

## ITEM ADDENDUM

**DATE:** September 12, 2012

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

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Item 04 – Update on the Activities of the California Department of Education Regarding the Development of the Superintendent’s Recommendations on the Future Assessment System in California.

### Summary of Key Issues

This addendum contains a correction made to one data point on Page 3 of Attachment 3, Preliminary Results for the Assessment Reauthorization Survey and Focus Groups. When asked to rank the importance of including summative assessments in California’s assessment system, 81 percent (not 30 percent as in original attachment) of respondents indicated that including summative assessments was “important” or “very important.”

### Attachment(s)

Attachment 3: Preliminary Results for the Assessment Reauthorization Survey and Focus Groups, Page 3 of 4 (1 Page)

2012, there were 1,469 survey respondents. The following table provides the respondent roles.

440	District or county office of education administrators
438	K–8 teachers
225	School administrators
220	9–12 teachers
89	Members of professional organizations
46	Parents
29	Community members
2	Students

In response to the question: Which content would you like to see assessed and at which grade levels, responses included:

- Support for the testing of English–language arts (ELA) and mathematics in grades three through eleven.
- Noticeably less support for the testing of English–language arts (ELA) and mathematics in grade two.
- Support for the testing of science and history–social science (HSS) in grades five through eleven.
- A majority of respondents did not support the state testing students in kindergarten and grade one.

The following table provides the percentage of respondents indicating “important” or “very important” in response to the question: How important is it that these type(s) of assessment(s) are included in the California assessment system?

Type of Assessment	Important or Very Important
Diagnostic	86%
Formative	81%
Interim	64%
Summative	81%

- Diagnostic, formative, and summative assessments are viewed as the most important.
- Interim assessments are viewed important, although not as important as diagnostic, formative, and summative assessments.

In response to the question: What are the most important factors that should be considered (including accommodations and modifications) to ensure assessments are valid for English learners (ELs), respondents indicated:

- The most important factor is that ELs are provided the opportunity to learn with rigorous high-quality instruction.