



Transitioning to California's New Student Assessment System

Presentation to CTA Summer Institute

August 6, 2013

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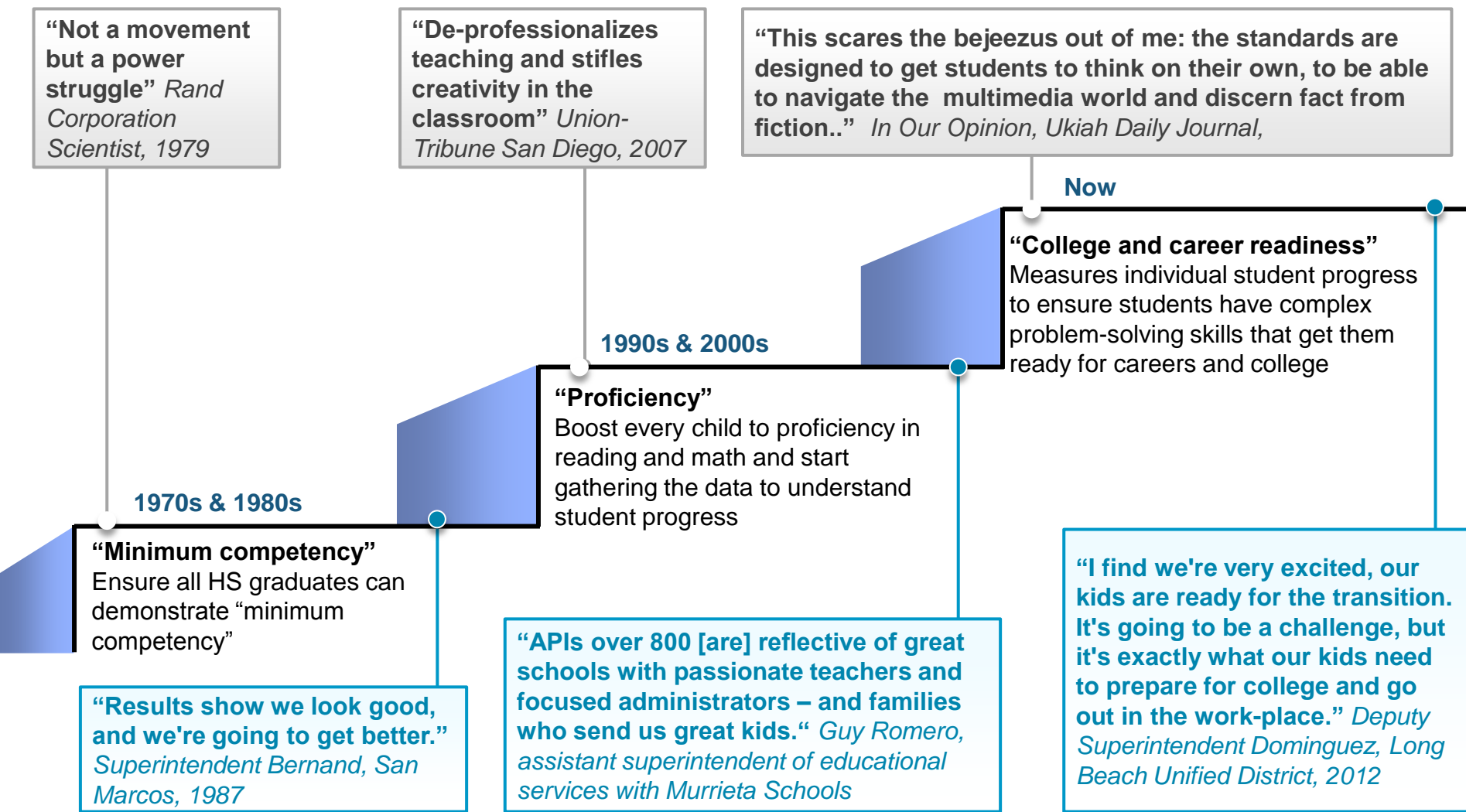


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Transitioning California to a Future Assessment System

- Transition milestones
- State Superintendent's recommendations for statewide assessment reauthorization
- Assembly Bill 484
- Smarter Balanced overview
- Smarter Balanced assessment development activities

Education has never been stagnant; the Common Core and Smarter Balanced are part of the normal, important progression

