

**California Department of Education**

**Report to the Governor, the State Legislature, and the  
Legislative Analyst's Office:**

**California Assessment of Student Performance and Progress—  
Report on Interim and Formative Assessment Tools**



**Prepared by the**

**Assessment Development and Administration Division  
District, School, and Innovation Branch**

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**California Department of Education  
California Assessment of Student Performance and Progress—  
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## **Executive Summary**

Item 6100–001–0001 of the *Supplemental Report of the 2016 Budget Act* requires the State Superintendent of Public Instruction (SSPI) to report to the Legislature no later than January 15, 2017, on the development and availability of interim and formative assessment tools. Specifically, the report must include, at a minimum, a description of the tools available to local educational agencies (LEAs), the extent to which the tools have been accessed and used by LEAs, and feedback from LEAs on the value and efficacy of the tools. In addition, the report must describe how classroom teachers can use the formative assessment tools and interim assessments to match specific standards, or clusters of standards. If this capability does not exist, the California Department of Education (CDE) is required to provide a plan or recommendations to develop or offer these tools at no cost to LEAs. The full *Supplemental Report of the 2016 Budget Act* can be found on the Legislative Analyst’s Office Web site at <http://lao.ca.gov/reports/2016/3493/2016-17-supplemental-report.pdf>.

This report, *California Assessment of Student Performance and Progress—Report on Interim and Formative Assessment Tools*, describes: (1) the robust suite of formative and interim assessment tools developed by the CDE and Smarter Balanced Assessment Consortium (Smarter Balanced) to support LEAs in their implementation of the Smarter Balanced Interim Assessments and Digital Library; (2) the purpose of key resources available to assist California educators in understanding and using them to improve teaching and learning, including in-person trainings, videos, and guiding documents as well as Senior Assessment Fellows who were funded for a limited time to provide customized training upon request from LEAs; (3) the key interim and formative assessment tools (e.g., item specifications, teacher guides) that educators can use to identify instructional and assessment supports for specific standards or clusters of standards, and (4) the work that is underway to develop resources (e.g., interim assessment item-level student response viewer) that will provide educators with student performance on individual standards or clusters of standards and considerations in developing such resources.

### **Defining a Comprehensive Assessment System**

In August 2010, the California State Board of Education (SBE) adopted the Common Core State Standards (CCSS) in English language arts/literacy (ELA) and mathematics. Shortly thereafter, in June 2011, the SBE voted to join the Smarter Balanced Assessment Consortium (Smarter Balanced), a multi-state consortium that provides a comprehensive system of CCSS-aligned assessments.

California *Education Code* Section 60602.5(a) requires California’s comprehensive assessment system to “provide a system of assessments of pupils that has the primary purposes of assisting teachers, administrators, and pupils and their parents; improving teaching and learning; and promoting high-quality teaching and learning using a variety of assessment approaches and item types.” The building of that system began with the implementation of the Smarter Balanced ELA and mathematics assessments aligned with the CCSS.

A comprehensive assessment system includes all measures of student performance—whether developed locally, commercially, or by the state and whether administered at the classroom, school, district, or state levels. These measures should work together to support teaching and learning in a comprehensive, coherent, and connected way. For this reason, an efficient system will include a wide variety of high-quality assessments that produce trustworthy and useful information about what students know and can do in key grades and content areas with minimal disruption to instruction (Council of Chief State School Officers, 2015). Many features of these measures will vary, such as the assessment type (e.g., screening, diagnostic, placement, formative, interim/benchmark, summative), assessment purpose (e.g., for instructional decision-making, for accountability, or for admission to a group or program), and delivery mode (e.g., paper-pencil or computer supported, administered individually or to a group of students). As a whole, these diverse measures provide information that is useful to students, parents, educators, administrators, policymakers, the general public, and/or state leaders. This description of a comprehensive assessment system was provided in the CDE’s March 2016 *Recommendations for Expanding California’s Comprehensive Assessment System* report to the Legislature.

The focus of this report is on formative and interim assessments. For the purpose of this report, we use the following definitions:

“Formative assessment tools” means assessment tools and processes that are embedded in instruction and used by teachers as part of their instruction to provide real-time feedback for purposes of adjusting instruction to improve their students’ learning.

“Interim assessment” means an assessment that is designed to be given at locally determined intervals throughout the school year to evaluate students’ knowledge and skills relative to the state’s academic content standards to further inform teachers and administrators regarding students’ strengths and areas for improvement.

Many of the resources covered in this report were developed as a direct result of feedback from LEA staff in Smarter Balanced member states. California serves on the executive committee for Smarter Balanced and, in this capacity, has opportunities to provide the consortium with critical feedback for ongoing improvements to the assessment processes and products that support the needs of California educators.

## The Smarter Balanced System of Assessments

Included as part of the California Assessment of Student Performance and Progress (CAASPP) System, the Smarter Balanced assessment system measures students' knowledge and skills in ELA and mathematics and consists of three components: (1) formative assessments, (2) interim assessments, and (3) summative assessments, as shown in Figure 1 (below). To improve teaching and learning and achieve the maximum benefit, these three components must be used together.

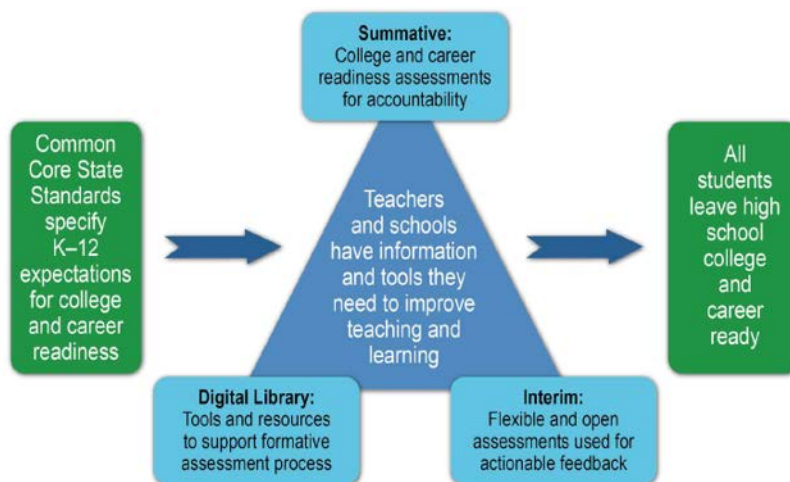


Figure 1. The Smarter Balanced System of Assessments

While LEAs are required to administer the Smarter Balanced Summative Assessments as part of state and federal accountability requirements, the use of the interim assessments and formative assessment tools of the Smarter Balanced system of assessments is optional. Despite the optional nature of these components, California LEAs have made widespread use of them. The Digital Library—the formative assessment component of Smarter Balanced system of assessments—became available in October 2014 and LEAs have established over 280,000 accounts for their educators. The interim assessments became available in January 2015 and more than six million interim assessments have been administered by California LEAs.

