



# CAASPP Primary Language Assessment Stakeholder Meetings and Online Survey Report

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**Contract #5417**

*Report on the 2015 CAASPP Primary Language Assessment Stakeholder Meetings and online survey providing recommendations for a language arts assessment in primary languages other than English.*

*Prepared for the California Department of Education by  
Educational Testing Service*

*Presented June 23, 2015*



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## Section 1: Executive Summary

The first step in developing a new primary language assessment in California is collecting input from California stakeholders on the desired purposes and content of such an assessment. For this report, Educational Testing Service (ETS) collected input both through in-person meetings, where 98 individuals from across the state representing various stakeholder constituencies met in small groups to discuss their ideas and preferences; and through 395 responses received from an online survey that was administered statewide in both English and Spanish. This report is organized into the following sections, briefly described below:

- **Section 2** provides an introduction and background on primary language assessment in California.
- **Section 3** presents the topics of interest and an overview of the methods and procedures used to collect and analyze the data.
- **Section 4** contains a presentation and discussion of the qualitative data collected from stakeholder group discussions at the in-person meetings.
- **Section 5** presents and discusses the qualitative and quantitative data collected from individual stakeholder responses to the online survey.
- **Section 6** contains suggestions for interpretation and development of recommendations based on overlapping recommendations from both the in-person meetings and the online survey across four topics.
- **Section 7** summarizes conclusions derived from the stakeholder meetings and survey.
- **Appendixes** include supporting documents for participants and facilitators, and feedback from meeting attendees.

The meeting discussions and survey questions focused on four main topics and the associated questions:

### Topic 1. The preferred purpose and use of the assessment

1. What should be the purpose of a primary language content assessment in California?
2. How should the results of the assessment be used, and by whom?
3. What should be measured?
4. Who should be tested?

### Topic 2. Aligning the assessment with the English–language arts content standards

1. How do you interpret the phrase “alignment with the English–language arts content standards”?
2. How should this alignment be implemented for this assessment?

### Topic 3. Implementation of the assessment

1. What kind(s) of delivery are best for the purposes of the test?
2. How should the content be presented to the students?
3. Which types of questions should be included?

**Topic 4. Current readiness for a standards-based primary language assessment**

1. Thinking of the target students who would be taking the primary language assessment, how prepared are they to take assessments written to the Common Core State Standards (CCSS)?
2. How has your school implemented the CCSS for the target students and how has the implementation been?

Only the first three topics yielded suggestions from the stakeholders for developing the primary language assessment; the fourth topic was included to elicit context (i.e., experiences and opinions) regarding stakeholders' perceptions of readiness and implementation of the CCSS and the aligned assessments. The instances of agreement across the stakeholder suggestions, both from the in-person meetings and the online survey, yielded the following stakeholder recommendations:

- The preferred purpose and use of the primary language assessment is as a summative assessment, but additional purposes such as initial or diagnostic assessments should be considered.
- A primary language assessment should be used as one of the measures available to students pursuing the State Seal of Biliteracy (SSB).
- A primary language assessment should be used for accountability purposes, but in consideration of the varying student groups taking the assessment also for accountability purposes similar to the Smarter Balanced for English Language Arts/Literacy (ELA) assessment.
- Assessment results should be useful to various users and audiences, including teachers, administrators, parents, and students.
- Content measured from a primary language assessment should focus on language arts in the primary language. A primary language assessment should include domains similar to those of the Smarter Balanced for ELA assessment, with speaking and language domains to assess the linguistic nuances associated with an assessment in a primary language.
- Spanish should be the target language for assessment development, but languages other than Spanish should also be considered.
- The test should be administered to students in various grade levels across grades kindergarten through twelve (K–12) who are either: new arrivals, enrolled in dual-immersion or bilingual education programs, receiving language arts instruction in a language other than English, or students trying to earn the SSB. Aligning the assessment with the ELA content standards should mirror the Smarter Balanced for ELA assessment (i.e., CCSS).
- The assessment should be culturally relevant and attentive to the unique characteristics of each language. Use the existing CCSS en Español and use authentic texts rather than translated texts in the assessment.
- The assessment should be computer-based with a particular preference for assessments that adapt to students' skill levels.
- Supports and accommodations similar to those available for the Smarter Balanced for ELA assessment should be available for any primary language assessment.

- A variety of item types should be used to assess students' skills and knowledge, including selected response (multiple choice), constructed response (open ended), technology-enhanced items, and performance tasks.

California stakeholders provided valuable feedback on the future shape of a new primary language assessment. This report is offered as a resource containing evidence of California stakeholder preferences for use by the State Superintendent of Public Instruction (SSPI) in formulating recommendations to the State Board of Education (SBE) for a stand-alone language arts summative assessment in primary languages other than English.

## Section 2: Introduction and Background

According to California Department of Education (CDE) 2013–14 data, more than 1.4 million English learners (ELs) are enrolled in California public schools, constituting 29 percent of total enrollment. These ELs represent a wide range of language backgrounds, though Spanish is by far the most common, representing 84 percent of ELs.

The start of California standardized testing in a language other than English dates back to 2004, with the reauthorization of the Standardized Testing and Reporting (STAR) Program, which ushered in the Standards-based Tests in Spanish (STS). The STS were aligned to the California content standards for mathematics and reading/language arts (RLA), and were first administered in spring 2007 to grades two through four. Starting in 2009, the STS were available in grades two through eleven. All students eligible for the STS took the STS in addition to the California Standards Tests (CSTs) or the California Modified Assessment (CMA).

The STS will continue to be offered for RLA on an optional basis through the 2016–17 school year, but will subsequently be replaced by a “next generation” primary language assessment that will join the California Assessment of Student Performance and Progress (CAASPP) System of assessments.

The CAASPP assessments for ELA and mathematics, which are the Smarter Balanced assessments, replaced the previous STAR assessments in these content areas starting with the 2013–14 school year. The new ELA and mathematics tests are aligned to the CCSS. The development of the standards was headed by an initiative led by the nation’s governors and education commissioners, and their respective organizations, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The standards were adopted by California in 2010.

The Smarter Balanced mathematics assessments offer language accommodation versions in Spanish and nine other primary languages. In the case of the Spanish assessment, students can respond to constructed-response (open-ended) test questions in Spanish. These responses are scored by readers who are qualified to score them (all raters undergo a comprehensive process to certify their skills as a rater for content-specific and language-specific assessments). However, there are no primary language versions in Spanish or any other languages for the language arts component of CAASPP, thus establishing the need for a new CAASPP primary language assessment.

In June 2014, the California *Education Code (EC)* Section 60640 (b)(5)(C) set forth the requirement that the SSPI consult with stakeholders in considering the appropriate purpose of a new CAASPP primary language assessment:

“The Superintendent shall consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English language arts content standards. 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.”



Thus, the CDE's initial step was to convene with stakeholders to provide input to help determine the purpose and features of a new CAASPP primary language test. The purpose of the study was to collect information from stakeholders across California to inform the SSPI of their needs and recommendations for a new primary language assessment. Multiple data collection methods were employed to collect this information from stakeholder participants, including in-person stakeholder meetings and online surveys. Data were analyzed and results were determined within and across data collection techniques. The remaining sections of this report present methods, procedures, summary results, and overall recommendations from the stakeholder input that was collected in January and February of 2015.

## Section 3: Methodology

In this section, the overall methodology for the stakeholder meetings and surveys are described. ETS begins with detailing the participant recruitment, continues with describing the procedures for the in-person meetings and online survey development, and concludes with presenting the methods of analysis for the in-person meeting data and the survey data.

### 3A. Stakeholder Recruiting Process

ETS, in collaboration with the CDE, recruited stakeholders representing California's diverse population of parents, educators, and advocacy organizations. The following organizations were contacted by ETS to recruit participants.

- Association of California School Administrators (ACSA)
- Association for Supervision and Curriculum Development (ASCD)
- Bilingual Coordinators Network (BCN)
- California Association for the Gifted (CAG)
- California Association for Bilingual Education (CABE)
- California Association of Resource Specialists (CARS+)
- California Educational Research Association (CERA)
- Californians Together
- Local educational agency (LEA) CAASPP Coordinators
- California English Language Development Test (CELDT) District and Site Coordinators Computer-Using Educators (CUE)
- Curriculum and Instruction Steering Committee (CISC)
- Parent Teacher Association (PTA)
- Regional Assessment Network (RAN)
- Special Education Local Plan Area (SELPA)
- CDE Technical Advisory Group (TAG)

To recruit approximately 100 meeting participants who had substantial expertise in the previously mentioned areas, ETS sent a letter to organizations requesting nominations and asking them to distribute an online application to potential participants for the stakeholder meetings. A blank application can be found in Appendix A. Representatives of the organizations and LEAs circulated the application, and interested individuals applied to participate in a meeting.

The CDE and ETS developed an application eliciting pertinent information from interested parties. ETS then collected and organized all applicant information. ETS content experts carefully reviewed applicants' roles and credentials and then made recommendations to the CDE regarding who should be invited, taking into consideration an applicant's relevant experience, expertise, and representation of the specific demographics and/or stakeholder group. Participants who would serve as alternates were also identified. ETS distributed invitations and tracked RSVPs. After a predetermined RSVP deadline, alternates were invited, as needed. Following are the sample characteristics of the stakeholders who attended the in-person meetings.

### Characteristics of the Stakeholders at the In-Person Meetings

Table 3.1 shows the counts of meeting participants representing particular groups for each of the two meetings.

**Table 3.1 Stakeholder Groups Represented at the Meetings**

Stakeholder	Number of Participants	
	Meeting 1 (January 28)	Meeting 2 (January 29)
<b>K–12 administrators</b>	5	7
<b>K–5 teachers</b>	8	12
<b>Middle school teachers</b>	9	8
<b>High school teachers</b>	10	7
<b>Parents/Community Leaders</b>	5	9
<b>EL Experts</b>	5	5
<b>Experts assessing students with Disabilities</b>	3	2
<b>Measurement Experts</b>	2	1
<b>TOTAL</b>	<b>47</b>	<b>51</b>

Table 3.2, Table 3.3, and Table 3.4 show the demographic compositions of the meeting participants. The participants reported a diverse list of native languages and represent differing ethnicities.

Overall, as shown in Table 3.2, the meeting participants were mostly female ( $n=85$ ), compared to male stakeholder participants ( $n=12$ ). One stakeholder declined to share this information.

**Table 3.2 Meeting Participants by Gender**

<b>Gender</b>	<b>N</b>
Male	12
Female	85
No response	1
<b>Total</b>	<b>98</b>

Table 3.3 provides an overview of the home languages reported to be spoken by the stakeholders. A majority of the stakeholders reported English as a native language, with Spanish following close behind. A few participants reported speaking other languages such as Cantonese, Korean, Mandarin, and Armenian.

**Table 3.3 Native Language Reported by Meeting Participants**

<b>Native language</b>	<b>N</b>
Cantonese	1
English	50
Korean	2
Mandarin	2
Other: And Spanish	1
Other: Armenian	1
Other: Both Spanish and English	1
Spanish	39
No response	1
<b>Total</b>	<b>98</b>

Table 3.4 shows that stakeholders at the in-person meetings reported a wide variety of ethnic backgrounds, ranging in frequency from Hispanic/Latino, with the highest frequency, to Caucasian, Asian, multi-ethnic (where participants selected two or more categories), African-American, and Other, with the fewest counts.

**Table 3.4 Ethnic Background Reported by Meeting Participants**

<b>Ethnic Background</b>	<b>N</b>
Asian	8
Black or African American	1
Hispanic or Latino	54
Caucasian	28
Other	1
Multi-ethnic*	6
<b>Total</b>	<b>98</b>

\* Stakeholders selected two or more ethnic backgrounds

Overall, the characteristics suggest that the in-person meeting attendees were a diverse group with more of the stakeholder participants being female, speaking English or Spanish, and of Caucasian or Hispanic/Latino ethnicity.

## 3B. Meeting Process

### *Introduction*

The task of stakeholders invited to the meetings was to provide input for a new reading/language arts assessment in a primary language other than English. As described in California's *EC* (previously introduced in Section 2 of this report), this assessment would be aligned with the CCSS and administered in the same grades (three through eight and grade eleven) that are currently assessed in English using the Smarter Balanced assessments. Various topics were discussed with stakeholders, including assessment purpose, use, alignment, and design. Participants provided input through in-depth group discussions on different aspects of new primary language content assessments, including, but not limited to, assessments mandated by federal or state laws and regulations. The meetings were open for public observation.

### ***Prior to the Meetings***

ETS developed the following materials for the meetings: a stakeholder meeting agenda, a general session PowerPoint presentation, a small group discussion questions sheet, a recommendations recording form, and advance reading materials that were sent to participants one week prior to the meetings. These materials can be found in Appendix B.

ETS staffed the stakeholder meetings with a lead facilitator for the general orientation session and with a facilitator and a note taker/scribe at each group discussion. Facilitators and scribes consisted of researchers and assessment development experts, some of whom have expertise in the assessment of ELs and multilingual assessments. ETS measurement experts were also available to participants.

A training session for the ten scribes and ten table group facilitators was held prior to the first meeting to standardize the manner in which the stakeholder information was gathered. During the training session, the following topics were covered:

- An overview of the purpose of the table discussions and how the data will be used
- The role of the facilitator and scribe during the discussions
- The organization/components of the session
- Review of table discussion questions (see Appendix C)
- Distribution and review of the facilitator protocol, which included a step-by-step guide of what the facilitator should do and say during the table discussion session
- Tips for effective group facilitation (such as when and how to redirect the group's focus back to the discussion questions, if necessary)
- How to use the Facilitator Template to record the group's recommendations, rationales and concerns (see Appendix C)
- The level of detail expected in the scribe's notes and tips for taking accurate notes
- Requirements for cleaning and summarizing the scribe's notes and the Facilitator Template after the session in order maximize accuracy and clarity

A debriefing meeting was also held on the afternoon following the first stakeholder meeting. During the debriefing session, the group of scribes and facilitators met with the training leader to discuss their experiences, share facilitation tips, and identify key themes that were emerging from the table discussions.

ETS program management staff coordinated the meetings and provided logistics support. Appropriate CDE staff attended meetings, as determined by CDE.

Contractor staffing at the meetings included the following roles:

- Lead facilitator for the general session: Introduced the subject matter and meeting goals
- Research and assessment development staff: Facilitated the small group discussions and captured group comments in the facilitator template
- Assessment Development experts: Subject matter experts; served as scribes to capture the group discussions
- Measurement experts: Provided guidance (if needed) on psychometric issues and acted as group facilitators

- Program managers: Provided general and logistical oversight, liaised between client representatives and ETS experts, and provided general oversight of proceedings
- On-site logistics coordinator: Prepared the meeting space; provided participants with supplies and expense reimbursement information

### **General Session**

Each meeting began with an hour-and-a-half-long general session, during which all participants were oriented to the task for the day and reviewed the general goals. For example, because these meetings focused on the need for a new primary language assessment, general overview discussion covered topics such as language acquisition, linguistic diversity, language proficiency across first and second languages, as well as California-specific information such as the languages spoken most frequently in the state compared to the overall list of languages spoken by California's students. General session slides can be found in Appendix B.

Participants were reminded that their input would be part of the overall information that the SSPI would use to develop his recommendation for the next primary language assessment.

### **Small Group Discussion Sessions**

After the conclusion of the general session, stakeholders were divided into 10 small groups of 8–10 people each, selected from the previously described outreach procedure. Every group included a balanced mix of participants based on professional and demographic backgrounds. Groups met for a total of 4 hours and 15 minutes (1 hour and 15 minutes before lunch; 3 hours after lunch). A set of topics with associated questions guided the group discussions.

The following high-level topics guided the small group discussion sessions, as well as the survey that was administered subsequently (survey process is discussed in Section 3C):

1. The preferred purpose and use of the primary language assessment
2. Aligning the assessment with the English–language arts content standards
3. Implementation of the primary language assessment
4. Current readiness for a standards-based primary language assessment

### **Facilitator Protocols/Table Discussion Procedures**

The facilitators reviewed general directions about how the session would proceed including ground rules for and expectations of the participants during the discussion. The group discussion questions were then distributed to each group member for them to read. The facilitators stated that the examples and issues to consider that were provided for each question were there to spark discussion but were not meant to imply a certain direction nor limit their discussion. It was also made clear that group consensus was not required and that consensus, as well as divergent or contradictory recommendations, would be captured. Each group was given time to discuss the topics and questions amongst themselves before the facilitator would ask the group to report their recommendations, rationales, and concerns.

### **Documenting the Meeting**

Facilitators ensured that all viewpoints were shared and documented during the group reporting phase. They recapped and recorded the viewpoints on each question, including both majority and minority positions, in an electronic file that was projected on a screen for all table participants to see. When documenting viewpoints, the stakeholders were instructed to consider their viewpoints as recommendations to the SSPI, as noted in the facilitator template where all

information was captured as a recommendation, rationale, or concern. The tone and language for all recommendations were reviewed and revised by the group. This working document of recommendations, rationales, and concerns formed the primary data source for each stakeholder group discussion.

In addition to the working document with the group's recommendations, an ETS staff person acted as the scribe for the group. The scribe's job was to capture and summarize the group's overall discussion as a supporting document to the facilitator template.

At the end of each session, ETS facilitators and scribes "cleaned" the written record of each group discussion, organizing the notes by question and entering them into an electronic document (if they were not captured that way during the session). "Cleaning" the data refers to the process of rendering the notes comprehensible and making them as comprehensive as possible. Care was taken to ensure the meaning of what was said was not changed during the cleaning process—any interpretations by the scribe that were made during cleaning were placed in brackets to indicate that they were interpretations.

The discussion sessions were also audio recorded. The audio recordings were used to verify, clarify, or add to the scribes' written notes, if need be, and were used as a backup only. Any gaps in the written record were marked so that the audio recordings could be used to correct or complete the written record at a later time.

### 3C. Online Survey Process

To obtain further input from both stakeholders who participated in a meeting and stakeholders who were unable to attend a meeting, ETS administered an online survey that was launched following the in-person stakeholder meetings. The survey was launched on February 6, 2015, and closed on March 23, 2015 (after a two-week response period). An announcement e-mail and follow up reminders with a URL to the survey were distributed to the following groups:

- Stakeholder meeting participants,
- Stakeholder meeting applicants unable to attend,
- LEA CAASPP Coordinators, and
- Individuals from organizations that represented stakeholder groups outlined in Assembly Bill 484 who were originally contacted to recruit stakeholder meeting participants.

The e-mail included links to the survey both in English and translated into Spanish; the original English version and Spanish translation are found in Appendix D. Recipients were encouraged to share the survey among their colleagues, fellow organization members, and any other individuals in California who might be interested in providing input. The following subsection provides the sample characteristics of the survey respondents.

#### **Survey Respondents**

A total of 395 stakeholders responded to the online survey in the two-week timeframe: 385 in English and 10 in Spanish. Of the 395 respondents, 79 (20%) attended one of the Primary Language Stakeholder Meetings, 307 (78%) did not attend any of the meetings, and 19 (2%) did not indicate whether they attended a meeting or not. The 79 respondents who attended a stakeholder meeting compose about 81 percent of the total number of participants ( $n = 98$ ) who attended one of the two Primary Language Stakeholder Meetings.



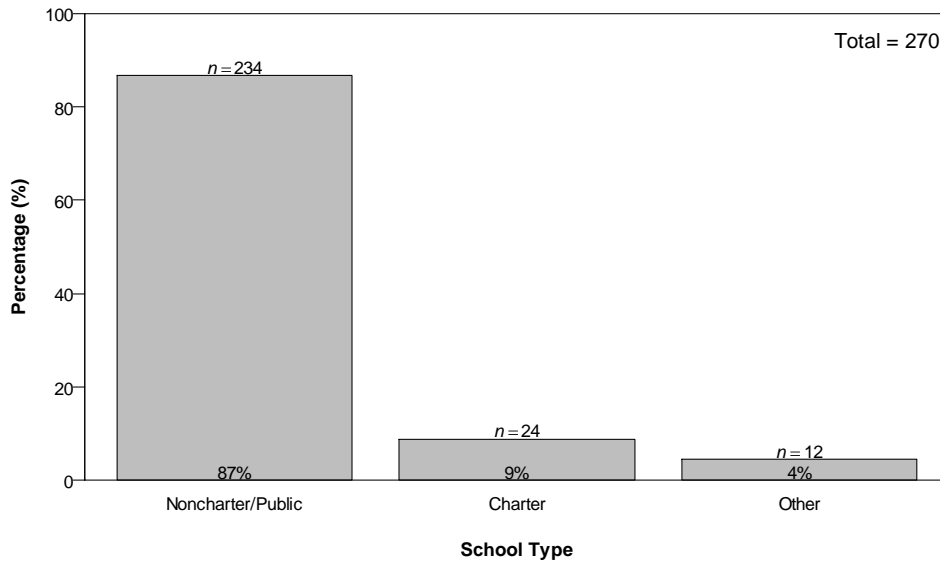
As shown by Table 3.5, respondents represented a variety of stakeholder roles. Table 3.5 provides the breakdown of the survey respondents by primary stakeholder role using the categories provided in the survey question and ordered from most selected to least selected. The two most selected roles were school administrator and teacher with 30 percent for each. The third most selected category (19%) was “Other.” These respondents wrote in a variety of roles, such as “District assessment coordinator,” “Instructional coach,” “EL coach,” “special education specialist,” “bilingual teacher,” “English Learner specialist,” “EL coordinator,” or “teacher on special assignment.” Bilingual coordinators also made up a sizeable proportion of respondents at 10 percent. Seven percent of the respondents were education measurement researchers/experts, advocates, school psychologists, or parents.

**Table 3.5 Breakdown of Primary Stakeholder Roles of Survey Respondents**

<b>Primary Role as a Stakeholder</b>	<b>Count</b>	<b>Percent</b>
School administrator	120	30%
Teacher	119	30%
Other	75	19%
Bilingual coordinator	38	10%
Education/Measurement researcher or expert	12	3%
Advocate	6	2%
School psychologist	5	1%
Parent	3	1%
Missing	17	4%
<b>Total</b>	<b>395</b>	<b>100%</b>

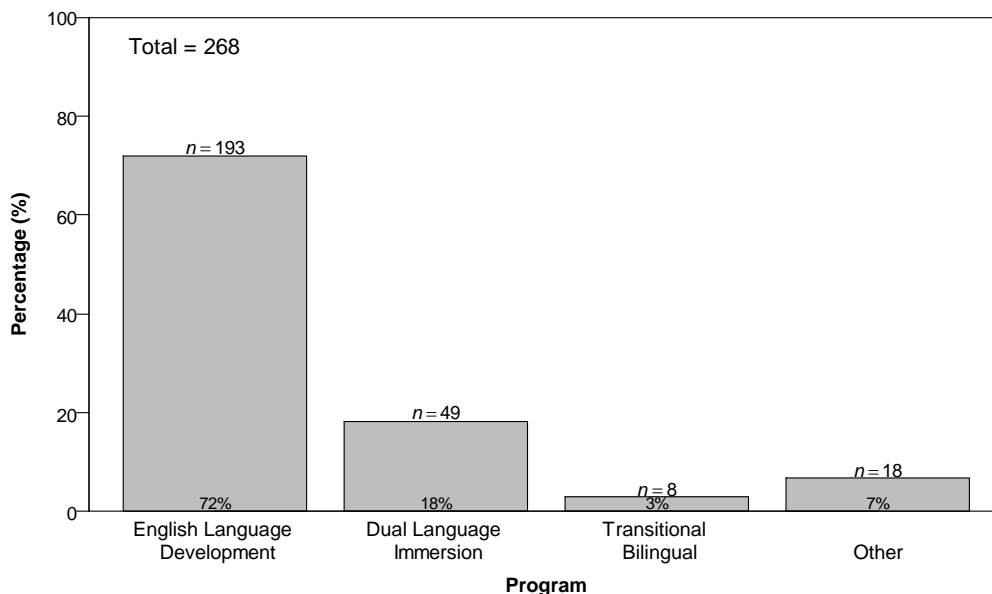
The 282 stakeholders who selected “School administrator,” “Teacher,” “Bilingual coordinator,” or “School psychologist” also had the opportunity to describe their school type and any programs their schools had for EL students. Of the 282 possible responders, 270 provided responses to the school type question. As shown in Figure 3.1, the majority (87%) indicated their schools were noncharter public schools, while a smaller number (9%) indicated their schools were charter schools. Some respondents (4%) selected “Other” and described their schools as a variety of school types, including “dependent charter,” “Magnet school,” “Public School of Choice,” “both,” “Public-Reservation,” and “Court and community.”





**Figure 3.1 Barplot of School Type for Survey Respondents in Schools**

As shown in Figure 3.2, a total of 268 (of the 282 possible responders who selected school-related primary stakeholder roles) responded to the question about the type of program their school has for ELs. Almost three-fourths indicated their school has an English language development (ELD) program, about 18 percent have dual-language immersion programs at their schools, and only three percent have transitional bilingual programs. Of the 18 (7%) who selected “Other,” two specified they have all three types of programs and another wrote they had both ELD and dual immersion. Other responses mentioned other programs or combinations of programs: “50/50 late exit,” “Developmental bilingual,” “ELD and Dual Language Academy,” “Late Exit Bilingual and ELD,” and “sheltered instruction.” One respondent indicated he/she had “none this year,” and two wrote “N/A,” which could mean their school does not have a program or that they did not think this question was applicable to them.



**Figure 3.2 Barplot of School Language Program for Survey Respondents in Schools**

The 119 survey respondents who identified themselves as teachers were presented with an additional two questions about what they teach. The majority of possible respondents responded to each of these questions, with a total of 108 responses for the grade span taught and 110 responses for the type of content taught (see Table 3.6). For each of these questions, teachers could select as many options as were applicable. Twenty-seven percent ( $n = 29$ ) selected more than one grade span. All of the grade spans are well represented with 41 to 43 percent of teachers including grades kindergarten through grade two, grades three through five, and grades nine through twelve among their selections. One third included grades six through eight among their selections.

