California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

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# **MEMORANDUM**

**DATE:** February 16, 2023

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** California Assessment System Feedback: 2022 Assessment Coordinator Survey Report and 2022 California Assessment Conference Post-conference Report.

## Summary of Key Issues

The California Department of Education (CDE) is committed to providing resources and professional learning opportunities to assist local educational agencies (LEAs) in the successful implementation of the California Assessment System, which includes the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). The CDE contracts with the Sacramento County Office of Education (SCOE) to gather feedback from attendees at meetings and trainings or through structured feedback sessions and surveys. The SCOE analyzes the feedback and provides summary reports with information and recommendations for the CDE to consider in determining future trainings and outreach efforts to meet the needs identified by LEAs and other interest holders.

Two such reports are provided as attachments to this Information Memorandum. They are as follows:

* *2022 Assessment Coordinator Survey Report*
* *2022 California Assessment Conference Post-conference Report*

### **2022 Assessment Coordinator Survey Report**

The *2022 Assessment Coordinator Survey Report* is the culmination of a large-scale campaign to identify helpful resources to address needs of LEA CAASPP and ELPAC coordinators to successfully implement the activities required to administer the CAASPP and ELPAC tests. After surveying coordinators, SCOE analyzed the survey responses and compiled a report of the findings for the CDE. The report provides information and recommendations for the CDE to consider in determining future outreach efforts. Highlights of the recommendations include the following:

* Continue efforts to revise existing resource documents and improve their readability and accessibility for end users.
* Continue collaboration with ETS on the creation of a style guide to use when developing deliverables that are engaging and easily navigated, follow data visualization best practices, and fully comply with Section 508 accessibility requirements.
* Continue to promote the California Educational Reporting System (CERS) and develop a CERS training to be launched in the 2022–23 school year.
* Continue to refine the process of welcoming new coordinators to their role and informing them of the New Coordinator Training Series.

The full report is available in Attachment 1.

### **2022 California Assessment Conference Report**

The fourth annual California Assessment Conference (CAC), hosted by SCOE on behalf of the Assessment Development and Administration Division of the CDE, was held October 18–20, 2022, as a hybrid event. The in-person conference took place at the Riverside Convention Center in Riverside, California, while a condensed virtual option was available simultaneously. Assessment 101 videos were offered as optional conference prework for any attendees who wanted a refresher. The 2022 CAC was billed as a training opportunity for educators with a connection to classroom instruction—classroom teachers, teachers on special assignment (TOSAs), teacher coaches, and site administrators. While registration was open to all educators at any level and in any role, the content of the conference sessions was intended to inform classroom instruction. Highlights of the recommendations include the following:

* **Hold the 2023 CAC only as an in-person event**, given the complexities of running a hybrid conference at the same time and based on feedback obtained from CDE staff and conference attendees.
* **Use the 2023 CAC website to share detailed schedule information, including session times, locations, presenters, and descriptions**. This approach will ensure that all attendees stay up to date with any schedule changes, thus addressing one of the limitations of a printed schedule.
* **Expand access to the CDE staff** by offering multiple breakout sessions.
* **Increase the diversity of the shared practice sessions** to include presenters who work with various student groups.
* Continue to provide attendees **30 minutes between breakout sessions** to allow time for attendees to check their email or finish processing what they had just learned.

The report with the full schedule and description of both in-person and virtual sessions for the 2022 CAC is available in Attachment 2*.*

## Attachment(s)

* **Attachment 1:** *2022 Assessment Coordinator Survey Report* (19 Pages)
* **Attachment 2:** *2022 California Assessment Conference Post-conference Report* (51 Pages)



2022 Assessment Coordinator Survey Report



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Introduction

In August 2022, the California Department of Education (CDE) Assessment Development and Administration Division launched the fifth annual Assessment Coordinator Survey. This work was undertaken by the Sacramento County Office of Education (SCOE) under the Assessment Validity and Outreach contract with the CDE. The survey, which was sent via email to all local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) coordinators in the state, was designed to gather feedback and input on currently available assessment-related resources, training opportunities, and the California Educator Reporting System.

This report provides a detailed summary of the feedback received from the survey respondents as well as a set of recommendations for improving the type and quality of support the CDE provides for LEA assessment coordinators.

Survey Announcement

The 2022 Assessment Coordinator Survey was emailed directly to LEA CAASPP and ELPAC coordinators on August 18, 2022. Attendees were reminded to complete the survey during webinars such as the Assessment and Accountability Information Meeting, and coordinators received a follow-up email before the closing of the survey window, reminding them to submit their responses.

Survey Responses

Out of the 4,436 unique LEA coordinators who were contacted (note that some LEAs designate more than one LEA coordinator, and coordinators holding both CAASPP and ELPAC coordinator roles were counted only once), 819 responded to the survey. Thirty‑‑four of the respondents (4 percent) were screened out because they indicated they were not in an LEA coordinator role. Answers from the remaining 785 respondents are shown in this report.

785 survey respondents

18 percent response rate

Respondents’ Demographic Information

**Staff from LEAs with an enrollment of 1,000–5,999 students were the single most highly represented group among survey respondents.** Staff from LEAs with fewer than 1,000 students cumulatively represented 41 percent of respondents, whereas staff from LEAs with 6,000 students or more cumulatively represented 25 percent of respondents. Figure 1 illustrates the LEA size representation.

Figure 1. LEA Size Representation, Based on Student Enrollment

**More than 87 percent of respondents represented LEAs whose enrollment consisted of students in elementary and middle school grade levels** (transitional kindergarten [TK] through grade eight). Figure 2 illustrates the LEA grade-level representation. Survey respondents were instructed to select multiple responses if applicable, resulting in a response total greater than 100 percent.

Figure 2. LEA Grade-Level Representation

**Almost one third of survey respondents represented charter schools and organizations**, as illustrated in figure 3.Seventy-three percent of those charter schools and organizations were directly funded (the remaining schools and organizations were funded locally).

Figure 3. Charter School/Organization Representation

**Sixty-eight percent of respondents indicated that English learner students represented 25 percent or less of their LEA’s student population.** A majority of respondents reported an English learner student enrollment of 10–25 percent in their LEA. A comparison of the percentages is illustrated in figure 4.

Figure 4. English Learner Students in LEA—Percentage of Total Student Enrollment

**More than 55 percent of respondents served as both the CAASPP and the ELPAC coordinator in their LEA**, as illustrated in figure 5.This is a decrease from 59 percent of respondents in the *2021 Assessment Coordinator Survey Report*.

Figure 5. Respondents’ Coordinator Roles

**The percentage of new CAASPP coordinators among respondents increased from 2021 to 2022.** In 2022, 58 percent of respondents reported serving in their role as CAASPP coordinator for three years or less, compared to 50 percent in 2021.

**The percentage of new ELPAC coordinators among respondents also increased from 2021 to 2022.** In 2022, 54 percent of respondents reported serving in their role as ELPAC coordinator for three years or less, compared to 51 percent in 2021.

Findings

The findings in this report are organized into two sections based on the structure of the survey:

* Resources
* California Educator Reporting System

A complete list of survey questions can be found in the [Survey Questions](#_Survey_Questions) section.

Resources

This section analyzes respondents’ overall satisfaction with existing resources (documents and videos) as well as their specific feedback on the following documents: *2022–23 Smarter Balanced Interim Assessments by Grade* and the 2022–23 ELPAC checklists for test examiners and site coordinators. This feedback was gathered to help the CDE and SCOE to update existing resources and inform the development of future deliverables.

The results in this section include data from the LEA assessment coordinator surveys conducted in 2020, 2021, and 2022.

**Existing CAASPP and ELPAC Resources**

**Eighty-nine percent of respondents were satisfied with the *amount* of existing CAASPP and ELPAC resources**, as illustrated in figure 6. Satisfaction among ELPAC coordinators (those who reported being either “Satisfied” or “Very Satisfied”) increased to 89 percent in 2022 from 87 percent in 2021, and satisfaction among CAASPP coordinators increased from 85 percent in 2021 to 89 percent in 2022.

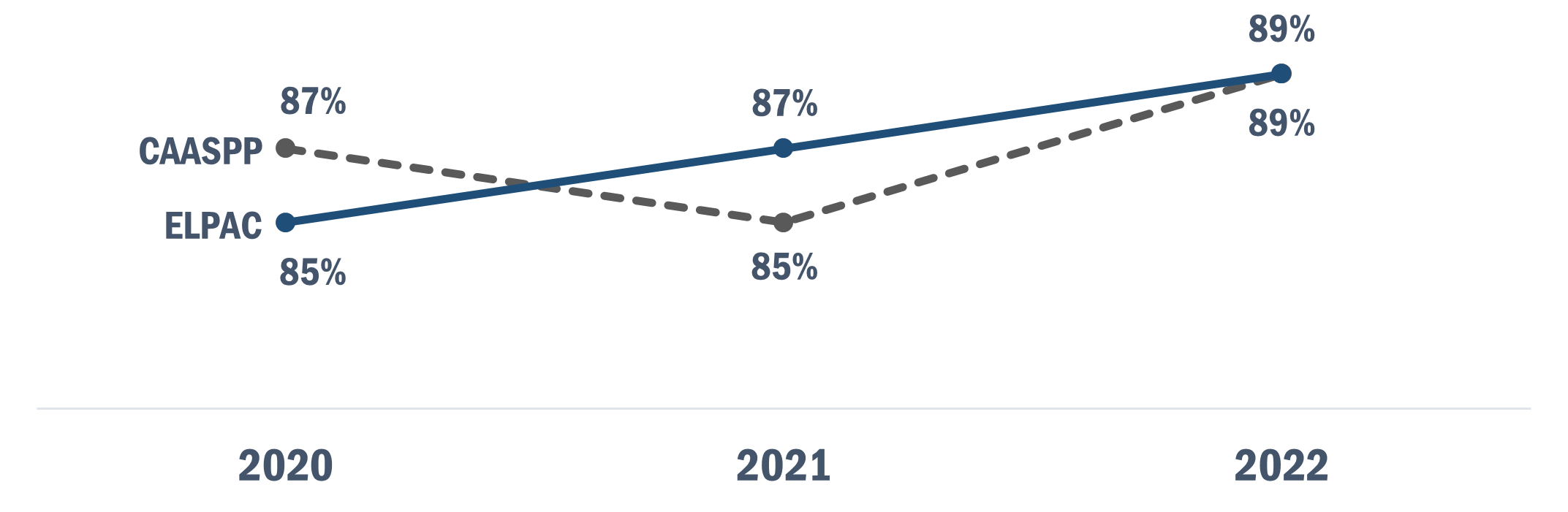


Figure 6. Satisfaction with the Amount of Current Resources (2020–22)

**Respondents’ overall satisfaction with the *quality* of existing CAASPP and ELPAC resources has also increased over time**, as shown in figure 7.

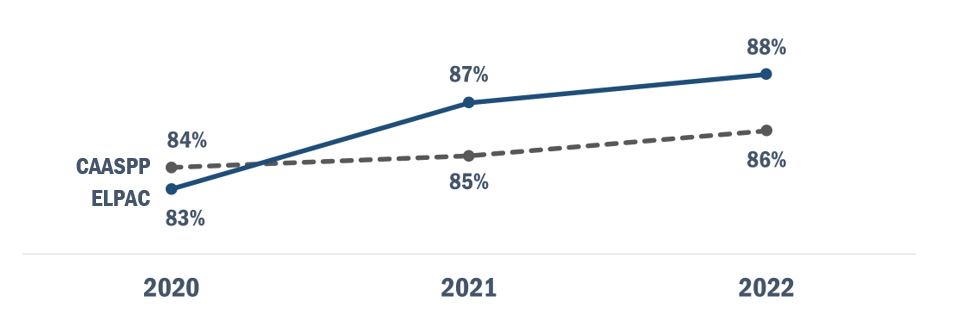


Figure 7. Satisfaction with the Quality of Current Resources (2020–22)

**2022–23 Smarter Balanced Interim Assessments by Grade**

The *2022–23 Smarter Balanced Interim Assessments by Grade* document, which can be found at <https://www.cde.ca.gov/ta/tg/sa/documents/sbiasbygrade.pdf>, provides key information about the Smarter Balanced Interim Assessments, including the claims, targets, total number of items, and number of items that require local hand scoring by grade level.

**Sixty-four percent of LEA CAASPP coordinator respondents were aware of   
*2022–23 Smarter Balanced Interim Assessments by Grade* prior to completing the survey.**

**Respondents primarily distributed *2022–23 Smarter Balanced Interim Assessments by Grade* to site coordinators** (47 percent of respondents), as illustrated in figure 8.They were less likely to share the document directly with test examiners and test administrators, and rarely shared it outside of these groups. More than one fourth of respondents did not distribute the document at all. Survey respondents were instructed to select multiple responses if applicable, resulting in a response total greater than 100 percent.