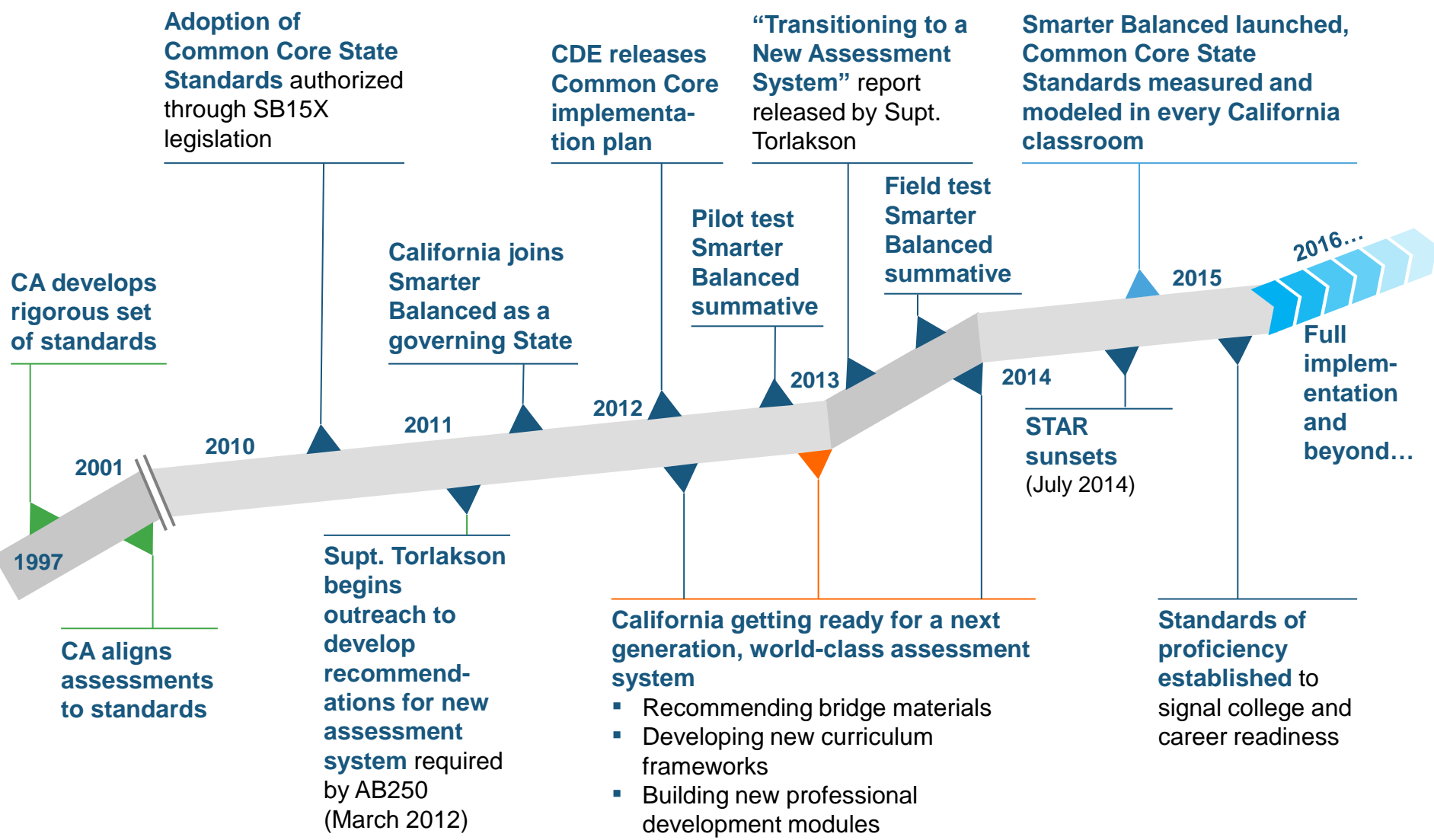


At each inflection point people have been nervous, but each time it has been the right thing to move forward

Source: (1) ASCD Journal, 1979, http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_197905_newman.pdf; (2) Griffin, Vern. “Tests show San Marcos on upgrade | Results please school district.” *San Diego Union-Tribune*. 22 September 1987; (3) The Californian. “NCLB law panned in UCR study.” *San Diego Union-Tribune*. 3 April, 2009. (4) Kabbany, Jennifer. “Temecula, Murrieta districts post top county test scores.” *San Diego Union-Tribune*. 1 September 2006; (5) Staff. “In Our Opinion – New Standards Apply to Everyone”. *Ukiah Daily Journal*. 20 April, 2013. (6) Puente, Kelly. “Long Beach district to phase in Common Core over 3-year period.” *Press Telegram Long Beach*. 4 August, 2012.

