

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-adad-may21item01

# California State Board of EducationMay 2021 AgendaItem #03

## Subject

Approval of the Proposed 2020–2021 Apportionment Rates for the California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California and an Update of Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the proposed 2020–2021 apportionment rates for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). In addition, this item provides a summary of program developments, including updates on the spring test administration, the California Science Test (CAST) constructed-response annotated example guides, California Alternate Assessments (CAA) for Science, development of science formative resources for teachers, CAASPP federal peer review, CAASPP Independent Evaluation Reports, ELPAC administration training information, interim and formative assessment training support for educators, and enhancements to the California Educator Reporting System (CERS). Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from March through April 2021.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the following rates, contingent on the availability of an appropriation for this purpose:

1. The 2020–2021 school year per-pupil apportionment rates for the CAASPP tests administered as part of the CAASPP System, as provided in table 1 of Attachment 2.
2. The 2020–2021 school year per-pupil apportionment rates for the ELPAC tests administered, as provided in table 2 of Attachment 2.

## Brief History of Key Issues

The following sections detail the CDE’s proposed recommendations to the SBE and provide a summary of developments and updates related to the California Assessment System, which consists of the CAASPP and ELPAC.

### Proposed 2020–2021 Apportionment Rates

California *Education Code* (*EC*) sections 60640(l)(1) and 60810(a)(3) require that the State Superintendent of Public Instruction apportion funds to local educational agencies (LEAs) for the administration of the CAASPP and the ELPAC. The CDE recommends that the SBE approve the per-pupil apportionment rates listed in tables 1 and 2 of Attachment 2, contingent on the availability of an appropriation for this purpose, for tests administered as part of the CAASPP and the ELPAC during the 2020–2021 school year.

Assessment apportionments are not distributed until the following fiscal year when all testing for the previous year has been completed (i.e., LEAs will be reimbursed in 2021–2022 for testing that occurs in 2020–2021). The assessment apportionment funds are unrestricted funds to reimburse LEAs for the following costs:

1. All staffing costs, including the LEA coordinator, the test site coordinators, and staff training and other staff expenses, such as test administration time related to testing
2. All expenses incurred at the LEA level and site level related to testing
3. All transportation costs for delivering and retrieving tests and test materials within the LEA

All costs of the collection and submission of student demographic information are associated with the processes necessary to provide the complete and accurate data required for student group reporting per state regulations.

#### California Assessment of Student Performance and Progress per-Pupil Apportionment Rates

The CDE recommends that the SBE approve the following rates for tests administered as part of the CAASPP System during the 2020–2021 school year:

* Per pupil administered any portion of the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics—$4.00
* Per pupil administered any portion of the CAST—$2.00
* Per pupil administered any portion of the CAAs for ELA and mathematics—$5.00
* Per pupil administered any portion of the CAA for Science—$5.00
* Per pupil administered any portion of the California Spanish Assessment (CSA) who is an English learner whose primary language is Spanish in grades three through eight and high school—$5.00
* Per-pupil apportionment rate for CDE-certified grade two diagnostic tests administered at the option and cost of the LEA per *EC* Section 60644—$2.52
* Per-pupil apportionment rate for preparing and providing required electronic test registration information to the testing contractor prior to the beginning of the LEA’s testing window for pupils mandated to be tested who were then not tested due to a significant medical emergency, parent/guardian exemption, or if the LEA determines it is not viable to administer the summative assessment—$1.00

#### English Language Proficiency Assessments for California per-Pupil Apportionment Rates

The CDE recommends that the SBE approve an increase of $0.50 per pupil to the apportionment rate for the Initial ELPAC grade two administration to bring it in line with the rate for the computer-based Summative ELPAC. The total apportionment rate, if approved, would be $5.50 per pupil for each assessment at that grade level. One-on-one administrations of the Initial and Summative ELPAC in kindergarten through grade two require additional time and resources for LEAs.