Figure 8. *2022–23 Smarter Balanced Interim Assessments by Grade* Recipients by Role

*Interim Assessments by Grade* documents will soon be created for the new California Science Test and ELPAC interim assessments, which are scheduled to be released in the 2023–24 school year. When asked about preferred formatting for these documents, **44 percent of LEA CAASPP coordinator respondents indicated a preference to retain the current format—a single PDF containing all grade levels and subject areas—**as illustrated in figure 9.

Figure 9. Preferred Format for Future *Interim Assessments by Grade* Documents

**2022–23 ELPAC Checklists**

In addition to the LEA ELPAC Coordinator Checklist, the CDE developed a set of customizable checklists to be distributed to site coordinators and test examiners. These checklists are meant to organize the activities necessary to ensure the successful administration of the ELPAC. The 2022–23 ELPAC checklists are available on the ELPAC Manuals and Instructions web page at <https://www.elpac.org/test-administration/instructions/>.

**Eighty percent of LEA ELPAC coordinator respondents were aware of the checklists prior to completing the survey.**

The 2022–23 ELPAC checklists span from July 2022 through June 2023, following the Initial ELPAC window and the fiscal year. Tasks that are ongoing in nature are listed at the beginning of each checklist. As displayed in figure 10, an overwhelming majority of LEA ELPAC coordinator respondents preferred the current timeline format for the checklists.

Figure 10. Preferred Format for Future ELPAC Checklists

California Educator Reporting System

The online California Educator Reporting System (CERS) provides teachers and schools with access to assessment results to help guide instruction. This section analyzes respondents’ awareness of CERS and the CERS Sandbox tool. This feedback was gathered to help the CDE and SCOE to develop effective messaging, training opportunities, and deliverables pertaining to CERS.

**Use of CERS**

**Sixty-nine percent of survey respondents were aware of and had personally accessed CERS**, an increase from 57 percent in 2021. Among these respondents, **52 percent reported *occasional* use**. Twenty-seven percent reported that they had *frequently* accessed CERS, and the remaining 21 percent had accessed it *rarely*. A comparison of the percentages is illustrated in figure 11.

Figure 11. Frequency of CERS Use

**More than one third of respondents who had *never* used CERS stated that they did not know how to use it.** Respondents who had notaccessed CERS reported a variety of reasons, as illustrated in figure 12.

Figure 12. Reasons for Not Using CERS

**CERS Sandbox**

The CERS Sandbox is a nonsecure training and demonstration environment that uses fictitious computer-generated data. It can be accessed on the CAASPP CERS Resources web page at <https://www.caaspp.org/ta-resources/cers.html>.

**Twenty-nine percent of respondents had accessed the CERS Sandbox,** an increase from 16 percent in 2021**.** Among these respondents, 66 percent learned about it at a conference, training, or workshop. Forty-three percent of respondents reported learning about it on the CAASPP website, and 26 percent read about it in CDE Assessment Spotlight emails. Survey respondents were instructed to select multiple responses if applicable, resulting in a response total greater than 100 percent.

**Among respondents who stated that they had not used the CERS Sandbox, most were not aware that it existed** (43 percent of respondents). Twenty percent of respondents did not know how to use it.

**Quarterly CERS Update Emails**

Quarterly CERS Update emails are distributed to LEA coordinators to provide timely CERS updates. When asked if they remembered receiving the Quarterly CERS Update for LEA Coordinators in February and/or April 2022, most respondents (39 percent) were unsure. Thirty-six percent of respondents remembered receiving the email(s).

**Among respondents who remembered receiving Quarterly CERS Update emails, 86 percent read the update for LEA coordinators.**

**Eighty percent of respondents who remembered receiving the emails found them helpful.**

Future Considerations

The future considerations set forth by SCOE in this section are the direct result of feedback and data collected in the Assessment Coordinator Survey. The recommendations are organized into two sections—Resources and CERS—which are based on the structure of the survey. The survey responses will also inform the development of the Training Plan and Educator Engagement Plan for the 2023–24 school year.

Resources

**Consideration 1:** Retain the current format for all future *Smarter Balanced Interim Assessments by Grade* documents: a single PDF containing all grade levels and subject areas. A majority of LEA CAASPP coordinators indicated a preference for this format.

**Consideration 2:** Retain the current format for all future ELPAC checklists: list tasks from July through June of the following year, with tasks that are ongoing in nature listed at the beginning of each checklist. A majority of LEA ELPAC coordinator respondents preferred the current timeline format for the checklists.

CERS

**Consideration 3:** Expand upon current CERS marketing efforts, including the continuation of 2022–23 CERS training sessions into future years. Many survey respondents were not familiar with CERS or the CERS Sandbox. Among those who were aware of these systems, many did not know how to use them. Marketing efforts should focus on building awareness with engaging communications and supporting the use of CERS through training opportunities.

**Consideration 4:** Continue to communicate with LEA coordinators via Quarterly CERS Update emails. Survey results indicated high levels of engagement and satisfaction with the timely updates provided in these communications.

Survey Questions

The logic that was programmed into the survey (e.g., skipping questions based on responses) is shown beside questions and response options where applicable.

2022 LEA Coordinator Survey

The purpose of this survey is to gather information from LEA CAASPP and ELPAC coordinators about communication materials, training, and other resources needed to support them in the successful administration of the CAASPP and ELPAC assessment programs.

**District Demographics**

Q1. How many students are enrolled in your LEA?

* 249 or fewer
* 250–499
* 500–999
* 1,000–5,999
* 6,000–14,999
* 15,000 or more

Q2. Is your LEA a charter school/organization?

* Yes
* No

Q3. What grade levels does your LEA serve? (Select all that apply.)

* Elementary (TK–5)
* Middle (6–8)
* High (9–12)

Q4. Is your LEA:

* Rural
* Suburban
* Urban

Q5. What percentage of students in your LEA are English learner students?

* Less than 10%
* 10–25%
* 26–50%
* 51–75%
* More than 75%

**Charter Schools**

*(This section appears only to respondents who answered ‘Yes’ to Q2.)*

Q6. How is your charter school funded?

* Directly
* Locally

**CAASPP Coordinator**

Q7. Are you the LEA CAASPP coordinator?

* Yes *(Survey continues.)*
* No *(Skip to ELPAC Coordinator section.)*

Q8. How long have you served in this role? (Please include your time as STAR Coordinator, if applicable.)

* Less than 1 year
* 1–3 years
* 4–6 years
* 7–10 years
* More than 10 years

Q9. How satisfied are you with the **amount** of resources (documents and videos) available to support you with the CAASPP System?

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

Q10. How satisfied are you with the **quality** of resources (documents and videos) available to support you with the CAASPP System?

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

Q11. What additional resources or supports are needed to help you be more successful in your role as the LEA CAASPP coordinator? *(Open-ended response.)*

**2022–23 Smarter Balanced Interim Assessments by Grade**

*(This section appears only to CAASPP coordinators.)*

The *2022–23 Smarter Balanced Interim Assessments by Grade* document provides key information about the Smarter Balanced Interim Assessments including the claims, targets, total number of items, and number of items that require local hand scoring by grade level.

When responding to the following questions, please think about the *2022–23 Smarter Balanced Interim Assessments by Grade* document (PDF) provided on the CDE website at <https://www.cde.ca.gov/ta/tg/sa/documents/sbiasbygrade.pdf>.

Q12. Were you aware of the *2022–23 Smarter Balanced Interim Assessments by Grade* document prior to this survey?

* Yes *(Survey continues.)*
* No *(Skip to next section.)*

Q13. Which of the following groups have you shared the *2022–23 Smarter Balanced Interim Assessments by Grade* document with? (Select all that apply.)

* Test examiners
* Test administrators
* Site coordinators
* Other, please specify *(Open-ended response.)*
* None of the above

Q14. As interim assessments are created for additional subject areas (e.g., ELPAC and Science), what is your preferred format of future *Smarter Balanced Interim Assessments by Grade* documents?

* A single PDF containing all grade levels and subject areas, as it currently exists
* One PDF per subject area, inclusive of all grade levels
* One PDF per grade level, inclusive of all subject areas
* One PDF per grade level and subject area

**ELPAC Coordinator**

Q15. Are you the LEA ELPAC coordinator?

* Yes *(Survey continues.)*
* No *(Skip to next section.)*

Q16. How long have you served in this role? (Please include your time as CELDT Coordinator, if applicable.)

* Less than 1 year
* 1–3 years
* 4–6 years
* 7–10 years
* More than 10 years

Q17. How satisfied are you with the **amount** of resources (documents and videos) available to support you with the ELPAC?

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

Q18. How satisfied are you with the **quality** of resources (documents and videos) available to support you with the ELPAC?

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

Q19. What additional resources or supports are needed to help you be more successful in your role as the LEA ELPAC coordinator? *(Open-ended response.)*

**2022–23 ELPAC Checklists**

In addition to the *LEA ELPAC Coordinator Checklist*, the CDE has developed a set of customizable checklists to be distributed to test examiners (TEs) and site coordinators. These checklists are meant to organize the activities necessary to ensure the successful administration of the ELPAC.

When responding to the following questions, please think about the 2022–23 ELPAC checklists provided on the ELPAC Manuals and Instructions web page at <https://www.elpac.org/test-administration/instructions/>.

Q20. Were you aware of the 2022–23 ELPAC checklists prior to this survey?

* Yes *(Survey continues.)*
* No *(Skip to next section.)*

Q21. The 2022–23 ELPAC checklists span from July 2022 through June 2023, following the Initial ELPAC window and the fiscal year. Tasks that are ongoing in nature are also listed at the beginning of each checklist. What is your preferred timeline for future ELPAC checklists?

* July through June, as it currently exists
* April through June of the following year
* Other, please specify *(Open-ended response.)*

**California Educator Reporting System (CERS)**

The California Educator Reporting System (CERS) is a free and powerful tool available to all California LEAs from the CDE. Information about CERS can be found on the CAASPP California Educator Reporting System Resources web page at <https://www.caaspp.org/ta-resources/cers.html>.

Q22. Quarterly CERS Update emails are distributed to LEA coordinators to provide timely CERS updates. Do you remember receiving the Quarterly CERS Update for LEA Coordinators in either February or April 2022?

* Yes *(Survey continues.)*
* No *(Skip to Q26.)*
* Not sure *(Skip to Q26.)*

Q23. Did you read the Quarterly CERS Update for LEA Coordinators?

* Yes
* No

Q24. Did you find the Quarterly CERS Update for LEA Coordinators useful?

* Yes
* No

Q25. What topic(s) would you like to learn about in future Quarterly CERS Updates for LEA Coordinators? *(Open-ended response.)*

Q26. Have you used CERS?

* Yes *(Survey continues.)*
* No *(Skip to Q28.)*

Q27. How often do you access CERS? *(Skip to next section after response submission.)*

* Frequently
* Occasionally
* Rarely

Q28. Why have you not used CERS?

* I was not aware of it
* I do not know how to use it
* My district uses another data system to view student results from state assessments
* Other, please specify *(Open-ended response.)*

**CERS Sandbox**

The CERS Sandbox is a non-secure training and demonstration environment that uses fictitious computer-generated data. The CERS Sandbox can be accessed on the Smarter Balanced CERS Sandbox website at <http://cerssandbox.smarterreporting.org/>.

Q29. Have you used the CERS Sandbox training tool to get familiar with the features of CERS?

* Yes *(Survey continues.)*
* No *(Skip to Q31.)*

Q30. How did you learn about the CERS Sandbox? (Select all that apply.) *(Survey ends after response submission.)*

* CAASPP website
* ELPAC website
* CDE Assessment Spotlight email
* CDE website
* At a conference, training, or workshop
* Word of mouth/colleague
* Other, please specify *(Open-ended response.)*
* Not sure

Q31. Why have you not used the CERS Sandbox?

* I was not aware of it
* I do not know how to use it
* Other, please specify *(Open-ended response.)*

**2022  
California Assessment Conference Post-conference Report**





**January 2023 CN210046**

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**Introduction**

The fourth annual California Assessment Conference (CAC), hosted by the Sacramento County Office of Education (SCOE) on behalf of the California Department of Education (CDE) Assessment Development and Administration Division, was held October 18–20, 2022, as a hybrid event. The in-person conference took place at the Riverside Convention Center in Riverside, California, while a condensed virtual option was simultaneously available online. Assessment 101 videos were offered as optional conference prework for any attendees who wanted a refresher. The full schedule of both in-person and virtual sessions for the 2022 CAC is available in [appendix A](#_Appendix_A:_Conference)*.*

The 2022 CAC was billed as a training opportunity for educators with a connection to classroom instruction—classroom teachers, teachers on special assignment (TOSAs), teacher coaches, and site administrators. While registration was open to all educators at any level and in any role, the content of the conference sessions was intended to inform classroom instruction.