**Table 3.6 Grade Spans Taught by Teacher Survey Respondents**

Grade Spans	Count	Percent
K–2	46	43%
3–5	45	42%
6–8	36	33%
9–12	44	41%
<b>Total Respondents</b>	<b>108</b>	

*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

Table 3.7 provides information on the types of students teacher survey respondents teach. Almost half of the responding teachers teach students in ELD and about half teach mainstream content. More specifically, 24 teachers (22%) indicated they teach both ELD *and* mainstream content, 24 teach only mainstream content, and yet another 24 teach only ELD. There are also a few teachers who teach one of these two content areas along with some other program/content. Overall, these different combinations result in a sum of about 50 for each of these types of students/programs. Teachers of special education students were represented at 14 percent and teachers of gifted students at 3 percent. A quarter of the teachers indicated “Other” among their answer choices. These respondents indicated programs such as “primary-dual language,” “coach,” “Spanish Language Arts,” “dual immersion,” “intervention,” “Teacher on Special Assignment (TOSA),” “two-way bilingual immersion,” “substitute,” “reading,” and “Spanish in dual language.”

**Table 3.7 Types of Programs/Students Taught by Teacher Survey Respondents**

Programs/Students	Count	Percent
English language development	51	46%
Mainstream content	50	45%
Other	28	25%
Special education	15	14%
Gifted	3	3%
<b>Total Respondents</b>	<b>110</b>	

*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

To gauge survey respondents’ familiarity with the current STS, all survey respondents (regardless of stakeholder role) were asked about their prior experience with these tests. Respondents were able to select as many options as were applicable to them. Table 3.8 shows that 387 (of the 395) respondents responded to this question.

Of these 387, 40 percent of respondents ( $n = 153$ ) had no prior experience with the STS. The remaining 60 percent selected at least one of the provided prior experience options and/or the “Other” category. Of all respondents, 41 percent have been test administrators of the STS, 26 percent have interpreted score results for placement purposes, and 6 percent have read their child’s score reports (with some respondents having some combination of these three experiences). Nine percent ( $n = 36$ ) included “Other” among their experiences, which included a range of experiences, including: as a type of coordinator (district, site, program, or CELDT), “STS review panel to determine cut scores,” “provided scores to teachers for analysis,” “used to support administrators in assessing strength of programs,” “used results to guide instruction,” and “reviewed results to determine success of students in the DLI program.”

**Table 3.8 Survey Respondents’ Prior Experiences with the STS**

Prior Experience with the STS	Count	Percent
Test administrator	159	41%
Interpreted score results for placement purposes	102	26%
Other	36	9%
Read my child’s score reports	22	6%
None	153	40%
<b>Total</b>	<b>387</b>	

*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

As the assessment of interest is a primary language assessment, survey respondents were also asked what languages (other than English) they speak fluently. Of the 395 survey respondents, 154 (39%) did not provide a response, which may indicate they do not speak another language fluently. In addition, seven other respondents selected “Other” and wrote in “no,” indicating they do not speak another language fluently. Table 3.9 provides the counts and percentages of each language selected or specified for the remaining 234 respondents (59%) who responded to this question. Eleven languages were provided as options as well as an “Other” option. Five languages (indicated by asterisks in Table 3.9) were specified by more than one respondent under “Other” and are thus included as categories in Table 3.9. Thus, in this case, the count for “Other” is only for those who specified unique languages (that are not captured by the asterisked languages in Table 3.9). As in the state of California, where 84 percent of ELs speak Spanish, about 89 percent of respondents who indicated fluency in another language selected Spanish. All of the other languages have counts of one to nine respondents.

**Table 3.9** Fluent Languages of Survey Respondents

Language	Count	Percent
Spanish	209	89%
Other	12	5%
French*	9	4%
German*	5	2%
Italian*	4	2%
Filipino	4	2%
Korean	3	1%
Portuguese/Brazilian Portuguese*	3	1%
Japanese*	2	1%
Vietnamese	2	1%
Cantonese	2	1%
Mandarin	2	1%
Arabic	2	1%
Russian	2	1%
Punjabi	1	0%
Hmong	0	0%
<b>Total Respondents</b>	<b>234</b>	

**Note:** The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

\*These languages were specified more than once in the “Other” category by respondents. Languages without an asterisk were listed as options in the survey.

The representativeness of survey respondents can be further characterized by their gender and ethnicity. Figure 3.3 shows that across all respondents, about 81 percent are female, 16 percent are male, and 3 percent chose not to respond. Respondents were allowed to select multiple race/ethnicities and/or write in an “Other” description.

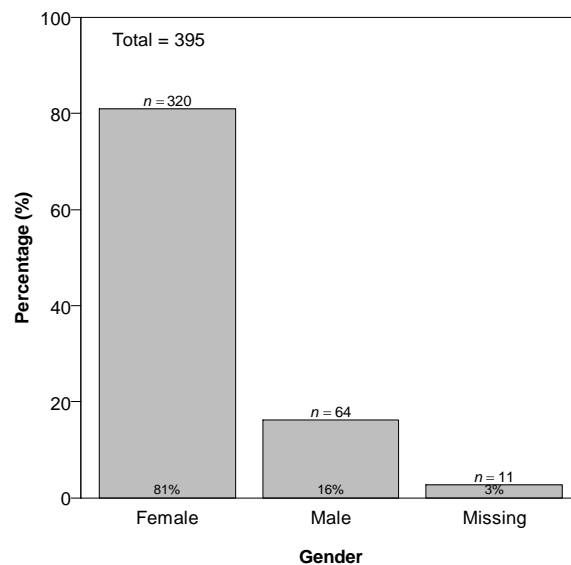
**Figure 3.3** Barplot of Selected Genders for Survey Respondents

Table 3.10 shows the frequency distribution of selected ethnic backgrounds. Of the total 395 respondents, about 81 percent were either white (45%) or Hispanic/Latino (36%). Asian, Hispanic/Latino and White, and Black/African American made up about 8 percent, with 2 to 3 percent each. Six percent selected “Other” and/or unique combinations of ethnic backgrounds as indicated by the “Other/Multiple” category in Table 3.10.

**Table 3.10 Ethnic Backgrounds of Survey Respondents**

<b>Ethnic Background</b>	<b>Count</b>	<b>Percent</b>
White	177	45%
Hispanic or Latino	143	36%
Asian	10	3%
Hispanic or Latino and White	10	3%
Black or African American	8	2%
Filipino	3	1%
Asian and White	2	1%
Other/Multiple	25	6%
Missing	17	4%
<b>Total</b>	<b>395</b>	<b>100%</b>

### **Survey Composition**

The survey was designed to complement the information gathered from the stakeholder meetings by focusing on the California *EC* (described in Section 2) and the four same topics described in Section 3B. Researchers, measurement experts, and content experts collaborated to create the survey content. An iterative process was used. For example, if the in-person table discussion questions were revised, the corresponding survey questions were revised accordingly.

In the final survey, a total of 23 questions, including demographic information, was included. The survey item types ranged from questions where respondents selected from a list of predefined options and/or provided open-ended responses. Fill-in-the-blank fields were added at the end of some selected response questions to give respondents an opportunity to add responses that were not included in a predefined list.

### **Spanish Translation of the Survey**

The final version of the online survey was translated into Spanish, resulting in one English survey and a parallel Spanish version of the survey. The goal was to increase the rate of participation from bilingual respondents (e.g., parents). Guidelines derived from empirical and practical considerations were used for the translation process. Translation guidelines from Solano-Flores, Backhoff, and Contreras-Nino (2009) were reviewed. To account for potential sources of survey error, including dialect variation, register, and vocabulary, a diverse translation team was assembled (Solano-Flores, 2006), all of whom were Spanish–English bilingual and had experience working in bilingual education and assessment, including California’s education and assessment system. The four-person team consisted of native Spanish-speakers from various states and countries. All have experience working in bilingual education and assessment, including California’s education and assessment system. Resources were consulted to support the translation, including but not limited to, the California Department of Education’s English–Spanish glossary, the *California Common Core State Standards en Español* Web site, and the *Real Academia Española*.

First, the CDE’s English–Spanish glossary was consulted to determine which educational assessment, policy, or content words already had CDE-approved translations. These words were identified in the English version of the survey. Next, the survey was translated into Spanish by a native Spanish-speaker, and the CDE glossary translations were included. Following the initial translation, the Spanish version was reviewed by another Spanish-speaker comparing the Spanish and English versions of the survey to ensure meaning was not lost during the translation process.

After the global review for meaning, the survey translation was sent to a third native Spanish-speaker for an editorial review. The changes were sent back to the second reviewer who reviewed and incorporated the suggested edits. Lastly, the translation was sent to an independent reviewer who was also a native Spanish speaker for a “fresh-eyes” review to ensure the changes were incorporated correctly, and the revised translation was free from error.

### **Survey Details**

The survey covered the four main topics discussed at the stakeholder meetings: test purpose, alignment of the assessment with the English–language arts content standards, implementation of the primary language content assessment, and current readiness for a standards-based primary language assessment. The survey also included questions about the respondent’s background, ranging from demographic information to stakeholder role and experience with student populations who may be administered the new primary language content assessment. In addition, survey respondents who indicated that they had attended the Primary Language Stakeholder Meetings were asked to complete a brief evaluation of the meetings at the end of the survey. A summary of these meeting evaluations from meeting attendees can be found in Appendix E.

The survey included a variety of item types. There were two types of selected-response questions. Depending on the information elicited by the question, some selected-response questions allowed respondents to select, at most, only one option, whereas others allowed respondents to select as many options as applicable. The survey also included opportunities for the respondents to provide their rationale for their selections in their own words.

## **3D. Methods Used to Analyze the Data**

Both qualitative and quantitative data analysis techniques were employed in analyzing the data collected from the in-person stakeholder meeting groups and the online survey responses collected from individual stakeholders.

### **Process for Coding Table Discussion Notes**

The first step in analyzing qualitative data collected at the in-person stakeholder meetings was to develop a coding scheme to identify and organize the data from the live stakeholder discussions by themes related to the four topics described in Section 3B as well as detailed subtopics, such as target test taker (e.g., ELs, students enrolled in dual-immersion programs), test users (e.g., parent, teacher, administrator), and test purpose (e.g., summative like the Smarter Balanced Assessment Consortium, formative, initial diagnostic).

Initial codes were developed a priori based on the overall themes (Miles & Huberman, 1994). The a priori codes served as the initial starting point to begin coding and calibration. During the calibration session, two researchers discussed the codes and how they fit within the context of the data. Existing codes were refined and new codes were developed inductively, and the

resulting codes were used for the analysis of the final data set (Miles & Huberman, 1994). Two researchers each independently coded data from the table recommendations sheets for five table groups. If researchers found any instances of confusing or unclear recommendations in the data they were coding, these instances were flagged and discussed amongst the researchers for consensus. Once consensus was reached, the data were coded accordingly. Two table groups served additional purposes. One table group was used for calibration, and the remaining table group was used for establishing interrater agreement.

Interrater agreement was calculated using the following formula:

$$\text{agreements} / (\text{agreements} + \text{disagreements}) \times 100$$

Initial agreement among raters was 77 percent. All discrepancies were discussed among the researchers and codes were reassigned, either by revising an existing code to add more or less detail, or by adding a completely new code. The final codes were in 100 percent agreement, and these were retained for the analysis.

Once all the data were coded, the data set was split among table discussion Topics 1–4 (e.g., all of Topic 1 was separated from Topic 2, and so forth). The data were not split along the questions that were asked within each of the topics because it was found the recommendations from the stakeholders were often not directly associated with each of the questions, but rather applied generally to a topic area. For example, many table groups recommended that the California CCSS should be used for the primary language assessment; however, this recommendation was often reported under the “purpose” question, not the “use” question. In these instances, the researcher took the liberty to reassign recommendations to discussion questions to promote clarity for interpretation. To do this, the coded data within topics were then sorted by the codes to create emergent themes, and each theme was linked to a discussion question. In instances where emergent themes could not clearly be linked to a discussion question, the theme was added to a topic area labeled “other opinions” which is listed as Topic 5 in this report.

### ***Process for Summarizing Survey Results***

The survey results provide quantitative summaries of the respondents’ selections as well as brief qualitative summaries of some of their rationales. The multiple-choice and fixed-response data collected from the online survey were analyzed to produce descriptive statistics and frequencies. The quantitative summaries describe the numbers of respondents who selected available options. The qualitative data from the survey (open-ended and fill-in-the-blank questions) followed the coding procedures used for the in-person meeting data. Analysis of the open-ended rationales included developing codes that described the frequent themes in the responses, categorizing each response by relevant codes, and tabulating responses per code/common theme. In some cases, respondents’ rationales included multiple themes; these were counted for all applicable themes. The reported codes (or common themes) and corresponding counts are preliminary evidence of respondents’ rationales that might need to be replicated.

The next sections detail the results from the in-person stakeholder meetings and the online survey administration.



## Section 4: Results from CAASPP Primary Language Assessment Stakeholder Meetings

### 4A. Overview

The data resulting from the table discussions held during the Primary Language Stakeholder Meetings on January 28–29, 2015, provided a wealth of information from California’s stakeholders.

As noted in Section 3, during the meetings, table participants were given four distinct topic areas to discuss, along with questions to guide their conversation. In addition to the four official topic areas, other topics arose during the discussions. For more information about the four official topics, see the table questions sheet in Appendix B.

In this section of the report, ETS reports on the results of the in-person discussions. The summary of results is organized around the topics considered during the table discussions; see Appendix C for the list of topics and associated questions.

- Topic 1 addresses the preferred purpose and use of the primary language summative assessment. Four questions were asked under this topic area. Results for each question will be reported under each question within Topic 1 in subsection 4C.
- Topic 2 addresses the proposed alignment of the assessment with the existing English–language arts content standards. Two questions were asked in this topic area. Results for each question will be reported under each question within Topic 2 in subsection 4C.
- Topic 3 addresses preferences for assessment implementation. Three questions were asked in this topic area. Results for each question will be reported under each question within Topic 3 in subsection 4C.
- Topic 4 focuses on the state of readiness for a standards-based primary language assessment. Two questions were asked under this topic area. Although not overtly aligned with the SSPI’s task of reviewing recommendations for eventual primary language summative assessment test design to the CDE’s school board, Topic 4 provides critical context to help interpret the stakeholders’ responses for the previous three topic areas. Results for each question will be reported under each questions within Topic 4 in subsection 4C.
- Topic 5 represents opinions that did not align with the previously described official topics. Opinions are reported in subsection 4C.

It is also important to note that the questions within each topic are, by their very nature, interrelated. Before presenting the general themes and findings to highlight the major recommendations and opinions that emerged from the discussions, it is important to note that the major recommendations and opinions reported in this section are recommendations from the stakeholders, not ETS. Additionally, since the focus of the stakeholder meetings was to gather feedback from the field, all recommendations at the table group discussions were equally valued and reported, whether they were shared by one person or the entire group.

The next sections summarize the discussion results from the in-person meeting by each of the four main topics.



## 4B. The Preferred Purpose and Use of the Assessment

### ***Question 1: What should be the purpose of a primary language summative assessment in California?***

Participants agreed, for the most part, that the primary language assessment should be a summative assessment. The summaries in response to Question 1 elaborate on this agreement as well as on the other perspectives the stakeholders shared in their group discussions. Major themes that emerged from the in-person meeting recommendations relate to assessment type and the SSB.

#### **Assessment Types to Consider**

Stakeholders often mentioned the desire for a primary language assessment for summative purposes, and measuring and monitoring annual student mastery and growth were common explanations for this desire. However, stakeholders made explicit that the assessment purpose could extend beyond summative to include other assessment types, such as a primary language assessment for diagnostic or formative assessment purposes. For example, stakeholders expressed interest in a diagnostic assessment that could be used with newly arrived EL students to obtain a baseline measure of student learning in the primary language (a lack of appropriate tools for newcomers was mentioned). They stated that this initial diagnostic measurement would help teachers understand where to begin with instruction for the student, as well as to help identify skills the student has in the primary language that could be applied to the student's English-language acquisition. Other interest was expressed for a formative assessment in the primary language to support teachers and students enrolled in dual-immersion or bilingual-language programs. Many stakeholders mentioned a desire to have assessments that could assess initial levels, in addition to progress and growth over time.

Multiple table groups expressed the sentiment that having access to primary language assessments for various purposes (summative, diagnostic, formative, and others) would help to eliminate the deficit perspective (i.e., defining language minority students by their weaknesses rather than their strengths) and validate the language and the instructional practices for dual-language and bilingual programs. In addition, such assessments would validate and value what "language minority" students know and would give them a chance to show their skills, regardless of language. One table group indicated that the new primary language assessments would have to be rigorous. They felt previous primary language assessments were not valued as equally as English language content assessments and did not have a place in the accountability system.

#### **Primary Language Assessment and the State Seal of Biliteracy**

The SSB was a popular topic during the table discussions, with many groups expressing that the primary language summative assessment should also be used to award deserving students the SSB on their diploma for showing mastery in a language other than English. Additionally, it was also mentioned by at least one group that the state's English-language proficiency test (currently the CELDT, but soon to transition to the English Language Proficiency Assessments for California [ELPAC]) should also be a test used to award current ELs (i.e., non-native English speakers) with the SSB on their diploma. Some stakeholders mentioned that the assessment could be administered in grade eleven to confer the SSB to deserving students; however, not all stakeholders attending the meetings cited explicit grade levels.

**Question 2: How should the results of the assessment be used and by whom?**

Stakeholders mentioned several possible uses for the new primary language assessment. Main themes that emerged included uses for accountability (at various levels), ensuring students are meeting grade-level standards, district-level evaluation of language programs, and specifications regarding users of test results, all of which are explained in more detail in this subsection.

The topic of accountability for federal, state, and local purposes and the use of a primary language summative assessment for such purposes came up several times among stakeholders; however, the reasons for using the assessment for accountability were mixed. The various reasons are presented in detail in this subsection.

**How Assessments Should Be Used**

*The assessment should be used for accountability of certain groups of students.* One table group explained that the primary language summative assessment could be used as “an accountability piece for a select group of students who are ELs and have not been reclassified as fluent English proficient.” Another group mentioned that the assessment could be used for accountability purposes for students who are receiving general content instruction in a language other than English (i.e., students enrolled in transitional bilingual programs or in dual-language programs, such as one-way or two-way dual immersion). Other stakeholders made explicit that testing students (those enrolled in bilingual or dual-language immersion programs) in English may not adequately measure their language arts skills, so an assessment in their language of instruction would validate the students’ competency, regardless of the language. Another group explained that students would have the opportunity to show mastery of content skills if they were assessed in their language of instruction, although some concern was noted about the risk for overtesting students in dual-language programs if students were tested in both languages.

*The assessment accountability should be similar to Smarter Balanced.* Another group mentioned that the assessment could be used for accountability purposes the way the Smarter Balanced ELA assessment is used for accountability purposes (specific student groups were not made explicit; however, the rationale for the recommendation focused on the needs of dual-immersion schools). Others suggested that the primary language assessment should be used for accountability purposes in conjunction with the Smarter Balanced assessment, because if the primary language assessment were not used for accountability purposes, the assessment would not be valued or taken seriously. Another group made explicit the importance of equal value across the Smarter Balanced scores and the primary language assessment scores, especially if they were used for accountability purposes, as well as accountability to the community at large so cross-district comparison could be made (e.g., comparing results from San Diego Unified to Los Angeles Unified).

Stakeholders also expressed that the results of the primary language summative assessment should be used to ensure that students are meeting grade-level standards in the primary language. They mentioned this would give teachers the information they need about a student’s skill level and mastery, but they expressed some caveats that this may be dependent on the student’s grade level of entry and how much primary language instruction the student has had. In other words, if students had not had instruction in the primary language, the assessment results perhaps would not be a helpful or appropriate measure of students’ skills.

Additionally, stakeholders suggested that the primary language assessment should measure grade-level standards in conjunction with the Smarter Balanced assessment. Stakeholders

reported wanting to have information about the “whole child,” meaning they want assessment results in both languages to determine students’ strengths and weaknesses. Some concern was noted about the grade levels of the primary language summative assessment and whether or not the grade levels would correspond to the grade levels when students receive instruction in both languages.

Because of the variation in programs and instructional implementation across districts in the state, some stakeholders expressed interest in the primary language assessment being used for program evaluation purposes, but only for instructional programs that are dual-language or bilingual language programs. Some stakeholders also expressed that using the assessment for program evaluation could promote standardization of the language programs across the state. Some stakeholders did express concern that this level of evaluation would only be appropriate for districts that offer dual-language or bilingual programs and could not be standardized across the state. Additional concern was noted for the potential for results to be used punitively, especially for new dual-language or bilingual programs, because it may take longer to show results (i.e., it was suggested this could take more than two years).

The question of who should use test results produced several separate recommendations and was embedded throughout the entire conversation for Topic 1. All instances of suggested users for the test results have been compiled below.

### **Who Should Use Results**

*The test results users should be similar to those who use the Smarter Balanced assessments.* Some stakeholders mentioned generally that the users of the primary language assessment should be the same users as the Smarter Balanced assessments. They emphasized that this would help enforce equal weight across the primary language and Smarter Balanced assessments. The stakeholders made explicit that in this case, the primary language assessment results should have the same reporting timeline as the Smarter Balanced results so they could be viewed in conjunction with them, and for acceptable purposes like accountability.

*Parents and students should use the test results.* Stakeholders mentioned that parents and students should also be consumers of the test results. However, it was made explicit that the scores should be used for informative purposes only, and scores should not be used in a punitive manner. Stakeholders also made explicit that the score reports should be clear, easily understandable, and available for parents in *their* primary language so parents can monitor their child’s progress.

*Teachers should use the test results.* Related to the recommendation to have a summative assessment *and* assessments for other purposes (e.g., formative, diagnostic), stakeholders mentioned that teachers should use the assessment results to help guide instruction in the classroom. It was mentioned that teachers could use results from an initial diagnostic assessment for newly arrived students to learn about the instructional needs of incoming students and what transferrable skills students bring with them into the classroom. It was mentioned that teachers could also use results from summative assessments for ELs and students enrolled in dual-language or bilingual programs to help understand the yearly progress and growth of their students.

Additionally, one group of stakeholders mentioned that the results should be used by teachers (or those who make placement decisions) so that appropriate decisions can be made for foreign language course placement. Stakeholders made explicit that this use would likely be specific to

students enrolled in high school, since they are more likely to take foreign language courses, including Advanced Placement (AP) courses, to meet college-level requirements. Additional concerns were noted about students who take extra or unnecessary foreign language courses because there is not a placement test for them.

*Districts should use the test results.* Stakeholders mentioned that results could be used by districts to help monitor the success of dual-language or bilingual programs, support more accurate reporting of students' skills by incorporating the primary language for both initial and ongoing progress, and encourage funding to support dual-language and bilingual programs, including making any necessary adjustments or support for interventions. But despite this potential use for the primary language assessment scores, stakeholders were concerned that if all districts did not have dual-language or bilingual programs, English test results would still be weighted more heavily and the use of scores from primary language assessments would unintentionally promote English programs over dual or bilingual programs.

*Colleges and universities should use the test results.* One group mentioned that colleges could use the primary language test results as another criterion for admission, as they felt it would increase the college-going rate for language-minority students.

### **Question 3: What should be measured?**

The recommendations regarding test content and focus are reported in this subsection. The themes that emerged focused on the content being assessed and the language of the test. Although a recommendation concerning ELD did emerge, it is reported under Topic 5 in this report.

#### **What the Assessment Should Measure**

The stakeholders generally agreed the test should measure language arts; however, other recommendations were made for additional consideration.

*The assessment should mirror the content in the Smarter Balanced English language arts/literacy assessment.* Stakeholders shared that they wanted the primary language summative assessment to measure skills and knowledge similar to the Smarter Balanced assessment (e.g., including domains such as listening, reading, writing, and literacy). Other stakeholders made explicit that they wanted to use California's CCSS and also include the speaking domain; others took this a step further and suggested the primary language domains be addressed across all content areas, not just language arts. The stakeholders mentioned there are some practical and logistical concerns for administering a speaking assessment; nevertheless, they felt it should be included in the assessment. Additionally, there was some concern about the appropriateness of the Smarter Balanced content and California CCSS for the language aspects of the primary language assessment.

*The test could expand to other content areas as appropriate.* Stakeholders also mentioned that other content areas should be assessed in the primary language as well. This recommendation was mostly targeted toward students who are receiving a majority of their content instruction in a language other than English (e.g., dual-language or bilingual programs). For example, stakeholders expressed a desire to have a separate primary language assessment available to assess science (i.e., Next Generation Science Standards [NGSS]). Other stakeholders suggested that a more transdisciplinary approach that integrated literacy and math within an assessment would help students prepare to be competitive in a global economy.

Stakeholders did express some concern about the potential for overtesting students if they were assessed in multiple languages (e.g., English and the primary language) in multiple subject areas. It was suggested that the local educational agency should determine what assessment (e.g., content area) and assessment language (e.g., English, the primary language) in which the students should participate.

### **Language(s) of the Assessment**

Stakeholders felt strongly that a test in the primary language should be available for California's students; however, there were also strong feelings shared about what language the test should be available in. Although stakeholders acknowledged the importance of the top 5 and the top 10 languages in the state, there was equal recognition of the fact that the state's top 5 or 10 languages may not be the top languages in a particular school district. Stakeholders also expressed that having assessments available in multiple languages would accommodate the widespread diversity among California's students and show them their languages are valued equally. Some stakeholders expressed that the assessment should be available in as many languages as the state will create assessments for, implying that costs would be covered by the state. It was also mentioned that at the very least the primary languages should match those the Smarter Balanced mathematics assessment is being translated into and that have been approved for testing California's students.

### **Question 4: Who should be tested?**

Overall, stakeholders' discussions covered various student groups and suggestions for certain grade levels. Specific considerations are identified in this subsection.

#### **Students to Test**

Stakeholders suggested several student groups who could take the primary language summative assessment. The reasons for including each group varied. The rationale for inclusion is described below (see also Questions 1–3 in this section for a related discussion).

