



Transitioning to a New Assessment System

State Board of Education

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Reauthorization

- Standardized Testing and Reporting (STAR) Program sunsets July 2014
- California *Education Code* 60604.5 amended
- Extensive consultation with stakeholders
 - Outreach plan activities



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Current Assessment System

- Originally designed in 1997
- Modifications made over the years
- Current STAR system includes:
 - California Standards Tests
 - California Modified Assessment
 - Standards-based Tests in Spanish
 - California Alternate Performance Assessment
- Other parts of state assessment system:
 - California High School Exit Examination
 - California English Language Development Test
 - Physical Fitness Test



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Smarter Balanced Participation

- In June 2011, California joined the Smarter Balanced Assessment Consortium (SBAC)
- Develop assessments in English–language arts (ELA) and mathematics in grades three through eight and grade eleven
- Will satisfy federal accountability requirement
- Will include optional formative assessment tools and interim assessments



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Alternate Assessment Participation

- California recently joined the National Center and State Collaborative (NCSC) as a Tier II state
- Representing a Tier II state, the California team will:
 - Dedicate a staff member to coordinate the work
 - Work directly with members of the Special Education Administrators of County Offices of Education (SEACO) and with directors of special education local plan areas (SELPA) to build a community of practice
 - Meet directly with the field implementers every other month with technology supported meetings in between and as needed
 - Deliver electronically to California stakeholders the comprehensive curriculum, instruction, and professional development modules available from the NCSC on the CCSS expected by fall 2012



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Purpose of the New Assessment System

- The SSPI and the CDE are committed to designing an assessment system that includes a variety of assessment approaches and item types that has as its primary purpose to model and promote high quality teaching and student learning activities.



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Purpose of the New Assessment System (cont.)

In accomplishing the primary purpose, the system can also:

- Produce scores that can be aggregated for the purpose of holding schools and districts accountable for the progress of their students in learning the California academic content standards
- Provide assessments and/or assessment tools in multiple grades covering the full breadth of the curriculum to provide clear expectations and incentives for teaching the full curriculum



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Guiding Principles

- Assess subjects and learning in ways that promote high-quality instruction
- Conform to rigorous industry standards for test development
- Use resources efficiently and effectively
- Provide for inclusion of all students
- Provide information on the assessment system that is readily available and understandable to parents, teachers, schools, and the public



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Considerations for Developing California's Future Assessment System

- Adoption of the Common Core State Standards and sunset of the STAR Program
- Presents a set of challenges and opportunities for the future assessment system
- Important to decide what information is expected from the tests
 - Consider resources
 - Test subjects beyond ELA and mathematics
 - Progress or growth from year to year
 - Plan for how to use the results



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Strengths of the Current System

- Paper and pencil multiple-choice assessments inexpensively developed, administered, and scored
- Reliable results
- Provide secure measures of achievement
- Use of multiple-choice approach has allowed for a wide variety of tests and a high level of reliability and validity in the accountability system



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Limitations of the Current System

- Multiple-choice assessments limit the types of knowledge and skills measured (less depth)
- Limited types of items and formats
- Criticized for negatively influencing instruction through narrowing of the curriculum
- Limited student diagnostic information

Decisions Within Current Context



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- Common Core State Standards (CCSS) require a more integrated approach to delivering instruction (literacy across curriculum)
- SBAC assessments will use multiple item types such as multiple-choice, constructed response, technology enhanced, and performance tasks
- SBAC will provide optional formative assessment tools and interim assessments



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Decisions Within Current Context (cont.)

- Costs will likely be greater per student with SBAC assessments than the current system – different assessment
- Need to consider allocating additional resources for assessment, finding more efficient ways to assess subjects not included in SBAC, and reduce the number of grades and subjects assessed
- Consider utilizing various ways to administer, score, and report has the potential for realizing greater efficiencies



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Decisions Within Current Context (cont.)