**Registrant Demographics**

The 2022 CAC drew 872 registrants: 536 for the in-person conference and 336 for the condensed virtual option. Seventy-one percent of registrants had not attended the CAC previously. Thirty-six percent of registrants were teachers, TOSAs, or site administrators. Fifty-nine percent were district- or county-level staff and site- and local educational agency (LEA)-level assessment coordinators. Registrant roles are listed below.

* Other district or county staff—16 percent
* LEA assessment coordinator—16 percent
* Teacher—14 percent
* District or county curriculum staff—12 percent
* Site administrator—11 percent
* TOSA—11 percent
* Site assessment coordinator—7 percent
* Coach or lead teacher—4 percent
* Other organization—4 percent
* CDE or SCOE staff—3 percent
* Superintendent—1 percent

**Conference Attendance**

Four hundred seventy-six registrants attended the conference in person. Because the virtual conference was hosted across multiple Zoom accounts, a total count of unique virtual attendees cannot be obtained. The attendee count per session for both in-person and virtual sessions, however, is available in [appendix B](#_Appendix_B:_Attendee).

**Summary of Survey Participants**

Multiple methods were used to collect attendees’ feedback on both the conference sessions and the conference overall.

**Method 1: Post-Session App Surveys for In-Person Attendees**

At the end of each in-person session, attendees were reminded to take an in-app survey that asked them to rate the session on a scale of one (needs improvement) to five (excellent). [Appendix C](#_Appendix_C_Individual) contains survey response averages for each session.

**Method 2: Post-Session Zoom Surveys for Virtual Attendees**

At the end of each Zoom session, attendees were presented with a survey that asked them to rate the session on a scale of one (needs improvement) to five (excellent). [Appendix C](#_Appendix_C_Individual) contains survey response averages for each session.

**Method 3: Post-Conference Survey**

The post-conference survey was delivered to all conference registrants via direct email. Registrants received a follow-up email one week prior to the closing of the survey. A reminder email was also sent the day before the survey closed. The full survey instrument can be found in [appendix D](#_Appendix_D_Post-CAC).

**Response Rates**

**213** total survey responses from in-person and virtual registrants were collected, for a **24 percent response rate**.

**158** in-person registrants completed the survey, for a **29 percent response rate**.

**55** virtual registrants completed the survey, for a **16 percent response rate**.

The next section of this report focuses on feedback gathered from the 213 responses to the post-conference survey.

**Post-Conference Survey Responses**

All findings in this section are based on feedback obtained from 213 survey respondents, unless otherwise noted.

**Overall Experience**

Attendees were asked several questions about their overall conference experience. In general, **over 90 percent of survey respondents reported a positive learning experience and would recommend this professional development opportunity to their peers and colleagues.**

**95 percent** of respondents agreed that **they could immediately apply the things they learned at the CAC to their work** (97 percent in-person; 91 percent virtual).

**93 percent** of respondents agreed that **attending the CAC helped them better meet the needs of their students** (94 percent in-person; 89 percent virtual).

**92 percent** of respondents agreed that the **conference was a productive use of their time** (92 percent in-person; 89 percent virtual).

**91 percent** of respondents would **recommend the CAC to their colleagues** (92 percent in-person; 89 percent virtual).

**Training Team and Materials**

**99 percent** of respondents agreed that the **presenters were** **knowledgeable** (98 percent in-person; 100 percent virtual).

**99 percent** of respondents agreed that the **presenters shared real-life examples and experiences** (99 percent in-person; 98 percent virtual).

**97 percent** of respondents agreed that the **presenters were** **able to address their questions** (98 percent in-person; 95 percent virtual).

**Opening and Closing Keynote**

All keynote sessions were presented to in-person attendees as well as virtual attendees.

The conference was opened by 2022 Teacher of the Year Nichi Aviña, a middle school science teacher at Cielo Vista Charter School in Palm Springs Unified School District. Aviña’s efforts on behalf of students have included spearheading a districtwide trauma training for students with social-emotional trauma histories, establishing an art mentoring program, establishing a STEAM Lab, and redeveloping her school’s garden.

**93 percent** of respondents agreed that Teacher of the Year Nichi Aviña’s **session was relevant to their work** (92 percent in-person; 95 percent virtual).

**95 percent** of respondents agreed that Teacher of the Year Nichi Aviña’s **session was inspiring** (95 percent in-person; 97 percent virtual).

During lunch on the second day of the conference, State Superintendent of Public Instruction Tony Thurmond spoke to attendees about the importance of education. Due to the last-minute booking of this session, no survey questions were added to capture feedback.

The closing keynote speaker was Professor Nancy Frey. Nancy Frey is a professor of literacy in educational leadership at San Diego State University, where she focuses on policies and practices in literacy and school leadership. Staying true to her belief that it is critical to remain deeply embedded in the “life” of a school, she also teaches at Health Sciences High and Middle College, an award-winning open-enrollment public school in the City Heights neighborhood of San Diego, which she cofounded with Ian Pumpian and Doug Fisher.

**98 percent** of respondents agreed that Professor Nancy Frey’s **session was relevant to their work** (98 percent in-person; 98 percent virtual).

**99 percent** of respondents agreed that Professor Nancy Frey’s **session was inspiring** (100 percent in-person; 99 percent virtual).

**Networking and Engagement**

Multiple opportunities were provided for staff from the CDE, testing contractor ETS, and other partner agencies to engage with attendees during the 2022 CAC as well as for attendees to connect with each other. The following networking and engagement opportunities were offered at the CAC:

* A CDE-staffed table, where attendees could ask questions.
* An ETS-staffed table, where attendees could ask questions or sign up for educator engagement opportunities.
* A networking and social hour, during which partner organizations could staff a table and interact with attendees.

These opportunities were available only for in-person attendees. and the **data provided below is based on feedback obtained from 158 in-person survey respondents**.

**47 percent** of respondents indicated that they **visited the CDE table during the conference.**

**45 percent** of respondents indicated that they **visited the ETS table during the conference.**

**45 percent** of respondents indicated that they **attended the networking and social hour.**

**20 percent** of respondents indicated that they **visited a partner organization table during the networking and social hour.**

**Conference App**

A custom CAC application was developed for both the iOS app store and the Google Play store. The app provided attendees with the schedule, presenter information, venue maps, and the ability to provide immediate feedback about each session they attended. These features were available only for in-person attendees, and the **data provided below is based on feedback obtained from 158 in-person survey respondents**.

**94 percent** of respondents indicated that they **downloaded the conference app.**

**93 percent** of respondents indicated that they **created a personal schedule in the conference app.**

**53 percent** of respondents indicated that they **completed in-app post session surveys.**

**Future Considerations and Practices to Continue**

SCOE has reviewed the 2022 conference costs as well as the feedback obtained from CDE and SCOE staff, trainers, and survey respondents. For the 2023 CAC, SCOE proposes continuing some practices from previous years and implementing some changes.

**Proposed Changes to the CAC Setup**

Below are proposed changes to be incorporated into the 2023 CAC.

**Offer an In-Person Conference Only**

SCOE proposes **holding the 2023 CAC as an in-person event only**, given the complexities of running a hybrid conference at the same time and based on feedback obtained from CDE staff and conference attendees.

Almost half (47 percent) of survey respondents who attended virtually said they would be able to attend in 2023 should the conference only be held in person. Additional feedback is listed below.

* **Attendee survey response**: I was very disappointed by the virtual options. Each time block only had two sessions to choose from while the in-person participants had seven or more during each time block. It would have been nice to have more to choose from as many of the in-person options were ones I would have liked to hear.
* **Attendee survey response**: Our internet went down district-wide all day, one of the days I was signed up to attend.
* **Attendee survey response**: I wish that there had been a wider variety of presentations available for those of us that had to attend remotely.
* **CDE feedback**: Virtual sessions are not as engaging and are prone to technical issues.

**Utilize the Conference Website as a Schedule Backup**

Because not all those who attend the CAC in person are able to, or want to, download the conference app, SCOE recommends using the 2023 CAC website to share detailed schedule information, including session times, locations, presenters, and descriptions. This will allow the attendees who do not use the conference app to access conference information quickly and easily. In addition, using this approach will ensure that all attendees can stay up to date on any schedule changes, thus addressing one of the limitations of a printed schedule.

**Discontinue Partner Organization Tables at the Social Hour**

Given partner organizations’ limited interest in staffing a table at the social hour, SCOE recommends not continuing this practice in 2023. In 2022, only three organizations signed up for a table, one of which—at the last minute—was unable to attend. This meant that only two organization tables were present at the social hour.

**Minimize CDE Information Table Time and Expand CDE Sessions**

During the 2022 CAC, CDE staff hosted one breakout session, which was very popular and well attended. While almost half of in-person survey respondents (47 percent) did visit the CDE information table, CDE staff felt that too many opportunities to ask questions led to sparse inquiries as the conference progressed. SCOE recommends that, in future years, the CDE staffs a table only during heavy registration times, before the start of the conference, and then host one breakout session each day of the CAC. Expanding access to the CDE by offering multiple breakout sessions will provide attendees with additional opportunities to engage with CDE staff.

**Discontinue the 101 Sessions**

At the 2022 CAC, the 101 sessions were offered as preconference videos, which allowed attendees who needed assessment 101 information to watch the videos on-demand while freeing up breakout session time during the conference.

While two of the 101 videos (Formative Assessment 101 and Interim Assessment 101) were viewed by at least 10 percent of registrants, the rest of the videos were viewed by 6 percent or less, as shown in table 1. The average for all Assessment 101 videos was 39 views, which, based on the 872 registrants who had access to the videos, is only 4 percent of registrants who watched an Assessment 101 video.

Table 1. Number and Percentage of Views of Assessment 101 Videos

| **Video** | **Number of Views** | **Percentage of  Registrants Who Viewed** |
| --- | --- | --- |
| Formative Assessment 101 | 95 | 11% |
| Interim Assessment 101 | 83 | 10% |
| Smarter Balanced Summative 101 | 52 | 6% |
| Accessibility 101 | 37 | 4% |
| English Language Proficiency Assessments for California (ELPAC) 101 | 30 | 3% |
| California Science Test 101 | 22 | 3% |
| California Alternate Assessments for English Language Arts/Literacy (ELA), Mathematics, and Science 101 | 22 | 3% |
| ELPAC 102 | 18 | 2% |
| California Spanish Assessment 101 | 15 | 2% |
| Alternate ELPAC 101 | 14 | 2% |
| **Average** | **39** | **4%** |

Given the CDE staff time, trainer time, and cost required to update the PowerPoint presentations and to record, edit, and caption the videos as compared to the low number of views they received, SCOE recommends discontinuing this project for the 2023 CAC. Doing so will allow both CDE staff and SCOE contract staff to devote time and effort to other priority areas. Another option would be to limit the 101 videos to Formative Assessment 101 and Interim Assessment 101 only, which are the two videos with the highest number of views.

**Practices to Continue**

Below are SCOE recommendations for continued practices.

**Shared Practice Sessions**

SCOE recommends that the 2023 CAC continues providing a large number of **shared practice sessions**. Attendees value the opportunity to hear from other LEA staff and other educators from throughout the state. SCOE also recommends increasing the diversity of the shared practice sessions to include presenters who work with various student groups.

**Multiple Content-Area Options in Each Time Slot**

SCOE recommends ensuring that each time slot for breakout sessions includes **options for multiple content areas** so no attendees will feel as though their preferred content area is not available during a breakout strand.

**Processing Time Between Sessions**

In 2022, SCOE provided attendees **30 minutes between breakout sessions**. This was done to allow time for attendees to check their email or finish processing what they had just learned. This allowed them to fully engage when attending sessions. Based on their open-ended comments in the survey and their feedback shared with SCOE staff at the conference, the 30-minute breaks between sessions were very popular with attendees.

**Appendices**

**Appendix A: Conference Schedule and Session Descriptions**

Appendix A contains the full conference schedule and session descriptions.

**Prerecorded Sessions**

**101 Sessions**

This series of introductory sessions on varying assessment topics allowed attendees to gain foundational knowledge in areas of their choosing before engaging in two days of deeper learning in person or virtually. These sessions provided an overview of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC).

* Formative Assessment 101
* Interim Assessment 101
* Summative Assessment 101
* California Science Test (CAST) 101
* ELPAC 101
* ELPAC 102
* Alternate ELPAC 101
* California Alternate Assessments (CAAs) for ELA, Mathematics, and Science 101
* California Spanish Assessment (CSA) 101
* Accessibility 101

**Schedule Overview**

**In-Person Schedule**

The in-person schedule is listed below in tables 2 through 4.

