



California Assessment of Student Performance and Progress (CAASPP) System

CAASPP 101
[Insert Presenter Info]
2014-15



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CAASPP 101 Topics

- Background and Purpose of CAASPP System
- Components
- Student Participation
- Exemptions
- Computer Adaptive Tests
- *Universal Tools, Designated Supports and Accommodations, and Individualized Aids*



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CAASPP 101 Topics

- Administration
- LEA CAASPP Coordinator
- Test Site Coordinator
- Data Elements
- Test Readiness
- Apportionment



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CAASPP 101 Topics

- Student Reports
- Accountability
- Key Web Pages
- E-mail List Sign-up
- CAASPP 201
- Contact Information



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Intended Audience

- New and experienced local educational agency (LEA) CAASPP coordinators
- Other administrators
- Teachers
- Any audience who needs an overview of CAASPP System



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Background

California Assessment of Student Performance and Progress, or CAASPP, replaced the Standardized Testing and Reporting (STAR) Program on January 1, 2014.



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Purpose of CAASPP

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.



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Components

2014–15 CAASPP comprises the following required assessments:

- Smarter Balanced Summative Assessment, or computer adaptive test (CAT) and performance task (PT), for English– language arts (ELA) and mathematics in grades 3 through 8 and grade 11
- Early Assessment Program (EAP), which will use the Smarter Balanced Summative Assessments in grade 11



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Components

2014–15 CAASPP comprises the following required assessments (cont.):

- Alternate assessment field test for ELA and mathematics in grades 3 through 8 and grade 11
- Science assessments, California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10



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Components

2014–15 CAASPP comprises the following optional assessments:

- Standards-based Tests in Spanish (STS) for reading/language arts in grades 2 through 11



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Components

2014–15 CAASPP paper and pencil assessments:

- CST for science in grades 5, 8, and 10
- CMA for science in grades 5, 8, and 10
- CAPA for science in grades 5, 8, and 10
- STS for reading/language arts in grades 2 through 11 (optional)



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Components

2014–15 CAASPP assessments:

- Only LEAs with documented technology hardships will be able to access:
 - Paper and pencil version of the Smarter Balanced Summative Assessments
 - Braille version of the Smarter Balanced Summative Assessments



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Components

2014–15 CAASPP comprises the following optional resources:

- Interim Assessments for ELA and mathematics
 - Interim Comprehensive Assessments (ICAs)
 - Interim Assessment Blocks (IABs)



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Components

2014–15 CAASPP comprises the following optional resources:

- Digital Library of formative assessment tools and processes for grades K–12
- Grade two diagnostic assessments (LEAs may select assessments from a list forthcoming from the California Department of Education [CDE].)

