

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imab-adad-jan22item01

# California State Board of Education January 2022 Agenda Item #03

## Subject

The California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California: Approval of the Proposed Contract Amendment Extension with the University of California, Santa Cruz for the California Educator Reporting System; Approval of Revisions to the Student Score Reports for the California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California; and an Update on Program Activities.

## Type of Action

Action, Information

## Summary of the Issue(s)

Pursuant to California *Education Code* (*EC*) Section 60643(b), the California Department of Education (CDE) shall develop and the State Superintendent of Public Instruction and the California State Board of Education (SBE) shall approve California Assessment of Student Performance and Progress (CAASPP) contracts. In approving an amendment to a CAASPP contract, the CDE, in consultation with the SBE, may make material amendments to the contract that do not increase the contract cost. Contract amendments that increase contract costs may be made only with the approval of the CDE, the SBE, and the California Department of Finance.

*EC* Section 60602.6 was added in 2016 to provide that all California computer-based assessments utilize the same technology infrastructure in order to minimize their impact on teachers, administrators, and state resources. Therefore, the CDE brings to the SBE for approval a proposed contract amendment to the interagency agreement between the CDE and the University of California, Santa Cruz (UCSC). The CDE proposes that the CDE-UCSC interagency agreement continue to provide, through June 30, 2027, an educator reporting system for the English Language Proficiency Assessments for California (ELPAC) and other CAASPP assessments, as appropriate.

This item also seeks approval of revisions to the 2021–22 CAASPP and ELPAC Student Score Reports (SSRs).

In addition, this item provides an update on recent events and developments related to the CAASPP, the ELPAC, and formative assessment resources available in Tools for Teachers. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from September through December 2021.

## Recommendations

The CDE recommends that the SBE approve the following:

1. An amendment extending the contract (CN170202, Amendment 3) that includes the current CDE-UCSC interagency agreement as well as the customization, configuration, and implementation of the California Educator Reporting System (CERS). In addition, the CDE recommends that the SBE authorize the CDE to make technical edits to the amendment as needed prior to its execution.
2. Minor but necessary revisions to the 2021–22 SSRs for the CAASPP and the ELPAC

## Brief History of Key Issues

The following sections provide a summary of developments and updates related to the CAASPP, with information on the requested action regarding the CDE-UCSC interagency agreement, information on the requested action regarding revisions to the CAASPP and ELPAC SSRs, and updates on the Smarter Balanced Demonstration of Concept study, California Science Test (CAST), the California Alternate Assessment (CAA) for Science, science formative assessment resources, the Summative ELPAC, and the Alternate ELPAC.

### California Department of Education–University of California, Santa Cruz Interagency Agreement and CERS Contract Extension

In November 2018, the SBE approved an amendment to the CDE’s interagency agreement with UCSC, which included the customization, configuration, and implementation of CERS (previously used only for Smarter Balanced Interim Assessments) for CAASPP non-Smarter Balanced and ELPAC assessments. The amendment to the interagency agreement included the contract term from July 1, 2018, through June 30, 2022. This agreement has strengthened California’s online assessment system by providing a single source for local educational agency (LEA) staff to access assessment results from the Smarter Balanced Interim Assessments, Smarter Balanced Summative Assessments, the ELPAC, the CAST, CAAs, and the California Spanish Assessment (CSA).

The CDE recommends the contract be extended through June 30, 2027, to continue the customization, configuration, and implementation of CERS (CN170202, Amendment 3). The details of the contract extension can be found in Attachments 2, 2a, and 2b. Funding for 2022–23 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

### Revisions to the CAASPP and ELPAC SSRs

The CDE requests that the SBE approve the proposed revisions to the 2021–22 CAASPP and ELPAC SSRs. The proposed revisions are necessary in order to reflect the most recent updates to test administration and ensure that key information regarding student performance is communicated clearly to parents.

The CDE recommends that the school and state averages be removed from each of the CAASPP SSRs. This is because these averages would not be conducive to understanding and contextualizing student performance from the 2021–22 administration. In previous administrations, the school and state averages were calculated using the mean of the school and state averages for the prior three administrations. Those three-year averages have been used because the school and state averages for the current year cannot be generated until after the test administration year is completed, at which time many SSRs have already been generated and delivered. Because state testing was suspended in 2019–20 and testing volumes were significantly lower than usual in 2020–21, these administration years do not provide a meaningful measure from which to compare 2021–22 student performance. For this reason, it is recommended that the fields and graphics regarding school and state averages be removed from the 2021–22 administration.

In addition to the removal of the school and state averages, the CDE proposes revisions to the language regarding claim results on pages two and three of the SSRs for the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. Claim results will not be available at the individual student level for the 2021–22 administration due to the SBE’s approval of the adjusted blueprint in November 2021. As such, the language on the SSR requires updating to reflect this fact.

