



CAASPP in Action

Sharing Practices
in Implementing
the CAASPP System
to Improve Teaching
and Learning



California Assessment of
Student Performance and Progress

*Accessibility Supports and
Interim Assessments*

Centinela Valley Union High School District



Accessibility Supports and Interim Assessments

Centinela Valley Union

High School District



Mission

100% of our students must graduate with a high school diploma. Earning a diploma is crucial for success in our 21st Century global economy, and every employee of the district has been hired in support of that goal.

DISTRICT PROFILE

GRADES SERVED **9-12**

SCHOOLS **6**

TEACHERS **354**

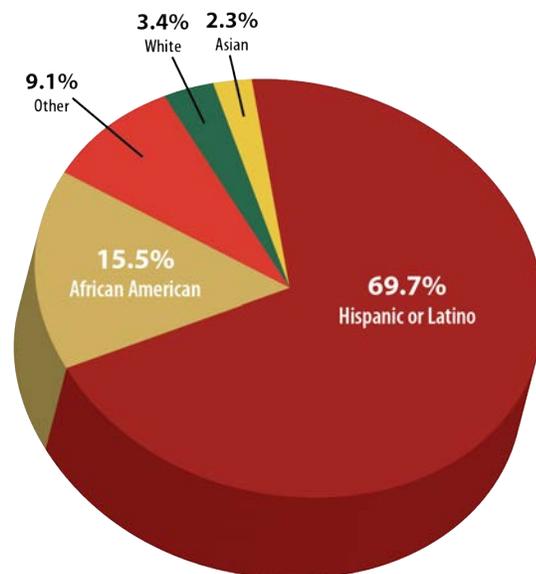
ENROLLMENT **7,878**

ENGLISH LEARNERS **20%**

LOW INCOME **69%**

SPECIAL EDUCATION **12%**

ETHNIC DIVERSITY OF STUDENTS



GOALS

- Implement accessibility supports training for all teachers.
- Implement interim assessments in grades nine, ten, and eleven.

IMPLEMENTATION TEAM

The team included the Director of Curriculum and Instruction, the district English Language Learner Specialist, two Literacy Specialists, one Mathematics Specialist, and the Coordinator of 21st Century Learning.

The interim assessment implementation was supported by the school site testing coordinators and the department chairs. “The focus on the interims meant we needed the support of the site coordinators and the department chairs. They carried out the implementation at the ground level, in the classroom, training teachers to give the assessments.” This team also attended the CAASPP Institute.

“Ensuring that teachers are able to identify appropriate supports for their students is really important to us.”

MOLLY NELLMAN
ASSESSMENT DIRECTOR,
CENTINELA VALLEY UNION
HIGH SCHOOL DISTRICT

Text and images provided by Centinela Valley Union High School District

APPROACH

Accessibility Supports

“As soon as we saw the new accessibility supports with the new universal tools and designated supports, we knew this was drastically different from the past. We knew we needed to get it right for our kids. During the 2014–15 school year (prior to the start of the CAASPP Institutes), we worked with the Special Education Department and delivered the first training, focusing on students with Individualized Education Programs (IEPs) and Section 504 Plans. Now the work is expanding to the rest of the student population who might benefit from using the accessibility supports.”

During the 2015–16 school year, the team focused on the English Language Development (ELD) Coordinators and intervention teachers. A full day of training for the ELD Coordinators and intervention teachers engaged them in

- understanding each of the accessibility supports. In order to show teachers how accessibility supports are used by students rather than just read or be told about them, the district recorded short videos of the accessibility supports. These videos are displayed on the district Web page (Figure 1). During training, district staff used the videos to demonstrate how each tool worked;
- exploring the Practice Tests and Training Tests, to become familiar with the accessibility supports and to think through which students would benefit from the use of specific accessibility supports.

After the training, the ELD Coordinators went to each ELD teacher with a district recommendation based on each student’s English language proficiency level and course enrollment. At those meetings, each student’s support assignment was reviewed and adjusted based on the ELD teacher’s knowledge of the student. Once the accessibility supports were identified, teachers were encouraged to make sure each student had practice using accessibility supports, again using the Practice and Training Tests and the interim assessments.

“As soon as we saw the new accessibility supports with the new universal tools and designated supports, we knew this was drastically different from the past. We knew we needed to get it right for our kids.”

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Figure 1: Centinela Valley Union High School District Assessment Videos Web Page



APPROACH, continued

Interim Assessments

Centinela Valley Union was motivated to use the interim assessments because they knew

- the results would help inform instruction in the classroom;
- the experience would help prepare everyone for the summative assessments.

Using the interim assessments is a “big bang for the buck goal.”

The district began the implementation of the interim assessments by integrating them into the pacing/curriculum plans for all English and mathematics classes in grades nine through eleven. The district wanted teachers to have interim assessment results to inform instruction, and to use both the results and the experience to prepare students for the summative assessments.

The interim comprehensive assessments (ICAs) were administered to grade eleven students once near the end of the first semester.

Select interim assessment blocks (IABs) were administered to grade nine and ten students. One or two IABs, depending on the course, were selected by a course lead with responsibility for the pacing plans and common assessments related to that course.