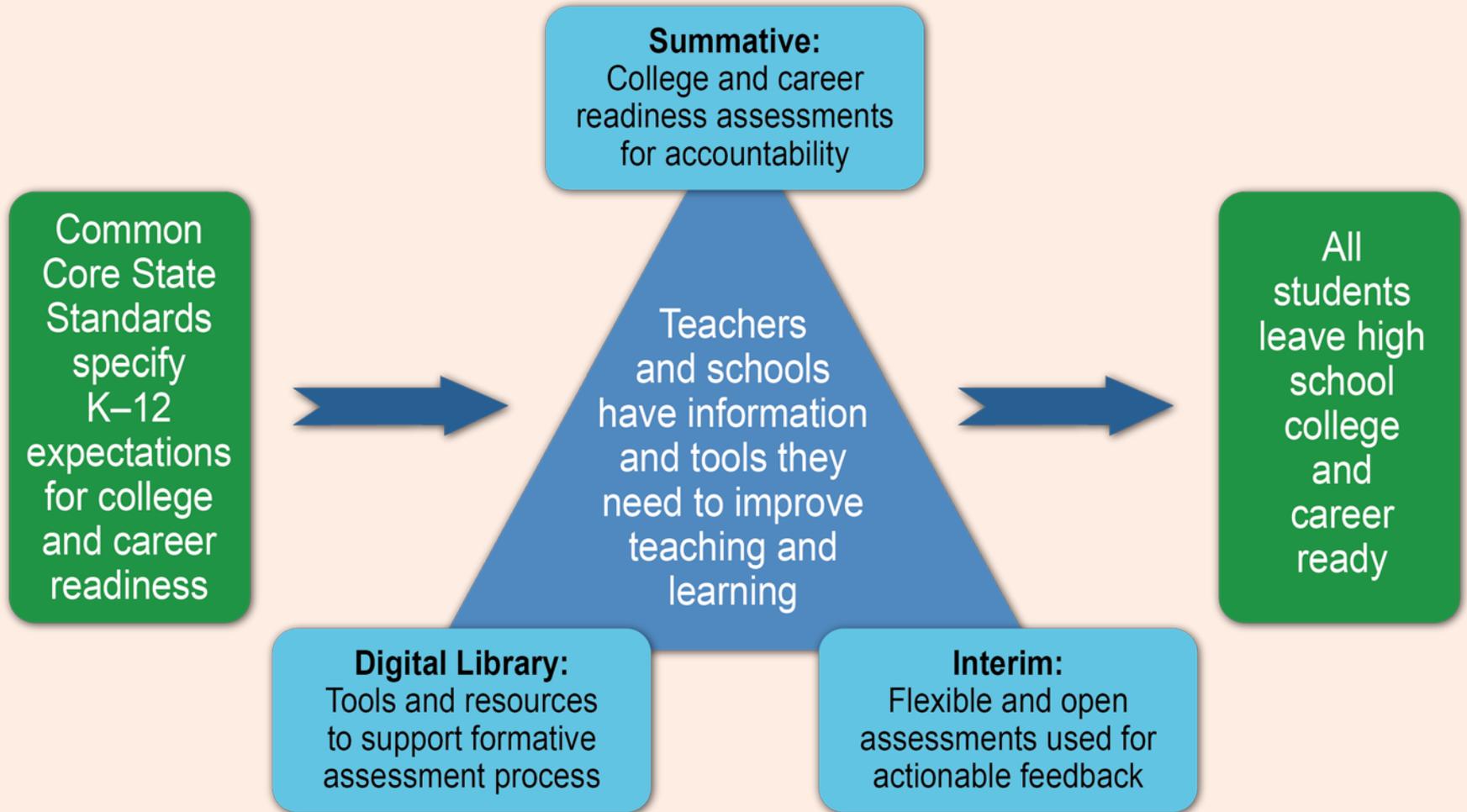


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Academic Content Standards

- CAASPP Smarter Balanced assessments (summative and interim), Digital Library resources, and grade two diagnostic assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics.
- CAASPP science assessments (CST, CMA, and CAPA) are aligned with the California Science Content Standards.