For the CSA SSR, the CDE recommends including one year of score history, if available. In addition, it is recommended that the condition code asterisk indicating a footnote be moved from the “Score History” header and placed next to the score to provide clarity for parents and guardians.

The CDE also proposes revisions to the Summative ELPAC SSR by removing alternate assessment footnote and updating the unlisted resource footnote to a single asterisk. The administration of the Alternate ELPAC operational field test began on November 1, 2021, and LEAs will no longer administer a locally determined alternate assessment; therefore, the footnote is no longer necessary. With the removal of the alternate assessment footnote it is recommended that the footnote for unlisted resource use a single asterisk, as the single asterisk was previously reserved to indicate a locally determined alternate assessment, and the double asterisk was used to indicate an unlisted resource. Lastly, the CDE proposes the addition of “Incomplete test; No score available” and “Eligible but not tested” in the “Score History” section to provide clarity and specificity for parents and guardians regarding why a score is not indicated in their child’s ELPAC score history. Previously, this section indicated only “No Score Available,” which did not provide parents and guardians with sufficient information.

There are no proposed changes to the Initial ELPAC SSR or the Alternate ELPAC SSR for 2021–22. The Initial ELPAC SSR received approval by the SBE in January 2020, and the Alternate ELPAC SSR received approval in November 2020.

The SSRs for each California assessment, with all of the proposed revisions when applicable, are included in Attachment 3. This includes the sample Lexile and Quantile Measures reports, which were first released in the spring of 2021.

## California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Program Updates

The following updates include the Smarter Balanced Demonstration of Concept study, CAST, CAA for Science, Summative ELPAC, and Alternate ELPAC.

### Smarter Balanced Demonstration of Concept Study

This school year, the Smarter Balanced Assessment Consortium, in partnership with the New Teacher Center, is conducting a “Demonstration of Concept” study to examine how performance tasks can be incorporated into classroom instruction. This study is a first step toward building collective knowledge on how Smarter Balanced performance tasks may, at some point, be embedded during instruction as part of the summative assessment process.

A small group of LEAs from California, Washington, and Hawaii are participating in this study, including three California LEAs. Key parts of this study include the following:

* Teacher and administrator participation in a program of embedded professional learning that includes several sessions customized to the group’s interests and needs
* Administration of a Smarter Balanced Interim Assessment performance task using an accompanying classroom support activity
* Implementation of cognitive labs to gain insight into how students understood, approached, and completed the performance task

Study activities thus far have included recruitment of LEAs, development of content for the professional learning sessions, development of a support activity for each performance task that will be used, and delivery of the initial professional learning sessions. Staff from the CDE Assessment Development and Administration Division (ADAD) assisted in LEA recruitment and review of the content for the professional learning sessions and support activities.

Each LEA’s participation in this study will provide essential data from students and educators. By better understanding the support that educators need, Smarter Balanced can develop materials to help educators use performance tasks as part of their instructional process and to accelerate their students’ learning. An update on study activities will be provided in the CAASPP update section of the ADAD’s March 2022 SBE item.

### California Science Test Updates

The CAST, which is aligned with the California Next Generation Science Standards (CA NGSS), is administered to all eligible students in grades five and eight and once in high school (i.e., in grade ten, eleven, or twelve).

The testing window for the CAST will open on January 11, 2022. The SBE-approved January 2020 CAST Revised Blueprint will be implemented for this administration. With the revised blueprint in place, students taking the CAST will receive fewer test questions overall, and all students will be administered a minimum of three performance tasks. The addition of the third performance task allows for all three science domains (Earth and Space Sciences, Life Sciences, and Physical Sciences) to be represented in both of the operational testing segments (discrete items and performance tasks) and will contribute to accurate, domain-specific reporting. In addition, each performance task will now include a constructed-response item. At the end of the test, students will continue taking the brief student survey that includes three questions for students in grades five and eight and four questions for students in high school. More information on how the CAST is structured is provided in the January 2020 CAST Revised Blueprint, located at <https://www.cde.ca.gov/ta/tg/ca/documents/castblueprint0120.pdf>. Also available is the new flyer “Organization of the CAST,” which is located at <https://www.caaspp.org/rsc/pdfs/organizationcast.pdf>.

To assist LEAs, teachers, students, and families in preparing for the 2021–22 CAST, the CDE has made available the practice and training tests. The training tests can be used to view the different types of items available on the operational CAST. The practice tests are helpful for reviewing the depth and breadth of the assessment content and mirror the operational CAST. The practice tests have been updated to reflect the revised blueprint, with fewer discrete items and one constructed-response item in each of the three performance tasks. Both the CAST training and practice tests can be found on the CAASPP website at <https://www.caaspp.org/practice-and-training/index.html>.

