



California Assessment of Student Performance and Progress (CAASPP) Update

California State Board of Education September 2016



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State Superintendent
of Public Instruction

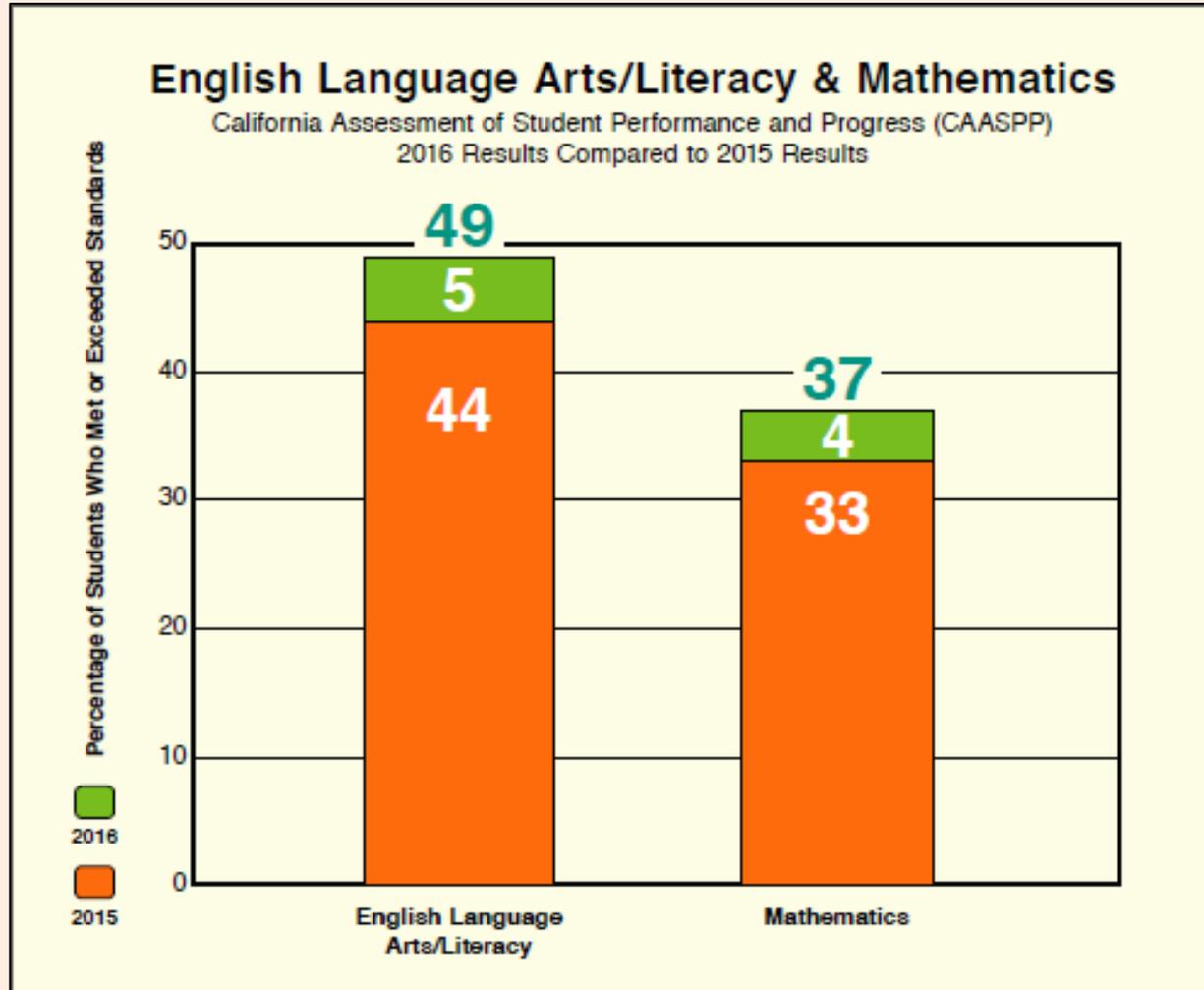
2016 CAASPP Results

- More than 3.2 million students took part in the CAASPP
- Across-the-board progress in every grade in both English language arts/literacy (ELA) and mathematics (math)



