

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-adad-jan21item01

# California State Board of Education January 2021 Agenda Item #03

## Subject

The California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Approval of Proposed Goals and Priorities to be Included in the California Assessment System Request for Qualifications, Stage Three—Formal Written Submission, and an Update of Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the goals and priorities to be included in the scope of work for the next assessment contract. In addition, this item provides a summary of program developments and updates, including information about the timeline for availability of initial and summative assessments; 2020–21 test administration options and considerations; pretest workshops for coordinators; California Science Test (CAST) and California Alternate Assessment (CAA) for Science updates; the posting of the science resources on the Tools for Teachers website; interim assessment hand scoring workshops for teachers; the release of the new Smarter Annotated Response Tool; and the fall administration of the 2019–2020 Summative English Language Proficiency Assessments for California (ELPAC) and 2020–21 Initial ELPAC. Attachment 1 provides the California Assessment of Student Performance and Progress (CAASPP) and ELPAC outreach and professional development activities from November through December 2020.

## Recommendations

The CDE recommends that the California State Board of Education (SBE) approve the following proposed goals and priorities to be included in the scope of work request from potentialcontractors for the next assessment contract:

* 1. Enhance the development and administration of high-quality assessments of the California Assessment System through the 2022–27 school years; (e.g., summative, interim, and formative assessments)
  2. Continue to improve the robust assessment system to ensure efficient, effective, and accurate results with enhancements to support multiple administration modes
  3. Explore and advance technology solutions that meet system capacity, performance, and usability to the greatest extent possible

## Brief History of Key Issues

The following sections detail the CDE’s proposed recommendation to the SBE and provide a summary of developments and updates related to the CAASPP and ELPAC programs.

### Proposed Goals and Priorities for Next Assessment Contract Scope of Work

The CDE issued a Request for Qualifications (RFQ) as a four-stage process to procure its next assessment contract for five administrations of the CAASPP and ELPAC, collectively known as the California Assessment System. This contract is projected to begin July 1, 2022, allowing for a six month overlap with the current contract for transition activities, and continue through December 31, 2027. This four-stage approach allows the CDE to identify an assessment contractor with the proven capacity and expertise to successfully implement the California Assessment System.

On April 20, 2020, the CDE released the California Assessment System RFQ, Stage One, which began the procurement process for the next assessment contract. The complete set of the California Assessment System RFQ, Stage One documents is publicly available at <https://www.cde.ca.gov/fg/fo/r19/caaspp20rfq.asp>. In June 2020, an evaluation team, composed of CDE staff from different divisions of the Department and LEA staff from different regions across the state, met to score the RFQ, Stage One submissions. There were two potential contractors that successfully met the evaluation criteria to progress to RFQ, Stage Two—Mandatory Demonstrations.

In early August 2020, the CDE provided the California Assessment System RFQ, Stage Two criteria to the two potential contractors who passed Stage One. Similar to the evaluation process that occurred for Stage One, an evaluation team, composed of CDE staff from different divisions of the CDE and LEA staff from different regions across the state, met to score the RFQ, Stage Two submissions. Two potential contractors that successfully passed both Stages One and Two and will move forward to the California Assessment System RFQ, Stage Three are Educational Testing Service (ETS) and National Computer Systems (NCS) Pearson, Inc.

In keeping with the conditions of this procurement process, the CDE is informing the SBE that for RFQ, Stage Three, the CDE is requesting from the potential contractors a formal written submission that contains a proposed scope of work, a draft proposed budget, and a transition plan, contingent on the availability of an appropriation for this purpose.

The CDE is seeking approval from the SBE to include the following goals and priorities in the Stage Three draft scope of work from the potential contractors:

1. Enhance the development and administration of high-quality assessments of the California Assessment System through the 2022–27 school years; (e.g., summative, interim, and formative assessments)
2. Continue to improve the robust assessment system to ensure efficient, effective, and accurate results with enhancements to support multiple administration modes
3. Explore and advance technology solutions that meet system capacity, performance, and usability to the greatest extent possible

The CDE will return to the SBE at the July 2021 SBE meeting to seek approval to begin negotiations with a single potential contractor based on the results of the review of the formal written submissions received in the California Assessment System RFQ, Stage Three.

