**California Department of Education**

# Report to the Governor, the Legislature, and the Legislative Analyst’s Office: 2022 California Assessment of Student Performance and Progress Annual Implementation Update and Five-Year Cost Projection



**Prepared by the**

**Assessment Development and Administration Division**

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*Description*: Annual update on the implementation of the California Assessment of Student Performance and Progress, covering the 2022 calendar year and providing a five-year projection of costs

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*Recipient*: The Governor, the Legislature, and the Legislative Analyst’s Office

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**California Department of Education**

**Report to the Governor, the Legislature, and the Legislative Analyst’s Office: 2022 CAASPP Annual Implementation Update and Five-Year Cost Projection**

## Executive Summary

California *Education Code* (*EC*) Section 60604(b) requires that the State Superintendent of Public Instruction annually update the California State Legislature on an implementation plan, five-year cost projection, and timeline for implementing the California Assessment of Student Performance and Progress (CAASPP) System. This report covers the 2022 calendar year. It is divided into the following sections:

* + **Program Information**—Background information on the CAASPP System, including its history, purpose, and components.
* **Implementation Update**—A brief discussion of CAASPP implementation activities during the 2022 calendar year.
* **Contract Costs**—Costs and other information regarding the various types of CAASPP contracts, including state-managed services contract costs, extending through fiscal year (FY) 2027–28. This work spans two contracts. The contract for the 2022 administration is CN150012 and is the final year of this contract. The new test administration contract (CN220002) with the testing contractor ETS began on July 1, 2022, and will end on December 31, 2027, for the following administrations: 2023, 2024, 2025, 2026, and 2027.
* **Apportionment Costs**—Annual CAASPP apportionment reimbursements to local educational agencies (LEAs).
* **Five-Year Cost Projection**—Projected annual CAASPP contract and LEA apportionment costs; includes a timeline of the assessments that are anticipated to be a part of each CAASPP test administration and the projected costs, per FY, for the overlapping test administration activities.

You will find this report on the California Department of Education Implementation of CAASPP web page at <https://www.cde.ca.gov/ta/tg/ca/caasppimplementation.asp>. If you have any questions regarding this report, please contact Mao Vang, Director, Assessment Development and Administration Division, at 916-324-9566 or [mvang@cde.ca.gov](mailto:mvang@cde.ca.gov).

## Program Information

The California Assessment of Student Performance and Progress (CAASPP) System was established in California *Education Code* (*EC*) sections 606400 through 60648.5.

The purpose of the CAASPP System is to provide a system of assessments that primarily assists teachers and administrators in promoting high-quality teaching and learning using a variety of assessment approaches. The statute provides for the development and administration of assessments through the use of technology, where feasible.

This report provides information about the CAASPP System as it relates to *EC* Section 60604(b), which requires the State Superintendent of Public Instruction to develop and annually provide to the California State Legislature an update on an implementation plan, a five-year cost projection, and a timeline for implementing the CAASPP System.

Per *EC* Section 60605.7, California joined the Smarter Balanced Assessment Consortium (Consortium) in June 2011 as a governing state, working on the development of English language arts/literacy (ELA) and mathematics assessments. As stipulated in *EC* Section 60640(b)(1), the Consortium assessments measure the Common Core State Standards for ELA and mathematics adopted by the California State Board of Education (SBE). The three components of the Smarter Balanced Assessment System—summative assessments, interim assessments, and Tools for Teachers, a compendium of formative assessment resources for instruction and professional learning—are designed to support teaching and learning throughout the year.

As addressed in state law, the CAASPP summative assessments include the following:

* Smarter Balanced Summative Assessments for ELA and mathematics
* California Science Test (CAST)
* California Alternate Assessments (CAAs) for ELA, mathematics, and science—for students with the most significant cognitive disabilities, as designated in their individualized education program (IEP)
* California Spanish Assessment (CSA), for Spanish reading/language arts (optional)

The CAASPP summative assessments are computer-based tests that measure what students know and can do. They produce scores that can be aggregated and disaggregated for the purpose of informing parents/guardians, local educational agencies (LEAs), the public, and the state about students’ achievement in their learning of the California academic content standards. The CAASPP summative assessments (1) provide individual student results to students, parents/guardians, and teachers; (2) produce school-, district-, and county-level results that allow for the monitoring of schools’ progress; and (3) produce results to meet the requirements of the federal Every Student Succeeds Act (ESSA), enacted on December 10, 2015, and the Elementary and Secondary Education Act of 1965, enacted in 1965. Under the federal requirements of ESSA, all states accepting Title I federal funds for use by LEAs must assess students as follows:

* For ELA and mathematics—assessments are administered annually in grades three through eight and once in high school
* For science—assessments are administered annually, once in grades three through five, once in grades six through eight, and once in high school (i.e., grade ten, eleven, or twelve)

CAASPP summative assessments were used to meet federal requirements in 2021–22 through the administration of the following:

The Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics in grades three through eight and grade eleven

The CAST and CAA for Science in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve)

All contracts for the development, purchase, or administration of the CAASPP tests are subject to approval by the California Department of Education (CDE), the SBE, and the Department of Finance (DOF), per *EC* Section 60643(b)(1). The SBE’s approval must be obtained for the following work components:

* The test blueprints—excluding Consortium assessments—which specify the standards to be assessed and the number of items to be tested for each standard included in the tests
* The achievement levels used in the CAASPP System and the threshold scores—excluding Consortium assessments—used to identify students’ achievement levels
* The regulations; testing period; calendar of when results are to be delivered to the state, LEAs, and parents/guardians; and when results are to be posted for the public

The ETS contract also calls for the development of a plan for continuous improvement. ETS worked with the CDE to create a plan that supports continuous improvement of the California Assessment System, which includes CAASPP and the English Language Proficiency Assessments for California (ELPAC). In addition to opportunities for improvement identified in the plan, ETS proposed opportunities for program improvements that have emerged over multiple years. More information regarding the CAASPP is available on the CDE CAASPP System web page at <http://www.cde.ca.gov/ta/tg/ca/>.