We are in the midst of our journey towards Common Core implementation

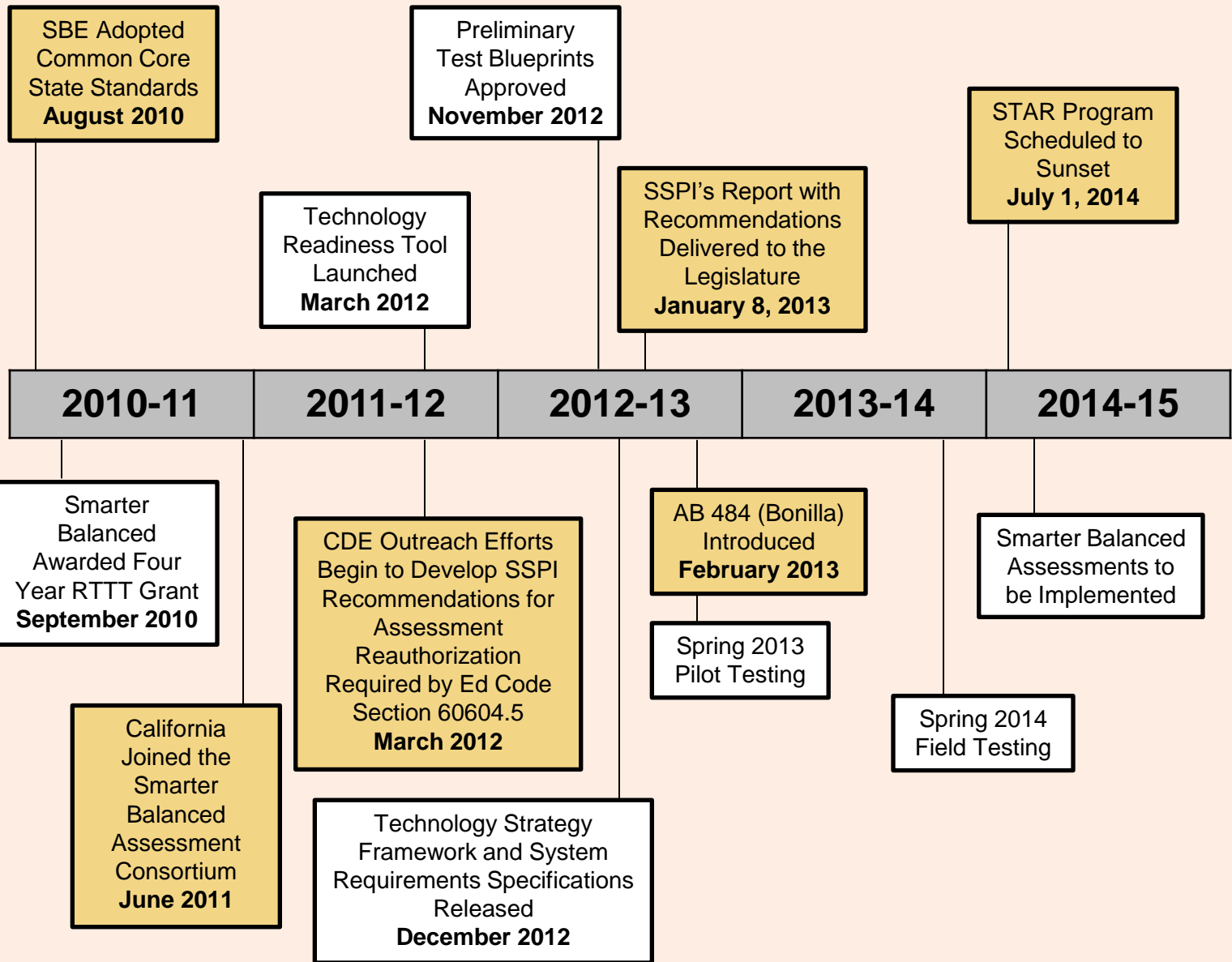
▲ Today





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Transition Milestones



California has a clear and inspiring vision for public education, focused on great instruction and grounded in the new Common Core State Standards

California's vision career and college readiness

- **High quality teaching and learning in every classroom**, where assessments guide planning and progress in the classroom for great instruction
- **Built on the Common Core State Standards**, which bring California's standards up to date and **from good to great**
- And reinforced by practical **supports for teachers** that give them the information and the tools **to meet students where they are** and help them to **learn more**
- So that we can help more students who are already proficient reach the **next level** and help students who are not close the gap
- ...with the goal of ensuring that **all students, regardless of where they are from or where they live, graduate prepared for college and careers** in the global economy of the 21st century



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SSPI Recommendations for Transitioning California to a Future Assessment System

- A report containing the SSPI's recommendations was delivered to the Legislature on January 8, 2013.
- The report includes:
 - an overview of the current statewide assessment system
 - current transition efforts
 - a summary of stakeholder feedback
 - 12 recommendations for the transition to a new assessment system



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Setting the Foundation

- Recognize assessment is an integral part of a cycle of standards, curriculum, and instruction.
- Recommend a system that **promotes and models** high quality teaching and learning.
- Consider the input of thousands of stakeholders including students, parents, teachers, administrators, business leaders, and community leaders.
- Consider the role the state should play in the assessment system and the value of local control.
- Recognize the current fiscal climate but also the investment opportunity.



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Assembly Bill 484

- Introduced February 19, 2013
- Proposes the California Measurement of Academic Performance and Progress for the 21st Century (CalMAPP21)
- Last amended July 3, 2013
- Senate appropriations hearing scheduled August 12, 2013

Putting the Superintendent's Recommendations into Law



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State Superintendent of Public Instruction Recommendation	Assembly Bill 484 Proposed Education Code Amendment
Recommendation 1 – Suspend Portions of the Standardized Testing and Reporting Program Assessments and Adjust the Academic Performance Index to Reflect Suspension of Such Assessments	Section 60640.3(a)(1) Notwithstanding any other law, commencing with the 2013-14 school year, the administration of assessments required as part of the Standardized Testing and Reporting Program shall be suspended, except for those assessments in the core subjects necessary to satisfy the adequate yearly progress requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110; 20 U.S.C. Sec. 6301 et seq.) in grades 3 to 8, inclusive, and grade 10, and those assessments augmented for use as part of the Early Assessment Program established by Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3 in grade 11, until new assessments addressing the common core state standards are developed and implemented.

Putting the Superintendent's Recommendations into Law (cont.)



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<p>Recommendation 2 – Beginning in the 2014-15 School Year, Fully Implement the SBAC ELA and Mathematics Assessments</p>	<p>Section 60642.5(a)(2) For the subject areas of English language arts and mathematics for grades 3 to 8, inclusive, and grade 11, the department shall administer consortium summative assessments pursuant to the consortium administration directions.</p> <p>60640.3(b) Notwithstanding any other law, commencing with the 2014-15 school year, all local educational agencies and charter schools shall administer the consortium assessments in English language arts and mathematics summative assessments in grades 3 to 8, inclusive, and grade 11, and use these assessments to replace previously administered Standardized Testing and Reporting Program assessments in those subject areas to satisfy the federal accountability requirements of the federal Elementary and Secondary Education Act (Public Law 107-110; 20 U.S.C. Sec. 6301 et seq.).</p>
<p>Recommendation 3 – Use the Grade Eleven SBAC ELA and Mathematics Assessments as an Indicator of College Readiness</p>	<p>Section 99300(a)(1) The Legislature finds and declares that, commencing with the 2014–15 school year and for purposes of the Early Assessment Program established by this chapter, the California Standards Test and the augmented California Standards tests in English language arts and mathematics should be replaced with the grade 11 consortium assessments in English language and mathematics.</p>

Putting the Superintendent's Recommendations into Law (cont.)