### Update on Assessment Program Activities

The following section provides a summary of developments and updates related to the CAASPP and ELPAC programs.

#### Timeline for the Availability of the 2020–2021 Initial and Summative Assessments

The California Assessment System is administered on an annual basis. The following table outlines the availability of the initial (as appropriate for the ELPAC) and summative assessments for the 2020–2021 test administration year.

Table 1. Initial and Summative Assessments Timelines

| **Date** | **Initial and Summative Assessments Available to LEAs** |
| --- | --- |
| Available since July 1, 2020 | ELPAC launch: Initial |
| Available since September 8, 2020 | CAASPP: CAA for Science |
| January 12, 2021 | CAASPP launch: CAST, CAAs for ELA and mathematics, and CSA  ELPAC launch: Alternate ELPAC |
| February 1, 2021 | ELPAC launch: Summative |
| Late February 2021 | CAASPP launch: Smarter Balanced Adjusted Test Forms - Summative Assessments for ELA and mathematics, based on revised blueprints approved by the SBE on November 5, 2020 |

The CDE does not anticipate changes to the end dates for the statewide testing window (i.e., end date for Summative ELPAC is May 31, 2021, Initial ELPAC is June 30, 2021, and for CAASPP summative assessments, July 15, 2021).

#### 2020–2021 Test Administration Options and Considerations

As of early December, many LEAs have indicated that they will continue with distance learning, with 52 of 58 counties in California having moved to the strict purple tier of business and activity restrictions due to increases in coronavirus cases. In addition, the U.S. Department of Education has not changed its position that states should not anticipate the approval of statewide assessment waivers. With the upcoming statewide summative testing window opening as early as January 12, 2021, the CDE continues to prepare for the unknown impacts of the pandemic and is proposing to adapt the testing system to meet California’s diverse needs.

The CAASPP and ELPAC summative assessments should allow flexibility for LEAs to utilize multiple test administration options to best meet the needs of students in response to the local context and to ensure the safety and health of students and LEA staff. To provide LEAs with the ability to safely test as many students as possible, the CDE recommends the following test administration options for the Smarter Balanced Summative Assessments for ELA and Mathematics, the CAST, the CSA, and the Initial and Summative ELPAC:

* *In-person administration*. In an in-person administration, the test examiner and student(s) are in the same room at a school or other secure facility. In-person administrations offer the greatest level of test security by limiting access to the tests to only the students, and test examiners administering the test. In-person administrations should be conducted following all documented health and safety protocols found in the web document “Suggested Guidelines for Physically Distancing Test Administration,” which can be found at <https://www.elpac.org/s/pdf/CAASPP-and-ELPAC--Physical-Distancing-Guidelines.pdf>. LEAs should also adhere to any guidelines put in place by their local county health officials.
* *Remote computer-based administration.* In a remote administration, the test examiner and student(s) are in different physical locations and are required to use the remote monitoring tools embedded in the Test Delivery System during the test session. The embedded remote monitoring tools give the test administrator or test examiner the ability to monitor each student by video during the test session to help ensure security is maintained, as well as to interact with the students by voice or by chat during a test session as needed.
* *Remote paper–pencil administration*. For this option, the assessment is physically delivered to the student in advance and is monitored by the test examiner using available technology, such as video provided by the student’s smartphone or computer.

As to the necessary requirements for the delivery of the alternate assessments, the CDE has conducted a careful review. The considerations for students with the most significant cognitive disabilities, identified as eligible for participation in the CAAs ELA, mathematics, and science or the Alternate ELPAC operational field test, are outlined as follows:

* *Special education considerations*. Students are identified for participation in alternate assessments through the individualized education program (IEP) process. Decisions for remote instruction or assessment during the coronavirus 2019 (COVID-19) pandemic should be made by the IEP team and based on the needs of the individual student. Within the population identified for alternate assessments, there are students who have needs for assistive technology and needs related to identified medical and health issues, and they are served by direct-support staff, identified through their IEP, whose support may not be possible to replicate in remote instruction. These concerns must be addressed on a student-by-student basis, through the IEP process, to determine the necessary level of supports needed for instruction as well as for the administration of assessments.
* *Related considerations*. The considerations that follow promote a positive assessment experience—the goal being that students feel safe and comfortable in a testing environment—while weighing the concerns regarding the reliability and validity of the alternate assessments.
  + The provision of assessment content to students with the most significant cognitive disabilities requires individual knowledge of the student and the related provision of each student’s preferred communication mode, including sign language interpreters, home language translation, braille, and supports for alternate response options, including the programming of augmentative and alternate communication devices. These supports often are provided by more than one professional and often require ongoing collaboration among all parties involved to help ensure success.
  + Test examiners must have experience in providing instructional content and be knowledgeable in the provision of related accessibility resources. In addition, the test examiner is crucial in helping the IEP team determine the most useful strategies and resources, as aligned with instruction. Students also vary in the amount of time they are able to interact with the assessment and require a schedule that can support breaks over multiple days. By design, alternate assessments are one-on-one test administrations, administered by test examiners who are familiar with the students they are assessing. The training to provide a standardized test administration relies on pedagogical knowledge beyond the scope of the *Directions for Administration*.
  + The alternate assessments also allow for individualized testing experiences through the use of manipulatives and provide a wide range of specialized accessibility resources that are available on the basis of individual student need. In addition, two of the alternate assessments, the CAA for ELA and the Alternate ELPAC, have overall requirements for second scorers for reliability purposes. The additional assistive technology supports are not conducive to a remote testing environment and require support from a test examiner. In addition, parents or guardians should not be asked to administer the assessment as testing regulations do not allow for their participation.
  + Students should test in settings that are familiar to them along with the supports normally available during instruction, which include the associated staff. Doing so creates conditions to ensure the validity and reliability of test results for these student groups.

After careful consideration of the issues delineated above, the CDE recommends that the CAAs for ELA, mathematics, and science be administered in person with safety protocols in place if (and only if) it is safe to do so. LEAs administering the CAAs in person must follow state, county, and local health guidelines, the California Department of Industrial Relations’ Division of Occupational Safety and Health’s COVID-19 emergency temporary standards, and any local collectively-bargained safety protocols; if it is unsafe to test students in person, students should not be tested. Remote administration is not recommended, but the final decision rests with local IEP teams on a case-by-case basis taking into account each student’s individual abilities and needs.

In addition, the CDE is postponing the Alternate ELPAC operational field test until the 2021–2022 school year. Given the concerns regarding the administration of alternate assessments, proceeding with this operational field test may not yield the results needed to inform further development of this assessment. The development team will plan for the time when this assessment can be administered safely and reliably. Therefore, for the 2020–2021 Summative ELPAC administration, LEAs will continue to administer their locally determined alternate assessments following safety protocols in place from February 1 through May 31, 2021.

##### ***Test Administration Guidelines***

Instructions, documentations, and training materials for the available test administration options are being developed. The test administration guidelines will include information that may be specific to an assessment or program. They will be available on a website dedicated to the spring administration. Training will be provided via live webcast, online training, and videos.

#### Discussion of Remote Test Administration

In fall 2020, the CDE recommended that LEAs administer tests in person where safe to do so, and that they use remote administration as a second option when necessary. With the recent resurgence of COVID-19, it is possible that the primary mode of administration may become remote. Among the challenges that have surfaced for stakeholders in this shift in context are:

* Issues with bandwidth and internet access
* Lack of local resources to install secure browsers on devices used by students in remote environments
* Inconsistent remote testing environments for students

Due to these challenges, questions have arisen regarding the use of assessment data and the comparability of data to past years.

#### Pretest Workshops for Coordinators

In preparation for summative assessments, testing contractor ETS will be providing a series of CAASPP and ELPAC pretest workshops for LEA coordinators in December 2020 and January 2021. Attendees will be provided with information needed to prepare for and administer all the CAASPP and ELPAC summative assessments. More information about these workshops is available at [http://www.caaspp.org](http://www.caaspp.org/) and [http://www.elpac.org](http://www.elpac.org/).