*The test should assess newly arrived English learners.* Stakeholders felt that newcomers, also known as newly arrived ELs who have been in the United States for less than 12 months, should be included in the primary language assessment to measure students' initial baseline literacy skills. Stakeholders commented this would help them be better informed about students' existing skills in their primary language, which would help them better plan classroom instruction. Stakeholders also expressed interest in learning which transferrable skills students possessed, which would also help to make instruction better targeted to students' needs. It was also mentioned that new arrivals enter into the school system at all grade levels and at all times of the year, so this type of diagnostic assessment would need to be available at all times.

*The test should assess current English learners.* Stakeholders expressed that students who are current ELs (i.e., students who have been identified as ELs for 12 months or more) should be included in the primary language assessment. Other stakeholders were more conservative in their recommendation and suggested that only ELs whose English language proficiency was "emerging" should take the primary language assessment.

*The test should assess students enrolled in dual-language or bilingual instructional programs.* Stakeholders expressed that students enrolled in dual-language or bilingual programs should be assessed with the primary language assessment if the language matches their language of instruction. Some stakeholders mentioned some concern about newly arrived ELs being assessed



in their language of instruction, since it is possible that the language of instruction could be one that they are in the process of acquiring. It was mentioned that students might need to take both the Smarter Balanced ELA exam as well as the primary language summative assessment to provide teachers with the most information; however, there was some concern about overtesting students in these situations.

*The test should assess students attempting to earn the State Seal of Biliteracy.* Stakeholders recommended that students trying to earn the SSB should be able to take the primary language summative assessment to do so. Other stakeholders mentioned that students taking the primary language assessment should not have their scores used punitively (i.e., count against the student's record if the student does not pass).

*The test should assess students who receive a recommendation to participate in the testing.* Stakeholders recommended that students who may not fit in any of the previously mentioned profiles could be included in the assessment (i.e., opt-in) if recommended by a professional (e.g., student success team or child-study team), teacher, parent, or other school personnel. Additionally, stakeholders mentioned that some students learn another language outside of the school system (e.g., on weekends), or they are enrolled in extra courses (e.g., advanced placement, international baccalaureate), and they should have the opportunity to be included in the primary language assessment. ELs with disabilities were recommended to participate in the assessment as well, using the appropriate accessibility and accommodations features. Lastly, stakeholders were concerned about the EL student group known as Long Term ELs (L-TELEs); specifically, they said there is not enough information on how to determine the assessment language for L-TELEs. One group of stakeholders mentioned other student groups, such as students who are initially-fluent English proficient (IFEP) or reclassified-fluent English proficient (RFEP). Although there were many recommendations to opt-in specific students, there was some mention that students should be able to opt-out accordingly if they do not have skills in the primary language.

### **Grade Levels to Test**

Additionally, there was some information offered about grade levels, but the information was not consistent across the stakeholders, likely due to the various combinations of student groups (e.g., students enrolled in dual-language programs), grade levels (K–12), and assessment use (e.g., summative, diagnostic, formative, interim) that stakeholders had discussed. All suggestions regarding grade levels have been compiled and are included in this subsection.

*Consider assessing all grade levels from K–12.* Individual stakeholders felt the primary language assessment could be administered anytime during a student's K–12 educational career, including anytime throughout the year. It was also mentioned that the assessment could include grade level bands if desired. For example, one table group felt that a standardized primary language assessment could be implemented for all grade levels and all languages. Another table group suggested that K–2 is an important grade span to include because teachers need to know the students' incoming primary language skills to be able to place and instruct the students appropriately. Stakeholders also made explicit that the goal is to determine students' performance level, and to do this, off-grade-level assessment may be necessary. It should be made explicit that stakeholders did not specify whether or not the assessments for K–12 should be related to a specific use or purpose (e.g., summative, diagnostic, formative, interim).

*Consider assessing grades three through eleven.* Specific to current ELs taking the summative assessment, some stakeholders suggested that students in grades three through eleven should be assessed. One group considered grade three to be the earliest grade level to begin the summative assessment, and that grade nine should be assessed instead of grade eleven. They suggested that grade eleven was considered too late to be able to make meaningful instructional or placement decisions. However, two other groups suggested that grades three through eight and grade eleven should be assessed to stay consistent with the Smarter Balanced grade levels.

*Consider assessing grades five, eight, and eleven.* Stakeholders suggested that summative assessments should be administered in grades five, eight, and eleven, with the option to add more grades as needed. It was mentioned that interim assessments could be administered at other grade levels as needed. Since newly arrived ELs enroll at all grade levels, some stakeholders said there was insufficient guidance on how many years of instruction new arrivals should have before taking the primary language summative assessment.

*Consider assessing grade eleven for the State Seal of Biliteracy.* Stakeholders expressed the desire for students to be able to use the primary language summative assessment to earn the SSB in grade eleven.

## 4C. Aligning the Assessment with the English–Language Arts Content Standards

Although a majority of participants agreed that the primary language assessment should assess English–language arts content standards, there were differences in the way stakeholders believed the alignment should be conducted. This information is described in the following sections.

### **Question 1: How do you interpret the phrase “alignment with the English–language arts content standards”?**

Discussions regarding alignment resulted in a few key suggestions and several considerations related to aligning the primary language test content to the Smarter Balanced ELA assessment. All suggestions and considerations are noted in more detail in this subsection.

#### **Align with Smarter Balanced**

Stakeholders reported that mirroring the Smarter Balanced for ELA assessment is the target, and they provided additional details for consideration, described below.

*The primary language assessment should maintain equal rigor to mirror expectations, but not necessarily the standards or items.* Stakeholders want the same level of rigor across languages to maintain comparability across the English version of the Smarter Balanced and primary language tests. In the instance of language augmentation needs, the same rigor should still apply. In other words, just because something is adapted for primary language needs does not mean it will be “easier” or less rigorous. Stakeholders also want to avoid “simple” testing of students’ basic or foundational skills in the primary language, noting that the language strand in the CCSS needs to be taught and assessed at some point in the instruction.

*The test should mirror the Smarter Balanced Assessment Consortium content areas.* Stakeholders reported that similar content areas to the Smarter Balanced for ELA assessment should be included in the primary language assessment. For example, stakeholders noted that the

CCSS include domains such as language, literacy, and writing, and those should all be included in the primary language assessment. Other stakeholders did suggest, however, that domains such as listening, speaking, reading, and writing (similar to those measured via the CELDT or ELPAC) should be included.

*The test should have similar supplemental resources.* One table group explicitly requested supplemental resources that are similar to those available for Smarter Balanced. For example, the stakeholders in that table group requested a digital library equivalent for the primary language assessments. They also requested additional assessments that mirror those available for Smarter Balanced (e.g., interim assessments).

*The test should have similar score reports as the Smarter Balanced Assessment Consortium.* Stakeholders noted that if the primary language assessment is similar to the Smarter Balanced for ELA assessment, the score report should be similar. Stakeholders felt parents need the opportunity to be educated about their children and how their children are performing. The results should be reported as “progress” to put the results in a positive light. Additionally, stakeholders want the results to be linked year to year to show student progress.

*The test should have similar performance level descriptors.* Stakeholders reported that results of the primary language assessment should be calculated and reported using similar performance level descriptors (PLDs; also known as achievement level descriptors or proficiency level descriptors). They felt that using similar PLDs would help to maintain comparability from the English version of the Smarter Balanced test to the primary language assessment.

### **Align Using Authentic Texts**

Additionally, stakeholders reported that authentic texts are critical for alignment purposes, as they maintain rigor and create a nonbiased assessment. They claimed authentic texts help make the assessment relevant so it is engaging and age-appropriate. The stakeholders cautioned against translating texts from English into the language of the primary language assessment, as that limits authenticity and cultural relevance.

### **Align Using California CCSS en Español and for Other Languages**

Stakeholders reported a desire to use the California CCSS en Español since they are approved by the CCSSO and the NGA. Stakeholders noted that standards should be in place before an assessment is developed—not so the test can be aligned to the standards, but more so that the teachers can be teaching to the standards prior to a test being implemented.

Stakeholders did express some concern about whether standards would really be translated into other languages, due to the feasibility as well as the increased cost and potential for extra equipment (e.g., language-specific keyboards). One group suggested that if languages cannot be available according to each individual district, then the top 5 or 10 languages in the state would be sufficient.

### **Question 2: How should this alignment be implemented for this assessment?**

Stakeholders were eager to share their perspectives on how the new primary language assessment alignment should be implemented. Themes emerged related to standards translation, content domains, and score reporting. Their suggestions and considerations are explained below.

### **Transadapt**

Stakeholders mentioned that transadaptation (the act of translating a test with some modifications), rather than a straightforward translation, is necessary given that language is not



always translatable, especially language conventions and grammar rules. Stakeholders provided additional considerations detailed below.

*Transadapt standards, but consider adopting a hybrid approach when needed.* All groups stated that translation of the ELA standards is not appropriate. Instead, the standards should be transadapted *and/or* developed from scratch when appropriate for the standard. Stakeholders reported wanting to make the adapted content demographically appropriate (for age, language, and culture). Stakeholders suggested that standards should be revised when needed to fit the needs of the language.

Concerns were also noted about the process of transadapting or developing from scratch. Augmenting for language does not imply that the revised standard or item will be easier or less rigorous. Stakeholders agreed that the rigor of the standard should be maintained when augmenting for language needs.

*Make the standards and tested content culturally relevant.* Similar to their recommendation about alignment, stakeholders reported that authentic texts are necessary for the cultural relevance of the primary language assessment. Stakeholders mentioned their desire to capture the social, linguistic, and cultural mores of the cultures (e.g., localisms, idiomatic expressions) for the different language versions of the primary language assessment. Stakeholders said using texts that engage student interest and that are appropriate for the student's age and grade level would make the assessment more culturally relevant. To do so, stakeholders recommended that content focus on universal themes to make it relevant to students from a variety of cultures and backgrounds.

*When the test is designed and implemented, consider the needs of younger students.* Stakeholders expressed some varying opinions about what grade levels should be included in the primary language assessment. In the meantime, while a decision is being made, stakeholders suggested that if students are required to take both the Smarter Balanced *and* the primary language assessment, there would be too much instructional time taken up by assessment. The concerns about testing times and overtesting students were expressed again, leading to the suggestion that for younger students, perhaps a shorter assessment could be developed to minimize their time spent being assessed and maximize their instructional time.

### **Consideration for the Speaking Domain**

Some stakeholders wanted to include speaking in the primary language assessment, despite it not being included in the Smarter Balanced assessment. They felt it was part of the standards and should be assessed. Stakeholders expressed some concern with how to do so. Stakeholders stated that it is critical to include native speakers and primary language experts for the speaking test development. Additionally, stakeholders warned about the need to be sensitive to regional dialect variations that are not necessarily interchangeable (e.g., Mexican Spanish, Nuyorican Spanish, and Castilian). In addition to development considerations, stakeholders also expressed some concerns about the overall testing time for students, especially if they would be expected to take both the English and primary language versions of the assessment.

### **Consideration of Comprehensive Score Reports**

Stakeholders reported wanting comparability across the Smarter Balanced and primary language assessment score reports, such as having more interactive and comprehensive reports that combine various assessment results. For example, stakeholders expressed the desire for score reports to include students' primary language test scores as well as their scores on the other

summative content assessments (e.g., English version tests for mathematics, science, or ELA), and the English-language proficiency assessment (i.e., CELDT or ELPAC).

## 4D. Implementation of the Assessment

Topic 3 elicited stakeholder's opinions on how the primary language summative assessment should be implemented for California's students. Various recommendations emerged from the stakeholders with additional considerations and caveats presented below.

### **Question 1: What kinds of delivery are best for the purposes of the test?**

Overall, stakeholders discussed two main modes of test delivery: computer and paper delivery systems. Additional themes of test administration and assessment design also emerged. Stakeholders' suggestions and considerations are captured in this subsection.

#### **Computer-based and Paper-Pencil Testing**

Stakeholders thought that computer testing is ideal to mirror Smarter Balanced. However, stakeholders also noted that paper-pencil administration is necessary to support test takers with minimal technology skills, including students who are new arrivals. For example, some stakeholders mentioned concerns about the students' keyboarding skills, especially for students who come from another country and who may have learned to type on a language-specific keyboard.

Nevertheless, a majority of stakeholders agreed that the test should be largely computer-based, due to the fact that interacting with technology is a 21st-century skill and students need to effectively learn how to work with a computer so they are college and career ready. Others felt that a computer-based assessment could create positive washback, where schools feel the need to incorporate technology classes into the available repertoire to ensure their students have the technology skills necessary to succeed. Other stakeholders were excited about the possibility of a faster turnaround for assessment results if the assessment were computer-based.

#### **One-on-one Speaking Component**

Stakeholders mentioned that if the speaking domain is to be included in the primary language assessment (the assessment type was not mentioned), the speaking domain would be better assessed one-on-one. Throughout the discussions, stakeholders acknowledged feasibility and practicality concerns with administering a speaking test. These concerns were related to the need to schedule administration dates and a test administrator and raters who speak the students' language to score the assessment.

#### **Alternative Assessments**

It should be noted for clarity purposes that the conversation focused on alternative assessments and not alternate assessments that are designed to measure alternate achievement standards (i.e., for students with significant cognitive disabilities, the one percent). Stakeholders recognized there might be a need to have alternative (i.e., various) assessment pieces available for students and their teachers to assess the target construct. Some ideas that were shared in this area focused on the possibility of having writing portfolios or classroom-based activities as part of the primary language assessment context. Additionally, the possibility of including ongoing curriculum-embedded assessments was brought up; however, these recommendations were not agreed upon widely within the whole group of stakeholders.

**Question 2: How should the content be presented to the students?**

Stakeholders expressed diverse options for presenting content to the target students taking the primary language assessment. All reports are noted below.

**Use Practice Tests**

Stakeholders made explicit that practice tests would be a necessary part of the primary language assessment. The practice tests were envisioned as a mechanism to better support students, especially newly arrived students, and help them gain familiarity with the primary language summative assessment. Additionally, stakeholders suggested that the practice tests be made available to the student using the same delivery method as the assessment (e.g., if the student is taking a paper test, the student should receive practice tests on paper; however, if the student is taking the test on the computer, all practice tests should be administered via computer). They felt this would help students become familiar with delivery mode formats and expectations. For example, if students were taking their practice test on the computer, the practice test would be expected to have the exact same interface as the assessment. This similarity would allow students the opportunity to become familiar with the test's layout, navigation, and any embedded supports (e.g., accessibility tools or accommodations).

**Use an Adaptive Test**

Stakeholders mentioned that computer-adaptive assessments could possibly increase the confidence or performance of students at the lower range of the performance level. Stakeholders also noted an adaptive assessment may have potential to reduce the frustration index by minimizing the educational gap between student knowledge and what is being assessed, both of which could contribute to students' overall feeling of success in the testing experience. The adaptive content could also help reduce the number of students who are struggling, for example, by providing leveled reading passages so students are not struggling to read a passage that is beyond their skill level. Stakeholders mentioned that educational games are designed this way.

There was concern mentioned about reconciling the desire to have an adaptive test and the mode of delivery. Stakeholders recognized that an adaptive test is most likely accomplished through a computer-based format; however, they made explicit that there are some concerns about the technology skills students are expected to have in order to be successful on the test. In the case of newly arrived students, especially those who just arrived prior to the testing window, they should have access to increased support from an aide (akin to an EL-specific accommodation) so the aide can provide technology-related support.

**Use a Fixed-Form Paper-Pencil Test**

Stakeholders expressed understanding that an adaptive test is likely better implemented with a computer test compared to a paper test, and others mentioned a fixed form could better assess a standard. Additionally, it was mentioned that a paper-pencil form may be better for students who are lacking technology skills so as to minimize the potential for construct-irrelevant variance, i.e., measuring the students' technology skills in addition to the target assessment construct. Stakeholders also expressed that there are still ongoing infrastructure issues, and some schools still may not be ready to deliver a computer-based assessment. In these cases, a paper-pencil assessment would be a better option for schools with limited technology support.

Stakeholders did express some concern that there may not be a standardized method or a clear criterion to determine which delivery method students should participate in (e.g., computer-based

or paper-pencil). However, it was noted that a paper-pencil format may still be necessary as it may serve as an accommodation for students with certain disabilities.

### **Include Standardized Accessibility and Accommodations**

Stakeholders discussed the importance of having a multitiered accessibility framework for the primary language assessment, similar to that of Smarter Balanced's universal tools, designated supports, and accommodations. They felt that such a framework would help meet the needs of the diverse target population, including students who have disabilities and would be taking the primary language assessment (i.e., largely students with high-incidence disabilities who are able to take a general assessment and are not part of the 1 percent who would need an alternate assessment designed to measure alternate achievement standards).

Stakeholders reported concerns that even though the accessibility and accommodations are desirable, there are still some difficulties with teachers learning how to effectively use the multitiered accessibility framework (e.g., when does a student qualify for a designated support?), especially when the designated supports or accommodations may be requested or better monitored by teachers as well as parents.

### **Have Similar Length to the Smarter Balanced Assessments**

Some stakeholders were vocal about the length of the primary language assessment. Although they did not specify a target time window in which the assessment should be administered, they did make explicit that it should be similar to the Smarter Balanced for ELA assessment, especially since they envisioned that the two assessments should be similar. In other words, stakeholders noted that if the Smarter Balanced Assessment Consortium test is not timed, the primary language assessment should not be timed either. This recommendation, however, brought up familiar concerns about managing assessment expectations and overtesting students.

### ***Question 3: Which types of questions should be included?***

To aid discussion, stakeholders were provided with some example item types (e.g., multiple choice, open ended, performance tasks,) to consider, but they were asked to further consider critical variables such as delivery, student groups, and construct to identify their recommendations for the primary language assessment.

### **Items Similar to Smarter Balanced Items**

To maintain congruency with Smarter Balanced, stakeholders wanted similar transparency with a standardized platform on the English and primary language versions. Students may show knowledge in different ways, so varied questions may help show that. Additionally, stakeholders noted that item types should be weighted equally across the Smarter Balanced assessment and the primary language assessment. In other words, one test should not have a variety of item types and the other test have mostly multiple-choice item types.

### **Include Performance Tasks**

Stakeholders noted that performance tasks would be ideal to include on the primary language assessment. Performance tasks provide more information about what students know and are able to do, but stakeholders thought they take up more time, especially if the teacher is required to provide specific instruction prior to the task.

Stakeholders did note some concern about how to provide information about student collaboration (if required for a performance task), unless the whole class is assessed. There were also concerns about the practicality and feasibility of administering performance tasks when

there are small numbers of primary language speakers, as it may be more difficult to assess performance tasks in very small numbers. Stakeholders also mentioned concerns about scoring the performance tasks. For example, if only a few students in one language are participating, it may be difficult to find a rater to score the performance. In these instances, stakeholders suggested they would consider removing the performance tasks due to the difficulties with administering and scoring them. There was discussion geared towards stakeholders' desire to field-test performance tasks to ensure age appropriateness and cultural sensitivity for the performance tasks, and to ensure the tasks avoid tapping into previous or background knowledge given that not all students in the target test-taking population will have had similar experiences.

## 4E. Current Readiness for a Standards-Based Primary Language Assessment

Topic 4 asked stakeholders to assess student readiness for CCSS assessments and to describe their personal experiences with CCSS implementation. Since this topic elicited opinions and not recommendations, the data presented here are represented as opinions. Major findings and themes have been summarized and are reported in the subsections.

### ***Question 1: Thinking of the target students who would be taking the primary language assessment, how prepared are they to take assessments written to the common core standards?***

Overall, as noted in Question 4 of Topic 1, the stakeholders mentioned a range of students that could be included in the primary language assessment. The phrase “target students” was left purposefully vague in this question, and stakeholders were prompted to think back to the purposes and student groups from the earlier discussions, in which stakeholders had identified various groups of students. In the stakeholder reports, it was clear the phrase was interpreted differently by different stakeholders to include a variety of possible students, such as new arrivals, current ELs, students receiving instruction in the target language (e.g., dual-language or bilingual programs), students attempting to earn the SSB, and students who may be opted-in for various reasons. Additionally, a majority of stakeholders did not specify the type of assessment they were envisioning (e.g., summative, diagnostic, interim) when discussing readiness, so results should be interpreted generally unless otherwise specified. Opinions about student readiness are reported at the student group level, and stakeholder reports are listed under the corresponding category.

### **Newly Arrived English Learners**

Stakeholder opinions generally mentioned that newly arrived EL students who are late arrivals (i.e., arriving during middle school or high school) may not be ready, regardless of the program they are enrolled in (e.g., dual language, bilingual, mainstream), because they will have had considerably less exposure to the target instruction as well as less exposure to the technology equipment they would use to take the assessment.

Stakeholders reported that newly arrived students may not be ready because there is usually an economic factor influencing their technology readiness, which would affect their performance if they are required to take the assessment on the computer. Another factor impacting the newly arrived students is the quality of instruction they received in their country of origin. They are all classified as newcomers, but some students come into the classroom illiterate, and others come in



with strong literacy skills. One table group mentioned this sort of range makes determining readiness problematic for a primary language assessment.

### **Current ELs**

Other opinions suggested that stakeholders thought that even students who are current ELs are not ready. Factors that influenced stakeholder's perception of student readiness could be attributed to additional factors that are beyond the students' control. For example, stakeholders mentioned that overall, assessment participation decisions are very important. One stakeholder mentioned that decisions are made at the district level, and for that stakeholder's specific district, all ELs would be required to take the primary language assessment—even if they do not have the literacy skills to do so. Others mentioned, for unexplained reasons, that students who exit the EL classification in elementary school may have difficulty with a primary language assessment.

### **Students Enrolled in Dual-Language or Bilingual Instructional Programs**

For students enrolled in dual-language or bilingual programs who are actively receiving content instruction in that language, stakeholders agreed such students might be ready for the primary language assessment. However, stakeholders also felt it might be better if the students were enrolled in the dual-language program for a number of (unspecified) years prior to taking the primary language assessment. Additionally, stakeholders reported that with the teacher-developed materials used for instructional purposes at this early stage of the CCSS implementation (including implementation with the California CCSS en Español), students may not be prepared with the critical thinking or depth of knowledge skills necessary for the CCSS assessments.

### **Students Attempting to Earn the State Seal of Biliteracy**

Stakeholder reports suggested that students attempting to earn the SSB might not be ready to take the primary language assessment because they will not have had exposure to the rigorous content standards guided by the CCSS.

### **Other Considerations**

However, the variety of opinions suggested that stakeholders generally agreed there are other considerations relevant to perceived readiness for assessments written to the CCSS. Some stakeholders reported that their districts do not have primary language programs available (e.g., dual-immersion or bilingual programs), so they do not know if the target students in this sense would be ready or not. Other stakeholders reported they are, in general, unsure about student readiness because they still have not received results from the field test their district participated in.

Other factors that had an impact on stakeholders' ratings of readiness are specific to the Smarter Balanced for ELA assessment. Some stakeholders mentioned that target students are minimally prepared to take an assessment written to measure the CCSS compared to English-only students (i.e., native English speakers, also known as non-ELs), although other students may be more prepared for the Smarter Balanced mathematics assessment. Stakeholders also mentioned that the variety of (new) item types may be an issue for certain students taking these assessments. Additionally, some reported concern about the Smarter Balanced assessment experience negatively coloring the perception and eventual implementation of a new primary language summative assessment. Lastly, a concern was mentioned about the necessity of practice exams. However, it was unclear to the stakeholders if the primary language assessment would have practice tests available.

**Question 2: How has your school implemented the CCSS for the target students and how has the implementation been?**

Overall, stakeholders seemed to interpret this as a question targeting implementation at various levels. These levels are coded here as students, teachers, and infrastructure. Understandably, the variation was noted with regard to student groups and stakeholders' perception of the CCSS in English or primary language versions (e.g., California CCSS en Español). These reports are explained in more detail in this subsection.

**Implementation: Target Students**

Stakeholders reported that generally, the target students are struggling with the implementation of the CCSS. Although the California CCSS en Español have been implemented for the students enrolled in dual-immersion or bilingual programs, that implementation does not mean the schools have also implemented the technology requirements to support students on the CCSS. Some stakeholders reported that various needs of target students posed difficulties. For example, one stakeholder expressed difficulty with the number of “remedial students” in the district, and how more support is needed to bring these struggling students up to par on the CCSS without overtesting or frustrating them. Additionally, there was some concern about students potentially testing twice (once in each language), and stakeholders suggested that teachers should make the decision about what language to test the students in because of the differences in language of content instruction.

One stakeholder reported that the stakeholder's home district won a grant to support the implementation of the CCSS; however, the district is having difficulty connecting the implementation of the CCSS to support ELs. Other stakeholders (mostly those coming from districts that are teaching to the California CCSS en Español and have teacher support) reported their students are already taking assessments in the primary language, so these students are getting instructional exposure in addition to assessment experience.

**Implementation: Teachers**

Stakeholders reported that some districts had implemented CCSS; however, the rollouts or supports were not specific to ELD teachers. Stakeholders reported some teachers began implementing the California CCSS en Español, but teachers are struggling with implementation. No information was provided to explain this opinion further to determine additional contributing factors such as the number of teachers, language-specific programs, or student groups.

Other stakeholders reported that there is mixed support for the CCSS among the teachers at their school site. In other words, some teachers embrace CCSS and co-teaching, while others are very skeptical of it because it is a “huge paradigm shift” from what existed before. One stakeholder reported that teachers just are not given enough time and resources to understand and implement the CCSS for their students, and that some may be confused with what is needed for implementation. Overall, stakeholders reported that teachers are very overwhelmed because there is so much going on and they are lacking the support and instructional strategies needed to bring students to the level of the CCSS. One suggestion from a stakeholder was to wait another three to five years before rolling out anything else to allow teachers to catch up with all the recent changes and advances.

One district was reported to have hired an instructional reform facilitator to support teachers during this transitional phase. Even though hiring has been common for both instructional and

technological purposes, some stakeholders reported that their school sites are struggling with the loss of veteran teachers and the hiring of novice teachers.

