



# **California Long-term Assessment Plan (LTAP)**

**Presentation to the  
California State Board of Education  
July 10, 2013  
Presented by ETS**

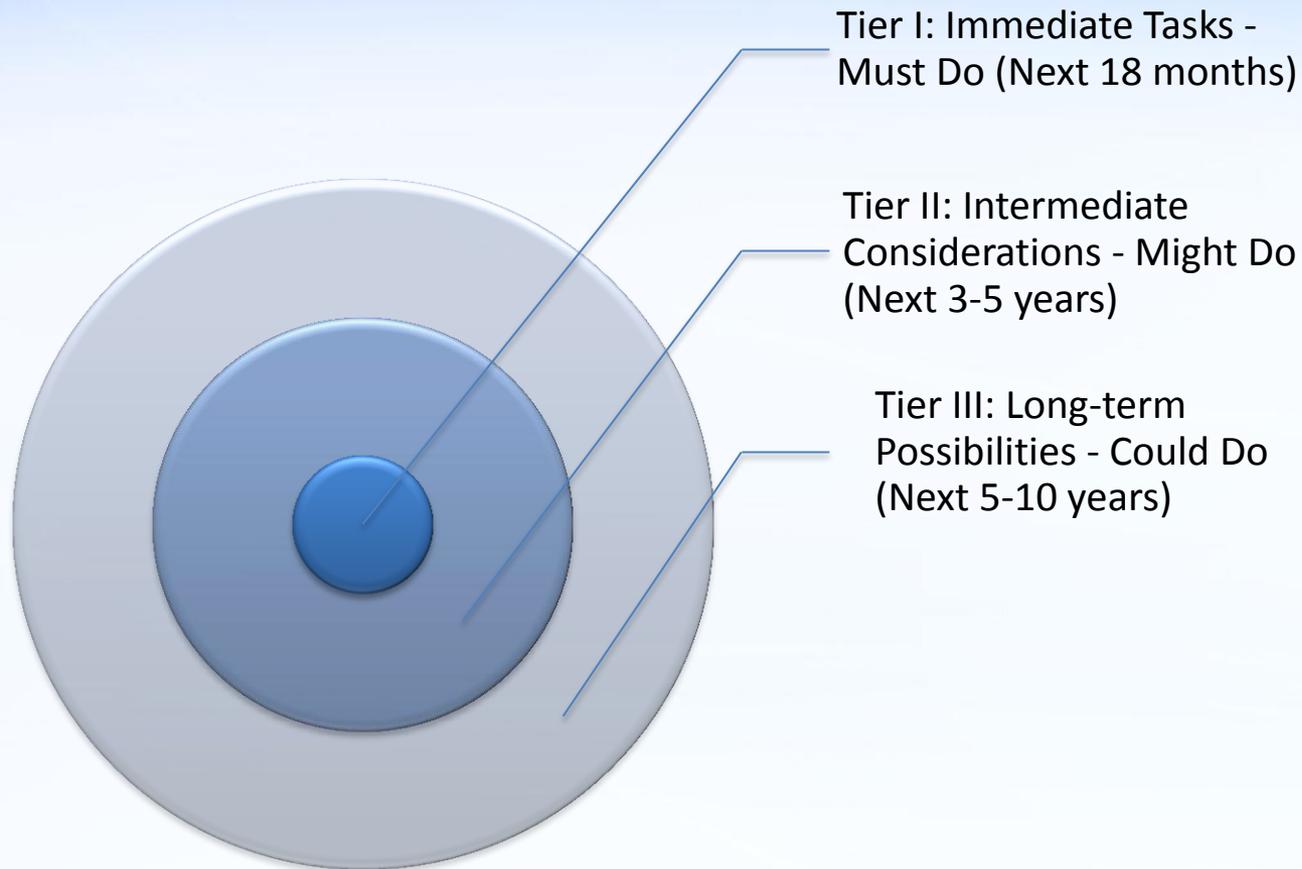
# Background About LTAP

- Deliverable under the STAR contract
- Collaborative effort to discuss vision and direction
- Contains
  - Short-term implementation recommendations
  - Long-term policy considerations
- Living document—will evolve over time

# Organization of the Plan

- Designed to
  - Articulate what activities would be necessary to implement the recommendations of the SSPI as the state transitions to the California Measurement of Academic Performance and Progress for the 21<sup>st</sup> Century (CaMAPP21), which includes Smarter Balanced assessments
  - Lay forth some more extensive considerations for future implementation

# LTAP Organization



# Example of Tier I Immediate Tasks

## Recommendation 7 – Assess the Full Curriculum Using Assessments that Model High-Quality Teaching and Learning Activities

<b>Task #</b>	<b>Activities</b>	<b>Participants</b>	<b>Description</b>	<b>Result</b>
7.a	Review additional content assessment options	CDE, SBE, and national subject matter experts	Review likely desired content areas to be assessed and identify potential synergies with national and international assessment	Consultation advice with stakeholders and subject matter experts
7.b	Identify parameters of additional assessment	CDE, SBE, and other state stakeholders	Through stakeholder discussion, establish goals of testing time and budget for additional assessments	Goals of full curriculum assessment
7.c	Draft calendar of full curriculum assessment	CDE/Testing Contractor	Using parameters and goals, draft a calendar of assessment	Draft calendar of full curriculum assessment

# Example of Tier II Intermediate Considerations

## Recommendation 12 – Maintain a Continuous Cycle of Improvement of the Assessment System

Intermediate recommendations deal with:

12.1 Alignment and Instructional Sensitivity

12.2 Validity, Utility, and Impact

12.3 Scale Stability and Performance Standards

# Example of Tier III Long-term Possibilities

*Reduce the number of students tested when information is used for more global decisions.*

- Broader measurement of the content standards at the group level (e.g., school, district, grade)
- Allow for minimal increase in individual student testing time
- Additional Considerations:
  - Item development quantities potentially might not be as large
  - Report information would not be available at the student level

California is uniquely positioned as a leader in establishing an assessment system that is more responsive to the expectations of its users and stakeholders, one that models and promotes high-quality teaching and student learning.