The CDE recommends that the SBE approve the following rates for tests administered as part of the ELPAC during the 2020–2021 school year, which are the same as those for the 2019–2020 school year except for the proposed increase for grade two for the Initial ELPAC, as this assessment has moved online and is now required to be administered one on one:

* Per pupil administered any portion of the Initial and Summative ELPAC, kindergarten through grade two (one-on-one administration)—$5.50
* Per pupil administered any portion of the Initial and Summative ELPAC, grades three through twelve—$5.00
* Per pupil in the Initial ELPAC Rotating Score Validation Process (RSVP), kindergarten through grade twelve—$0.50\*

\* Approximately 10 percent of LEAs have been identified by the CDE to take part in the RSVP for the Initial ELPAC. This process helps to produce item statistics for the Initial ELPAC, validate scores, and provide technical assistance for scoring.

### Spring Test Administration Update

The U.S. Department of Education (ED) formally approved the relief from certain federal testing, accountability, and reporting requirements that California requested in the template waiver for the 2020–21 school year. The letters from the ED are posted at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-state-plans-assessment-waivers/>.

The ED also responded to California’s letter regarding the plan for administering statewide assessments in reading/language arts, mathematics, and science in 2020–21. The ED confirmed their position that a waiver is not needed based on their stated understanding that California is administering all of its required assessments and that “all school districts will be required to administer the statewide summative assessments except in any instances where the State concludes it is not viable to administer the assessment because of the pandemic.”

As such, where it is the most viable option, LEAs should administer the statewide summative assessment and where a statewide summative assessment is not the most viable option for the LEA (or for one or more grade-level(s) within the LEA), LEAs may report results from a different assessment that meets the criteria established by the SBE on March 16, 2021. The assessments must be:

* Aligned with California Common Core State Standards for ELA and mathematics;
* Available to assess students in grades three through eight and grade eleven;
* Uniformly administered across a grade level, grade span, school, or district; and
* Provide results that can be reported to parents/guardians and educators about individual students, and to the public by school and by district, and are disaggregated by student group.

Given that California is a large state with over 2,000 distinct LEAs, the CDE and SBE may anticipate some of the considerations for viability, but there may be others that are unique to an LEA. Considerations for viability may include, but are not limited to:

* Access to secure browsers
* Access to stable broadband with adequate bandwidth
* Challenges of non-managed devices
* Capacity for proctoring and monitoring remotely, both in the home and from the school
* Children’s degree of experience with an online assessment platform
* Students’ requirements for non-embedded accessibility supports
* The amount of time schools have been (or will have been) providing full in-person instruction (Including ensuring initial time upon reopening for students and staff to learn and adjust to mitigation strategies, take stock of and address trauma, and support immediate social-emotional needs)
* Instructional model transitions due to COVID-19
* Local pandemic-related factors

During the SBE meeting on March 17, 2021, the SBE recommended the extension of the statewide testing window to July 30, 2021, for both the CAASPP and ELPAC administrations. The Office of Administrative Law approved both the CAASPP and ELPAC emergency regulations reflecting this extension. The emergency regulatory action is effective as of April 7, 2021 and will expire on February 8, 2022. Refer to the language on the CAASPP and ELPAC Emergency Regulations web page at <https://www.cde.ca.gov/re/lr/rr/caasppelpacemergency.asp>.

### The CDE has recently updated frequently asked questions (FAQs) and answers for the 2021 Spring Summative Assessment Administration. Refer to the COVID-19 Assessment FAQs web page at <https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp> for the FAQs and for future updates.

### California Science Test Updates

The California Science Test (CAST), aligned with the California Next Generation Science Standards, is administered to all eligible students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). The CDE is continuing to develop items for the 2021–22 administration of the CAST using the January 2020 SBE-approved revised blueprint.

The CDE released the CAST practice test constructed-response annotated example guides on December 29, 2020, which are intended to be used in conjunction with the companion practice test scoring guides. To develop these guides, testing subcontractor WestEd administered the CAST practice items to a sample of students from grades five, eight, and high school, simulating a live testing environment. The guides include 18 descriptive annotations, and one annotated example guide is provided for each of the three grade levels. Each guide contains two constructed-response prompts, and each prompt has nine sample answers—three at each score point (i.e., 0, 1, and 2).