Smarter Balanced Assessment System



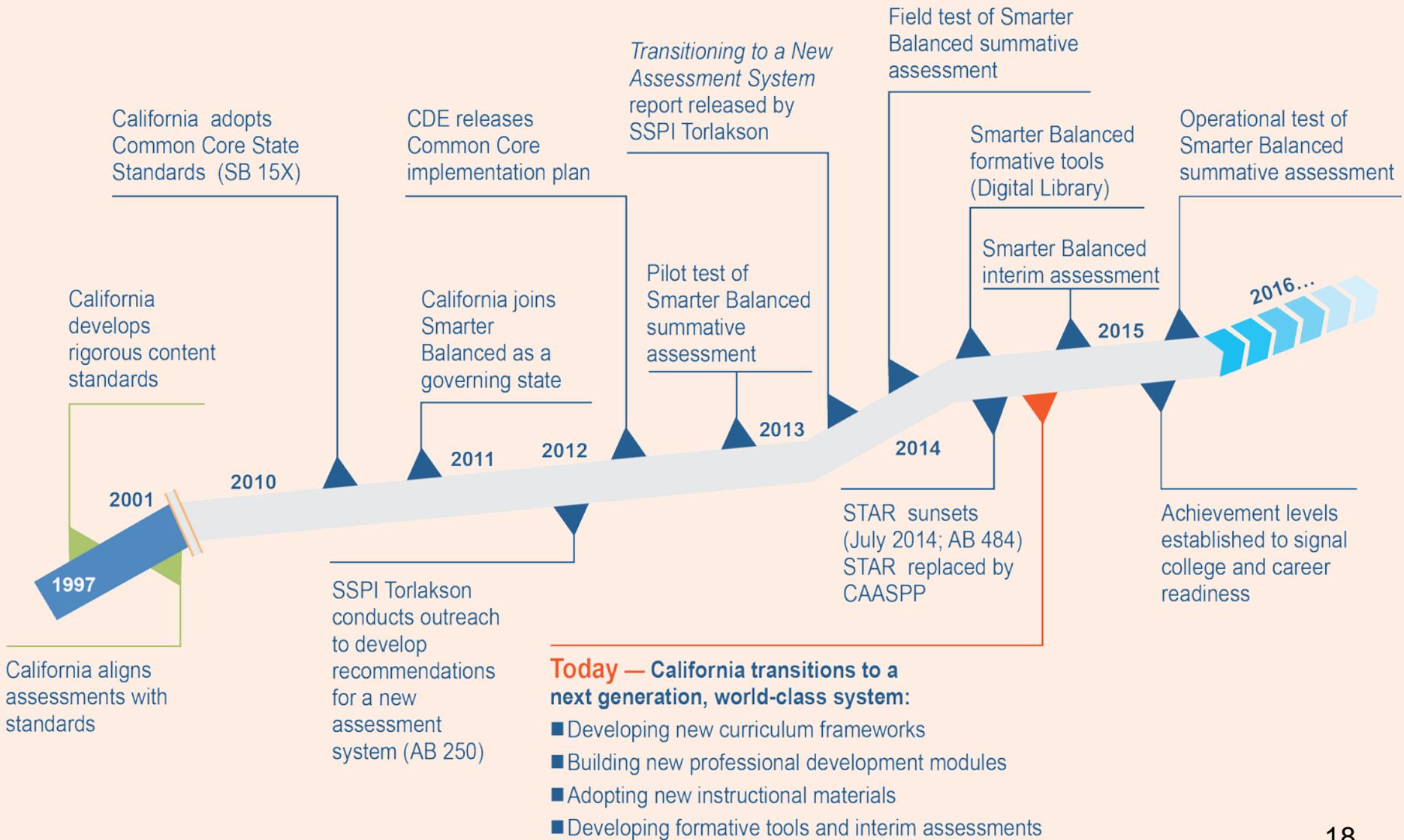


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Transition

- California is transitioning to a system of assessments and assessment tools that will:
 - Cover the full breadth and depth of the curriculum
 - Promote teaching and learning of the full curriculum
 - Assist in preparing students to graduate ready for college and careers
- Transition began in 2010 with the adoption of the CCSS, is ongoing, and will take several years to complete.

Journey Toward the Implementation of College and Career Readiness



Journey Toward the Implementation of College and Career Readiness

- 1997 – 2001 California develops rigorous content standards
- 2001 California aligns assessments with standards
- 2010 California adopts Common Core State Standards (Senate Bill 15X)
- California joins Smarter Balanced as a governing state
- 2012 State Superintendent of Public Instruction (SSPI), Tom Torlakson conducts outreach to develop recommendations for a new assessment system (AB 250)
- California Department of Education releases Common Core implementation plan
- Pilot test of Smarter Balanced summative assessment
- 2013 *Transitioning to a New Assessment System* report released by SSPI Torlakson
- 2014 Field test of Smarter Balanced summative assessment
- Smarter Balanced formative tools (Digital Library)
- Standardized Testing and Reporting sunsets (July 2014; Assembly Bill 484 STAR replaced by California Assessment of Student Performance and Progress
- Today – California transitions to a next generation, world-class system:
- Developing new curriculum frameworks
 - Building new professional development modules
 - Adopting new instructional materials
 - Developing formative tools and interim assessments
- Smarter Balanced interim assessment
- 2015-16 Operational test of Smarter Balanced summative assessment
- Achievement levels established to signal college and career readiness