#### California Science Test Updates

The CAST, aligned with the California Next Generation Science Standards (CA NGSS), is administered to all eligible students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

The CDE is continuing to use the November 2017 SBE-approved blueprint for the 2020–2021 administration. For more information about this decision, please refer to the July 2020 SBE agenda item located at <https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item05.docx>.

The CDE continues the development work on the CAST this year by conducting virtual meetings with California science educators. Educators can sign up for these opportunities on the Get Involved web page, located on the CAASPP website at <http://www.caaspp.org/getinvolved/getinvolved.html>. It is important to note that ETS and the CDE are monitoring closely how remote teaching is affecting California educators’ workload and availability to participate in assessment development meetings. These opportunities are continually updated in response to the current conditions and needs.

#### California Alternate Assessment for Science Updates

The CAA for Science is an online assessment administered to students with the most significant cognitive disabilities whose IEP indicates the use of an alternate assessment. Test examiners administer the assessment to students one on one. Eligible students take the CAA for Science in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). The administration window of the first operational CAA for Science opened to LEAs on September 8, 2020.

The CDE and ETS continue the development work on the CAA for Science. In March 2021, the CDE and ETS will convene a virtual range ALD meeting with California educators to review and provide feedback on the CAA for Science grade-level range ALDs in preparation for the August 2021 CAA for Science standard setting meeting. The CAA for Science range ALDs describe what students know and can do in science at each of the three achievement levels (i.e., Level 1—Limited Understanding, Level 2—Foundational Understanding, and Level 3—Understanding). Following the standard setting, the CDE will seek the approval of the recommended CAA for Science threshold scores from the SBE in November 2021.

To assist parents/guardians in understanding their child’s CAA for Science Student Score Report (SSRs), the CDE has made available the CAA for Science Starting Smarter web pages, which can be found on the <https://ca.startingsmarter.org/> website. These family-focused web pages provide parents/guardians with resources to empower them to become involved in their child’s educational progress. Parents/guardians can visit these web pages to review a sample SSR, examples of test questions, and a downloadable guide with suggestions on how to prepare for parent-teacher conferences as well as access other helpful resources to support their child’s learning at home.

#### Science Formative Assessment Resources for K–5 Available in Tools for Teachers

During two workshops in April and June 2020, the CDE and the Sacramento County Office of Education (SCOE) worked in collaboration with California elementary, middle, and high school science teachers and educational coaches from across the state to develop 38 high-quality science formative assessment resources for elementary grades (i.e., 6 for kindergarten, 5 for grade one, 5 for grade two, 8 for grade three, 6 for grade four, and 8 for grade five). The educators were recruited to participate in this development process to ensure the vertical articulation of all resources created. During these workshops, the participants collaborated—using a peer review process—to create resources that included instructional differentiation by incorporating formative assessment and accessibility strategies.

Each science resource that was developed is aligned with the three-dimensional nature of the CA NGSS (i.e., the Disciplinary Core Ideas, Science and Engineering Practices, and the Crosscutting Concepts). Each resource incorporates one Disciplinary Core Idea, one of the eight Science and Engineering Practices, and one of the seven Crosscutting Concepts—along with at least three formative assessment strategies and three accessibility strategies. The science resources include 14 resources from Earth and Space Sciences, 12 from Life Sciences, 11 from Physical Sciences, and 1 that was written to cover the Engineering, Technology, and Applications of Science.

The resources also include examples of 38 formative assessment strategies, such as Notice/Wonder and Think-Pair-Share, and 26 accessibility strategies that were embedded, including Read Aloud, Scribe, and Illustrations Glossary. All of the resources that were developed integrate opportunities for hands-on activities that facilitate peer-to-peer collaboration and provide the connection between the CAA for Science and the Common Core State Standards (CCSS) for ELA and the CCSS for Mathematics. The depth of these resources will serve as exemplars for science teachers in the elementary grades to gain familiarity with the three-dimensional nature of the science standards and strategies for implementing the formative assessment process in their classrooms.

In Tools for Teachers, 16 science resources are now available for California educators. The CDE is making plans to continue its work with California science educators during the 2020–2021 school year to develop additional science formative assessment resources for inclusion on the Tools for Teachers website.