To accompany the practice tests, the updated CAST Practice Test Scoring Guides and the CAST Constructed-Response Annotated Examples are available for grades five and eight and high school. The practice test scoring guides provide the correct answers to the items, information about the standards being assessed for each item, and sample student responses and rubrics for the constructed-response items. The CDE collaborated with testing contractor, ETS (formerly known officially as Educational Testing Service) this year to refresh the cover page for these guides, with a science logo that incorporates representation of all three science domains. The CAST Constructed-Response Annotated Examples documents provide the prompts, rubrics with exemplars, and scored sample student responses with annotations. Each of these documents contains two constructed-response prompts, and each prompt has nine sample answers—three at each of the score points (2, 1, and 0). Educators can use these examples to assist them in developing constructed-response items for use in their classrooms. In addition, educators and students, working together, can use these examples to build students’ understanding of how to respond to CAST constructed-response items.

Both the CAST Practice Test Scoring Guides and the CAST Constructed-Response Annotated Examples can be found on the CAASPP Online Practice Test Scoring Guides and Directions for Administration web page at <https://www.caaspp.org/ta-resources/practice-training.html>.

### Science Instructional Resources in Tools for Teachers

The CDE continues to work with California science educators to develop science instructional resources to be added to the Tools for Teachers website, which is located at <https://www.smartertoolsforteachers.org/>.

By summer 2021, the CDE had completed three workshops with California science educators, which resulted in 55 kindergarten through grade five science resources available in Tools for Teachers. In fall 2021, the CDE collaborated virtually with a small group of California science educators to develop additional science instructional resources for inclusion on the website, focusing on middle and high school resources. In total seven new resources were developed and will be added to the Tools for Teachers website. The list of resources available now in Tools for Teachers can be found in Attachment 4.

To promote awareness of the availability of science instructional resources in Tools for Teachers, the CDE and the Sacramento County Office of Education hosted the webinar “Making Elementary Science Sizzle with Tools for Teachers” on November 9, 2021, for educators and other LEA staff. The webinar took place via Zoom, and 201 participants attended. The webinar included a general overview of the Tools for Teachers website, featured interviews with California science educators who helped develop the Tools for Teachers science resources, and ended with a question and answer session.

The CDE plans to conduct another science formative assessment resource workshop with California science educators in July and August 2022. The CDE will provide the SBE with updates on this workshop as more information becomes available.

### Summative ELPAC Update

In preparation for the opening of the Summative ELPAC administration window beginning on February 1, 2022, LEAs have been completing training certification in the Moodle Training Site (Moodle). On October 18, 2021, Moodle launched a whole new look and feel based on feedback from LEA ELPAC coordinators and test examiners. Updates include the separation of training materials and calibration quizzes to make them easier for coordinators and test examiners to locate, and all sections collapse and expand for easy access to needed materials.

In addition, updates have been made to training quizzes to include newly created video vignettes, which provide an overview of every task type. Also included are introductory video vignettes for every test question along with information about what the students are being asked to do. Every student response also has an accompanying video vignette that explains the score for each response. These training resources have been added to Moodle to help test examiners prepare for the Speaking calibration quizzes, which they must successfully pass in order to accurately score students’ speaking responses for the Summative ELPAC.

### Alternate ELPAC Update

The administration window for the Alternate ELPAC operational field test opened on November 1, 2021. All LEAs have been encouraged to complete testing by February 15, 2022—the close of the administration window—to collect sufficient data for the standard setting process.

The standard setting meeting for kindergarten through grade two is scheduled for February 22–24, 2022; for grades three through twelve, the meeting is scheduled to be held February 28–March 2, 2022. In preparation for the standard setting meetings, the CDE has been actively recruiting educators of English learner students with significant cognitive disabilities. The CDE is scheduled to bring the standard setting plan to the SBE as an Information Memorandum in April 2022 and to bring the proposed threshold scores to the SBE for approval in May 2022.

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

In September 2021, the SBE approved use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for ELA and mathematics for the 2021–22 administration (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item02.docx>).

In September 2019, the SBE approved revisions to the CAASPP and Summative ELPAC SSRs to improve the design and format in order to make the SSRs more engaging to stakeholders (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>).

In November 2018, the SBE approved the ETS CAASPP contract to include the integration of the ELPAC and approved the CDE-UCSC interagency contract amendment (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>).

In July 2018, the SBE approved a request for authority to enter into negotiations to amend ETS’s CAASPP contract to include the integration of the ELPAC and enter into negotiations with UCSC for an interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item03.docx>).

In December 2017, the SBE approved summative SSRs for the ELPAC (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03a01.pdf>) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03a03.pdf>).

In May 2015, the SBE designated ETS as the CAASPP contractor for the 2015–16, 2016–17, and 2017–18 test administrations, including the development, pilot testing, and field testing of three new CA NGSS science assessments (including the CA NGSS alternate assessment for students with the most significant cognitive disabilities) in the grades and content areas to be approved by the SBE. This included a new primary language assessment aligned with Common Core State Standards

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item01.doc>).