Student Participation – Smarter Balanced



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CAASPP Smarter Balanced assessments:

- All students take the Smarter Balanced assessments, with the following exceptions:
 - Students with disabilities who take the alternate assessments (ELA and mathematics)
 - English learners who have been enrolled in a school in the United States less than 12 months (ELA only)

Student Participation – Alternate Assessments



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CAASPP alternate assessments:

- Students with significant cognitive disabilities who are unable to take the Smarter Balanced assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test

Note that the alternate assessments for ELA and mathematics are still to be determined. (The CAPA for ELA and mathematics will not be administered.)

Student Participation – Science Assessments



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CAASPP science assessments:

- All students in grades 5, 8, and 10 take the science assessments
- English learners, including those attending school in the United States less than 12 months, take the science assessments (CST, CMA, or CAPA) in grades 5, 8, and 10

Student Participation – Science Assessments



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CAASPP science assessments (cont.):

- Students with an IEP, based on the IEP designations may take the CST or CMA with the appropriate accessibility supports or take the CAPA.

Student Participation – Nonpublic School Students



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Nonpublic School (NPS) Students:

- LEAs shall make arrangements for the appropriate testing of all eligible NPS students.

2014–15 California Assessment of Student Performance and Progress (CAASPP)

Content	Test	Type	Participants	Grade Level(s)	Window
English–Language Arts (ELA) and Mathematics	Smarter Balanced Format: CAT or Paper-Pencil ⁽¹⁾	MC SR CR PT	All students at designated grade levels <i>Exceptions:</i> <ul style="list-style-type: none"> Eligible students participating in alternate assessments (TBD) ELA only – English learners who are in their first 12 months of attending a school in the United States 	3–8 and 11 ⁽²⁾ Required	Grades 3–8: 12-week window beginning at 66% of instructional days Grade 11: 7-week window beginning at 80% of instructional days
	Alternate Assessment (TBD)	Field Test	Students with significant cognitive disabilities who are unable to take the Smarter Balanced assessments even with accessibility supports and whose individualized education program indicates assessment with an alternate test Students who previously took the CAPA will not take the CAPA for ELA and mathematics in 2014–15	3–8 and 11 Required	TBD
Science	CST	MC	All students unless their individualized education program indicates assessment with CMA or CAPA	5, 8, and 10 Required	25-day window that includes 12 instructional days before and after completion of 85% of instructional days
	CMA	MC	Students whose individualized education program indicates assessment with CMA		
	CAPA	PA	Students with significant cognitive disabilities who are unable to take the CSTs even with accessibility supports and whose individualized education program indicates assessment with CAPA		
Reading/Language Arts	STS	MC	Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months	2–11 Optional	

⁽¹⁾ Paper-pencil versions of the Smarter Balanced assessments are available to local educational agencies that meet specific criteria.

⁽²⁾ The grade 11 Smarter Balanced assessments will be used for Early Assessment Program (EAP) purposes.

Exemptions – LEAs' Responsibilities



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(Pursuant to *California Code of Regulations*,
Title 5, Section 852)

LEAs:

- Shall notify parents each year of student participation in CAASPP System.
- Shall notify parents of the provisions outlined in *Education Code (EC)* Section 60615.

Exemptions – LEAs' Responsibilities



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(Pursuant to *California Code of Regulations*,
Title 5, Section 852)

LEAs (cont.):

- May discuss CAASPP System with parents and inform parents of the availability of exemptions under *EC 60615*.
- Shall not solicit or encourage any written exemptions request on behalf of any child or group of children.