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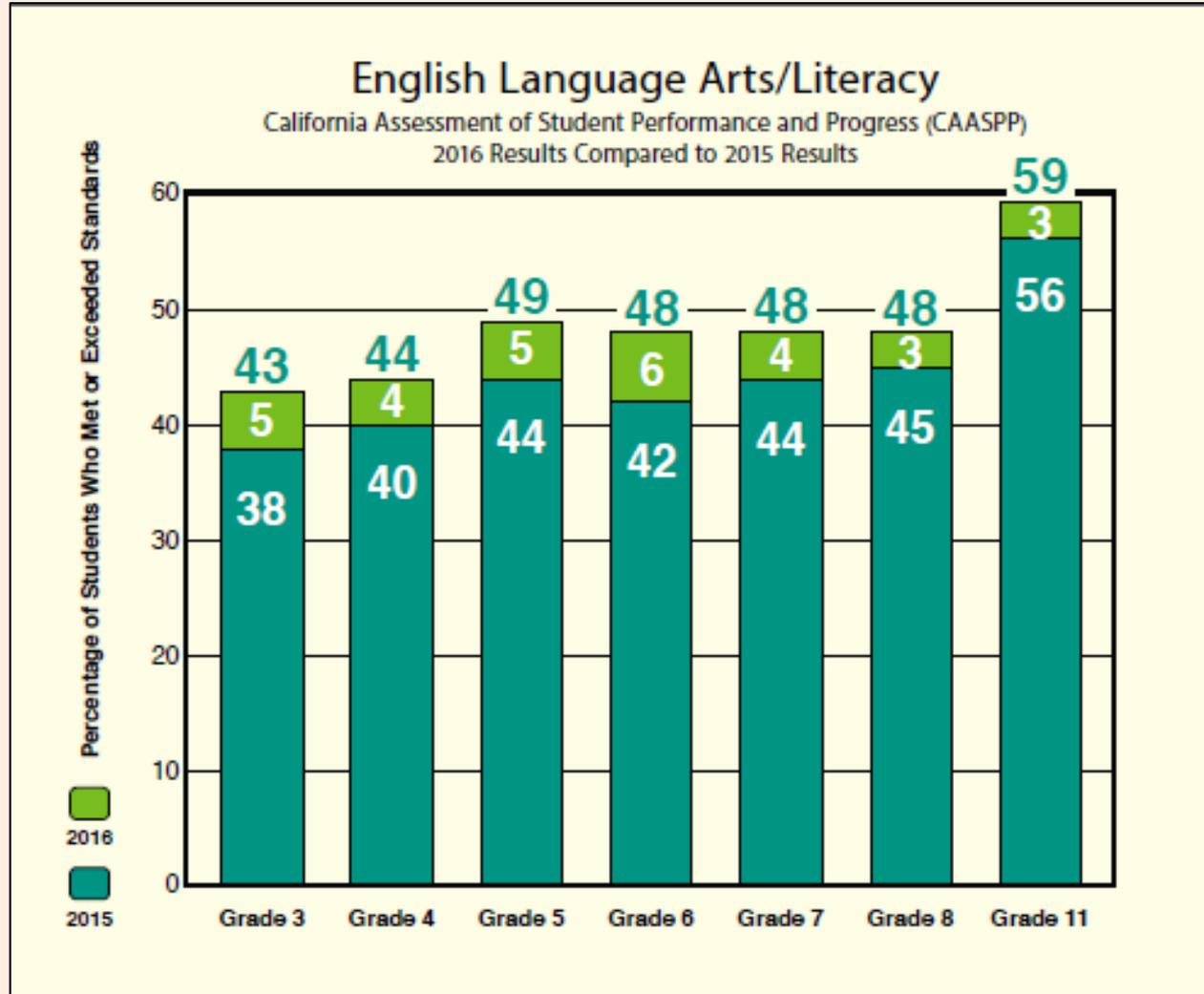
Smarter Balanced Percentage Point Change of All California Students Who Exceeded or Met Standards for ELA and Math





