California Department of Education

Executive Office

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# MEMORANDUM

**DATE:** June 16, 2023

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

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

**SUBJECT:** California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Student Score Reports Redesign and Development.

## Summary of Key Issues

This memorandum provides an update on the redesign and development of the Student Score Reports (SSRs) for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC).

### Background

Beginning in 2014 and in subsequent years through 2022, the California Department of Education (CDE) has brought forth new SSRs for approval by the California State Board of Education (SBE) as new assessments have been operationalized as shown in table 1.

#### Table 1: First Year of Operational Testing by Assessment Program

| **School Year of First Operational Administration** | **Assessment** |
| --- | --- |
| 2014–15 | Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics |
| 2015–16 | California Alternate Assessments for ELA and mathematics |
| 2017–18 | Summative ELPAC (paper-pencil) |
| 2018–19 | Initial ELPAC (paper-pencil) |
| 2019–20 | Summative ELPAC (computer-based) |
| 2020–21 | Initial ELPAC (computer-based) |
| 2020–21 | Adjusted blueprint form—Smarter Balanced Summative Assessments for ELA and mathematics |
| 2021–22 | California Alternate Assessment (CAA) for Science |
| 2021–22 | Summative Alternate ELPAC |
| 2022–23 | Initial Alternate ELPAC |
| 2024–25 | Expanded California Spanish Assessment (CSA)—including Speaking and Full-Write |

In September 2019, the CDE expanded distribution options to include an electronic reporting process for the delivery of SSRs. An update to the design of the 2019–20 CAASPP and ELPAC SSRs was needed to address ease of use and increase accessibility. More information can be found in Item 03 of the September 2019 SBE agenda at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201909.asp>. All local educational agencies (LEAs) have the option to deliver their SSRs to parents and guardians electronically, print them locally, or purchase paper SSRs from the assessment contractor ETS.

The CAA for Science and Summative Alternate ELPAC were originally scheduled to launch in the 2019–20 school year. However, due to factors surrounding the novel coronavirus (COVID-19) pandemic, the operationalization of these two assessments was delayed until 2021–22. The Initial Alternate ELPAC was launched in the 2022–23 school year. In September 2022, the SBE approved the CAASPP and ELPAC SSRs for the 2022–23 administration. The SSR documents approved by the SBE in September are located at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item04a4rev.pdf>.

In November 2022, the CDE informed the SBE that the CDE and ETS would begin work on redesigning the CAASPP and ELPAC SSRs for the 2023–24 administration. The redesign of SSRs has been planned to follow or coincide with other test development activities, such as the release of the operational Summative Alternate ELPAC, the reporting of Lexile**®** and Quantile**®** measures, and the implementation of composite claim results for the Smarter Balanced Summative Assessments for ELA and mathematics. All CAASPP and ELPAC assessments will be operational with individual student results reported using the redesigned SSRs after the proposed SSRs are approved by the SBE in September 2023. A timeline of events surrounding this redesign was provided in Item 12 of the November 2022 SBE meeting at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/nov22item12rev.docx>.

Samples of all the 2022–23 SSRs, including translated versions, can be found on the CAASPP web page at <https://www.caaspp.org/administration/reporting/student-score-report.html> and the ELPAC web page at <https://www.elpac.org/test-administration/reporting/sample-student-score-reports/>.

The high-level timeline of activities for the SSR redesign effort is presented in table 2.

#### Table 2. 2023–24 Student Score Report Redesign Timeline

| Date | Activity | Status |
| --- | --- | --- |
| September–November 2022 | ETS developed concept design options | Completed |
| December 2022–January 2023 | ETS conducted formal focus groups with the concept design options | Completed |
| February–May 2023 | * ETS continued to collect feedback on concept design options from parents and educators through online surveys * ETS provided the CDE with feedback on the concept design options | Completed |
| April 2023 | Smarter Balanced Consortium (Consortium) discussed the proposed composite claims for ELA and mathematics at the Technical Advisory Committee Meeting and Collaboration Conference | Completed |
| May 2023 | * Consortium confirmed composite claims for ELA and mathematics and the CDE provided an update in the May SBE item * CDE gathered feedback on the SSR concept design options from the Technical Advisory Group, the Assessment Interest Holders, and Regional Assessment Network | Completed |
| June 2023 | CDE provided an SBE June Memorandum with design updates and SSR samples | Completed |
| July 2023 | CDE will provide status of the SSR redesign in the July 2023 SBE item to allow an opportunity for feedback and discussion | To be completed |
| August 2023 | CDE and ETS will update SSR designs to incorporate any feedback from July 2023 SBE meeting, and finalize SBE item for September 2023 meeting | To be completed |
| September 2023 | CDE will present the recommended redesign of the SSRs at the September SBE board meeting for approval | To be completed |
| October 2023–April 2024 | ETS will program the system with the new SSRs and translate into the required languages other than English | To be completed |
| Spring 2024 | CDE will release SBE approved SSRs for the 2023–24 summative assessments | To be completed |

