

# **Florida IBTP Update Council of Language Arts Supervisors**

**Orlando, FL  
May 15, 2014**

**Julia Somers-Arthur  
Florida Department of Education  
Office of Race to the Top Assessments**

# Words

There is something about words. In expert hands, manipulated deftly, they take you prisoner. Wind themselves around your limbs like spider silk, and when you are so enthralled you cannot move, they pierce your skin, enter your blood, numb your thoughts. Inside you they work their magic.

- From *The Thirteenth Tale* by Diane Setterfield

# Objectives

To provide an understanding of the Florida Item Bank and Test Platform, including:

- Background
- Progress Update
- Features
- Resources
- Q & A

## What is the IBTP?

- Bank of +90,000 assessment items
- Wide range of content areas for k-12
- Aligned to the Florida Standards
- Varied item types and modes of assessment from selected response to performance tasks
- Includes range of cognitive complexity, difficulty for all standards
- Full-featured test platform allows creating or searching for test content, administering, monitoring and scoring tests, and viewing data and creating and managing reports

## What isn't the IBTP?

The Item Bank and Test Platform –

- Does not provide tests or forms, only items
- Is not intended as a “practice test” for statewide assessment
- Does not mirror any other assessment product
- Is not an off-the-shelf product
- Does not impose a cost for districts to use
- Is not required by the FDOE for districts to use

## **Bottom line:**

The Item Bank and Test Platform is designed to be a valuable resource for districts and classrooms to enrich lessons and units with high quality, standards based, engaging assessment activities for diagnostic, interim or summative assessment.

# IBTP

## Statewide Technology-Based\* System

Bank of Standards-based items/tasks

+

Test-builder tool –  
To build district/teacher-created assessments

Tiered access for security

Diagnostic  
Interim  
Summative

Training modules for PD and support

\*Computer or paper-based functionality

# IBTP Development

Passages developed  
& reviewed

Items written  
& reviewed

Items  
approved or  
rejected

Item  
tryouts

- Development Summer 2012 through Spring 2014

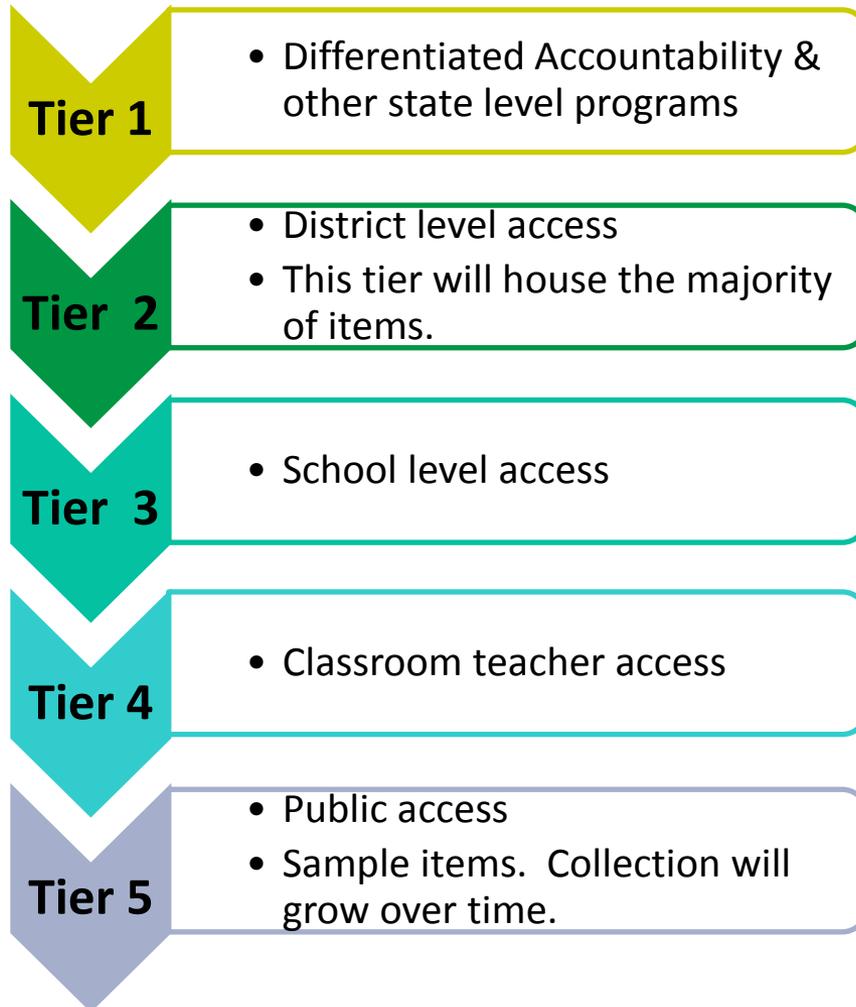
IBTP available to  
districts, schools &  
classrooms

