

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationSeptember 2023 AgendaItem #03

## Subject

The California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California: Request for Approval of the Proposed 2023–24 California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California Student Score Reports; and an Update on Assessment Program Activities.

## Type of Action

Action, Information

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the proposed
2023–24 Student Score Reports (SSRs) for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC).

In addition, this item provides a summary of developments and updates related to the CAASPP and ELPAC, as well as an update on national and international assessments. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from July through August 2023.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the proposed revisions to the CAASPP and ELPAC SSRs for the 2023–24 administration.

## Brief History of Key Issues

The following sections detail the CDE’s proposed recommendations to the SBE and provide a summary of developments and updates related to the California Assessment System, which consists of the CAASPP and the ELPAC.

### Student Score Report Redesign and Reporting Enhancements

In the July 2023 SBE meeting, the SBE provided feedback to the CDE on proposed CAASPP and ELPAC SSR redesign and reporting enhancements for the 2023–24 administration. A summary of the proposed SSR redesign and reporting enhancements can be found in the June SBE memorandum at <https://www.cde.ca.gov/be/pn/im/documents/jun23memoadad01.docx>.The sample grade five CAASPP and ELPAC SSRs with the proposed revisions can be found in Attachment 1 of the memorandum at <https://www.cde.ca.gov/be/pn/im/documents/jun23memoadad01a1.pdf>.

The proposed SSR revisions and reporting enhancements are the result of feedback gathered from students, parents, local educational agencies (LEAs), and educational partners throughout the state. Throughout the redesign process, the CDE and its testing contractor, ETS, have maintained the following two priorities:

* Improve the reporting of test results provided to students, parents, and guardians and include actionable information.
* Provide students, parents, and guardians with timely access to test results while minimizing distribution efforts for LEAs.

The redesign activities include:

* Focus groups with students, educators, and parents and guardians
* Feedback opportunities from California assessment interest holders
* Input from the SBE

The feedback received from the SBE and the public during the July 2023 meeting was positive and the SBE and public comment reflected support of the changes and enhancements planned for the reporting of student CAASPP and ELPAC results. Several changes were applied to the CAASPP and ELPAC SSRs following the July meeting. Each of these changes were determined necessary by the CDE, in consultation with its interest holders, to further improve and clarify the language for students and families receiving the SSRs while also maintaining correct alignment with the content of the assessments.

The first change was the revision of the language describing Claim 2, Mathematical Practices, for the Smarter Balanced Summative Assessment for Mathematics. The draft SSR in the June memo used the following question to describe the claim of Mathematical Practices to students and families: “How well can your child explain their thinking and apply strategies and skills to solve problems?” In the attached proposed SSRs, the language for this claim has been revised to “How well did Jenny apply strategies to solve complex problems and explain the reasoning for the solution?” This language was revised to add the student’s name to be consistent with the other claim descriptions. In addition, the language was also revised to make clear that the items within the Mathematical Practices claim assess a student’s ability to solve **complex** problems as well as their ability to explain the reasoning for thesolutions to these complex problems.

The second change applied to the SSRs was the revision of the term Domain Areas to Performance Areas on the SSRs for the Summative ELPAC. This change was determined necessary as the term Domain is not used anywhere else on the ELPAC SSR and the term Performance Area is more familiar to students and families, as it is more consistent with the language used on the CAASPP SSRs as well as on the Test Results for California’s Assessments website.

Finally, the language on page one of each SSR was revised slightly so that all SSRs contained consistent language that was clear, concise, and allowed for efficient translations into the other languages used for reporting.

The CDE provides the information below in response to specific feedback received from the State Board members during the July board meeting:

* One suggestion was to change the area performance level of Near Standard to At or Near Standard for the Smarter Balanced Summative Assessments and the California Science Test (CAST). The CDE reviewed previous SBE meeting documents and found that the 2014–15 SSRs used the label At or Near Standard to describe the middle area performance level. The focus groups that were part of the 2015–16 redesign of the SSRs expressed a preference for Near Standard because they had difficulty interpreting At or Near Standard. If the SSRs are reverted to using At or Near Standard, this change would impact more than just the SSRs. Revising the area performance language would require changes to numerous CAASPP interim and summative assessment systems and documents, including the Test Results for California’s Assessments website, the California Educator Reporting System (CERS), and the Test Operations Management System (TOMS), as well as any documentation, guides, and trainings for these systems that discuss the area performance levels. For the proposed 2023–24 SSRs, the CDE recommends keeping the language as Near Standard.
* Another suggestion received during the July SBE meeting was related to the score history graph and the use of a solid line instead of a dotted line. In the initial sample SSR used during the concept phase, there was a single score history graph with a line denoting progress. Since the Smarter Balanced Summative Assessments are vertically aligned, the format of the score history was displayed as a single chart. However, there is not a common y-axis for the other CAASPP assessments and placing different grades on a single chart for non-Smarter Balanced assessments would make understanding student progress more difficult for the reader. In addition, the use of vertically-aligned graphs requires the reader to be familiar with the various scale score ranges for each assessment and grade level. Feedback from CDE and ETS focus group and surveys showed that understanding the scale score ranges for each assessment was one aspect that was confusing for interest holders. Upon further deliberation, ETS Psychometrics and CDE’s Technical Assistance Group recommended the format in the proposed SSRs and did not fully support other models.
* SBE feedback requested that CAASPP SSRs in a language other than English link to the Lexile and Quantile Hub (Hub) website in that same language (e.g., the CAASPP SSR in Spanish would have a link to the Spanish version of the Hub). In 2021–22, the CDE worked with contractors to create a unique website for the Hub specifically for California. Thelink to the Hub (<https://hub.lexile.com/family>) is the same for both English and Spanish versions; there is no separate web address for the Spanish version of the website. A user must navigate to the Hub and select the Español button to translate the website into Spanish. At this time, English and Spanish are the only available languages for this website.
* Finally, a request was made for the addition of further available translations for the CAASPP and ELPAC SSRs. California *Education Code* Section 48985(a) requires public schools to provide all communication in the primary language to parents and guardians if 15 percent or more of the students speak a single primary language other than English. To support LEAs, ETS translates all CAASPP and ELPAC SSRs—with the exception of the California Spanish Assessment (CSA) SSRs—into Spanish, Vietnamese, Mandarin/Cantonese (Traditional Chinese), Filipino, Arabic, and Korean. ETS produces an SSR in English and an SSR in the student’s primary language if it is one of the available translated languages. The CDE is open to considering additional languages for translation; however, the addition of further translated languages would require the SBE to negotiate a contract amendment that identifies areas within the current scope of the contract that could be exchanged for this additional request.

Attachment 2 includes sample SSRs for each of the CAASPP and ELPAC assessments. While the attachment in the June SBE memo included drafts of one grade five CAASPP SSR and one grade five Summative ELPAC SSR, the current attachment includes proposed samples of all CAASPP and ELPAC SSRs:

* One grade five CAASPP SSR for English language arts/literacy (ELA), mathematics, and science
* One grade eleven CAASPP SSR for ELA and mathematics only
* One grade twelve CAASPP SSR for science only
* One grade five California Alternate Assessment (CAA) SSR for ELA, mathematics, and science
* One grade eleven CAA SSR for ELA and mathematics only
* One grade twelve CAA SSR for science only
* One grade eleven California Spanish Assessment SSR
* One grade five Summative ELPAC SSR
* One grade five Summative Alternate ELPAC SSR
* One grade five Initial ELPAC SSR
* One grade five Initial Alternate ELPAC SSR

The proposed SSRs are planned to be in effect beginning in the 2023–24 school year. The Initial ELPAC and the Initial Alternate ELPAC testing window started in early July and uses the previously SBE-approved 2022–23 designs for 2023–24 with the implementation of redesigned SSRs beginning in the 2024–25 school year. All scores and results within the sample SSRs, including school and state averages, are for demonstration purposes only and do not reflect the actual results of any given student, school, or the state.

The CDE recommends that the SBE approve the proposed revisions to the CAASPP and ELPAC SSRs as provided in Attachment 2 to be implemented starting with the 2023–24 school year.

### Updates on Assessment Program Activities

The following sections detail assessment program updates on the interim assessments for the CAST and ELPAC, as well as national and international assessments.