**Day 1 | October 18, 2022**

Table 2. In-Person Schedule for Day 1

| **Time** | **Schedule Item** |
| --- | --- |
| 10 a.m. | Registration opens |
| 11:30 a.m. to 1 p.m. | Lunch and Opening Keynote |
| 1 to 1:30 p.m. | Attendee Reflection Time |
| 1:30 to 2:30 p.m. | Breakout Strand 1 |
| 2:30 to 3 p.m. | Attendee Reflection Time |
| 3 to 4 p.m. | Breakout Strand 2 |

**Day 2 | October 19, 2022**

Table 3. In-Person Schedule for Day 2

| **Time** | **Schedule Item** |
| --- | --- |
| 7 to 9 a.m. | Breakfast |
| 9 to 10 a.m. | Breakout Strand 3 |
| 10 to 10:30 a.m. | Attendee Reflection Time |
| 10:30 to 11:30 a.m. | Breakout Strand 4 |
| 11:30 a.m. to noon | Attendee Reflection Time |
| Noon to 2 p.m. | Lunch |
| 2 to 3 p.m. | Breakout Strand 5 |
| 3 to 3:30 p.m. | Attendee Reflection Time |
| 3:30 to 4:30 p.m. | Breakout Strand 6 |
| 5 to 6 p.m. | Social Hour |

**Day 3 | October 20, 2022**

Table 4. In-Person Schedule for Day 3

| **Time** | **Schedule Item** |
| --- | --- |
| 7 to 9 a.m. | Breakfast |
| 9 to 10 a.m. | Breakout Strand 7 |
| 10 to 10:30 a.m. | Attendee Reflection Time |
| 10:30 to 11:30 a.m. | Breakout Strand 8 |
| 11:30 a.m. to 1:30 p.m. | Lunch and Closing Keynote |

**Virtual Schedule**

**Day 1 | October 18, 2022**

Table 5. Virtual Schedule for Day 1

| **Time** | **Schedule Item** |
| --- | --- |
| 11:30 a.m. to 1 p.m. | Opening Keynote |
| 1:30 to 2:30 p.m. | Breakout Strand 1 |
| 3 to 4 p.m. | Breakout Strand 2 |

**Day 2 | October 19, 2022**

Table 6. Virtual Schedule for Day 2

| **Time** | **Schedule Item** |
| --- | --- |
| 9 to 10 a.m. | Breakout Strand 3 |
| 10:30 to 11:30 a.m. | Breakout Strand 4 |
| 2 to 3 p.m. | Breakout Strand 5 |
| 3:30 to 4:30 p.m. | Breakout Strand 6 |

**Day 3 | October 20, 2022**

Table 7. Virtual Schedule for Day 3

| **Time** | **Schedule Item** |
| --- | --- |
| 9 to 10 a.m. | Breakout Strand 7 |
| 10:30 to 11:30 a.m. | Breakout Strand 8 |
| 11:30 a.m. to 1:30 p.m. | Closing Keynote |

**In-Person Schedule Detail with Session Descriptions**

**October 18,** **2022 | 1:30 to 2:30 p.m. | Breakout Strand One**

**A Balanced Approach to Assessment: Diagnosing and Mitigating Learning Gaps Through Assessment-Informed Instruction**

Assessment can and should be an integral part of instruction, providing educators and students with timely information about student progress toward learning goals. In this session, participants will explore how formative assessment practices, interim assessments, and summative assessments can be integrated into a comprehensive approach to monitoring and improving student learning. The session will further engage participants in discussion about how Smarter Balanced Assessment tools can serve as a foundation for a balanced assessment system. A thoughtful, planned, balanced approach to assessment can support educators in diagnosing learning needs and targeting instruction to mitigate learning gaps and continually move learning forward.

**Designated ELD By Design: Tailoring Language Learning within a Secondary Setting**

In this session, classroom practitioners will have an opportunity to walk through a lesson planning template for designated English language development (ELD) at the secondary level. Together, we will engage in the reflective process of understanding ELD standards as student-facing and re-contextualizing them into teacher-facing action items. By the end of the session, participants will have a deeper understanding of planning designated ELD with intentionality in order to provide specialized attention to students’ language learning needs.

**Introducing the NGSS Toolkit for Student-Centered Assessment**

Learn about the tools, processes, and professional learning of this assessment toolkit designed to guide educators as they establish clear goals for student performance and assessment, analyze and evaluate assessment tasks, and design formative and summative assessments aligned to the California Next Generation Science Standards (CA NGSS).

**Leveraging UDL and CAASPP Accessibility Resources to Improve Teaching and Learning**

In this session, participants will explore the use of Universal Design for Learning (UDL) principles to help remove barriers to student learning. Resources will be provided to help educators match accessibility resources to student areas of need. The use of accessibility resources during CAASPP assessments will also be highlighted and student data collection tools will be shared.

**Mathematics in the 21st Century—New Math Framework**

"Student mathematics assessment is evolving from rote tests of skills to multi-dimensional measures of problem-solving capacity and evidence-based reasoning. This evolution is ongoing in California, as assessments continue to change in order to reflect shifting classroom, school, district, and state priorities.” (2022 CA Mathematics Framework, draft 2) In this session, we will explore the new math framework chapter on assessment. What guidance does this new resource offer? How is assessment similar to and potentially different from what it used to be? How can assessment be utilized to support the success of all students?

**Navigating Data Driven Instruction: Interim Assessment Blocks**

Would you like to learn how to use the Interim Assessment Blocks (IABs), Focused Interim Assessment Blocks (FIABs), and the data they can provide to inform classroom instruction? Join us as we help you navigate your way through the process of data driven instruction using the tools provided within the CAASPP/Smarter Balanced system of support. Participants will learn how to create an assessment loop structure that can be applied to any IAB/FIAB in order to maximize its effectiveness. In addition, attendees will be shown classroom examples and data to illustrate each part of the assessment loop.

**SmART Approach to Writing**

In this session, educators will learn the key features and functionality of the Smarter Balanced Annotated Response Tool (SmART). This includes viewing sample items, student responses, as well as score annotations for responses at all levels. Following a brief demo of the application's features, educators will work together to build understanding of how the SmART can be used to support educator collaboration and learning within classroom instruction.

**Stats are Sexy!**

Do you give tests? Do you write items? Do you use assessment results? If any of these activities apply to you then you need this session. Learn the basics of statistics as they apply to testing and measurement.

**An Introduction to Lexile and Quantile Measures**

The Smarter Balanced Summative Assessments for ELA are linked to the *Lexile*® Framework for Reading. The Smarter Balanced Summative Assessments for mathematics are linked to the *Quantile*® Framework for Mathematics. With Lexile and Quantile measures, you can gauge the degree of challenge between student ability and material difficulty, access free tools and resources to connect students with materials at their ability levels, take a longitudinal view of student growth toward college and career readiness, and communicate more effectively with parents about their children’s learning and progress.

**October 18,** **2022 | 3 to 4 p.m. | Breakout Strand Two**

**Alternate ELPAC 101**

Are you interested in learning about the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) and how they assess students with the most significant cognitive disabilities? Join us to learn about the purpose of these assessments, their unique features, and how students are eligible to participate.

**An Introduction to Lexile and Quantile Measures**

The Smarter Balanced Summative Assessments for ELA are linked to the *Lexile*® Framework for Reading. The Smarter Balanced Summative Assessments for mathematics are linked to the *Quantile*® Framework for Mathematics. With Lexile and Quantile measures, you can gauge the degree of challenge between student ability and material difficulty, access free tools and resources to connect students with materials at their ability level, take a longitudinal view of student growth toward college and career readiness, and communicate more effectively with parents about their children’s learning and progress.

**Using Formative Assessment to Support Multilingual Learners' Success**

Participants will explore the value of formative assessment; particularly how formative assessment data can be used to inform multilingual students' readiness for reclassification. Then they will focus on the high impact practice of oral retellings to collect formative assessment data on students' content knowledge and language development. The use of actionable feedback will be highlighted through the use of analytic and one-point rubrics. A student video with the action in practice will be shared and participants will practice providing actionable feedback using a rubric.

**Our Children Are Not Numbers: Re-Humanizing Assessment**

How do we ensure that our assessment systems humanize (or rehumanize) teaching and learning? Explore the work one community did to elicit student thinking within assessments and use an asset lens to identify what students know and can do instead of what they don’t. We will share tasks, processes and examples that get at the "why" and "how" of rehumanizing assessment in the context of mathematics.

**Rough Draft Math Assessments**

An assessment should not be a "gotcha." The formative assessment strategy of a rough draft test provides teachers a chance to obtain formative data and provide feedback. Students can use this feedback to refine their responses. This strategy is about students demonstrating their understanding of content and applying a growth mindset. Additionally, students benefit by having a better understanding of where they are and where they are going.

**Smarter Balanced Roadmap**

We will journey through the Smarter Balanced assessments and its components while allowing participants the opportunity to experience all of the tools, lessons, and assessments that are freely available to California educators. You will see how the Common Core State Standards and Framework directly connect to the Smarter Balanced assessments, the IABs, and the new Tools for Teachers website. We will explore how each component supports format familiarity while providing teachers with formative assessment data to help with differentiated instruction and resulting in a low-stress, highly-successful summative assessment experience for educators and students alike.

**Summative Scores to Classroom: Using the Smarter Balanced Ecosystem to Support Students**

Learn how Smarter Balanced resources available to all California educators connect as an effective ecosystem for meeting assessment, data, and instructional needs for classrooms and school systems. See how these resources include support for under-resourced students by focusing on ways of analyzing data for diverse learners, including English learner (EL) students and other significant subgroups.

**Using Benchmark/Interim Assessment Data for Maximum Student Impact!**

Making data come to life in the classroom can feel daunting and overwhelming for teachers, school site leaders, and district administration. Alameda Unified School District has created and facilitated an effective protocol for quickly and easily determining which standards should be focused on for upcoming units or additional lessons, and how to support students who need additional help. Participants will leave this session with a protocol and supporting documents that will help them facilitate a session or analyze their own benchmark/interim assessment data to ensure student learning in the classroom!

**California Proficiency and Equivalency the Evolution to a Continuum**

The presentation will provide the audience with a look back at the beginning of high school proficiency and equivalency testing in California, the changes over time, as well as a look toward what the future holds for a new program that will use the two high school equivalency tests (approved by the California State Board of Education) that measures a student’s proficiency in basic skills taught in public high schools by College and Career Ready Anchor Standards.

**October 19,** **2022 | 9 to 10 a.m.| Breakout Strand Three**

**Addressing the Whole Learner Through Performance Assessment**

We have turned a corner in education and the time is right to examine current assessment practices. Educators desperately want authentic assessment and powerful learning experiences for their students. Incorporating performance assessments as part of a balanced assessment system is a high-leverage practice that measures learning beyond knowledge and skills. Performance assessment provides insight into the progress students are making toward mastering deeper learning competencies. This insight is critical for teachers to ensure meaningful learning, and for students to increase agency and ownership of their learning. This session will spotlight the work and development of performance assessment taking place in a San Diego County district.

**Interim Assessment Viewing System Lab**

Engage in hands-on exploration of the Interim Assessment Viewing System in a lab setting. Knowledgeable trainers will lead attendees through a guided exploration and will be available to answer any questions.

**Introduction to Accessibility and the ISAAP Tool**

Participants will be provided with the most up-to-date information regarding accessibility resources, will build an understand the importance of accessibility resources during California’s assessments, and will become familiar the plethora of resources available. Additionally, participants will participate in a live practical approach to identifying and matching accessibility resources to students using the Individual Student Assessment Accessibility Profile (ISAAP) tool.

**Introduction to the ELPAC Results Are** **In Modules**

This session features an overview of the "ELPAC Results Are In, Now What? Modules", including information on how to find them and highlights of different ELPAC task types across modules. They are perfect to use for facilitated or independent professional learning sessions about the ELPAC. The modules connect ELPAC speaking and writing task types to classroom instructional practices and include classroom charts, videoclips, student work samples, and resources.

**Plan to Assess, Assess to Plan**

Plan to assess, starting with a clear understanding of what you intend to assess creates a clear understanding of what students should learn and what you should teach. Creating a yearlong plan allows you to better understand your students' progress throughout the year and provides information about where you need to adjust your plan. In this session, participants will be given strategies to support a transition to a long-term assessment plan that supports students' learning and teachers' instructional planning.

**Stats are Sexy!**

Do you give tests? Do you write items? Do you use assessment results? If any of these activities apply to you then you need this session. Learn the basics of statistics as they apply to testing and measurement.

**Unlocking Smarter’s Toolbox**

This session will help educators “unlock” the Smarter Balanced toolbox to find and use the rich array of resources such as the Tools for Teachers website, the Content Explorer, Sample Items, and the SmART. Educators need a well-stocked toolbox to diagnose the range of learning needs presented in the classroom in order to plan rich, targeted instructional activities. While teachers have a range of resources available through their instructional materials and their own knowledge and background, this session will highlight additional high-quality tools readily available through California’s partnership with the Smarter Balanced Consortium.