Educators can  
create diagnostic or  
interim assessments

Districts may use  
for local  
assessments

- Educator training Winter/Spring 2014
- Available to districts Summer 2014

# IBTP Item Distribution



- Tiers 1-4 will be password accessible to a limited group of people.

- Greatest security is employed for Tier 1 items, with wider access available at lower levels.

- As items are no longer used at an upper level, they will move to become available at the next level down.

- At end of Year 2, the IBTP houses approximately 90,000 items.

# Standards-Aligned Items

IBTP assessment Items are written to Florida Content Standards.

<b>Florida Standards</b>	<b>Number of Items</b>
■ English Language Arts	22,000
■ Mathematics	9,000
■ Social Studies (including Literacy Standards)	12,000
■ Science (including Mathematics and Literacy Standards)	11,000
■ Spanish	7,000
■ Hard-to-Measure (including Literacy Standards)	29,000

## Item Types Developed for the IBTP

- Selected Response 1 point
- Short Response \* 1 point
- Gridded Response \* 1 point
- Constructed Response 2 points
- Extended Response 4 points
- Essay Response 6 points
- Performance Tasks 1-10 points

\* Not in ELA

## Other Item Types

On roll-out, the Item Bank will contain just the item types discussed here. However, the Test Platform will have the functionality for districts and teachers to create other types, including:

- True/False
- Matching
- Technology Enhanced Items.

## Test Results

- IBTP test results are available immediately.
- When you administer a standard/benchmark mastery test, the results may be configured into many formats.
- Results may be viewed for individuals, sub-groups, classes, sections, grade levels, and more.
- Examining sub-group performance allows educators to design targeted instruction.

## Item Analysis

- Determine whether questions are too difficult or too easy
- Provide more information about student knowledge
- Help educators revise and improve tests
- Make it easier to determine the fairness of a test

## Sample Item Analysis Discoveries

- *All students got the question wrong - Was the correct answer option keyed incorrectly?*
- *Students were equally divided between two answers – Clarified wording of the question or re-teaching may be needed.*
- *Students chose all answers equally - They are guessing.*
- *Students of all ability levels did equally well on a question - The question isn't a reliable measure of individual differences.*

# Reporting Functions

The IBTP allows users to:

- Run a pre-formatted report
- Create a custom report
- Find saved reports
- Publish reports to the district and school report banks
- Find published reports in the report banks
- Update a published report
- Retract a published report
- Delete a published report

For step-by-step instructions on each of these functions, please refer to the quick-reference Job Aids and the on-line self-paced tutorials which may be found on CPALMs.

# Example of Pre-Formatted Reports

**Benchmark Reports for an 8<sup>th</sup> Grade English test may include:**

- English Summer Practice - Score Group Summary
- English Summer Practice - Standards Analysis by Section Enrollment
- English Summer Practice Sub-Topics Breakdown
- Item Analysis
- Overall Performance
- Standards By School
- Standards by Section
- Standards Mastery

## Associated IBTP Resources

- **Classroom Enrollment Tool (CET)** allows districts to pre-populate classroom roster data; teachers will not need to manually enter student data; district may update the CET as frequently as desired; data format similar to FDOE (Survey 2).
- **Single Sign-On (SSO)** provides access to the IBTP for district and school staff, teachers and students.