#### **Launch of Interim Assessments for the California Science Test and the English Language Proficiency Assessments for California**

Interim assessments are an optional component of the California assessment system and are available to LEAs year-round. The interim assessments are versatile and can be administered to students in either a standardized (e.g., benchmark) or nonstandardized (e.g., formative) manner, or used by LEA staff for professional development. The purpose of the interim assessments is to provide teachers and administrators with meaningful information they can use to guide instruction and support student learning. As part of California’s membership in the Smarter Balanced Assessment Consortium, the Smarter Balanced Interim Assessments for ELA and mathematics first became available to LEAs in January 2015.

The first operational Summative ELPAC was administered in 2017–18, and the first operational Summative CAST in 2018–19. CAST and ELPAC Interim Assessments will first become available for educators in September 2023 via the Interim Assessment Viewing System. In addition to the ability to preview the interim assessment test forms in the Interim Assessment Viewing System, educators will have access to answer keys and hand scoring materials in the TOMS. In the weeks following this release, the CDE will offer professional learning opportunities for LEA staff to start getting familiar with the content and resources available to support use.

In October 2023, the CAST and ELPAC Interim Assessments will become available for administration via the Test Delivery System and scoring via the Teacher Hand Scoring System. In addition, the CERS will display individual and aggregate scores, performance levels, and key and distractor analyses for aggregate results. In January 2024, the item and student response view feature will become available in CERS for the CAST and ELPAC Interim Assessment items. This feature will allow educators to view individual test items as well as individual student responses to each item. Individual Student Reports for CAST and ELPAC Interim Assessments will be available in CERS in July 2024.

##### ***California Science Test Interim Assessments***

During the 2023–24 school year, nine CAST Interim Assessment forms will be available. There will be one form for each of grades three, four, and five. Each of these three forms will cover all three California Next Generation Science Standards domains (i.e., Earth and Space Sciences, Life Sciences, and Physical Sciences). There will be three interim assessment forms for middle school and three forms for high school, one form for each domain. A second set of the CAST Interim Assessments is planned for release during the 2024–25 school year.

##### ***English Language Proficiency Assessments for California Interim Assessments***

During the 2023–24 school year, 28 ELPAC Interim Assessment forms will be available. Specifically, for each of the following grades or grade spans—kindergarten, grade one, grade two, grades three through five, grades six through eight, grades nine to ten, and grades eleven to twelve—there will be one form for each domain (i.e., Listening, Speaking, Reading, and Writing). A second set of the ELPAC Interim Assessments is planned for release during the 2024–25 school year.

##### ***Resources Available for Interim Assessments***

To help LEAs introduce educators to the new interim assessments, the CDE is preparing a variety of resources to release before the launch of the CAST and ELPAC Interim Assessment in September 2023. Key resources will include:

* Interim Assessments at-a-Glance
* Interim Assessments by Grade
* Interim Assessment Fact Sheets
* Interim Assessment User Guide

In response to requests from LEA staff, most resources will incorporate information about the CAST and ELPAC Interim Assessments into existing resources for the Smarter Balanced Interim Assessments for ELA and mathematics.

##### ***Professional Learning Opportunities***

The CDE will offer a variety of facilitated professional learning opportunities throughout the year for LEA staff to learn more about the new interim assessments. There will be several trainings hosted by the Sacramento County Office of Education (SCOE) and ETS on behalf of the CDE to support LEA staff understanding and use of the new interim assessments.

In late September and early October 2023, there will be two webinars available for LEA staff to attend—one to introduce the ELPAC Interim Assessments, and one to introduce the CAST Interim Assessments.

During fall 2023, several modules from the Interim and Formative Assessment Training Series will be offered:

* Module 1 focuses on using the formative assessment process and Tools for Teachers website to boost instruction.
* Module 2 focuses on gauging student progress with the CAASPP and ELPAC Interim Assessments.
* Module 3C focuses on CAST Interim Assessments hand scoring training.
* Module 3D focuses on ELPAC Interim Assessments hand scoring training.

Each of these modules will include some information about the new CAST and ELPAC interim assessments and how they can be used as part of a comprehensive system of assessments. Modules 1 and 2 were also offered in the summer of 2023, at which time hand scoring sessions for ELA and mathematics interim assessments (i.e., Modules 3A and 3B) were also offered.

In late October 2023, the Introduction to CERS training will provide overview information on the ELPAC and CAST Interim Assessments. Separate sessions will be offered for two distinct audiences—teachers and test coordinators.