Others reported that even though some districts have implemented the California CCSS en Español, the curriculum did not change along with the revised standards. This requires teachers to spend their time adapting the curriculum and finding appropriate, authentic information texts, even if the teachers themselves are not proficient in the CCSS and curriculum development. Teachers were also creating their own interim benchmark assessments because of the lack of assessments available.

Other concerns varied across topics. One stakeholder was concerned with the variety of professional development available, especially for general content teachers, primary language teachers, ELD teachers, and special education teachers. Another stakeholder was concerned that some parents may not be supportive of the CCSS, which would make teachers' jobs harder. Stakeholders also reported that while students need technology support, teachers need technology support as well so they understand how to interact with the computer-based assessments. One stakeholder reported that this transition has spurred discussions about how to prepare incoming teachers and how to rethink the qualities needed to be a highly qualified bilingual teacher in the CCSS era. Others agreed that teachers must be trained first before the students are taught; otherwise, the students will not understand what to do.

### **Implementation: Infrastructure**

Some stakeholders reported they are technology-ready, but there will always be room for improvement. One reported that the district purchased Chromebooks and hired a technology coach to try to close the technology gap. Due to recent advancements, stakeholders reported their school sites were experiencing minimal technology problems, there is an increase in the number of devices available (one stakeholder reported five carts of Chromebooks are available to check out as needed), and bandwidth is no longer a serious issue. In one stakeholder's district, devices are available one-to-one for students enrolled in grade five and up, and students are able to keep their devices after graduation. In a different district, a stakeholder reported that the district implemented all its interim benchmark assessments on the computer to build technology readiness skills in its students.

Despite the advances, other stakeholders reported their districts still experience setbacks and significant problems. For example, one stakeholder mentioned that students in the stakeholders' specific districts lack keyboarding skills, bandwidth is always a problem, and devices are in short supply. Another stakeholder reported the district is having difficulty with the technology; however, it has responded by requiring technology classes for students beginning in kindergarten so students will eventually become proficient users of the keyboard, keypad, and mouse. One stakeholder reported more fundamental problems with the district infrastructure, explaining that "if you have the computers on, you can't have the lights on."

## **4F. Other Opinions**

Although the information presented in Section 4 is organized by the topics designed for the table discussion and the themes that emerged within each topic area, it is important to note that a few opinions emerged from the table discussion that do not necessarily fit with the topics. These included considerations for assessment cost, terminology, item statistics, and ELD standards. This information is described in the next subsections.



Overall, stakeholders were very receptive to the discussions and they owned their role by attempting to give as much feedback as possible.

### ***Cost of Additional Assessments***

Some of that feedback was associated with recommendations for additional assessments beyond a summative assessment; some stakeholders expressed concern about the overall cost for these additional assessments. Stakeholders reported interest in having the state cover the cost for the additional test development and leaving the implementation decision under local control.

### ***Terminology***

Some concern was noted about specific terminology being used throughout the meetings and discussion. One table group noted a general dislike of the word “summative” for an assessment. Although they agreed with the purpose of a summative assessment, they explained the word “summative” is not used in the Smarter Balanced summative assessment title, so it should not be used in the primary language summative assessment title. Additionally, another group reported that the phrase “primary language” is problematic, as it excludes a key student group that should be included in the assessment—students enrolled in dual-language or bilingual programs who may have English as their primary language.

### ***Item Statistics***

One table group was very excited for the possibility of a new primary language assessment with new items and innovative item types like the Smarter Balanced for ELA content assessment. However, they were concerned that it would be difficult to obtain data showing that items are reliable and valid measurements of students’ skills, especially for language groups with few speakers, since these groups provide a limited sample size with which to pilot and field-test new items.

### ***ELD Standards***

Including ELD standards emerged as a desired focus for some stakeholders. Other stakeholders expressed that the target domains should be assessed in terms of interpersonal, presentational, and interpretive skills. They asserted that this is how one would measure language proficiency in a language other than English. Other stakeholders mentioned that a primary language assessment should mirror the CELDT/ELPAC since other existing assessments (e.g., LAS Links®, Student Oral Language Observation Matrix) do not. One group in particular expressed that the skills that are specific to ELD should be included in the primary language assessment, but the ELD standards need to correspond to the CCSS. Another group mentioned that the language arts content assessed in the primary language assessment should correspond to the ELD standards to provide information on specific skills. The stakeholders thought this organization would better align to instruction, which would help them diagnose specific student skills.

However, despite the discussion surrounding the desire to incorporate the ELD standards somehow, stakeholders expressed significant concern that measuring language proficiency and academic achievement in one assessment is not appropriate (since content and language can be two different constructs) and should thus be conducted via two separate assessments so as to not confound results. Stakeholders also expressed concern about how to align such an assessment to the CCSS English–language arts standards. Other stakeholders were concerned about the timing

and suggested that the speaking domain should be administered at the same time as the CELDT/ELPAC speaking domain to minimize the need to schedule additional test administrators.



## Section 5: Results from the Online Survey

To provide background on the survey respondents, this section describes the characteristics of the survey respondents, followed by a summary of the survey results broken down by the four main topics.

### 5A. Summary of Topic 1 Responses on Assessment Purpose and Use

Topic 1 focuses on the preferred purposes and uses of the new CAASPP primary language assessment. There are a total of eight survey questions that correspond to Topic 1. These questions relate to four sub-topics: test purpose, use of test results (by whom), test content, and examinee population. Each of these subtopics is discussed in turn.

#### ***Purpose of Primary Language Assessment***

In the development of any new testing program, one of the first questions posed is always “What is the preferred purpose(s) of the test?” Survey respondents were prompted to think about this prime issue in the development of the new CAASPP primary language assessment via three different survey questions.

The first question was an open-ended question that allowed respondents to write in their own words what they believed were “useful reasons for having a primary language assessment” (see Appendix D for a list of all questions). Of the 395 total respondents, 361 wrote in responses. These responses were read for common themes, and each response was coded by *each* common theme it represented; that is, a single response could match several themes, which occurred in several cases given the richness of respondents’ open-ended responses. Nine respondents indicated such an assessment was not needed as students are already tested too much. The remaining 352 respondents provided a variety of reasons for a primary language assessment. From most to least frequently cited, the following common themes emerged from an analysis of the responses; specifically, respondents explained that such an assessment would be useful because it could:

- Measure students’ knowledge/skills in their primary language without interference of language and allow students to demonstrate what they can do ( $n = 134, 37\%$ );
- Determine literacy level or language proficiency in primary language ( $n = 65, 18\%$ );
- Inform instruction, needs, and support for students ( $n = 58, 16\%$ );
- Provide standardized longitudinal data/monitor student progress and growth for students (not limited to students in dual-language programs) ( $n = 42, 12\%$ );
- Evaluate student learning and secondary language mastery in bilingual education ( $n = 39, 11\%$ );
- Evaluate bilingual/multilingual program or primary language program ( $n = 30, 8\%$ );
- Assess newcomers ( $n = 28, 8\%$ );
- Inform placement decisions/reclassification ( $n = 22, 6\%$ );
- Discern whether students have a learning disability or language barrier in achievement with regard to special needs and special education ( $n = 19, 5\%$ );

- Provide a consistent measure for the SSB or to support obtainment of the State Seal of Biliteracy ( $n = 13$ , 4%);
- Support California’s goal of biliteracy ( $n = 8$ , 2%); and
- Allow fair comparisons between English only and non–English only students ( $n = 4$ , 1%).

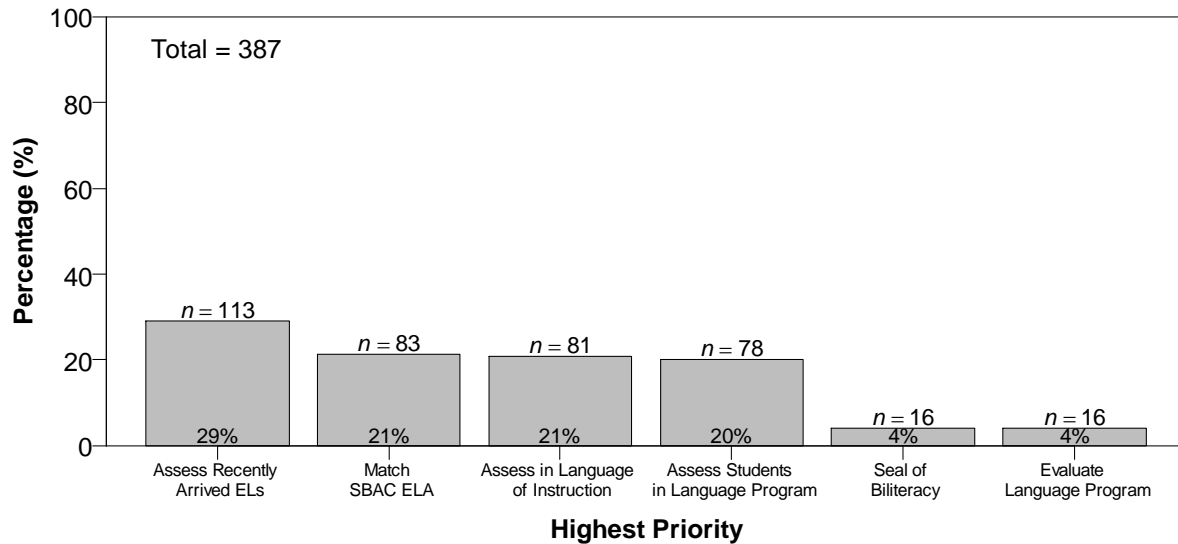
These common themes represent a variety of reasons for and purposes of a new CAASPP primary language assessment and highlight the unique considerations of different stakeholders, such as those with a particular concern for special education students, students in a language program, or students seeking the SSB.

To further probe respondents on what they think are the *most* useful reasons/purposes for a primary language assessment, Question 4 asked respondents to identify their *highest* priority in the development of this new assessment. Specifically, respondents were asked to select only one option from a list of options that were informed by the stakeholder meetings table discussions. Figure 5.1 shows the breakdown of respondents’ selections. The most selected priority at 29 percent was “to assess language skills of recently arrived ELs.” Three priorities were then almost evenly tied among the respondents at about 20 to 21 percent. These priorities were:

- “to match the existing ELA content assessment (i.e., Smarter Balanced) as closely as possible;”
- “to assess students’ language arts skills in their language of instruction;” and
- “to assess language arts skills for students in a language program, such as a bilingual or dual-immersion program.”

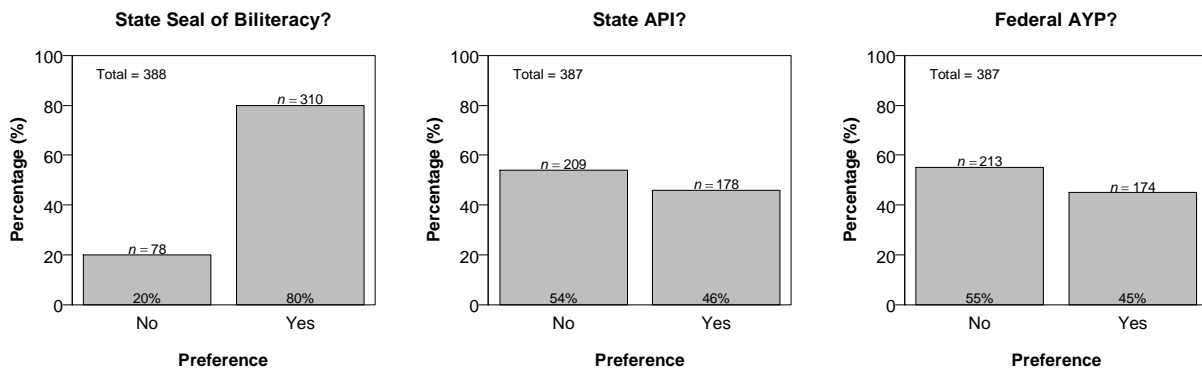
The other two options had support from only four percent of the respondents each: “to have a test that can be used in satisfying the ‘Seal of Biliteracy’ requirements” and “to evaluate dual-immersion or other language programs.”

These responses indicate that respondents were split in their highest priority for this new assessment with no single option garnering an overwhelming majority; however, there was higher preference for assessing newcomers, students in language programs, or in a student’s language of instruction and for matching the format and content of Smarter Balanced for ELA assessments than there was for supporting the SSB or evaluating language programs.



**Figure 5.1 Barplot of Highest Priorities for a New Primary Language Assessment for Survey Respondents**

Given that the California *EC* Section 60640(c)(C) states that “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.” Question 7 asked respondents to reflect solely on these purposes for the new primary language assessment. This question had a series of yes/no subquestions about using this assessment for the SSB, state accountability (e.g., the academic performance index, API), and federal accountability (e.g., adequate yearly progress, AYP). As shown in Figure 5.2, an overwhelming majority (80% of the 388 responders) was in favor of using these new assessments for the SSB. Thus, although respondents did not indicate that the SSB was the *highest* priority for the primary language assessment, they generally indicated that it is one of the uses with which they are comfortable. The support for the use of these assessments for state or federal accountability was more split; in each case, a slight majority at 54 percent and 55 percent, respectively, was against accountability use.



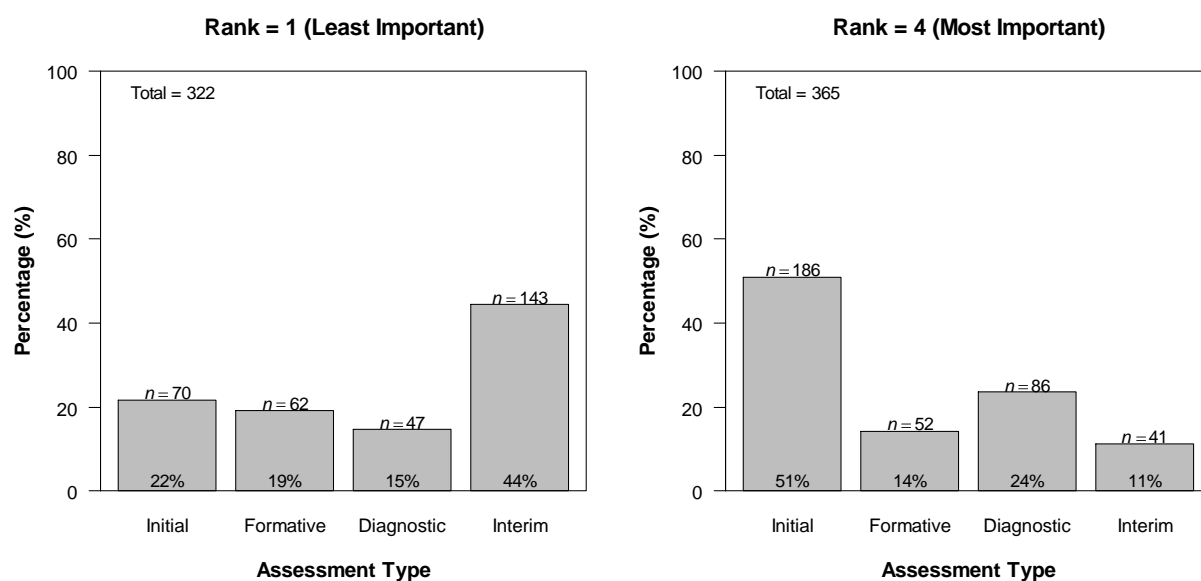
**Figure 5.2 Barplots of Support for the SSB, State Accountability, and Federal Accountability**

### Test Result Uses (By User)

Closely related to the preferred purposes of an assessment are the uses of the test results by different parties. Survey respondents were asked three questions related to this topic.

Question 6 allowed respondents to rank the importance (from 1 = least important to 4 = most important) of different assessment uses other than the intended use of the assessment for summative purposes. The options included an initial assessment, formative assessment, diagnostic assessment, and interim assessment. Definitions of each of these were provided in the survey (see Question 6 in Appendix D). For instance, formative assessments are assessments for learning and are used to provide information on students' strengths and weaknesses to inform instruction.

The left panel in Figure 5.3 shows that interim assessment was chosen by the largest proportion of respondents (at 44%) as the *least* important use, whereas the right panel shows that respondents chose initial assessment as the *most* important use (at 51%). There were no clear second- or third-ranked uses, and thus their graphs are omitted. The total counts for the two panels of Figure 5.3 slightly differ because not every respondent used all four ranks (for instance, some only indicated their top two or three choices—ranks of 2 to 4).



**Figure 5.3 Barplots of Highest (right) and Lowest (left) Ranked Assessment Types (non-Summative)**

Questions 8 and 9 focused on test users. In particular, Question 8 asked respondents to select who they believe are the “key users” of primary language test scores. They were allowed to select as many of the available options as applicable, and the majority (299 out of 390, or 77%) selected more than one option, with 35 percent ( $n = 137$ ) selecting all four options (administrators, teachers, parents, and students). Table 5.1 provides the counts and percentages of respondents who included each of the different key users among their choices. Almost all respondents (at 94%) included teachers among their selections. A majority of respondents also selected administrators as key users (at 71%), and about half of the respondents also chose parents and students as key users of the test scores.

**Table 5.1 Preferences for Key Users of Primary Language Test Scores**

Key Users	Count	Percent
Teachers	367	94%
Administrators	275	71%
Parents	190	49%
Students	179	46%
<b>Total</b>	<b>390</b>	

*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

Question 9 further prompted respondents to consider for what purpose each key user would use the results. Respondents were presented with four primary uses, and they could select as many of them as they thought were applicable for *each* of the key users. Table 5.2 summarizes respondents' selections with the most selected use per user indicated by a shaded grey cell. For instance, the table shows that 93 percent of the 385 respondents indicated that a primary use of the results by teachers would be "informing instructional planning," and the next most chosen use for test results (at 77%) would be "identifying language arts skills for individual students." For administrators, the top two chosen uses for the test results, with each at about 72 percent, were "determining student enrollment in a language program" and "determining progress of language programs." For the use of the test results by parents, only 10 percent of respondents selected "informing instructional planning," but about 60 percent of respondents selected "determining progress of language programs" and "identifying language arts skills for individual students." For the use of the test results by students, 72 percent of respondents selected "identifying language arts skills for individual students." Thus, respondents tended to consider certain uses more appropriate for certain users.

**Table 5.2 Primary Uses for Test Results by Each Key User**

Primary Uses	Teachers	Administrators	Parents	Students
Determining student enrollment in a language program	137 (36%)	275 (73%)	140 (40%)	75 (23%)
Determining progress of language programs	219 (57%)	274 (72%)	204 (59%)	147 (45%)
Informing instructional planning	359 (93%)	132 (35%)	36 (10%)	45 (14%)
Identifying language arts skills for individual students	295 (77%)	111 (29%)	193 (56%)	235 (72%)
<b>Total</b>	<b>385</b>	<b>378</b>	<b>346</b>	<b>328</b>

**Notes:**

- The percents do not sum to 100 percent because survey respondents could select as many options as applicable.
- The percent is the count divided by the total number of respondents.
- The grey-shaded cells indicate the top primary uses for each test user. For instance, the top two chosen test uses for teachers are "informing instructional planning" and "identifying language arts skills for individual students."

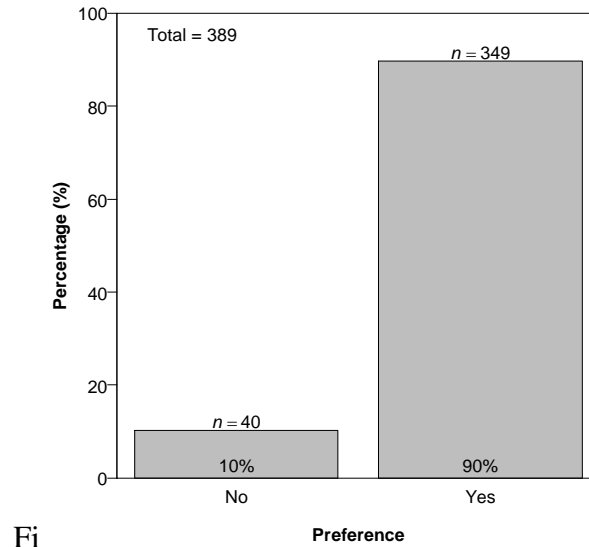
**Content Measured**

Another important aspect of developing new assessments is specifying the intended content coverage. Respondents were thus asked about what content should be assessed, both in what



languages a primary language assessment should be given (Question 2) and what content areas should be assessed (Question 11).

Respondents were asked a two-part question related to the language of the assessment. Given the large proportion of Spanish-speaking ELs in the state of California, the respondents were first asked if they agreed that Spanish should be the first priority language when developing this new CAASPP primary language assessment. Table 5.4 shows the breakdown of their responses: an overwhelming majority of 90 percent was in favor of Spanish as the highest priority language for this new assessment.



**Figure 5.4 Barplot of Responses For or Against Spanish being the Priority language for the New CAASPP Primary Language Assessment**

The second part of Question 2 asked respondents in what other languages, if any, they would like a primary language assessment offered. They were presented with eight choices and were able to write in an “Other” language. Only 295 of the total 395 respondents provided a response to this question. The 100 missing responses could indicate these respondents do *not* think the CAASPP primary language assessment should be offered in a language other than Spanish. The 295 who responded were able to select more than one option, and thus the percentages provided in Table 5.3 summarizing their selections do not sum to 100 percent. Table 5.3 shows that the most selected language other than Spanish for the new CAASPP primary language assessment was Vietnamese, with support from 57 percent of respondents. Mandarin was also selected by more than half of the respondents with 53 percent support. Arabic, Cantonese, Korean, and Filipino were each selected by about 40 percent of the respondents, and Hmong and Punjabi by about 30 percent.

**Table 5.3 Other Languages for the Primary Language Assessment Preferred by Survey Respondents**

<b>Other Language</b>	<b>Count</b>	<b>Percent</b>
Vietnamese	168	57%
Mandarin	156	53%
Arabic	120	41%
Cantonese	117	40%
Korean	117	40%
Filipino	116	39%
Hmong	85	29%
Punjabi	83	28%
Other*	96	33%
All Represented	30	10%
Russian	13	4%
Japanese	7	2%
Portuguese	6	2%
French	5	2%
Farsi	5	2%
Chinese	4	1%
None	4	1%
<b>Total</b>	<b>295</b>	

*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

\*The “Other” written-in responses were analyzed and common responses were tabulated. These common responses appear indented below the “Other” category.

About 30 percent of respondents also selected the “Other” option and wrote in various languages. These written responses were analyzed, and their common responses are listed in Table 5.3 under “Other.” Thirty of the written-in responses, or 10 percent of the respondents, indicated an interest in having primary language assessments for every language represented in California schools (respondents indicated the languages could be determined by the languages that students speak and/or by what is offered in California school language programs). The most common written-in “Other” language was Russian, written in by 13 respondents, or 4 percent of the total respondents to this question. Five other languages, as listed in Table 5.3, had support from four to six respondents. In addition, four respondents explicitly wrote in “none” to show their preference against offering a primary language assessment in any language other than Spanish.

The other question about test content focused on the specific ELA content domains (reading, writing, listening, speaking, and language) that respondents would like assessed by the new CAASPP primary language assessment. Table 5.4 summarizes these responses. Of the 387 respondents to this question, almost all of them included reading (98%) and writing (96%) among their selections. About 85 percent included listening and speaking among their selections, and about three-fourths selected the language domain. Respondents were generally in support of most, if not all, of these content domains; indeed, about 63 percent selected all five domains, and 16 percent selected all but the language domain.

**Table 5.4 Preferences for Assessed Content Domains**

Content Domain	Count	Percent
Reading	381	98%
Writing	372	96%
Listening	331	86%
Speaking	325	84%
Language	299	77%
<b>Total</b>	<b>387</b>	

*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

### Examinee Population

The fourth aspect of test development related to test purpose is defining the examinee population or *who* should be assessed for the desired purposes. Questions 3 and 5 asked survey respondents to consider the applicable types of students and grade levels, respectively. As shown in Table 5.5, respondents were presented with six different types of students as well as the option to write in “Other” preferred examinees.

A large majority of respondents (348 out of the 391 responding to this question, or 89%) indicated newly arrived ELs in the U.S. for 11 months or less should be part of the intended examinee population for the new CAASPP primary language assessment. ELs receiving language arts instruction in a language other than English and students attempting to earn the SSB also garnered high support with 70 and 61 percent of respondents selecting them, respectively. A little over 40 percent also supported assessing current ELs and non-ELs receiving language arts instruction other than English. Only 15 percent included reclassified ELs among their selections for who should be assessed. The 30 “Other” selections that represent eight percent of all responses were analyzed for common themes. Eight of the respondents (2%) specified that students within a dual-immersion or bilingual program should be part of the examinee population, and three respondents wrote in “none,” indicating they think *no one* should be assessed by the new primary language assessment. The remaining 19 “Other” responses were unique and covered a range of student types, such as “students who[se] families request it,” “students that a district has determined that their primary language is stronger than English,” and “for the newly arrived only for those receiving language other than English instruction.”

**Table 5.5 Preferences for Intended Examinee Population**

Examinees	Count	Percent
Newly arrived ELs in the U.S. for 11 months or less	348	89%
ELs receiving language arts instruction in a language other than English	274	70%
Students (ELs or non-ELs) attempting to earn the State Seal of Biliteracy	239	61%
Current ELs in the U.S. for 12 months or more	173	44%
Non-ELs receiving language arts instruction in a language other than English	170	43%
Reclassified ELs	59	15%
Other*	30	8%
Any student in a dual-immersion/bilingual program	8	2%
None	3	1%
<b>Total</b>	<b>391</b>	

**Note:** The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

\*The “Other” written-in responses were analyzed and common responses were tabulated. These common responses appear indented below the “Other” category.

With regard to preferred grade levels assessed, survey respondents generally selected several grade levels. As shown in Table 5.6, grades one through eight were selected by 75 to 90 percent of the 383 respondents who answered this question. About 70 percent included high school grades nine through eleven among their selections. The lowest two selected grade levels were kindergarten at 44 percent and grade twelve at 57 percent. Accordingly, there is some support for testing in each grade level with the highest degree of support for testing in the elementary and middle school grades (one through eight).

