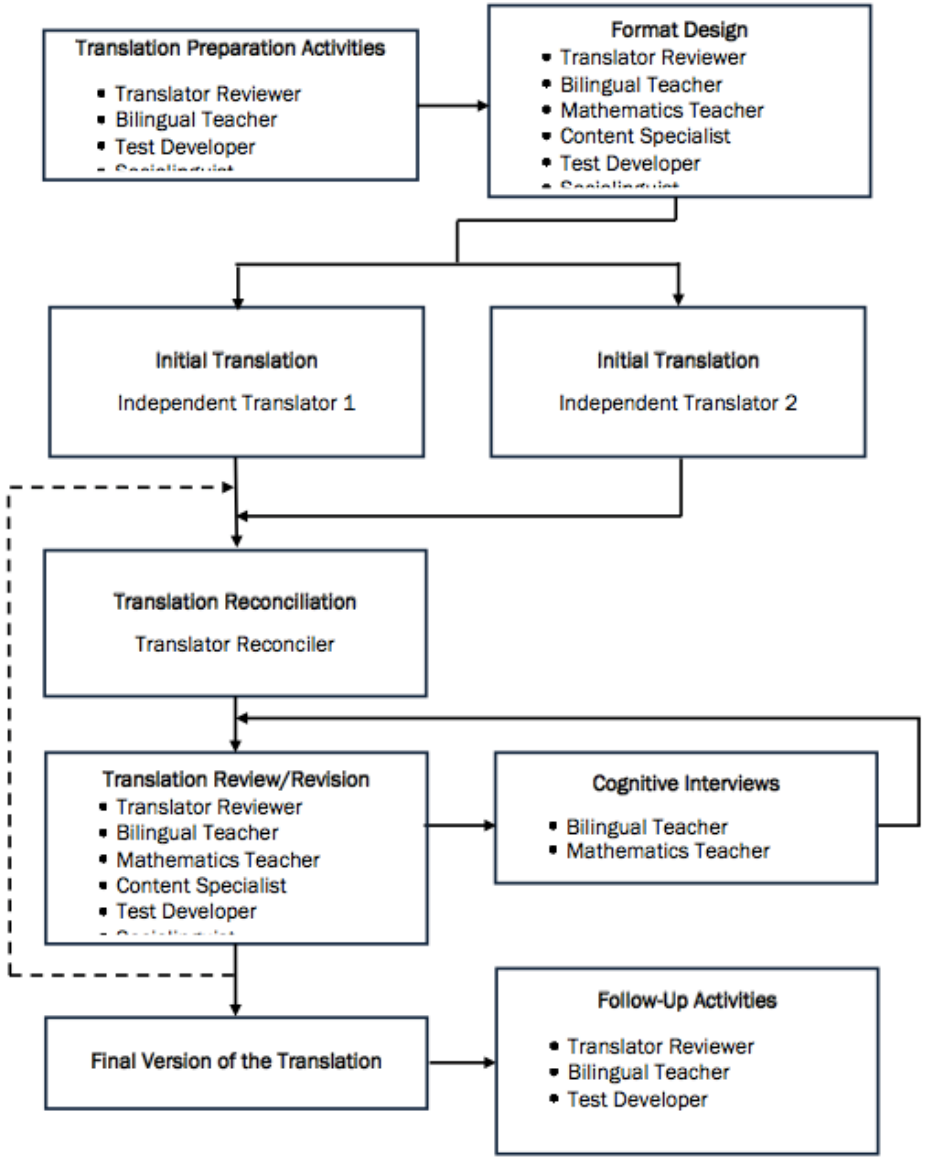

Figure 5. Translation model for the Side-by-Side Bilingual Version of the Test translation accommodations: Process components and professionals involved.

Solano-Flores, G. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf

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Smarter Balanced State Language Survey

- Number of LEPs
  - By language
  - By grade
- Recently arrived LEPs
  - By language
  - By grade
- Current supports
  - Assessment used for accountability
  - By content area
  - For appropriate grades

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Languages for Translation

- High Frequency*
  - Spanish (79%)
  - Vietnamese (2.3%)
  - Arabic (2.0%)
  - Tagalog (1.3%)
  - Cantonese (1.1%)
  - Mandarin (0.9%)
  - Korean (0.8%)
  - Russian (0.8%)
- More than one state
  - Somali (Main and North Dakota)

* Consortium is committed to providing ASL and Spanish

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Languages for Translation

- Low Frequency/Highly Concentrated
  - Hawaiian (Hawaii)
  - Ilokano (Hawaii)
  - Dakota (North Dakota)
  - Hutterite (South Dakota)
  - Karen (South Dakota)
  - Lakota (South Dakota)
  - Ojibwa (North Dakota)
  - Yup’ik (Alaska)