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Recommendation 4 – Develop and Administer Science Assessments Aligned to the New Science Standards, Once Adopted

Section 60642.5(a)(3)(A)

For science assessments used to satisfy federal accountability requirements, the Superintendent shall make a recommendation to the state board within 6 months of the adoption of science content standards pursuant to Section 60605.85. The recommendations shall include a plan for test development beginning in July 2014. The plan also shall include cost estimates and a plan to implement, beginning in the 2016-17 school year, one assessment in each of the following grade spans:

- (i) Grades 3 to 5, inclusive
- (ii) Grades 6 to 9, inclusive
- (iii) Grades 10 to 12, inclusive

Section 60642.5(a)(3)(B)

In consultation with stakeholders, including, but not limited to, California science teachers, individuals with expertise in assessing English learners and pupils with disabilities, parents, and measurement experts, the Superintendent shall make recommendations regarding the grade level, content, and type of assessment. The Superintendent shall consider the use of consortium developed assessments, innovative item types, computer-based testing, and a timeline for implementation.

Putting the Superintendent's Recommendations into Law (cont.)



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Recommendation 5 – Develop or Use Multistate Consortia Alternate Assessments in ELA, Mathematics, and Science for Students with Severe Cognitive Disabilities

Section 60640(g)

Pursuant to Section 1412(a)(16) of Title 20 of the United States Code, individuals with exceptional needs, as defined in Section 56026, shall be included in the testing requirement of subdivision (b) with appropriate accommodations in administration, where necessary, and those individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment.

60642.5(a)(1)

The Superintendent, with the approval of the state board, shall provide for the development of assessments or the designation of assessments, including an alternate assessment pursuant to subdivision (g) of section 60640 for ESEA required subject areas, that measure the degree to which pupils are achieving the academically rigorous content standards adopted by the state board pursuant to Sections 60605, 60605.1, 60605.2, 60605.3, 60605.7, 60605.8, and 60605.85.

Putting the Superintendent's Recommendations into Law (cont.)



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Recommendation 6 – Determine the Continued Need and Purpose of Academic Assessments in Languages Other than English Once the SBAC Assessments Are Operational

Section 60642.7(a)

The Superintendent shall consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone English language arts summative assessment in primary languages, languages other than English. The Superintendent shall consider the appropriate purpose for this assessment, including, but not necessarily limited to, support for the State Seal of Biliteracy and accountability. It is the intent of the Legislature that an assessment developed pursuant to this section be included in the state accountability system.

Section 60642.7(b)

The Superintendent shall report and make recommendations to the state board at a regularly scheduled public meeting no later than November 30, 2014, regarding an implementation timeline and estimated costs of a stand-alone English language arts summative assessment in primary languages other than English.

Section 60642.7(c)

The Superintendent shall develop and administer a primary language assessment no later than the 2016-17 school year.

Putting the Superintendent's Recommendations into Law (cont.)



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Continued:

Recommendation 6 – Determine the Continued Need and Purpose of Academic Assessments in Languages Other than English Once the SBAC Assessments Are Operational

Section 60642.7(d)

This section shall be operative only to the extent that funding is provided in the annual Budget Act or another statute for the purpose of this section.

Section 60640 (f)

The governing board of a school district may administer a primary language assessment aligned to the English language arts standards adopted pursuant to Section 60605 to a pupil identified as limited English proficient enrolled in any of grades 2 to 11, inclusive, who either receives instruction in his or her primary language or has been enrolled in a school in the United States for more than 12 months until a subsequent primary language assessment aligned to the common core standards in English language arts adopted pursuant to Section 60605.8 is developed pursuant to Section 60642.7. If the governing board of a school district chooses to administer this assessment, it shall notify the department in a manner determined by the department.

Putting the Superintendent's Recommendations into Law (cont.)



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Recommendation 7 – Assess the Full Curriculum Using Assessments that Model High-Quality Teaching and Learning Activities

Section 60642.5(a)(4)

For ESEA non-required subject areas, including, but not limited to, science, mathematics, history-social science, technology, visual and performing arts, and other subjects as appropriate, the Superintendent shall consult with stakeholders and subject matter experts to develop a plan for assessing these content areas in a manner that models high-quality teaching and learning activities. The plan shall be presented to the state board for consideration and approval on or before August 1, 2015. The state board-approved plan shall be submitted to the Governor, chairs of the education committees in both houses of the Legislature, and the chairs of the fiscal committees of both houses of the Legislature no later than September 1, 2015.

Section 60642.5(a)(4)(A)

The plan shall consider the use of various assessment options, including, but not limited to, computer-based tests, locally scored performance tasks, and portfolios.

Section 60642.5(a)(4)(B)

The plan shall include the use of a state-determined assessment calendar that would schedule the assessment of ESEA non-required subject areas over several years, the use of matrix sampling, if appropriate, and the use of population sampling.

Section 60642.5(a)(4)(C)

The plan shall include a timeline for test development beginning in January 2016. The plan also shall include cost estimates for other ESEA non-required subject areas, as appropriate.

Section 60642.5(a)(4)(D)

Upon the appropriation of funding for this purpose, the Superintendent shall develop and administer ESEA non-required subject area assessments. For each ESEA non-required subject area assessment, the state board shall approve test blueprints, achievement level descriptors, testing periods, performance standards, and a reporting plan.



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Putting the Superintendent's Recommendations into Law (cont.)