Table 1, below, and table 2, on the following page, identify the required and optional CAASPP assessments that were administered in 2021–22.

**Table 1: CAASPP Required Assessments Administered in 2021–22, by Grade and Content Area**

| **Test** | **Type** | **Students** | **Grades** | **Content Area(s)** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | Computer adaptive  test | All students, unless they have an IEP indicating an alternate assessment (recently arrived English learner students are exempted from the ELA assessment) | third through eighth and eleventh | ELA and mathematics |
| CAST | Computer-based test | All students, unless they have an IEP indicating an alternate assessment (i.e., CAA for Science) | fifth, eighth, and once in high school | science |
| CAAs for ELA and mathematics | Computer-based  test | Students with the most significant cognitive disabilities whose IEPs indicate assessment with an alternate test (i.e., CAA) (recently arrived English learner students are exempted from the ELA assessment) | third through eighth and eleventh | ELA and mathematics |
| CAA for Science | Computer-based test | Students with the most significant cognitive disabilities whose IEPs indicate assessment with an alternate test (i.e., CAA for Science) | fifth, eighth, and once in high school | science |

**Table 2: Optional CAASPP Assessments and Assessment Tools Available in 2021–22, by Grade and Content Area**

| **Test/Tool** | **Type** | **Students** | **Grades** | **Content Area(s)** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Interim Assessments | Computer-based test | All students | Kindergarten through twelfth (K–12) | ELA and mathematics |
| Tools for Teachers | N/A | All students | K–12 | ELA, mathematics, and science |
| CSA | Computer-based test | All students | third through eighth and high school | Spanish reading/ language arts |

California has resumed full statewide testing in person. Remote testing continues to be availablethrough a computer-based system where either the student(s) or test administrator is not on-site. Remote administration is intended as an option for LEAs only when students are receiving remote instruction. Students receiving in-person instruction should be tested in person.

## Implementation Update

### Content Standards

There were no changes to the content standards for any of the summative assessments during this reporting period.

#### Periodic Updates of Assessment Developments

The 2022 activities carried out in support of periodic updates of assessment developments were as follows:

* In January, the SBE approved the following: a proposed contract amendment extension through June 30, 2027, with the University of California, Santa Cruz for the California Educator Reporting System and minor revisions to the 2021–22 Student Score Reports (SSRs) for CAASPP.
* In February, the CDE provided reports to the SBE on the California Assessment System feedback, which provided key information and direction for the CDE to consider in determining future assessment-related outreach efforts.
* In March, the SBE approved pursuit of a waiver for the 2021–22 school year of the 1.0 percent cap on the percentage of students with the most significant cognitive disabilities who may be assessed with an alternate assessment aligned with alternate academic achievement standards for ELA, mathematics, and science and other related waivers. In addition, the CDE provided a summary of program activities, including updates on the Smarter Balanced Demonstration of Concept Study.
* In May, the SBE approved the proposed 2021–22 apportionment rates for the CAASPP. In addition, the CDE provided a summary of program activities, including updates on the Smarter Balanced Demonstration of Concept Study, the 2022–23 California Educator Reporting System Training, the Interim and Formative Assessment Training Series for Teachers and LEA staff, Science Instructional Resources in Tools for Teachers, and Smarter Balanced Tools for Teachers Summer Workshops.
* In June, the CDE provided SBE with an update on the interagency agreement with the Regents of the University of California, Santa Cruz regarding technical edits that were made to the budget based on feedback from the DOF.
* In July, the SBE approved pursuit of a waiver for the 2022–23 school year of the 1.0 percent cap on the percentage of students with the most significant cognitive disabilities who may be assessed with an alternate assessment aligned with alternate academic achievement standards for ELA, mathematics, and science. The CDE also provided a summary of developments and updates related to the CAA for Science and the Smarter Balanced Interim Assessments for ELA and mathematics.
* In August, the CDE provided the SBE with information regarding the CAA for Science standard setting plan. The CDE also provided an update on the interagency agreement with the Regents of the University of California, Santa Cruz implementing a reduction in Consortium membership fees.
* In September, the SBE approved the State Superintendent of Public Instruction’s proposed CAA for Science threshold scores, the continued use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for ELA and mathematics, and the CAASPP SSRs for 2022–23. The CDE also provided information to the SBE about program developments and updates related to the new professional learning series for Effective School-Home Partnerships, the science interim assessments, and the national and international assessments.
* In October, the CDE provided information to the SBE on the proposed CSA High‑Level Test Design Addendum, which includes proposed revisions to the general achievement level descriptors, revisions to the score reporting structure, and revisions to the CSA blueprint, which was presented to the SBE for approval in November 2022. These changes are the result of the expansion of the CSA to include the development and assessment of speaking and full-write items.
* In November, the SBE approved the proposed addendum to the high-level test design for the CSA, proposed CSA revised blueprint, proposed revised CSA general achievement level descriptors, and proposed CSA score reporting structure. The SBE was also informed about other assessment program activities, including an update on the science resources in Tools for Teachers.

