



Transition to a New Assessment System: Focus on Charter Schools

Webinar
November 14, 2013



California Measurement of Academic Performance and Progress (CaMAPP) Assessment System: Overview

John Boivin, Administrator
Assessment Development and
Administration Division



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State Superintendent
of Public Instruction

Assembly Bill 484

- Establishes the new statewide student assessment system, California Measurement of Academic Performance and Progress (CalMAPP)
- Outlines assessments in CalMAPP, some of which were used previously as part of the Standardized Testing and Reporting (STAR) Program
- Requires local educational agencies (LEAs) to participate in the spring 2014 Smarter Balanced Field Test
- Allows LEAs to focus on transition to Common Core State Standards



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Assembly Bill 484 (Cont.)

- Primary purposes of the CalMAPP system is to assist teachers, administrators, students, and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types
- Intent for California to adopt assessment system that covers the full breadth and depth of the curriculum to promote the teaching of the full curriculum.
- The full transition to the new assessment system will take place over time.



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Assembly Bill 484 (Cont.)

- Requires LEAs to participate in the spring 2014 Smarter Balanced Field Test.
- Establishes the purposes of the 2014 Field Test:
 - Enable the consortium to gauge the validity and reliability of the items.
 - Conduct necessary psychometric studies.
 - Not be used for any other purposes.
- Provides opportunity to experience the Smarter Balanced assessments:
 - Low-stakes environment
 - Gauge own technology readiness



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Assembly Bill 484 (cont.)

- Provides LEAs with tools:
 - Interim assessments
 - Formative assessment process
 - Acquired from the consortium
 - No cost to the LEA
- Transitions the Early Assessment Program (EAP) test to the Smarter Balanced grade 11 assessment beginning with the 2014–15 assessment.
- Exempts English learners who have been in the United States less than 12 months from taking the ELA assessment.



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Assembly Bill 484 (Cont.)

- By March 2016, the State Superintendent will take to the State Board recommendations to expand CaMAPP to include additional assessments, such as history/social science, technology, and visual and performing arts.
- Additional assessments in ELA, math, and science may also be recommended.
- Allows for a variety of item types and assessment modalities (e.g., population sampling, matrix sampling).



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AB 484: Required Assessments for the 2013–14 School Year

- Spring 2014 Smarter Balanced Field Test for English–language arts (ELA) and math in grades 3–8, and grade 11 (and a select sample in grades 9 and 10)
- California Alternate Performance Assessment (CAPA) for ELA and math in grades 2 through 11
- Science in grades 5, 8, and 10, including CST, CMA, and CAPA



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AB 484: Voluntary Assessments for the 2013–14 School Year

- CSTs used for EAP in grade 11:
 - Voluntary for students, as it has been in previous years
 - Scores for individuals only—will not produce school, district, or state-level reports from these assessments
- Standards-Based Tests in Spanish (STS) in grades 2 through 11
 - Voluntary for LEAs to administer (State pays for ELA)



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Assessments

Beyond Smarter Balanced

2014–15 School Year

- **CSTs, CMAs, and CAPA** for science in grades 5, 8, and 10
 - Administered until a successor assessment is implemented
- **CAPA** for ELA and math in grades 2–11
 - Administered until a successor assessment is implemented
- **EAP** replaced with the grade 11 consortium assessments in ELA and math



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Expanding the CalMAPP Program

SSPI recommendations no later than March 1, 2016 expand CalMAPP to include additional assessments

- Science
- Primary Language Assessment
- History-social science
- Locally scored performance tasks
- Portfolios



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Tests Available 2013–14 & 2014–15 School Years

- STAR test forms no longer required by the CalMAPP will be made available to local educational agencies.
- Costs will not exceed the marginal cost of the assessment.
- STAR tests forms will be available at the LEA's own expense.



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Local Educational Agency

Section 60603(o) of the Education Code

“Local educational agency” means a county office of education, school district, state special school, or direct-funded charter school as described in Section 47651.



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Local Educational Agency Administration Responsibilities