#### 2020–2021 Interim Assessment Hand Scoring Workshops for Teachers

On behalf of the CDE, the SCOE is conducting online workshops to train educators, largely classroom teachers, on the hand scoring of Smarter Balanced Interim Assessment items. These workshops began in December 2020 and will be offered through early April 2021 to LEA staff free of charge. There are 20 sessions being offered—10 focusing on ELA items and 10 focusing on mathematics items. Some sessions are offered as a single four-hour session, while others stagger this time over three days so teachers can attend after school hours. Each workshop can accommodate up to 50 educators per session, with a total of 1,000 educators for the series.

These workshops engage educators in activities that promote the following:

* Understanding the process of hand scoring Smarter Balanced assessment items for a deeper understanding of the content standards
* Strengthening the evaluation of student work
* Promoting the use of student results to inform teaching and learning

To support educators’ use of hand scoring and interim assessments, including those in Tools for Teachers, materials from the trainings will be made available to LEA staff through a secure web page. LEA staff can register for these workshops at <https://www.eventsforce.net/scoe/29/home>.

#### New Online Tool to Support Hand Scoring Training: The Smarter Annotated Response Tool

In November 2020, the Smarter Balanced Assessment Consortium released a new web application called the Smarter Annotated Response Tool. This web application is designed to help educators better understand the rubrics that are used to score students’ written responses to Smarter Balanced constructed-response items and performance tasks. The Smarter Annotated Response Tool supports educators in a number of ways. This tool serves to:

* Make hand-scoring training more efficient by paring down the multiple pages of printed information previously used to show educators examples of student writing, scoring annotations, and rubrics.
* Help educators understand what to look for when reviewing student responses and where to provide support to students in a specific writing area.
* Provide a professional learning resource that educators can use as they work to standardize and calibrate their scoring of student writing samples.

CDE staff, along with staff from other consortium member states, participated in a steering committee to provide feedback and conduct system testing during the development of this new web application. The Smarter Annotated Response Tool is available through the Smarter Balanced website <https://smart.smarterbalanced.org/>.

#### English Language Proficiency Assessments for California Updates

Because all summative testing was suspended on March 17, 2020, due to the COVID-19 pandemic, most LEAs were unable to complete the administration of the 2019–2020 Summative ELPAC. Since the Summative ELPAC is administered annually to determine English learner students’ progress toward English language proficiency and identify the students who are eligible for reclassification, the impact of COVID-19 hindered LEAs’ ability to identify students who might have met the English language proficiency criterion for reclassification last spring.

After the California Legislature approved Trailer Bill Language Section 103 of Senate Bill 98, Chapter 24, the 2019–2020 Summative ELPAC administration window was extended from August 20 through October 30, 2020, to provide LEAs with an opportunity to assess the students who had met the three remaining criteria for reclassification (i.e., teacher recommendation, parent consultation, and the assessment of basic skills) but still needed to meet the English language proficiency criterion, which is an overall score of 4 on the Summative ELPAC.

Near that same time, LEAs began developing and implementing options for distance learning in the new 2020–2021 school year as a means of safely providing instruction during the COVID-19 pandemic. As a result, the CDE and ETS pivoted to support the field and, ultimately, the students of California by providing physical distancing guidelines and test administration options with associated guidance for administering the ELPAC safely. With public health guidance in mind to ensure the health and safety of students and school personnel and with attention to test security and student privacy, three test administration options were determined.

These test administration options and the guidance were shared with LEAs through several live virtual webinars to provide LEA staff with opportunities to ask questions and receive further clarification. Through those channels, the CDE and ETS were available to listen to LEAs’ concerns, respond to their needs, and support their efforts to proceed with test administration. These sessions often yielded additional ideas that informed the continued development of support materials. All supporting resources—such as the sample “Remote ELPAC Administration Letter to Parents/Guardians,” video tutorials, and guidance on how students take the computer-based ELPAC at home—are also posted on the ELPAC website, located at: <https://ca-toms-help.ets.org/fall-admins/>.