### Informational Materials

The 2022 activities in support of informational materials were as follows:

* The CDE, in coordination with testing contractor ETS, provided opportunities for teacher participation in the form of item writing workshops, item review meetings, data review meetings, and range finding. In addition, outreach activities—webcasts, pretest workshops, and the Using Assessment Data Training Series—communicated key information to LEAs and were reported in CAASPP update items.
* The CDE met with the Regional Assessment Network (RAN), a subcommittee of the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Educational Services Association, every two months during the year to elicit feedback on informational materials and activities under development for all California assessments. This committee is also charged with disseminating information on behalf of the CDE.
* The CDE met monthly with representatives from California educational associations to share assessment-related topics and receive feedback to help inform the ongoing work of the CDE Assessment Development and Administration Division (ADAD).
* The CDE participated in four Bilingual Coordinators Network meetings to share assessment updates and gather feedback. CDE staff attend these meetings throughout the year.
* The CDE participated in two Consortium collaboration meetings and two Technical Advisory Committee (TAC) meetings. Member states met once in person and once virtually to collaborate, plan, and prepare for the implementation of ongoing enhancements to the Smarter Balanced assessments, covering such topics as item and test development, scoring, and reporting. The TAC members provided guidance on technical assessment matters pertaining to the validity, reliability, accuracy, and fairness of those assessments.
* Throughout the year, the CDE’s weekly newsletter *Assessment Spotlight* was disseminated to all CAASPP listserv subscribers and others—a total of more than 17,830 recipients—to alert them to the latest information about the testing programs.
* During February and March, the CDE offered Interim Assessment Hand Scoring Workshop sessions for teachers; understanding the process of hand scoring Smarter Balanced assessment items is a way for teachers to deepen their understanding of the content standards, strengthen their evaluation of student work, and use student results to inform teaching and learning.
* In July, August, October, and November, the CDE offered a virtual Interim and Formative Assessment Training Series. This training for classroom teachers and administrators focused on the design of Smarter Balanced Interim Assessment items, the use of the Smarter Balanced rubrics to score student responses, and how to use the interim assessments and formative assessment resources on the Tools for Teachers website to support teaching and learning.
* In August, the CDE hosted a series of sessions for the Assessment and Accountability Information meeting for CAASPP, ELPAC, and accountability coordinators.
* In October, the CDE held its fourth annual California Assessment Conference in Riverside, California. This conference for classroom teachers offered opportunities for participants to explore the connection between assessments and classroom instruction, hear from other educators about their experiences with the comprehensive assessment system, and learn how to use assessment resources. In addition to the in-person conference, there were a limited number of sessions available for virtual attendees.

### Interest Holder Input

The 2022 implementation activities in support of interest holder input were as follows:

* The CDE conducted monthly meetings with the Assessment Interest Holder Committee to provide a forum for sharing information about state assessment-related developments and receiving feedback. The members of this committee included representatives from key California educational associations:
  + Advisory Commission on Special Education
  + Association of California School Administrators
  + California Association of Bilingual Educators
  + California Federation of Teachers
  + California Parent–Teacher Association
  + California School Boards Association
  + California Science Teachers Association
  + California Small School District Association
  + California Teachers Association
  + Californians Together
  + Special Education Local Plan Area Association
* Bimonthly meetings were held in 2022 with the CISC’s RAN, consisting of representatives from all 11 of the network’s regions throughout California. This group meets bimonthly following the SBE meetings. The CDE’s ADAD highlighted the latest developments and activities for all statewide assessments at each meeting. The 2022 meeting dates were as follows:
  + January 19
  + March 16
  + May 18
  + September 21
  + November 16

### Practice and Training Tests

The 2022 implementation activities in support of practice and training tests were as follows:

* In July, the Consortium made the 2022–23 Practice and Training Tests for ELA and mathematics content update and the administration packages available to Consortium members.
* Each item with an American Sign Language (ASL) video was included in the update packages. The ASL videos were updated to be consistent with the ASL videos included in the interim and summative assessments.

### Regulations

The CAASPP regulations were approved by the SBE in January, and further proposed changes were approved in July. The changes approved in January include the removal of the listing of available accessibility resources from the CAASPP regulations. This change does not impact the availability of accessibility resources to LEAs but does allow the CDE to annually update the list of available accessibility resources in a more efficient manner without also having to complete the process of revising state testing regulations. Other changes included the addition of language to address remote testing and the revision of language throughout to align regulations with updated operational practices for the CAASPP system. In July, further changes were proposed that include clarifications in the language regarding remote testing as well as the addition of language that allows either the designated LEA CAASPP coordinator or the superintendent to authorize one or more other employees of the LEA to perform the duties of the LEA CAASPP coordinator. All proposed revisions to the regulations were approved by the Office of Administrative Law on October 31, 2022, and are effective beginning January 1, 2023.

### Contracts

In the 2022 calendar year, the California Assessment System was working under three contracts: one Consortium-managed contract and two state-managed contracts.

In January 2022, the SBE approved the contract extension for the Consortium-managed services contract with the Regents of the University of California on behalf of the Santa Cruz Campus (CN170202), through June 30, 2027, to continue the customization, configuration, and implementation of the California Educator Reporting System (CERS).

The California Assessment System was operating under two contracts with ETS (CN150012 and CN220002). The contract for the 2022 administration, CN150012, will conclude on June 30, 2023. The SBE approved the negotiated contract (CN220002) in November 2021, with the work under this contract with ETS to begin on July 1, 2022, and end on December 31, 2027. The CDE went through a contract transition of closing out the deliverables from the last contract while beginning a new contract to ensure smooth implementation of all statewide assessment activities. The new test administration contract (CN220002) began July 1, 2022, and will end December 31, 2027, for the following administrations: 2023, 2024, 2025, 2026, and 2027.