Statewide Assessments

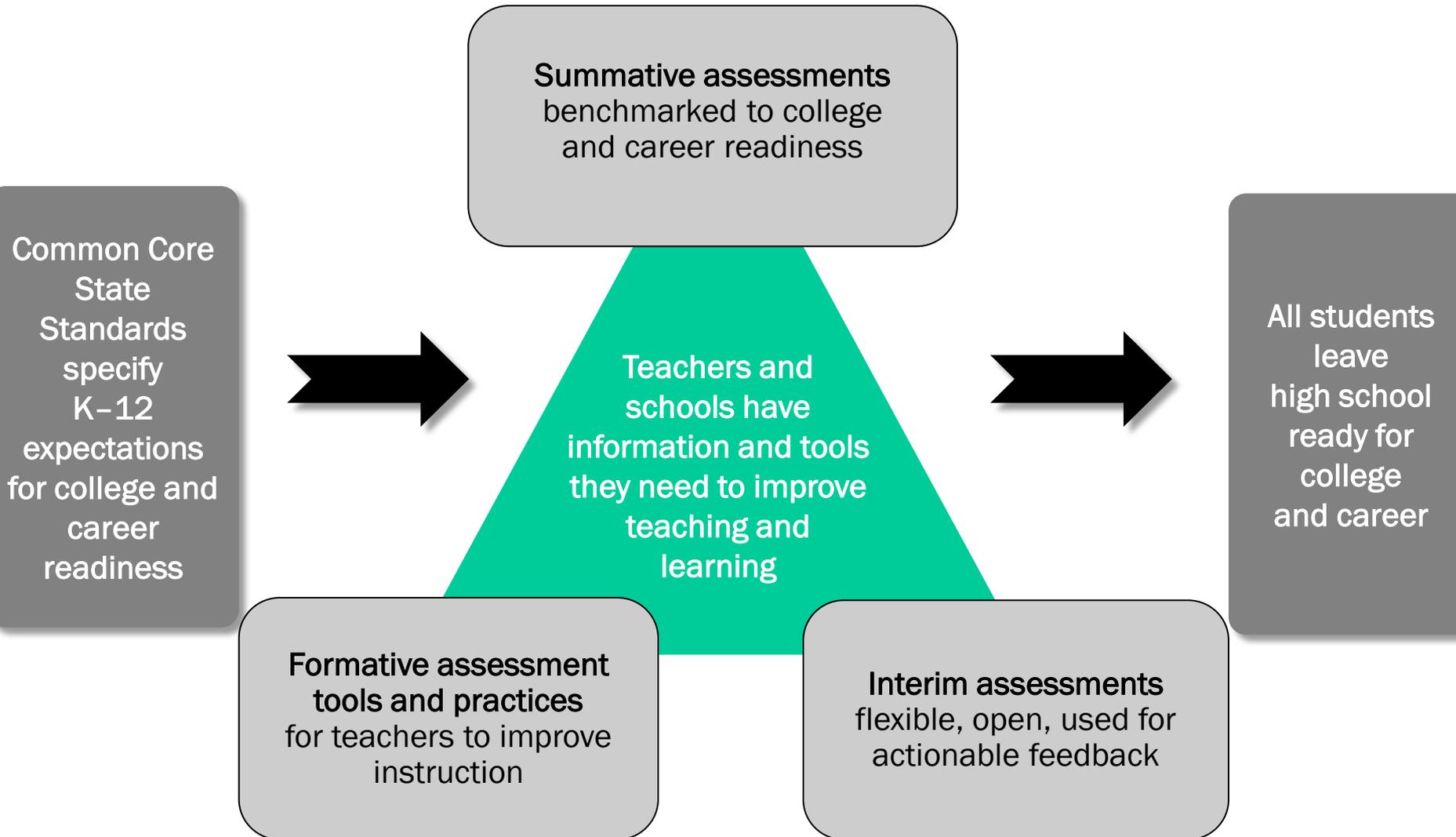
- All charter schools shall administer
- All students must be assessed
- Scores produced to hold schools and LEAs accountable for the achievement of all their pupils



Smarter Balanced Assessment System Overview and Update on Development Activities

Jessica Valdez, Administrator
Assessment Development and
Administration Division

Smarter Balanced Assessment System





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Field Test Purpose

A field test is not designed to be a valid and reliable measure of student achievement; rather, it is designed to help the test developers evaluate whether the tests, individual items, and the technology platform work as intended before the first operational administration.

— Deborah S. Delisle
U.S. Department of Education



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Benefits of Field Test Participation

- **Students** will have hands-on experience with the functionality of a computer-based assessment.
- **Teachers and administrators** will gain valuable exposure to administration logistics during a trial run.
- **Local educational agencies (LEAs)** will benefit from having learned where technology gaps may exist, and then can fully prepare for operational assessments.



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Smarter Balanced Spring 2014 Field Test

- Will take place March 18–June 6, 2014. Shorter windows within this time frame will be assigned to schools by the CDE and ETS.
- Will assess students in grades 3 through 11.
 - **Grades 3–8:** All students are expected to participate.
 - **Grades 9 and 10:** Only students selected for the scientific sample are expected to participate.
 - **Grade 11:*** Students selected for the scientific sample are expected to participate; all others may participate.

* All grade 11 students may participate in the Early Assessment Program.



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Smarter Balanced 2014 Field Test (cont.)

- Each participating student will take either the ELA or math Field Test.
- Content area will be assigned by the CDE and ETS for each school by grade.
- Scientific sample will be comprised of 20 percent of students across consortium states (10 percent for ELA and 10 percent for math).
 - Over 680,000 California students will be selected for the scientific sample.
 - Data from this sample will be used to determine item reliability and validity and initial performance level scores.



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Smarter Balanced 2014 Field Test (cont.)

- Test will be approximately 3 hours long.
- No paper-and-pencil version will be available.
- No student, school, or district score reports will be produced.
- Results will not be factored into any state or federal accountability calculations.
- CDE Smarter Balanced Field Test Web page:
<http://www.cde.ca.gov/ta/tg/sa/>



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Summative Testing Windows for the 2014–15 Smarter Balanced Operational Tests

- Windows were approved by governing states on September 10, 2013.
- In **grades 3–8**, 66 percent of a school's annual instructional days must be completed before testing can begin.
- In **grade 11**, 80 percent of a school's annual instructional days must be completed before testing can begin.