**Table 5.6 Preferences for Grade Levels to Be Assessed**

Grades	Count	Percent
K	169	44%
1	344	90%
2	297	78%
3	324	85%
4	329	86%
5	338	88%
6	320	84%
7	286	75%
8	310	81%
9	258	67%
10	261	68%
11	271	71%
12	220	57%
<b>Total</b>	<b>383</b>	

**Note:** The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

## 5B. Summary of Topic 2 Responses on Alignment with Content Standards

California *EC* Section 60640(c) states that “The Superintendent shall consult with stakeholders . . . to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English language arts content standards.” Accordingly, Topic 2 focuses on the alignment of the new CAASPP primary language assessment to the ELA content standards. Survey respondents had an opportunity to discuss in their own words how they think such an alignment should be implemented (Question 10). As this was an open-ended question, the responses were analyzed, common themes were identified, and the occurrence of each theme was tabulated (some responses reflected more than one theme and were thus counted for each relevant theme).

Although Question 10 asked specifically about how respondents think the alignment to the ELA content standards should be implemented, 74 of the 229 responses (32%) for this question

were related to the general implementation or administration of the assessment in California schools—not about the implementation of the alignment. Generally, they indicated that the standards should be implemented slowly and starting with a few grades. The other common themes in responses are as follows:

- Align with CCSS (including ELA content standards, not ELA/ELD standards/framework) ( $n = 35$ , 15%),
- Align with CCSS en Español ( $n = 16$ , 7%),
- Use the same format/delivery method as Smarter Balanced ( $n = 15$ , 7%),
- Not a direct translation of ELA assessment ( $n = 16$ , 7%),
- Be mindful of unique characteristics of original language ( $n = 13$ , 6%),
- Mirror Smarter Balanced ( $n = 13$ , 6%),
- Align with Smarter Balanced blueprints ( $n = 10$ , 4%),
- All domains should be assessed, in particular include oral language skills in listening and speaking ( $n = 8$ , 3%),
- Include language specific skills/linguistic augmentations ( $n = 4$ , 3%),
- Align with CELDT/ELD standards/framework ( $n = 6$ , 3%),
- I don't know or I do not understand the question ( $n = 5$ , 2%),
- Include content written originally in target language/use authentic literature ( $n = 4$ , 2%), and
- Only test partial CCSS standards because some are applicable for English only ( $n = 3$ , 1%).

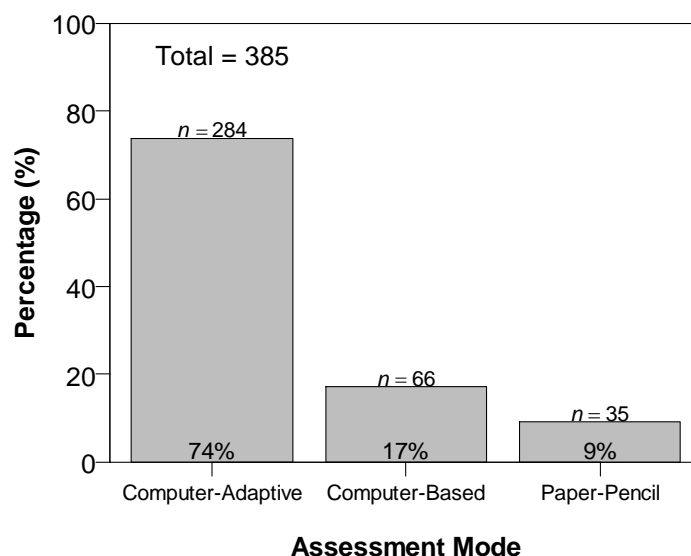
For the most part, respondents used a general term for “primary language” with an assumption that primary language assessments for more than one primary language might be developed. Most respondents appeared to recognize that adapting CCSS in different primary languages will be challenging, understanding that the differences in different language and cultures will lead to a successful development of the primary language assessment.

## 5C. Summary of Topic 3 Responses on Implementation of the Assessment

Topic 3 focuses on aspects of the implementation or administration of the new CAASPP primary language assessment. There are a total of three survey questions that correspond to Topic 3. These questions specifically relate to the delivery and form of the test, item types, and supplemental tools.

The delivery format—computer-based or paper-pencil—and how content is presented to students—adaptive (where items presented depend on student performance) or fixed (where items are determined a priori)—were combined into a single question. Question 13 asked respondents to select their preference from among three choices: computer-based adaptive (with some paper-pencil availability), computer-based fixed form (with some paper-pencil availability), and paper-pencil fixed form. Figure 5.5 illustrates the breakdown of responses. About three-fourths of respondents selected computer-adaptive, followed by 17 percent in favor of a fixed-form, computer-based assessment, and only 9 percent selecting a fixed-form, paper-

pencil assessment. Thus, an overwhelming majority is in favor of a computer-based assessment—either fixed or adaptive.



**Figure 5.5 Barplot of Preferences for each Assessment Delivery/Mode Type for the new CAASPP Primary Language Assessment**

Respondents were also given the opportunity to indicate which item types to include and why they think they would be useful. For Question 12, respondents could select among four reasons for including an item type or indicate that they did not think the item type should be included for four different types of items: selected response, constructed response, technology enhanced, and performance tasks. Results for this question are shown in Figure 5.7. Respondents were able to select the same reasons for the different item types and could select as many reasons for each item type as they thought was appropriate. A handful of respondents (about 10) selected “do not include this item type” *and* a reason to include it. As these responses were contradictory, they were excluded from tabulation.

The responses for each item type were spread across all five possible options, but the grey-shaded cells indicate the most selected reason(s) for each item type. For the selected-response items, 70 percent of respondents indicated that such items were useful to include for assessing targeted understanding or skills. About 70 percent of respondents indicated that constructed-response items were useful for assessing writing ability and higher order/critical thinking skills. Sixty-three percent of respondents expressed interest in including technology-enhanced items because they are on the Smarter Balanced ELA assessment, and 70 percent favored performance tasks because they are useful for assessing higher order/critical thinking skills. Each item type had 2 to 14 percent of respondents *against* using the particular item type.

**Table 5.7 Item Type Preferences**

Reasons for Using Item Type	Selected Response	Constructed Response	Technology Enhanced	Performance Tasks
Do not include	37 (10%)	8 (2%)	49 (14%)	49 (13%)
Useful for assessing targeted understanding or skills	249 (70%)	151 (41%)	123 (36%)	135 (37%)
Useful for assessing writing ability	21 (6%)	270 (74%)	51 (15%)	178 (49%)
Useful for assessing higher order/critical thinking skills	52 (15%)	252 (69%)	109 (32%)	254 (70%)
Because this item type is on the Smarter Balanced ELA test	140 (39%)	146 (40%)	215 (63%)	150 (41%)
<b>Total</b>	<b>355</b>	<b>366</b>	<b>344</b>	<b>363</b>

*Note:* The percents in each column do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

As assessment systems often include more than the assessment itself, respondents were also asked what supplemental tools they would like with the new CAASPP primary language summative assessment. As shown in Table 5.8, a majority (83%) was interested in having interactive score reports. About 60 to 70 percent also supported the other choices of an enhanced data management system, customizable item bank, and curriculum materials. About 31 percent of respondents selected all four choices. Nineteen respondents included “Other” among their choices and wrote in different tools, such as “whatever is available to students taking Smarter Balanced, no more no less,” “American Sign Language—cannot emphasize this enough,” “dictionary or glossary,” “Special Education Modifications and Accommodations,” and “These supplemental tools must be teacher friendly, and simple to access, and to use.”

**Table 5.8 Supplemental Tool Preferences**

Supplemental Tools	Count	Percent
Interactive score reports	306	83%
Enhanced data management system	253	68%
Customizable item bank	235	64%
Curriculum materials	225	61%
Other	19	5%
<b>Total</b>	<b>370</b>	

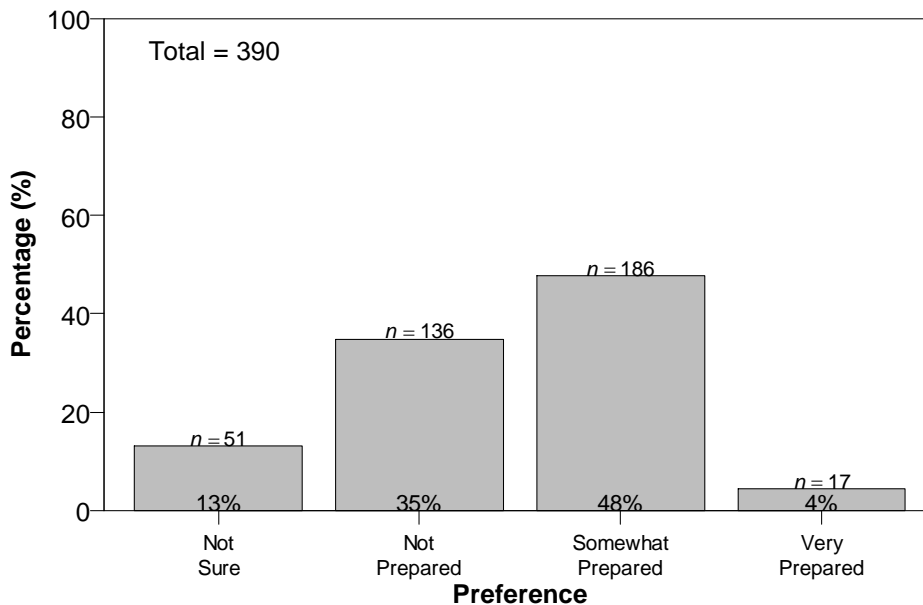
*Note:* The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

## 5D. Summary of Topic 4 Responses on Current Readiness

Topic 4 focuses on the current readiness of stakeholders’ schools for a new CAASPP primary language assessment aligned to the CCSS for English Language Arts and Literacy. There are a total of three survey questions that correspond to Topic 4. These questions relate to two subtopics: the preparedness of target students for the test and the implementation of the CCSS for the target students. Each of these subtopics is discussed in turn.



In terms of preparedness, respondents were specifically asked, “Thinking of the target students who would be taking the primary language summative assessment, how prepared are they to take assessments written to the Common Core State Standards (CCSS)?” (Question 15). Figure 5.6 shows that there was no clear majority for any of the levels of preparedness. Almost half (48%) indicated that they felt the students were somewhat prepared and 35 percent indicated the students were not prepared, with only 4 percent expressing a belief that the target students were very prepared. Another 13 percent were not sure how to rate the level of preparedness for the target students.



**Figure 5.6 Barplot of Beliefs about Student Preparedness for Primary Language Assessment**

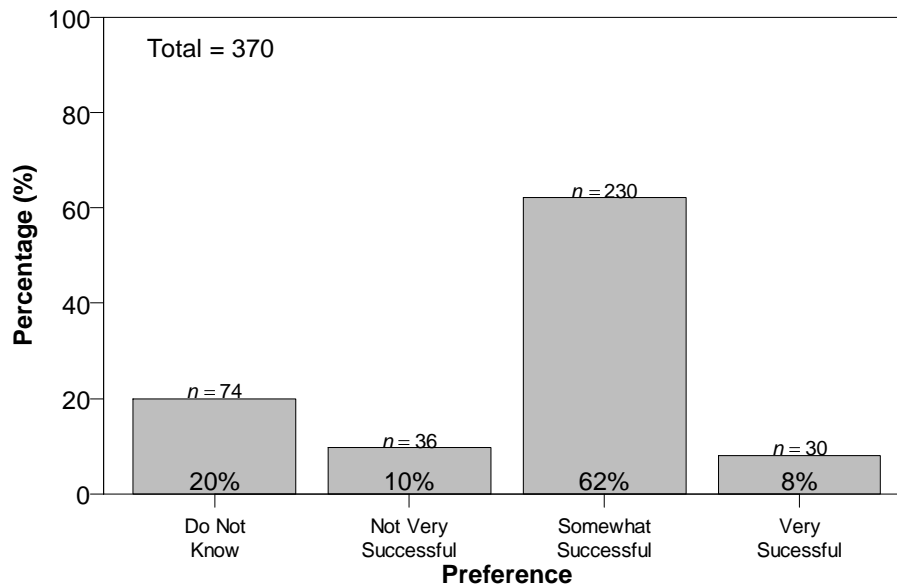
Two survey questions gauged how respondents felt their school had implemented the CCSS for the target students. Question 16 was open-ended and allowed respondents to write their thoughts in their own words about how their schools implemented CCSS for target students, and Question 17 was a selected response question about rating the overall success of their school’s implementation of the CCSS. Of the total 395 respondents, 248 wrote in a response to Question 16. These responses were reviewed for common themes, and each response was counted for each common theme it represented. The common themes are as follows:

- Revised or used curriculum aligned with CCSS en Español ( $n = 51$ , 21%),
- Conducted professional development efforts ( $n = 47$ , 19%),
- Did not differentiate between ELD and regular students in implementation of CCSS ( $n = 24$ , 10%),
- Implementation in progress ( $n = 17$ , 7%),
- Focused on ELD/ELA ( $n = 15$ , 6%),
- Used practice tests ( $n = 12$ , 5%),
- Focused on CCSS-aligned curriculum that is available (not all subjects) ( $n = 11$ , 4%),
- Employed small group interventions ( $n = 9$ , 4%),

- Used formative/benchmark assessments ( $n = 8$ , 3%),
- Used instructional materials aligned to CCSS ( $n = 7$ , 3%), and
- Expressed that CCSS implementation was not a priority ( $n = 7$ , 3%).

Although 7 percent of the respondents specifically reported that their schools are in the process of implementing CCSS, it should be noted that almost all respondents implicitly indicated that their schools are implementing CCSS. The respondents reported two major activities used to implement CCSS, specifically that they are using curriculum aligned with CCSS or they are in the process of revising their curriculum to align to CCSS. Another equally popular activity in implementing CCSS is professional development for teachers.

Overall, the respondents generally indicated (at 62%) that they believed the implementation of CCSS for the target student had been “somewhat successful” in their schools, as shown in Figure 5.7. The percentage of respondents who thought the implementation was or was *not* very successful was almost even (8% and 10%, respectively). About 20 percent of respondents did not know or feel comfortable rating the success of their school’s implementation of CCSS for the target students.



**Figure 5.7 Barplot of Beliefs about Success of the Implementation of CCSS for Target Students**

## Section 6: Suggestions for Interpretation and Development of Stakeholder Recommendations

### 6A. Overview

The purpose of this section is to summarize the common patterns across the in-person stakeholder meetings and the feedback from the stakeholder survey respondents. The use of “stakeholders” in this section thus refers to stakeholders across settings—both in-person meeting participants and online survey respondents. Summary recommendations common across both the in-person meetings and survey findings are presented under each of the four topics explored for the primary language summative assessment. Only instances of overlap across the stakeholder meeting results and the survey results are included. For a more detailed explanation of the variation in responses, including stakeholders’ detailed considerations and caveats, see Sections 4 and 5, respectively.

### 6B. Stakeholder Recommendations from Topic 1 Responses on Assessment Purpose and Use

Topic 1 focused on the desired purpose of the primary language assessment. Specific areas of interest under this topic are related to test purpose, use, content, and desired test-taking population. Based on the commonalities in recommendations and viewpoints from the in-person meeting findings and the survey findings, the following recommendations and associated considerations are presented in the following subsections.

#### **Administer a summative assessment, but consider developing assessments for other purposes.**

Overall, stakeholders agreed that the primary language assessment should be designed and implemented as a summative assessment. However, stakeholders did share additional preferences for the specifications and uses of a primary language assessment. For example, stakeholders expressed the desire to have assessments for additional purposes, such as initial or diagnostic assessments to determine the baseline or initial skill levels of their newly arrived students. This information would serve to allow students to show what they know and are able to do, as well as inform instructional needs (i.e., placement) and additional supports for students. Stakeholders mentioned that such assessments could help to value students’ specific language skills, which may support fairer comparisons between students (i.e., assuming the primary language assessment matches the existing ELA content assessment as closely as possible) or may help determine the cause of students’ difficulties when they are struggling in the classroom (e.g., is it a language barrier or learning difficulty?).

#### **Use the assessment as one of the acceptable measures to award the State Seal of Biliteracy.**

Additionally, stakeholders agreed that a primary language assessment should support California’s commitment to biliteracy and as such, may be used as one of the measures available to students pursuing the SSB.

**The assessment could be used for accountability purposes, but this use depends on the final decisions for test design and administration.**

When probing the idea of assessment use, stakeholders generally recommended using the assessment for accountability purposes, but some caveats were expressed. As noted previously, stakeholders were in favor of using the primary language assessment for the SSB. However, the idea of using the primary language assessment for State Academic Performance Index (API) or Federal Adequate Yearly Progress (AYP) was not as well supported by all stakeholders, with the stakeholders at the in-person meeting groups expressing some reservations related to assessment accountability and specific groups of students. For example, stakeholders shared that if the test is designed to meet the assessment needs of students enrolled in dual-language instruction programs, then the primary language assessment could be used as an accountability piece for these select students. Other suggestions recommended taking into consideration the purpose and uses of the Smarter Balanced ELA assessment to ensure comparability for accountability uses of the primary language assessment. In other words, the primary language assessment should be used for similar accountability purposes as the Smarter Balanced ELA assessment.

**The assessment should be used by various audiences such as teachers, administrators, parents, and students.**

Further, the idea of test use corresponded naturally with who will be using the assessment results. There was consensus among stakeholders that various users and audiences should be involved in using the primary language assessment results. Teachers, administrators, parents, and students were recommended as key users of the assessment results for various reasons. For example, some stated that the scores should be used to help determine instructional placement (i.e., student enrollment), inform instructional planning, help measure student progress, or measure the progress of the language program. Others suggested that parents and students would use the results for more informative purposes, like tracking individual progress.

**The test should measure language arts content in the primary language beginning with Spanish and in other languages as needed.**

Overwhelmingly, stakeholders agreed that the content measured by the primary language assessment should focus on language arts in the primary language. Content was divided into the following domains: listening, reading, writing, speaking, and language. In other words, stakeholders want the primary language assessment to include similar domains to the Smarter Balanced ELA assessment, with speaking and language domains to assess the linguistic nuances associated with an assessment in a primary language. Additionally, all stakeholders were in agreement that Spanish should be a target language for assessment development; however, they generally recommended that other languages other than Spanish should also be considered for the primary language assessment.

**The test should be administered to various student populations in various grade levels across K–12.**

Stakeholders recommended that various student populations should be considered as the target population for the primary language assessment. These target test takers included students who were new arrivals, students enrolled in dual-immersion/bilingual education programs, students receiving language arts content instruction in a language other than English, and students who are trying to earn the SSB. On a related note, stakeholders generally recommended that various combinations of grade levels from kindergarten through grade twelve could be considered appropriate grade levels for the primary language assessment, with stakeholders at

the in-person meetings added caveats that the grade level could depend on the assessment purpose and use. For more detail, the qualitative and quantitative responses are shown in Section 4 and Section 5, respectively.

## 6C. Stakeholder Recommendations from Topic 2 Responses on Alignment with Content Standards

Overall, Topic 2 focused on the concept and issue of alignment as it is applied to the primary language assessment. More specifically, stakeholders were probed for their interpretation of alignment for the primary language assessment, as well as how they envisioned this procedure taking place. Recommendations from results across the in-person meetings and online survey feedback are summarized and reported in the following subsections.

### **The test content should be developed in a culturally and linguistically relevant manner.**

Stakeholders largely agreed the primary language assessment should be aligned so that it mirrors the Smarter Balanced ELA assessment. Indeed, mirroring Smarter Balanced was a common theme throughout several stakeholder meeting discussions and survey responses. Such alignment was recommended to include similar content areas, but including oral language skills such as listening, speaking, and language augmentation to assess language arts content in the primary language accurately.

Stakeholders also generally recommended that the primary language assessment should be culturally relevant and mindful of the unique characteristics of each language. It was noted that these suggestions may imply the need to transadapt rather than directly translate any standards or content associated with the target assessment. Additionally, stakeholders recommended using the existing CCSS en Español and authentic texts (not translated or transadapted texts) as part of the alignment for the primary language assessment.

## 6D. Stakeholder Recommendations from Topic 3 Suggestions for Assessment Design

Topic 3 was designed to focus on specific test design considerations, including but not limited to content domains, item types, and delivery modes. Stakeholders' responses to these questions are summarized below. Recommendations from results across the in-person meetings and online survey feedback are summarized and reported in the following subsections.

### **The test should be administered online, and it should be adaptive, but paper should still be an option.**

Stakeholders expressed strong interest in the preferred delivery mode for the primary language assessment. Overall, stakeholders recognized the importance of having a computer-based assessment, and a majority of stakeholders recommended that a computer-based assessment that would be adaptive to students' skill levels would be the most desirable and in line with the Smarter Balanced ELA assessment. However, there was still a group of stakeholders who identified considerations for having access to a paper-based assessment.

### **The test should allow access to various means of support, similar to the Smarter Balanced assessments.**

Stakeholders recommended that additional supports should be available. A majority of respondents suggested that supports, or supplemental information for the primary language

assessment, should match what is available for the Smarter Balanced ELA assessment, including supports and accommodations available to meet the needs of students with disabilities taking part in the assessment.

**The test should include a variety of item types to measure the desired content.**

Stakeholders agreed that a variety of item types should be used to assess students' skills and knowledge on the primary language assessment. These item types included selected response (multiple choice), constructed response (open ended), technology enhanced, and performance tasks. Stakeholders also had a variety of reasons for including each item type, contingent on the type of information the item is trying to elicit.

## **6E. Stakeholder Feedback from Topic 4 Responses on Current Readiness**

Topic 4 elicited information regarding how the CCSS and associated assessments are being implemented in the schools, and if the schools, teachers, and students are ready for such assessments. Topic 4 differs from Topics 1–3 in that the discussions and survey findings were not designed to yield clear recommendations from stakeholders. Rather, Topic 4 was designed to elicit information about stakeholder's opinions and experiences. The information summarized across Topic 4 is presented here as a conclusion, which is described in the following subsection.

**There is significant variation in readiness and preparation for Common Core assessments.**

Overall, stakeholders' responses varied greatly with regard to whether the target students are prepared to take assessments written to the CCSS. Generally, the prevalent theme suggested that readiness and preparation are relative. In other words, it depends on the district, school, teachers, parents, and students; given the variability across stakeholders and educational settings, no clear pattern could be conclusively determined.

Patterns did emerge regarding how preparation for the CCSS is taking place, suggesting that preparation is constantly in progress at various levels. For example, stakeholders suggested that at the student level, practice assessments are being administered and students are being exposed to curriculum and instruction, including benchmarks, aligned to the CCSS. At the teacher level, stakeholders generally agreed that added professional development was largely in place to support teachers in the shift to adopting and instructing students in the CCSS.

---

## Section 7: Conclusions from the Stakeholder Meetings and Survey

California’s stakeholders that participated in the CAASPP Primary Language Assessment Stakeholder Meetings or stakeholder survey provided valuable feedback to consider for the development of the primary language assessment. Although the feedback is limited only to those stakeholders who participated in the stakeholder meetings or survey, the two sources of data yield rich feedback from the field regarding the new primary language assessment. The information in Section 6 provided an overview of the agreements that emerged from the data collected during the in-person stakeholder meetings and the survey. For example, although stakeholders largely agree with the purpose of the primary language assessment outlined in California’s *Education Code* Section 60640, they also shared additional recommendations to consider. Sections 4 and 5 provided detailed information about stakeholders’ concerns, caveats, or rationales for their recommendations; these should be reviewed in detail.

Overall, discussions from the stakeholder meetings resulted in a breadth of information to consider for the design and implementation of a new primary language summative assessment, as well as other primary language assessments that may be developed to better support California’s students and teachers. During the discussions, stakeholders reported generally feeling positive about the opportunity to contribute to the ongoing discussion about the CAASPP System, and they looked forward to additional opportunities for ongoing openness and collaboration.

Together, this information has the potential to inform the future development of California’s primary language assessment.



## Appendix A: Meeting Participant Application

### 2015 CAASPP Primary Language Content Assessment Stakeholder Meeting Application

The California Department of Education (CDE), in collaboration with Educational Testing Service (ETS), is gathering input from stakeholders across California regarding a new Primary Language Content Assessment. The new assessment will be aligned with the English language arts Common Core Standards. The assessment will be developed as part of the California Assessment of Student Performance and Progress (CAASPP) System.

The input from stakeholders will be shared with State Superintendent of Public Instruction Tom Torlakson as he prepares recommendations for the California State Board of Education (SBE).

Two one-day stakeholder meetings will be held on January 28 and January 29, 2015 in Sacramento, California. Prior to the meeting, each selected participant will receive a short orientation document to review. Participants will be expected to be in attendance for the full duration of the one-day meeting.

Individuals representing any of the following stakeholder groups are strongly encouraged to apply to participate:

- Language arts teachers currently teaching in California with at least three years of experience teaching English learners (ELs):
  - General education programs
  - Bilingual education programs
  - Dual-immersion programs
- Individuals with expertise in assessing students with disabilities (SWDs), ELs, and ELs with Disabilities (ELwDs)
- Parents
- Community leaders
- Measurement experts
- Other EL or content experts

Please complete this short application if you are interested in participating in a stakeholder meeting. If you have any questions, please contact Brenda Howe, ETS, CAASPP Program Coordinator, by e-mail at [bhowe@ets.org](mailto:bhowe@ets.org) or by phone at 360-943-5402.

#### **Application deadline is January 12, 2014**

Which meeting would you prefer to attend, if selected?\*

- Wednesday, January 28, 2015
- Thursday, January 29, 2015
- No preference - please assign me to the meeting where you need me most.
- I am unable to attend either meeting.

Participants will be expected to attend for the full duration of the one-day meeting.