### Technology Readiness

The 2022 implementation activities in support of technology readiness were as follows:

* The CDE continued to assist the K–12 High-Speed Network with the implementation of the Broadband Infrastructure Improvement Grant (BIIG) program. As of December 31, of the 267 BIIG 2.0 projects, 263 were completed.
* The CDE continued to work with its contractor to enhance the Assessment Technology Platform solution to implement efficiencies and improve user experience with the California Assessment Delivery System, including all components required to deliver the Smarter Balanced and non-Smarter Balanced assessments, which include the CAST, CAAs, CSA, and ELPAC.

### Test Security

No test security incidents occurred that compromised the integrity of the assessments for this reporting period.

### Performance Standards

There were no changes for this reporting period.

### Reporting of Results

For the 2021–22 administration, all CAASPP results were reported through SSRs, CERS, and the Test Results for California Assessments (TRCA) website. For the Smarter Balanced assessments for ELA and mathematics, SSRs traditionally feature an overall achievement level as well as individual claim results. Claim results are the subscores that report how a student performed in areas within the overall content area. For example, the reported claims for ELA are Reading, Writing, Listening, and Research/Inquiry. Due to the smaller number of items on the adjusted blueprints for the Smarter Balanced Summative Assessments for ELA and mathematics, individual student claim results were not reported on SSRs. Claim results for groups of 30 students or more are available on the TRCA website.

### Peer Review Status

The CDE’s assessments are required to undergo a federal peer review process during which the CDE submits documents to the U.S. Department of Education (ED) demonstrating that California’s assessments meet the federal requirements for validity, reliability, and fairness established for states by ESSA. As new assessments become operational, the CDE must provide additional evidence for peer review, covering each assessment that is required under ESSA. Peer review is often an iterative process, with states submitting additional evidence to meet the requirements as the evidence becomes available. The four possible outcomes are “meets requirements,” “substantially meets requirements,” “partially meets requirements,” and “does not meet requirements.” Both “meets requirements” and “substantially meets requirements” are passing results for peer review. The status of each California assessment subject to the peer review process is as follows:

* **Smarter Balanced Summative Assessments for ELA and mathematics**—In November 2022, the ED notified the CDE that it met all requirements for these assessments based on the full form blueprints. Continued use of the adjusted blueprints will require additional evidence submissions. The CDE, in partnership with the Consortium, will submit supplemental evidence related to the adjusted blueprints in 2023.
* **CAAs for ELA and mathematics**—In November 2022, the ED notified the CDE that a small number of additional documents are required to fully meet requirements (e.g., evidence related to procedures for hand-scored items). The CDE anticipates submitting this additional evidence in June 2023.
* **CAA for Science**—Due to the novel COVID-19 pandemic, California testing was suspended for the 2019–20 administration. The 2020–21 administration was the first operational field test of the CAA for Science. However, due to the pandemic and the requirement to test students in person for the CAA for Science, the number of students who completed testing was insufficient to complete the standard setting process. Therefore, the CAA for Science had a second operational field test year beginning in September 2021. The CDE is currently working on its submission of the CAA for Science peer review, which is due June 2023.
* **CAST**—The CAST was first administered operationally in 2018–19. The CDE submitted over 200 documents in support of the CAST peer review in December 2021. In November 2022, the CDE received a rating of “substantially meets requirements” from the ED for this submission. The CDE is currently working on fulfilling the ED’s outstanding requirements to achieve a rating of “meets requirements.”

### Independent Evaluation

The Human Resources Research Organization (HumRRO) has completed their independent evaluation of the CAASPP system. Reports from the independent evaluation are posted on the CDE CAASPP Technical Reports and Studies web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>.

### Smarter Balanced Summative Assessments, Interim Assessments, and Tools for Teachers

The 2022 implementation activities in support of the Smarter Balanced Summative Assessments, interim assessments, and Tools for Teachers were as follows:

#### Summative Assessments

* Educators from Consortium member states convened virtually for several annual development activities, including item writing training, item review, data review, and range finding. California educators participated in these events.

#### Interim Assessments

* During the 2021–22 school year, the interim assessments remained an option for use during distance learning. Over 200 interim assessments were available.
* By December 31, 2022, over 2.1 million interim assessments had been administered since the beginning of the 2022–23 school year. This count is significantly higher than the approximately 1.6 million interim assessments administered within the same time frame during the previous school year.

#### Tools for Teachers

* The Tools for Teachers website provided instructional lesson plans and professional learning activities using the formative assessment process with embedded strategies for instructional differentiation.
* The CDE conducted science formative assessment resource development workshops, adding 13 science instructional resources for kindergarten through high school to Tools for Teachers. As of December 30, 68 science instructional resources were available to educators in Tools for Teachers for California LEAs.
* The Consortium added over 100 new ELA and mathematics instructional resources and 12 professional learning resources for grades three through twelve.
* The CDE offered the Tools for Teachers Shared Practices Webinar Series to promote formative assessment practices in the classroom. The webinars focused on specific topics—from boosting success with formative assessment and accessibility practices to supporting student success with interim assessments and Tools for Teachers—and featured educators who shared their practices in using the formative assessment resources available in Tools for Teachers.

### California Alternate Assessments for English Language Arts and Mathematics

The 2022 implementation activities in support of the CAAs for ELA and mathematics included the following:

* On January 11, the CAAs for ELA and mathematics became available to LEAs to begin administration.
* In October, educators from throughout the state convened virtually for item writing and item review workshops. These workshops supported the ongoing development work for the CAAs for ELA and mathematics by refreshing the item banks and providing practice tests.