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2014–15 Summative Testing Windows (cont.)

- A state may establish more specific windows within the consortium-defined parameters.
- The CDE likely will take regulations to the State Board of Education to establish specific windows for California.



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Smarter Balanced Digital Library

- Formative assessment component of the Smarter Balanced system of assessments
- Will contain formative assessment strategies and professional learning and instructional resources for educators
- Access will be provided to all California LEAs at no cost
- First stage of the Digital Library expected to be launched in April 2014



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Smarter Balanced Digital Library (cont.)

- All resources must meet quality criteria to be included in the Digital Library.
 - Incorporates high-quality formative assessment practices
 - Reflects learner differences and supports personalized learning
 - Demonstrates utility, engagement, and user-friendliness
- Each Smarter Balanced member state has formed a State Network of Educators (SNE) to review and contribute proposed resources.
- 150 educators are on the California SNE team.



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Smarter Balanced Digital Library (cont.)

- Will contain Web-based professional learning and instructional modules on topics such as:
 - Common Core State Standards
 - Assessment literacy
 - Understanding the Smarter Balanced content specifications
 - Formative assessment process within the context of the Smarter Balanced assessment system



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Preliminary Test Blueprints

- Approved by governing states in November 2012
- Provide test development specifications, including content, number of items, item types, score points, and depth of knowledge for items
- Are considered preliminary until after review of the data gathered from the pilot and field tests
- Available under the heading “Preliminary Test Blueprints” on the Smarter Balanced Web page at <http://www.smarterbalanced.org/smarter-balanced-assessments/>



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Smarter Balanced Item Response Types

- Multiple choice
 - one correct response
 - multiple correct responses
 - two-part
- Matching tables
 - yes/no
 - true/false
- Fill-in tables
- Select or order text or graphics
- Drag and drop
- Graphing
- Equation or numeric response
- Short text
- Long essay



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Smarter Balanced Practice Tests

- Launched May 29, 2013; enhancements added in August 2013
- Provide students, parents, teachers, administrators the opportunity to become familiar with the online testing environment
- **Should not be used to guide instructional decisions regarding individual students**
- Available for ELA and math for each of grades 3 through 8 and grade 11
- Approximately 30 questions per test



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Smarter Balanced Practice Tests (cont.)

- Letter template available for LEAs to announce availability of Practice Tests to parents and guardians in English, Spanish, and 17 other languages
- Practice test information, including notification letter templates and scoring guides, available on CDE Practice Tests Web page at <http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>
- Practice Test and Field Test Help Desk for California LEAs
 - Phone: 800-955-2954
 - E-mail: caltac@ets.org



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Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*

- Approved by governing states on September 10, 2013
- Intended for use beginning with the spring 2014 Field Test
- Describe three types of student support:
 1. **Universal tools**, available to **all students**. Examples include spell-check, highlighter, embedded ruler, strikethrough, and English dictionary.



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Usability, Accessibility, and Accommodations Guidelines (cont.)

- 2. Designated supports, available to identified students, including English learners, struggling readers, and students with attention deficits.**
Examples include color-contrast text, the blocking of distracting content, stacked translations, and bilingual dictionary.



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Usability, Accessibility, and Accommodations Guidelines **(cont.)**

- 3. Accommodations, available to students with an individualized education program or a 504 plan** that specifies the need for such an accommodation. Examples include closed captioning, Braille, calculator, and scribe.

The *Guidelines* document is available on the CDE Smarter Balanced Accessibility and Accommodations Web page at <http://www.cde.ca.gov/ta/tg/sa/access.asp>.



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Smarter Balanced Spanish Web Page

- Downloadable fact sheets for teachers, parents, and students
- Description of research that helped design assessment items that reduce linguistic burdens
- Available on Smarter Balanced Web site at <http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/>.



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For Further Information

Join the CDE Smarter Balanced Electronic Mailing List
subscribe-sbac@mlist.cde.ca.gov

CDE Assessment Transition Office
sbac@cde.ca.gov
916-445-8517

CDE Smarter Balanced Web Page
<http://www.cde.ca.gov/sbac/>

Smarter Balanced Assessment Consortium Web Site
<http://www.smarterbalanced.org>



State and Federal Accountability Program Update

Keric Ashley, Director
Analysis, Measurement, and
Accountability Reporting Division



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Overview of SB 1458

- Beginning with the 2015–16 API cycle:
 - State assessment results may only constitute 60% of a high school’s API
 - 40% must be from other indicators such as career and college readiness, graduation data, etc.