The CDE and assessment contractor ETS continue work on the redesign and development of the SSRs for the CAASPP and ELPAC. The redesigned SSRs are planned to go into effect beginning in the 2023–24 school year. The Initial ELPAC and the Initial Alternate ELPAC testing window starts in early July and will use the previously SBE-approved 2022–23 designs for 2023–24. Since the newly revised SSRs will not be considered for approval by the SBE until September 2023, implementation of the redesigned Initial ELPAC SSRs will not begin until the 2024–25 school year.

Attachment 1 to this memorandum includes two sample Student Score Reports—one grade five CAASPP SSR and one grade five Summative ELPAC SSR—with proposed revisions for the SBE’s review. All proposed revisions will also be reflected in the SSRs for the CAASPP and ELPAC alternate assessments. The CDE will dedicate time during the July SBE meeting for the SBE to provide feedback on the proposed revisions to the CAASPP and ELPAC SSRs.

### Summary of Proposed Student Score Report Revisions

All proposed revisions to CAASPP and ELPAC SSRs originate from feedback gathered from parents, guardians, students, educators, and interest holders. Throughout all proposed CAASPP and ELPAC SSR revisions, efforts have been made to reduce the amount of text and improve the clarity of language so that all SSRs are clear, concise, and informative to all students, parents, and guardians.

A list comparing the key elements of the 2022–23 SSRs to the proposed revisions to the 2023–24 SSRs is found in table 3.

#### Table 3. 2022–23 SSRs Compared to Proposed Revisions to Key Elements of 2023–24 SSRs

| **SSR Element** | **Current Reporting on  2022–23 SSRs** | **Proposed Revision for 2023–24 SSRs** |
| --- | --- | --- |
| **Score Comparison** | Score Comparison is unavailable due to school and state averages in 2019–20 and 2020–21 not being appropriate for comparison due to factors surrounding the COVID-19 pandemic | Provide score comparison using school and state scale score averages reported on ELA, mathematics, and science SSRs  Provide score comparison using state scale score average provided on CAA for ELA, mathematics, and science SSRs |
| **Student’s Score History (ELA, mathematics, and Spanish only)** | Provided scale scores and achievement levels for prior three years stated in the Score History section | Provide scale scores and achievement levels for prior three years listed in a table and displayed in a graph in the Score History section |
| **Student’s Lexile® and Quantile® Measures** | Provided in a separate Lexile**®** and Quantile**®** Measures Report | Incorporate Lexile**®** and Quantile**®** measures into the CAASPP SSR with ELA and mathematics results |
| **Writing Extended Response Results** | Reported to the student’s educators through the California Educator Reporting System (CERS) but not reported on SSR | Report in both the CERS and on the CAASPP SSR for students who take the Smarter Balanced Summative Assessment in ELA |
| **SSR Delivery** | Students taking ELA, mathematics, and science assessments receive three separate reports: one for ELA and mathematics, another for science, and another for the Lexile**®** and Quantile**®** measures  SSRs available electronically in PDF format | Students will receive one report that includes ELA, mathematics, and science results, including Lexile**®** and Quantile**®** measures as appropriate  SSRs available electronically in PDF and HTML formats |

A list of proposed revisions to the key elements of the 2023–24 SSRs by assessment program can be found in table 4.

#### Table 4. Summary of Proposed Revisions to SSR Key Elements by Assessment Program

| **Assessment Program** | **Score Comparison** | **Student’s Score History** | **Student’s Lexile® and Quantile® Measures** |
| --- | --- | --- | --- |
| **Smarter Balanced Summative Assessments for ELA and mathematics** | School and state scale score averages | Grades 4–8 | Grades 3–8 and 11 |
| **CAA for ELA and mathematics** | State scale score average only | Grades 4–8 | N/A[[1]](#footnote-2) |
| **California Science Test (CAST)** | School and state scale score averages | N/A | N/A |
| **CAA for Science** | State scale score average only | N/A | N/A |
| **CSA** | N/A | Grades 4–8 | N/A |
| **Summative ELPAC** | N/A | K–12[[2]](#footnote-3) | N/A |
| **Summative Alternate ELPAC** | N/A | K–12 | N/A |
| **Initial ELPAC** | N/A | N/A | N/A |
| **Initial Alternate ELPAC** | N/A | N/A | N/A |

#### Student’s Score Comparison with School and State Averages

School and state scale score averages were provided on relevant SSRs prior to   
2019–20. Since the CDE releases the SSRs prior to the end of the statewide testing window, the school and state scale score averages provided were generated using an average of the prior three years’ results. Due to the factors surrounding the COVID-19 pandemic, testing was suspended in 2019–20 and statewide participation in the   
2020–21 CAASPP administration was low. For this reason, using the school and state scale score averages from these administration years is not appropriate as a reference for student achievement and the SBE approved that school and state scale score averages be removed from SSRs for the 2020–21, 2021–22, and 2022–23 administrations.