To support implementation and use of interim and formative assessments, the CDE provided in-person trainings throughout the state for LEA staff. CDE gathered participant feedback on how the trainings have influenced classroom teachers and the ways in which they adjust instruction to improve student learning. The feedback shows that LEAs are developing a deeper understanding of the interim and formative assessment components of the Smarter Balanced system and how those components must work together to maximize high quality teaching and learning. The CDE will continue to monitor the efficacy of the tools and professional development supports for the tools as LEAs increase their understanding and use of the Digital Library and interim assessments.

There are a number of interim and formative assessment resources available to assist educators in addressing student instructional needs by clusters of content standards. As discussed in the section “Future Development of Interim and Formative Assessment Resources” work continues on the development of additional resources to assist educators in identifying specific areas of student need for instruction, including a significant effort that is currently underway by Smarter Balanced to enhance the Open Source Online Assessment Reporting System that California educators can use to view results from the interim assessments.

The highest-priority enhancement, which is expected to be available at the beginning of the 2017–18 school year, is the development of a feature that allows teachers to view their students’ responses to individual interim assessment items. Smarter Balanced is including these features in the reporting system as part of California’s existing membership fee. The CDE is currently waiting to find out how much it will cost its test contractor to produce the necessary data file to enable this feature for California LEAs. The ability to provide this enhancement to California LEAs will depend on available funding.

The CDE will continue to involve California educators as it investigates the practicality, efficiency, and feasibility of options to prioritize and pursue development of future resources such as interim assessment target reports, which would provide educators with student performance information for a cluster of standards, or an interim assessment item bank, which would allow educators to select specific test items based on individual instructional needs. Should such resources be made available to educators, it would be imperative to develop and provide training for any educator who might use it.

Given the widespread use of the existing interim assessments, the CDE recommends that a study be funded to examine how the existing interim assessments could be used to provide educators with more specific information about areas of student strength and need for further instruction.

This report is available on the CDE Legislative Reports Web page at <http://www.cde.ca.gov/re/lr/lr/ap/>. If you have any questions regarding this report or need a copy of this report, please contact the CDE CAASPP Office by phone at 916-445-8765 or by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov).

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## **Smarter Balanced Interim Assessments**

Interim assessments are an important part of the Smarter Balanced system of assessments. These optional, computer-based assessments are available to local educational agencies (LEAs) year round, with the exception of periodic scheduled downtimes required for system maintenance, and provide teachers a way to measure student progress throughout the year by giving them information they can use to improve their instruction and help students have a variety of career and education options available to them after high school. During the 2015–16 school year, the first full year the tools were available, over five million interim assessments were administered by more than 1,600 California LEAs. Since the interim assessments became available to California LEAs in January 2015, more than six million interim assessments have been administered by California LEAs.

### **Test and Administration Structure of the Interim Assessments**

Interim assessments measure ELA and mathematics in grades three through eight and high school and can be administered to students at any grade level. Two types of interim assessments are available: (1) Interim Comprehensive Assessments (ICAs) and (2) Interim Assessment Blocks (IABs). The ICAs are built using the same specifications as the Smarter Balanced Summative Assessments. The ICAs include the same item types as the summative assessments and yield results on the same score scale. One ICA is available for each grade and content area. The IABs, alternatively, focus on smaller sets of related educational standards/objectives (e.g., the mathematics IAB for grade 7, Ratio and Proportional Relationships) and therefore provide more focused information for instructional purposes. Currently, 100 IABs are available.

LEAs have complete control over how they use the interim assessments. They may choose to administer the interim assessments in a standardized manner, similar to the summative assessments, or they may use the interim assessments in more of a formative manner, to gather real-time information on student work to inform instruction. For further detail about formative assessment, please see the *Formative Assessment and the Smarter Balanced Digital Library* section of this report. There are a variety of ways educators can use the interim assessments in a formative manner, such as:

- Talking through an item on the interim assessments with a classroom of students
- Responding to requests for help from an individual student on an IAB

- Supporting students as they work through an IAB to try out and familiarize themselves with the accessibility supports

While the interim assessments can provide educators with a score of student performance, they can also provide immediate feedback which is even more valuable to educators. The CDE encourages educators to use their knowledge of their students' needs to determine the most effective use of the interim assessments. Each of the ICAs and some of the IABs include a few items that require educators to score items by hand. These items measure abstract content that machines are not yet able to score well. Omitting this content from interim assessments would compromise the meaning of the assessment results and might give a distorted picture of the degree to which students are learning.

Results of the interim assessment are available to educators in an online secure application within three days of students completing their test for those tests that are entirely machine scored. For tests that require hand scoring, the results are available in the secure online system within three days after the hand scoring is completed at the local level.

## **Key Resources to Support LEA Use of Interim Assessments**

The CDE and Smarter Balanced have developed a robust collection of resources to assist LEAs in administering, hand scoring, and interpreting results from the interim assessments. Listed in this section are several key resources developed by the CDE to assist LEAs in the planning and training required for the successful implementation of interim assessments. Many of the resources are available on the public CDE Web site (<http://www.cde.ca.gov/>) or on the public CAASPP Portal Web site (<http://www.caaspp.org/>). Resources that contain secure information, such as test items, are available only to LEA staff using a secure login and are identified below with “(secure)” after the resource name.