Exemptions – Parents’ and Guardians’ Responsibilities



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Parents and guardians:

- May request their child be exempt from all or parts of the CAASPP System for the school year.
- Must submit the request in writing.

Note that a request is required for each year that an exemption is requested.

Computer Adaptive Tests



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- Testing system selects questions appropriately challenging for student (i.e., based on student's answer to previous questions).
- Most students will answer about half the questions correctly and half incorrectly.



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Computer Adaptive Tests

- Student **is not** scored on the basis of the number of correct answers (i.e., percent correct).
- Student **is** scored on both the number of correct answers **and** the difficulty of the questions completed.



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Computer Adaptive Tests

- Smarter Balanced includes computer adaptive tests in grades 3 through 8 and grade 11 for ELA and mathematics.
- Performance Task (PT) for ELA and mathematics is not computer adaptive but is taken on the computer.
- Interim Assessments initially will be fixed-form tests.

Universal Tools, Designated Supports, Accommodations (UDAs), and Individualized Aids (IAs)



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- California provides the following accessibility supports for all students, including English learners and students with disabilities:
 - **Universal Tools**—available to all students
 - **Designated Supports**—available to students for whom an educator or team has indicated the need for the support
 - **Accommodation**—available only to students with documentation of the need (i.e., IEP or Section 504 plan)



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Universal Tools, Designated Supports, Accommodations (UDAs), and Individualized Aids (IAs)

- Individualized **Aids**—resource(s) the student regularly uses in the classroom for instruction and/or assessment and that has not been previously identified as a universal tool, designated support, or accommodation (Approval to use IAs must be requested of the CDE in writing by the LEA.)

Note that UDAs may be either embedded in the test administration system or provided locally (non-embedded). **IAs** are non-embedded.



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Universal Tools, Designated Supports, Accommodations (UDAs), and Individualized Aids (IAs)

Available resources:

- *Usability, Accessibility, and Accommodations Guidelines*
- Guidelines: Frequently Asked Questions
- Matrix One of Universal Tools, Designated Supports, and Accommodations for CAASPP

More resources are being developed to support communication about accessibility supports. Sign up for the CAASPP listserv to stay informed as resources are released.



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CAASPP Administration

Testing windows:

- Grades 3 through 8 Smarter Balanced summative assessments: 12-week window that begins after completion of 66% of the instructional year.
- Grade 11 Smarter Balanced summative assessments: 7-week window that begins after completion of 80% of the instructional year.
- CST, CMA, and CAPA for science: 25-day window that includes 12 days before and after completion of 85% of the instructional year.



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LEA CAASPP Coordinator

- LEA CAASPP coordinator is designated by the LEA superintendent.
 - Designation must be made by September 30.
- Roles/responsibilities include:
 - Sign CAASPP Test Security Agreement.
 - Serve as LEA representative to the CDE and testing contractor(s).
 - Oversee LEA preparation, registration, coordination, administration, security, and reporting.
 - Ensure compliance with the minimum technology specifications.
 - Ensure training of all CAASPP test site coordinators, including signing of the security affidavits.
 - Other responsibilities as defined in CAASPP documentation.



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Test Site Coordinator

- Test site coordinator is designated by the LEA superintendent or CAASPP coordinator.
- Roles/responsibilities include:
 - Oversee school or program preparation, coordination, registration, administration, security, and reporting.
 - Ensure training of test administrators, translators, proctors, and scribes.
 - Ensure that designated supports, accommodations, and individualized aids are entered into the test registration system and are provided to the students during testing.
 - Other responsibilities as defined in the CAASPP documentation.



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Data Elements

- LEAs must provide all program and demographic student data requested by the CDE for inclusion in the California Longitudinal Pupil Achievement Data System (CALPADS).
- LEAs need to ensure that all CALPADS data elements are up to date and accurate before test registration and administration.
- Program and demographic student data are required for test registration (Test Operations Management System [TOMS]) and state and federal reporting.