Figure 2: District-created Interim Assessments Hand Scoring Guide (p. 1 of 3)

SBAC Interim Assessments

How to Hand Score items from Interim Assessments

Need to know if your Interim Assessment had hand-score items?
Go to www.caaspp.org and open the TA Resources tab, then click on Interim Assessments. On that page, in the Additional Resources table, you will find links for:

- [ICAs Table of Hand Scoring Items and Total Number of Questions Per Test](#)
- [IABs Table of Hand Scoring Requirements by Subject and Grade](#)

[Click here for the Official SBAC Interim Assessment Hand Scoring Guide](#)

- Go to www.caaspp.org, click on and log in with your CAASPP Account Interim Assessment Hand Scoring System
- Use the **Select Test** and/or **Select Session** filters to filter down the list of responses.
 - Select Test** will be a list of any interim assessments that you have administered under your CAASPP login. *Select the test that you want to score*
 - Select Session** will give you a list of the Session ID's for any test session that you administered with your CAASPP Login for interim assessments. *It is optional to select the Session ID for which you would like score.*

THIS | Navigate to another application | Logged in as: netname@csdnet.org | Help | Logout

Smarter Education | Teacher Hand Scoring System - Response List

Test: Select Test... Session: Select Session...

Name	Item	Session	Status	Score	
<input type="checkbox"/> LASTNAME7, FIRSTNAME7	12894: Baseball & Softball Item5	ca-3770-1	Tentatively Scored	NetName, Moly	Score

- To Score a test, click the Score button to the right of the name of one of your students.

Name	Item	Session	Status	Assigned To	Score
<input type="checkbox"/> LASTNAME7, FIRSTNAME7	12894: Baseball & Softball Item5	ca-3770-1	Tentatively Scored	NetName, Moly	Score
- Review the rubric. You can optionally also review Exemplars and Training guides for this question. This is also where you will eventually enter the score or condition code for the response.

Scoring Rubric

View Scoring Exemplars here Exemplars | Training Guides help you understand how to score Training Guides

Rubric

Description

The student provides the correct number of games with a correct explanation.

The student provides the correct number of games with a correct explanation OR an incorrect number of games based on a correct process that contains a minor calculation error.

The response does not use the correct number of games and/or does not use the correct explanation to answer the item. If the only error is a calculation error in the final step, the response will receive an incorrect number of games and the provided supporting information may not answer the item, or contain an other explanation to answer. The student may have written on a different topic or written "I don't know."

Scoring Option	Points	Score	Condition Code
Correct Answer	2	0	Not Applicable

Enter Score HERE If unscorable, enter condition code here

APPROACH, continued

Training and Administration

Training and administration of the interim assessments was a multi-step process.

1. Instructional coaches were trained to administer the interim assessments.
2. Instructional coaches trained teachers during their weekly collaboration time.
3. Instructional coaches created detailed schedules for each school to ensure that adequate computers were scheduled for each teacher's class.
4. Interim assessments were administered to students, with on-site support provided by the district.

Hand Scoring

"We just jumped head first into the pool to see how much we could do. Among other things, we didn't really have a full grasp of what it meant to do hand scoring."

The instructional services team provided training to the English and mathematics departments that could be shared with teachers. In addition, a guide was created that showed teachers how to enter the scores into the Interim Assessment Hand Scoring System (Figure 2). This guide was supported by a short video recording. Teachers hand scored student responses using these resources.

The team and the teachers rather belatedly realized that the amount of time required to hand score the ICAs was significant. "The actual process is not difficult, but it takes a lot of time."

"This was a really good experience because it helped teachers understand the kinds of questions the test is asking and allowed them to see how the students respond to those questions."

LESSONS LEARNED

Overall, the team believes that they had more success with the IABs because they were shorter and easier to hand score. The team and department chairs all believed this was a great learning experience, value the data, and plan to administer both the ICAs and IABs again next year.

- **Teachers need a plan for students who need more time to finish the ICAs.** The district allocated a certain amount of time for students to complete the ICAs, but some students needed even more time.
- **Make data easily accessible.** The district imported the students' interim assessment scores into their local student data management system. This ensured that classroom teachers could produce reports for the students in their courses, and leveraged existing skills that teachers had in accessing reports from that system. The team feels that this was a very successful approach and plans to continue exporting results from the Interim Assessment Reporting System and importing them into the local data management system.

LESSONS LEARNED, continued

- **Hand scoring the ICAs takes a lot of time.** Because it took so long to accomplish all of the hand-scoring, the timing of the student reports didn't support much use of the results to adjust teaching and learning this year.
- **The hand scoring process needs to be consistent from teacher to teacher.** As teachers engaged in the hand scoring process, district staff recognized that consistent scoring is one of the biggest challenges that they plan to address next year.

NEXT STEPS

The district was very successful in learning from the experience this year and feel better prepared to implement (interim assessments) next year.

- Continue to provide information and training on accessibility supports earlier in the year to ensure determinations are made early and teachers have time to implement in their classrooms during instruction and assessment.
- Plan training far in advance.
- Continue to administer interim assessments in grades nine through eleven.
- Put more time and effort into calibrating the hand scoring process including providing mathematics teachers Building Educator Assessment Literacy (BEAL) training which provides information about how the Smarter Balanced performance tasks are scored, hands-on practice in reading, scoring, discussing student responses, and considering the implications for teaching and learning.
- Introduce a data protocol to help teachers find value in the data; make connections between the curriculum, instruction and assessment; and calibrate scoring.
- Develop a plan for students who need more time completing the ICAs.
- Revisit our approach to hand scoring, including the possibility of paying teachers for their time.

“Another step the district will take next year is to put more time and effort into calibrating the teachers’ hand scoring process. My biggest challenge will be to make sure that they are scoring the same way.”

MOLLY NELLMAN
ASSESSMENT DIRECTOR,
CENTINELA VALLEY UNION
HIGH SCHOOL DISTRICT

FOR MORE INFORMATION

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CDE CAASPP Web page
www.cde.ca.gov/ta/tg/ca

CAASPP Portal
www.caaspp.org



District Assessment Video Web page

http://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC_ID=236406&type=d&pREC_ID=video