### California Science Test

The 2022 implementation activities in support of the CAST were as follows:

* On January 11, the CAST became available to LEAs to begin administration.
* March 25–30, the CDE conducted a virtual phase 1 CAST range finding meeting with 29 California science educators to score student responses for constructed-response items and identify samples of student responses for training purposes.
* April 5–7, the CDE conducted a virtual phase 2 CAST range finding meeting with 47 educators where participants evaluated score discrepancies as part of the range finding process.
* June 21–22, the CDE conducted a virtual CAST data review meeting with 22 California science educators where participants reviewed data on operational CAST items to discuss how they performed.
* June 27–29, the CDE presented in person *Bringing Artificial Intelligence into Student Sense-Making of Science* to 20 participants at the Council of Chief State School Officers 2022 National Conference on Student Assessment in Atlanta, Georgia.
* July 26–29, the CDE conducted the 2022 Science Instructional Resource Development Workshop with 19 California educators. This was a hybrid workshop that included asynchronous training and three days of in-person training. California science educators worked to develop 14 science formative assessment resources for inclusion on the Tools for Teachers website.
* On October 1, the CDE presented in person in Anaheim, California, at the 2022 California Science, Technology, Engineering, Arts, and Mathematics (STEAM) Symposium to 50 California educators on the organization of the CAST. Participants investigated how the CAST item specifications, used by the CDE to develop items, can also be used by educators to design three-dimensional assessment opportunities.
* On October 14, ETS and the CDE gave a presentation to 40 science educators at the 2022 California Science Education Conference workshop on developing science assessment items that meet the rigors of multidimensional science standards and require little to no adaptation for use by test takers who employ assistive technology for visual impairments. The workshop was held in person in Palm Springs, California.
* November 2–4, the CDE presented in person to 50 California education researchers and educators at the 2022 California Education Research Association Conference in Anaheim, California, on the development of the CAST interim assessments. Throughout the presentation, participants were asked for feedback on the development and communication plan.

### California Alternate Assessment for Science

The 2022 implementation activities in support of the CAA for Science were as follows:

* On September 6, 2021, the CAA for Science test became available to LEAs.
* June 28–29, the CDE conducted a virtual CAA for Science data review meeting with 11 California special education and science educators to review data on the performance of operational items from the performance tasks.
* On October 1, the CDE presented in person in Anaheim, California, at the 2022 California STEAM Symposium where participants learned about the alternate science standards derived from the California Next Generation Science Standards (CA NGSS), analyzed assessment targets for the CAA for Science, and learned about practical tools to support assessment for this unique student population.
* October 25–26, the CDE conducted a virtual CAA for Science item writer workshop with 12 California special education and science educators where participants developed items aligned with the specifications for operational performance tasks.
* On November 17, the CDE presented virtually to 70 educators from Ventura, Santa Barbara, Imperial, San Diego, Orange, Los Angeles, Riverside, and San Bernardino County Offices of Education about the variety of CAA for Science resources available to them on the CDE and the CAASPP websites, including resources to help communicate with parents and guardians about the test.

### California Spanish Assessment

The 2022 implementation activities in support of the CSA were as follows:

* On January 11, the CSA became available to LEAs to begin administration.
* In July, the CDE conducted a data review meeting with California educators to discuss the performance of items that had been field-tested in the spring 2022 administration.
* In August, the CDE conducted a CSA Item Content Specifications meeting to gather educator input on the potential standards and item samples that will be included in an addendum of the item content specifications, which focuses on the new Speaking domain and the new full-write items. The CSA item content specifications help item writers produce CSA items that align with language arts classroom activities and discussions conducted in Spanish.
* In November, the CDE brought the CSA Revised Blueprint and the CSA High-Level Test Design Addendum, which included the general achievement level descriptors and score reporting structure, to the SBE for approval.
* In November, the CDE conducted an Item Writer Workshop to train educators on how to write test items.
* In November, the CDE gathered feedback on rubrics for the inclusion of Speaking and the expansion of Writing to include full-write items.

### Early Assessment Program

Grade eleven Smarter Balanced Summative Assessments for ELA and mathematics results continued to be used for the Early Assessment Program in collaboration with the California State University.

### California Assessment of Student Performance and Progress Expansion

With the start of the new contract, many assessment innovations are included in the scope of work, including:

#### Science Instructional Resources

The CDE continues to add resources to support the CAST. In July 2022, the CDE completed its fifth workshop with California educators to develop kindergarten through high school science resources for inclusion on the Tools for Teachers website, which is located at <https://www.smartertoolsforteachers.org/>. These resources span all three science domains (Earth and Space Sciences, Life Sciences, and Physical Sciences) and include Engineering, Technology, and Applications of Science. The CDE has posted these resources on the Tools for Teachers website. A total of 68 science formative assessment resources are now available for teachers to use in the classroom.

#### Development of California Science Test Interim Assessments

The CDE and ETS are discussing the high-level design of the interim assessments for the CAST. These interim assessments will align with the CA NGSS. The purpose of these interims is to improve teaching and learning in the classroom. The first set of interims will be released in 2023–24, and the second set in 2024–25. Grades three, four, and five will have one interim assessment per grade, each of which covers all three CA NGSS domains—Earth and Space Sciences, Life Sciences, and Physical Sciences. Middle and high schools will have three interim assessments each, with one for each domain.

#### California Science Test Assessment Innovations

In December, the CDE and ETS began regular meetings to address the CAST assessment innovations approved in the new contract. These initial meetings identified the guiding principles and potential state-level and national collaborators. The first phase of these innovations is exploratory in nature, working with science experts to gather information on current best practices in science performance assessments.