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Translations: Scope

- Provide qualified experts
- Math translation option for specified languages
  - Items
  - Reporting
  - Supporting materials in formative assessment
- Full human video translation in American Sign Language
  - Math items
  - ELA listening items

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Examples

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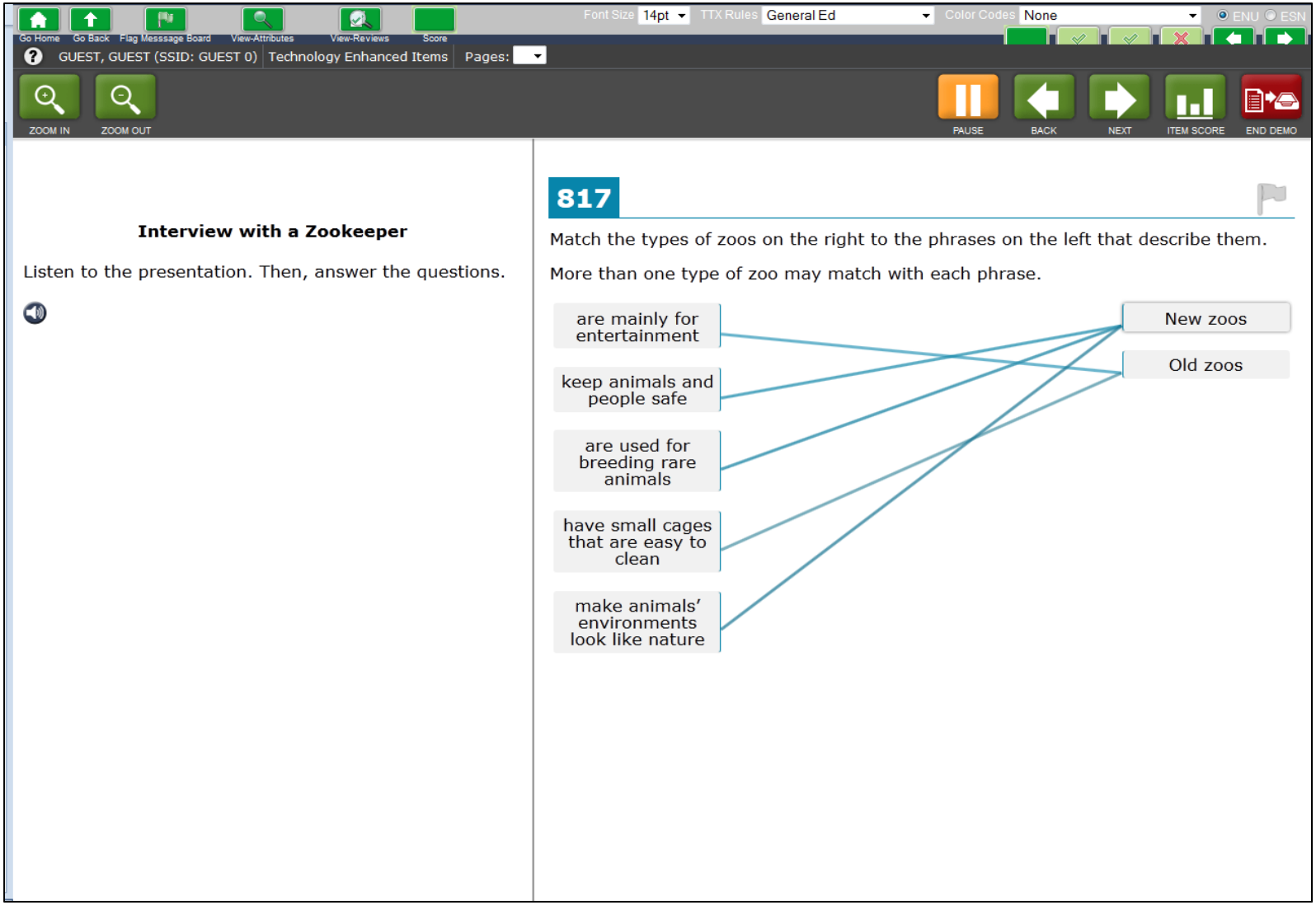
Examples

- https://sbacpt.tds.airast.org/student/login.aspx?c=SBAC_PT
- Sign in
- Grade 3, 7, or 11
- Start G[3] Math
- Word List: ‘Spanish Glossary’
- Select