Because the security of the ELPAC was at the forefront of everyone’s mind, the guidance and support provided to LEAs stressed the importance of securing the test materials and defined parents’ and guardians’ responsibilities before, during, and after testing. To address concerns about student privacy, the parent acknowledgement form allowed for the parent/guardian to be present during remote test administration and informed the parent/guardian that, although the test session would not be recorded, it was required that the student have their video camera on for the duration of the test for security purposes. The form “Completion of the Parent Acknowledgement of Remote Testing” was required for both remote test administration options prior to the start of testing.

The CDE, in collaboration with the SCOE, maintained the online ELPAC Moodle Training Site to provide LEAs with the opportunity to refresh their test administration and scoring skills in the event that they administered the fall Summative ELPAC to a different grade or grade span than the one for which they were trained during the 2019–2020 school year.

In addition to the guidance documents, communications to the field relaying the most up-to-date information were continually provided to ensure a successful fall administration of the 2019–2020 Summative ELPAC and the 2020–2021 Initial ELPAC. The test administration options and supporting documents provided for the 2020–2021 Initial ELPAC also applied to the optional fall administration of the 2019–2020 Summative ELPAC because they were being administered concurrently. As of December 3, 2020, 40,767 students had completed testing on the 2019–2020 Summative ELPAC for reclassification purposes and, as of December 8, 2020, 129,886 students had completed 2020–2021 Initial ELPAC.

## Summary of Previous State Board of Education Discussion and Action

In December 2020, the CDE provided the SBE with information summarizing the pilot study using the cognitive lab methodology for the Alternate ELPAC, which included recommendations on the task types, accessibility resources, and test administration materials for students who are initially identified as English learners or for measuring annual progress for English learners with the most significant cognitive disabilities (<https://www.cde.ca.gov/be/pn/im/documents/dec20adad01.docx>).

In November 2020, the CDE provided the SBE with updates related to the CAASPP, the ELPAC, and the California High School Proficiency Examination, including the approval of the proposed Smarter Balanced Summative Assessments for ELA and Mathematics blueprints, and approval of the proposed alternate ELPAC SSRs (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.docx>).

In November 2020, the CDE provided the SBE with information and requested approval related to the release of up to 10 percent withheld for the 2019–2020 ETS contract (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx>).

In November 2020, the CDE provided the SBE with information and requested approval related to the release of up to 10 percent withheld for the 2019–2020 University of California, Santa Cruz (UCSC) contract (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item07.docx>).

In September 2020, the CDE provided the SBE with a summary of developments and updates related to the CAASPP, the ELPAC, and the Physical Fitness Test (PFT), including Lexile® and Quantile® measures of learning to support student learning, the update to the *Smarter Balanced* *Usability, Accessibility, and Accommodations Guidelines*, the availability of the CAST practice and training tests, the launch of the first operational administration of the CAA for Science, the extension of the administration of the 2019–2020 Summative ELPAC for reclassification purposes, the development of the Alternate ELPAC, the data available in California Educator Reporting System (CERS), the resources available to support teaching and learning, and the PFT administration (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item04.docx>).

In August 2020, the CDE provided the SBE with information and updates regarding the first operational administration of the CAA for Science and the release of the 2019–2020 science assessment results (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad01.docx>).

In August 2020, the CDE provided the SBE with information regarding the computer-based ELPAC accessibility cognitive lab methodology study that was conducted in 2019–2020 (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad03.docx>).

In August 2020, the CDE provided the SBE with information summarizing two studies related to the transition of the ELPAC from a paper–pencil test to a computer-based assessment (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad02.docx>).

In July 2020, the CDE provided the SBE with updates related to the CAASPP and the ELPAC, including summary data for the 2019–2020 test administration year, an update of CERS, the launch of Tools for Teachers, and the development of formative assessments for science (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item05.docx>).

## Fiscal Analysis (as appropriate)

The 2020–2021 Budget Act includes the funding necessary for 2020–2021 CAASPP and ELPAC administration contract activities. Funding for 2021–2022 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

The 2020–2021 Budget provides a total of $87,108,000 in multiple CAASPP System contract costs, which includes $76,687,000 in funding for the ETS CAASPP contract activities, $9,550,000 for the Smarter Balanced Assessment Consortium annual membership fee, and $519,000 for the UCSC CERS contract activities.