Recommendation 8 – Invest in Interim, Diagnostic, and Formative Tools	Section 60642.6 Contingent on the appropriation of funding for this purpose, the department shall acquire and offer at no cost to school districts interim and formative assessment tools offered through the consortium membership pursuant to Section 60605.7.
Recommendation 9 – Consider Alternatives to the Current California High School Exit Examination	Not addressed in latest version of AB 484.
Recommendation 10 – Explore the Possible Use of Matriculation Examinations	Not addressed in latest version of AB 484.
Recommendation 11 – Conduct Comparability Studies	Section 60604(d) The Superintendent shall make information and resources available to the public regarding the CalMAPP21 including, but not limited to, system goals and purposes and program results and information on the relationship between performance on the previous state assessments and the CalMAPP21.

Putting the Superintendent's Recommendations into Law (cont.)



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Recommendation 12 – Maintain a Continuous Cycle of Improvement of the Assessment System

Section 60649

(a) The department shall develop a three-year plan of activities supporting the continuous improvement of the assessments developed and administered pursuant to Section 60640. The plan shall include a process for obtaining independent, objective technical advice and consultation on activities to be undertaken. Activities may include, but not necessarily be limited to, a variety of internal and external studies such as validity studies, alignment studies, studies evaluating test fairness, testing accommodations, testing policies, reporting procedures, and consequential validity studies specific to pupil populations such as English learners and pupils with disabilities.

(b) The department shall contract for a multiyear independent evaluation of the assessments. Independent evaluation reports shall be done every three years, and shall include, but not necessarily be limited to, recommendations to improve the quality, fairness, validity, and reliability of the assessments.

(c) The independent evaluator shall report to the Governor, the Superintendent, the state board, and the chairs of the education policy committees in both houses of the Legislature by October 31 each year.

“Not just another test”...Smarter Balanced is critical to helping California achieve its vision

1 Prepares California's students for a changing world

Assessments model instruction and prepare students for the new economy

2 Supports teachers with a practical suite of resources

Tools for instruction and information are integrated from promote and inform great teaching

3 Connects learning to life after high school – career or college

Aligned with college curricula and employer expectations

4 Provides meaningful information to guide student growth

Actionable and timely data for teachers, parents and students

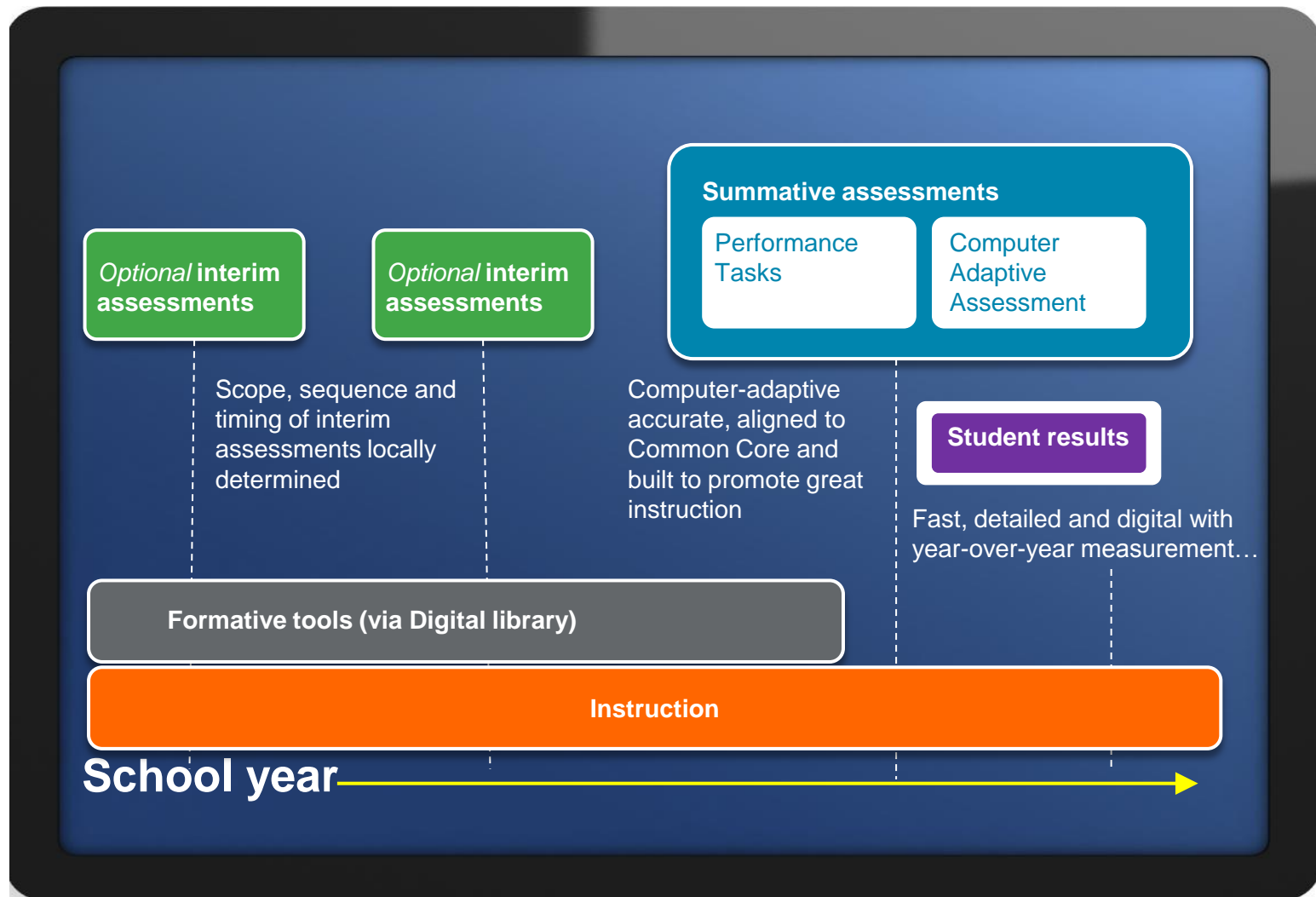
5 Keeps California educators in the driver's seat