Matching



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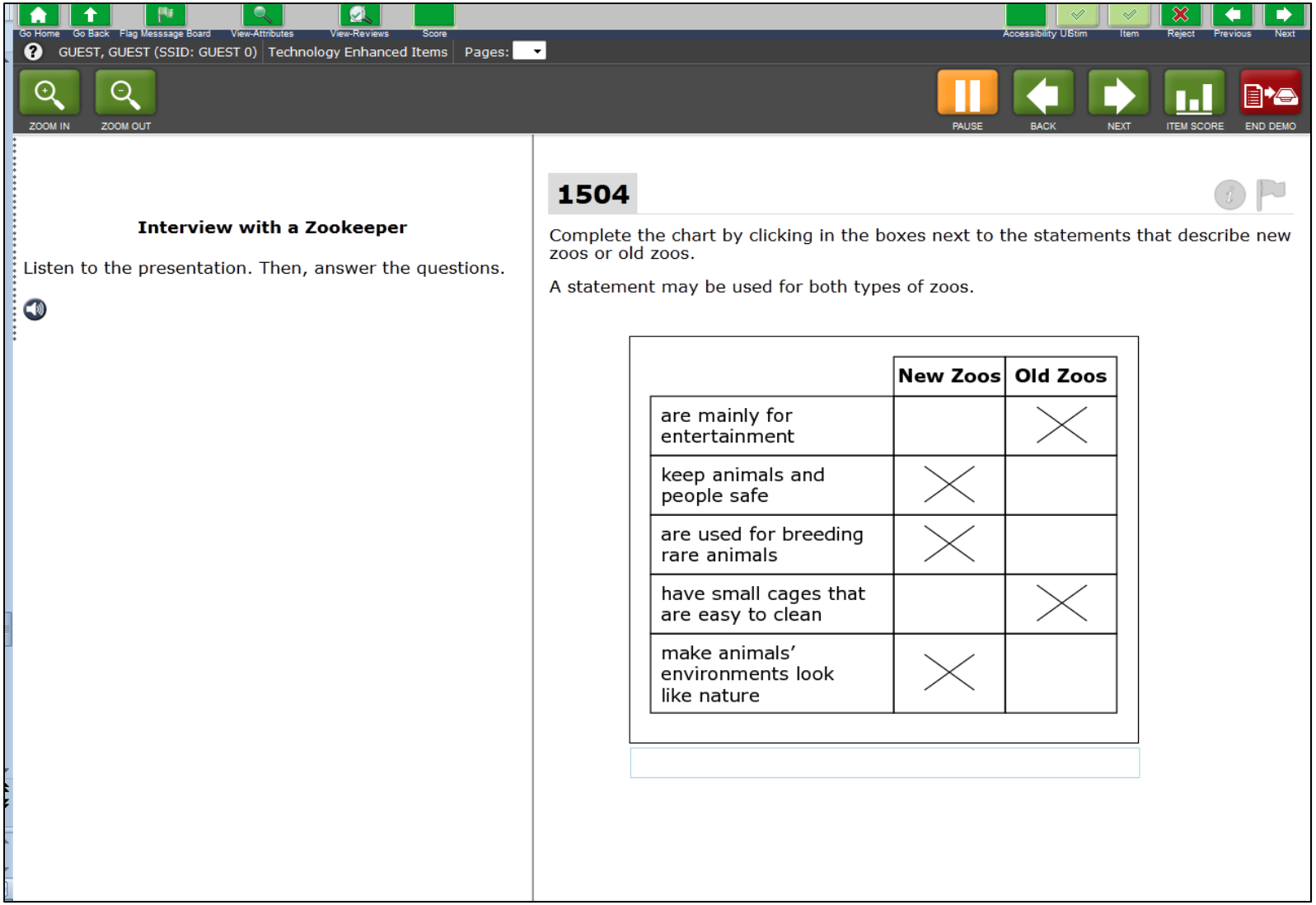
“Table”