Dates, times, and registration information for all of the trainings covered in this update are available on the CAASPP Upcoming Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities.html> and the ELPAC Upcoming Training Opportunities web page at <https://www.elpac.org/training/training-opportunities/>.

#### **National and International Assessments**

California public schools participate in several national and international assessments and studies annually. For the 2023–24 school year, a sample of California public schools plan to participate in the National Assessment of Educational Progress (NAEP) and the Teaching and Learning International Survey. These studies are conducted by field staff under contract with the National Center for Education Statistics (NCES), within the U.S. Department of Education’s Institute of Education Sciences.

##### ***National Assessment of Educational Progress***

NAEP, which is also known as The Nation’s Report Card, is a congressionally mandated project of the NCES. It is the largest nationally representative and continuing assessment of what students in the United States know and can do, providing a common measure of student achievement in mathematics, reading, science, and other subjects.

Depending on the assessment, NAEP report cards provide national, state, and some large urban district-level results as well as results for different demographic student groups. In California, district-level results are available only for Los Angeles Unified School District (USD) and San Diego USD. NAEP data are also used in special studies conducted by the NCES, including comparisons of proficiency standards across state assessments; insights from high school transcripts, including courses taken and credits earned; and in-depth studies of how different demographic groups perform across different types of schools.

Plans for NAEP 2024 include assessments in mathematics, reading, and science. The 2024 mathematics and reading assessments will provide national results for grades four, eight, and twelve, and state and Trial Urban District Assessment results for grades four and eight. The 2024 NAEP science assessment will provide national results for grade eight. A representative sample of schools—in California, approximately 800 schools—have been selected by NAEP based on location, size, demographics, and achievement. Approximately 50 students will be randomly selected from each school. Each student will take a portion of the assessment in a single subject. NAEP testing takes students approximately two hours.

In addition, the NAEP High School Transcript Study (HSTS) will take place at grade twelve. The HSTS analyzes transcripts from a nationally representative sample of high school graduates to provide information about course-taking patterns and examines relationships with educational achievements through a link to NAEP data.

The NAEP assessment window is January 20 through March 8, 2024. Results will be released in late 2024 and early 2025.

Participation in NAEP mathematics and reading assessments in grades four and eight is required for schools in districts that accept Title I funds. Additional information about NAEP can be found on the Nation’s Report Card web page at <https://nces.ed.gov/nationsreportcard/>.

##### ***Teaching and Learning International Survey***

The Teaching and Learning International Survey (TALIS) is a survey of principals and teachers for grades seven, eight, and nine. TALIS provides comparative information about teaching and the teaching profession around the world. It is coordinated by the Organization for Economic Cooperation and Development (OECD), managed in the United States by the NCES, and administered every five years.

TALIS 2024, planned for spring 2024, will draw responses from 54 education systems including the United States. TALIS is the first and only international survey that focuses on teachers, teaching, and learning environments in middle schools and lower secondary schools. It fills important information gaps in the international comparisons of education systems and offers an opportunity for teachers and school principals to have a say in education analysis and policy development in key policy areas. TALIS allows countries to compare themselves with other countries facing similar challenges, and to learn from other policy approaches.

Approximately 30 California public schools have been selected to represent the United States on the TALIS, and up to 35 teachers will be surveyed from each school. The TALIS takes principals about 45 minutes and teachers about one hour. Additional information about TALIS can be found on the NCES TALIS web page at <https://nces.ed.gov/surveys/talis/>.

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

In July 2023, the SBE provided feedback to the CDE regarding the proposed CAASPP and ELPAC SSR design and reporting enhancements (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/jul23item03.docx>).

In June 2023, the CDE provided the SBE with information on the SSR proposed design and reporting enhancements (<https://www.cde.ca.gov/be/pn/im/documents/jun23memoadad01.docx>)

(<https://www.cde.ca.gov/be/pn/im/documents/jun23memoadad01a1.pdf>).

In May 2023, the CDE provided the SBE with an update on the CAASPP and ELPAC SSR redesign for the 2023–24 school year (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item04.docx>).

