

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imab-adad-jul22item01

# California State Board of Education July 2022 Agenda Item #04

## Subject

The California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California: Update on Program Activities.

## Type of Action

Information

## Summary of the Issue(s)

This item provides a summary of developments and updates related to the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from May through June 2022.

## Recommendation

No specific action is recommended at this time.

## Brief History of Key Issues

The following sections provide a summary of developments and updates related to the California Alternate Assessment (CAA) for Science, Initial ELPAC and Initial Alternate ELPAC, and Smarter Balanced Interim Assessments for English language arts/literacy (ELA) and mathematics.

### CAA for Science Update

The CAA for Science is an online assessment administered to students with the most significant cognitive disabilities whose individualized education program indicates the use of an alternate assessment. Test examiners administer the assessment to students one on one. Eligible students take the CAA for Science in grades five and eight and one time in high school (i.e., in grade ten, eleven, or twelve). This assessment consists of four embedded performance tasks, which are administered to students as close to the related science instruction as possible throughout the school year. The 2022–23 CAA for Science administration will be available beginning on September 6, 2022.

#### 2022–23 CAA for Science Administration Planning Guides

The *2022*–*23 CAA for Science Administration Planning Guides* will be available for LEAs to use for the early planning of the 2022–23 administration of the embedded performance tasks as well for scheduling the administration within the next year’s instructional calendar. The guides will be posted on the CAASPP CAA for Science Administration Planning Guides web page at <https://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html>.

The CAA for Science has four versions, which allows the CDE to maximize the number of field-test items. For the *2022*–*23 CAA for Science Administration Planning Guides,* LEAs are assigned to one of four forms. To find their assigned test form numbers, LEAs can visit the 2022–23 CAA for Science Form Assignments by Name or CDS Code web page at <https://www.caaspp.org/administration/about/caa/caa-science-assignments.2022-23.html>. There, they can use the search tool by entering the correct LEA name, school name, or CDS code (county/district/school code). All schools that do not appear on the list generated from the search box are automatically assigned Form 1 by the test delivery system at the time of administration.

#### CAA for Science Standard Setting Update

The CDE and testing contractor ETS completed the CAA for Science standard setting meeting that was held virtually with California special education and science educators August 3–5, 2021. As part of the standard setting process, educator participants made recommendations for the CAA for Science threshold scores. After the 2021–22 administration testing window closes, the CDE will review the impact data using the educator-recommended threshold scores made in standard setting and provide the State Superintendent of Public Instruction’s recommended threshold scores. In August 2022, the CDE will provide the SBE with a summary of the standard setting plan, which details the process that ETS used to conduct the CAA for Science standard setting meeting. The CDE will seek the SBE’s approval of these threshold scores at the September 2022 meeting.

### Initial ELPAC and Initial Alternate ELPAC

Within the first 30 calendar days of a student enrolling in a California public school, students must be administered either the Initial ELPAC or the Initial Alternate ELPAC, depending on their eligibility. The Initial ELPAC is administered to students who have a primary language other than English to determine whether they are English learner students and need additional programs and services to learn English or are initial fluent English proficient and require little to no support learning English. The Initial ELPAC can be administered in person or remotely, based on the mode of instruction being received.

The Initial Alternate ELPAC also is administered to students who have a primary language other than English and for the same purpose as the Initial ELPAC. The Initial Alternate ELPAC, however, is administered only to eligible students with the most significant cognitive disabilities, as determined by an individualized education program team. By design, alternate assessments are administered one-on-one by test examiners who are familiar with the students’ preferred mode of communication.

Beginning on April 25, 2022, LEA ELPAC coordinators were provided with access to the 2022–23 training materials on the Moodle Training Site. Through this training site, coordinators and test examiners have been fulfilling their training requirements by accessing the virtual training modules. In addition to the modules is the video “What’s New for the Initial ELPAC,” which provides coordinators and test examiners with a variety of updates and information about improvements to the training site and test administration for the 2022–23 school year.

On June 1, 2022, the virtual Initial Alternate ELPAC LEA Certification Course became available for coordinators and test examiners in the Moodle Training Site, through which training requirements are fulfilled.

On July 5, 2022, both the Initial ELPAC and the Initial Alternate ELPAC test administration windows will open for the 2022-23 school year, thus launching the operational Initial Alternate ELPAC. Both assessments will close on June 30, 2023.

### Smarter Balanced Interim Assessments for ELA and Mathematics

LEAs have the flexibility to use the Smarter Balanced Interim Assessments in nonstandardized (e.g., formative) or standardized (e.g., benchmark) ways to fit what teachers and students are working on at any point in the curriculum. Three types of interim assessments are available to support teaching and learning in ELA and mathematics throughout the school year: Interim Comprehensive Assessments (ICAs); Interim Assessment Blocks (IABs); and focused IABs. ICAs cover the same range of claims and learning targets as the full-form summative assessments and include the same item types and formats, including performance tasks. IABs and focused IABs assess a smaller number of targets than the ICAs; as such, they provide results at a more granular level, which can be particularly helpful in planning instructional next steps. Focused IABs assess no more than three targets, but have approximately the same number of items as the IABs. (Note: Claims are broad categories that summarize the knowledge and skills students are expected to demonstrate on the assessment. Learning targets further specify the knowledge and skills within a claim.)