These annotated examples will assist educators in developing their own constructed-response items for use in the classroom, and will help students and educators in understanding how to respond to CAST constructed-response items. The CAST practice test constructed-response annotated example guides can be found, along with the practice test scoring guides, on the Online Practice Test Scoring Guides and Directions for Administration (DFA) web page at <https://www.caaspp.org/ta-resources/practice-training.html>.

The CDE and testing contractor Educational Testing Service (ETS) continue to use best practices for, and apply professional standards to, the development of the CAST by including California science educators throughout the assessment development process. The range finding process involves California educators scoring student responses to CAST constructed-response item types, which are non-scorable field test items. The sample of student responses needed to conduct this work requires a minimum of 500 responses. At this time insufficient number of students in grades five and eight completed the field tested constructed-response items on the 2020–21 CAST; however, ETS estimates that there will be a sufficient number of student responses to conduct range finding for high school.

The CDE and ETS will meet with California science educators for a virtual CAST data review meeting June 29–July 1, 2021. During this meeting, participants will review performance data on field-tested items. Educators are welcome to apply to participate in this meeting as well as in future involvement opportunities. The application is located on the CAASPP Opportunities to Get Involved web page at <https://www.caaspp.org/getinvolved/getinvolved.html>.

### California Alternate Assessment for Science Updates

The California Alternate Assessment (CAA) for Science is an online assessment administered to students with the most significant cognitive disabilities whose individualized education program indicates the use of an alternate assessment. Test examiners administer the assessment to students one on one. Eligible students take the CAA for Science in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). This assessment consists of four embedded performance tasks administered to students as close to instruction as possible throughout the school year.

To assist the field in early planning, the *2021**22 CAA for Science Administration Planning Guides* will be posted in May or June 2021 on the CAASPP CAA for Science Administration Planning Guides web page at <https://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html>. These guides provide local educational agencies (LEAs) with a testing planner to assist them with early planning and timing for administering the embedded performance tasks to students within their instructional calendars. Schools are assigned to one of four versions, and all grade levels within a school have the same version assignment. LEAs can locate their version assignments by county/district/school code on the CAASSP CAA for Science Version Assignments for 2021–22 Test Administration web page at <https://www.caaspp.org/administration/about/caa/caa-science-assignments.2020-21.html>.

### Science Formative Assessment Resources in Tools for Teachers

In January 2021, the CDE provided the SBE with information about the science formative assessment resources included on the Tools for Teachers website at <https://www.smartertoolsforteachers.org/> [(logon required for full access)](http://www.caaspp.org/administration/toms/index.html). As of April 6, 2021, 23 of the science resources were available for California educators. The CDE will conduct a workshop with California science educators from May 17 through June 9, 2021 to develop additional formative assessment resources for kindergarten through grade five. The CDE will continue to provide the SBE with updates and information on the development of these science resources in future agenda items and memoranda.

### California Assessment of Student Performance and Progress Federal Peer Review

Assessment peer review is the process through which a state documents that it has met federal law and requirements under the Every Student Succeeds Act. California previously submitted evidence for federal peer review for the first operational administrations of the Smarter Balanced assessments for ELA and mathematics and for the CAAs for ELA and mathematics.

In December 2020, the CDE submitted additional evidence of fulfillment of federal requirements. The submission included evidence of blueprint coverage, appropriate monitoring of testing circumstances for special populations, and second-scoring procedures for hand-scored items.

The next assessment to undergo federal peer review is the CAST. Submissions and peer reviews for the CAST are expected to occur in summer 2021.