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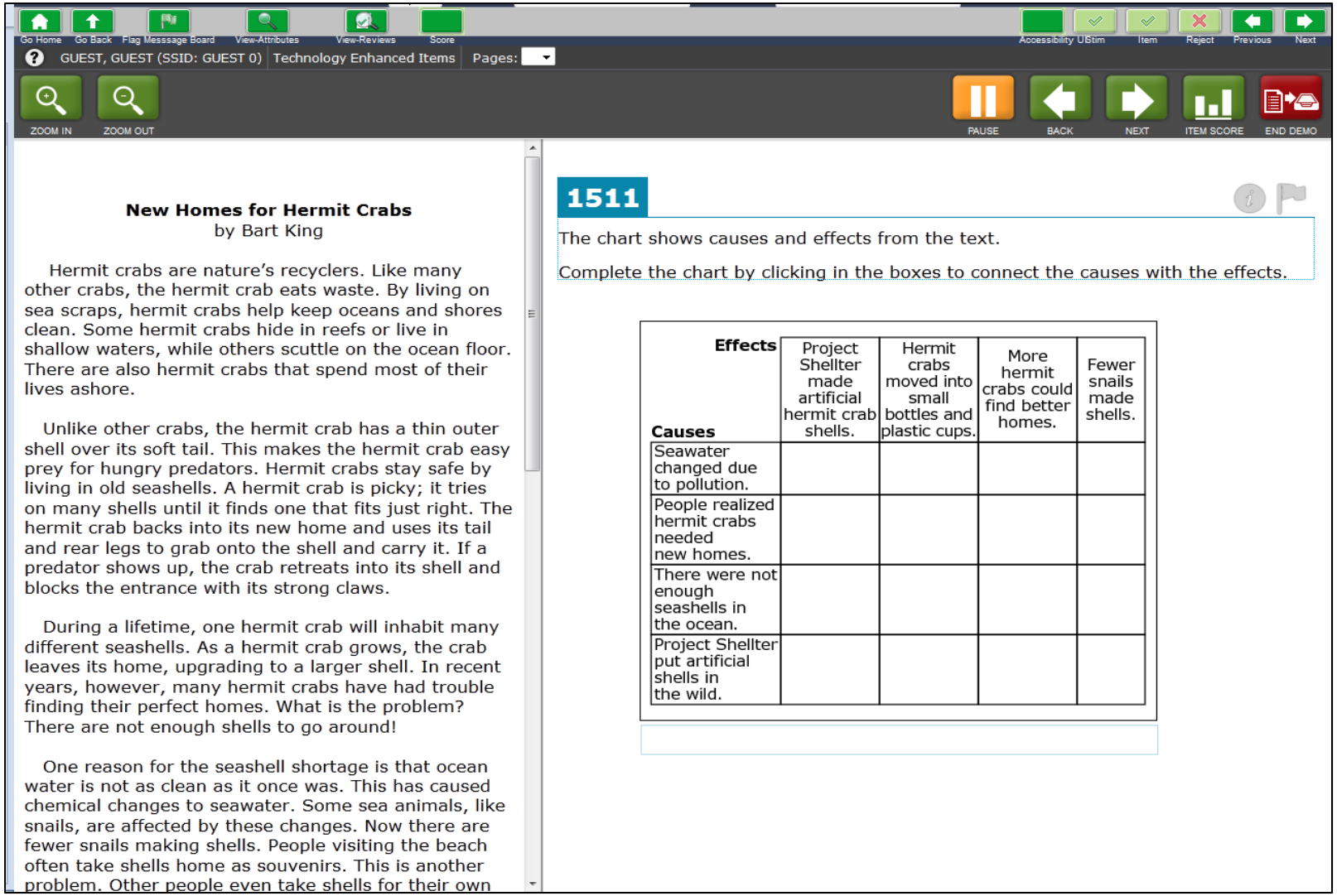