## Fiscal Analysis (as appropriate)

The SBE has approved the costs for contract activities pursuant to the proposed contract with ETS. The total will be $449,870,785 from fiscal years 2022–23 through 2027–28, a total of six fiscal years.

If approved, the proposed amendment of the Smarter Balanced Memorandum of Understanding and Agreement (Amendment 3), will include customization, configuration, and implementation of the CERS. This would increase the overall contract with UCSC by $51,733,335 from fiscal years 2022–23 through June 30, 2027. With the inclusion of Amendment 3, the total contract amount would be $102,032,555 (note this cost includes membership fees beginning in 2022–23).

Funding for 2022–23 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (14 Pages)
* Attachment 2: CN170202, Amendment 3 Scope of Work (87 Pages)
* Attachment 2a: Budget Detail and Payment Provisions (24 Pages)
* Attachment 2b: Budget Detail (6 Pages)
* Attachment 3: Student Score Reports for the California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California (30 Pages)
* Attachment 4: Science Formative Assessment Resources Included in Tools for Teachers (6 Pages)

# Attachment 1: 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 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 September, October, November and December 2021.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/2021 | Virtual | 295 | New CAASPP Coordinator Training  This training was hosted by 12 county offices of education for CAASPP coordinators in their county regions new to their role or wanting a refresher. This training session:   * Focused on the roles and responsibilities of the LEA CAASPP coordinator in planning and preparing for a successful CAASPP administration * Familiarized new coordinators with the assessments that fall under the CAASPP umbrella * Explained the responsibilities of the CAASPP coordinator * Offered suggested time frames for completing activities |
| 9/2 | Virtual | 600 | 2021 Assessment and Accountability Information Meeting—Accountability  This 90-minute session provided coordinators with updates to 2021 accountability and data reporting, a look ahead to accountability for 2022 and 2023, and new reports in development. |
| 9/8 | Virtual | 403 | Matching Accessibility Resources to Students’ Needs  This training focused on providing participating LEA coordinators with an understanding of the importance of accessibility resources, the categories of these resources, and the process for matching students with the appropriate accessibility resources for daily instruction. |
| 9/10 | Virtual | 341 | CAASPP and ELPAC Coffee Session  This virtual Coffee Session, hosted by the CDE and ETS, offered opportunities for LEA staff to ask questions and receive answers about assessments, trainings, resources, and more. Topics included in this session were the Smarter Balanced Interim Assessments and a demonstration of the CAA for Science training in Moodle. |
| 9/16 | Virtual | 459 | CAASPP and ELPAC Pretest Virtual Training—Start-of-Year Testing  The Pretest Workshop provided coordinators with the information needed to successfully prepare for and administer the CAASPP and the ELPAC. |
| 9/22 | Virtual | 251 | Matching Accessibility Resources to Students’ Needs  This training focused on providing participating LEA coordinators with an understanding of the importance of accessibility resources, the categories of these resources, and the process for matching students with the appropriate accessibility resources for daily instruction. |
| 9/23 | Virtual | 250 | New Coordinator Webinar #2  This webinar, hosted by SCOE, was for all new CAASPP and ELPAC coordinators. It provided a review of upcoming coordinator checklist tasks as well as a detailed discussion of assessment results and the coordinator’s role in sharing those results. The focus of this webinar was student accessibility. |
| 10/8 | Virtual | 263 | CAASPP and ELPAC Coffee Session  This virtual Coffee Session, hosted by the CDE and ETS, offered opportunities for LEA staff to ask questions and receive answers about assessments, trainings, resources, and more. Key topics included the speech-to-text demonstration accessibility resource, 1% threshold survey, summative ELPAC training in Moodle, and the alternate ELPAC launch. |
| 10/12–14 | Virtual | 720 | 2021 California Assessment Conference  The Virtual 2021 California Assessment Conference was held October 12–14 2021. This was an opportunity for classroom educators to explore the connection between assessments and classroom instruction, and learn how other California educators use assessments to improve teaching and learning. |
| 10/19 | Virtual | 312 | 2021 Interim and Formative Assessment Training Series—Module 1: Using the Formative Assessment Process and Tools for Teachers Website to Boost Instruction  This training provided a detailed exploration of formative assessment practices and resources, including the Tools for Teachers website. |
| 10/20 | Virtual | 219 | 2021 Interim and Formative Assessment Training Series—Module 2: Gauging Student Progress with the Smarter Balanced Interim Assessments and Related Online Systems  This training delved into the Smarter Balanced Interim Assessment systems, associated online systems, and how to use these resources to support teaching and learning. |