**Using Science Performance Tasks Formatively Throughout the Academic Year**

Performance assessments provide students engaging opportunities to apply critical reasoning and problem-solving skills to real-world contexts. When used formatively, performance tasks provide actionable data which can be utilized to adjust teaching and learning. During this session, Stephanie Fortunato and Stephen Bartlett from the Los Angeles County Office of Education will provide teachers, coaches, and other instructional support personnel with online performance task resources in science that may be used throughout the year.

**October 19,** **2022 | 10:30 to 11:30 a.m. | Breakout Strand Four**

**Advancing Equity Through Assessment Accessibility**

Now that the annual statewide summative assessments are back and accountability has restarted, it is more important than ever to strive for equity within our assessment system. The Accessibility Resources offered through our statewide assessments can remove barriers for students, allowing them to demonstrate what they know and can do. Accessibility Resources not only ensure equal opportunity for all students to demonstrate learning, but they provide equitable access to students during daily instruction. Many teachers across the state are using UDL to meet the needs of their students. Why, then, is there a disconnect between instructional practice and assessment accessibility? This session will provide participants with practical considerations and steps for increasing the appropriate use and thoughtful implementation of the Accessibility Resources within their local context.

**Assessment of Competencies in the Math Classroom**

What competencies are valuable for students to be successful in a thinking classroom? Take a moment to answer this question. Now pick three competencies on your list that you think are the most valuable for student success in a thinking classroom.” (Liljedahl, Peter, P. 196). According to Peter Liljedahl in his book "Building Thinking Classrooms", the same three appear every time. In this session, we will explore these competencies and their connections to the Standards for Mathematical Practice (SMPs). We will discuss a few ideas regarding the use of rubrics for assessment in the math classroom.

**CERS 101**

This introductory session allows attendees to gain foundational knowledge of the California Educator Reporting System (CERS). A follow-up hands-on lab on CERS is offered in the next breakout strand.

**Congratulations!! New Administrator—Wait, I am Over Testing?!?**

Join our conversation highlighting many facets of testing: bell schedules, lunchtimes, completion rates, staff buy-in, individualized education program (IEP) compliance, misbehaving students, signage, communication, shifting an inherited unproductive school culture, and many more. During the pandemic, we grew from 60 percent to 83 percent school-wide completion rate on the first day of testing. In this session we will share how we acknowledged past practice and current school culture, how we anchored decisions in data, worked in collaborative teams, and focused on taking action and expecting mistakes. We will provide participants with next steps for you to apply at work the next day. Participants will leave the session with a timeline, CAASPP resources, and questions to reflect on as they prepare to lead this year.

**How to Use Rubrics to Assess NGSS**

How do you assess three-dimensional learning in the classroom? Participants will have an opportunity to learn about different types of rubrics, apply them and reflect on how a rubric can provide meaningful feedback to students for, as, and of learning.

**Navigating Data Driven Instruction: Interim Assessment Blocks**

Would you like to learn how to use the IABs, FIABs, and the data they can provide to inform classroom instruction? Join us as we help you navigate your way through the process of data driven instruction using the tools provided within the CAASPP/Smarter Balanced system of support. Participants will learn how to create an assessment loop structure that can be applied to any IAB/FIAB in order to maximize its effectiveness. In addition, attendees will be shown classroom examples and data to illustrate each part of the assessment loop.

**Using Performance Tasks to Accelerate Student Learning**

Join us for a discussion about an innovative pilot of Integrated Deeper Learning Resources involving Smarter Balanced, CDE, and the New Teacher Center. Together these organizations created resources and professional learning to help educators integrate higher-order thinking skills into their instruction. We will share the feedback that California educators provided about the classroom activities and the professional learning.

**Using the Part 2 ELD Standards to Support Writing**

This session focuses on the newest additions to the "ELPAC Results Are In, Now What? Module Series", 11–14. These concentrated modules unpack the Part II ELD

Standards while focusing on writing across different content areas. Examples of instruction across grade spans, writing text types, links to the ELPAC, and resources to share are perfect professional learning additions for any instructional leader or educator who wants to better understand Part II ELD Standards and how they can be implemented.

**Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment**

Teachers, students, and parents regularly call for increased student involvement in and ownership of their learning. This session will explore how the formative assessment process can support building student efficacy and help students own their learning outcomes. Participants will build a shared understanding of the research on the impact of formative assessment on student learning, and explore formative assessment strategies that explicitly engage students in teaching and learning, including instructional and professional learning resources available through the new Tools for Teachers platform.

**October 19,** **2022 | 2 to 3 p.m. | Breakout Strand Five**

**Assessment Accessibility and Chrome Extensions**

In this presentation, participants will be exposed to the Accessibility Matrix as well as matching technology tools to facilitate equity and access. Participants will be presented with a variety of technology tools such as Chrome extensions that can support students all year long so they can achieve higher on their summative assessments such as CAASPP and ELPAC.

**CERS Lab**

Engage in a hands-on exploration of CERS in a lab setting. Knowledgeable trainers will lead attendees through a guided exploration and will be available to answer any questions. It is recommended that attendees come with foundational CERS knowledge, or attend the CERS 101 session in the previous breakout strand.

**Digging Deeper into the CAST Item Specification**

What is an item specification document? What is its intended purpose? Join us in a session where we will dig deeper into these documents. Along the way, we will provide a lens to address Phenomena, Integration, and Environmental Principles and Concepts!

**Partners in Progress—Collaborating to Ensure Testing Success**

This session is designed to support LEA testing coordinators in preparing for the school ELPAC and CAASPP administrations. In San Bernardino City Unified, developing and improving systems has been instrumental in meeting federal and state requirements. The trainer-of-trainer model is used to build the capacity of over 72 site testing coordinators. Successful practices for our district will be shared. Attendees will have the opportunity to share their biggest issues/hurdles related to testing success and time will be provided to explore solutions to support testing success whatever your context might be.

**Revving Up for the Restart of Accountability with the 2022 Dashboard**

The California School Dashboard (Dashboard) is back for 2022! Yet, just like our classrooms, our Accountability System has had to make some changes and adjust to fit within our current data landscape. This presentation will share the latest updates for this fall's Dashboard, as well as a wide range of grab-and-go tools to assist LEAs, schools, and parents in understanding California's Accountability System.

**Rubrics: Blurring the Line Between Instruction and Assessment**

A well-crafted rubric can support both students' learning and their ability to self-assess their progress toward the intended learning. In this interactive session we will examine the use of rubrics, including the advantages and challenges of using rubrics to support student learning in mathematics. We will discuss the components of a rubric, the two types of rubrics (general and task-specific), and the effective use of each. Participants will engage in activities that support the development of both a task-specific rubric and the beginnings of a general rubric addressing student engagement with the Standards for Mathematical Practice.

**Using High-Level Strategies for Designated ELD**

Are you wondering what you can do to create designated ELD lessons that align with the ELPAC? In this session, you will develop familiarity with two high-level strategies from the English Learner Toolkit of Strategies. As you engage with these strategies during the session, you will build knowledge of how to apply them during the designated ELD time to connect with ELPAC task types.

**Utilizing CAASPP Interim Assessments to Drive Student Learning: A Framework**

Join us to learn how we, at Scholarship Prep, utilize Smarter Balanced Interim Assessments as part of a data and assessment framework that helps us meet the needs of all students and drive achievement on CAASPP. Through standards-aligned common assessments, data transparency and collaboration, targeted intervention and support, and lots of celebration, we are able to push our students to achieve at high levels, which has resulted in our school being recognized as one of the top schools in the county.

**Y=MX+B: Solving for the Y in Assessments**

Too often we are focused on so many elements around assessments that we do not actually focus on why we really are assessing. We may know what we are assessing and even how we conduct the assessments but do not spend the time really getting at the why. We will look at the why of assessments through research and the eyes of children. Listening to their comments on why we might assess, how we use the results, and most importantly, how the students use assessments. This is a perfect opportunity for teachers and administrators to reflect on why we give assessments and how we can better communicate that to students.

**October 19,** **2022 | 3:30 to 4:30 p.m. | Breakout Strand Six**

**From Dashboard to Student: Finding the Throughline between The Smarter Balanced Ecosystem and Accountability**

In this session, we will demonstrate the alignment of local data in support of accountability data (California Dashboard) in order to build capacity in teachers and leaders to engage in meaningful student-level and systems-level goal setting using resources from the Smarter Balanced ecosystem. This session will build the capacity of teachers and leaders to connect local data to Dashboard accountability in order to promote meaningful systems-level and student-level goal-setting through the lens of improvement science.

**How Administrators Can Support Formative Assessment for English Learners**

As a site or district leader, do you know how to support your teachers in creating valid formative assessments and using the data to inform quality instruction for EL students? This highly informative workshop will guide you through understanding the formative assessment process. You will also learn to recognize the validity of teacher-created formative assessments and how teachers can use the data from these assessments to help ensure English learner success. The formative assessment process is often overlooked but when used effectively can significantly improve learning for EL students.

**How to Improve Your Student Scores Using CERS Results**

Our District uses the Smarter Balanced Interim Assessment Blocks (IABs/FIABs) throughout the school year to assess smaller bundles of content. Our District uses CERS to review interim assessment results to help us determine the lowest two items in each interim assessment taken. Then we recreate and reassess those two items and view our delta score improvement.

**Using Performance Tasks to Accelerate Student Learning**

Join us for a discussion about an innovative pilot of Integrated Deeper Learning Resources involving Smarter Balanced, CDE, and the New Teacher Center. Together these organizations created resources and professional learning to help educators integrate higher-order thinking skills into their instruction. We will share the feedback that California educators provided about the classroom activities and the professional learning.

**A Balanced Approach to Assessment: Diagnosing and Mitigating Learning Gaps Through Assessment-Informed Instruction**

Assessment can and should be an integral part of instruction, providing educators and students with timely information about student progress toward learning goals. In this session, participants will explore how formative assessment practices, interim assessments, and summative assessments can be integrated into a comprehensive approach to monitoring and improving student learning. The session will further engage participants in discussion about how Smarter Balanced assessment tools can serve as a foundation for a balanced assessment system. A thoughtful, planned, balanced approach to assessment can support educators to diagnose learning needs and target instruction to mitigate learning gaps and continually move learning forward.

**Mathematics in the 21st Century—New Math Framework**

“Student mathematics assessment is evolving from rote tests of skills to multi-dimensional measures of problem-solving capacity and evidence-based reasoning. This evolution is ongoing in California, as assessments continue to change in order to reflect shifting classroom, school, district, and state priorities.” (2022 CA Mathematics Framework, draft 2) In this session, we will explore the new math framework chapter on assessment. What guidance does this new resource offer? How is assessment similar to and potentially different from what it used to be? How can assessment be utilized to support the success of all students?

**Tools for Teachers Lab**

Engage in a hands-on exploration of the Tools for Teachers website in a lab setting. Knowledgeable trainers will lead attendees through a guided exploration and will be available to answer any questions.

**Using Science Performance Tasks Formatively Throughout the Academic Year**

Performance assessments provide students engaging opportunities to apply critical reasoning and problem-solving skills to real-world contexts. When used formatively, performance tasks provide actionable data which can be utilized to adjust teaching and learning. During this session, Stephanie Fortunato and Stephen Bartlett from the Los Angeles County Office of Education will provide teachers, coaches, and other instructional support personnel with online performance task resources in science that may be used throughout the year.

**Utilizing CAASPP Interim Assessments to Drive Student Learning: A Framework**

Join us to learn how we, at Scholarship Prep, utilize Smarter Balanced Interim Assessments as part of a data and assessment framework that helps us meet the needs of all students and drive achievement on CAASPP. Through standards-aligned common assessments, data transparency and collaboration, targeted intervention and support, and lots of celebration, we are able to push our students to achieve at high levels, which has resulted in our school being recognized as one of the top schools in the county.

**October 20,** **2022 | 9 to 10 a.m. | Breakout Strand Seven**

**Activating Student Agency: Formative Self and Peer Assessment**

One key aspect of formative assessment is activating students as owners of their own learning. In order for this to happen, and for students to take an active role in their own learning, students must continuously ask themselves the following questions:

* Where am I going or what are the goals? At this point students must understand the learning target and success criteria.
* Where am I now or what progress is being made toward the goal? This requires ongoing formative assessment including self- and peer assessment.
* What do I need to do next or what activities need to be undertaken to make better progress? In order for students to close the gap between the intended and current learning, instructional adaptations are made by the teacher and learning adjustments are made by the student.

**California Science Resources in Tools for Teachers**

California is the only Smarter Balanced member state to have included science lessons in the Tools for Teachers formative assessment platform. This resource houses NGSS-aligned lessons and activities embedded with formative assessment and accessibility supports, and created by California educators. Participants will learn how to navigate the website and understand how over 500 resources fit into the California System of Assessments by exploring some of the 60 science lessons housed on the platform. These resources have the greatest impact on teaching and learning when used during daily instruction and as part of short-term assessment cycles.