- Choices beyond the SBAC assessments
 - State accountability considerations
 - Interim and formative assessments
 - Other grades/content areas
 - Matrix testing
- Trade-offs between costs of the system and the kind of assessment and reporting desired



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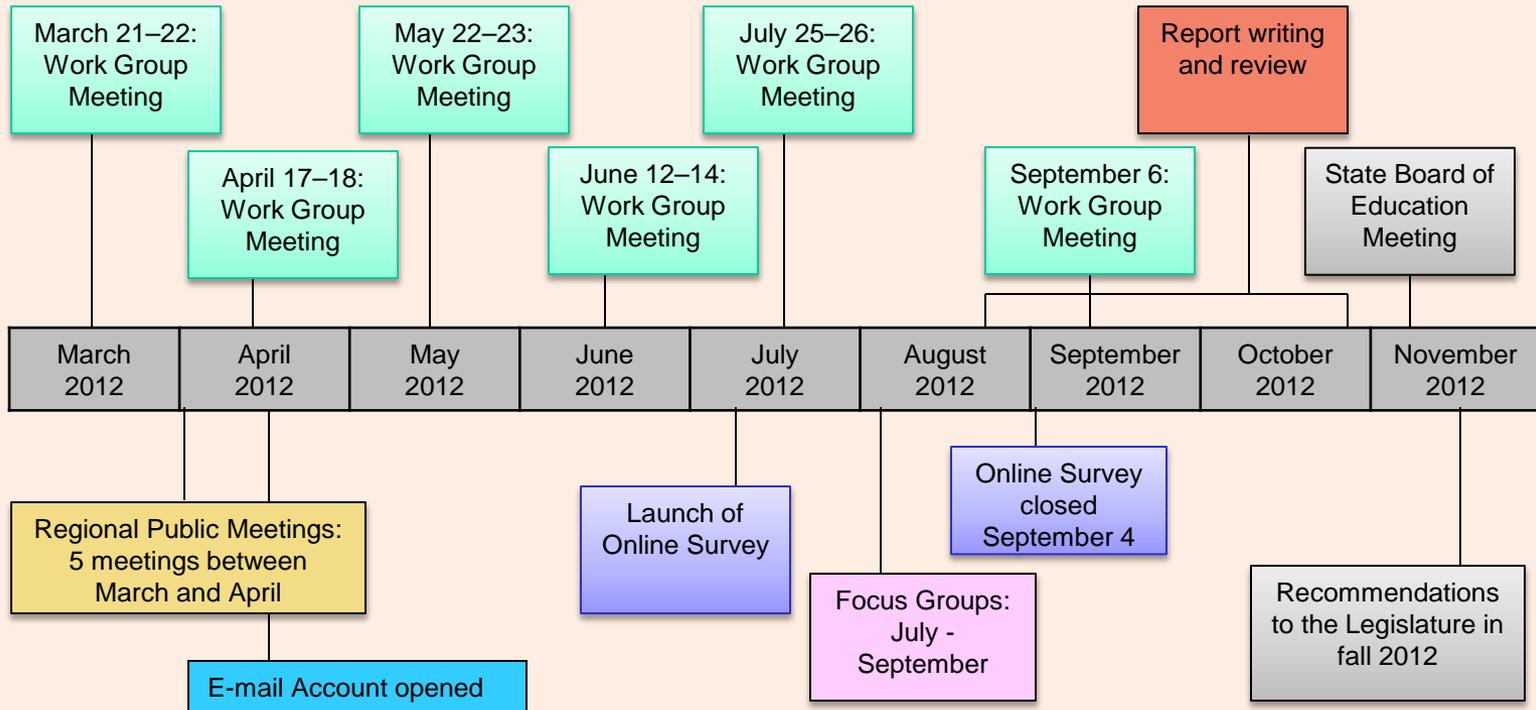
Superintendent and CDE Outreach Activities

- Statewide Assessment Reauthorization Work Group
 - Six meetings between March and September 2012
- Focus groups
 - Eight meetings; teachers, administrators, parents, students, higher education faculty, and business leaders
- Regional public meetings
 - Five meetings statewide
- Online survey
 - 1637 respondents
- Reauthorization e-mail account



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Statewide Assessment Reauthorization Timeline





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Questions for Consideration

We have the opportunity to influence the type of instruction and learning in the classroom by virtue of how we assess students in our statewide assessments. Given that:

- What are the types of instruction and learning that we want to emphasize?
- What are the types of assessments and item types that would support those classroom experiences?
- Given the limited resources, what are our priorities?