Brief descriptions of these key resources are as follows:

- **Interim Assessment Frequently Asked Questions.** This document contains general information about the interim assessments and provides answers to common questions, such as:
  - Who can use the interim assessments and how can they be accessed?
  - When can the interim assessments be accessed and/or administered?
  - How are interim assessments scored?
- **Interim Assessment Viewing System (secure).** This critical resource provides educators with preview access to all of the items on the interim assessments. There are a number of benefits to educators having this preview access. Namely, it allows educators to carry out the following:



- Familiarize themselves with the content of the interim assessments before administering them.
- Use the interim assessments in a formative manner with students (e.g., walking through items together).
- Prepare for hand scoring items. (Some items on the interim assessments require local hand scoring.)
- **Hand Scoring Training Guides and Exemplars (secure).** For each interim assessment item that must be hand scored locally, a training guide and a set of sample student responses (exemplars) are provided. These documents are an essential part of any preparation or training that educators need to effectively and accurately hand score.
- **Interim Assessment Hand Scoring Workshop Slides, Materials, and Videos (secure).** The interim assessment hand scoring workshops were conducted throughout the state. The workshops cover the range of hand scored items found in the English language arts/literacy and mathematics interim assessments, and were created for training local educators to hand score student responses to those interim assessment items that require local hand scoring. These workshop materials allow local educators to better understand the scoring of student responses in a manner similar to the methods used to score the Smarter Balanced Summative Assessments.
- ***Interim Assessment User Guide and Video Series.*** To help educators use the Smarter Balanced Interim Assessments effectively, the CDE prepared a user guide and five narrated training modules, 10 to 25 minutes in length, with embedded system demonstrations:
  - Module 1: Introducing the Smarter Balanced Interim Assessments
  - Module 2: Interim Assessment Viewing System
  - Module 3: Interim Assessment Administration
  - Module 4: Interim Assessment Hand Scoring
  - Module 5: Accessing, Interpreting, and Reporting Interim Assessment Results
- **Interim Assessment Hand Scoring Demonstration Videos.** These videos, one for ELA and one for mathematics, demonstrate how educators complete hand scoring for interim assessment items. These videos are intended to help prepare educators to engage in the hand scoring process.
- **Tables of Hand Scoring Items and Total Number of Questions per Test.** These tables provide key information, including the total number of items appearing on each ICA and IAB, as well as the number of items that are machine

scored versus hand scored. These tables were developed to help educators identify which interim assessments to administer locally, depending on the extent to which they would like to engage in hand scoring.

- **CAASPP Institute Interim Assessment Training Modules.** The CAASPP Institute was an in-person training offered to LEA teams at approximately 20 locations throughout the state during the 2015–16 school year. They provided an overview of the CAASPP system of assessments and included dedicated time for LEA teams to plan for implementing all components of the CAASPP system to improve teaching and learning. The materials from the Institute, as well as accompanying video modules, are available on the CDE Web site and can be modified as needed by LEAs for independent or group learning during subsequent school years. Part of the Institute focused on the implementation of interim assessments. See “Section Three: Interim Assessment” in Figure 2 for a listing of training modules.

## CAASPP Institute Training Materials

The California Assessment of Student Performance and Progress (CAASPP) Institute was a two-part training offered to local educational agency (LEA) teams during the 2015–16 school year. It provided an overview of the CAASPP system of assessments and provided dedicated time for LEA teams to plan for implementing all components of the CAASPP System to improve teaching and learning. The materials on this page can be modified as needed by LEAs for use during subsequent school years.

The following training materials from the CAASPP Institute are presented in modules for independent or small group learning. The [Online CAASPP Institute Video Training Guide](#) (DOC) provides an overview of the contents of each CAASPP Institute training module, including the running time for the video in each module. For large group trainings, a combined version of the materials is available to LEA staff on the help page of the [Test Operations Management System](#). Secure login is required.

### Section One: Overview of the CAASPP Institute

- Module 1.1 [Overview of the CAASPP Institute](#)

### Section Two: Summative Assessment

- Module 2.1 [Introduction to Summative Assessment](#)
- Module 2.2 [Smarter Balanced Summative Assessment Results](#)
- Module 2.3 [Digging Deeper: Connecting Claims, Assessment Targets, and Standards](#)
- Module 2.4 [Accessibility Supports, Part I](#)
- Module 2.5 [Accessibility Supports, Part II](#)
- Module 2.6 [Summative Assessment: Reflection and Planning](#)

### Section Three: Interim Assessment

- Module 3.1 [Introduction to Interim Assessment](#)
- Module 3.2 [Access to and Use of the Smarter Balanced Interim Assessments, Including Use of Accessibility Supports](#)
- Module 3.3 [Smarter Balanced Interim Assessment Hand Scoring System, Part I](#)
- Module 3.4 [Smarter Balanced Interim Assessment Hand Scoring System, Part II](#)
- Module 3.5 [Smarter Balanced Interim Assessment Reporting System](#)
- Module 3.6 [Interim Assessment: Reflection and Planning](#)

### Section Four: Formative Assessment and the Smarter Balanced Digital Library

- Module 4.1 [Introduction to Formative Assessment](#)
- Module 4.2 [The Four Attributes of Formative Assessment](#)
- Module 4.3 [Formative Assessment: Accessibility Supports](#)
- Module 4.4 [Smarter Balanced Digital Library, Part I](#)

Figure 2. CAASPP Institute Training Materials Web Page

- **CAASPP in Action Report Series.** This series features eight California LEAs sharing their successes and challenges while implementing one or more components of the CAASPP System. In addition, the reports share lessons learned such as:
  - Embedding formative assessment practices into professional development helped teachers understand that including formative assessment in their classroom instruction isn't adding to their current workload.
  - Introducing the interim assessments to teachers gradually, asking for their feedback on the process, and using that feedback to modify subsequent rollout led to teachers embracing the interim assessments.
  - Allowing teachers to administer the interim assessments in a low-stakes, flexible environment produced rich collaborative conversations about what teachers observed and how that can be transferred into daily classroom instruction.

Many of the reports in this series focus on the local implementation of the Smarter Balanced Interim Assessments. Each report includes a district profile, implementation goals, lessons learned, and next steps in an effort to continuously improve teaching and learning.

- **Senior Assessment Fellows and Customized Trainings.** During the 2013–14, 2014–15, and 2015–16 school years, the CDE received funding to hire part-time Senior Assessment Fellows who, collectively, provided more than 200 in-person trainings upon request from LEAs. Many of the trainings supported LEAs in their use of the interim assessments and Digital Library. These trainings were customized to each LEA's specific needs, including topics such as:
  - Accessing, implementing, and using results from interim assessments
  - Hand scoring student responses to interim assessment items
  - Understanding formative assessment and how the Digital Library supports teachers in implementing formative assessment practices
  - Promoting and using resources in the Digital Library

The resources listed in this section are particularly important to LEA staff in preparing for the effective use of the Smarter Balanced Interim Assessments. Many other resources, developed by the CDE and Smarter Balanced to support LEAs, are available on the CDE Interim Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>. This Web page has been accessed nearly 60,000 times since it was launched in September 2014.