**Get Your Teams to Work Smarter, Not Harder—Using IABs and FIABs**

According to Forbes magazine, one in four teachers works 60 or more hours per week! Is that the only way for students to learn? What if there was a way for teachers to work smarter and not harder by supporting core educators at the district, site, or team level? Join our conversation that will address daily hours of teachers, collaborative teams, decisions in data, taking action, and next steps. Learn about effective use of the free IABs, FIABs, and Tools for Teachers, and how those tools can help you, your team, or the teachers that you support work fewer hours without sacrificing student learning.

**Harnessing District and Site Level Staff to Create a Formative Assessment System using the CAASPP Interim Resources**

This session features San Bernardino City Unified School District's district staff and an elementary school teacher who will share their use of the Smarter Balanced Interim Assessments. The story begins with district support to prepare school sites to implement the interim assessments. Instructional units are created at the district level to provide guidance to elementary teachers on where to integrate these assessments. A teacher will share her journey with the implementation of the interim assessments in preparation for the CAASPP assessment. Hear her reflections on this work, and where she is headed moving into the 2022–23 school year.

**Are We Conveying High Expectations? Assessing the Assessments**

High expectations are essential for ensuring that students are achieving at expected levels. But do our assignments convey something else? The focus of this session is on formative assessment tasks that align to grade level expectations. Using the TNTP’s research on addressing opportunity to learn gaps, and powered by Education Trust’s assignment analysis process, we highlight ways educators can analyze proposed formative assessment assignments and strengthen them as needed. We also explore how students benefit from formative practice assessments to gauge their own learning.

**RFEP: Means and Methods to Get Our Students to Reclassification!**

In this workshop, teachers will share their practices in preparing EL students to master the ELPAC and achieve reclassification! Teachers will share creative ways they have incorporated ELPAC task assignments within their unit curriculum and understand how using task type rubrics helps to measure student progress and growth. The workshop will review all four ELPAC domains, student data on those domains, and best practices for each domain. We hope that all attendees will gain a stronger awareness of the ELPAC and its tasks involved in the standardized language assessment for California.

**Using Mathematics Performance Tasks Formatively**

Performance assessments provide students engaging opportunities to apply critical reasoning and problem-solving skills to real-world contexts. When used formatively, performance tasks provide actionable data which is utilized to adjust teaching and learning. During this session Deborah Atwell from the Los Angeles County Office of Education will guide participants in the formative use of performance tasks by planning for barriers *before* the task, supporting students by the use of questioning *during* the task, and selection of diverse student solution paths for a facilitated discussion *after* the task.

**Introduction to Accessibility and the ISAAP Tool**

Participants will be provided with the most up-to-date information regarding accessibility resources, will build an understand the importance of accessibility resources during California’s assessments, and will become familiar the plethora of resources available. Additionally, participants will participate in a live practical approach to identifying and matching accessibility resources to students using the ISAAP tool.

**Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment**

Teachers, students, and parents regularly call for increased student involvement in and ownership of their learning. This session will explore how the formative assessment process can support building student efficacy and help students own their learning outcomes. Participants will build a shared understanding of the research on the impact of formative assessment on student learning, and explore formative assessment strategies that explicitly engage students in teaching and learning, including instructional and professional learning resources available through the new Tools for Teachers platform.

**October 20,** **2022 | 10:30 to 11:30 a.m.| Breakout Strand Eight**

**Assessment Conversations with the CDE**

Staff from each program office from the Assessment Division will be on hand to answer your remaining questions on topics related to CAASPP, ELPAC, Interim Assessments, Tools for Teachers, and the High School Proficiency and Equivalency.

**Data Driven Comprehensive Academic Support for All Learners**

The Hawthorne School District is dedicated to ensuring the needs of students are met in all settings. In this session, participants will learn how the district is addressing student’s learning loss (unfinished learning). Through the instructional leadership meetings, staff developments, collaborations and meetings with the content coaches, teachers work collaboratively do the critical work of planning, developing, and implementing interventions and supports for their students. Teacher leaders and teachers utilize data triangulation and data analysis meetings led by literacy and math coaches to identify learning and most importantly examine appropriate tier one small group evidence-based interventions to strategically and intentionally implemented in the classroom. Furthermore, the District has implemented a multi-tiered system of academic support with the utilization of student assessment data to establish small groups classroom inventions, lead unit planning grade level data analysis meetings, recommended student for tier two and or tier three supports. Additionally, the district is implementing data-driven and evidence-based practices that address specific learning gaps identified from assessment data collection from district common unit assessments, STAR reading, STAR Mathematics, Reading Records, and Interim Assessment Blocks from the CAASPP system. Once data is reviewed and examined prescriptive interventions are implemented at all tiers of supports, district wide.

**Goal-Getters! Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at All Levels**

Need a practical approach to leveraging the Smarter Balanced Interim Assessments to support teaching and learning in your classroom, at your site, or in your district? The team from Val Verde Unified will share key insights into the system of Smarter Balanced teaching resources educators are using to increase learning. Participants will hear from presenters at multiple levels of the organization including the Superintendent, a Site Principal, and an Instructional Coach. Participants will also be provided with access to ready-made digital resources and examples to get started and/or enhance their current practice.

**Harnessing District and Site Level Staff to Create a Formative Assessment System using the CAASPP Interim Resources**

This session features San Bernardino City Unified School District's district staff and an elementary school teacher who will share their use of the Smarter Balanced Interim Assessments. The story begins with district support to prepare school sites to implement the interim assessments. Instructional units are created at the district level to provide guidance to elementary teachers on where to integrate these assessments. A teacher will share her journey with the implementation of the interim assessments in preparation for the CAASPP assessment. Hear her reflections on this work, and where she is headed moving into the 2022–23 school year.

**Looking for Doors and Breaking Down Walls: Accessibility for All Students During Assessment and Instruction**

Most CAASSP and ELPAC accessibility resources are available to all students, not just students with IEPs and Section 504 plans. By using UDL, the Tools for Teachers website, and interim assessments, educators can ensure that accessibility is part of teaching and learning year-round rather than just in the spring during state testing. In this session, participants will familiarize themselves with some of the accessibility strategies listed in the Smarter Balanced Tools for Teachers website. With this understanding, teachers will learn to universally design instruction with options that mirror the assessment supports. By taking advantage of options during instruction for how they perceive and act on/express learning and then practicing the use of those supports during interim assessments, students will be better equipped to show what they know and can do in the classroom as well as during state testing. Presenters include coordinators from the Los Angeles County Office of Education's assessment and inclusive design units.

**Rubrics: Blurring the Line Between Instruction and Assessment**

A well-crafted rubric can support both students' learning and their ability to self-assess their progress toward the intended learning. In this interactive session we will examine the use of rubrics, including the advantages and challenges of using rubrics to support student learning in mathematics. We will discuss the components of a rubric, the two types of rubrics (general and task-specific) and the effective use of each. Participants will engage in activities that support the development of both a task-specific rubric and the beginnings of a general rubric addressing student engagement with the Standards for Mathematical Practice.

**SmART Approach to Writing**

In this session, educators will learn the key features and functionality of the SmART. This includes viewing sample items, student responses, as well as score annotations for responses at all levels. Following a brief demo of the application's features, educators will work together and build understanding of how the SmART can be used to support educator collaboration and learning within classroom instruction.

**The ICA: Responding to Results**

How to harness Interim Comprehensive Assessments (ICAs): Join us as we share our district's plan using the ELA and mathematics ICAs as a mid-year, formative assessment to help teachers identify areas of need. We will take you through the process we use to show site administrators how to navigate the platform and analyze their site results in several ways. We will also show you how we use other Smarter Balanced resources such as the assessment blueprints, the Tools for Teachers website, and the Content Explorer to support teachers in responding to ICA results.

**Using High-Level Strategies for Designated ELD**

Are you wondering what you can do to create designated ELD lessons that align with the ELPAC? In this session, you will develop familiarity with two high-level strategies from the English Learner Toolkit of Strategies. As you engage with these strategies during the session, you will build knowledge of how to apply them during their designated ELD time to connect with ELPAC task types.

**Virtual Schedule Detail with Session Descriptions**

**October 18,** **2022 | 1:30 to 2:30 p.m. | Breakout Strand One**

**Advancing Equity Through Assessment Accessibility**

Now that the annual statewide summative assessments are back and accountability has restarted, it is more important than ever to strive for equity within our assessment system. The Accessibility Resources offered through our statewide assessments can remove barriers for students, allowing them to demonstrate what they know and can do. Accessibility resources not only ensure equal opportunity for all students to demonstrate learning, but they provide equitable access to students during daily instruction. Many teachers across the state are using UDL to meet the needs of their students. Why, then, is there a disconnect between instructional practice and assessment accessibility? This session will provide participants with practical considerations and steps for increasing the appropriate use and thoughtful implementation of the Accessibility resources within their local context.

**Our Children Are Not Numbers: Re-Humanizing Assessment**

How do we ensure that our assessment systems humanize (or rehumanize) teaching and learning? Explore the work one community did to elicit student thinking within assessments and use an asset lens to identify what students know and can do instead of what they don’t. We will share tasks, processes, and examples that get at the "why" and "how" of rehumanizing assessment in the context of mathematics.

**October 18,** **2022 | 3 to 4 p.m. | Breakout Strand Two**

**Designated ELD By Design: Tailoring Language Learning within a Secondary Setting**

In this session, classroom practitioners will have an opportunity to walk through a lesson planning template for designated ELD at the secondary level. Together, we will engage in the reflective process of understanding ELD standards as student-facing and re-contextualizing them into teacher-facing action items. By the end of the session, participants will have a deeper understanding of planning designated ELD with intentionality in order to provide specialized attention to students’ language learning needs.

**Introducing the NGSS Toolkit for Student-Centered Assessment**

Learn about the tools, processes, and professional learning of this assessment toolkit designed to guide educators as they establish clear goals for student performance and assessment, analyze and evaluate assessment tasks, and design formative and summative assessments aligned to NGSS.

**October 19,** **2022 | 9 to 10 a.m.| Breakout Strand Three**

**How Administrators Can Support Formative Assessment for English Learners**

As a site or district leader, do you know how to support your teachers in creating valid formative assessments and using the data to inform quality instruction for EL students? This highly informative workshop will guide you through understanding the formative assessment process. You will also learn to recognize the validity of teacher-created formative assessments and how teachers can use the data from these assessments to help ensure English learner success. The formative assessment process is often overlooked but when used effectively can significantly improve learning for EL students.

**Partners in Progress—Collaborating to Ensure Testing Success**

This session is designed to support LEA testing coordinators in preparing for the school ELPAC and CAASPP administrations. In San Bernardino City Unified, developing and improving systems has been instrumental in meeting federal and state requirements. The trainer-of-trainer model is used to build the capacity of over 72 site testing coordinators. Successful practices for our district will be shared. Attendees will have the opportunity to share their biggest issues/hurdles related to testing success and time will be provided to explore solutions to support testing success whatever your context might be.

**October 19,** **2022 | 10:30 to 11:30 a.m. | Breakout Strand Four**

**Revving Up for the Restart of Accountability with the 2022 Dashboard**

The California School Dashboard is back for 2022! Yet, just like our classrooms, our Accountability System has had to make some changes and adjust to fit within our current data landscape. This presentation will share the latest updates for this fall's Dashboard, as well as a wide range of grab-and-go tools to assist LEAs, schools, and parents in understanding California's Accountability System.

**Stats are Sexy!**

Do you give tests? Do you write items? Do you use assessment results? If any of these activities apply to you then you need this session. Learn the basics of statistics as they apply to testing and measurement.

**October 19,** **2022 | 2 to 3 p.m. | Breakout Strand Five**

**SmART Approach to Writing**

In this session, educators will learn the key features and functionality of the SmART. This includes viewing sample items, student responses, as well as score annotations for responses at all levels. Following a brief demo of the application's features, educators will work together and build understanding of how the SmART can be used to support educator collaboration and learning within classroom instruction.

**Unlocking Smarter’s Toolbox**

This session will help educators “unlock” the Smarter Balanced toolbox to find and use the rich array of resources such as the Tools for Teachers website, the Content Explorer, Sample Items, and the SmART. Educators need a well-stocked toolbox to diagnose the range of learning needs presented in the classroom in order to plan rich, targeted instructional activities. While teachers have a range of resources available through their instructional materials and their own knowledge and background, this session will highlight additional high-quality tools readily available through California’s partnership with the Smarter Balanced Consortium.

**October 19,** **2022 | 3:30 to 4:30 p.m. | Breakout Strand Six**

**Addressing the Whole Learner Through Performance Assessment**

We have turned a corner in education and the time is right to examine current assessment practices. Educators desperately want authentic assessment and powerful learning experiences for their students. Incorporating performance assessments as part of a balanced assessment system is a high-leverage practice that measures learning beyond knowledge and skills. Performance assessment provides insight into the progress students are making toward mastering deeper learning competencies. This insight is critical for teachers to ensure meaningful learning, and for students to increase agency and ownership of their learning. This session will spotlight the work and development of performance assessment taking place in a San Diego County district.