For ELA, mathematics, and science SSRs, the proposed revisions include the return of school and state scale score averages so that parents and guardians can compare their student’s scale score against the scale score average for the student’s school as well as the scale score average for the state. Only a small number of students take the CAAs at each school and, in order to protect student privacy, only the student's scale score and the state scale score average will be displayed on CAA SSRs. Pages 4 and 5 in Attachment 1 display examples of a student’s scale score comparison for CAASPP. Beginning with the 2024–25 administration, the scale score averages for the school and the state will again be generated using an average of the prior three years’ results. Due to the factors surrounding the COVID-19 pandemic, statewide participation in the   
2020–21 CAASPP administration was low and, for this reason, the 2023–24 averages will be generated using the school and state scale score averages from 2021–22 and 2022–23 only.

#### Student’s Score History

The CDE proposes updating the Score History section on relevant CAASPP and ELPAC SSRs. In response to parent feedback requesting more detailed information regarding a student’s progress, the proposed changes to the Score History section include a table and graphic that display the student’s current-year test result compared to the preceding two years, if available. Previously, the Score History section only listed the student’s scores and achievement levels from the preceding two years, if available. As displayed in table 4, the Score History section will appear in SSRs for grades four through eight for Smarter Balanced Summative Assessments for ELA and mathematics and the CAAs for ELA and mathematics. In addition, the Score History section will appear in SSRs for K–12 for the Summative ELPAC and Summative Alternate ELPAC. Score history is not available for CAST and the CAA for Science since the test is only administered at grades five, eight, and once in high school (grades ten, eleven, or twelve), which are not consecutive years. The Initial ELPAC and Initial Alternate ELPAC are only administered once to each eligible student and SSRs for these tests will not contain a Score History section. (Pages 2, 3, and 7 in Attachment 1 display examples of a student’s score history for CAASPP and ELPAC, respectively.)

#### Composite Claim Reporting for the Smarter Balanced Summative Assessments

In response to the COVID-19 pandemic, the U.S. Department of Education provided flexibilities during the 2020–21 school year to support the administration of assessments to provide information to parents, educators, and the public about student performance and to help target resources and supports. Among these flexibilities was the ability of states to administer a shortened version of the statewide assessments, which was important as this allowed more flexibility in test administration. In November 2020, the SBE approved the use of the adjusted form blueprint for the Smarter Balanced Summative Assessments for ELA and Mathematics for the 2020–21 administration (found in Item 04 at <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.docx>). In September 2021, the SBE approved the continued use of the adjusted form blueprints for the   
2021–22 administration and until the Consortium approves any further changes to the adjusted form blueprints (found in Item 02 at <https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item02.docx>).

The adjusted form blueprints reduced the overall testing time for students and schools while providing a valid measure of student achievement in ELA and mathematics. While the adjusted form blueprint reduced the number of questions on the Smarter Balanced Summative Assessments by approximately 50 percent, the reduction of items on the adjusted form blueprint did not allow for reliable claim result reporting at the individual student level for the 2020–21, 2021–22, and 2022–23 administrations.

In May 2023, the Smarter Balanced Assessment Consortium confirmed the reporting of composite claim results for the ELA and mathematics adjusted form blueprint. The proposed 2023–24 CAASPP SSRs will include a section focused on the Smarter Balanced Summative Assessments for ELA and mathematics composite claim results. Composite claim results will be reported using the same performance levels as the individual claim results—Below Standard, Near Standard, and Above Standard. Near Standard means that a student’s performance was at standard, slightly above standard, or slightly below standard for the specific performance area of the assessment. In addition, the Starting Smarter website will be updated to include explanations of each composite claim in ELA and mathematics as well as guidance for understanding composite claim results.

For ELA, the current Reading and Listening claims will be combined into a single Reading and Listening composite claim, while the Writing and Research claims will be combined into a single Writing and Research composite claim. For mathematics, the Concepts and Procedures claim will remain while the other three claims will be combined into a single Mathematical Practices composite claim. Starting with the   
2023–24 results, the CDE will report aggregate composite claim results for student groups of 11 or more on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/>. Aggregate results for individual claims will continue to be available for student groups of 30 or more. (Attachment 1, pages 2–3, displays examples of a student’s composite claim score for ELA and mathematics, respectively.)