### California Assessment of Student Performance and Progress Independent Evaluation Reports

As part of the continuous improvement efforts of the CAASPP System, the CDE contracts with an independent evaluator to provide ongoing review and feedback on aspects of the system pursuant to California *Education Code* (*EC*) Section 60649. The Human Resources Research Organization (HumRRO) conducted the following evaluations during the three-year contract:

* Instruction and Student Learning Case Study (a two-year study)
* CAST Alignment Study
* CAA for Science Alignment Study

HumRRO has completed its annual report on evaluation activities and a comprehensive final report summarizing the evaluations completed during the contract term. The *CAASPP 2020 Independent Evaluation Report* and the *CAASPP Independent Evaluation Comprehensive Final Report 2018–2020* are posted on the CDE website at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>.

### ELPAC Update

Due to the uncertainties related to the distribution of the COVID-19 vaccine and the likelihood of schools returning to in-person instruction for the 2021‒2022 school year, the CDE has made the decision to continue to provide the option of administering the Initial ELPAC remotely for the 2021–2022 test administration window, which opens on July 6, 2021.

In light of this decision, the CDE, ETS, and the Sacramento County Office of Education (SCOE) expanded the existing virtual training format to include the Initial ELPAC administration and scoring training scheduled for spring 2021. Video trainings and associated resources were published on April 12, 2021 and are available on the ELPAC Moodle Training Site. The resources include certification courses, training videos and presentations, training and calibration quizzes, PDF versions of the ELPAC training binder, and a Moodle Training Site Quick Start Guide. In addition, the SCOE will host two virtual office hour sessions in May and August 2021 to provide LEAs with additional test administration support. The CDE’s county office partners are also hosting regional workshops throughout California to provide support to LEAs.

### Trainings on Implementing Interim and Formative Assessments

The CDE continues to provide professional development opportunities to LEA staff for using interim assessments and the formative assessment process in the classroom. Over the coming months, the CDE will offer two virtual trainings—one for county office of education (COE) staff trainers and one for classroom teachers and other staff who work directly with students.

#### Interim Assessment Hand Scoring Workshops for County Offices of Education

The SCOE, on behalf of the CDE, is conducting train-the-trainer workshops in May and June 2021. These online workshops, which are free of charge, are designed to support COE staff in the delivery of hand scoring training within their region of the state. Four workshops are being offered—two focused on English language arts/literacy (ELA) and two focused on mathematics. Each consists of a four-hour hand scoring training, followed by a two-hour session on a separate day to provide guidance for delivering hand scoring training to teachers. Participants will engage in activities that promote the following:

* Understanding the process of hand scoring Smarter Balanced assessment items for a deeper understanding of the content standards
* Using rubrics and calibration processes to strengthen the evaluation of student work
* Using student results to inform teaching and learning
* Strategic planning for the effective delivery of hand scoring training to teachers

COEs have been encouraged to register a team of ELA, mathematics, and assessment staff to attend these trainings to increase their capacity to conduct subsequent hand scoring training for teachers.

#### Interim and Formative Assessment Training Series for Teachers and LEA Staff

Beginning this summer and continuing through the fall, ETS and WestEd, on behalf of the CDE, will offer the Interim and Formative Assessment Training Series—a three-module series of online trainings for teachers and other LEA staff who work directly with students. Each module will have a unique focus:

* Module One will focus on the purposes of different types of assessment, including formative assessment and such resources as Tools for Teachers and how they work together to support learning.
* Module Two will focus on how the Smarter Balanced Interim Assessments can be used for classroom application.
* Module Three will focus on using hand scoring to analyze interim assessment written responses, understand expectations, and determine next steps to support learning.

Modules One and Two will each consist of a three-hour online training and will be offered four times as a live online training. Module Three will consist of a four-hour online training, with eight offerings for ELA and eight for mathematics.

Each module is designed to be independent of the other modules; therefore, the understanding of content from one module is not dependent on participation in another. Educators can customize their participation on the basis of the area(s) in which they want further professional development. The CDE will announce the dates for this training series and open registration in May 2021.