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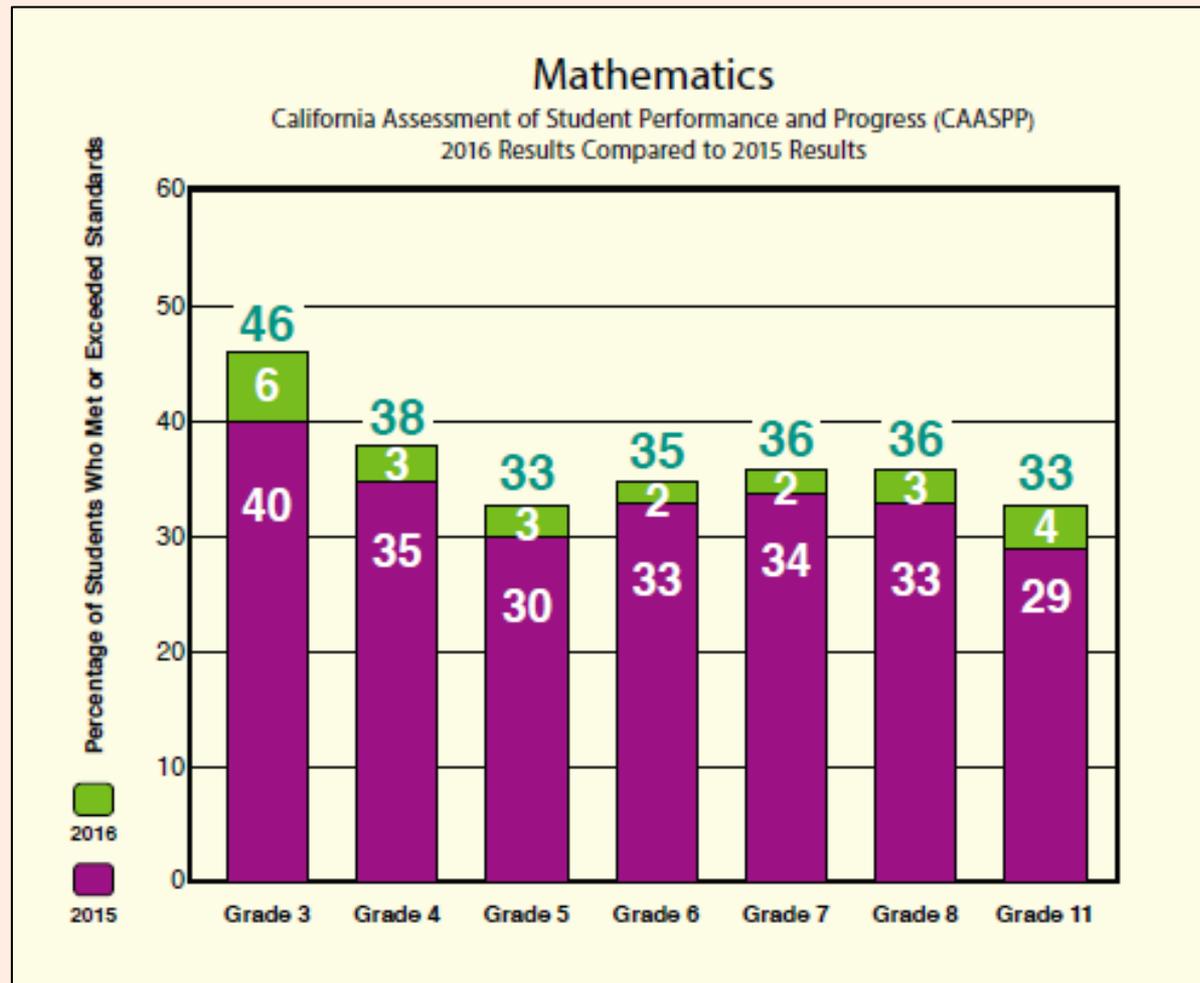
Smarter Balanced ELA Statewide Percentage of Students and Percentage Point Change from 2015 to 2016 by Grade and Achievement Level





Smarter Balanced Math Statewide Percentage of Students and Percentage Point Change from 2015 by Grade and Achievement Level

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Statewide Results by Gender (ELA and Math)