Name \_\_\_\_\_

First Name\*

Last Name\*

E-mail\*

Phone

Format: (Area Code) XXX-XXXX

Mailing Address

Address Line 1    Address Line 2

City

State

Zip Code

Which of the following most closely describes your role as a stakeholder? (Please select one.)\*

- California K–12 teacher
- Measurement expert
- Parent
- Community leader
- Other:

Organizational Affiliations: (Please select all that apply.)\*

- Association of California School Administrators (ACSA)
- Association for Supervision and Curriculum Development (ASCD)
- Bilingual Coordinators Network (BCN)
- California Association for the Gifted (CAG)
- California Association of Bilingual Educators (CABE)
- California Association of Resource Specialists (CARS+)
- California Educational Research Association (CERA)
- Californian's Together
- Local Education Agency (LEA) CAASPP Coordinators
- California English Language Development Test (CELDT) District and Site Coordinators
- Computer-Using Educators (CUE)
- Curriculum and Instruction Steering Committee (CISC)
- National Board Certified Teachers (NBCT)
- Parent Teacher Association (PTA)
- Regional Assessment Network (RAN)
- Special Education Local Plan Area (SELPA)
- Technical Advisory Group (TAG)
- None of the above
- Other:

### Personal Education

Please list any undergraduate and postgraduate degrees obtained; identify the most recent first.

Name of Institution

Degree Obtained

Year Completed

Major

### **Employment**

Current Position\*

Employer\*

Are you working for a school and/or LEA?\*

- Yes
- No

### **Professional Experience**

Please rate your familiarity with the Common Core State Standards for English-language arts (ELA).\*

- 1
- 2
- 3
- 4
- 5

1 = Not at all familiar; 3 = Somewhat Familiar; 5 = Very familiar

Do you have expertise working with English learners from any of the following home language backgrounds? (Select all that apply.)

- Spanish
- Vietnamese
- Filipino
- Cantonese
- Mandarin
- Arabic
- Hmong
- Korean
- Punjabi
- Russian
- Other:

Please provide any additional information about your professional background that relates to the work of this meeting. (For example, coursework or training in language arts and/or assessments, programs implemented, etc.)

Please list any additional applicable local, state, and national professional organizations to which you belong that relate to the work of this meeting. (Please do not use acronyms or abbreviations.)

### **Demographic Data**

Gender

- Male
- Female

Native language

- English
- Spanish
- Vietnamese
- Filipino
- Cantonese
- Mandarin
- Arabic
- Hmong
- Korean
- Punjabi
- Russian
- Other:

Are you fluent in a language other than English? (Please select all that apply.)

- Spanish
- Vietnamese
- Filipino
- Cantonese
- Mandarin
- Arabic
- Hmong
- Korean
- Punjabi
- Russian
- Other:

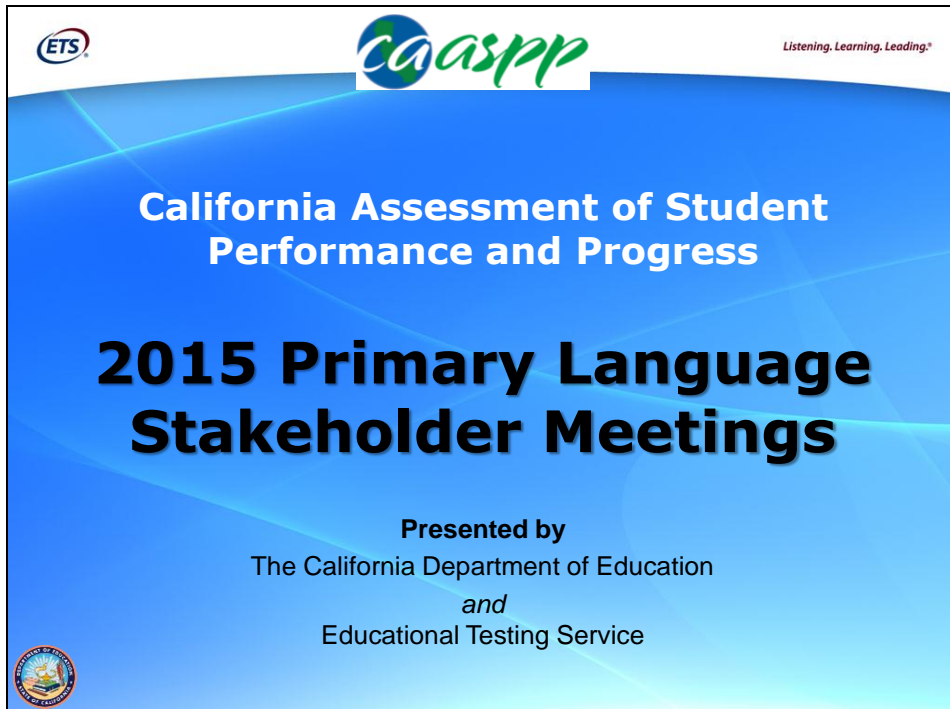
Ethnic Background (Please select all that apply.)\*

- Asian
- Black or African American
- Hispanic or Latino
- White
- Other:

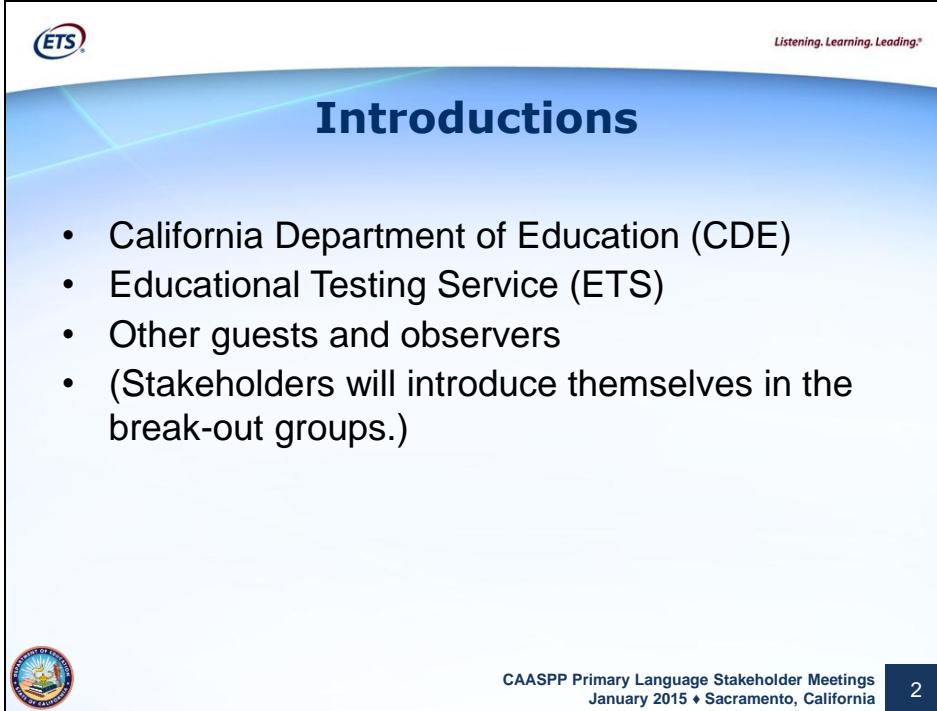
# Appendix B: Meeting Materials for Participants

## General Session Presentation Slides

### Slide 1




Slide 2



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## Introductions

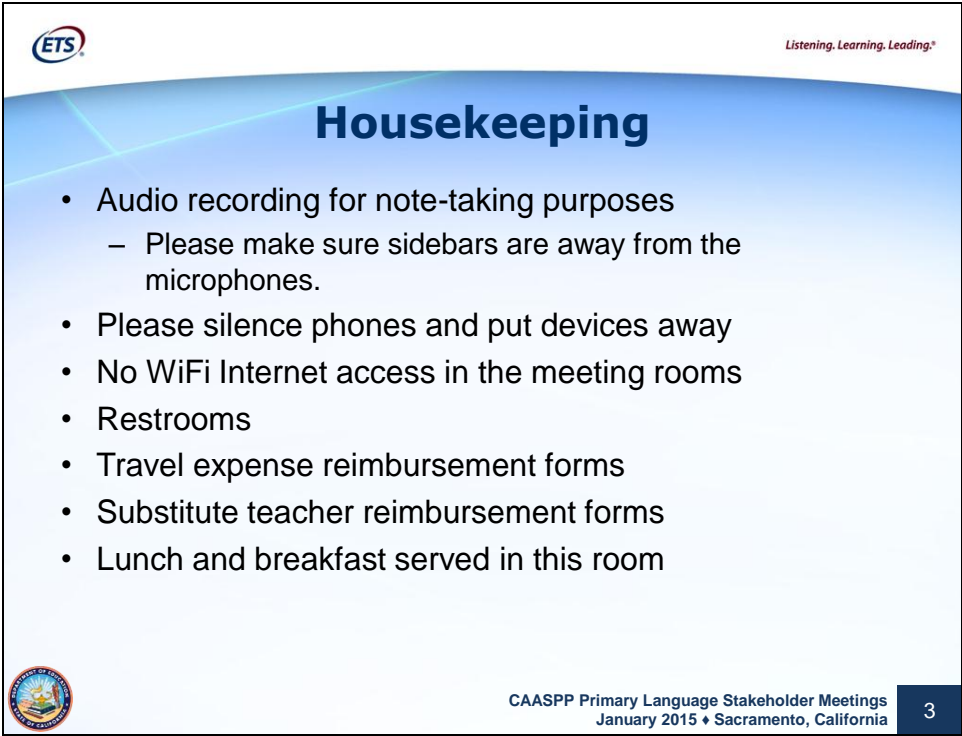
- California Department of Education (CDE)
- Educational Testing Service (ETS)
- Other guests and observers
- (Stakeholders will introduce themselves in the break-out groups.)



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Slide 3



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## Housekeeping

- Audio recording for note-taking purposes
  - Please make sure sidebars are away from the microphones.
- Please silence phones and put devices away
- No WiFi Internet access in the meeting rooms
- Restrooms
- Travel expense reimbursement forms
- Substitute teacher reimbursement forms
- Lunch and breakfast served in this room



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## Slide 4



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## Agenda Overview


Time	Activity
8:00 – 9:00 a.m.	<b>Registration and Breakfast</b>
9:00 – 10:30 a.m.	<b>General Session</b>
10:30 – 10:45 a.m.	<b>Break</b>
10:45 – noon	<b>Small Group Discussions</b>
Noon – 1:00 p.m.	<b>Lunch</b>
1:00 – 4:00 p.m.	<b>Small Group Discussions Cont'd</b>



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## Purpose

- To gather input from stakeholders from across California for the creation of a new CAASPP assessment in primary languages other than English.
- The input collected from stakeholder meetings, along with input collected from a survey, will be shared with the State Superintendent of Public Instruction (SSPI) to inform recommendations to the State Board of Education (SBE).



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## California Education Code (EC) Section 60640 (b)(5)(C)

“The Superintendent shall consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English language arts content standards....”

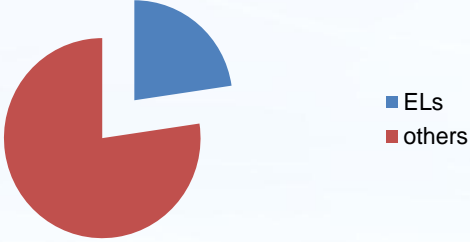
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## English Learners in California Schools

**The 1,413,549 English Learners (ELs) constitute 29% of the total enrollment (6,236,672) in California public schools.**




Category	Percentage
ELs	29%
others	71%

2013–2014 data, Educational Demographics Office, CDE

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## Aside from English, which primary languages do students use?

- Two concepts first:
  - EL—English Learner; ELs will ideally become...
  - FEP—Fluent English Proficient
- Among ELs, the top five primary languages are:
 


– Spanish	84.2%
– Vietnamese	2.3%
– Pilipino/Tagalog (Filipino)	1.4%
– Cantonese (Chinese)	1.3%
– Mandarin (Chinese)	1.2%



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## Which primary languages do students use? (*cont.*)

- The list of combined EL & FEP shares the same top five languages.

(Percent of general population)


– Spanish	33.9%
– Vietnamese	1.3%
– Pilipino/Tagalog (Filipino)	0.9%
– Cantonese (Chinese)	0.9%
– Mandarin (Chinese)	0.9%



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## California in Context


**Languages Commonly Spoken by English-Language Learners in the U.S. 2000-2001**

Rank	Language	ELL Students	% of LEPs
1	Spanish	3,598,451	79.045%
2	Vietnamese	88,906	1.953%
3	Hmong	70,768	1.555%
4	Chinese, Cantonese	46,466	1.021%
5	Korean	43,969	0.966%

**States and U.S. Territory with Largest Numbers of English Learners 2004 - 2005**




ARIZONA	155,789
CALIFORNIA	1,591,525
FLORIDA	299,346
ILLINOIS	192,764
NEW YORK	203,583
TEXAS	684,007
PUERTO RICO	578,534



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## Orientation to the Task


The language arts assessment in primary languages other than English is to be

- stand-alone,
- summative, and
- Common Core State Standard (CCSS)-aligned.



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## EC Section 60640 (b)(5)(C) (cont.)


“...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.”



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## State Seal of Biliteracy & Accountability

While other considerations may be brought up, the code draws specific attention to two factors:



1. State Seal of Biliteracy
2. Accountability
  - State Academic Performance Index (API)
  - Federal participation and Adequate Yearly Progress (AYP)



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## Primary Language Milestones


1. June 2014: CAASPP testing per *EC* Section 60640 became effective.
2. January 2015: Stakeholder meetings held.
3. February 2015: **Online survey** collects feedback and is open to anyone; meeting attendees welcome too.
4. May 2015: ETS will deliver to the CDE a report of the findings of stakeholder meetings and the survey.
5. July 2015: State Board of Education to hold meeting.
6. Once assessment adopted by the SBE, the plan is to deploy:
  - the pilot test in academic year 2016–2017,
  - the field test in academic year 2017–2018, and
  - the operational test in academic year 2018–2019.



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## A Look to the Past and Present

Senate Bill 1448, which reauthorized the STAR Program, ushered in the Standards-based Tests in Spanish (STS), aligned to the California academic content standards for mathematics and reading/language arts (RLA).



- The STS were first administered in spring 2007 to grades 2–4. In 2009, the STS were available for students in grades 2–11.
- Students took the STS in addition to the CST/CMA tests.
- STS for RLA will continue to be offered on an optional basis into the 2016–2017 school year.



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## Past and Present (*cont.*)


STS assessments were:

- required for ELs enrolled in U.S. schools fewer than 12 cumulative months, or required for ELs still receiving instruction in Spanish no matter how long they had been in the U.S.
- taken in addition to CST/CMA (scores not comparable)
- not a criterion toward accountability
- aside from cases above, still an option for all ELs whose L<sub>1</sub> was Spanish, no matter the experience level

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## Common Core State Standards

- Were developed for the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA)
- Were adopted by California and 45 other states to replace state content standards in mathematics and language arts
- Language arts standards encompass 4 strands:
  - reading
  - writing
  - speaking and listening
  - language

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ETS Smarter Balanced Assessment Consortium *Listening. Learning. Leading.™*

## Smarter Balanced Approach to Language Arts

- Administered to grades 3–8 and grade 11
- Multistage test administration comprises
  - computer-adaptive testing (CAT): the response to the first item determines the difficulty of the next item in the sequence
  - in-class activity
  - computer-based performance task, i.e., stimulus with several related questions (items)
- Item types include selected response, innovative technology-enhanced, short text open response, and full writes (long open response).

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## Sample Passage-based “Hot Spot” Item Type for Language Arts

19 of 55 Grades 6-8 Level Descriptors by Domain

**Select the part of the diagram of the model hovercraft that shows where the air cushion is.**




Key: 3  
Item Format: Single-Selection Technology Enhanced—Zone (Hot Spot)

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## Sample "Drag & Drop" Listening Item

<b>Test takers hear:</b>	<b>Test takers see:</b>
<p>(Narrator): Tracy says "I think that dams are important to build." Move the three statements she uses to support her argument under her picture.</p>	<p>Tracy says "I think that dams are important to build." Move the three statements she uses to support her argument under her picture.</p> <ul style="list-style-type: none"> <li>Dams prevent downstream flooding.</li> <li>People enjoy dams for recreation.</li> <li>Dams store water for crops.</li> <li>Dams help increase fish in rivers.</li> <li>Dams provide nutrients for crops.</li> </ul> <div style="text-align: center;">  </div>


Key = 1 / 1, 2 / 2, 3 / 3, 2 / 1, 3 / 2, 1 / 3, 3 / 1, 1 / 2, 2 / 3



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## Important Considerations


Mastery of  
Common  
Core  
Standards

+

Literacy in  
Primary  
Language  
(Seal)

→


Primary  
Language  
Summative  
Assmt.



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## Important Considerations (*cont.*)


- Or should a student's primary language simply be the means to an end?
  - The “means to an end” approach would produce an assessment of RLA content knowledge by means of a student's L<sub>1</sub>, instead of by means of the L<sub>2</sub>.
  - The results of the assessment would not be considered a measure of the student's mastery of his/her L<sub>1</sub>—not a measure of biliteracy—but rather a measure of the student's mastery of the Common Core Language Arts standards alone.



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## Important Considerations (*cont.*)

Approaches for assessments comparable to English ones:

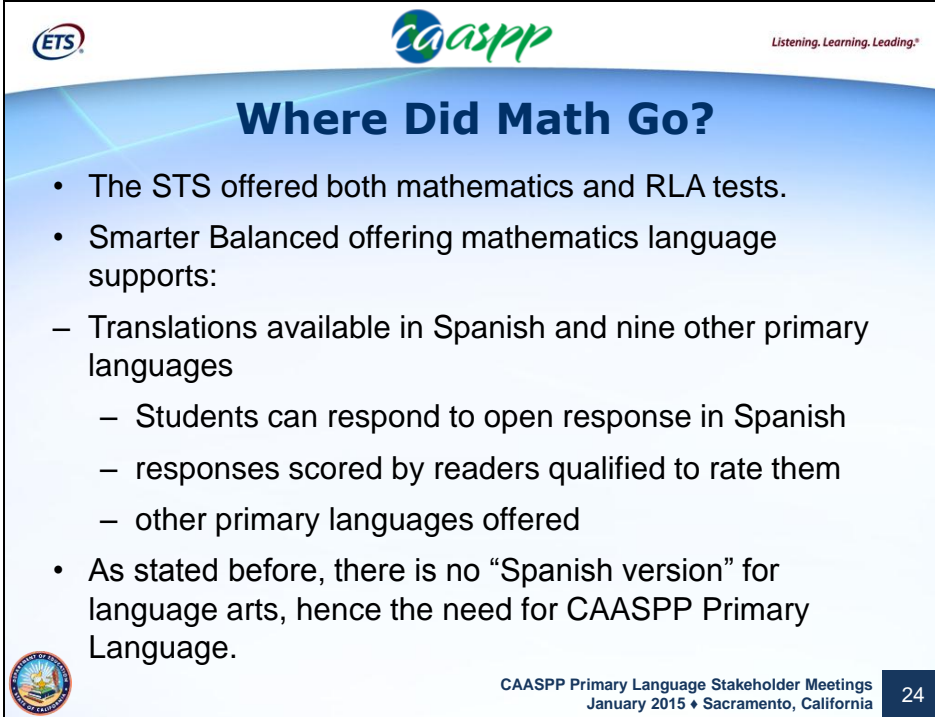
- Translation involves developing an L<sub>1</sub> version of a test that exists in L<sub>2</sub>. Care must be taken when assigning wordings for concepts prominent in one culture and less in the target culture, and therefore not easily rendered in the target language.
- Transadaptation involves developing an L<sub>1</sub> version of a test that exists in L<sub>2</sub>, inserting alternatives that are language-appropriate.
  - e.g., testing the distinction between homophones “tu” / “tú” where “our” / “are” is on the English test.
- Development “from scratch” in the L<sub>1</sub>, using similar/ same standards. Authentic literature could be used.
- Hybrids are possible.



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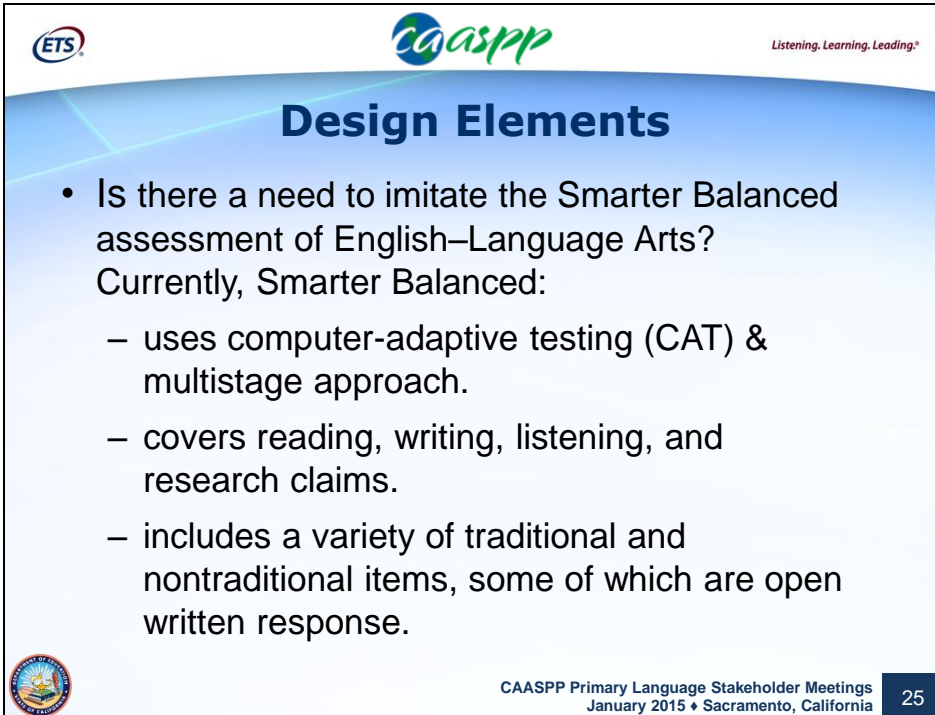
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## Where Did Math Go?

- The STS offered both mathematics and RLA tests.
- Smarter Balanced offering mathematics language supports:
  - Translations available in Spanish and nine other primary languages
    - Students can respond to open response in Spanish
    - responses scored by readers qualified to rate them
    - other primary languages offered
- As stated before, there is no “Spanish version” for language arts, hence the need for CAASPP Primary Language.

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## Design Elements

- Is there a need to imitate the Smarter Balanced assessment of English–Language Arts?  
Currently, Smarter Balanced:
  - uses computer-adaptive testing (CAT) & multistage approach.
  - covers reading, writing, listening, and research claims.
  - includes a variety of traditional and nontraditional items, some of which are open written response.

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## Design Elements (cont.)

- Positives and negatives regarding CAT
  - CAT reveals better detailed data for top and bottom performers.
  - For this population, instructional gap between current instruction and the student's prior formal education affects difficulty of items.
  - Challenge: Small samples from the EL portion of the population makes breadth of difficulties harder to come by.

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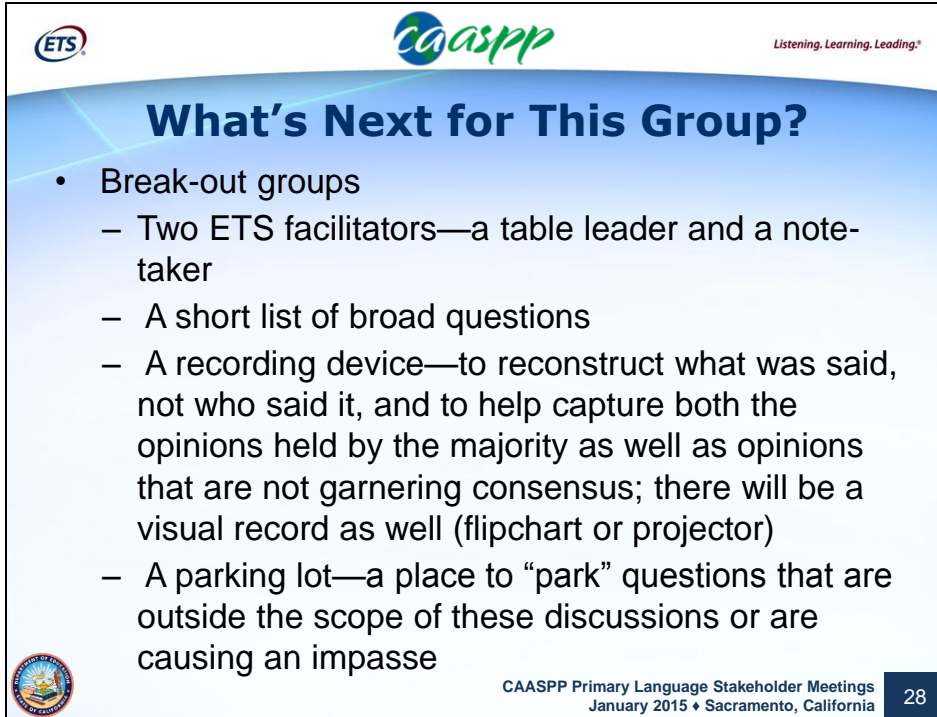
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## Design Elements (cont.)

- While CAT and open response items are costly, the following trim costs:
  - computer-based linear forms and paper forms phasing out
  - The former could more easily include listening stimuli, if desired, and technology-enhanced items like the ones on consortium tests.
    - If administered only in the spring, will the technology gap of those who began U.S instruction in the fall still be obstacle?
    - If so, at which grades?