### Enhancements to the California Educator Reporting System

With the retirement of the Online Reporting System in January 2021, the California Educator Reporting System (CERS) has become the one-stop shop for LEA staff to view individual and aggregate student results from CAASPP and ELPAC summative assessments as well as from Smarter Balanced Interim Assessments. Between January and March 2021, the following features were added to CERS:

* Aggregate ELPAC composite scores can be displayed.
* ELA writing extended response scores are included in the CERS individual student report for teachers.
* Summative and interim assessment score displays have been updated to create a consistent color scheme across subjects, and Smarter Balanced and CAST colors will more closely match those on the Student Score Reports (SSRs) for parents/guardians.
* The CDE can configure, by assessment, CERS individual student reports for teachers to better match each assessment program’s needs.
* The CDE can embargo assessment results, by assessment, to provide more flexibility in the timing of the release to LEAs.

Results from the 2020–2021 CAASPP and ELPAC summative assessments are sent to CERS on a regular basis so LEA staff have access to the latest student results.

## Summary of Previous State Board of Education Discussion and Action

In March 2021, the CDE provided an SBE Addendum regarding the Every Student Succeeds Act: Authorization to Pursue Flexibility on or Waiver of Assessment, Accountability, and Reporting Requirements. In this addendum, the CDE proposed to the SBE that for the 2020–21 school year LEAs be allowed to use the most viable option for assessment in their local context, including the Smarter Balanced Summative Assessments and CAAs for ELA and mathematics, or other diagnostic, benchmark, or interim assessments with a few stipulations, based on specific criteria (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).

In March 2021, the CDE provided an SBE Agenda Item asking the SBE to take action as deemed necessary and appropriate regarding the Every Student Succeeds Act: Authorization to Pursue Flexibility on or Waiver of Assessment, Accountability, and Reporting Requirements (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02.docx>).

In March 2021, the CDE updated the SBE on LEAs challenges in administrating the summative assessments within the current testing windows for the CAASPP and the ELPAC outlined in title 5 of the *California Code of Regulations,* sections 855 and 11518, respectively due to issues related to the COVID-19 pandemic. The CDE sought approval from the SBE to allow the CDE to put into place emergency regulations that would extend these testing windows and bring some relief to LEAs (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item05.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr21/mar21item05a4.asp>).

In February 2021, the CDE provided the SBE with guidance released by the U.S. Department of Education, which provides recommendations for flexibilities related to accountability and summative assessment administration for the 2020–2021 school year (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/feb21item01.docx>).

In February 2021, the CDE provided the SBE with information summarizing reports on the California Assessment Conference and an LEA coordinator survey (<https://www.cde.ca.gov/be/pn/im/documents/feb21memoadad01.docx>).

In January 2021, the CDE provided the SBE with updates related to the CAASPP and the ELPAC, including the approval of the proposed goals and priorities to be included in the California Assessment System Request for Qualifications, Stage Three—Formal Written Submission (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item03.docx>).

In December 2020, the CDE provided the SBE with information summarizing the pilot study using the cognitive lab methodology for the Alternate ELPAC, which included recommendations on task types, accessibility resources, and test administration materials for students who are English learners with the most significant cognitive disabilities (<https://www.cde.ca.gov/be/pn/im/documents/dec20adad01.docx>).

In November 2020, the CDE provided the SBE with updates related to the CAASPP, the ELPAC, and the California High School Proficiency Examination, including the approval of the proposed Smarter Balanced Summative Assessments for ELA and Mathematics blueprints, and approval of the proposed Alternate ELPAC SSRs (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.docx>).

In November 2020, the CDE provided the SBE with information and requested approval related to the release of up to 10 percent withheld for the 2019–2020 ETS contract (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx>).

In November 2020, the CDE provided the SBE with information and requested approval related to the release of up to 10 percent withheld for the 2019–2020 University of California, Santa Cruz contract (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item07.docx>).