| 10/21 | Virtual | 194 | New Coordinator Webinar 3  This webinar, hosted by SCOE, was for all new CAASPP and ELPAC coordinators. It provided a review of upcoming coordinator checklist tasks as well as a detailed discussion of assessment results and the coordinator’s role in sharing those results. This webinar focused on the many ways students can interact with practice tests. |
| 10/26 | Virtual | 111 | 2021 Interim and Formative Assessment Training Series—Module 1: Using the Formative Assessment Process and Tools for Teachers Website to Boost Instruction  This training provided a detailed exploration of formative assessment practices and resources, including the Tools for Teachers website. |
| 10/27 | Virtual | 163 | 2021 Interim and Formative Assessment Training Series—Module 2: Gauging Student Progress with the Smarter Balanced Interim Assessments and Related Online Systems  This training delved into the Smarter Balanced Interim Assessment systems, associated online systems, and how to use these resources to support teaching and learning. |
| 11/2021 | Virtual | 375 | New ELPAC Coordinator Training  This training was hosted at the county level by 12 county offices of education for ELPAC coordinators new to their role or wanting a refresher. This training session:   * Reviewed tasks associated with preparing for testing * Covered how to support sites during testing * Assisted coordinators in planning for post-test activities such as gathering feedback from site coordinators and test administrators |
| 11/1–2 | Virtual | 26 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (English language arts/literacy [ELA])  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/2 | Virtual | 53 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/2 | Virtual | 425 | Using Accessibility Resources in Daily Instruction  This virtual training was a follow-up to the “Matching Accessibility Resources to Students’ Needs” virtual training held in August and September 2021. This training went deeper into how to observe students using assigned accessibility resources and how to, on the basis of those observations, adjust instruction throughout the year. |
| 11/3 | Virtual | 52 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (ELA)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/4 | Virtual | 39 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/5 | Virtual | 64 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (ELA)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/5 | Virtual | 350 | Summative ELPAC Question and Answer Session  This virtual question and answer session about the Administration and Scoring Training and related topics offered LEA staff the opportunity to have their questions answered. The session was hosted by SCOE and ETS. |
| 11/8–9 | Virtual | 15 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/9 | Virtual | 201 | Making Elementary Science Sizzle with Tools for Teachers  This webinar for educators and other LEA staff included a general overview of the Tools for Teachers website, featured interviews with California science educators who helped develop the Tools for Teachers science resources, and ended with a with a question-and-answer session. |
| 11/9 | Virtual | 430 | Using Accessibility Resources in Daily Instruction  This virtual training was a follow-up to the “Matching Accessibility Resources to Students’ Needs” virtual training held in August and September 2021. This training went deeper into how to observe students using assigned accessibility resources and how to, on the basis of those observations, adjust instruction throughout the year. |
| 11/10 | Virtual | 500 | CDE Assessment Update  This webinar, hosted by the CDE, provided coordinators with updates on assessments as well as an opportunity to ask questions of CDE staff. |
| 11/12 | Virtual | 300 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 11/15–16 | Virtual | 22 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (ELA)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/17–18 | Virtual | 18 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 11/18 | Virtual | 600 | CAASPP and ELPAC Pretest Virtual Training— Get to Know TOMS!  The Pretest Workshop delved into the Test Operations Management System (TOMS) and provided coordinators with the information they would need to successfully prepare for and administer the CAASPP and the ELPAC. |
| 11/18 | Virtual | 300 | Alternate ELPAC Question and Answer Session  This virtual question and answer session about the Administration and Scoring Training and related topics offered LEA staff the opportunity to have their questions answered. The session was hosted by SCOE and ETS. |
| 11/30 | Virtual | 400 | Lexile Framework for Reading  This virtual training, which was open to coordinators and teachers, covered the Lexile Framework for Reading and the Lexile and Quantile Hub tools. Participants learned how to use the available tools and resources and were invited ask questions to deepen their understanding. |
| 12/2021 | Virtual | 430 | New CAASPP Coordinator Training  This training was hosted by 12 county offices of education for ELPAC coordinators in their county regions new to their role or wanting a refresher. This training session:   * Reviewed tasks associated with preparing for testing * Covered how to support sites during testing * Assisted coordinators in planning for post-test activities such as gathering feedback from site coordinators and test administrators |