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Proposed Graduation Data Methodology

Incorporate graduation data in the API using the following point structures:

– Graduation Point Structure:

4-Year Graduate with Diploma*	Special Education Certificate	High School Equivalency Test	Non-Graduate
1,000	1,000	800	200

– Bonus Point Structure at the School-level Only:

4-Year Graduate API Pts.	+	Bonus Points Added			=	Maximum API Pts. Earned**
		EL	SWD	SED		
1,000		50	50	50		1,150

*California High School Proficiency Examination (CHSPE) contributes 1000 API Points

**School-level capped at 1000 API points



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Public Schools Accountability Act

- The PSAA Advisory Committee is:
 - Currently discussing a college/career indicator
 - Also discussing other indicators
- The SBE is interested in discussing the content of the API in context with the Local Control Accountability Plan



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Overview of AB 484

AB 484 was signed by the Governor on October 2, 2013. The intent of the legislature is to provide a system of assessment with the primary purpose of:

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



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Overview of AB 484 (Cont.)

The main components of the legislation that impact accountability:

- Replaces the Standardized Testing and Reporting (STAR) Program with the California Measurement of Academic Performance and Progress (CalMAPP)



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Overview of AB 484 (Cont.)

- Prohibits the use of the 2013–14 field test results for accountability purposes
- Prohibits the comparison of results from the consortium summative assessments and California Standards Tests (CSTs)



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Overview of AB 484 (Cont.)

- Provides alternatives for schools and districts that do not receive an API to meet legislative requirements in one of the following ways:
 - Use the most recent API
 - Use an average of the three most recent annual API calculations
 - Use alternative measures that show increases in pupil academic achievement schoolwide and for all student groups



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Overview of AB 484 (Cont.)

AYP for Elementary and Middle Schools:

- In addition to double-testing flexibility, the U.S. Department of Education (ED) is also providing states with determination flexibility
- Should California apply, waivers are due to ED by November 22



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Impact of AB 484 on Accountability

AYP for Elementary and Middle Schools:

- Determination flexibility allows the 2014 Adequate Yearly Progress (AYP) reports to reflect the 2013 AYP results. Schools currently in Program Improvement (PI) will maintain their current status and will not be required to implement any new PI activities. (New schools will not be identified for PI.)



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High School 2014 AYP and PI Reports

- 2014 AYP determinations will be made for high schools based on the 2014 CAHSEE and CAPA ELA and mathematics results
- High schools may be identified or advanced in PI based on 2014 AYP results



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Impact of AB 484 on Accountability (Cont.)

API High Schools:

- Since the California High School Exit Examination (CAHSEE) will be administered during 2013–14, the CDE could produce API reports for high schools. The API could be based on:
 - Grade 10 CAHSEE and the California Alternate Performance Assessment (CAPA) English-language arts (ELA) and mathematics
 - Grade 10 CST, CMA, and CAPA Life Science



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Impact of AB 484 on Accountability (Cont.)

- The change to the calculation methodology of the high school API would require approval by the SBE



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2013–14 Budget Bill

- The Budget Bill (AB 97) amended *Education Code Section 52052*, which makes the following changes to the API:
 - Reduces the numerically-significant student group threshold to 30 students
 - Adds foster youth as a new student group to the API, with a student group size of 15



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Contact Information

Questions regarding the implementation of SB 1458 or the impact of AB 484 on accountability:

Academic Accountability Unit

916-319-0863

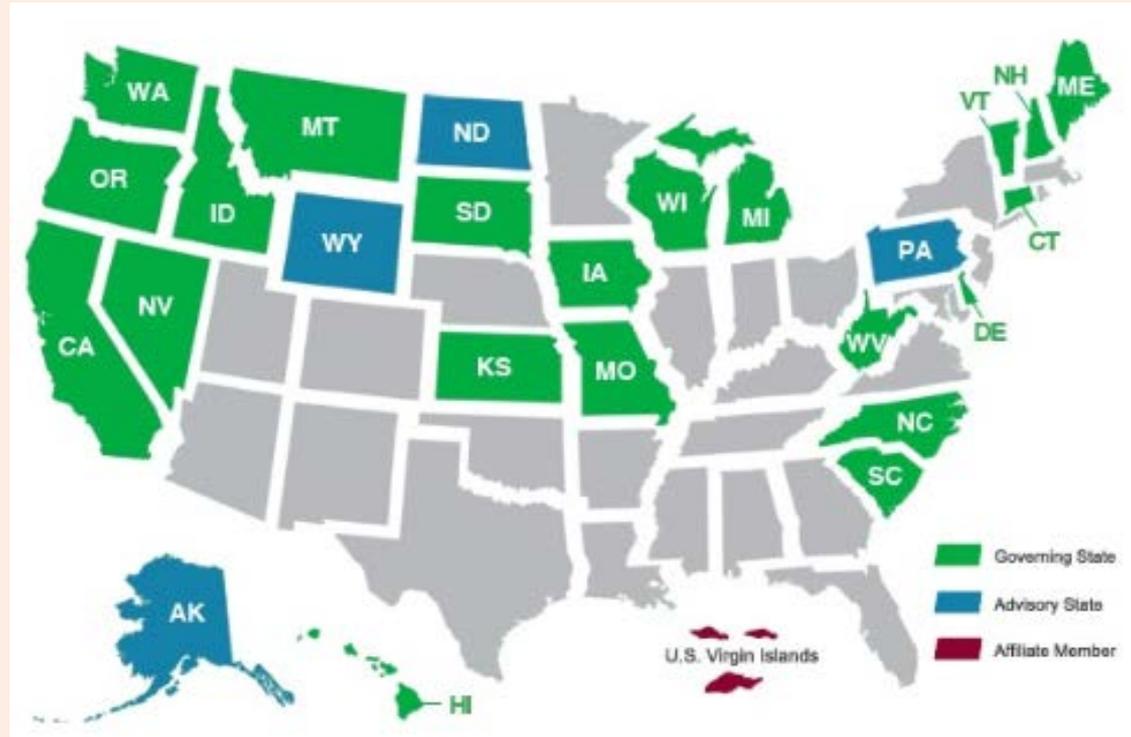
AAU@cde.ca.gov



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Technology Readiness

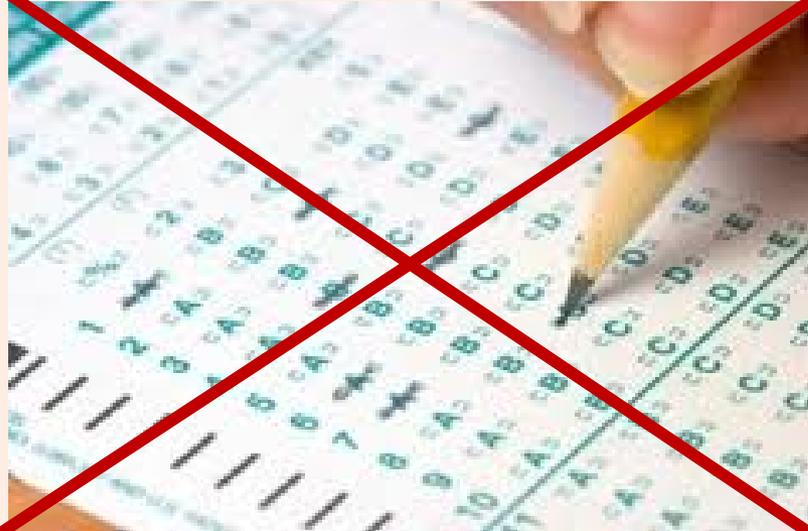


Rodney Okamoto
California Department of Education



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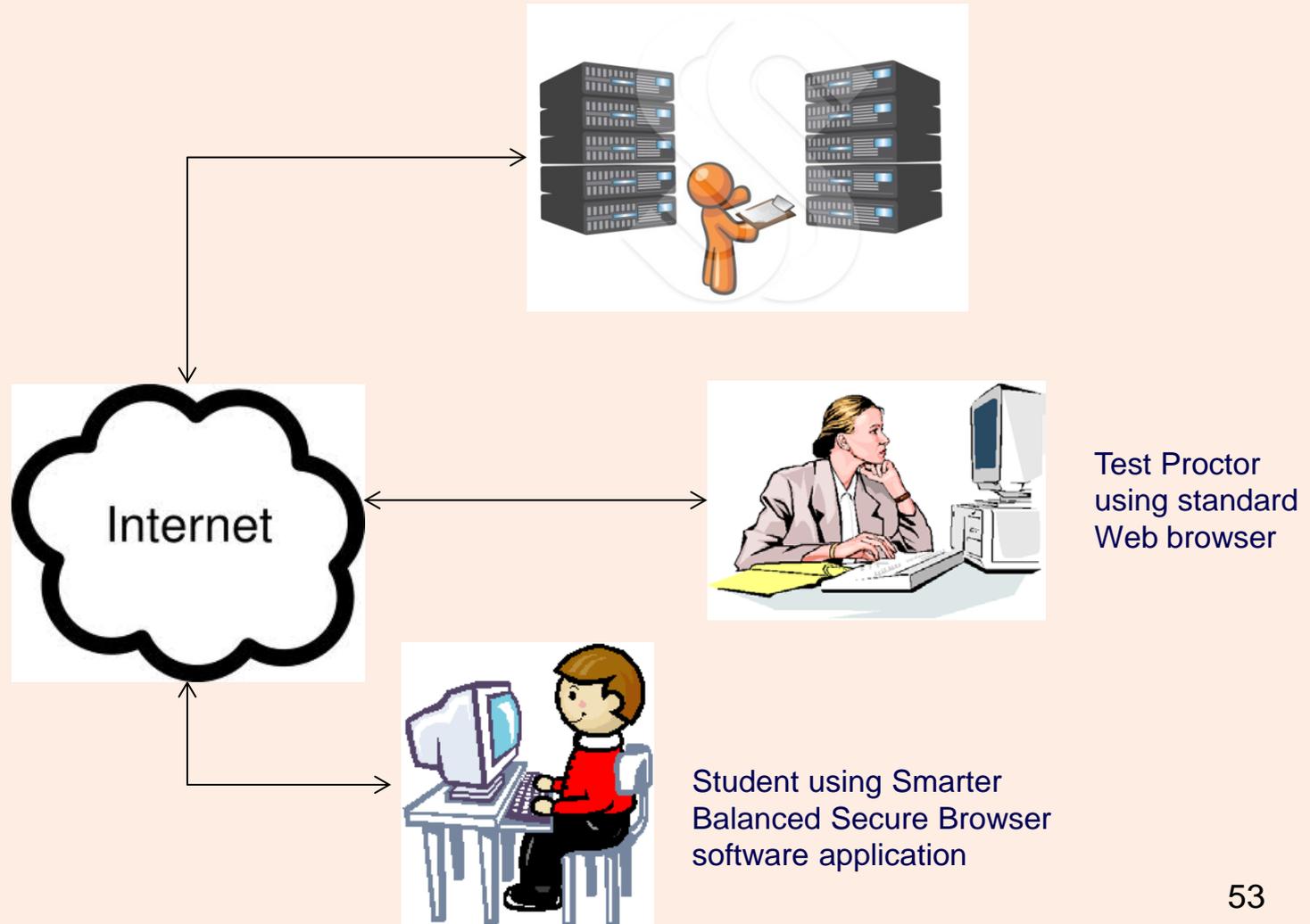
Goodbye, Scantron