# Training and Support

Training and reference materials will be available on CPALMs, including:

- Training Workbook
- Job Aids – Brief, step-by-step instructions detailing each IBTP functionality.
- Online self-study tutorials for administrators and teachers
- The Student Experience – an overview to acquaint students with the IBTP online testing process

# IBTP Demo Webinars

## For Administrators and Teachers

May 12 - 22, 2014

### **Morning Sessions –Administrators**

May 12-22	9:30 – 11:30 ET
-----------	-----------------

### **Afternoon Sessions – Teachers**

May 12, 14, 16, 20, 21, & 22	3:30 – 5:30 ET
------------------------------	----------------

May 13, 15, & 19	4:30 – 6:30 ET
------------------	----------------

## On-Site Workshops

FDOE staff are available to provide one- or two-day training workshops to district staff. Topics may include:

- Technical preparations
- Navigating the IBTP
- Searching for test content (items, passages and rubrics)
- Creating test content
- Test form development
- Administering and scoring
- Viewing and managing data
- Report functionality and management

# Choosing a Passage

PASSAGE

## Nature's Night Light

Nature's Night Light

### Nature's Night Light

On a dark, moonless night, a small fleet of kayaks silently slides along the surface of a bay off the coast of Puerto Rico's Vieques Island. As the paddlers dip their oars lightly in the water, a magical incandescence appears. No light bulbs illuminate the bottom of this bay, however. This subtle glow, called bioluminescence, is pure nature at work.

### Glimmering Water

Bioluminescent bays appear all over the world, but Vieques's Mosquito Bay is known for its intense brilliance. Such "bio bays" have long glittered at night, thanks to microscopic organisms called *dinoflagellates*, or dinos for short. When these organisms are disturbed, they react by giving off brief and tiny flashes of light. The ability to create this light comes from a chemical in the organism called luciferin. When the bay water is disturbed, oxygen triggers the organisms to release luciferin, and a chemical reaction creates a flash of light. The higher the concentration of the organisms, the brighter the light. Mosquito Bay is home to the highest concentration of dinoflagellates per liter of water in the world, and these dinos have been known to emit as much light as a reading lamp.

[Return this Passage](#)

View Status: **State and District Item Admins**

Source: **Florida**

Subject: **English Language and Literature**

Grade: **Seventh Grade-Seventh Grade**

Question Language: **English**

Type: **Information Social Science**

Genre: **SCIENCE/TECHNICAL**

Topic:

Lexile:

Flesch-Kincaid:

RMM: **10.50**

Number of Words: **446**

Publisher: **Equella**

Creator: **User, Anonymous**

Additional Passage ID: **ENENG07075P0011**

Asset Type: **INFORMATIONAL**

Batch: **3**

Course ID:

Year: **2012**

Orientation:

# Passage Information

Page down to view the items associated with the passage.

You can also see the history of the passage within your system.

**Items Linked to Passage (12)**
[Add New Item](#)

[Expand All](#) [Collapse All](#)
[Add Passage and Selected Items to Test](#)

<input checked="" type="checkbox"/>	+	Open Response	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Open Response	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Open Response	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Open Response	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Multiple Choice	<a href="#">View</a>   <a href="#">Remove</a>
<input checked="" type="checkbox"/>	+	Open Response	<a href="#">View</a>   <a href="#">Remove</a>

**Passage Test History**

Tests Using This Passage

Version	Date Modified*	Test Name	Admin Dates
1	03/18/2014	<a href="#">LAFS Pilot Grade 7 (COPY)</a>	03/18/2014 - 03/28/2014
1	03/18/2014	<a href="#">LAFS Pilot Grade 7</a>	03/19/2014 - 05/09/2014
1	03/04/2014	<a href="#">ELA March 2014 Pilot Gr 7 Form A (COPY 2)</a>	03/04/2014 - 03/10/2014

# Item Detail



## Open Response

Version 1

Read this sentence from "Nature's Night Light."

**Because bio bays are very fragile, they are increasingly at risk.**

Write one to two paragraphs explaining why bio bays are at risk and what we can infer about the author's position on enacting laws to protect bio bays. Use textual evidence to support your response.

### + Scoring Instructions

#### 4-Point Extended Response Rubric

### Passages

12 Items

+ [Nature's Night Light](#)

Nature's Night Light

#### Nature's Night Light

## Item Test History

This item has never been used on a scheduled test.