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## **Formative Assessment and the Smarter Balanced Digital Library**

The Digital Library is the formative assessment component of the Smarter Balanced system of assessments. Formative assessment is a process that is a regular part of classroom instruction. It consists of four steps: (1) clarify intended learning, (2) elicit evidence, (3) interpret evidence, and (4) act on evidence. Formative assessment is a critical part of a comprehensive assessment system because it provides educators with real time, actionable feedback on the extent to which students are learning the standards being taught. In addition, it engages students in their own learning by helping them identify areas in which they may need further development.

The Digital Library is a collection of more than 2,800 formative assessment resources developed by teachers for teachers and aligned with the CCSS. It includes both professional learning and instructional resources (see Table 1 for a brief description of two resources from each type). The Digital Library became available to all California LEAs in October 2014. Since then, LEAs have established, collectively, over 280,000 end user accounts for their educators. In response to feedback from educators in Smarter Balanced member states, Smarter Balanced has developed a Web interface that allows educators to create a Digital Library account without needing to work directly with their LEA. This “self-registration” interface became available in December 2016.

Table 1. Types and Descriptions of Formative Assessment Resources in the Digital Library

Resource Type	Resource Summary
Professional Learning	“Engaging Students in the Formative Assessment Process—Clear Learning Goals” is designed to help educators write clear, effective learning goals and engage students in the process of meeting those learning goals by identifying the connection between the criteria of the CCSS and the kind of learning required to meet a particular standard. It includes a 15-slide PowerPoint presentation with notes and an embedded link to a seven-minute video that demonstrates student engagement in the process.
	“Assessment for Learning: Checking for Understanding Strategies” is a document that describes eight simple strategies (e.g., quick draws, silent conversations) and gives an example of how each can be applied to ELA and mathematics. These strategies provide educators with instant feedback—allowing for immediate interpretation of evidence—and an opportunity to the act on the evidence.
Instructional	“Conceptualize Critiquing and Revising Authentic Work for K–3 Students” is a lesson plan and a seven-minute video, “Critique and Feedback—The Story of Austin’s Butterfly,” that creates the foundation for the lesson. The developmentally appropriate video engages young students in practicing constructive oral communication, as peers, to improve personal work. It demonstrates the power of feedback and perseverance in helping peers revise their work, and it can be easily applied to a range of subjects and grades.
	“Mathematical Modeling with Bananas” is a resource that has minimal parameters to mirror how people use modeling in real-life situations and to create a model with no initial mathematical constraints, allowing students to engage in the six Common Core steps for mathematical modeling: (1) identifying variables; (2) formulating a mode; (3) analyzing and performing operations; (4) interpreting results; (5) validating conclusions; and (6) reporting conclusions. All attributes of the formative assessment process are clearly identified, and the lesson plan is easy to follow and group-centered.


Like the interim assessments, the Digital Library is available year-round and at no cost to all California public K–12 educators and nonpublic school teachers who provide direct instruction to California public school students.

The CDE public Smarter Balanced Digital Library Web page at <https://smartertoolsforteachers.org/> is dedicated to providing resources to support educator understanding and use of the Digital Library. This Web page has been accessed nearly 100,000 times since it was made available in May 2013. The following key resources have been developed by the CDE and Smarter Balanced to help LEAs understand the formative assessment process and promote their use of the Digital Library:

- **Formative Assessment and Digital Library Frequently Asked Questions.** This document contains general information about the formative assessment process, the Digital Library, and provides answers to common questions such as:
  - What are the components of the formative assessment process?
  - What resources are included in the Digital Library?
  - What is the registration process?
- **Digital Library Fact Sheet.** This fact sheet provides an overview of the Digital Library, the formative assessment process, and the key features that allow educators to locate instructional and professional learning materials within the Digital Library.
- **Formative Assessment in Action Video Series.** This series features California educators demonstrating the formative assessment process in their classrooms. Each of the five engaging videos in this series is approximately 10 minutes long and is available on the CDE Digital Library Web page. Most of the videos also appear in the Digital Library along with their lesson of focus.
- **“Introducing the Digital Library” Promotional Video.** This six-minute video features California educators describing how they use the Digital Library. The video identifies the variety of resources available in the Digital Library.
- **“Exploring the Digital Library” Video.** This 29-minute video guides viewers through an overview of the formative assessment process and a tour of the Digital Library, including features such as search filters and collaboration forums.
- **CAASPP Institute Formative Assessment and Digital Library Training Modules.** Part of the CAASPP Institutes focused on helping LEA staff understand the importance of the formative assessment process in effective teaching and learning and ways in which the Digital Library can support the implementation of this process. See “Section Four: Formative Assessment and the Smarter Balanced Digital Library” in Figure 2 for a listing of the available training modules.
- **Digital Library Resource Collections.** To assist educators in locating related Digital Library resources, the CDE and Smarter Balanced, in partnership with a network of educators, developed three resource collections:
  - *Professional Learning Series.* The resource lists in this series are designed to connect educators with resources in the Digital Library that relate directly to timely professional learning topics, such as formative assessment, assessment literacy, and supporting student accessibility needs. Figure 3 displays one list from this series.
  - *Instructional Learning Series.* The resource lists in this series are designed to connect educators with resources in the Digital Library that

relate directly to standards assessed by specific IABs. Figure 4 displays a screen shot from the Grade 4—Read Literary Texts resource list from this series.

- *Digital Library Connections.* These resource lists provide educators with Digital Library resources based on student performance on IABs. Educators can use these connections to find instructional supports that are aligned with students' needs.



## Smarter Balanced Digital Library

### Professional Learning Series

### Supporting Student Accessibility Needs for Instruction and Assessment

**Clarify Intended Learning**

This series offers educators support in meeting individualized instructional and assessment needs. Each resource in this series provides research-based information on teaching strategies that meet the needs of individual students.


**Learning Goals:**

- Educators understand that integrating Universal Design for Learning (UDL) and Vygotsky's concept of Zone of Proximal Development (ZPD) principles help to design flexible instruction that moves learning forward.
- Educators understand that the universal tools, designated supports, and accommodations presented in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* are designed to meet student needs on the basis of the demands of the Smarter Balanced Interim and Summative Assessments.
- Educators understand that there is an overall pattern of achievement growth within and across grades for students with and without disabilities.
- Educators understand that focusing on what takes place in the classroom is critical to improving student outcomes.

**Success Criteria:**

- Educators can incorporate UDL and ZPD principles throughout the formative assessment process.
- Educators can recognize student access needs for the Smarter Balanced Interim and Summative Assessments and match Smarter Balanced universal tools, designated supports, and accommodations to those access needs.
- Educators can identify how instructional factors can be incorporated in small and large ways at the classroom and school levels.
- Educators can characterize instructional actions in terms of the seven growth accelerators and adjust instruction to include more growth accelerators.