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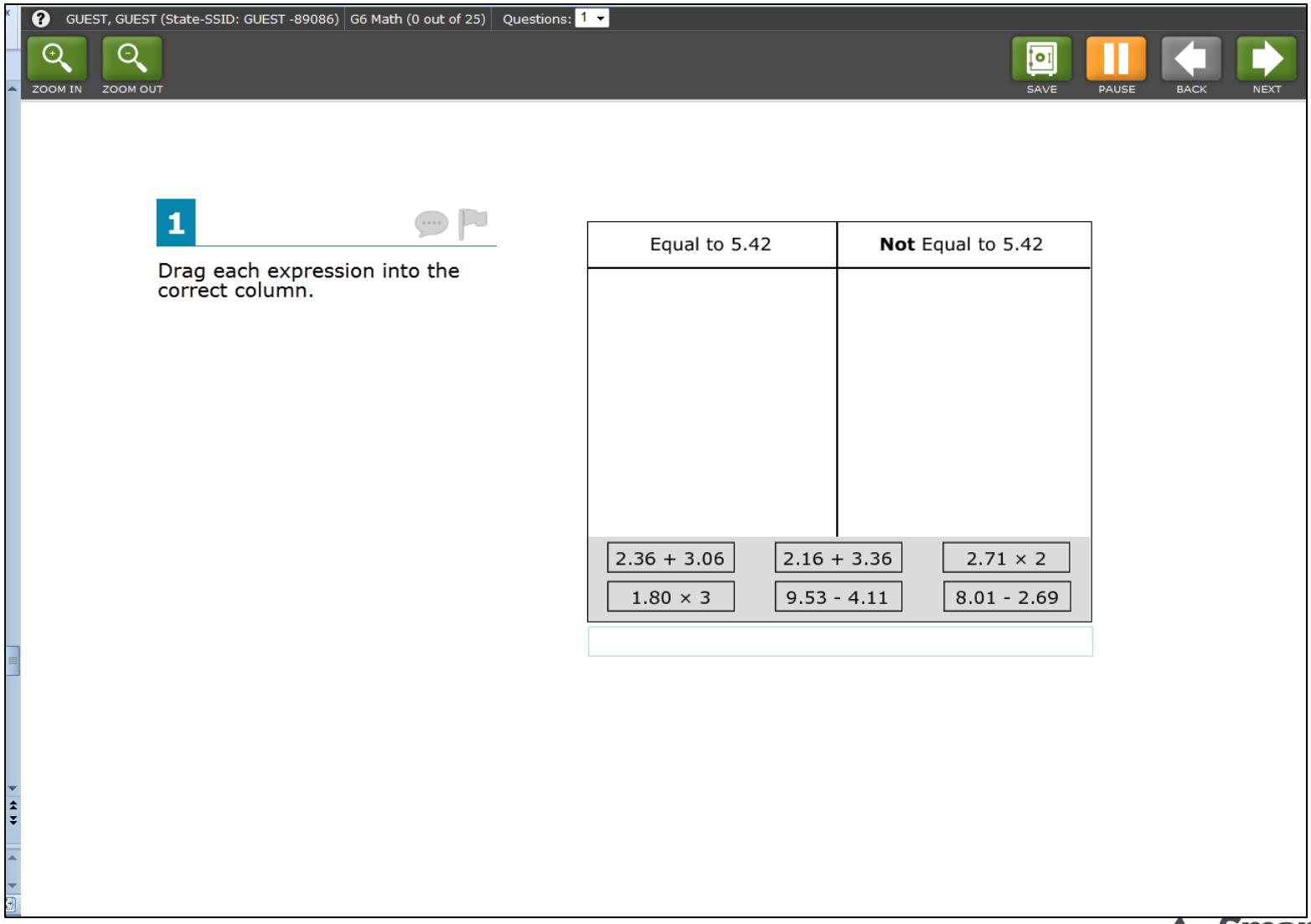
Drag and Drop



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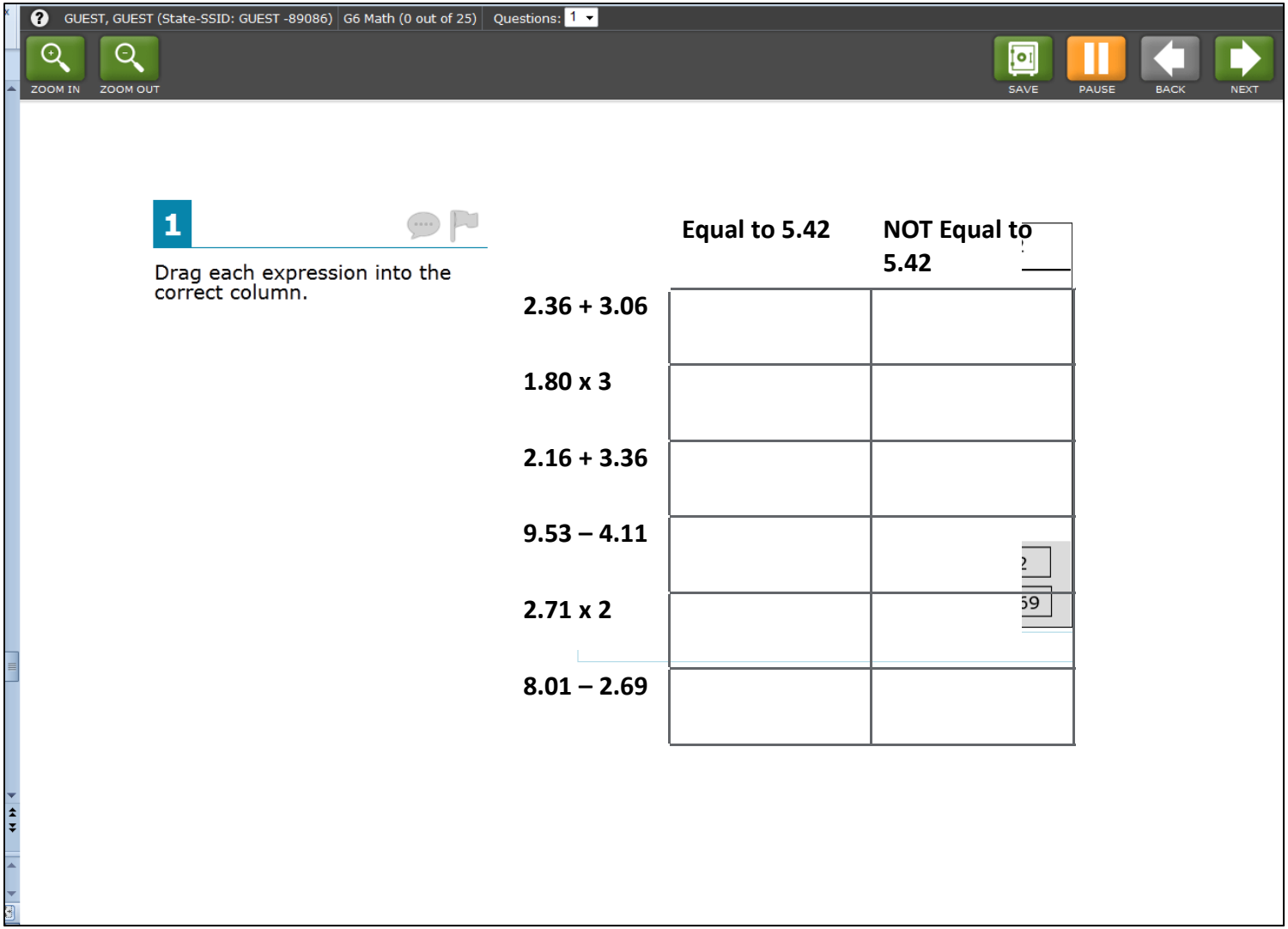