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Data Elements

In addition to CALPADS data elements, required information includes:

- Student not tested because of a significant medical emergency.
- Student not tested because of a parent exemption.



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Test Readiness

- Students need ongoing opportunities to develop and practice their keyboarding skills.
- Practice and Training tests are intended to familiarize and prepare students for CAASPP.
- Practice and Training tests are available for use throughout the year.

Comparison of Practice Tests and Training Tests



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	Practice Tests	Training Tests
Purpose	Provide students with a grade-specific testing experience that is similar in structure and format to the summative test.	Provide students with an opportunity to quickly become familiar with the software and interface features.
Grade Levels	Each of grades 3–8 and grade 11	3 grade bands: <ul style="list-style-type: none"> • 3–5 • 6–8 • High school
Number and Types of Items	Approximately 30 items in English–language arts (ELA) and 30 items in mathematics per grade level; include 1 ELA performance task and 1 mathematics performance task per grade level.	Approximately 15 items per grade band (6 in ELA and 8–9 in mathematics); NO performance task.
Universal Tools, Designated Supports, and Accommodations	Included	Included
Scoring	Items are not scored; answer keys and scoring rubrics are available.	Items are not scored; answer keys and scoring rubrics are NOT available.



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Apportionment

CDE to provide each LEA an apportionment report, which includes number of students:

- Enrolled per school on the first day of testing
- Tested with an alternate assessment
- Exempted from testing by parent request
- Not tested other than by parent exemption



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Apportionment

CDE to provide each LEA an apportionment report, which includes number of students (cont'd):

- Administered Smarter Balanced assessments
- Administered science assessments
- Administered a primary language test
- Administered a grade two diagnostic assessment



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Apportionment

- LEA CAASPP coordinator certifies the accuracy of the apportionment report by December 31.
- Apportionment amount is established by the State Board of Education and is based on the number of tests administered to eligible students and the number of students not tested.



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Student Reports

- LEAs send student reports to parents within 20 working days of having received the results from the contractor.
- Student reports received by an LEA after the last day of instruction are sent to parents no later than within the first 20 working days of the next school year.
- Schools maintain results in the student's permanent records (print and/or electronic).



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Accountability

- 2015 CAASPP results will be used to inform the 2015 base Academic Performance Index (API). Work is ongoing regarding the indicators and weights that will go into the API calculations.
- 2015 CAASPP results will be used to inform the 2015 Adequately Yearly Progress (AYP).
- Updates and more information on accountability can be found on the CDE Accountability Web page at <http://www.cde.ca.gov/ta/ac/>.
- API statewide and similar school ranks are no longer produced.



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Key Web Page

Bookmark the CDE CAASPP Web page on your Internet browser:

<http://www.cde.ca.gov/ta/tg/ca/>

- CDE CAASPP Web page includes:
 - Links to contractors
 - Resources for learning about and communicating with audiences about CAASPP
 - Viewing CAASPP communications



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Key Web Site

Bookmark the ETS CAASPP Web site on your Internet browser:

<http://caaspp.org/>

- ETS CAASPP Web site includes:
 - LEA CAASPP coordinator resources and documentation such as *Test Administration Manual (TAM)*
 - Modules and videos
 - Guidelines and questions and answers
 - Webcasts/archived Webcasts



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E-mail List Sign-up

To receive updates on CAASPP, join the CDE e-mail list by sending a blank e-mail to:

subscribe-caaspp@mlist.cde.ca.gov



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CAASPP 201

CAASPP 201 topics:

- Reporting and Using Results
- Interim Assessments
- Digital Library
- Guiding Questions for Scheduling



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Contact Information

CDE CAASPP Office

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916-445-8765

CDE CAASPP Web Page

<http://www.cde.ca.gov/ta/tg/ca/>