State Educators, researchers, policymakers helped build Smarter Balanced

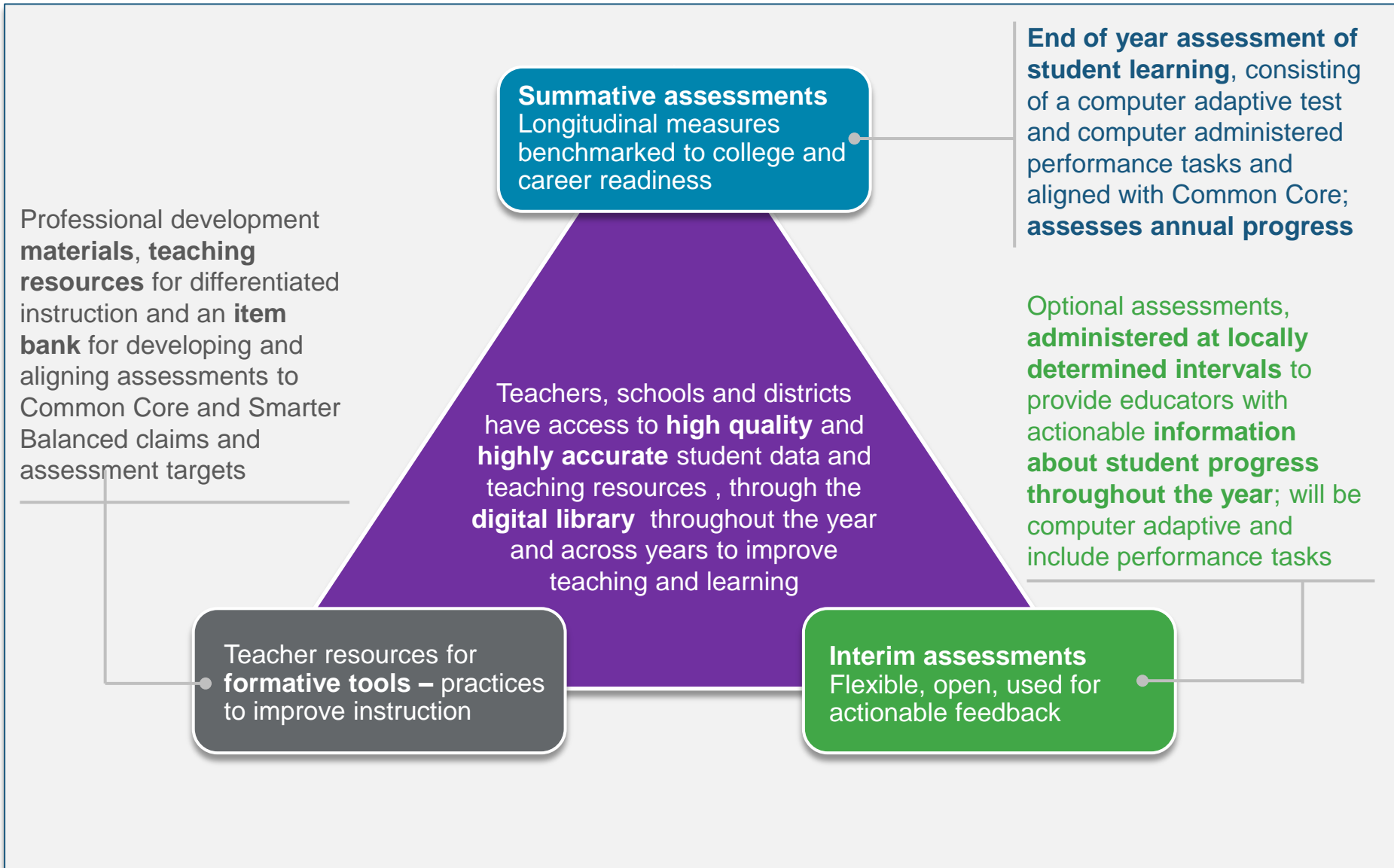
Smarter Balanced’s design reflects what we have learned assessment can do for instruction – both good and bad

	STAR was designed to...	» Smarter Balanced is designed to...
Formative and interim tools	Be a stand-alone event that provides a valid and reliable snapshot in time	Provide an integrated system of customizable, aligned assessments and formative tools to be used as a feedback loop throughout the year by teachers
Summative	Provide data for an accountability measure	Provide detailed information about students to inform instruction , and an accountability measure
	Primarily be a multiple choice assessment	Assess deeper learning beyond multiple choice capabilities through performance tasks, constructed response and tech-enhanced items
	Be a fixed-form test to be accurate at a point in time	Be an adaptive test to provide an accurate, individual assessment of a student’s knowledge and skills over time
Curricular alignment	Measure content standards (that were not vertically aligned)	Measure content standards that are vertically aligned, to show growth across grades
Security	Be as secure as a paper , fixed form, handled test can be	Be secure through a 35,000 item bank, adaptive, and electronic