| 12/2 | Virtual | 450 | ELPAC Pretest Training— What’s New for ELPAC Testing?  This virtual pretest workshop provided coordinators with the information they need to successfully prepare for and administer the ELPAC. |
| 12/3 | Virtual | 400 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 12/6 | Virtual | 350 | Quantile Framework for Mathematics Training  This virtual Training, which was open to coordinators and teachers, covered the Quantile Framework for Mathematics and the Lexile and Quantile Hub tools. Participants learned how to use the available tools and resources and were invited to ask questions to deepen their understanding. |
| 12/7 | Virtual | 100 | Using Accessibility Resources in Daily Instruction  This virtual training was a follow-up to the “Matching Accessibility Resources to Students’ Needs” virtual training held in August and September 2021. This training went deeper into how to observe students using assigned accessibility resources and how, on the basis of those observations, to make adjustments to instruction throughout the year. |
| 12/9 | Virtual | 350 | ELPAC and Alternate ELPAC Question and Answer Session  This virtual question and answer session about both the ELPAC and the Alternate ELPAC offered LEA staff an opportunity to ask their questions. The session was hosted by SCOE and ETS. |
| 12/14 | Virtual | 75 | Using Accessibility Resources in Daily Instruction  This virtual training was a follow-up to the “Matching Accessibility Resources to Students’ Needs” virtual training held in August and September 2021. This training went deeper into how to observe students using assigned accessibility resources and how, on the basis of those observations, to make adjustments to instruction throughout the year. |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/14–16 | Virtual | 8 | California Spanish Assessment (CSA) Item Writer Workshop  This workshop provided a professional development opportunity for educators to learn how to write test items for the CSA. |
| 9/22 | Virtual | 35 | ELPAC Technical Advisory Group (TAG) Meeting  The ELPAC TAG met to review psychometric topics related to ELPAC, including results from the spring 2021 Summative ELPAC administration and field test item calibration. |
| 9/23 | Virtual | 35 | CAASPP TAG Meeting  The CAASPP TAG met to review psychometric topics related to CAASPP, including analyses of the spring 2021 administration and a pilot study using Smarter Balanced interim assessments. |
| 10/19–21 | Virtual | 17 | CSA Item Review Meeting  California Spanish educators participated in a three-day item review meeting to review items for future administrations of the CSA. |
| 12/17 | Virtual | 20 | CA NGSS Collaborative—Professional Learning Series #2: Assessments  This |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/15 | Virtual | 25 | Regional Assessment Network Meeting  The Assessment Development and Administration Division (ADAD) provided updates on activities and test developments. |
| 9/16 | Virtual | 15 | Statewide Assessment Stakeholders Meeting  The ADAD provided updates on activities and test development. |
| 9/21 | Virtual | 300 | Supporting English Learners with the Tools for Teachers Website  This was the first of five webinars offered as part of the Tools for Teachers Shared Practices Webinar Series, in which CDE staff and LEA representatives share how Tools for Teachers resources can be used to improve teaching and learning. |
| 10/05 | Virtual | 300 | Using Interim Assessment Data and Tools for Teachers to Support Instruction  This was the second of five webinars offered as part of Tools for Teachers Shared Practices Webinar Series, in which CDE staff and LEA representatives share how Tools for Teachers resources can be used to improve teaching and learning. |
| 10/21 | Virtual | 15 | Statewide Assessment Stakeholders Meeting  The ADAD provided updates on activities and test development. |
| 10/21–23 | Virtual | 8 | California STEAM Symposium  The CDE provided two separate presentations—one for the California Science Test (CAST) and the other for the California Alternate Assessment (CAA) for Science. Educator participants received key information on about the assessment in relationship to the California Next Generation Science Standards. |
| 11/15–17 | Anaheim | 380 | California Educational Research Association Conference  This year’s conference theme was “**Reimagining Education—Using Data and Evidence to Reshape our Future.”** The conference provided researchers, policy makers and practitioners an opportunity to share ideas, reflect on their work, and learn from each other in order to continue to improve the education of all students in California. |
| 11/18 | Virtual | 15 | Statewide Assessment Stakeholders Meeting  The ADAD provided updates on activities and test development. |
| 12/17 | Virtual | 20 | CA NGSS Collaborative—Professional Learning Series #2: Assessments  The ADAD provided development updates on the CAST program (formative, interim, and summative). Topics included science instructional resources for Tools for Teachers, updates to the blueprint, information about interim assessment blocks and development timeline, and proposed CAST innovations. |

