



State Superintendent of Public Instruction
Recommendations for California's
Comprehensive Assessment System
California Education Code 60640(c)

State Board of Education

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Michelle Center, Director
Assessment Development and Administration Division



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Rethinking the Role of Assessment

- Accountability alone was no longer enough.
- Policymakers wanted more than alignment with new standards and use of technology.
- “It is the intent of the Legislature...to provide a system of assessments that has the **primary purpose** of assisting teachers, administrators, and pupils and their parents **to improve teaching and learning.**” – **AB 484**



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CAASPP System Makes Improving Instruction a Priority

- California's CAASPP system is about more than just measurement.
- Teachers and schools need more than a single end-of-year assessment
 - To know how students are progressing
 - To tailor instruction to meet academic goals



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What is a Comprehensive Assessment System

- Variety of high-quality assessments
- Each measure with a designated purpose (e.g., instructional decision making, accountability)
- Components work together to support teaching and learning in a comprehensive, coherent and connected way



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What is the State Role?

- State Administered Assessments
 - Used for accountability
 - Used for public reporting of data/Statewide “snapshot” of performance
 - Example: CAASPP Summative
- State Supported Assessments
 - Model high-quality assessments
 - Efficient approach
 - Means of professional development
 - Examples: Grade 2 diagnostic, Smarter Balanced interims and digital library



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California *Education Code* 60640(c)

- Requires the State Superintendent of Public Instruction (SSPI) to submit recommendations for expanding CAASPP to the California State Board of Education, the appropriate policy and fiscal committees of the Legislature and to the Director of Finance.



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Background and Collaboration

- Stakeholder meetings
 - 2014 and 2015
- Assessment framework principles
 - Presented to the State Board of Education (January 2016)
- WestEd Report
 - Provides culminating recommendations, synthesis of stakeholder feedback, scan of state assessment systems



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Recommendation 1

Develop and administer three state computer-based summative assessments in History/Social Science in elementary, middle and high school.

- Middle school - inclusive of geography
- High school - inclusive of civics
- **Innovative item types** inclusive of **constructed response items** to ensure the measurement of critical thinking skills and analysis.
- Student and group measurement information while at the same time sampling content among students to reduce testing time.



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Recommendation 2

The CDE shall provide state-supported formative assessment resources that are aligned with California Next Generation Science Standards (CA NGSS) in the Digital Library.

- Commission, collect, and vet formative assessment resources (e.g., rubrics, interdisciplinary classroom activities, performance tasks) for inclusion into the Digital Library (DL).
- Utilize trained State Network of Educators to vet resources, as well as measurement experts as appropriate.
- Consult with Smarter Balanced regarding the inclusion of CA NGSS resources in the DL.



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Recommendation 3

The CDE shall vet state-supported resources and tools that support implementation of a comprehensive assessment system and provide those resources for local use.

- Extensive stakeholder feedback supports the need to begin the vetting of assessment resources and tools (e.g., rubrics, classroom activities, performance tasks, assessments) in several content areas.
- Potential for U.S. Department of Education (ED) state assessment audit grant assuming the grant allows for local assessment audits.
- If the grant is not available for this purpose, the CDE shall utilize a survey to prioritize the collection and vetting of other content area.



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Recommendation 4

Provide regional assessment support to schools and districts on the implementation of the comprehensive assessment tools and resources.

- Collaborate with a regional network as a means to provide localized support and professional development to schools and districts.
- Support might be conducted via the already existing Regional Assessment Network.
- CDE would provide presentation material and training for the regional network to support schools and districts.