The 2020–2021 Budget provides a total of $22,344,000 in funding for ELPAC contract obligations, which includes $21,615,000 for the ETS ELPAC contract activities $279,000 for the UCSC CERS contract activities, and an additional $450,000 for the Human Resources Research Organization contract activities for the ELPAC alignment study. An additional $8,487,000 was reappropriated to support students who were unable to complete Summative ELPAC testing in 2019–2020 for reclassification purposes. These funds were used to extend an optional administration of the 2019–2020 Summative ELPAC to occur in fall 2020 and other related activities throughout 2020–2021.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (4 Pages)

## Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, Educational Testing Service (ETS) and the Sacramento County Office of Education (SCOE), have provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations to prepare local educational agencies (LEAs) for the administration of the CAASPP System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of these virtual outreach and professional development activities during November and December 2020.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 11/2 | Virtual | 1500 | Alternate ELPAC Field Test Training  The Moodle Training Site opened. This online training provided LEA ELPAC coordinators or designees with the opportunity to earn certification to train test examiners for the administration of the Alternate ELPAC field test. Test examiners were then provided with the opportunity to train and calibrate through this training site in preparation for the administration of the Alternate ELPAC. Coordinators and designated trainers must complete training by December 4, and test examiners must complete training prior to the administration of the Alternate ELPAC. |
| 11/12 | Virtual | 375 | New ELPAC Coordinator Training  This training session reviewed tasks associated with preparing for testing, covered how to support sites during testing, and assisted coordinators in planning for post-test activities such as gathering feedback from site coordinators and test administrators. |
| 12/1 | Virtual | 804 | CAASPP and ELPAC Pretest Workshop Session 1: Test Operations Management System (TOMS)  This workshop, hosted by ETS, provided information about what is new for the CAASPP and ELPAC assessments and information necessary to prepare for the administration of the CAASPP and the ELPAC. Session 1 focused on TOMS. |
| 12/3 | Virtual | 724 | CAASPP and ELPAC Pretest Workshop Session 2: Components of the CAASPP and ELPAC Systems  This workshop, hosted by ETS, provided information about what is new for the CAASPP and ELPAC assessments and information necessary to prepare for the administration of the CAASPP and the ELPAC. Session 2 focused on the components of the CAASPP and ELPAC systems. |
| 12/3 | Virtual | 644 | CAASPP and ELPAC Pretest Workshop Session 3: Managing Testing and Reporting  This workshop, hosted by ETS, provided information about what is new for the CAASPP and ELPAC assessments and information necessary to prepare for the administration of the CAASPP and the ELPAC. Session 3 focused on managing testing and reporting. |
| 12/10 | Virtual | 300 | New CAASPP Coordinator Training  This training session reviewed tasks associated with preparing for testing, covered how to support sites during testing, and assisted coordinators in planning for post-test activities such as gathering feedback from site coordinators and test administrators. This training was hosted by 12 county offices of education for new coordinators in their county regions. |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 11/2–4 (K– grade 2)  11/10–12 (grades 3–12) | Virtual | 60 | Alternate ELPAC Range Performance Level Descriptor (PLD) Meetings  California educators provided feedback and recommended edits on the range PLD statements by grade or grade span. |
| 11/16 | Virtual | 18 | Regional Assessment Network  The Assessment Development and Administration Division (ADAD) provided updates on activities and test development. |
| 12/7–9 | Virtual | 27 | California Science Test (CAST) Item Review Meeting  Participants reviewed potential CAST items for content, bias, and sensitivity issues. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 11/17‒18 | Virtual | 350 | California Educational Research Association Virtual Conference: Educational Equity for ALL— Using Data and Assessments to Drive Change  Assessment Division presentations included:   * Role of a Pilot Study Using Cognitive Labs Methodology in the Design of an Alternate Assessment of English Language Proficiency * Using Data from the California Educator Reporting System to Guide Instruction * Tools for Teachers * Chat session about the ELA and mathematics assessments * Chat session about the California Alternate Assessments * Chat session about the ELPAC * Chat session about the science assessments |
| 11/19 | Virtual | 480 | CDE Assessment Update Webinar  This webinar provided LEA CAASPP and ELPAC coordinators with an update on assessments and an opportunity to ask any questions of CDE staff. |