# Attachment 4: Science Instructional Resources Included in Tools for Teachers

Table 1, on the following page, provides an inventory of the science instructional resources available on the Tools for Teachers website. These fully vetted science instructional resources are aligned with the California Next Generation Science Standards and meet the following criteria:

* Introduce science content through the lens of the Science and Engineering Practice (SEP) associated with a California NGSS Performance Expectation. (The action in the lesson must align with the SEP and be grade-level appropriate.)
* Incorporate three-dimensional learning experiences to support students in making sense of science phenomena.
* Employ formative assessment and accessibility strategies to ensure all learners have opportunities to engage with science content.
* Engage learners in hands-on classroom activities that promote discovery and peer-to-peer collaboration.

In addition to these criteria, the instructional resources must **embed** and **model** all four attributes of the formative assessment process—clarify intended learning, elicit evidence, interpret evidence, and act on evidence. Details, including teacher and student actions and outcomes, should be included in the instructional resource.

The resources are organized in Tools for Teachers by grade and science domain (i.e., Earth and Space Sciences, Life Sciences, Physical Sciences). Resources that incorporate the Engineering, Technology and the Application of Science Performance Expectations were paired with a related science domain.

## Table 1: List of Science Formative Assessment Instructional Resources, by Grade and Performance Expectation

| **Title** | **Performance Expectation** | **Science and Engineering Practices** | **Crosscutting Concepts** | **Tools for Teachers URL** |
| --- | --- | --- | --- | --- |
| Where Do I Live? | K-ESS2-2 | Engaging in Argument from Evidence | Systems and System Models | [https://smartertoolsforteachers.org/resource/1317](https://www.smartertoolsforteachers.org/resource/1317) |
| Model Homes | K-ESS3-1 | Developing and Using Models | Systems and System Models | [https://smartertoolsforteachers.org/resource/1310](https://www.smartertoolsforteachers.org/resource/1310) |
| Wild Weather | K-ESS3-2 | Asking Questions and Defining Problems | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1395> |
| Sunshine and Showers | K-LS1-1 | Analyzing and Interpreting Data | Patterns | [https://smartertoolsforteachers.org/resource/1378](https://www.smartertoolsforteachers.org/resource/1378) |
| Sunlight Sensation | K-PS3-1 | Planning and Carrying Out Investigations | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1551> |
| Made in the Shade | K-PS3-2 | Constructing Explanations and Designing Solutions | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1525> |
| Moon, YOU ROCK! | 1-ESS1-1 | Analyzing and Interpreting Data | Patterns | [https://smartertoolsforteachers.org/resource/1380](https://www.smartertoolsforteachers.org/resource/1380) |
| Daylight and Seasons | 1-ESS1-2 | Planning and Carrying Out Investigations | Patterns | <https://smartertoolsforteachers.org/resource/1511> |
| Trunktastic! | K-2-ETS1-1 and 1-LS1-1 | Asking Questions and Defining Problems **and** Constructing Explanations and Designing Solutions | Structure and Function | <https://smartertoolsforteachers.org/resource/1514> |
| Engineering Inspired by Nature | K-2-ETS1-3 and 1-LS1-1 | Analyzing and Interpreting Data **and** Constructing Explanations and Designing Solutions | Structure and Function | <https://smartertoolsforteachers.org/resource/1409> |
| What’s That For? | 1-LS1-1 | Constructing Explanations and Designing Solutions | Structure and Function | <https://smartertoolsforteachers.org/resource/1558> |
| Peep! Peep! Where's My Family? | 1-LS1-2 | Obtaining, Evaluating and Communicating Information | Patterns | <https://smartertoolsforteachers.org/resource/1394> |
| Light My Way | 1-PS4-2 | Constructing Explanations and Designing Solutions | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1408> |
| Light Up! | 1-PS4-3 | Constructing Explanations and Designing Solutions | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1498> |
| Talk Like a Firefly | 1-PS4-4 | Constructing Explanations and Designing Solutions | Not Applicable | <https://smartertoolsforteachers.org/resource/1560> |
| Watershed Wonderland | 2-ESS2-2 | Developing and Using Models | Patterns | [https://smartertoolsforteachers.org/resource/1381](https://www.smartertoolsforteachers.org/resource/1381) |
| Where Can You Build a Snowman or Paddle a Boat? | 2-ESS2-3 | Obtaining, Evaluating and Communicating Information | Patterns | [https://smartertoolsforteachers.org/resource/1369](https://www.smartertoolsforteachers.org/resource/1369) |
| Tale of Two Tests | K-2-ETS1-3 and 2-PS1-2 | Developing and Using Models and Analyzing and Interpreting Data | Structure and Function **and** Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1524> |
| Save the Castle! | K-2-ETS1-3 and 2-ESS2-1 | Analyzing and Interpreting Data **and** Constructing Explanations and Designing Solutions | Stability and Change | <https://smartertoolsforteachers.org/resource/1493> |
| Can You Stop the Wind? | K-2-ETS1-3 and 2-ESS2-1 | Analyzing and Interpreting Data **and** Constructing Explanations and Designing Solutions | Stability and Change | <https://smartertoolsforteachers.org/resource/1492> |