**Digging Deeper into the CAST Item Specification**

What is an item specification document? What is its intended purpose? Join us in a session where we will dig deeper into these documents. Along the way, we will provide a lens to address Phenomena, Integration, and Environmental Principles and Concepts!

**October 20,** **2022 | 9 to 10 a.m. | Breakout Strand Seven**

**Goal-Getters! Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at All Levels**

Need a practical approach to leveraging the Smarter Balanced Interim Assessments to support teaching and learning in your classroom, at your site or in your district? The team from Val Verde Unified will share key insights into the system of Smarter Balanced teaching resources educators are using to increase learning. Participants will hear from presenters at multiple levels of the organization including the Superintendent, a Site Principal, and an Instructional Coach. Participants will also be provided with access to ready-made digital resources and examples to get started and/or enhance their current practice.

**Rough Draft Math Assessments**

An assessment should not be a "gotcha." The formative assessment strategy of a rough draft test provides teachers a chance to obtain formative data and provide feedback. Students can use this feedback to refine their responses. This strategy is about students demonstrating their understanding of content and applying a growth mindset. Additionally, students benefit by having a better understanding of where they are and where they are going.

**October 20,** **2022 | 10:30 to 11:30 a.m.| Breakout Strand Eight**

**Get Your Teams to Work Smarter, Not Harder—Using IABs and FIABs**

According to Forbes magazine, one-in-four teachers work 60-plus hours a week! Is that the only way for students to learn? What if there was a way for teachers to work smarter and not harder by supporting core educators at the district, site, or team level? Join our conversation that will address daily hours of teachers, collaborative teams, decisions in data, taking action, and next steps. Learn about effective use of the FREE IABs, FIABs, and Tools for Teachers, and how those tools can help you, your team, or the teachers that you support work fewer hours without sacrificing student learning.

**RFEP: Means and Methods to Get our Students to Reclassification!**

In this workshop, teachers will share their practices in preparing EL students to master the ELPAC and achieve reclassification! Teachers will share creative ways they have incorporated ELPAC task assignments within their unit curriculum and understand how using task type rubrics helps to measure student progress and growth. The workshop will review all four ELPAC domains, student data on those domains, and best practices for each domain. We hope that all attendees will gain a stronger awareness of the ELPAC and its tasks involved in the standardized language assessment for California.

**Appendix B: Attendee Counts**

Appendix B contains attendee counts for all in-person, virtual, and pre-recorded CAC sessions.

**Day 1 Sessions**

**Noon to 1 p.m. | Keynote Speaker Nichi Aviña**

Table 8. Opening Keynote Session

| **Session Name** | **Attendee Count** |
| --- | --- |
| Keynote by Nichi Aviña | **In-person: 412**  **Virtual: 123** |

**1:30 to 2:30 p.m. | Breakout Strand One**

Table 9. Breakout Strand One

| **Session Name** | **Attendee Count** |
| --- | --- |
| A Balanced Approach to Assessment: Diagnosing and Mitigating Learning Gaps Through Assessment-Informed Instruction | 75 |
| Designated ELD By Design: Tailoring Language Learning within a Secondary Setting | 68 |
| Introducing the NGSS Toolkit for Student-Centered Assessment | 16 |
| Leveraging UDL and CAASPP Accessibility Resources to Improve Teaching and Learning | 47 |
| Mathematics in the 21st Century—New Math Framework | 63 |
| Navigating Data Driven Instruction: Interim Assessment Blocks | 55 |
| SmART Approach to Writing | 29 |
| Stats are Sexy! | 39 |
| An Introduction to Lexile and Quantile Measures | 39 |
| **Virtual:** Advancing Equity Through Assessment Accessibility | 93 |
| **Virtual:** Our Children Are Not Numbers: Re-Humanizing Assessment | 108 |
| **Total** | **632** |

**3 to 4 p.m.| Breakout Strand Two**

Table 10. Breakout Strand Two

| **Session Name** | **Attendee Count** |
| --- | --- |
| Alternate ELPAC 101 | 34 |
| An Introduction to Lexile and Quantile Measures | 29 |
| Using Formative Assessment to Support Multilingual Learners' Success | 42 |
| Our Children Are Not Numbers: Re-Humanizing Assessment | 63 |
| Rough Draft Math Assessments | 36 |
| Smarter Balanced Roadmap | 43 |
| Summative Scores to Classroom: Using the Smarter Balanced Ecosystem to Support Student | 47 |
| Using Benchmark/Interim Assessment Data for Maximum Student Impact! | 69 |
| California Proficiency and Equivalency the Evolution to a Continuum | 16 |
| **Virtual:** Designated ELD By Design: Tailoring Language Learning within a Secondary Setting | 109 |
| **Virtual:** Introducing the NGSS Toolkit for Student-Centered Assessment | 50 |
| **Total** | **538** |

**Day 2 Sessions**

**9 to 10 a.m. | Breakout Strand Three**

Table 11. Breakout Strand Three

| **Session Name** | **Attendee Count** |
| --- | --- |
| Addressing the Whole Learner Through Performance Assessment | 86 |
| Interim Assessment Viewing System Lab | 32 |
| Introduction to Accessibility and the ISAAP Tool | 47 |
| Introduction to the ELPAC Results Are In Modules | 51 |
| Plan to Assess, Assess to Plan | 48 |
| Stats are Sexy! | 49 |
| Unlocking Smarter’s Toolbox | 48 |
| Using Science Performance Tasks Formatively Throughout the Academic Year | 22 |
| **Virtual:** How Administrators Can Support Formative Assessment for English Learners | 104 |
| **Virtual:** Partners in Progress—Collaborating to Ensure Testing Success | 88 |
| **Total** | **575** |

**10:30 to 11:30 a.m. | Breakout Strand Four**

Table 12. Breakout Strand Four

| **Session Name** | **Attendee Count** |
| --- | --- |
| Advancing Equity Through Assessment Accessibility | 49 |
| Assessment of Competencies in the Math Classroom | 35 |
| CERS 101 | 93 |
| Congratulations!! New Administrator—Wait, I am Over Testing?!? | 36 |
| How to Use Rubrics to Assess NGSS | 12 |
| Navigating Data Driven Instruction: Interim Assessment Blocks | 23 |
| Using Performance Tasks to Accelerate Student Learning | 53 |
| Using the Part 2 ELD Standards to Support Writing | 61 |
| Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment | 72 |
| **Virtual:** Revving Up for the Restart of Accountability with the 2022 Dashboard | 131 |
| **Virtual:** Stats are Sexy! | 75 |
| **Total** | **640** |

**Noon to 1 p.m. | Keynote Speaker Tony Thurmond**

Table 13. Lunch Keynote

| **Session Name** | **Attendee Count** |
| --- | --- |
| Keynote by Tony Thurmond | **In-Person: 360**  **Virtual: 123** |

**2 to 3 p.m. | Breakout Strand Five**

Table 14. Breakout Strand Five

| **Session Name** | **Attendee Count** |
| --- | --- |
| Assessment Accessibility and Chrome Extensions | 41 |
| CERS Lab | 33 |
| Digging Deeper into the CAST Item Specification | 16 |
| Partners in Progress—Collaborating to Ensure Testing Success | 19 |
| Revving Up for the Restart of Accountability with the 2022 Dashboard | 89 |
| Rubrics: Blurring the Line Between Instruction and Assessment | 34 |
| Using High-Level Strategies for Designated ELD | 71 |
| Utilizing CAASPP Interim Assessments to Drive Student Learning: A Framework | 55 |
| Y=MX+B: Solving for the Y in Assessments | 28 |
| **Virtual:** SmART Approach to Writing | 158 |
| **Virtual:** Unlocking Smarter’s Toolbox | 50 |
| **Total** | **594** |

**3:30 to 4:30 p.m. | Breakout Strand Six**

Table 15. Breakout Strand Six

| **Session Name** | **Attendee Count** |
| --- | --- |
| From Dashboard to Student: Finding the Throughline between | 70 |
| The Smarter Balanced Ecosystem and Accountability | 47 |
| How Administrators Can Support Formative Assessment for English Learners | 38 |
| How to Improve Your Student Scores Using CERS Results | 30 |
| Using Performance Tasks to Accelerate Student Learning | 34 |
| A Balanced Approach to Assessment: Diagnosing and Mitigating Learning Gaps Through Assessment-Informed Instruction | 18 |
| Mathematics in the 21st Century—New Math Framework  Tools for Teachers Lab | 22 |
| Using Science Performance Tasks Formatively Throughout the Academic Year | 12 |
| Utilizing CAASPP Interim Assessments to Drive Student Learning: A Framework (Virtual) | 22 |
| **Virtual:** Addressing the Whole Learner Through Performance Assessment | 176 |
| **Virtual:** Digging Deeper into the CAST Item Specification | 82 |
| **Total** | **551** |

**Day 3 Sessions**

**9 to 10 a.m. | Breakout Strand Seven**

Table 16. Breakout Strand Seven

| **Session Name** | **Attendee Count** |
| --- | --- |
| Activating Student Agency: Formative Self and Peer Assessment | 28 |
| California Science Resources in Tools for Teachers | 20 |
| Get Your Teams to Work Smarter, Not Harder—Using IABs and FIABs | 73 |
| Harnessing District and Site Level Staff to Create a Formative Assessment System using the CAASPP Interim Resources | 21 |
| Are We Conveying High Expectations? Assessing the Assessments | 94 |
| RFEP: Means and Methods to Get our Students to Reclassification! | 70 |
| Introduction to Accessibility and the ISAAP Tool | 31 |
| Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment | 23 |
| **Virtual:** Goal-Getters!: Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at All Levels | 99 |
| **Virtual:** Rough Draft Math Assessments | 144 |
| **Total** | **594** |

**10:30 to 11:30 a.m. | Breakout Strand Eight**

Table 17. Breakout Strand Eight

| **Session Name** | **Attendee Count** |
| --- | --- |
| Assessment Conversations with the CDE | 51 |
| Data Driven Comprehensive Academic Support for All Learners | 48 |
| Goal-Getters!: Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at All Levels | 70 |
| Harnessing District and Site Level Staff to Create a Formative Assessment System using the CAASPP Interim Resources | 23 |
| Looking for Doors and Breaking Down Walls: Accessibility for All Students During Assessment and Instruction | 36 |
| Rubrics: Blurring the Line Between Instruction and Assessment | 18 |
| SmART Approach to Writing | 20 |
| The ICA: Responding to Results | 16 |
| Using High-Level Strategies for Designated ELD | 32 |
| **Virtual:** Get Your Teams to Work Smarter, Not Harder—Using IABs and FIABs | 68 |
| **Virtual:** RFEP: Means and Methods to Get our Students to Reclassification! | 90 |
| **Total** | **472** |

**2 to 3:15 p.m. | Keynote Speaker Nancy Frey**

Table 18. Closing Keynote

| **Session Name** | **Attendee Count** |
| --- | --- |
| Keynote by Nancy Frey | **In-Person: 250**  **Virtual: 79** |

**Prerecorded Sessions**

The counts below show the number of views for each prerecorded session as of December 31, 2022.

Table 19. Prerecorded Sessions

| **Session Name** | **Viewer Count** |
| --- | --- |
| Formative Assessment 101 | 95 |
| Interim Assessment 101 | 83 |
| Smarter Balanced Summative 101 | 52 |
| CAST 101 | 24 |
| CAAs for ELA, Mathematics, and Science 101 | 22 |
| CSA 101 | 15 |
| ELPAC 101 | 30 |
| ELPAC 102 | 18 |
| Alternate ELPAC 101 | 14 |
| Accessibility 101 | 37 |

**Appendix C: Individual Session Surveys**

Appendix C contains survey response averages for each session, both in-person and virtual.

**In-Person Session Surveys**

At the end of each in-person session, attendees were able to rate the session in the conference app, on a scale of one (needs improvement) to five (excellent).