Here is how the Smarter Balanced system fits into the school year



The main pieces of the Smarter Balanced Assessment System



We will also know a lot more about how kids are doing overall

Precision of test results for a given achievement level on assessment

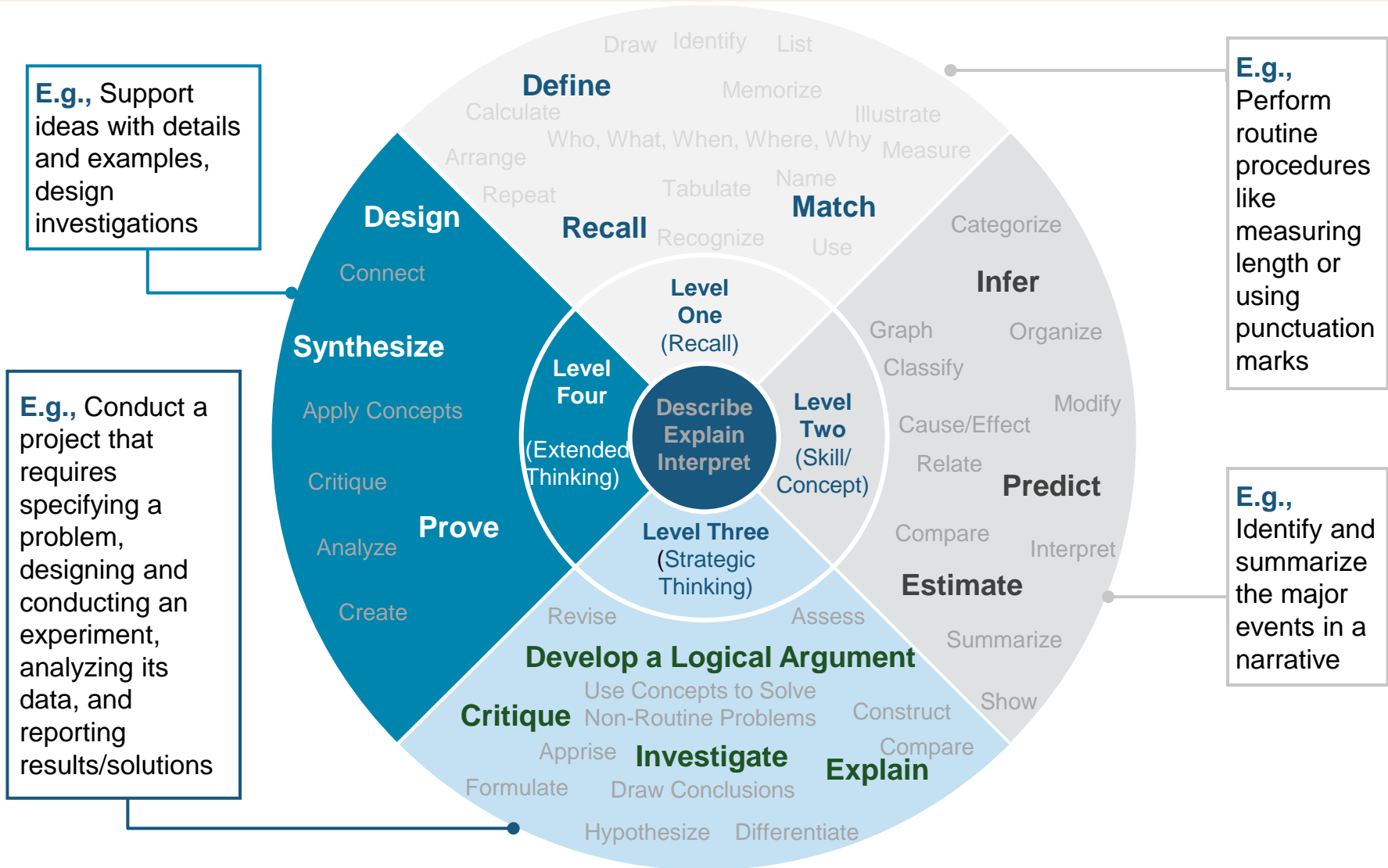


Imagine if you had a thermometer that only showed you part of the results: STAR tests were most precise within a narrow range of results – close to the cut point of “proficient”



Imagine now being able to see the entire thermometer when looking at the results: Smarter Balanced assessments are able to improve precision for much broader ranges of outcomes, including reducing the standard error for the top and bottom 10% by 20 - 40%

Common Core State Standards bring more breadth and depth by emphasizing the full range of thinking skills



Smarter Balanced assesses 21st century skills in a 21st century way...

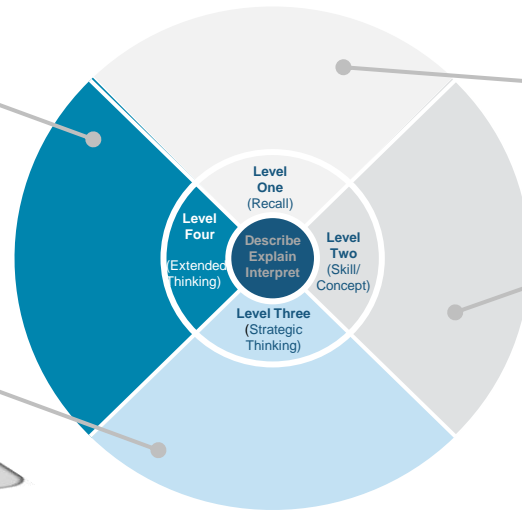
Also measuring higher-order thinking...

...from only testing Recall...