In September 2020, the CDE provided the SBE with a summary of developments and updates related to the CAASPP, the ELPAC, and the Physical Fitness Test (PFT), including Lexile® and Quantile® measures of learning to support student learning, the update to the *Smarter Balanced* *Usability, Accessibility, and Accommodations Guidelines*, the availability of the CAST practice and training tests, the launch of the first operational administration of the CAA for Science, the extension of the administration of the 2019–2020 Summative ELPAC for reclassification purposes, the development of the Alternate ELPAC, the data available in the California Educator Reporting System (CERS), the resources available to support teaching and learning, and the PFT administration (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item04.docx>).

In August 2020, the CDE provided the SBE with information and updates regarding the first operational administration of the CAA for Science and the release of the 2019–2020 science assessment results (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad01.docx>).

In August 2020, the CDE provided the SBE with information regarding the computer-based ELPAC accessibility cognitive lab methodology study, which was conducted in 2019–2020 (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad03.docx>).

In August 2020, the CDE provided the SBE with information summarizing two studies related to the transition of the ELPAC from a paper–pencil test to a computer-based assessment (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad02.docx>).

In July 2020, the CDE provided the SBE with updates related to the CAASPP and the ELPAC, including summary data for the 2019–2020 test administration year, an update on CERS, the launch of Tools for Teachers, and the development of formative assessments for science (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item05.docx>).

## Fiscal Analysis (as appropriate)

The 2020–2021 Budget Act includes the funding necessary for 2020–2021 CAASPP and ELPAC administration contract activities. Funding for 2021–2022 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

For fiscal year 2020–2021, $25.3 million was appropriated for assessment apportionments for 2019–2020 testing. The CDE provided the Department of Finance with estimated costs per each test for statewide assessment apportionments to be administered in 2020–2021, including approximately $16.7 million for the CAASPP System, $7.5 million for the ELPAC, and $1.1 million for the Grade Two Diagnostics, totaling $25.3 million for the development of the proposed 2021–2022 Governor’s Budget.

Attachment 3 provides the estimated number of pupils tested per grade by assessment and the estimated apportionment cost per assessment based on the proposed per-pupil rates.

The 2020–2021 Budget Act provides a total of $87,108,000 in multiple CAASPP System contract costs, which includes $76,687,000 in funding for the ETS CAASPP contract activities and $519,000 for the UCSC CERS contract activities.

The 2020–2021 Budget provides a total of $22,344,000 in funding for ELPAC contract costs, which includes $21,615,000 for the ETS ELPAC contract activities and $279,000 for the UCSC CERS contract activities. An additional $8,487,000 was reappropriated to support students who were unable to complete Summative ELPAC testing in 2019–2020 for reclassification purposes. Those funds were used to extend an optional administration of the 2019–2020 Summative ELPAC, to occur in fall 2020, and other COVID-related activities throughout 2020–2021.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (7 Pages)
* Attachment 2: Proposed per-Pupil Apportionment Rates (2 Pages)
* Attachment 3: Estimated Apportionment Costs (2 Pages)

## Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors Educational Testing Service (ETS) and the Sacramento County Office of Education (SCOE), has provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations to prepare local educational agencies (LEAs) for the administration of the CAASPP System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of these virtual outreach and professional development activities during March and April 2021.

### Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 3/2‒4 | Virtual | 77 | ELA Staggered Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 3/2‒4 | Virtual | 60 | Math Staggered Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 3/3 | Virtual | 70 | Math Single Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 3/16‒18 | Virtual | 71 | ELA Staggered Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen theirunderstanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 3/17 | Virtual | 33 | Math Single Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 3/17 | Virtual | 80 | ELA Single Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 3/24 | Virtual | 76 | ELA Single Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 4/5‒7 | Virtual | 17 | Math Staggered Session: Interim Assessment Hand Scoring Workshops for TeachersThis virtual workshop engaged educators, largely classroom teachers, in understanding the process of hand scoring Smarter Balanced assessment items as a way to deepen their understanding of the content standards, strengthen their evaluation of student work, and promote the use of student results to inform teaching and learning. |
| 4/22 | Virtual | 250 | New Coordinator Webinar #5This webinar, hosted by the SCOE, provided the following:* A review of upcoming coordinator checklist tasks
* A detailed look at making preparations for summative assessment results
* A question and answer session with experienced coordinators
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### Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 3/2‒4 | Virtual | 15 | California Alternate Assessment (CAA) for Science Achievement Level Descriptor (ALD) MeetingParticipants reviewed and provided feedback to proposed range ALDs. Range ALDs will be used in standard setting later in 2021. |
| 3/3 | Virtual | 35 | ELPAC Technical Advisory Group (TAG) MeetingThe ELPAC TAG met to review psychometric topics related to the ELPAC. |
| 3/4 | Virtual | 35 | CAASPP TAG MeetingThe CAASPP TAG met to review psychometric topics related to CAASPP. |
| 3/9‒11 | Virtual | 20 | ELPAC Item Review MeetingCalifornia educators participated in a virtual meeting to review ELPAC test items for content, bias, and sensitivity. |
| 3/30‒4/1 | Virtual | 20 | California Spanish Assessment (CSA) Item Writer WorkshopCalifornia educators participated in a workshop to learn how to write test items. They were then provided with the opportunity to write CSA test items for use in future administrations. |
| 4/8 | Virtual | 8 | CAST Range Finding Meeting with California EducatorsParticipants reviewed and discussed ratings of student’s responses and identified samples of student responses for training purposes. |
| 4/13 | Virtual | 40 | Curriculum and Instruction Steering Committee—Science Sub-committeeUpdate to CAST and CAA for Science testing programs. |
| 4/14 | Virtual | 19 | Science Summit: Update on the California Science Test (CAST)A meeting was held with national science experts Jim Pellegrino, Kathleen Scalise, Helen Quinn, Jonathan Osborne, and Brian Gong to discuss updates to the CAST.  |
| 4/13‒14 | Virtual | 20 | Alternate ELPAC Item Review MeetingCalifornia educators of students with significant cognitive disabilities participated in a virtual meeting to review ELPAC test items for content, bias, and sensitivity. |
| 4/21–22 | Virtual | 21 | CAA for Science Item Writing WorkshopCalifornia educators received training on how to write CAA for Science performance task items, and then wrote performance task items that may be used in future versions of the assessment. |

### Table 3. Presentations by CDE Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 3/11 | Virtual | 15 | Statewide Assessment Stakeholders MeetingThe Assessment Development and Administration Division (ADAD) provided updates on activities and test development. Members of the Regional Assessment Network were also invited to this meeting to receive timely assessment updates. |
| 3/19 | Virtual | 20 | Association of California School AdministratorsThe ADAD provided updates on assessment activities. |
| 3/24 | Virtual | 25 | Regional Assessment Network MeetingThe ADAD provided updates on activities and test development. Members of the Curriculum and Instruction Steering Committee were invited to join this meeting to receive timely assessment updates. |
| 3/24 | Virtual | 1,395 | CDE Assessment Update WebinarThis webinar, hosted by the CDE, provided LEA CAASPP and ELPAC coordinators with an update on assessment information and an opportunity to ask any questions of CDE staff. |
| 3/23 | Virtual | 5 | Bilingual Coordinators Network MeetingThe English Language Arts and Mathematics Office (ELAMO) provided updates on the ELA and mathematics. |
| 3/24 | Virtual  | 250 | California Association for Bilingual EducationThe CDE presented participants with a live demonstration of Tools for Teachers. |
| 3/24 | Virtual  | 5 | California Association for Bilingual EducationThe CDE presented to virtual booth participants an update to CAST and CAA for Science programs. |
| 3/25 | Virtual | 5 | Bilingual Coordinators Network MeetingThe English Language Proficiency and Spanish Assessments (ELPSA) Office provided updates on the ELPAC and California Spanish Assessment. |
| 3/26 | Virtual | 5 | Bilingual Coordinators Network MeetingThe ELAMO and ELPSA Offices provided updates on the Alternate ELPAC and California Alternate Assessments for ELA and math. |
| 4/15 | Virtual | 15 | Statewide Assessment Stakeholders MeetingThe ADAD provided updates on activities and test development. |
| 4/16 | Virtual | 20 | State and Federal ProgramsThe ADAD provided updates on activities and test development. |
| 4/21 | Virtual | 25 | Advisory Commission on Special EducationIn conjunction with the Special Education Division, the ADAD provided updates on assessment and test development.  |
| 4/28 | Virtual | 100 | Bilingual Coordinators Network MeetingThe English Language Proficiency and Spanish Assessments Office provided updates on the ELPAC. |