Hello, Online, Computer-based Assessments

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What technology is needed?

- Computing devices + accessories
- Network bandwidth (internal and Internet)
- Technical support and training
- Facilities (i.e. space, electrical power, etc.)



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Student System Requirements

Minimum Operating Systems

- Windows XP SP3 (proposed phase out at end of 2015–16)
- Mac OS X 10.4.4 (proposed phase out at end of 2014–15)
- Mac OS X 10.5 PowerPC (proposed phase out at end of 2014–15)
- Apple iOS 6.x (iPad)
- Android 4.x (Smarter certified)



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Student System Requirements Minimum Operating Systems (cont.)

- Google Chrome OS 19.x
("Chromebook")
- Linux Fedora 6 and Ubuntu 9
- VDI (Virtual Desktop Infrastructure)

Note: Windows RT operating system is not supported at this time.



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Student System Requirements

Miscellaneous

- 10” class diagonal display
- 1024x768 resolution (older netbooks may not meet this requirement)
- Physical keyboard
 - Be aware of possible bluetooth interference with 2.4Ghz wireless data networks
- No stylus or drawing device requirement
- Headphones (ELA and text-to-speech)
- Printer (student accommodation)



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Student System Requirements

Secure Browser

- Smarter Balanced Secure Browser software application installed on each student's computing device
- Updated version released at the beginning of each school year
- Field Test version available Nov 18



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Student System Requirements

Secure Browser (cont)

- Can be used to access Practice Test
 - Launch Secure Browser, click on Training Test
 - Required for text-to-speech and Braille
- Ensures test security (kiosk mode)
- Checks for list of “prohibited” applications at startup and during execution