During the 2021–22 school year, more than 6 million interim assessments were completed across more than 1,600 LEAs. These numbers exceed those for the 2020–21 school year, during which nearly 2.5 million interim assessments were completed across nearly 1,300 LEAs.

On August 2, 2022, the 2022–23 interim assessments will become available, offering more than 200 interim assessments from which LEA staff may choose. These will include the following new assessments:

* Write and Revise Argumentative Texts—ELA, grade six, focused IAB
* Write and Revise Argumentative Texts—ELA, grade eight, focused IAB
* Write and Revise Explanatory Texts—ELA, high school, focused IAB
* Performance Task—Mathematics, grade six, IAB
* Performance Task—ELA, grades four, five, and eight (will replace existing performance task for the ICA and the IAB)

During the 2022–23 school year, instructional resources will be developed for inclusion in the corresponding Interim Assessment Connections Playlists for the new IABs listed above. Interim Assessment Connections Playlists support teaching and learning by providing teachers with grade level student performance progression descriptions, academic vocabulary lists, and teaching considerations for determining instructional next steps. All playlists are housed on the Smarter Balanced Tools for Teachers website.

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

In May 2022, the CDE sought approval of the proposed 2021–22 apportionment rates for the CAASPP and the ELPAC and the proposed Alternate ELPAC Threshold Scores and provided an update on assessment program activities (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item03.docx>).

In March 2022, the CDE sought and received approval of the revised Student Score Reports for both the 2022–23 Initial ELPAC and Initial Alternate ELPAC, and provided an update on assessment program activities (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item02.docx>).

In January 2022, the CDE sought and received approval of a contract amendment extension with the University of California, Santa Cruz for the California Educator Reporting System; approval of revisions to the Student Score Reports for the CAASPP and the ELPAC; and provided an update on program activities (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03rev.docx>).

In September 2021, the CDE sought and received approval of the Smarter Balanced Summative Assessments for ELA and mathematics blueprints and provided an update on assessment program activities, including an update on Smarter Balanced Interim Assessments (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item02.docx>).

In July 2021, the CDE provided an update on the CAA for Science standard setting process and rationale for postponing the presentation of the Superintendent of Public Instruction’s recommended threshold scores to the SBE for approval in November 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item03.docx>).

## Fiscal Analysis (as appropriate)

The Fiscal Year 2022–23 Budget Act provides a total of $67,806,000 for CAASPP contract activities and $26,003,000 funding for ELPAC contract activities. Funding for 2023–24 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

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

# Attachment 1 Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors ETS and the Sacramento County Office of Education (SCOE), has provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations, to prepare local educational agencies (LEAs) for the administration of the CAASPP System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of these virtual outreach and professional development activities during May and June 2022.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/3 | Virtual | 112 | Initial ELPAC Administration and Scoring Training Q&A: What’s New? Overview This question and answer session, hosted by SCOE helped trainers review all the training materials available in Moodle. It provided information about the following:   * Improvements in the Moodle Training Site * Location of all training materials * Updates to training materials * Suggestions for different training models (in person, self-paced virtual, or hybrid) |
| 5/13 | Virtual | 582 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 6/15–7/15 | Local training | 400 | New ELPAC Coordinator Training  Held by our county office of education (COE) partners, this training for ELPAC coordinators who are new to their role or wanting a refresher was held at COEs across California. Training activities served to:   * Familiarize new coordinators with the ELPAC processes. * Explain the responsibilities of the ELPAC coordinator. * Offer suggested time frames for completing activities. * Explore procedures and practices to support a successful ELPAC administration. |
| 6/9 | Virtual | 654 | CAASPP and ELPAC Post-Test Webinar  On behalf of the CDE, ETS presented the Post-Test webinar, which included information about:   * How assessments are scored * Reports available in the Test Operations Management System * How to access reports |
| 6/10 | Virtual | 816 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 6/21–6/30 | Virtual | 550 | CAASPP: Using Assessment Data Training Series  This direct virtual training focused on making sense of CAASPP summative assessment data, in addition to data from a variety of sources, to help inform system change that will improve student learning and support equitable outcomes. The training consisted of four sessions that formed a coherent learning sequence. |

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

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 6/1 | Virtual | 40 | Summer ELPAC Technical Advisory Group (TAG) Meeting  The ELPAC TAG met to review psychometric topics related to ELPAC, including results from the spring 2021 Summative ELPAC administration and field test item calibration. |
| 06/21–06/22 | Virtual | 33 | California Science Test (CAST) Data Review Meeting  Participants reviewed data on the performance of live CAST items. |
| 06/28–06/29 | Virtual | 12 | California Alternate Assessment (CAA) for Science Data Review Meeting  Participants reviewed data on the performance of live CAA for Science items. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/5–5/6 | Virtual | 75 | May Bilingual Coordinators Network Meeting  Participants were provided with the most up-to-date information on the ELPAC, Alternate ELPAC, and California Spanish Assessment. |
| 5/19 | Virtual | 7 | May Assessment Interest Holder Meeting  Provided update on action items from SBE meeting and current student completion percentage for CAASPP and ELPAC. |
| 5/25 | Virtual | 25 | May Regional Assessment Network Meeting  Assessment Development and Administration Division provided updates on activities and test developments. |