#### Expansion of the California Spanish Assessment

The CDE is working to expand the CSA. The CSA is an optional assessment administered to students in grades three through eight and high school who are seeking a measure of their Spanish skills in reading, writing mechanics, and listening. The expansion of the CSA requires an addendum to the high-level test design and revisions to the blueprint and general achievement level descriptors. This expansion will include an assessment of speaking and writing. Once the expanded CSA becomes operational, the CDE will recommend to the Legislature that the CSA be included as one of the options to meet, in part, the requirements for the State Seal of Biliteracy.

### Grade Two Diagnostic Assessments for English Language Arts and Mathematics

With the sunset of the Standardized Testing and Reporting Program for ELA and mathematics in 2013, the requirement that students in grade two participate in the summative assessment was eliminated. To ensure that teachers have information about the developing language arts and computational skills of their grade two students, *EC* Section 60644 required the CDE to gather information regarding existing diagnostic assessments, evaluate that information to ensure that the legal requirements and other criteria are met, and make the information available to LEAs.

The requirement was met in 2014, as described in the CDE memo to the SBE carrying the subject line “Plan for Senate Bill 247 Grade Two Diagnostic Test List” (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-oct14item03.doc>). The CDE continues to receive inquiries from testing vendors about the possible inclusion of their assessment on the list that appears on the CDE Grade Two Diagnostics Assessments web page (<https://www.cde.ca.gov/ta/tg/da/>). The CDE’s response to those inquiries is that funds must be appropriated by the Legislature to repeat the evaluation. Apportionment records show that over 150,000 students are administered these assessments during most testing years.

## Contract Costs

CAASPP contract costs require SBE approval and are contingent on the review of the contract by the DOF during contract negotiations. Per *EC*Section 60643, the CDE, in consultation with the SBE, may make material amendments to the contract that do not increase the contract cost. Contract amendments that increase contract costs may be made only with the approval of the CDE, the SBE, and the DOF. As of the date of this report, the CAASPP System includes the following contracts: (1) Consortium-managed services; (2) state-managed services; and (3) independent evaluation.

### Smarter Balanced Consortium-Managed Services Contract

The Consortium-managed services contract is a multiyear, sole-source contract with costs based on an annual fee structure for Consortium services provided by a Consortium-selected contractor. This contract provides California with access to Smarter Balanced Summative Assessment items for statewide testing; the ongoing refreshment of Smarter Balanced test items, validation research, blueprint realignment, and accommodations and accessibility research; access to Smarter Balanced Interim Assessments (for K–12 teachers) for optional use; and access to formative tools in the Smarter Balanced Tools for Teachers website, which also are for K–12 teachers’ optional use.

The original CDE contract with the Regents of the University of California, on behalf of the Santa Cruz campus, for the Consortium began on July 1, 2017, and ended on June 30, 2022. In November 2018, the SBE approved a request by the CDE to amend the contract to include activities related to the reporting of assessment results to educators. In January 2022, the SBE approved the contract extension through June 30, 2027, to continue the customization, configuration, and implementation of the CERS. The total contract amount is $94,817,000.

Table 3, on the following page, provides a breakdown of contract costs for the current Regents of the University of California, on behalf of the Santa Cruz campus, per FY.

**Table 3: Consortium-Managed Services Contract Costs**

| **Fiscal Year** | **Total Cost** | **Package** | **Per-Student Rate** | **Students[[1]](#footnote-2)** |
| --- | --- | --- | --- | --- |
| 2022–23 | $4,534,292[[2]](#footnote-3) membership fee and $495,255 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $9 Summative, Interim, and Tools for Teachers | 1 million (cap) |
| 2023–24 | $9,000,000 membership fee and $507,001 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $9 Summative, Interim, and Tools for Teachers | 1 million (cap) |
| 2024–25 | $9,000,000 membership fee and $524,117 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $9 Summative, Interim, and Tools for Teachers | 1 million (cap) |
| 2025–26 | $9,000,000 membership fee and $542,942 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $9 Summative, Interim, and Tools for Teachers | 1 million (cap) |
| 2026–27 | $9,000,000 membership fee and $560,517 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $9 Summative, Interim, and Tools for Teachers | 1 million (cap) |

### State-Managed Services Contract

The state-managed services contract is a multiyear contract for the annual administration of all CAASPP assessments, including the Smarter Balanced assessments. This contract was competitively bid through a Request for Submission process, with input from CDE and SBE staff. In that process, the SBE designated the contractor. As allowed by state law, the final Scope of Work and budget were then negotiated and approved by the CDE, the SBE, and the DOF.

The current state-managed services contractor is ETS. The contract (CN150012) was awarded in May 2015 for the 2015–16 through 2017–18 test administrations. In January 2018, the SBE approved the renewal of the contract with ETS for a period of two years to cover the 2018–19 and 2019–20 CAASPP test administrations. In November 2018, the SBE approved an amendment to the renewed contract with ETS for an additional two-year period to cover the 2020–21 and 2021–22 test administrations. This extension was used to incorporate the ELPAC assessments into the California Assessment System.

The 2018–19 Budget Act provided approximately $82.8 million for the ongoing administration of all components of the CAASPP System. Some key enhancements were as follows:

* Expanded the capacity of the CAASPP Assessment Delivery System from the previous dedicated support for 500,000 concurrent users to the dedicated support for 2,000,000 concurrent users.
* Implemented access to SSRs for LEAs and their authorized student information system (SIS) vendors in electronic formats suitable for loading directly into their local SIS.
* Explored additional studies and analyses to inform CAASPP assessments.
* Performed calculations to inform growth models.

