

System Readiness Rubric for Implementation of the CAASPP System

Directions:

Read the descriptions in the rubric below and discuss with your team where you believe your LEA or school is in the implementation of each component of the California Assessment of Student Performance and Progress (CAASPP) System.

	Awareness	Transition	Implementation
Smarter Balanced Summative Assessments	<ul style="list-style-type: none"> • Smarter Balanced assessment documents (i.e., test blueprints, content, and item specifications) and results are rarely used to inform local curriculum, instruction, and assessment activities. • Accessibility supports for all students, including students with disabilities and English learners, are rarely used (i.e., only used for students with Individualized Education Programs [IEPs] and/or Section 504 Plans). • Smarter Balanced assessment results are rarely used in combination with other student data to inform local decision making. 	<ul style="list-style-type: none"> • Smarter Balanced assessment documents (i.e., test blueprints, content, and item specifications) and results are sometimes used to inform local curriculum, instruction, and assessment activities. • Accessibility supports for all students, including students with disabilities and English learners, are sometimes used (i.e., used for students with IEPs and Section 504 Plans plus others). • Smarter Balanced assessment results are sometimes used in combination with other student data to inform local decision making. 	<ul style="list-style-type: none"> • Smarter Balanced assessment documents (i.e., test blueprints, content, and item specifications) and results are consistently used to align curriculum, instruction, and assessment activities with the depth and rigor of the California Common Core State Standards. • Accessibility supports for all students, including students with disabilities and English learners, are consistently used. • Smarter Balanced assessment results are consistently used in combination with other student data to inform local decision making.

	Awareness	Transition	Implementation
Smarter Balanced Interim Assessments (either the Interim Comprehensive Assessments or the Interim Assessment Blocks)	<ul style="list-style-type: none"> • Little or no use of benchmark/unit assessments and little use of data tools to analyze results. • Little or no use of the Smarter Balanced Interim Assessments. • Little or no use of rubrics and/or hand scoring of assessments. 	<ul style="list-style-type: none"> • Some use of benchmark/unit assessments and some use of data tools to analyze results. • Some use of the Smarter Balanced Interim Assessments. • Some use of rubrics and/or hand scoring of assessments. 	<ul style="list-style-type: none"> • Consistent use of benchmark/unit assessments (i.e., district-wide) and comprehensive use of data tools to analyze results to improve teaching and learning. • Wide spread use of the Smarter Balanced Interim Assessments. • Consistent use of rubrics and/or hand scoring of assessments.

	Awareness	Transition	Implementation
Formative Assessment and the Smarter Balanced Digital Library	<ul style="list-style-type: none"> • Little or no use of formative assessment practices during instruction for all students, including students with disabilities and English learners. • Little or no connection of formative assessment practices and instructional planning for all students, including students with disabilities and English learners. • Few or no teachers have a Digital Library account. • Digital Library accounts set up by teacher request (i.e., process is teacher-driven). • Little or no knowledge or use of the Digital Library and its instructional resources to plan instruction. 	<ul style="list-style-type: none"> • Some use of formative assessment practices during instruction for all students, including students with disabilities and English learners. • Some connection between formative assessment practices and instructional planning for all students, including students with disabilities and English learners. • Some teachers have a Digital Library account. • Digital Library accounts set up either by teacher request or by district; no formal or regular procedure in place to ensure all teachers have access. • Some use of the Digital Library and its instructional resources to plan instruction. 	<ul style="list-style-type: none"> • Routine use of formative assessment practices during instruction for all students, including students with disabilities and English learners. • Deliberate connection between formative assessment practices and instructional planning for all students, including students with disabilities and English learners. • Most or all teachers have a Digital Library account. • Formal and regular procedure in place at the school or school district level to manage Digital Library accounts, ensuring alignment between active educators and active Digital Library accounts. • Regular use of the Digital Library and its instructional resources to plan instruction.