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Student System Requirements

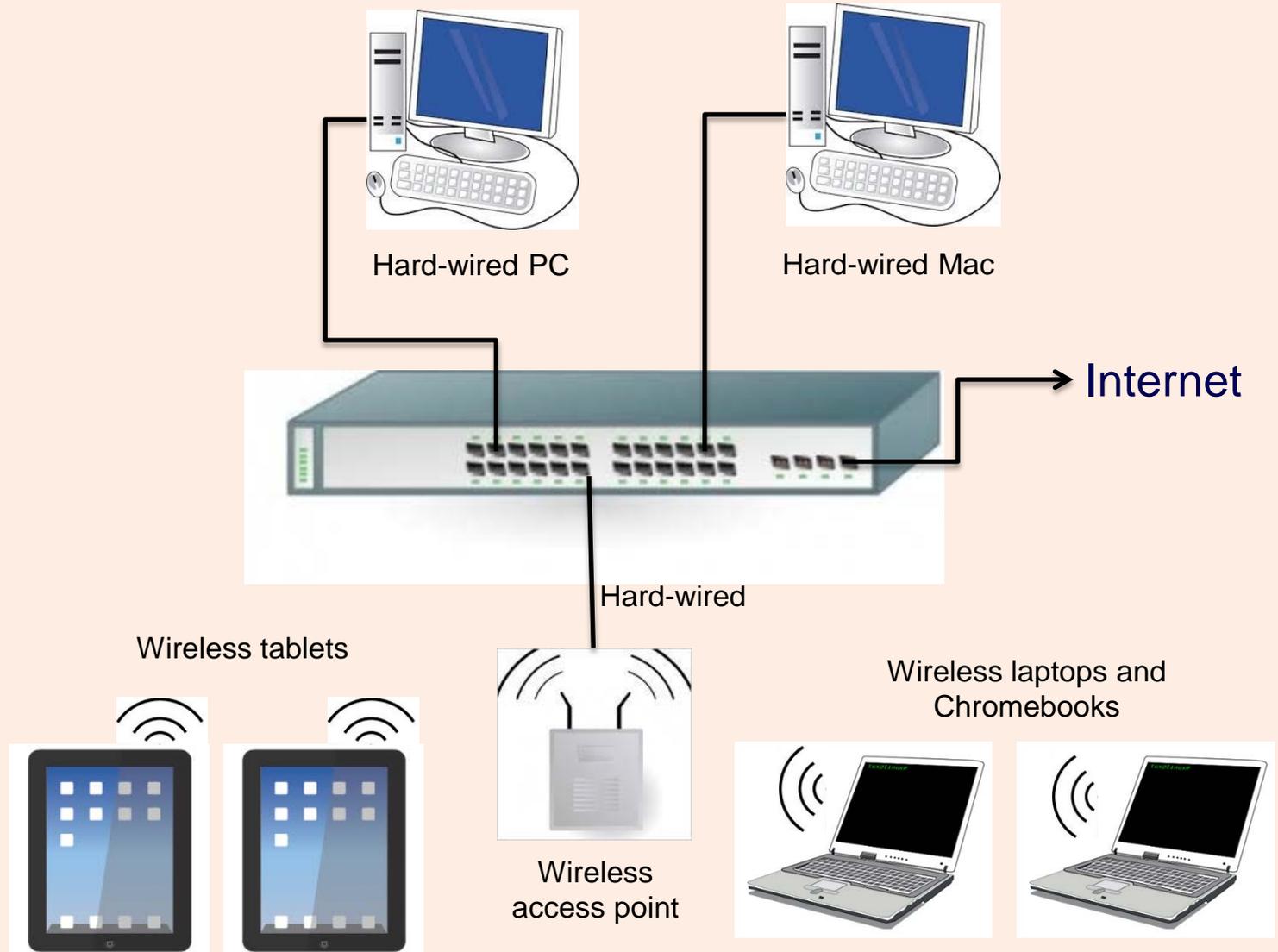
Network Bandwidth

- Estimated 20K bps average for each student connected to system
- Network activity may spike at startup and periodically during item pre-fetch
- More devices may require more internal network hardware (i.e. wireless access points, access layer switches)
- More Internet bandwidth may be required from school to district, and/or district to county office



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Typical School Network





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Are Schools Ready, Technology-wise?

- Smarter Balanced Technology Readiness Tool (TRT)
 - User account required
 - Number and type of devices at school-level
 - Network capacity at school-level
 - Test Window (days) at school-level
 - Test Sessions per day at school-level



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TRT Benefits

- Generates school-level readiness reports for devices and network
- Reports can be used to justify spending decisions
- Report allows state and counties to identify schools where insufficient technology exists (Dec 13 consortium snapshot)



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TRT Sample Report

List of schools in a district:

Organization	Org Code	% of Device to Test-Taker Readiness of the School ⓘ	% of Network Readiness of the School ⓘ
Test Elementary School 3	CA-999999999999991	29%	36%
Test Middle School 4	CA-999999999999992	64%	54%
Test School 1	CA-999999999999999	>100%	>100%
Test School 2	CA-999999999999990	>100%	>100%

Next »

- Percent of students who can test given the number of available devices
- Percent of students who can test given the network capacity
- “What-if” calculator



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How many days will it take to test?

- Smarter Balanced Technology Readiness Calculator
 - Web-based open to public
 - Inputs: number of students, number of computers, computer hours available per day, Internet bandwidth
 - Outputs: estimated number of days to administer tests, estimated network bandwidth required



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Technology Readiness Calculator Sample

Number of students testing:

Number of computers available:

Computer hours available per day:

Internet connection speed:

Estimated minimum number of days to complete ELA and Math assessments: **20.00 days**¹