| What Do Plants REALLY Need to Grow? | 2-LS2-1 | Planning and Carrying Out Investigations | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1577> |
| Sticky Socks | 2-LS2-2 | Developing and Using Models | Structure and Function | [https://smartertoolsforteachers.org/resource/1382](https://www.smartertoolsforteachers.org/resource/1382) |
| School Yard Safari | 2-LS4-1 | Planning and Carrying Out Investigations | Not Applicable | <https://smartertoolsforteachers.org/resource/1501> |
| Tennis vs. Baseball | 2-PS1-2 | Analyzing and Interpreting Data | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1392> |
| They All Fall Down | 2-PS1-3 | Constructing Explanations and Designing Solutions | Energy and Matter | <https://smartertoolsforteachers.org/resource/1502> |
| Explore World Climates with Climatograms | 3-ESS2-2 | Obtaining, evaluating and communicating inform | Patterns | <https://smartertoolsforteachers.org/resource/1410> |
| Are We Really One of a Kind? | 3-LS3-1 | Analyzing and Interpreting Data | Patterns | <https://smartertoolsforteachers.org/resource/1390> |
| What Is a Limb? | 3-LS4-1 | Analyzing and Interpreting Data | Scale, Proportion, and Quantity | <https://smartertoolsforteachers.org/resource/1548> |
| Now You See Me, Now You Don't! | 3-LS4-2 | Constructing Explanations and Designing Solutions | Cause and Effect: Mechanism and Explanation | [https://smartertoolsforteachers.org/resource/1513](https://smartertoolsforteachers.org/resource/1513 ) |
| Where Is the Grasshopper? | 3-LS4-3 | Engaging in Argument from Evidence | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1391> |
| Water-wise Habitat Design Challenge | 3-LS4-4 | Engaging in Argument from Evidence | Systems and System Models | <https://smartertoolsforteachers.org/resource/1397> |
| Balanced or Unbalanced, That Is the Question! | 3-PS2-1 | Planning and Carrying Out Investigations | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1549> |
| Bounce, Bounce | 3-PS2-2 | Planning and Carrying Out Investigations | Patterns | <https://smartertoolsforteachers.org/resource/1575> |
| Shark on a Hill | 4-ESS1-1 | Constructing Explanations and Designing Solutions | Patterns | <https://smartertoolsforteachers.org/resource/1515> |
| Seas the Day! | 4-ESS2-1 | Planning and Carrying Out Investigations | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1512> |
| Power UP! | 4-ESS3-1 | Obtaining, Evaluating and Communicating Information | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1499> |
| Wild Waves | 4-ESS3-2 | Constructing Explanations and Designing Solutions | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1500> |
| Slow Down | 3-5-ETS1-3 and 4-PS3-4 | Planning and Carrying Out Investigations **and** Constructing Explanations and Designing Solutions | Energy and Matter | <https://smartertoolsforteachers.org/resource/1523> |
| Rolling Pollies | 4-LS1-2 | Developing and Using Models | Systems and System Models | <https://smartertoolsforteachers.org/resource/1574> |
| Speedy Rollers | 4-PS3-1 | Constructing Explanations and Designing Solutions | Energy and Matter | <https://smartertoolsforteachers.org/resource/1495> |
| Sound Moves | 4-PS3-2 | Planning and Carrying Out Investigations | Energy and Matter | <https://smartertoolsforteachers.org/resource/1552> |
| Why Wear Safety Gear | 4-PS3-3 | Asking Questions and Defining Problems | Energy and Matter | <https://smartertoolsforteachers.org/resource/1396> |
| Ripples of Energy | 4-PS4-1 | Developing and Using Models | Patterns | [https://smartertoolsforteachers.org/resource/1377](https://www.smartertoolsforteachers.org/resource/1377) |
| The Apple of My Eye | 4-PS4-2 | Developing and Using Models | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1559> |
| Clap/Stomp/Clap—Patterns in Information | 4-PS4-3 | Constructing Explanations and Designing Solutions | Patterns | <https://smartertoolsforteachers.org/resource/1494> |
| Get Down and Dirty | 5-ESS2-1 | Developing and Using Models | Systems and System Models | <https://smartertoolsforteachers.org/resource/1573> |
| Graphing Earth’s Water | 5-ESS2-2 | Using Mathematics and Computational Thinking | Scale, Proportion, and Quantity | <https://smartertoolsforteachers.org/resource/1393> |
| Save Some Water for Me! | 5-ESS3-1 | Obtaining, Evaluating and Communicating Information | Systems and System Models | <https://smartertoolsforteachers.org/resource/1398> |
| How to Make a Bouncier Ball! | 3-5-ETS1-3  5-PS1-4 | Planning and Carrying Out Investigations | Cause and Effect: Mechanism and Explanation | <https://smartertoolsforteachers.org/resource/1550> |
| Space Plants! | 5-LS1-1 | Engaging in Argument from Evidence | Energy and Matter | <https://smartertoolsforteachers.org/resource/1389> |
| Nature’s Magic Act | 5-LS2-1 | Developing and Using Models | Systems and System Models | <https://smartertoolsforteachers.org/resource/1557> |
| What Is in My Bottle? | 5-PS1-1 | Developing and Using Models | Scale, Proportion, and Quantity | <https://smartertoolsforteachers.org/resource/1576> |
| Mass Mysteries | 5-PS1-2 | Using Mathematics and Computational Thinking | Scale, Proportion, and Quantity | <https://smartertoolsforteachers.org/resource/1388> |
| Observing the Properties of Matter | 5-PS1-3 | Planning and Carrying Out Investigations | Scale, Proportion, and Quantity | <https://smartertoolsforteachers.org/resource/1526> |
| Jump into Gravity | 5-PS2-1 | Engaging in Argument from Evidence | Cause and Effect: Mechanism and Explanation | [https://smartertoolsforteachers.org/resource/1379](https://www.smartertoolsforteachers.org/resource/1379) |