Student Groups	Number of Students Tested	Percent of Students who Met or Exceeded Standards	Percentage Point Change who Met or Exceeded Standards 2015–16
English Language Arts			
Male	1,626,536	42	+4
Female	1,561,478	54	+5
Mathematics			
Male	1,631,107	37	+3
Female	1,565,275	37	+3



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Statewide Results by Race/Ethnicity (ELA and Math)

Student Groups	Number of Students Tested	Percent of Students who Met or Exceeded Standards	Percentage Point Change who Met or Exceeded Standards 2015–16
English Language Arts			
Asian	287,372	76	+4
Black or African American	178,551	31	+3
Hispanic or Latino	1,707,944	37	+5
White	761,540	64	+3
Mathematics			
Asian	290,692	72	+3
Black or African American	178,039	18	+2
Hispanic or Latino	1,710,844	24	+3
White	761,255	53	+4

Statewide Results by Student Groups (ELA and Math)



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Student Groups	Number of Students Tested	Percent of Students who Met or Exceeded Standards	Percentage Point Change who Met or Exceeded Standards 2015–16
English Language Arts			
English Learner	580,720	13	+2
Economically Disadvantaged	1,889,074	35	+4
Students with Disabilities	333,681	14	+2
Mathematics			
English Learner	590,158	12	+1
Economically Disadvantaged	1,892,864	23	+2
Students with Disabilities	332,076	11	+2



Superintendent's Recommended Threshold Scores for the California Alternate Assessment for ELA and Math

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Standard-Setting Workshop

- Took place on August 15–26, 2016 in Sacramento
- Standard-setting panel
 - 68 California educators from all regions of the state
 - An average of 20 years of experience working with target population



Standard-Setting Process



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- The standard-setting panel's recommended thresholds:
 - Product of professional judgments through the use of the Bookmark Method (one of the most widely used standard setting procedures)
- The Superintendent's recommendations took into consideration the panel's recommendations, as well as the consistency across all the CAA grade levels tested.



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State Board of Education Action

- Adopt the State Superintendent of Public Instruction's proposed CAAs for ELA and mathematics thresholds for levels 2, and 3.



Proposed High-Level Test Design for the California Spanish Assessment



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Development of the High-Level Test Design

- Consulted with stakeholders, including assessment and English learner experts, to determine the content and purpose
- Developed the high-level test design



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Primary Purposes of California's Comprehensive Assessment System

The primary purposes include:

- Assisting teachers, administrators, and pupils, and their parents
- Improving teaching and learning
- Promoting high-quality teaching and learning using a variety of assessment approaches and item types.



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California Spanish Assessment (CSA) Design Team

- Nationally recognized experts in linguistics, Dr. Kenji Hakuta and Dr. Guadalupe Valdés
- Educational Testing Service, contractor, assessment development experts, psychometricians, and research scientists



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Recommended CSA Test Purposes(s)

- Measure a student's competency in Spanish language arts and provide student-level data in Spanish competency
- Evaluate the implementation of Spanish language arts programs at the local level
- Provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy

Benefits for Local Educational Agencies



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- Recognize the value of bilingualism and biliteracy
- Develop literacy at a deeper level
- Inform instructional practices and, as a result, increase learning
- View CSA results in combination with ELA results
- May be added to Local Control and Accountability Plans



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Target Population

- The target population will be:
 - students receiving instruction in Spanish in California; and/or
 - students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills.



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Key Assumptions of the Proposed High-Level Test Design

- Aligned with the Common Core State Standards for English Language Arts en Español
- Computer-based assessment
- Assesses reading, writing, and listening
- Administered in grades 3–8 and high school
- Accessible to students with disabilities



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Key Assumptions of the Proposed High Level Test Design (cont.)

- Optional
- Test blueprint will be aligned with general performance level descriptors
- Fair, valid, and reliable
- Pathway will require no human scoring



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High-Level Proposed Timeline

September 2016	SBE action on the Proposed High-Level Test Design for the CSA
Spring 2017	SBE action on the Proposed Test Blueprints and General Performance Level Descriptors
Fall 2017	Pilot test
Fall 2018	Field test
Spring 2019	Operational test