Title	Resource Overview
<b>Understanding the Learner</b> <a href="http://bit.ly/1Mizs3">http://bit.ly/1Mizs3</a>	This 15-minute interactive module examines Vygotsky's concept of ZPD and how it can be used to design instruction. Educators will also explore UDL principles and understand how to plan learning experiences that maximize opportunities for each student. Educators will learn how to incorporate both ZPD and UDL principles throughout the formative assessment process.



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Title	Resource Overview
<b>Introduction to the Individual Assessment Accessibility Profile (ISAAP) Updated</b> <a href="http://bit.ly/1QYbbkM">http://bit.ly/1QYbbkM</a>	This 30-minute interactive module offers an overview of the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> , the ISAAP process, and the ISAAP tool. Smarter Balanced suggests a process and tool by which each student's need(s) can be matched with appropriate universal tools, designated supports, and/or accommodations.
Note: California uses an ISAAP tool that syncs with the Test Operations Management System (TOMS). The information is the same, but California teachers will use the link in TOMS instead of the one in this module.	
<b>Including All Students in Assessments of ELA and Mathematics</b> <a href="http://bit.ly/1qMwb7V">http://bit.ly/1qMwb7V</a>	This resource, an archived Webinar and presentation by Dr. Martha Thurlow, discusses the Smarter Balanced Universal Tools, Designated Supports, and Accommodations and provides suggestions for consideration when making appropriate decisions for individual students. Materials provide additional resources that support decision making, including a student case to illustrate the process.
Archived Webinar, with Dr. Martha Thurlow <a href="http://bit.ly/297U5Yp">http://bit.ly/297U5Yp</a>	
<b>Maximizing Access to Instruction and Testing for Students with Disabilities to Improve Achievement</b> <a href="http://bit.ly/1pjokxF">http://bit.ly/1pjokxF</a>	This resource, an archived Webinar and research-to-practice brief, examines the concept of accessibility in the context of classroom instruction. It also reports on research-driven strategies teachers can use to improve access for all students. Areas of focus include (1) the barriers to accessing instruction; (2) the effect of barriers on student achievement; and (3) the effect of barriers on performance and achievement tests.
Archived Webinar, with Dr. Stephen Elliot <a href="http://bit.ly/1ppKmpT">http://bit.ly/1ppKmpT</a>	
<b>Opportunity to Learn (OTL): Enhancing Access to What Should Be Taught and Will Be Tested</b> <a href="http://bit.ly/1RhlaXQ">http://bit.ly/1RhlaXQ</a>	This resource, an archived Webinar and research-to-practice brief, examines concepts of OTL that help practitioners (1) understand the concept of OTL within the larger context of a test-based accountability curriculum framework; (2) understand the importance of OTL on the basis of federal mandates and testing standards; and (3) understand how OTL data can be collected and used to make data-based instructional decisions.
Archived Webinar, with Dr. Alexander Kurz <a href="http://bit.ly/29baaKl">http://bit.ly/29baaKl</a>	
<b>Understanding and Accelerating Achievement Growth for Students with Disabilities</b> <a href="http://bit.ly/1XqtwL8">http://bit.ly/1XqtwL8</a>	This resource, an archived Webinar and research-to-practice brief, discusses achievement gaps and growth for students with disabilities as well as several aspects of instruction that can be modified to accelerate achievement growth. This resource articulates seven key factors that accelerate growth.
Archived Webinar, with Dr. Ann Schulte <a href="http://bit.ly/1ppoVIO">http://bit.ly/1ppoVIO</a>	



California Department of Education ■ June 2015

Figure 3. Resource list from the *Professional Learning Series*





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## Grade 4—Read Literary Texts

The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks.

The Digital Library resources on this list are intended to supplement a teacher's core curriculum and may not address every standard assessed by the Grade 4—Read Literary Texts Interim Assessment Block. For each resource on this list, a brief description is provided along with the Common Core State Standards (CCSS) of focus and estimated instructional time. Many of the formative assessment practices featured in these resources can be used across grades and content areas, so teachers are encouraged to explore the resources on other lists in the [Digital Library Instructional Learning Series](#). A Digital Library account is required to access all resources on this list. Below are the key learning goals and success criteria specifically for the resources on this list.

### Learning Goals

Students understand how to:

- use details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine the theme of, and summarize, a story, drama, or poem from details in the text.
- use context as a clue to the meaning of a word or phrase.
- consult reference materials to determine or clarify the precise meaning of key words and phrases.

### Success Criteria

Students can:

- identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.
- determine the theme and summarize key events of a text using supporting evidence.
- determine the meaning of a word or phrase based on its context in a literary text.
- use resources to determine the correct meaning of an unknown word or phrase in a literary text.

Title	Resource Overview
<a href="#">Common Core Teaching and Learning Strategies: ELA, Literature K-5</a> CCSS of focus: RL 4.1-9 Estimated instructional time: 60 min.	This resource includes grade-specific tools aligned with the Common Core State Standards, College and Career Readiness Anchor Standards. Emphasis has been placed on developing close analytic skills and having students tackle more complex ideas. Each graphic organizer or lesson idea is adaptable to accommodate locally selected text and resources.
<a href="#">Writing an Effective Summary: Somebody Wanted But So Then</a> CCSS of focus: RL 4.1, 4.2 Estimated instructional time: 180 min.	This graphic organizer and lesson plan are intended to help students demonstrate their ability to identify key elements of a text and apply that information when writing an effective summary.
<a href="#">Prepare for Discussion with Reciprocal</a>	This resource includes a graphic organizer intended to document student

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Figure 4. Screenshot from the *Instructional Learning Series*



- ***Spotlight Webinar and Forum Series.*** This series is hosted by Smarter Balanced and facilitated by Digital Library resource authors who are nationally recognized experts and innovative practitioners in areas such as curriculum, English language development, and special education. During the Webinars, resource authors provide an overview of the resource materials and highlight formative assessment strategies that can be used to support teaching and learning. The online forum, which follows each Webinar, provides educators an opportunity to discuss strategies and exchange ideas with the resource author and other educators. Topics in this series range from content area (e.g., mathematics) support to supporting students with disabilities and students who are English learners.
- **Digital Library Introduction Presentation Slides and Script.** This presentation was created specifically to familiarize teachers with the Smarter Balanced Digital Library. It takes users on a tour of the Digital Library and addresses features available for user access, including navigation and search filtering, identification and compilation of favorites, use of the forum, and descriptions of each attribute in the formative assessment process. This 15–20 minute presentation is recommended for use during a staff meeting or professional development session. Presenter notes are provided in the notes section of the presentation file to assist in delivering the presentation.
- **Digital Library Overview and Sample Resources Presentation Slides.** This presentation includes three sample resources to demonstrate how to interact with the Digital Library. This overview is meant for educators, parents and guardians, school board members, and community representatives.
- **Digital Library and Interim Assessment Clinic Training Slides and Video.** This resource includes presentation slides that can be used for local presentations as well as a video covering the content of the slides. The content in these resources was used in CDE-sponsored trainings held throughout the state.