## Proposed per-Pupil Apportionment Rates

The California Department of Education recommends that the California State Board of Education approve the 2020–21 per-pupil apportionment rates, contingent on the availability of an appropriation for this purpose, for the California Assessment of Student Performance and Progress (CAASPP), as shown in table 1, and the English Language Proficiency Assessments for California (ELPAC), as shown in table 2.

Table 1. Proposed 2020–21 CAASPP per-Pupil Apportionment Rates

| **Assessment** | **Proposed****per-Pupil Apportionment Rate** |
| --- | --- |
| Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and Mathematics  | $4.00 |
| California Science Test  | $2.00 |
| California Spanish Assessment  | $5.00 |
| California Alternate Assessments (CAAs) for ELA and Mathematics  | $5.00 |
| CAA for Science  | $5.00 |
| Grade two diagnostic assessments for ELA or mathematics  | $2.52 |
| Students not tested due to medical emergency or parent/guardian exemptions  | $1.00 |

Table 2. Proposed 2020–21 ELPAC per-Pupil Apportionment Rates

|  |  |
| --- | --- |
| **ELPAC Assessments** | **Proposed****per-Pupil Apportionment Rate** |
| Initial kindergarten–grade two (one-on-one administration)  | $5.50 |
| Initial, grades three–twelve | $5.00 |
| Initial Rotating Score Validation Process, kindergarten–grade twelve | $0.50 |
| Summative, kindergarten–grade two (one-on-one administration) | $5.50 |
| Summative, grades three–twelve | $5.00 |

## Estimated Apportionment Costs

Tables 1 and 2 provide estimated 2020–21 apportionment costs for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), respectively, if the California State Board of Education elects to approve the California Department of Education’s recommended per-pupil apportionment rates.

Table 1. Proposed 2020–21 CAASPP per-Pupil Apportionment Rates and Costs

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Proposed per-Pupil Rate** | **Estimated 2020–21 Pupil Population** | **Estimated Apportionment Cost** |
| Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and Mathematics  | $4.00 | 3,276,000 | $13,104,000 |
| California Science Test  | $2.00 | 1,585,000 | $3,170,000 |
| California Spanish Assessment  | $5.00 | 20,000 | $100,000 |
| California Alternate Assessments (CAAs) for ELA and Mathematics  | $5.00 | 36,300 | $181,500 |
| CAA for Science  | $5.00 | 15,500 | $77,500 |
| Grade two diagnostic assessments for ELA or mathematics  | $2.52 | 455,000 | $1,146,600 |
| Students not tested due to medical emergency or parent/guardian exemptions  | $1.00 | 24,000 | $24,000 |
| **Total:**  | – | – | **$17,803,600** |

Table 2. Proposed 2020–21 ELPAC per-Pupil Apportionment Rates and Costs

|  |  |  |  |
| --- | --- | --- | --- |
| **ELPAC Assessments** | **Proposed per-Pupil Rate** | **Estimated2020–21 Pupil Population** | **Estimated Apportionment Cost** |
| Initial kindergarten–grade two (one-on-one administration) | $5.50 | 165,000 | $907,500 |
| Initial, grades three–twelve | $5.00 | 50,000 | $250,000 |
| Initial Rotating Score Validation Process, kindergarten–twelve | $0.50 | 21,500 | $10,750 |
| Summative, kindergarten–grade two (one-on-one administration) | $5.50 | 405,000 | $2,227,500 |
| Summative, grades three–twelve | $5.00 | 607,000 | $3,035,000 |
| **Total:** | – | – | **$6,430,750** |