Apply mathematical model to illuminate a problem or situation:

- Problem solve
- Apply concepts
- Draw conclusions
- Analyze



Conduct basic mathematical calculations and perform routine procedures:

- Tabulation
- Use a concept
- Identify
- Narrow focus on single concept

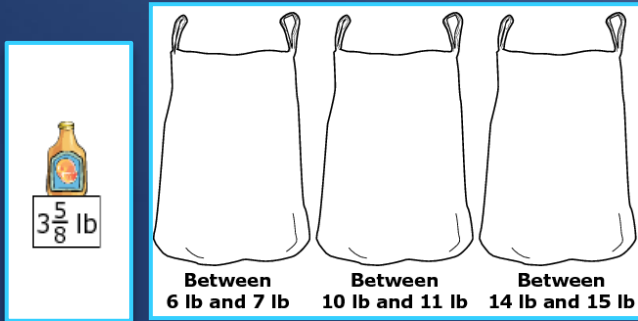


Side by side comparison of summative items

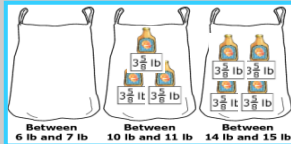
Sample Smarter Balanced item

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.



Correct answer:



Sample STAR item

The total length of a vehicle is 205.83 inches. What is the length of the vehicle rounded to the nearest whole number?

- A 200 inches
- B 205 inches
- C 206 inches
- D 210 inches

Correct answer:

23. ☐ A ☐ B ☒ C ☐ D



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California Educator Participation in Item Development Activities

- Recruitment of highly qualified educators was completed in June for participation in:

Pilot Test

Range Finding
Data Review

Field Test

Item Writing
Stimulus Review
Item and Task Review

- 80 California educators were selected to participate



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Smarter Balanced Spring 2013 Pilot Test

- In California, over 200,000 students in 1,400 schools participated
- List of schools that participated is available on CDE Smarter Balanced Web page at <http://www3.cde.ca.gov/sbacpilots/selectedschools.aspx>



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Digital Library of Formative Assessment Tools and Practices

- Each Smarter Balanced member state has formed a State Network of Educators to review proposed tools and practices for inclusion in the digital library
- In California, 150 educators were selected for this team
- Work will begin in fall 2013
- The first stage of the Digital Library is expected to be launched in spring 2014



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Digital Library Development

- Working with an expert advisory panel, Smarter Balanced is establishing a list of quality criteria to evaluate resources for inclusion in the Digital Library
- Criteria will ensure resources match the focus of the Digital Library:
 - Alignment to CCSS
 - Embedded formative assessment practices
 - Research-based instructional strategies
 - Smarter Balanced assessment system



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Digital Library

Professional Learning Modules

- Smarter Balanced will produce Web-based modules on:
 - Common Core State Standards
 - Assessment literacy
 - Understanding the Smarter Balanced content specifications
 - Formative assessment process within the context of the Smarter Balanced assessment system
 - Evaluating classroom assessments



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Smarter Balanced Practice Tests

- Launched May 29, 2013
- Purpose: to give students, parents, teachers, administrators the opportunity to become familiar with the online testing environment
- **Should not be used to guide instructional decisions regarding individual students**
- A practice test is available in ELA and math for each of grades 3-8 and grade 11
- Approximately 30 questions per test



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Smarter Balanced Practice Tests

- Tests provide preview, but do not encompass the full range of content that students may encounter
- No secure login or password required
- Work cannot be saved
- Scoring guides available for ELA and math
 - guides for performance tasks expected in mid August



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Smarter Balanced Practice Tests

- Letter template available for LEAs to announce availability of Practice Tests to parents and guardians in English, Spanish and 17 other languages
- Information and link to the letter template available at
<http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>



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2013-14 Double-Testing Flexibility Consideration

- June 18, 2013 announcement from the ED: waivers will be considered to help states participating in the Smarter Balanced Field Test avoid the double-testing of students
- July 19, 2013 letter from Superintendent Torlakson to California LEAs
- CDE will recommend to the SBE that California request a waiver
- School and student sampling structure for Field Test is under development



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CDE Technology Preparedness Survey

- Survey opened June 21, 2013
- LEA-level survey to help CDE gain understanding of available technology resources for administering Smarter Balanced assessments
- To be completed by IT Directors
- Link to survey: <http://surveys.cde.ca.gov/go/smarterbalancedtech.asp>



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Technology Readiness Tool



- Online tool that generates device and network “readiness reports” at the school level
- Reports show a general level of readiness:
 - 0% - 25% (red)
 - 26% - 50% (orange)
 - 51% - 75% (yellow)
 - 76% - 100% (green)
- CDE Smarter Balanced TRT Web page
<http://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp>



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Technology Readiness Calculator

- Estimates the number of days needed to administer the Smarter Balanced tests given the number of students, computers, and hours per day computers are available for testing



Smarter Balanced Technology Readiness Calculator

This calculator estimates the number of days and associated network bandwidth required to administer English Language Arts (ELA) and Mathematics assessments given the number of students, number of computers, and number of hours per day computers are available for testing at a specific school. The estimates are displayed at the bottom of the screen below the buttons.

Number of students testing:

Number of computers available:

Computer hours available per day:

Internet connection speed:

- Available at <http://www3.cde.ca.gov/sbactechcalc/>



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For Further Information

CDE Transition Office

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916-445-8517

Technology Readiness Coordinator

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**Smarter Balanced Assessment
Consortium Web site**

<http://www.smarterbalanced.org>

CDE Smarter Balanced Web Page

<http://www.cde.ca.gov/sbac/>