test-taking students included in this report

- Edit
- Preview ▾
- Add to Test
- Change Status
- Return this Item
- Delete

View Status **State and District Item Admins**

Edit Status **Editable by State Item Admins only**

Source **Florida**

Creator Name **Weinstein, Daryl**

Date Created **09/04/2013**

Subject **English Language and Literature**

Grade Level **Seventh Grade**

Standard **LACC.7.RL.1.1**

Exposures **0**

### ▼ Properties

Name **ENENG070710514**

Question Language **English**

4-Point Extended Response Rubric

Score	Description
4	<ul style="list-style-type: none"> <li>Response provides a <b>most complete and correct</b> explanation of, or answer to, the item.</li> <li>Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.</li> <li>Response is supported with multiple details from the passage.</li> </ul>
3	<ul style="list-style-type: none"> <li>Response provides a <b>mostly complete and correct</b> explanation of, or answer to, the item.</li> <li>Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.</li> <li>Response is supported with some details from the passage.</li> </ul>
2	<ul style="list-style-type: none"> <li>Response provides a <b>partially complete and correct</b> explanation of, or answer to, the item.</li> <li>Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.</li> <li>Response is supported by few details from the passage.</li> </ul>
1	<ul style="list-style-type: none"> <li>Response provides a <b>minimally complete and correct</b> explanation of, or answer to, the item.</li> <li>Response may be too brief to show understanding of the text.</li> <li>Inaccurate, too few, or unsupported details may be included in the response.</li> </ul>
0	Response is irrelevant, inappropriate, or not provided.

Rubric

A four-point response

- identifies that bioluminescence in conditions to exist.

For example: They need calm water, essential nutrients such as vitamin B12, and a temperature warmer than the ocean.

- identifies several factors that put bioluminescent organisms at risk.

For example: Sunscreen from tourists and motor oil from their boats can disrupt the environment necessary for bioluminescent organisms to live in bays around the world, such as Mosquito Bay in Puerto Rico.

- infers that the author supports the enactment of laws to protect the environments.

Exemplar

View Status	State and District Item Admins
Edit Status	Editable by State Item Admins only
Source	Florida
Creator Name	Weinstein, Daryl
Date Created	09/04/2013
Subject	English Language and Literature
Grade Level	Seventh Grade
Standard	LACC.7.RL.1.1
Exposures	0

Properties

Name	ENENG070710514
Question Language	English
Publisher	Equella
Response Type	Written
Keywords	cite textual evidence to support analysis of text
Bloom's Taxonomy	N/A
Webb	Level 3: Strategic Thinking
Additional Item Identifier	ENENG070710514
Batch	5
Course ID	1001040
Hard to Measure Content Area	No
Item Category	Extended Response
Year	2012
Formula Reference Sheet	None

Item Details

Standard

Exposures

DOK (Webb)



# The Test Page

Test creation stages



Sample Eng Spring 2014 0707 Interim1 Form 1 (COPY) [3593]

Make Public

Test Stage **Private Draft** Public Draft Ready To Schedule Scheduled In Progress Completed

Assessment Notes (0)

### Instructions

Read the passage, "Nature's Night Light," and answer the questions that follow. You will have 30 minutes to complete your work.

Instructions for students

Actions:



- Copy
- Delete
- Preview
- Print

- Test Actions
- Copy Test
  - Delete this Test
  - Preview Online Test
  - Student Test Booklet ( .pdf | .doc )
  - Answer Key ( .pdf )
  - Scoring Instructions ( .pdf )
  - Cover Sheet ( .pdf )

Edit Instructions

### Test Content

+ Add Item

Test details



Schedule Information

Associated Resources

Test Properties

Customize Test

Edit



Passage

Information Social Science from Item Central

Nature's Night Light

### Nature's Night Light

On a dark, moonless night, a small fleet of kayaks silently slides along the surface of a bay off the coast of Puerto Rico's Vieques Island. As the paddlers dip their oars lightly in the water, a magical incandescence appears. No light bulbs illuminate the

Actions

Passage Title  
**Nature's Night Light**  
Associated With  
**2 Questions**

# Office of RTTT Assessments

Directors [Todd.Clark@fldoe.org](mailto:Todd.Clark@fldoe.org); [Phil.Canto@fldoe.org](mailto:Phil.Canto@fldoe.org)

IBTP Systems Admin [Gary.Evans@fldoe.org](mailto:Gary.Evans@fldoe.org)

IBTP Project Manager [Sally.Sanders@fldoe.org](mailto:Sally.Sanders@fldoe.org)

HtM Project Manager [Antionette.Meeks@fldoe.org](mailto:Antionette.Meeks@fldoe.org)

ELA Specialist [Julia.Somers-Arthur@fldoe.org](mailto:Julia.Somers-Arthur@fldoe.org)

Spanish Specialist [Veronica.Allende@fldoe.org](mailto:Veronica.Allende@fldoe.org)

Questions?



# Thank You

*NOTE: These materials were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.*

Copyright © 2014 Florida Department of Education. All rights reserved.