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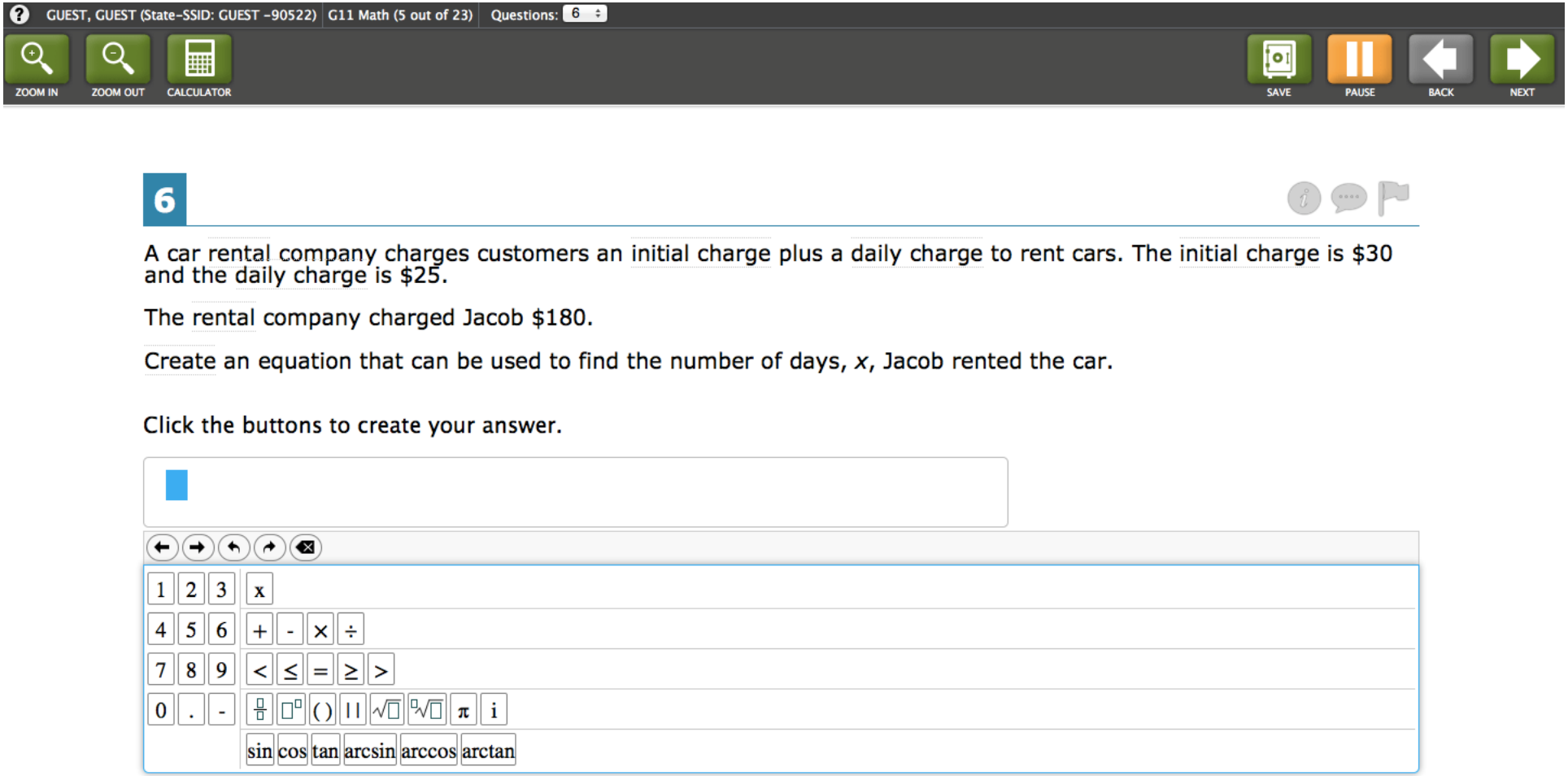
Translation



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Translation

6

A car rental company charges customers an initial charge p
and the daily charge is $25.