Tables 4 and 5, on the following page, provide a breakdown of the current contract costs per FY.

**Table 4: State-Managed Services Contract Costs for CN150012**

| **Fiscal Year** | **Total Cost** | **Cost Breakdown per Test Administration** |
| --- | --- | --- |
| 2017–18 | $77,273,778 | * $5,754,766 for 2016–17 test administration costs * $71,519,012 for 2017–18 test administration costs |
| 2018–19 | $82,754,000 | * $5,380,178 for 2017–18 test administration costs * $77,373,822 for 2018–19 test administration costs |
| 2019–20 | $76,846,831 | * $1,578,399 for 2018–19 test administration costs * $75,268,432 for 2019–20 test administration costs |
| 2020–21 | $76,565,323 | * $2,369,536 for 2019–20 test administration costs * $74,195,787 for 2020–21 test administration costs |
| 2021–22 | $76,674,757 | * $2,651,082 for 2020–21 test administration costs * $74,023,675 for 2021–22 test administration costs |
| 2022–23 | $3,000,000 | * $3,000,000 for 2021–22 test administration costs |

**Table 5: State-Managed Services Contract Costs for CN220002**

|  |  |  |
| --- | --- | --- |
| **Fiscal Year** | **Total Cost** | **Cost Breakdown per Test Administration** |
| 2022–23 | $64,310,022 | * $63,845,569 for 2022–23 test administration costs * $464,453 for 2023–24 test administration costs |
| 2023–24 | $66,124,917 | * $193,703 for 2022–23 test administration costs * $65,417,111 for 2023–24 test administration costs * $514,103 for 2024–25 test administration costs |
| 2024–25 | $66,846,717 | * $202,085 for 2023–24 test administration costs * $66,101,719 for 2024–25 test administration costs * $542,913 for 2025–26 test administration costs |
| 2025–26 | $66,326,669 | * $210,864 for 2024–25 test administration costs * $65,607,690 for 2025–26 test administration costs * $508,115 for 2026–27 test administration cost |
| 2026–27 | $66,704,081 | * $223,057 for 2025–26 test administration costs * $66,481,024 for 2026–27 test administration costs |
| 2027–28 | $2,026,705 | * $1,029,716 for 2026–27 test administration costs * $996,989 for 2027–28 test administration costs |

### Independent Evaluation Contract

The independent evaluation contract is a multiyear contract to provide independent, objective technical advice and consultation on activities to be undertaken in implementing the CAASPP System. The contract requires interim annual evaluation reports and a final report on the activities and analysis of the three-year evaluation, including recommendations to ensure the quality, fairness, validity, and reliability of the assessments. This contract was competitively bid through a Request for Proposal process, with input provided by CDE and SBE staff. The contractor selected as the responsible bidder with the lowest cost bid was HumRRO. In June 2022, the contract was amended, extending the contract through June 30, 2023. The total contract amount is $2,242,000.

Evaluation activities include five studies and corresponding reports: CAST Alignment Study, Impact on Instruction and Student Learning Case Study, CAA for Science Alignment Study, ELPAC Alignment Study, and Alternate ELPAC Alignment Study. All reports have been completed and posted on the CDE CAASPP Technical Reports and Studies web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp> and the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

Table 6, below, provides a breakdown of the current contract costs, per FY.

**Table 6: Independent Evaluation Contract Costs**

| **Fiscal Year** | **Total Cost** |
| --- | --- |
| 2018–19 | $681,000 |
| 2019–20 | $767,000 |
| 2020–21 | $554,000 |
| 2021–22 | $92,000 |
| 2022–23 | $148,000 |

## Apportionment Costs

The CAASPP apportionment costs are funded in the annual Budget Act as part of the assessment apportionments schedule that includes funding for apportionments to LEAs for the CAASPP System. State testing apportionments for any particular year are not paid to LEAs until the following FY, after all testing has been completed for the school year and the final number of students tested has been certified by the LEAs. *EC*Section 60640(l)(2) states that the SBE shall annually establish the amount of funding to be apportioned to LEAs for specified CAASPP assessments, which include the optional CSA.

*EC* Section 60644 also specifies that the savings realized from the elimination of the grade two standards-based achievement tests shall be used by LEAs to administer, at the option and cost of the LEA, a grade two diagnostic assessment identified by the CDE as meeting the requirements of *EC* Section 60644. State CAASPP regulations authorize the CDE to provide this funding to LEAs through the annual CAASPP apportionment process. Approximately 330 LEAs will receive an apportionment for the grade two diagnostic assessment in the 2021–22 school year.

In May 2022, the SBE approved the LEA apportionment rates for CAASPP for the 2021–22 school year. The estimates for the CAST and the CAA for Science are based on the estimated number of students tested in grade ten or grade twelve only—students in these grades are not required to take an additional CAASPP test. The estimates for the Smarter Balanced Summative Assessments and CAAs for ELA and mathematics apportionments already include an LEA apportionment reimbursement for students in grades five and eight and high school who also will take the CAST or CAA for Science.

Table 7, on the following page, provides a breakdown of estimated apportionment costs, by assessment.