**October 18,** **2022 | 1:30 to 2:30 p.m. | Breakout Strand One**

Table 20. Breakout Strand One Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| A Balanced Approach to Assessment: Diagnosing and Mitigating Learning Gaps Through Assessment-Informed Instruction | 9 | 3.89 |
| Designated ELD By Design: Tailoring Language Learning within a Secondary Setting | 14 | 4.71 |
| Introducing the NGSS Toolkit for Student-Centered Assessment | 3 | 5.00 |
| Leveraging UDL and CAASPP Accessibility Resources to Improve Teaching and Learning | 14 | 4.71 |
| Mathematics in the 21st Century—New Math Framework | 9 | 4.33 |
| Navigating Data Driven Instruction: Interim Assessment Blocks | 16 | 4.81 |
| SmART Approach to Writing | 6 | 4.67 |
| Stats are Sexy! | 14 | 4.79 |
| An Introduction to Lexile and Quantile Measures | 12 | 4.42 |

**October 19,** **2022 | 3 to 4 p.m.| Breakout Strand Two**

Table 21. Breakout Strand Two Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| Alternate ELPAC 101 | 9 | 4.00 |
| An Introduction to Lexile and Quantile Measures | 8 | 4.38 |
| Using Formative Assessment to Support Multilingual Learners' Success | 8 | 4.75 |
| Our Children Are Not Numbers: Re-Humanizing Assessment | 16 | 4.13 |
| Rough Draft Math Assessments | 8 | 4.38 |
| Smarter Balanced Roadmap | 10 | 4.80 |
| Summative Scores to Classroom: Using the Smarter Balanced Ecosystem to Support Student | 7 | 4.43 |
| Using Benchmark/Interim Assessment Data for Maximum Student Impact! | 13 | 4.08 |
| California Proficiency and Equivalency the Evolution to a Continuum | 4 | 2.75 |

**October 19,** **2022 | 9 to 10 a.m. | Breakout Strand Three**

Table 22. Breakout Strand Three Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| Addressing the Whole Learner Through Performance Assessment | 15 | 3.93 |
| Interim Assessment Viewing System Lab | 5 | 3.00 |
| Introduction to Accessibility and the ISAAP Tool | 8 | 4.63 |
| Introduction to the ELPAC Results Are In Modules | 13 | 4.85 |
| Plan to Assess, Assess to Plan | 6 | 3.67 |
| Stats are Sexy! | 9 | 4.67 |
| Unlocking Smarter’s Toolbox | 16 | 4.50 |
| Using Science Performance Tasks Formatively Throughout the Academic Year | 2 | 5.00 |

**October 19,** **2022 | 10:30 to 11:30 a.m. | Breakout Strand Four**

Table 23. Breakout Strand Four Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| Advancing Equity Through Assessment Accessibility | 5 | 5.00 |
| Assessment of Competencies in the Math Classroom | 8 | 4.13 |
| CERS 101 | 18 | 4.44 |
| Congratulations!! New Administrator—Wait, I am Over Testing?!? | 12 | 4.67 |
| How to Use Rubrics to Assess NGSS | 1 | 5.00 |
| Navigating Data Driven Instruction: Interim Assessment Blocks | 4 | 5.00 |
| Using Performance Tasks to Accelerate Student Learning | 7 | 4.86 |
| Using the Part 2 ELD Standards to Support Writing | 13 | 4.77 |
| Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment | 11 | 4.36 |

**October 19,** **2022 | 2 to 3 p.m. | Breakout Strand Five**

Table 24. Breakout Strand Five Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| Assessment Accessibility and Chrome Extensions | 10 | 5.00 |
| CERS Lab | 9 | 4.44 |
| Digging Deeper into the CAST Item Specification | 1 | 4.00 |
| Partners in Progress—Collaborating to Ensure Testing Success | 3 | 5.00 |
| Revving Up for the Restart of Accountability with the 2022 Dashboard | 23 | 4.78 |
| Rubrics: Blurring the Line Between Instruction and Assessment | 5 | 4.60 |
| Using High-Level Strategies for Designated ELD | 12 | 4.92 |
| Utilizing CAASPP Interim Assessments to Drive Student Learning: A Framework | 7 | 4.71 |
| Y=MX+B: Solving for the Y in Assessments | 3 | 4.33 |

**October 19,** **2022 | 3:30 to 4:30 p.m. | Breakout Strand Six**

Table 25. Breakout Strand Six Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| From Dashboard to Student: Finding the Throughline between | 8 | 4.88 |
| The Smarter Balanced Ecosystem and Accountability | 4 | 5.00 |
| How Administrators Can Support Formative Assessment for English Learners | 7 | 4.00 |
| How to Improve Your Student Scores Using CERS Results | 7 | 4.00 |
| Using Performance Tasks to Accelerate Student Learning | 6 | 4.50 |
| A Balanced Approach to Assessment: Diagnosing and Mitigating Learning Gaps Through Assessment-Informed Instruction | 0 | 0.00 |
| Mathematics in the 21st Century—New Math Framework | 6 | 3.67 |
| Tools for Teachers Lab | 0 | 0.00 |
| Using Science Performance Tasks Formatively Throughout the Academic Year | 3 | 3.33 |
| Utilizing CAASPP Interim Assessments to Drive Student Learning: A Framework | 5 | 4.00 |

**October 20,** **2022 | 9 to 10 a.m. | Breakout Strand Seven**

Table 26. Breakout Strand Seven Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| Activating Student Agency: Formative Self and Peer Assessment | 3 | 4.67 |
| California Science Resources in Tools for Teachers | 0 | 0.00 |
| Get Your Teams to Work Smarter, Not Harder—Using IABs and FIABs | 15 | 4.93 |
| Harnessing District and Site Level Staff to Create a Formative Assessment System using the CAASPP Interim Resources | 2 | 5.00 |
| Are We Conveying High Expectations? Assessing the Assessments | 12 | 5.00 |
| RFEP: Means and Methods to Get our Students to Reclassification! | 6 | 4.33 |
| Introduction to Accessibility and the ISAAP Tool | 5 | 4.60 |
| Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment | 3 | 3.33 |

**October 20,** **2022 | 10:30 to 11:30 a.m. | Breakout Strand Eight**

Table 27. Breakout Strand Eight Survey Responses

| **Session Name** | **Number of Responses** | **Survey Score** |
| --- | --- | --- |
| Assessment Conversations with the CDE | 6 | 4.17 |
| Data Driven Comprehensive Academic Support for All Learners | 1 | 5.00 |
| Goal-Getters!: Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at All Levels | 3 | 5.00 |
| Harnessing District and Site Level Staff to Create a Formative Assessment System Using the CAASPP Interim Resources | 2 | 4.50 |
| Looking for Doors and Breaking Down Walls: Accessibility for All Students During Assessment and Instruction | 2 | 5.00 |
| Rubrics: Blurring the Line Between Instruction and Assessment | 0 | 0.00 |
| SmART Approach to Writing | 3 | 5.00 |
| The ICA: Responding to Results | 4 | 4.75 |
| Using High-Level Strategies for Designated ELD | 2 | 5.00 |

**Virtual Session Surveys**

At the end of each Zoom session, attendees were presented with a survey that asked them to rate the session, on a scale of one (needs improvement) to five (excellent), in the following three areas:

* Presenters
* Materials
* Session overall

**October 18,** **2022 | 1:30 to 2:30 p.m. | Breakout Strand One**

Table 28. Virtual Breakout Strand One Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| Advancing Equity Through Assessment Accessibility | 4.48 | 4.30 | 4.43 |
| Our Children Are Not Numbers: Re-Humanizing Assessment | 4.14 | 4.06 | 4.06 |

**October 18,** **2022 | 3 to 4 p.m.| Breakout Strand Two**

Table 29. Virtual Breakout Strand Two Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| Designated ELD By Design: Tailoring Language Learning within a Secondary Setting | 4.68 | 4.77 | 4.73 |
| Introducing the NGSS Toolkit for Student-Centered Assessment | 4.10 | 4.40 | 4.30 |

**October 19,** **2022 | 9 to 10 a.m. | Breakout Strand Three**

Table 30. Virtual Breakout Strand Three Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| How Administrators Can Support Formative Assessment for English Learners | NA | NA | NA |
| Partners in Progress—Collaborating to Ensure Testing Success | NA | NA | NA |

**October 19,** **2022 | 10:30 to 11:30 a.m. | Breakout Strand Four**

Table 31. Virtual Breakout Strand Four Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| Revving Up for the Restart of Accountability with the 2022 Dashboard | NA | NA | NA |
| Stats are Sexy! | NA | NA | NA |

**October 19,** **2022 | 2 to 3 p.m. | Breakout Strand Five**

Table 32. Virtual Breakout Strand Five Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| SmART Approach to Writing | 4.18 | 4.00 | 3.91 |
| Unlocking Smarter’s Toolbox | 4.50 | 4.60 | 4.50 |

**October 19,** **2022 | 3:30 to 4:30 p.m. | Breakout Strand Six**

Table 33. Virtual Breakout Strand Six Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| Addressing the Whole Learner Through Performance Assessment | 4.23 | 4.08 | 4.08 |
| Digging Deeper into the CAST Item Specification | 4.40 | 4.40 | 4.40 |

**October 20,** **2022 | 9 to 10 a.m. | Breakout Strand Seven**

Table 34. Virtual Breakout Strand Seven Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| Goal-Getters!: Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at All Levels | 4.92 | 4.92 | 4.92 |
| Rough Draft Math Assessments | 4.67 | 4.11 | 4.33 |

**October 20,** **2022 | 10:30 to 11:30 a.m. | Breakout Strand Eight**

Table 35. Virtual Breakout Strand Eight Survey Responses

| **Session Name** | **Presenter** | **Materials** | **Session** |
| --- | --- | --- | --- |
| Get Your Teams to Work Smarter, Not Harder—Using IABs and FIABs | 4.57 | 4.54 | 4.54 |
| RFEP: Means and Methods to Get our Students to Reclassification! | 4.52 | 4.56 | 4.48 |

**Appendix D: Post-CAC Survey**

Appendix D contains the survey instrument. The logic that was programmed into the survey (e.g., skipping questions based on responses) is shown beside questions and response options, where applicable.

#### **Trainers, Training Materials, and Overall Impression of the Conference**

The presenters were knowledgeable.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

The presenters shared real-life examples and experiences.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

The presenters were able to address my questions.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

I learned things at the conference that I can immediately apply in my classroom, school, or district.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

Attendance at this conference will help me better meet the needs of my students.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

The conference was a productive use of my time.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

I would recommend this conference to my colleagues.

* Strongly agree
* Agree
* Disagree
* Strongly disagree

#### **Conference Plenary Sessions and Other Key Features**

Please tell us about your experience with the keynote sessions.

The keynote session by Teacher of the Year **Nichi Aviña** was:

* Very relevant to my work
* Somewhat relevant to my work
* Not relevant at all to my work
* Not applicable. I did not attend this session.

The keynote session by Teacher of the Year **Nichi Aviña** was:

* Very inspiring
* Somewhat inspiring
* Not inspiring at all
* Not applicable. I did not attend this session.

The keynote session by Professor **Nancy Frey** was:

* Very relevant to my work
* Somewhat relevant to my work
* Not relevant at all to my work
* Not applicable. I did not attend this session.

The keynote session by Professor **Nancy Frey** was:

* Very inspiring
* Somewhat inspiring
* Not inspiring at all
* Not applicable. I did not attend this session.

#### **Which Conference Did You Attend?**

I attended the conference:

* In-person conference (If in-person, skip to 2023 CAC question.)
* Virtual conference (If virtual, skip the Networking, staff tables, and app questions.)

#### **Networking Social Hour**

Did you attend the Networking Social Hour on Day 2? *(If no, it will skip the rest of the questions in this section.)*

* Yes
* No

Did you visit any partner organizations during the Networking Social Hour?

* Yes
* No

What suggestions do you have for improving the Networking Social Hour? (Open-ended)

#### **CDE and ETS Staff Tables**

Did you visit the California Department of Education (CDE) staff table during the conference?

* Yes
* No
* If no, please explain why not.

Did you visit the ETS staff table during the conference?

* Yes
* No
* If no, please explain why not.

#### **Conference App**

Did you download the conference app? *(if no, it will skip the rest of the questions in this section)*

* Yes
* No

Did you access the conference app before arriving on site in Riverside?

* Yes
* No

Did you create a personal conference schedule for yourself using the app?

* Yes
* No

Did you complete any of the in-app post session surveys?

* Yes
* No

What suggestions do you have for improving the conference app?

#### **2023 Conference Options**

If no virtual option is available in 2023 would you be able to attend the conference?

* Yes
* No

#### **Suggestions**

Tell us what worked for you at the conference? (Text box)

What suggestions do you have for future CAC conferences? (Text box)

#### **Attendee Background Information**

I am:

* Classroom teacher
* Coach/teacher on special assignment
* Site administrator/test site coordinator
* LEA assessment coordinator
* District administrator/district curriculum staff
* COE administrator/COE curriculum staff
* Other site level staff
* Other district or county level staff

My school has: (will only be shown if a school role is selected above)

* 74 or fewer students
* 75–199 students
* 200–399 students
* 400–599 students
* 600–799 students
* 800–1199 students
* 1,200 or more

My district has: (will only be shown if a district role is selected above)

* 249 or fewer
* 250–499 students
* 500–999 students
* 1,000–5,999 students
* 6,000–14,999 students
* 15,000 or more students

How long have you worked in education?

* Less than 3 years
* 3–5 years
* 6–9 years
* 10–15 years
* More than 15 years