## Fiscal Analysis (as appropriate)

The fiscal year (FY) 2023–24 Budget Act provides a total of $75,631,917 ($70,942,917 Proposition 98 General Fund and $4,689,000 federal funds) for CAASPP contract activities and $23,325,294 ($9,760,294 in Proposition 98 General Fund and $13,565,000 in federal funds) for ELPAC contract activities. Funding for FY 2024–25 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (10 pages)
* Attachment 2: Proposed California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Student Score Reports for the 2023–24 Administration (30 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, 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. The following tables provide descriptions of these virtual outreach and professional development activities from July through August 2023.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/10 | Virtual | 303 | Interim and Formative Assessment Training—Module 1: Formative Assessment Process (Session 1)Deep dive into formative assessment practices and resources, including an exploration of the Tools for Teachers website. |
| 7/11 | Virtual | 212 | CAASPP and ELPAC Coffee SessionHosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 7/12 | Virtual | 257 | Interim and Formative Assessment Training Series: Module 2 (Session 1)Deep dive into the CAASPP and ELPAC interim assessments and associated online systems and how to use these resources to support teaching and learning. |
| 7/13 | Virtual | 62 | New CAASPP Coordinator Welcome WebinarThis webinar, hosted by SCOE, provides information about the following: * The training opportunities that are available for new coordinators;
* The various assessments included in California’s assessment system;
* Coordinator checklist and where to find more information to help you in your new role, as well as existing resources that you can share with your administrators and teachers; and
* Question and answer session with experienced coordinators.
 |
| 7/17 | Virtual | 128 | Interim and Formative Assessment Training Series: Module 1 (Session 2)Deep dive into formative assessment practices and resources, including an exploration of the Tools for Teachers website. |
| 7/18 | Virtual | 277 | Introduction to the California Educator Reporting System (CERS) for Test Coordinators and Administrators TrainingThis three-hour online training will include opportunities for attendees to practice using various features of CERS. Topics covered include:* An overview of CERS features, including administrator tools;
* How to access individual and group summative assessment results;
* Key features available for viewing assessment results for English language arts/literacy (ELA), mathematics, California Science Test (CAST), and ELPAC interim assessments;
* Resources available to help provide support for staff who want to know more about CERS; and
* Procedures for giving LEA staff the access they need to view student results.
 |
| 7/19 | Virtual | 146 | Interim and Formative Assessment Training Series: Module 2 (Session 2)Deep dive into the CAASPP and ELPAC interim assessments and associated online systems and how to use these resources to support teaching and learning. |
| 7/20 | Virtual | 74 | Introduction to CERS for TeachersThis two-hour online training is designed for LEA staff who have or will have access to CERS assessment results, i.e., teachers who have students rostered in the system and other LEA staff who are interested in using CERS. The session will include opportunities for attendees to practice using various features of CERS. Topics covered include:* An overview of CERS features;
* How to access individual and group summative assessment results;
* Key features available for viewing assessment results for ELA, mathematics, CAST, and ELPAC interim assessments;
* Making customized student groups within CERS; and
* Resources available to support classroom instruction.
 |
| 7/20  | Virtual | 94 | New Coordinator Webinar #1This webinar, hosted by the SCOE, provides information about the following: * Review of the process of receiving assessment results and the coordinator role in sharing those results; and
* Question and Answer session with experienced coordinators
 |
| 7/24 | Virtual | 99 | Interim and Formative Assessment Training Series: Module 3A (ELA) Session 1In-depth instruction and practice in hand scoring interim assessments for Smarter Balanced ELA. |
| 7/25 | Virtual | 242 | Introduction to CERS for Test Coordinators and Administrators TrainingThis three-hour online training will include opportunities for attendees to practice using various features of CERS. Topics covered include:* An overview of CERS features, including administrator tools;
* How to access individual and group summative assessment results;
* Key features available for viewing assessment results for ELA, mathematics, CAST, and ELPAC interim assessments;
* Resources available to help provide support for staff who want to know more about CERS; and
* Procedures for giving LEA staff the access they need to view student results
 |
| 7/26  | Virtual | 117 | Interim and Formative Assessment Training Series: Module 3B (Math) Session 1In-depth instruction and practice in hand scoring interim assessments for Smarter Balanced Mathematics |