**Table 7: Estimated Apportionment Costs for 2021–22 CAASPP Testing**

| **Assessment** | **Per-Pupil Rate** | **Estimated 2021‒22 Pupil Population** | **Estimated Apportionment** |
| --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | $4.00 | 3,190,100 | $12,760,400 |
| CAST | $2.00 | 1,504,000 | $3,008,000 |
| CAAs for ELA and mathematics | $5.00 | 32,000 | $160,000 |
| CAA for Science | $5.00 | 15,500 | $77,500 |
| CSA | $5.00 | 30,000 | $150,000 |
| Grade 2 diagnostic assessments (*EC* Section 60644) | $2.52 | 423,000 | $1,065,960 |
| Students not tested due to medical emergency and parent/guardian exemptions | $1.00 | 24,000 | $24,000 |
| Total: | -- | -- | $17,245,860 |

## Five-Year Cost Projection

The annual Budget Act provides funding for both contract costs and LEA apportionment costs. Cost projections are refined annually as contracts are negotiated and approved and as activities are completed for each implementation phase of the CAASPP System.

Cost projections for the state-managed services contract are from the approved state-managed CAASPP contract services (see tables 4 and 5). State-managed services contract costs include funding for the development of the CAST, the CAA for Science, and the CSA. The costs for 2021–22 and 2022–23 include reporting the results of the CAAs for ELA, mathematics, and science. Tables 8 and 9 provide an updated five-year projection of CAASPP contract and apportionment costs.

**Table 8: Five-Year Projection of CAASPP Contract Costs**

| **Fiscal Year** | **Consortium-Managed Services Cost** | **State- Managed Contract Cost** | **Independent Evaluation Cost** | **Total  CAASPP Contract Cost** |
| --- | --- | --- | --- | --- |
| 2021–22 | $10.1 million | $76.7 million | $92,000 | $86.9 million |
| 2022–23 | $5.1 million[[3]](#footnote-4) | $67.4 million[[4]](#footnote-5) | $148,000[[5]](#footnote-6) | $72.7 million |
| 2023–24 | $9.6 million | $66.2 million | NA[[6]](#footnote-7) | $75.8 million |
| 2024–25 | $9.6 million | $66.9 million | NA | $76.5 million |
| 2025–26 | $9.6 million | $66.4 million | NA | $76.0 million |

**Table 9: Five-Year Projection of CAASPP LEA Apportionment Costs**

| **Fiscal Year** | **LEA Apportionment Cost** | **Test Administration Reimbursed** |
| --- | --- | --- |
| 2021–22 | $17.3 million | 2020–21 test administration |
| 2022–23 | $17.3 million | 2021–22 test administration |
| 2023–24 | $17.3 million | 2022–23 test administration |
| 2024–25 | $17.3 million | 2023–24 test administration |
| 2025–26 | $17.3 million | 2024–25 test administration |

These projections are based on the current, approved CAASPP apportionment rates. The SBE may modify the amount to be apportioned in subsequent years to address changes to LEA test administration activities. Any adjustment to the CAASPP apportionment rates that will increase the total amount apportioned annually will require DOF approval. The CDE provided the DOF with estimated assessment apportionments for FY 2021–22, including approximately $16.2 million in estimated costs for the CAASPP System.

The 2022 Budget Act appropriation of $16.2 million was sufficient funding for the CAASPP apportionments to LEAs for the specified CAASPP assessments.

### Cost Projection Variations of Proposed Budgets, 2018–22

The 2018 Budget Act, 2019 Budget Act, 2020 Budget Act, 2021 Budget Act, and 2022 Budget Act all provided sufficient funding for CAASPP contract costs and apportionment costs. The total Budget Act funding, per year, for various CAASPP contract costs, were as follows:

* 2018—$86.1 million
* 2019—$87.5 million
* 2020—$87.1 million
* 2021—$86.9 million
* 2022—$72.9 million

### California Assessment of Student Performance and Progress Timeline

The CAASPP timeline shown in table 10, on the following page, provides information on the assessments that are anticipated to be a part of each CAASPP test administration per FY.

**Table 10: CAASPP Timeline**

| **Fiscal Year** | **Test Administrations** | **Operational Assessments** | **Assessments Undergoing Census or Sample Pilot and Field Testing** |
| --- | --- | --- | --- |
| 2021–22 | 2020–21 test administration and  2021–22 test administration | Smarter Balanced ELA and mathematics, CAST, CAAs for ELA, mathematics, and Science, CSA | None |
| 2022–23 | 2021–22 test administration and  2022–23 test administration | Smarter Balanced ELA and mathematics, CAST, CAAs for ELA, mathematics, and Science, CSA | CSA—pilot of Speaking and full-write items for Writing |
| 2023–24 | 2022–23 test administration and  2023–24 test administration | Smarter Balanced ELA and mathematics, CAST, CAAs for ELA, mathematics, and Science, CSA | CSA—field test of Speaking and full-write items for Writing |
| 2024–25 | 2023–24 test administration and  2024–25 test administration | Smarter Balanced ELA and mathematics, CAST, CAAs for ELA, mathematics, and Science, CSA | CSA—operational with the inclusion of Speaking and full-write items for Writing |
| 2025–26 | 2024–25 test administration and 2025–26 test administration | Smarter Balanced ELA and mathematics, CAST, CAAs for ELA, mathematics, and Science, CSA | None |

1. California tests approximately 3.2 million students annually with Smarter Balanced Summative Assessments. [↑](#footnote-ref-2)
2. Total reflects a one-time membership credit applied toward the membership cost. [↑](#footnote-ref-3)
3. Total reflects a one-time membership credit applied toward the membership cost. [↑](#footnote-ref-4)
4. Contract costs for 2022–23 include $3 million in previous contract obligations, as shown in table 4 and $64.4 million in current contract costs. [↑](#footnote-ref-5)
5. Contract cost estimate for 2022–23 is based on current contractobligations. Actual contract costs for 2023–24 and future years will be determined through a future competitive bid process. [↑](#footnote-ref-6)
6. There is no contract for an independent evaluator in these years. [↑](#footnote-ref-7)