The rental company charged Jacob $180.

Create an equation that can be used to find the number of

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Translation

6

A car rental company charges cus
and the daily charge is $25.

The rental company charged Jaco

Create an equation that can be us

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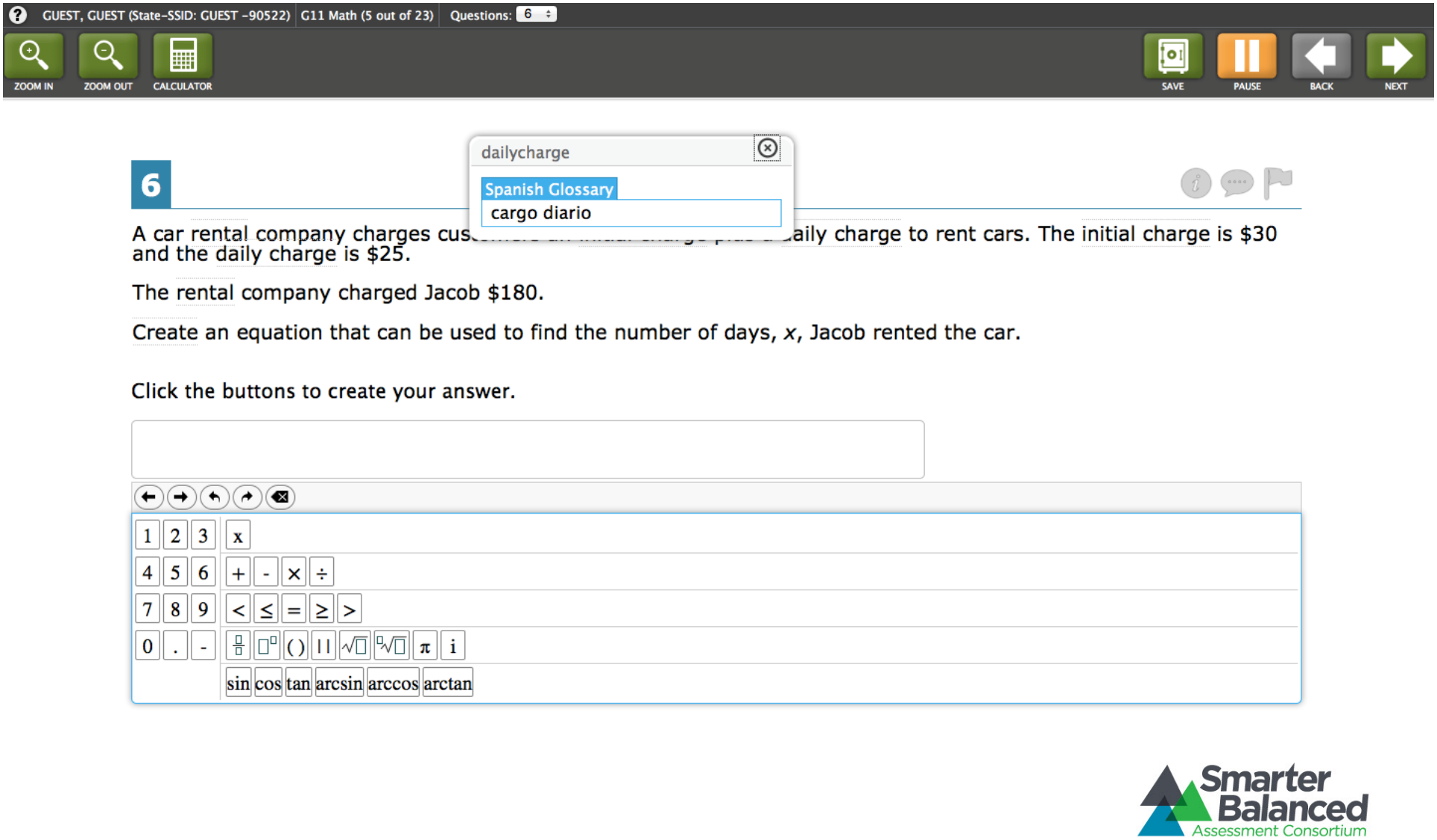
Translation