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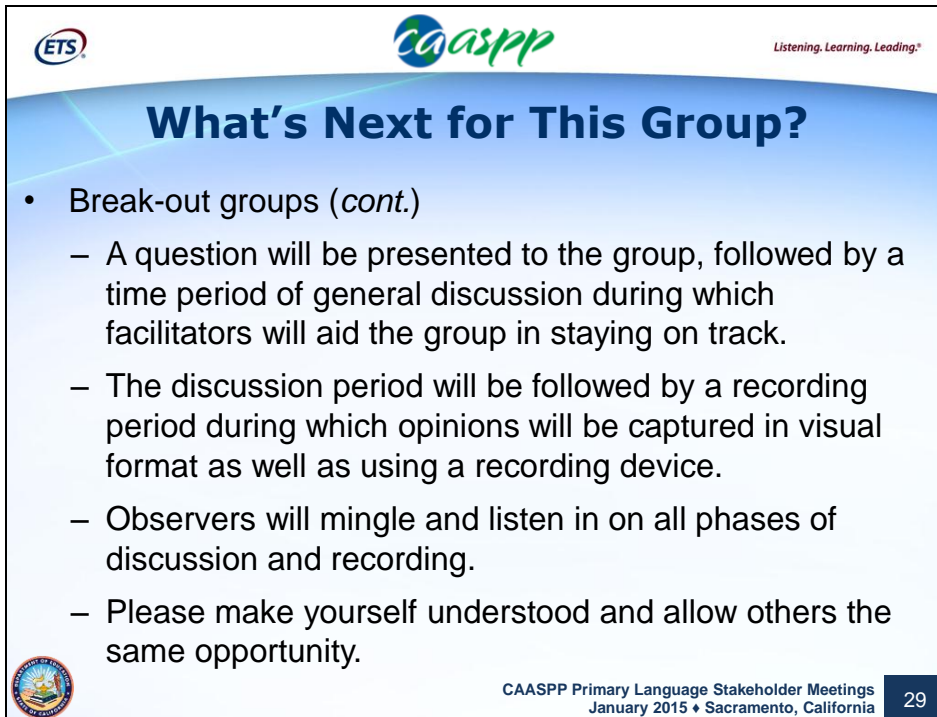
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## What's Next for This Group?

- Break-out groups
  - Two ETS facilitators—a table leader and a note-taker
  - A short list of broad questions
  - A recording device—to reconstruct what was said, not who said it, and to help capture both the opinions held by the majority as well as opinions that are not garnering consensus; there will be a visual record as well (flipchart or projector)
  - A parking lot—a place to “park” questions that are outside the scope of these discussions or are causing an impasse

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## What's Next for This Group?

- Break-out groups (*cont.*)
  - A question will be presented to the group, followed by a time period of general discussion during which facilitators will aid the group in staying on track.
  - The discussion period will be followed by a recording period during which opinions will be captured in visual format as well as using a recording device.
  - Observers will mingle and listen in on all phases of discussion and recording.
  - Please make yourself understood and allow others the same opportunity.

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감사합니다 Natick  
Danke Ευχαριστίες Dalu Obrigado  
Grazie Thank You Köszönöm Tack  
Спасибо Dank Gracias  
谢谢 Merci Seé  
cảm ơn bạn salamat

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## **Advance Language Reading Materials**

### **Primary Language Summative Assessment Stakeholder Meeting**

#### **Pre-Reading Materials**

#### **January 2015**

*In preparation for the stakeholder meeting, please read the materials provided below, which will provide some common points of departure for conversations about the assessment and the population(s) it should serve.*

*California Education Code (EC) Section 60640 sets forth the requirement that the State Superintendent of Public Instruction (SSPI) provide the State Board of Education (SBE) with recommendations regarding an implementation, a timeline, and estimated costs of a stand-alone language arts summative assessment in primary languages other than English.*

*California EC Section 60640 became effective June 20, 2014. It established the California Assessment of Student Performance and Progress (CAASPP), which encompasses several assessments.<sup>1</sup> Section (b)(5)(C) states:*

*The Superintendent shall consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English language arts content standards. The Superintendent shall consider the appropriate purpose for this assessment, including, but not necessarily limited to, support for the SSB and accountability. It is the intent of the Legislature that an assessment developed pursuant to this section be included in the state accountability system.<sup>2</sup>*

#### **Useful Terms and Abbreviations**

First, the answers to some questions which may arise from *EC* Section 60640 are provided, and some useful terms and abbreviations will be defined. These will provide a frame of reference needed for conversations about the Primary Language Summative Assessment.

1. *Who are ELs/ELLs?*—“ELs” stands for English Learners, and “ELLs” stands for English Language Learners.
2. *What is a primary language?*—A person’s primary language is generally considered to be the language a person speaks at home or in the community. For ELs, a primary language is usually a language other than English. In linguistics, this is known as their L1 (read “ell-one”).
3. *What is a second/secondary language?*—It is another language/other language learned at a different time or in a different manner than a person’s primary language. For ELs, English is a secondary language. For students whose primary language is English, a second language might be Mandarin, German, Swahili, etc. In linguistics, this is known as their L2 (read “ell-two”).
4. *What is a summative assessment?*—A summative assessment is an assessment administered after a large portion of the academic year’s curriculum has been taught to

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<sup>1</sup> To learn more about CAASPP, visit <http://caaspp.org/> and <http://www.cde.ca.gov/ta/tg/ca/>.

<sup>2</sup> More specifics regarding the legislation can be found in Appendix A.

students. If you consider the English term “sum total,” you are getting at the understanding of a summative assessment, which is meant to test a student’s mastery of instructional material for the academic year.

5. *What are “the English language arts content standards” mentioned in EC Section 60640?*—The legislatures of 43 states, including California as of August 2, 2010, ratified the use of the Common Core State Standards (CCSS), a set of standards for instruction for Mathematics and English Language Arts/Literacy (ELA) (including literacy in other content areas).
6. *What does “accountability” refer to?*—As part of the No Child Left Behind Act of 2001, each state reports to the federal government how schools and children perform based on accountability metrics. The SSPI has been charged to consider whether one of the purposes of the Primary Language Summative Assessment will be to provide accountability data, and if so, for whom. When people refer to “measurement,” they often mean testing in order to create data for reporting out to stakeholders (state boards of education, school districts, education administrators, teachers, parents, and the general public).
7. *What are consortium tests?*—Two multistate consortia are preparing student assessments of the CCSS. The assessments being implemented in California are the Smarter Balanced mathematics and ELA assessments. The Smarter Balanced Assessment Consortium has been known by its acronym, SBAC, in the past. The other consortium is the Partnership for Assessment of Readiness for College and Careers (PARCC).
8. *What is biliteracy?*—Whereas the term “bilingual” is understood by most to be the ability to engage in oral communication in two languages, biliteracy entails mastery of reading and writing, as well as speaking and listening, in two languages. This distinction becomes important when a student’s primary language remains an oral/auditory means of communication, while the student’s second language develops reading and writing skills as well.
9. *What is the State Seal of Biliteracy?*—Rather than developing a student’s secondary language(s) to the detriment of the primary language, one purpose of the seal is to develop both a student’s primary and secondary language(s). For ELs, that entails developing academic proficiency both in students’ primary language as well as in students’ second language(s). The SSPI has been charged to consider whether one of the purposes of the Primary Language Summative Assessment will be to provide support for the State Seal of Biliteracy, and if so, in which way.

### Additional Terms

*What follows are some other terms that may be of use in conversations:*<sup>3</sup>

1. **Dual-language Programs:** Programs in which classroom instruction takes place in two languages, with an outcome of literacy in the two languages (biliteracy).
2. **Dual-immersion Programs:** Similar to dual-language programs, with a student population composed of approximately 50 percent primary language speakers of each language of

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<sup>3</sup> Disclaimer: Many terms have varying definitions depending on instructional model or community.

instruction (e.g., 12 students whose primary language is Vietnamese + 12 students whose primary language is English).

3. RLA: An initialism that stands for Reading/Language Arts and serves as a functional equivalent to “ELA” (English–Language Arts)
4. ELD, CELDT: Initialisms that stand for English Language Development and California English Language Development Test

### **The Common Core State Standards and the Primary Language Summative Assessment**

California adopted the Common Core State Standards (CCSS) on August 2, 2010. The CCSS for ELA are the basis for the Smarter Balanced ELA assessment being administered to non-ELs in 2015. The CCSS for ELA are also the baseline standards to be used for the Primary Language Summative Assessment.<sup>4</sup>

The following pages present excerpts from: A) the introduction to the CCSS, and B) an introduction to and sample of the California CCSS for ELA. The latter include Reading Standards for Literature, Reading Standards for Informational Text, and Language Standards for grades 6 through 8. Omitted are the standards for Writing and Speaking/Listening which also form part of the CCSS at each grade level. For the Primary Language Summative Assessment, the CCSS ELA standards would be the basis for test questions about passages written in a student’s primary language. The complete documents are located at the following Web addresses:

<http://www.corestandards.org/ELA-Literacy/>

<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

*(Note: It is understood that certain ELA common-core standards might not lend themselves to testing in certain languages. For example, the intensive pronouns mentioned in standard L.1.b might not occur in certain languages the way they do in English.)*

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<sup>4</sup> The California standards include California-specific expansions of the standards that are observable in the excerpt below. E.g., for the RI standards at Grade 8, Standard 5 adds the following to the regular CCSS text: “Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA”

## **Table Question Handout**

### **PRIMARY LANGUAGE ASSESSMENT TABLE DISCUSSION TOPICS-DRAFT**

In order to guide the discussion today, three main topics have been identified. Each topic includes specific questions to focus the discussion.

The goal is for each question to be answered with recommendations supported by the rationale for those recommendations and with any potential concerns noted. A table may develop more than one answer to each question. After the allotted discussion time for a topic, an additional 15 minutes will be used to capture a table's final recommendations, rationales, and concerns.

Examples of possibilities to consider are provided for clarity. The discussion and recommendations do not need to be limited to those examples, nor do the examples imply a preferred direction.

Before beginning the discussion, please read all three topics and the specific questions.

#### **Topic 1. The preferred purpose and use of the assessment (90 minutes)**

The first topic is concerned with the preferred purposes and use of a primary language assessment. This topic has four questions.

1. What should be the purpose a primary language content assessment in California?
2. How should the results of the assessment be used, and by whom?

(Examples include: use by teachers for a diagnostic purpose or to mark student progress; use by schools or districts for the purpose of comparing students or for the purpose of awarding students with the State Seal of Biliteracy; use at the state or federal level for purposes of accountability)

3. What should be measured?

(Examples include: content areas such as language arts domains of reading, speaking, listening, and/or writing; other content areas such as sciences; Language of the assessment, i.e., Spanish only, other languages in addition to Spanish)

4. Who should be tested?

(Examples include: newcomers in their first year who are identified as English learners (ELs), any current ELs, students enrolled in dual-immersion programs, students attempting to earn the State Seal of Biliteracy)

#### **Topic 2. Aligning the assessment with the English–language arts content standards (45 minutes)**

The second topic is concerned with California Education Code (EC) Section 60640, which calls for a primary language content assessment that aligns with the English–language arts content standards. This topic has two questions.

1. How do you interpret the phrase “alignment with the English–language arts content standards”?
2. How should this alignment be implemented for this assessment?

(Examples include: using California’s existing Common Core State Standards (CCSS) en español; translating the CCSS for English Language Arts & Literacy (ELA) into the language(s) of the test; transadapting the CCSS for ELA into the language(s) of the test; using the CCSS for ELA as is; performance-level descriptors for the current CCSS for ELA standards)

### **Topic 3. Implementation of the assessment (30 minutes)**

The third topic is concerned with how the new primary language content assessment should be implemented. In discussing this topic, think back to the purpose(s) of the assessment you identified earlier. This topic has two questions.

1. What kind(s) of delivery are best for the purposes of the test?

(Examples include: paper-pencil, computer-based, both)

2. How should the content be presented to the students?

(Examples include: fixed form, where all students receive the same questions in the same order; or adaptive, where content will be presented differentially according to the students’ preceding responses)

3. Which types of questions should be included?

(Examples include: multiple-choice, open-ended/constructed response, performance tasks, technology-enhanced items)

### **Topic 4. Current readiness for a standards-based primary language assessment (15 minutes)**

The fourth topic focuses on how prepared schools and students are at this time for a standards-based primary language content assessment. In discussing this topic, think back to the purpose(s) of the assessment you identified earlier. This topic has two questions.

1. Thinking of the target students who would be taking the primary language assessment, how prepared are they to take assessments written to the common core standards?
2. How has your school implemented the CCSS for the target students and how has the implementation been?

# Appendix C: Meeting Materials for Facilitators

## Template for Table Discussion Questions

### TOPIC 1: The preferred purpose and use of the assessment

Q1 Preferred purpose(s)?		
Group recommendation(s)	Reason(s)	Concerns, considerations, conditions
Q2 How should the results be used, and by whom?		
Group recommendation(s)	Reason(s)	Concerns, considerations, conditions
Q3 What should be measured?		
Group recommendation(s)	Reason(s)	Concerns, considerations, conditions
Q4 Who should be tested?		
Group recommendation(s)	Reason(s)	Concerns, considerations, conditions



<b>Overall Concerns or Comments:</b>
--------------------------------------

**Topic 2: Aligning the assessment with the English language arts content standards**

Q1 How do you interpret the phrase “alignment with the English language arts content standards”?		
Group recommendation(s)	Reason(s)	Concerns, considerations, conditions
Q2 How should this alignment be implemented for the primary language summative assessment?		
Group recommendation(s)	Reason(s)	Concerns, considerations, conditions
<b>Overall Concerns or Comments:</b>		





**Topic 3: Implementation of the assessment**

<b>Q1 What kind(s) of delivery are best for the purposes of the assessment?</b>		
<b>Group recommendation(s)</b>	<b>Reason(s)</b>	<b>Concerns, considerations, conditions</b>
<b>Q2 How should the content be presented to the students?</b>		
<b>Group recommendation(s)</b>	<b>Reason(s)</b>	<b>Concerns, considerations, conditions</b>
<b>Q3 Which types of questions should be included?</b>		
<b>Group recommendation(s)</b>	<b>Reason(s)</b>	<b>Concerns, considerations, conditions</b>
<b>Overall Concerns or Comments:</b>		

**Topic 4: Current readiness for a standards-based primary language assessment**

Q1 How prepared are target students to take assessments written to the common core standards?		
How prepared?	Why do you say so?	Concerns
Q2 How has your school implemented the CCSS for the target students and how has the implementation been?		
How implemented?	How has that gone?	Concerns
<p><b>Overall Concerns or Comments:</b></p>		



## **Facilitator Protocol**

### **Materials you will need**

- Copies of Table Questions (approx. 20 per session)
- Facilitator protocol
- Facilitator Template on laptop
- Notepaper and pen
- Projector connected to laptop

### **Overview, introductions**

- My name is...
- Please introduce yourselves by stating your **name**, and your particular **interest in and/or experience working with** English language learners.
- [Introduce the Scribe; let any other ETS or CDE staff introduce themselves.]

### **Purpose of the Table Discussion**

- I'd like to briefly reiterate the purpose of the Table Discussion
  1. To gather input from stakeholders from across the state on issues related to the development and implementation of a primary language summary assessment
  2. To present those recommendations, along with recommendations collected from a survey, to the CDE.

### **Explain what the group will be doing during the session**

- You will be asked to discuss questions on **four broad topics** covering different aspects of a primary language content assessment.
  1. The preferred **purpose** of the assessment,
  2. How it could be **aligned** with the English language arts content standards, and
  3. The preferred **format** for the implementing the assessment.
  4. **Current readiness** for this a primary language assessment.
- The **goal** of your discussions is to develop **recommendations** and suggestions **on a series of questions** related to each topic.
- **For each question**, you will be asked to come up with at least one **recommendation** or suggestion along with a **rationale** supporting the recommendation and any **caveats or concerns** you may have.
- I will **capture** the group's recommendations on a **prepared screen**, confirming the group's **agreement with the wording** and statements along the way.
- The session will be **recorded** (by the **Scribe** as well as **audio** recording)
- Your **recommendations** will be **combined** with those from other tables in a report to the CDE
- Your **names** or other identifiable information will **not be used** in any report.

**Ground rules for discussion:** help make the session **as productive as possible**

- First and foremost--your ideas and suggestions **are really important to us** and to the CDE and your input will **help shape** this assessment.
- There are a lot of issues to cover, so please try to **remain focused on the Discussion Questions** throughout
  - I may be giving you gentle reminders to bring the discussion back to the Questions...
- Everyone has different experiences and viewpoints about primary language assessment. We know that people sometimes have strong opinions about the issues we will discuss today. Remember that **all ideas and opinions are welcome**, appreciated and respected.
- Try to **avoid broad discussions** of, for example, the pros and cons of **standardized testing**, or of using test results for **accountability** purposes.
  - Rather, they should focus their discussion more **specifically** on the issues related to a **primary language summative assessment**.
- While we hope that some agreement among group members can be reached regarding your recommendations, but **the group does not have to reach consensus**-- alternate recommendations will be recorded as well.

**PASS OUT TABLE DISCUSSION QUESTIONS****Instructions**

1. During this session, you will discuss **each topic in turn**
2. Each topic has **2-4 questions**.
3. First, the group will spend 20-60 minutes **discussing the questions under that topic**, and **generate their recommendations**.
4. You will be asked to come up with **at least one recommendation** or suggestion for **each question**, along with a **rationale** supporting the recommendation and any **caveats** or concerns you may have.
5. Because you will be asked to report out your recommendations, you might want to **assign** someone to be the **group's spokesperson**.
6. After you are finished discussing, I will ask the group's spokesperson to **'report out'** the group's recommendations, rationale, caveats and concerns for each question.
7. I will **write down** your recommendations for all to see.
8. The discussion of Topics **1, 2 and 3** will follow the same **basic format**.
9. The format of **Topic 4 is a little different**, which I'll explain later.

After reporting out on a topic, you can take a 10-minute break.

**Instructions for Open Discussion for Topic 1:****READ INTRODUCTION TO QUESTIONS**

- The first topic is concerned with the preferred purposes and use of a primary language assessment.
- This topic includes four related questions.
- You will have a little more than an hour to discuss the questions under this topic and arrive at a set of recommendations for each question.
- We are looking for recommendations for each question under the topic, so please don't get bogged down on an early question or you may not get through the others.
- You will need to support each recommendations with a rationale—i.e., ‘this should be done because...’
- No need for everyone to agree on each recommendation; alternative suggestions or divergent views are OK. You just need to decide on what you will report out.

**‘Reporting Out’ Segment**

- What do you recommend for the first question? What is the reason for your recommendation? Were there any concerns, conditions, caveats you would like me to record?
- Are there any overall comments or concerns not captured by this set of recommendations that you would like me to record? If not, let's end our discussion of Topic 1

10 minute break

**Repeat this entire process for Topics 2 and 3**

- Topic 2 is concerned with ....
- This topic includes X related questions.
- You will have a little more than [scheduled time] to discuss the questions under this topic and arrive at a set of recommendations for each question.

**Instructions for Topic 4.**

- Topic 4 Does not ask for recommendations per se.

Read the question to the group, give them the allotted time to share ideas among themselves; ask them to report out and complete the template.

## Appendix D: English and Spanish Translation Versions of Survey

### *English Version*

#### Primary Language Summative Assessment Survey

Para un versión en español de esta encuesta, haz clic aquí

As stipulated in Education Code (EC) Section 60640, the California Department of Education (CDE), in collaboration with Educational Testing Service, is gathering input from stakeholders regarding primary language assessments aligned to the English–language arts content standards. The input from stakeholders will be shared with State Superintendent of Public Instruction Tom Torlakson as he prepares recommendations for the State Board of Education on the content and purpose of the new K–12 primary language assessments.

This survey will be open for submissions through Monday, February 23, 2015. Thank you for sharing your input!

1. From your perspective, what are the useful reasons for having a primary language summative assessment?
2. Do you agree that Spanish should be the first priority language when developing primary language summative assessments in California?
  - Yes
  - No

What other language(s) should be offered, if any?

- Vietnamese
- Filipino
- Cantonese
- Mandarin
- Arabic
- Hmong
- Korean
- Punjabi
- Other:

Please read and use the following definitions for Question 3.

- ELs—English Learners
- Recently arrived ELs—Recently arrived ELs have been identified by their district as an EL who has been in the U.S. for 11 months or less.
- Current ELs—Current ELs are students who have been identified by their district as an EL and have been in the U.S. for 12 months (one year) or longer.
- Reclassified ELs—Reclassified ELs, also known as former ELs, have been reclassified as fluent English proficient by their district and are monitored for a period of two years following reclassification from the EL category.
- The State Seal of Biliteracy—The State Seal of Biliteracy (SSB), Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012, and

provides recognition to high school students who have demonstrated a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Superintendent of Public Instruction, in accordance with identification from local education agencies (e.g., district, county, or direct-funded charter school) confer the SSB to deserving students according to established criteria for the award, affixing the SSB insignia to the diploma or transcript of each qualifying student. For more information, see <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

3. Who should be tested by the primary language summative assessment? (Check all that apply.)
- Newly arrived ELs in the U.S. for 11 months or less
  - Current ELs in the U.S. for 12 months or more
  - Reclassified ELs
  - ELs receiving Language Arts instruction in a language other than English
  - Non-ELs receiving Language Arts instruction in a language other than English
  - Students (ELs or Non-ELs) attempting to earn the State Seal of Biliteracy
  - Other:
4. What is your highest priority in the development of the primary language summative assessment? (Check all that apply.)
- To match the existing ELA content assessment (i.e., Smarter Balanced) as closely as possible
  - To assess language arts skills of recently arrived ELs
  - To assess language arts skills for students in a language program, such as a bilingual or dual-immersion program
  - To have a test that can be used in satisfying the “Seal of Biliteracy” requirements
  - To assess students’ Language Arts skills in their language of instruction
  - To evaluate dual-immersion or other language programs
5. What grade levels should be assessed by the primary language summative assessment? (Check all that apply.)
- K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12

Please read and use the following definitions for Question 6



- Initial assessments—Initial assessments are assessments for learning. They are usually administered at the beginning of instructional units to identify prior knowledge the students may have of the content.
  - Formative assessments—Formative assessments are assessments for learning. They usually are administered during instructional units for providing immediate feedback to improve instruction and identify individual student strengths and weaknesses.
  - Diagnostic assessments—Diagnostic assessments are assessments for learning. They can be administered at various points during instruction to assess students’ strengths and weaknesses associated with a particular concept.
  - Summative assessments—Summative assessments are assessments of learning. They usually are administered at the end of instructional units and assess mastery of all instructed content.
  - Interim assessments—Interim assessments are assessments of learning, like Summative assessments, but instead of being administered at the very end of instruction, they are administered at specified points in instruction to assess material covered within those periods.
6. According to the California Education Code, the primary language assessment will be a summative assessment. If other types of assessment purposes are considered in the future, what assessment purposes do you see as the priority? Rank the assessment purposes in order of most important (4) to least important (1).

	1 (Least Important)	2	3	4 (Most Important)
Initial Assessment				
Formative Assessment				
Diagnostic Assessment				
Interim Assessment				
View the cited California Education Code at <a href="http://marker.to/Ustz3V">http://marker.to/Ustz3V</a>				

Please read and use the following definitions for Question 7.

- Academic Performance Index (API)—API is a measure of schools’ or local education agencies (LEAs; i.e., districts) academic performances and progress on state assessments.
- Adequate Yearly Progress (AYP)—AYP is required under Title I of the Elementary and Secondary Education Act (federal policy). AYP is a series of annual academic performance goals established for schools, districts, and the state. Schools, districts, and the state meet their AYP goals if they meet or exceed each year’s goals.

- The State Seal of Biliteracy—The State Seal of Biliteracy (SSB), Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have demonstrated a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Superintendent of Public Instruction, in accordance with identification from local education agencies (e.g., district, county, or direct-funded charter school) confer the SSB to deserving students according to established criteria for the award, affixing the SSB insignia to the diploma or transcript of each qualifying student. For more information, see <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

7. The California Education Code Section 60640(C)(1) states the following: 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.

Do you agree that the assessment should be used to support the State Seal of Biliteracy?

- Yes
- No

Do you agree that the assessment should be used for the state API?

- Yes
- No

Do you agree that the assessment should be used for federal AYP?

- Yes
- No

8. From your perspective, who do you see as the key users of primary language test scores? (Check all that apply.)

- Administrators
- Teachers
- Parents
- Students

9. What do you see as the primary uses of a primary language summative assessment for teachers, administrators, parents, and students? (Check all that apply.)

	Determining student enrollment in a language program	Determining progress of language programs	Informing instructional planning	Identifying language arts skills for individual students
Teachers				
Administrators				
Parents				
Students				

The primary language summative assessment will be aligned with the English–Language Arts content standards. (See California Education Code.)

10. How do you think this alignment should be implemented?

11. What content domains should be included in a primary language summative assessment aligned to the Language Arts standards? (Check all that apply.)

- Reading
- Writing
- Listening
- Speaking
- Language

Please read and use the following definitions for Question 12

- Selected-response/multiple-choice item—A type of item that requires test-takers to select one or more responses from a set of options.
- Constructed-response item—A type of item that prompts test-takers to produce their own response (written or spoken) in order to collect evidence about their knowledge or understanding of a given core idea.
- Technology-enhanced items—A type of item that uses technology to collect evidence through a non-traditional response type.
- Performance tasks—A type of item that requires significant interaction and engagement between the student and the task materials, requiring students to demonstrate higher-order skills (e.g., research, essay writing) on assessment tasks.

12. What are the reasons each item type should be included in the new primary language summative assessments? (Check all that apply.)

	Do not include this item type	Useful for assessing targeted understanding or skills	Useful for assessing writing ability	Useful for assessing higher order/critical thinking skills	Because this item type is on the Smarter Balanced English language Arts test
Selected-response/multiple-choice item					
Constructed-response item					
Technology-enhanced items					
Performance tasks					

Please read and use the following definitions for Question 13.

- Paper-pencil assessment—A test administered using paper-based test materials.
- Computer based assessment—A test administered using an electronic computing device.

- Fixed form—A test that administers items in a fixed, pre-determined sequence.
  - Computer adaptive assessment—A computer-based test that uses a computer program to adjust the difficulty of test items throughout a testing session based on a test taker’s responses to previous test items during that testing session.
13. What type of assessment should be available for administration of the primary language summative assessment?
- Paper-pencil only fixed form
  - Computer-based fixed form (with some paper and pencil availability)
  - Computer-based adaptive (with some paper and pencil availability)

Please read and use the following definitions for Question 14.