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California Assessment of Student Performance and Progress—  
Report on Interim and Formative Assessment Tools

## Using Formative and Interim Assessment Tools to Match Test Content to Specific Standards or Clusters of Standards

The previous two sections provided key resources that have been developed to assist LEA staff in understanding, promoting, and using the Smarter Balanced Interim Assessments and Digital Library. An important use for these two components of the Smarter Balanced system of assessments is to identify specific areas of instructional need for students. This section describes five key interim and formative assessment tools that have been developed to assist educators with this need. Each resource can be used to identify instructional and assessment supports for specific standards or clusters of standards.

- **Item and Task Specifications.** These comprehensive documents were developed by Smarter Balanced to provide guidance on how to develop actual test items for the Smarter Balanced assessments. They also serve as valuable resources to help educators better understand the rigor and demands required of students to demonstrate proficiency on the Smarter Balanced assessments. The Item and Task Specifications provide:
  - Assessment content by grade-level claim and target. A claim is a statement describing the concepts that students know and the skills that students can demonstrate. A target is a description of the evidence students must provide to demonstrate their understanding of the standard[s] tested. See Figure 7 for a model of the relationship among claims, targets, and standards.
  - Task models with item answer and distractor (incorrect answer) examples.
  - Target evidence statements identifying skills expected to complete the task.
  - Example stems and example stimuli to help educators better understand how the content will be measured on the assessments.

Figure 5 displays a page from the Grade 8 mathematics item specification.


Grade 8 Mathematics Item Specification C1 TC			
<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts, and carry out mathematical procedures with precision and fluency.			
Content Domain: <b>Expressions and Equations</b>			
<b>Target C [m]:</b> Understand the connections between proportional relationships, lines, and linear equations. (DOK Levels 1, 2)			
Tasks for this target will ask students to graph one or more proportional relationships and connect the unit rate(s) to the context of the problem.			
Other tasks will ask students to apply understanding of the relationship between similar triangles and slope.			
Standards: 8.EE.B, 8.EE.B.5, 8.EE.B.6	<b>8.EE.B Understand the connections between proportional relationships, lines, and linear equations.</b>  <b>8.EE.B.5</b> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i> <b>8.EE.B.6</b> Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .		
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling:  7.EE.B, 7.EE.B.3, 7.RP.A, 7.RP.A.2  F-IF.C, F-IF.C.7, F-IF.C.8, F-IF.C.9	<b>Related Grade 7 Standards</b>  <b>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b> <b>7.EE.B.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar</i>		

Figure 5: Page from the Grade 8 Mathematics Item Specifications

- Teacher Guides.** These guides provide grade band-specific information about the Smarter Balanced Summative Assessments for ELA and mathematics. The guides are organized by grade span to highlight the changes in expectations as students move through the grade levels. They explain how student skills and knowledge are assessed and reported through collecting and scoring evidence. Figure 6 shows the cover of the English Language Arts/Literacy Teacher Guide for grades three through five. Figure 7 and Figure 8, which both appear in each Teacher Guide, describe the relationship between specific content standards,

targets, and overall claims, which can be particularly useful for teachers in interpreting assessment results and planning subsequent instruction.

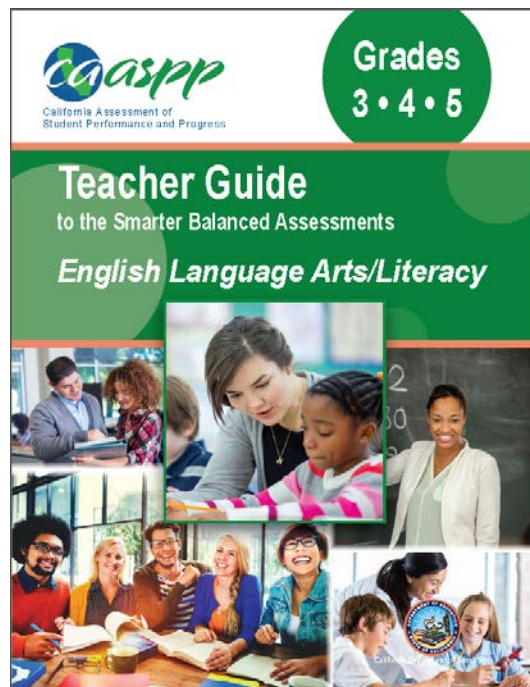


Figure 6. Teacher Guide to the Smarter Balanced Assessments

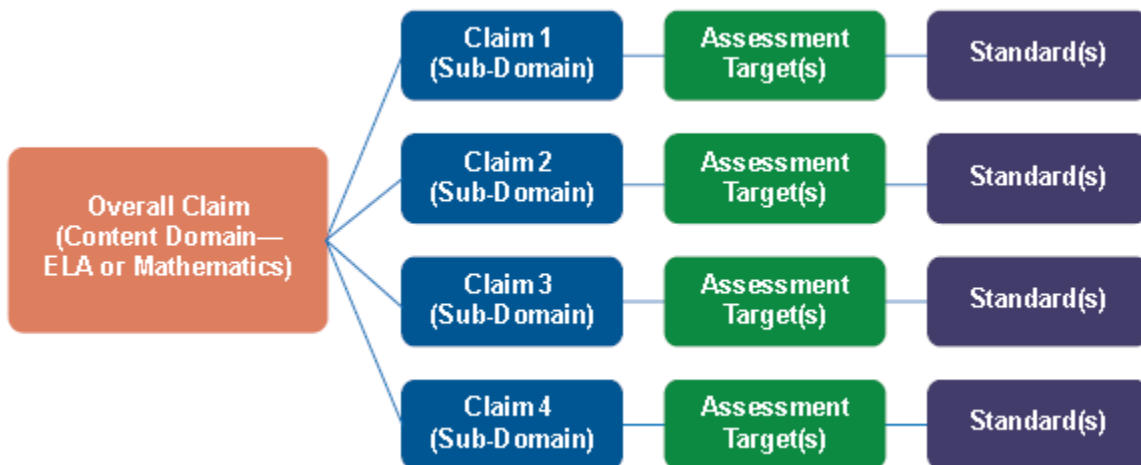


Figure 7. Relationship among Overall Claims, Sub-Domain Assessment Claims, Assessment Targets, and Standards