| 8/2 | Virtual | 87 | Introduction to CERS for TeachersThis two-hour online training is designed for LEA staff who have or will have access to CERS assessment results, i.e., teachers who have students rostered in the system and other LEA staff who are interested in using CERS. The session will include opportunities for attendees to practice using various features of CERS. Topics covered include:* An overview of CERS features;
* How to access individual and group summative assessment results;
* Key features available for viewing assessment results for ELA, mathematics, CAST, and ELPAC interim assessments;
* Making customized student groups within CERS; and
* Resources available to support classroom instruction
 |
| 8/7 | Virtual | 122 | Interim and Formative Assessment Training Series: Module 3A (ELA) Session 2In-depth instruction and practice in hand scoring interim assessments for Smarter Balanced ELA. |
| 8/8 | Virtual | 207 | CAASPP and ELPAC Coffee Session Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 8/9 | Virtual | 84 | Interim and Formative Assessment Training Series: Module 3B (Math) Session 2In-depth instruction and practice in hand scoring interim assessments for Smarter Balanced Mathematics. |
| 8/15 | Virtual | 50 | Quantile Virtual TrainingThe Quantile® Virtual Training focused on the Quantile® measures and the associated tools that educators and families across California can leverage to fuel student learning. Participating educators learned how to use the tools and resources available in the Lexile & Quantile Hub and how these tools can contribute to teaching and learning. |
| 8/16 | Virtual | 50 | Lexile Virtual TrainingThe Lexile® Virtual Training focused on the Lexile® measures and the associated tools that educators and families across California can leverage to fuel student learning. Participating educators learned how to use the tools and resources available in the Lexile & Quantile Hub and how these tools can contribute to teaching and learning. |
| 8/22 | Virtual | 50 | Lexile & Quantile Deeper Dive 1: Tools to Monitor Student Progress Toward College and Career Readiness—Part IThis session explored the tools that identify the reading and mathematical demands of individual occupations and examined national normative information to describe student performance at each grade level. |
| 8/23 | Virtual | 50 | Lexile & Quantile Deeper Dive 2: Tools to Monitor Student Progress Toward College and Career Readiness—Part IIThis session continued the examination of college and career readiness monitoring tools and provided a hands-on demonstration of two of the tools educators, families, and students can use to gauge the level of math and reading preparation for the student’s post-secondary plans. |
| 8/24 | Virtual | 50 | Lexile & Quantile Deeper Dive 3: Finding Freely Available Lexile-Measured TextIn this hands-on demonstration, educators learned how to identify and access a variety of free, Lexile-measured texts from sources that can be used to teach grade-level topics and concepts. |
| 8/28 | Virtual | 50 | Lexile & Quantile Deeper Dive 4: Discovering Aligned Mathematics Materials—Part IThis session offered a hands-on demonstration of tools to explore the connections between mathematics learning standards, Quantile Skills and Concepts, and the free Quantile-calibrated resources educators can use to plan their instruction. |
| 8/30 | Virtual | 50 | Lexile & Quantile Deeper Dive 5: Discovering Aligned Mathematics Materials—Part IIThis session continued the examination of tools for the mathematics classroom that help educators to differentiate their instruction while still teaching the grade-level mathematics topics our learning standards require. |
| 8/31 | Virtual | 50 | Lexile & Quantile Deeper Dive 6: Lexile and Quantile Tools to Promote with Parents and GuardiansThis hands-on session for educators shared reading and math tools that educators and families can use to explore reading and mathematics resources at each child’s unique ability level. |
| 8/23 | Virtual | 65 | August 2023 Charter School Assessment Coordinator Network MeetingCharter School LEA CAASPP and ELPAC coordinators are invited to join and learn about how other charter schools manage statewide assessment administration. This is also an opportunity for charter school assessment coordinators to connect and share best practices.  |

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

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 8/16 | Virtual | 25 | Advisory Commission on Special Education Meeting—AugustIn conjunction with the Multilingual Support Division, the Assessment Development and Administration Division provided updates on assessment and test development. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 8/3 | Virtual | 874 | Assessment and Accountability Information Meeting—Part 1These two-hour meeting sessions provided coordinators with the latest information and updates on California's assessment and accountability systems including general assessment updates, national and international tests, Physical Fitness Test, high school equivalency, ELA and mathematics summative assessments, and the California Spanish Assessment. |
| 8/10 | Virtual | 855 | Assessment and Accountability Information Meeting—Part 2This two–hour meeting provided coordinators with the latest information and updates on Interim and formative assessments, ELPAC, and CAST. |
| 8/17 | Virtual | 857 | Assessment and Accountability Information Meeting—Part 3This two–hour meeting provided coordinators with the latest information and updates on the California School Dashboard and Accountability. |