- Interactive score reports—A technology-enhanced assessment score report that not only reports information at the aggregate or individual level but can also provide definitions, links to related features, or other helpful information.
- Data management system—A computer-based system to manage large volumes of data for schools, districts, and the state.
- Customizable item bank—A repository of test items that can be customized to support flexibility and variety across specific features.

14. What supplemental tools would you like the new primary language summative assessment to have? (Check all that apply.)

- Interactive score reports
- Enhanced data management system
- Customizable item bank
- Curriculum materials
- Other:

15. Thinking of the target students who would be taking the primary language summative assessment, how prepared are they to take assessments written to the Common Core State Standards (CCSS)?

- Very prepared
- Somewhat prepared
- Not prepared
- Not sure

16. How has your school implemented the CCSS for the target students?

17. Overall, how has the implementation gone?

- Very successful
- Somewhat successful
- Not very successful
- Do not know

18. Did you attend the stakeholder meeting?

- Yes
- No

19. What is your primary role as a stakeholder?

- School administrator (principal, superintendent)
- Teacher
- Bilingual coordinator
- School psychologist (or other type, e.g. school testing coordinator)
- Education or Measurement researcher or expert
- Parent
- Advocate
- Other:

20. What is your prior experience with California's previous primary language summative assessment, the Standards-based Tests in Spanish (STS)? (Check all that apply.)

- None
- Test administrator
- Interpreted score results for placement purposes
- Read my child's score reports
- Other:

21. Do you speak a language other than English fluently? (Check all that apply.)

- Spanish
- Vietnamese
- Filipino
- Cantonese
- Mandarin
- Arabic
- Hmong
- Korean
- Punjabi
- Russia
- Other:

22. Please record your gender.

- Male
- Female

23. What is your ethnic background?

- Asian
- Filipino
- Black or African American
- Hispanic or Latino
- White
- Other:

## Spanish Translation

### Encuesta de la Evaluación Sumativa del Idioma Nativo

Según lo estipulado en el Código de Educación de California (EC) Sección 60640 (consulte debajo), El Departamento de Educación de California (CDE), en colaboración con Educational Testing Service, está recopilando información de los grupos interesados con relación a la evaluación del idioma nativo alineada con los estándares de contenido académico de las artes del lenguaje inglés. La información de los grupos interesados será compartida con el superintendente de instrucción pública del estado, Tom Torlakson, mientras él prepara recomendaciones para la mesa directiva estatal de educación sobre el contenido y propósito de las nuevas evaluaciones del idioma nativo en los grados K–12 (Educación primaria y secundaria).

El Código de Educación de California (EC) Sección 60640 (C) El superintendente deberá consultar con los interesados, incluyendo a expertos en evaluaciones y en estudiantes aprendiendo inglés como segundo idioma, para así determinar el contenido y propósito de una evaluación independiente sumativa de artes del lenguaje en idiomas nativos que no sean el inglés que se pueda alinear con los estándares de contenido académico del idioma inglés. El superintendente deberá considerar el propósito apropiado para esta evaluación, incluyendo, pero no necesariamente limitado a, respaldar el sello estatal de alfabetización bilingüe y la rendición de cuentas. Es la intención de la legislatura que una evaluación desarrollada conforme a esta sección sea incluida en el sistema de responsabilidad estatal.

1. Desde su punto de vista, ¿cuáles son las razones para tener una evaluación sumativa del idioma nativo?
2. ¿Cree usted que el español debería ser el idioma de máxima prioridad cuando se desarrolle la evaluación sumativa del idioma nativo en California?
  - Sí
  - No

Si acaso, ¿en qué otro idioma(s) se debe ofrecer? (Marque todo lo que corresponda.)

- vietnamita
- filipino
- cantonés
- mandarín
- árabe
- hmong
- coreano
- punjabí
- Otro:

Por favor lea y use las siguientes definiciones para la pregunta 3.

- ELs—Estudiantes aprendiendo inglés como segundo idioma (ELs).
- Estudiantes recién llegados y aprendiendo inglés como segundo idioma —Son estudiantes recién llegados y aprendiendo inglés como segundo idioma que han sido identificados por su distrito como un estudiante EL que lleva en los EE.UU. 11 meses o menos.
- ELs actuales —ELs actuales son estudiantes que han sido identificados por sus distritos como un estudiante EL y que lleva en los EE. UU. 12 meses (un año) o más.

- Estudiantes reclasificados como proficiente en inglés (R-FEP)—ELs reclasificados (R-FEP), también conocidos como ELs antiguos, han sido reclasificados como competente en inglés por sus distritos y son supervisados durante un periodo de dos años después de ser reclasificados de la categoría EL.
  - Sello estatal de alfabetización bilingüe (SSB)— El sello estatal de alfabetización bilingüe (de California) (SSB), propuesta de ley de la asamblea legislativa 815 (Brownley, Capítulo 618, Estatutos of 2011), se hizo efectiva el 1 de enero de 2012, y proporciona un reconocimiento a los estudiantes de escuela secundaria que hayan demostrado un nivel alto de competencia en expresión oral, lectura, y escritura en uno o más idiomas además del inglés. El superintendente de instrucción pública del estado, de acuerdo con la identificación de la agencia de educación local (por ejemplo, distrito, condado, o escuelas charter directamente financiadas) otorga el SSB a estudiantes merecedores de acuerdo con los criterios establecidos para el premio, añadiendo la insignia SSB al diploma o expediente académico de cada estudiante que califique. Para más información, consulte <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.
3. ¿Quién debería tomar la evaluación sumativa del idioma nativo?
- Estudiantes recién llegados y aprendiendo inglés como segundo idioma que llevan en los EE. UU. 11 meses o menos
  - ELs actuales que llevan en los EE.UU. 12 meses o más
  - Estudiantes reclasificados como proficientes en inglés
  - ELs que reciben instrucción en artes del lenguaje en un idioma distinto al inglés
  - Estudiantes que no son ELs que reciben enseñanza de artes del lenguaje en un idioma distinto al inglés
  - Estudiantes (ELs o los que no son ELs) que tratan de conseguir el sello estatal de alfabetización bilingüe (SSB)
  - Otro:
4. ¿Cuál es su máxima prioridad en el desarrollo de la evaluación sumativa del idioma nativo?
- Alinearlo a la evaluación de contenido de artes del lenguaje inglés (ELA) actual (por ejemplo, Smarter Balanced) lo mejor posible
  - Evaluar las habilidades de las artes del lenguaje de los ELs recién llegados
  - Evaluar las habilidades de las artes del lenguaje de estudiantes en un programa de idiomas, tales como programas bilingües o de inmersión doble
  - Contar con una evaluación que pueda ser usada para satisfacer los requisitos del sello de alfabetización bilingüe
  - Evaluar las habilidades de estudiantes en artes del lenguaje en su idioma de enseñanza
  - Evaluar inmersión doble u otros programas de idiomas
5. ¿En qué grado escolar deberían los estudiantes tomar la evaluación sumativa del idioma nativo? (Marque todo lo que corresponda.)
- K (Educación Inicial)
  - 1
  - 2
  - 3



- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Por favor lea y use las siguientes definiciones para la pregunta 6.

- Evaluaciones iniciales— Evaluaciones iniciales son evaluaciones para el aprendizaje. Son generalmente administradas al comienzo de unidades de enseñanza para identificar conocimientos previos que los estudiantes puedan tener del contenido.
  - Evaluaciones formativas — Evaluaciones formativas son evaluaciones para el aprendizaje. Son generalmente administradas durante las unidades de enseñanza para proporcionar una respuesta inmediata para mejorar la enseñanza e identificar los puntos fuertes y debilidades individuales de los estudiantes.
  - Evaluaciones diagnósticas— Evaluaciones diagnósticas son evaluaciones para el aprendizaje. Pueden ser administradas en varias ocasiones durante la enseñanza para evaluar los puntos fuertes y debilidades individuales de los estudiantes asociados a un concepto particular.
  - Evaluaciones sumativas — Evaluaciones sumativas son evaluaciones del aprendizaje. Son generalmente administradas al final de las unidades de enseñanza y evalúan el dominio del contenido impartido.
  - Evaluaciones interinas — Evaluaciones interinas son evaluaciones del aprendizaje, parecidas a las evaluaciones sumativas, pero en lugar de ser administradas al final del periodo de instrucción, son administradas en ciertos momentos específicos de la instrucción para evaluar el material cubierto dentro de esos periodos.
  - El Código de Educación de California Sección 60640: (C) El superintendente deberá consultar con los interesados, incluyendo a expertos en evaluaciones y en estudiantes aprendiendo inglés como segundo idioma, para así determinar el contenido y propósito de una evaluación independiente sumativa de artes del lenguaje en idiomas nativos que no sean el inglés que se pueda alinear con los estándares de contenido académico del idioma inglés. El superintendente deberá considerar el propósito apropiado para esta evaluación, incluyendo, pero no necesariamente limitado a, respaldar el sello estatal de alfabetización bilingüe y la rendición de cuentas. Es la intención de la legislatura que una evaluación desarrollada conforme a esta sección sea incluida en el sistema de responsabilidad estatal.
6. Según el Código de Educación de California, la evaluación del idioma nativo será una evaluación sumativa. Si en un futuro se consideran otros tipos de objetivos para las evaluaciones, ¿qué otros objetivos de evaluación ve como prioridad? Clasifique los objetivos de evaluación en orden de más importancia (4) a menos importancia (1).

	1 (Menos importancia)	2	3	4 (Más Importancia)
Evaluaciones iniciales				
Evaluaciones formativas				
Evaluaciones diagnósticas				
Evaluaciones interinas				

Por favor lea y use las siguientes definiciones para la pregunta 7

- índice de rendimiento académico (API)—API es un indicativo del rendimiento académico y el progreso en las evaluaciones estatales de las escuelas o agencias de educación local (LEAs; ej., distritos).
  - Progreso anual adecuado (AYP)—AYP está establecido bajo el Título I de la ley federal para la educación primaria y secundaria (ley federal). AYP es una serie de metas de rendimiento académico anual establecidas por las escuelas, distritos y el estado. Las escuelas, distritos, y el estado satisfacen las metas del AYP siempre y cuando satisfagan o superen las metas de cada año.
  - El Código de Educación de California Sección 60640: (C) El superintendente deberá consultar con los interesados, incluyendo a expertos en evaluaciones y en estudiantes aprendiendo inglés como segundo idioma, para así determinar el contenido y propósito de una evaluación independiente sumativa de artes del lenguaje en idiomas nativos que no sean el inglés que se pueda alinear con los estándares de contenido académico del idioma inglés. El superintendente deberá considerar el propósito apropiado para esta evaluación, incluyendo, pero no necesariamente limitado a, respaldar el sello estatal de alfabetización bilingüe y la rendición de cuentas. Es la intención de la legislatura que una evaluación desarrollada conforme a esta sección sea incluida en el sistema de responsabilidad estatal.
  - Sello estatal de alfabetización bilingüe — El sello estatal de alfabetización bilingüe (de California) (SSB), propuesta de ley de la asamblea legislativa 815 (Brownley, Capítulo 618, Estatutos of 2011), se hizo efectiva el 1 de enero de 2012, y proporciona un reconocimiento a los estudiantes de escuela secundaria que hayan demostrado un nivel alto de competencia en expresión oral, lectura, y escritura en uno o más idiomas además del inglés. El superintendente de instrucción pública del estado, de acuerdo con la identificación de la agencia de educación local (por ejemplo, distrito, condado, o escuelas charter directamente financiadas) otorga el SSB a estudiantes merecedores de acuerdo con los criterios establecidos para el premio, añadiendo la insignia SSB al diploma o expediente académico de cada estudiante que califique. Para más información, consulte <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.
7. El artículo 60640(C)(1) del Código de Educación de Californiadispone lo siguiente: El superintendente considerara el objetivo más apropiado para esta evaluación, incluyendo,

pero no necesariamente limitado a, respaldar el sello estatal de alfabetización bilingüe y la responsabilidad.

¿Está de acuerdo en que la evaluación debe ser utilizada para respaldar el sello estatal de alfabetización bilingüe?

- Sí
- No

¿Está de acuerdo en que la evaluación debe ser utilizada para el API estatal?

- Sí
- No

¿Está de acuerdo en que la evaluación debe ser utilizada para el AYP federal?

- Sí
- No

8. Desde su punto de vista, ¿a quiénes ve como usuarios principales de los resultados de la evaluación del idioma nativo? (Marque todo lo que corresponda.)

- administradores
- maestros
- padres
- estudiantes

9. ¿Cuáles cree que serán los usos primordiales de la evaluación sumativa del idioma nativo por parte de los maestros, administradores, padres y estudiantes? (Marque todo lo que corresponda.)

	Determinar la inscripción de un estudiante en un programa de idiomas	Determinar el progreso de los programas de idiomas	Proporcionar información para planificar la enseñanza	Identificar las habilidades en las artes del lenguaje de cada estudiante
maestros				
administradores				
padres				
estudiantes				

Por favor lea y use la siguiente información para la pregunta 10

- El Código de Educación de California Sección 60640: (C) El superintendente deberá consultar con los interesados, incluyendo a expertos en evaluaciones y en estudiantes aprendiendo inglés como segundo idioma, para así determinar el contenido y propósito de una evaluación independiente sumativa de artes del lenguaje en idiomas nativos que no sean el inglés que se pueda alinear con los estándares de contenido académico del idioma

inglés. El superintendente deberá considerar el propósito apropiado para esta evaluación, incluyendo, pero no necesariamente limitado a, respaldar el sello estatal de alfabetización bilingüe y la rendición de cuentas. Es la intención de la legislatura que una evaluación desarrollada conforme a esta sección sea incluida en el sistema de responsabilidad estatal. Según el Código de Educación de California, la evaluación sumativa del idioma nativo se alineará a los estándares del contenido académico de artes del lenguaje inglés.

10. ¿Cómo cree que se debe implementar esta alineación?
11. ¿Qué contenido académico se debe incluir en la evaluación sumativa del idioma nativo para que esté alineada con los estándares de las artes del lenguaje? (Marque todo lo que corresponda.)
- lectura
  - escritura
  - audición
  - expresión oral
  - lenguaje

Por favor lea y use las siguientes definiciones para la pregunta 12

- Preguntas de selección de respuesta/pregunta de opción múltiple—Un tipo de pregunta que requiere a los que toman el examen que seleccionen una o más respuestas de una serie de opciones.
  - Pregunta que requiere una respuesta escrita—Un tipo de pregunta que da lugar a que los que toman el examen escriban sus propias respuestas (escritas o habladas) con el fin de reunir evidencias sobre su conocimiento y comprensión de una idea fundamental que se les presenta.
  - Preguntas destacadas con tecnología—Un tipo de pregunta que utiliza la tecnología para reunir evidencia a través de un tipo de respuesta no tradicional.
  - Ejercicios de rendimiento—Un tipo de pregunta que requiere una interacción y compromiso sustanciales (o importantes) entre los estudiantes y los materiales de ejercicios que exige que los estudiantes demuestren un alto nivel de sus habilidades (por ejemplo, investigación, redacción de texto) en los ejercicios de la evaluación.
12. ¿Cuáles son las razones para incluir cada tipo de preguntas en las nuevas evaluaciones sumativas del idioma nativo? (Marque todo lo que corresponda.)

	No incluir este tipo de pregunta	Útil para evaluar habilidades o entendimiento específicos	Útil para evaluar las habilidades de escritura	Útil para evaluar habilidades de alto nivel/habilidades de razonamiento crítico	Porque este tipo de pregunta está en el examen de artes del lenguaje de Smarter Balanced
Preguntas de selección de respuesta/preguntas de opción múltiple					
Pregunta que requiere una respuesta escrita					
Preguntas destacadas con tecnología					
Ejercicios de rendimiento					

Por favor lea y use las siguientes definiciones para la pregunta 13

- Evaluación administrada con papel y lápiz—Un examen administrado utilizando materiales para usar con papel.
- Evaluación administrada por computadora—Un examen administrado utilizando un dispositivo de computación electrónico.
- Formulario establecido—Un examen que administra preguntas de forma establecida y predeterminada.
- Evaluación adaptiva administrada por computadora —Un examen administrado por computadora que usa un programa de computadora para ajustar el nivel de dificultad de las preguntas del examen por medio de una sesión de evaluaciones basada en las respuestas a preguntas previas del estudiante que toma el examen durante esa sesión de evaluación.

13. ¿Qué tipo de evaluación debería estar disponible para la administración de la evaluación sumativa del idioma nativo?

- Evaluación establecida únicamente para administrar con papel y lápiz
- Evaluación establecida y administrada por computadora (con alguna disponibilidad de evaluación con papel y lápiz)
- Evaluación adaptiva administrada por computadora (con alguna disponibilidad de evaluación con papel y lápiz)

Por favor lea y use las siguientes definiciones para la pregunta 14

- Reportes de puntaje interactivo— Es un reporte de resultados de evaluaciones destacadas con tecnología que no solo reporta información a nivel agregado o individual sino que también proporcionadefiniciones, enlaces a características relacionadas, u otra información útil.

- Sistema de manejo de datos—Un sistema de computadoras que manipula grandes volúmenes de datos para las escuelas, distritos y el estado.
  - Banco de preguntas personalizado—Un repertorio de preguntas de exámenes que puede ser adaptado para dar flexibilidad y variedad por medio de características específicas.
14. ¿Qué instrumentos o recursos adicionales le gustaría que tuviera la nueva evaluación sumativa del idioma nativo? (Marque todo lo que corresponda.)
- Reportes de puntaje interactivo
  - Sistema destacado de manejo de datos
  - Banco de preguntas personalizado
  - Materiales curriculares
  - Otro:
15. Considerando el grupo de estudiantes que tomaría la evaluación sumativa del idioma nativo, ¿qué tan bien preparados están para tomar exámenes hechos para los Estándares estatales comunes (CCSS)?
- Muy preparados
  - Algo preparados
  - No están preparados
  - No estoy seguro
16. ¿Cómo ha implementado su escuela el CCSS para este grupo de estudiantes?
17. En general, ¿cómo va esta implementación?
- Con mucho éxito
  - Con algo de éxito
  - Con poco éxito
  - No sé
18. ¿Asistió a la reunión de los grupos interesados?
- Sí
  - No
19. ¿Cuál es su función principal como miembro de un grupo interesado?
- Administrador escolar (director, superintendente)
  - Maestro/a
  - Coordinador bilingüe
  - Psicólogo de la escuela (u otro tipo, por ejemplo, coordinador de evaluaciones de la escuela)
  - Investigador o experto en educación o medidas académicas
  - Padre
  - Defensor/a
  - Otro:
20. ¿Cuál es su experiencia previa con la anterior evaluación sumativa del idioma nativo de California, las pruebas en español basadas en los estándares de California (STS)? (Marque todo lo que corresponda.)

- Ninguna
- Examinador/a
- Intérprete de los resultados de puntuación con propósitos de ubicación
- Leí los reportes de calificaciones de mi hijo/a
- Otro:

21. ¿Habla con fluidez algún otro idioma aparte del inglés? (Marque todo lo que corresponda.)

- español
- vietnamita
- filipino
- cantonés
- mandarín
- árabe
- hmong
- coreano
- punjabí
- ruso
- Otro:

22. Por favor seleccione su sexo.

- masculino
- femenino

23. ¿Cuál es su origen étnico?

- asiático
- filipino
- negro o afroamericano
- hispano o latino
- caucásico
- Otro:

Para enviar sus respuestas, por favor haga clic en "enviar formulario" a continuación.



## Appendix E: Summary of Primary Language Assessment Stakeholder Meeting Evaluations

Survey respondents who attended one of the two Primary Language Assessment Stakeholder Meetings were also presented with several additional questions asking them to evaluate their experience. Seventy-four of the 79 respondents attended one of the meetings and were presented with two sets of meeting evaluation selected-response questions and an opportunity to contribute additional comments. Of these 79 respondents, 47 provided a response to at least one of the evaluation questions. Summaries of the selected-response questions and the one open-ended question are presented here.

### ***Selected-Response Feedback Questions***

For the first set of meeting evaluation questions, respondents were asked for ratings from 1 (far below average) to 5 (far above average) on five aspects of the meetings: the meeting overall, facilitator’s style (for their small-group discussions), materials, presentation slides, and meeting location. Table E.1 summarizes the respondents’ ratings on each of these meeting aspects. The ratings were generally on the mid to high end of the scale with the average ratings over the 45 to 49 responses for each question ranging from 3.58 to 3.87.

The second set of Primary Language Assessment Stakeholder Meeting evaluation questions involved presenting the respondents with a feedback statement and asking them to select the extent to which they agreed with the statement from “Strongly Disagree” to “Strongly Agree.” These statements are given in Table E.2 with the corresponding counts of respondents who selected each statement of agreement. For all statements, respondents mostly selected “Agree” or “Strongly Agree,” indicating that these respondents generally found that the opening session was helpful, understood the purpose of the meeting, felt the meeting was organized, and had sufficient time for the tasks.

**Table E.1 Summary of Respondents' Ratings on Five Meeting Aspects**

	Meeting Overall		Facilitator's Style		Materials		Slides		Meeting Location	
	COUN	PERCE	COUN	PERCE	COUN	PERCE	COUN	PERCE	COUN	PERCE
	T	NT	T	NT	T	NT	T	NT	T	NT
1 - FAR BELOW AVERAGE	0	0%	0	0%	0	0%	2	4%	2	4%
2 - BELOW AVERAGE	5	10%	2	4%	5	11%	3	7%	3	7%
3 - AVERAGE	10	20%	15	33%	15	32%	18	40%	18	40%
4 - ABOVE AVERAGE	24	49%	16	35%	16	34%	11	24%	11	24%
5 - FAR ABOVE AVERAGE	10	20%	13	28%	11	23%	11	24%	11	24%
<b>TOTAL RESPONDENTS</b>	<b>49</b>	<b>100%</b>	<b>46</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>45</b>	<b>100%</b>
<b>AVERAGE RATING</b>	3.80		3.87		3.70		3.58		3.58	

**Table E.2 Summary of Feedback Evaluations of the Primary Language Assessment Stakeholder Meetings**

	Strongly agree		Agree		Disagree		Strongly disagree		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
The opening session was clearly presented and helpful for the rest of the meeting.	23	51%	19	42%	1	2%	2	4%	45
I understood the purpose of the meeting.	26	58%	17	38%	2	4%	0	0%	45
The meeting was well organized.	20	45%	22	50%	2	5%	0	0%	44
Sufficient time was devoted to the tasks.	17	38%	25	56%	3	7%	0	0%	45

### **Open-ended Additional Comments Question**

The last Primary Language Assessment Stakeholder Meeting evaluation survey item provided respondents the opportunity to write in any additional comments they had on their experience at the meetings. Of the 79 survey respondents who attended one of the meetings, 16 provided additional comments. Overall, this small set of meeting attendees were thankful for the opportunity to be part of these meetings and voiced interest in having even more time to discuss the various aspects of the future CAASPP primary language assessment with their small groups. As there are only 16 comments, all of them are given below:

- Being a part of this stakeholders meeting gave me a boarder [sic] view of what is happening in primary language instruction across our state. From our discussions while many felt it was necessary to have a primary language summative assessment available in multiple languages, there was a caution about over-assessing students. The need to place value on learning a second language was another critical point. If we are to assess students in a language other than English it needs to be given equal importance to tests given in English; something that has not always occurred in the past. To create students who are ready for the global society they will enter, we need to put more emphasis and importance on becoming biliterate. Not just through assessment but through better access to funding, programs, and materials.
- I did note that the opening session was presented in a way that should have been comprehensible to parents. It was a bit lower level for those educators in the room but equitable none the less for a mixed group. It was a bit stifling for me. We might have benefited from remaining a little longer on the data slides. The facilitators managed to do an amazing job at moving the room, guiding the use of time, monitoring our work, and keeping us focused. Our room facilitators were very respectful, kind, and supportive. They validated our opinions and creating a positive experience. I was amazed at the level of work they were able to get out of us in such a short time. I found the process to be very rewarding and time was well spent. The facility was great, the efficiency of the travel details worked well and the meals were very satisfying.
- I enjoyed the experience and the opportunity to provide input.
- I especially liked the breakout sessions and having the opportunity to share with other stakeholders from different parts of the state.
- I liked the way that this meeting was organized. The groups worked well together and all were able to discuss their viewpoints. Many people from different areas came together and it was very insightful to learn how different districts are run. I really liked the ability to give input into these new assessments and to be with my peers in the profession to do so.
- I thoroughly enjoyed participating and contributing my thoughts and recommendations for the purpose(s) and benefits of evaluating students' fluency in their primary home language for a myriad of reasons. My contributions to the discussion are based on my 42 years of working with the EL student population in our state as a Jr. High Spanish/ESL/Reading teacher, Bilingual and SEI Teacher (K–6), High School Spanish and ELD teacher, district EL Specialist who provided professional development in best practices to improve the academic achievement of ELs at various points in my career. I was very pleased to participate in this discussion.

- I wonder if we had different outcome of discussion results if you had group people according to their role then share the outcome of each group after. Although we agreed to disagree, people with different role had different agenda, perspective, and experiences and I felt like the discussions tend to move towards the people with loudest and the most political opinion.
- It was a closed meeting.
- It was a great opportunity that gave me insight as to what the rest of the people across California thought and how they felt about this new test.
- It was an enjoyable day and exciting to work with others who are passionate about developing biliteracy.
- Our facilitator spent too much time on one question and we had to rush through the others.
- Please disregard the answers for Science Stakeholder meeting evaluation, as I did not attend this meeting.
- Thank you for having this meeting. It is very important to have teacher input. I appreciate the opportunity to speak on behalf of my district.
- Thank you for selecting me to be part of this group to provide input and feedback.
- The format of the meeting allowed all to voice an opinion.
- There is a big issues with ELD students who are also special ed students, if they are truly LD, it is difficult to work in one language, let alone work in two. Also, so many parents check the home language survey, yet, no one in the house is fluent in another language except Spanish, but the kids are still stuck in ELD. At our school they already have 2 periods of Language arts, and then ELD makes it 3. Does not seem very smart, make it a 2 period language arts with ELD assistance built in.

## References

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