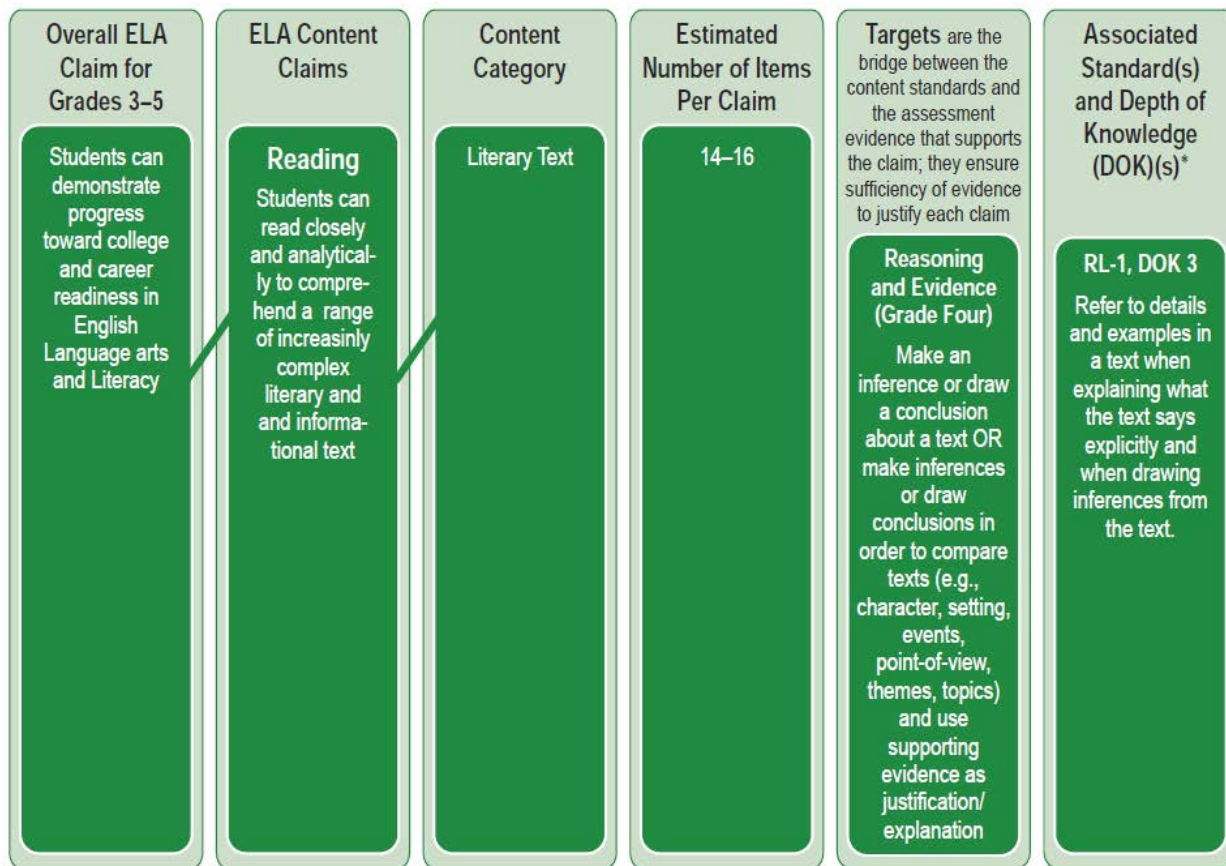


Figure 8. Anatomy of a Test—The Hierarchy of the Smarter Balanced Summative Assessments  
Example: English Language Arts—Grade Four

The Teacher Guides are intended to be a resource for classroom teachers as they plan learning activities that fully implement the CCSS curriculum for ELA and mathematics. They help unpack the structure of the Smarter Balanced item specifications—how evidence-centered design is used to develop items and the relationship among the overall claims, sub-domain assessment claims, assessment targets, and academic standards. Knowing how the system is developed is helpful in understanding how to make the best use of the assessment resources and results. By examining the item specifications, teachers will be able to connect the evidence required in a Smarter Balanced assessment to learning goals and success criteria for a classroom learning event aligned to particular standards.

To facilitate the intentional connection between curriculum, instruction, and assessment, the Teacher Guides direct teachers through a series of steps, beginning with the *California ELA/ELD Framework* and the *California Mathematics Framework*, using assessment feedback from the Smarter Balanced system of assessments.

Some of the information and resources that the Teacher Guide contains include:

- A suggested process to identify evidence requirements from the Smarter Balanced Item Specifications.
- A side-by-side comparison of the mathematics and ELA/ELD Framework and Smarter Balanced Test Design for selected grades.
- Explanations of how student performance is reported on the Smarter Balanced Assessments.
- Guiding questions to help analyze group-level data to identify trends in curriculum strengths and gaps.
- Links to Smarter Balanced resources that can support and enhance teaching and learning.
- **Digital Library “Common Core State Standards” Filter.** The Digital Library contains a variety of filters to assist educators in identifying formative assessment resources that best meet the instructional needs of their students. Among these filters is a “Common Core State Standards” filter which will narrow searches to specific standards within the CCSS. Figure 9 displays a screen shot of the Digital Library filters with the Common Core State Standards filter highlighted.

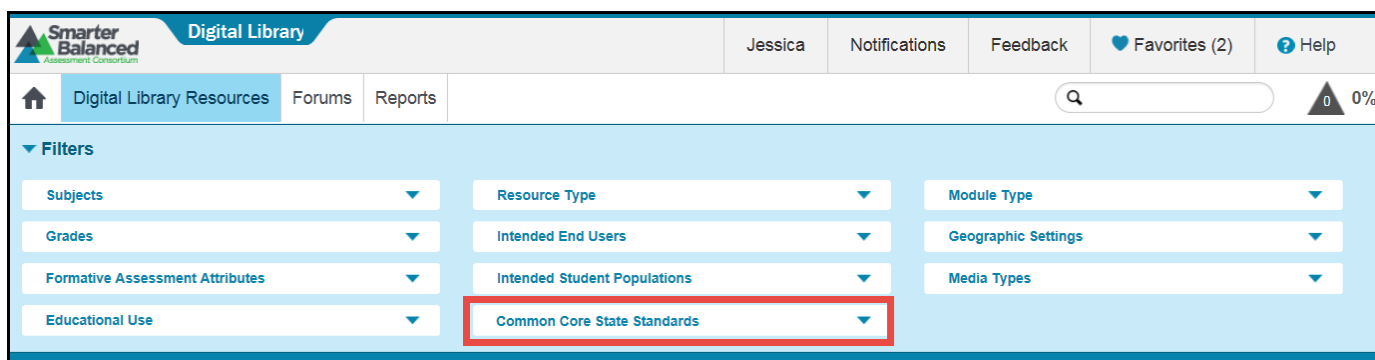


Figure 9. Digital Library “Common Core State Standards” Filter

- **Digital Library Connections.** Figure 10 displays a screen shot of a Smarter Balanced Digital Library Connections document for ELA, Grade 7: Read Literary Texts. It provides teacher-developed guidance for educators regarding possible next steps based on the performance of students on the related IAB.