#### Lexile® and Quantile® Measures

Lexile® and Quantile® measures provide a targeted approach for matching students with resources appropriate to their ability. Lexile® measures indicate students' reading abilities and Quantile® measures indicate students' readiness for instruction in mathematics. Both measures are based on the student’s scale score in ELA and mathematics, respectively, and do not require a separate assessment. Currently, these measures are provided in a separate report from the SSR for optional distribution by LEAs. In an effort to provide parents and guardians more information in understanding their child’s achievement, accompanied with resources to support their child’s learning, the CDE proposes that Lexile® and Quantile® measures be added to the CAASPP SSR with the Smarter Balanced Summative Assessments in ELA and mathematics. With these measures provided on the CAASPP SSR, a separate Lexile® and Quantile® Measures Report will no longer need to be produced, simplifying the number of score reports for students, parents, guardians, and LEAs. (Attachment 1, page 4, displays an example of reporting the Lexile® and Quantile® measures for ELA and mathematics, respectively.)

#### Student’s Writing Extended Response Result for English Language Arts/Literacy

The Smarter Balanced Summative Assessment for ELA performance task includes a Writing Extended Response (WER) item, sometimes referred to as the full-write or essay question. The WER item requires students to synthesize information from multiple sources to produce one extended informational, argumentative, or narrative written response. The WER is scored on three traits of writing—organization/purpose, evidence/elaboration, and conventions. To provide parents and guardians with more detailed information on their child’s writing performance, the CDE proposes reporting individual student WER results to parents and guardians on CAASPP SSR. Page 4 in Attachment 1 displays an example of reporting a student’s WER score for ELA.

### **Additional Proposed Enhancements to Student Score Reports**

In addition to the changes listed above, the CDE is also proposing the following enhancements as part of the redesign of all SSRs. For schools and LEAs that deliver SSRs electronically, it is proposed that SSRs are delivered to parent portals as HTML files in addition to PDF files. As a growing number of families in California access school communications through a mobile device, hosting electronic SSRs as HTML files allows for more streamlined management of SSRs while allowing students, parents, and guardians access to SSRs from a greater variety of devices. In addition, respondents in the parent and guardian focus group mentioned that they would like to be able to easily access their child’s assessment results through email, text message, and the school portal. The HTML version of the SSRs includes a responsive design that changes the format for viewing on mobile phones or tablets, and devices with smaller screens so parents and guardians can view the SSR without having to zoom in on specific areas to view the results. The addition of HTML SSR delivery expands the available ways in which parents and guardians can access SSRs; paper SSRs and the electronic delivery of SSRs in PDF format will continue to be available to all LEAs.

For students in grades five, eight, and high school, the CDE proposes the consolidation of ELA, mathematics, and science results in one SSR. The combination of these results in one SSR would allow parents and guardians to access all the CAASPP results for their child, with the exception of the CSA, in one report. Survey feedback from LEA testing coordinators was clear that simplifying and consolidating the SSR delivery process would help support families in their ability to access and understand assessment results for their child. In addition, including ELA, mathematics, and science results in one SSR helps LEAs more efficiently track the release date of results and notify families of the availability of results per Section 863 in Title 5 of the *California Code of Regulations*. SSRs are currently released to LEAs when all tests reported in the SSR are scored. The consolidation of science results with the ELA and mathematics results may cause a slight delay—usually no more than two to three weeks—in reporting for a small subset of students who complete the assessments on a staggered timeline. The CDE recommends the consolidation of ELA, math, and science SSRs as the benefit for all parents and LEAs in having all results in one SSR outweighs the slight delay in reporting. (Pages 1–5 in Attachment 1 display an example of an SSR with a consolidated report.)

With the proposed revisions to the SSRs, parents and guardians will be able to learn about the assessments and access resources more easily to further support their child’s learning. Each SSR will include links as well as a QR code that will connect parents to the Starting Smarter website where they can access information about the CAASPP and ELPAC assessments as well as resources to help understand their child’s assessment results and their child’s learning. Enhancements planned for the Starting Smarter website at <https://ca.startingsmarter.org/> and <https://elpac.startingsmarter.org/> will improve the ability of parents and guardians to learn about the assessments, understand and interpret student results, access sample test questions, and locate instructional resources to further support their child’s learning and achievement. (Attachment 1, pages 1 and 6, displays an example of the addition of the QR code to a student’s SSR.)

## Attachment(s)

* Attachment 1: Sample Grade Five California Assessment of Student Performance and Progress and Summative English Language Proficiency Assessments for California Student Score Reports with Proposed Revisions (7 pages)

1. Not Applicable (N/A) [↑](#footnote-ref-2)
2. Kindergarten through grade 12 (K–12) [↑](#footnote-ref-3)