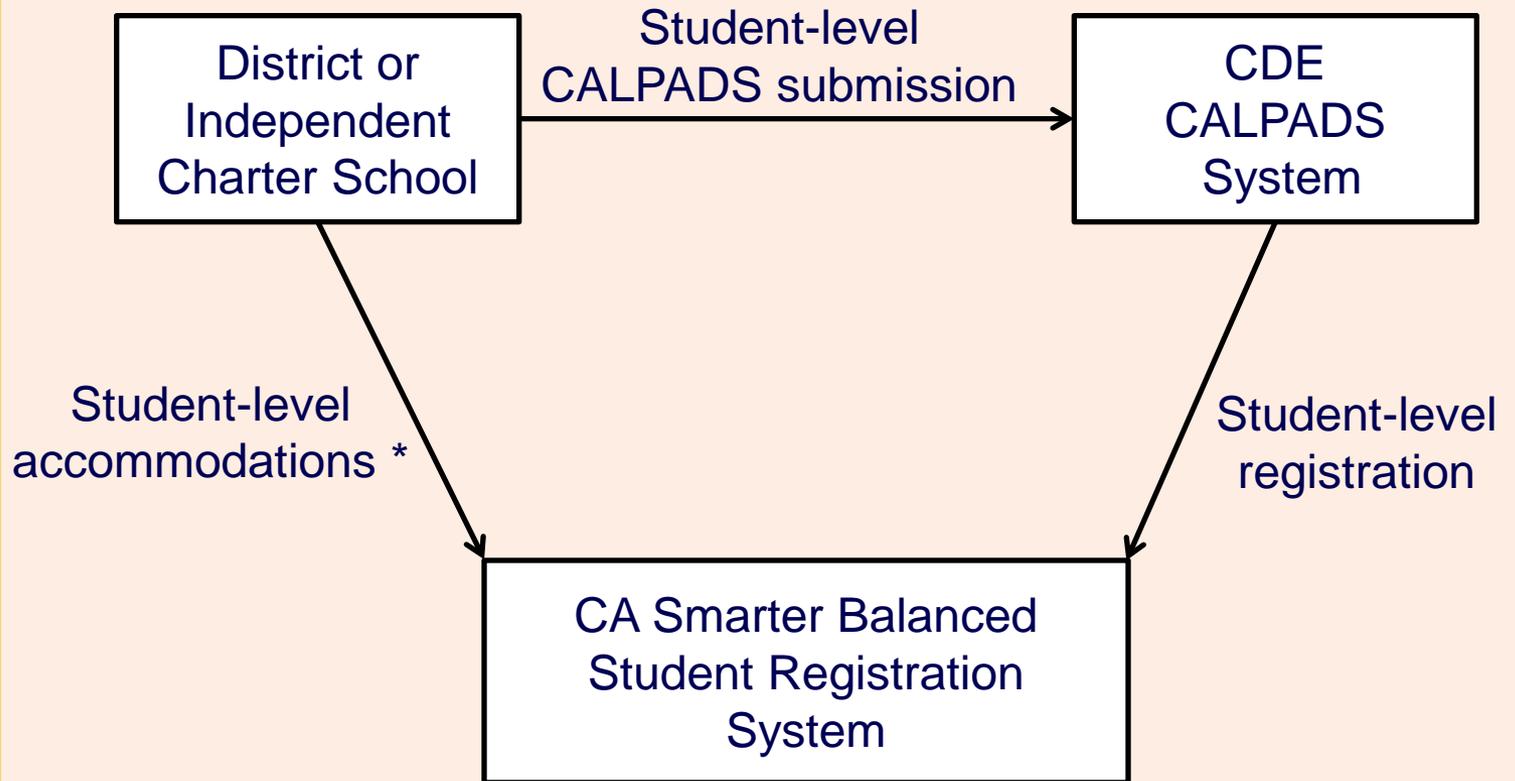
Estimated network bandwidth required: **1.20 Mbps (12.00% of total bandwidth)**²

<http://www3.cde.ca.gov/sbactechcalc/>
(open to public access)



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Smarter Balanced Student Registration



* Reference Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* (<http://www.cde.ca.gov/292859>)



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Resources

- CDE Technology Readiness Web page: <http://www.cde.ca.gov/293317>
- *Smarter Balanced Technology Strategy Framework and System Requirement Specifications* (soon to be updated)
- TRT *Key Local Considerations* document
- Field Test – California Technical Assistance Center, 1-800-955-2954, caltac@ets.org
- CDE e-mail: sbac-itreadiness@cde.ca.gov



California Longitudinal Pupil Achievement Data System 2013–14 Update

Cindy Kazanis, Director
Educational Data
Management Division

2013–14 Collection Windows



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	Census Day	Primary Data	Collection Window	Certification Deadline	Amendment Window
Fall 1	October 2	<ul style="list-style-type: none"> • Enrollment • Graduates/ Dropouts • Immigrants • English Learners • FRPM Eligible 	October 2 to December 13	December 13	December 14 to February 7
Fall 2	October 2	<ul style="list-style-type: none"> • Course Enrollment • Teachers • EL Services 	October 2 to February 21	February 21	February 22 to March 28
End of Year	n/a	<ul style="list-style-type: none"> • Courses • Grades • Program Participants • Discipline 	May 12 to July 18	July 18	July 19 to September 12



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CALPADS and CaIMAPP

Assembly Bill 484 authorizes the California Measurement of Academic Performance and Progress (CaIMAPP), which significantly modifies how assessments are administered.

- Integration with CALPADS
- Test registration system
- Implementation plan
- Reporting



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Assessment and Accountability Implications

- CALPADS Reporting Status
- CALPADS data are being used more frequently for high stakes purposes
- Both CALPADS certified and ODS data are used
- It is becoming more critical for CALPADS data to be accurate and up-to-date



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CALPADS and Accountability

- Demographic and program data corrections in CALPADS for assessment purposes
- The CALPADS student data used for accountability are:
 - (1) Student enrollment and exit:
 - To determine if a student is continuously enrolled
 - To identify the four-year graduation cohort and rate for AYP



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CALPADS and Accountability

- (2) Student demographic and program information to determine student subgroups:
 - Race and Ethnicity
 - Gender
 - English Learner Status
 - Socio-economically Disadvantaged (FRPM/Parent Ed level)
 - Students with Disabilities



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Contact Information

California Department of Education CALPADS Operations Office

916-324-6738

calpads@cde.ca.gov

<http://www.cde.ca.gov/ds/sp/cl/>

Service Desk (Operated by CSIS)

916-325-9210

calpads-support@cde.ca.gov

<http://csis.fcmat.org/>

California Department of Education

Transitioning to New Assessments and Accountability Systems

2013 Assessment and Accountability Information Meeting



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NAEP

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pft@cde.ca.gov