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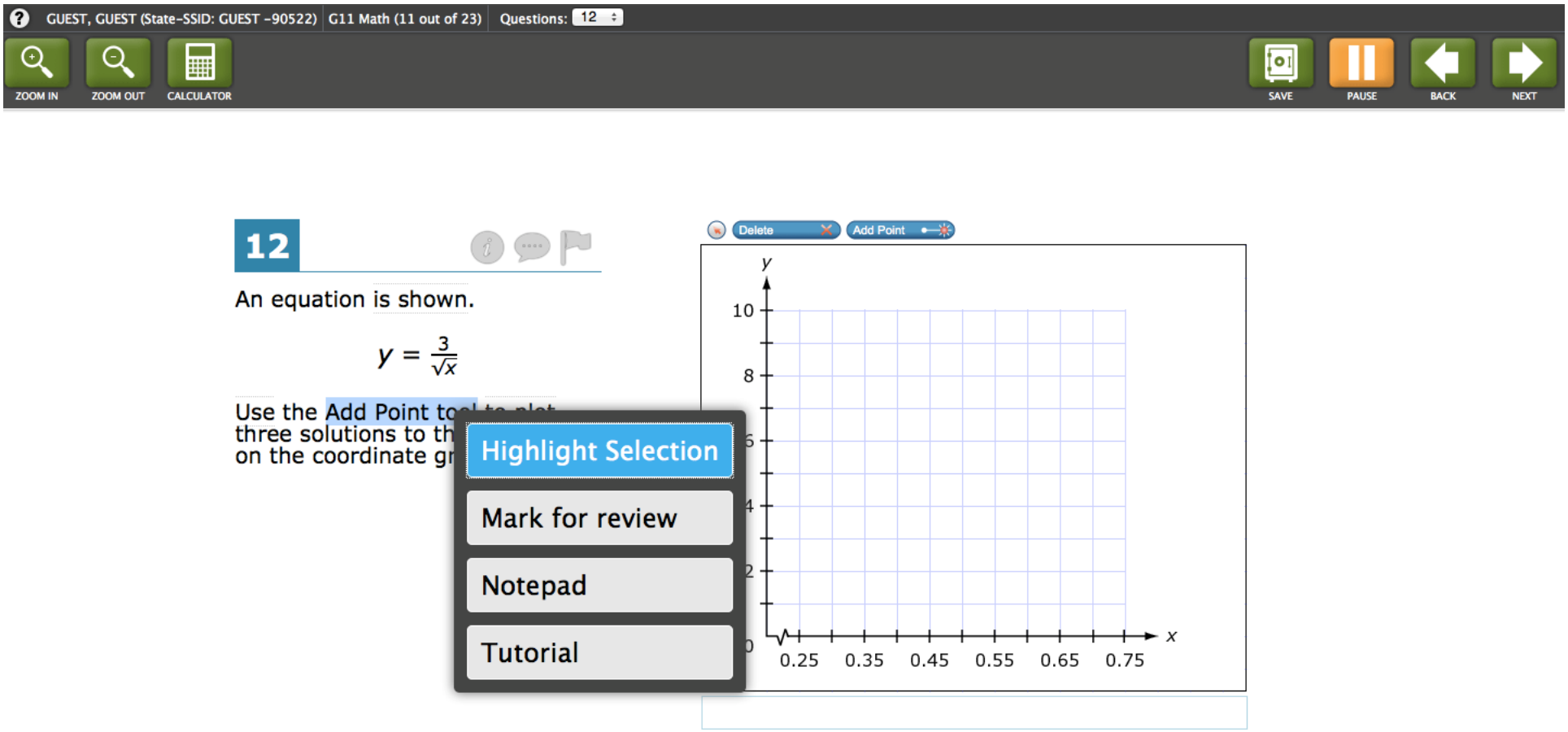
Embedded



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Embedded

22

The functions $f(x) = 500(1.015)^x$ and $g(x) = 500(1.021)^x$ give the total amounts in two different savings accounts after x years.

How do the graphs of $f(x)$ and $g(x)$ compare?

Ⓐ They have the same y-intercept, but the graph of $f(x)$ rises more quickly over time.

Ⓑ They have the same y-intercept, [Strikethrough]) rises more quickly over time.

Ⓒ The function $f(x)$ has a greater y-intercept and rises more quickly over time.

Ⓓ The function $g(x)$ has a greater y-intercept and rises more quickly over time.

How do the graphs of $f(x)$ and $g(x)$ compare?

Ⓐ ~~They have the same y-intercept, but the graph of $f(x)$ rises more quickly over time.~~

Ⓑ They have the same y-intercept, but the graph of $g(x)$ rises more quickly over time.

Ⓒ The function $f(x)$ has a greater y-intercept and rises more quickly over time.

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THANK YOU

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