**GRADE 7****Read Literary Texts**

*Student Learning Objective: Students identify or construct main/central ideas, make inferences, determine the meaning of vocabulary based on context clues, and analyze text structures.*

**ABOVE STANDARD**

*Students are working to solidify the following skills:*

- Constructing a theme of a given text, and supporting with textual evidence. *(Main / Central Idea)*
- Making inferences using the whole text and supporting with multiple pieces of textual evidence. *(Inference)*
- Demonstrating knowledge of vocabulary using context clues in conjunction with knowledge of word origins (roots/affixes). *(Vocabulary / Language)*
- Analyzing structures and features for author's purpose (how dialogue, descriptive language, and/or sensory details are used to develop literary elements such as setting, plot, character development, etc.) in a complex text. *(Structure / Text Features)*

*Educator-recommended next-steps and Digital Library resources*

Instructional next steps include helping students to:

- Construct a theme for increasingly complex text and support it with textual evidence. Digital Library example: [Analyzing Literary Text Through Peer Discussion, Self-Assessment](#)
- Make subtle inferences drawn from the whole text and support them with multiple pieces of textual evidence. Digital Library example: [A Reading Conference: Teaching Intertextuality to a Student](#)
- Use implicit context clues drawn from the entire text to determine the meaning of unknown words in complex texts. Digital Library example: [Determining How Connotation Contributes to Word Meaning](#)
- Analyze structures and features in complex texts to determine how they develop the author's purpose.

**AT/NEAR STANDARD**

*Students are working to solidify the following skills:*

- Identifying and/or constructing a theme of a given text, and finding specific evidence that supports the theme. *(Main / Central Idea)*
- Identifying and/or making inferences with some textual support. *(Inference)*
- Determining the meaning of unknown vocabulary using context clues that draw from the meaning of the entire text. *(Vocabulary / Language)*
- Analyzing structures and features for author's purpose (how dialogue, descriptive language, and/or sensory details are used to develop literary elements such as plot, character development, etc.). *(Structure / Text Features)*

*Educator-recommended next-steps and Digital Library resources*

Instructional next steps include, helping students to

- Construct a theme for a text and support it with textual evidence. Digital Library example: [Theme Scaffolding: Picture Books to Novels](#)
- Make inferences drawn from a text and support them with some textual evidence. Digital Library example: [Characterization Using the S.T.E.A.L. Method](#)
- Use context clues drawn from the entire text in conjunction with knowledge of word origins to determine the meaning of unknown words.
- Analyze structures and features in increasingly complex texts to determine how they develop the author's purpose. Digital Library example: [Four Skinny Trees \(Poetry\)](#)

**BELOW STANDARD**

*Students are working to solidify the following skills:*

- Identifying a theme of a given text by drawing from specific evidence or from limited text selection. *(Main / Central Idea)*
- Identifying details from a text that support a given inference (such as about a character). *(Inference)*
- Determining the meaning of unknown vocabulary by using context clues that draw from a small section of the text. *(Vocabulary / Language)*
- Identifying text structures (flashback, use of chronological order, etc.) and features (literary elements such as dialogue, descriptive language, etc.). *(Structure / Text Features)*

*Educator-recommended next-steps and Digital Library resources*

Instructional next steps include, helping students to

- Construct a theme of a given text drawn from specific evidence. Digital Library example: [An Introduction to Theme](#)
- Make simple inferences drawn from a text and support them with textual evidence. Digital Library example: [Annotating Text](#)
- Use context clues drawn from the entire text to determine the meaning of unknown words.
- Compare structures across texts to determine how they develop the author's purpose.

Professional Development Resources for teachers of students at all levels: [Understanding Text-Dependent Questions](#) and [Supporting Students in Close Reading](#)

Figure 10. Digital Library Connections document for ELA, Grade 7: Read Literary Texts

- Instructional Learning Series.** The Instructional Learning Series, developed by the CDE in collaboration with educators from California LEAs, is designed to provide educators with resources in the Digital Library that relate directly to standards assessed by specific IABs. For each list, learning goals and success criteria specific to the resources on the list are provided. Currently, there are 10 resource lists from this series available. More lists will be released in the coming months. Figure 11 displays a screenshot of one of the resource lists from the Instructional Learning Series—Grade 6: Read Informational Texts.

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## Grade 6—Read Informational Texts

The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks.

The Digital Library resources on this list are intended to supplement a teacher's core curriculum and may not address every standard assessed by the Grade 6—Read Informational Texts Interim Assessment Block. For each resource on this list, a brief description is provided along with the Common Core State Standards (CCSS) of focus and estimated instructional time. Many of the formative assessment practices featured in these resources can be used across grades and content areas, so teachers are encouraged to explore the resources on other lists in the [Digital Library Resource Collections](#). A Digital Library account is required to access all resources on this list. Below are the key learning goals and success criteria specifically for the resources on this list.

**Learning Goals**

Students understand how to:

- support their claims by citing textual evidence.
- use a variety of resources and strategies to determine the intended and connotative meanings of unknown words.
- determine an author's purpose or point of view by analyzing text structure and the impact of language use.
- analyze in detail how events or ideas are introduced, illustrated and elaborated in a text.
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context.
- distinguish among the connotations of words with similar denotations.

**Success Criteria**

Students can:

- determine a central idea in a text using supporting evidence.
- make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
- identify text evidence to support a given inference or conclusion based on the text.
- analyze how information is presented within a text.
- determine how information reveals the author's point of view or purpose within a text.
- analyze the impact of word choice on reader interpretation of meaning.

Title	Resource Overview
<a href="#">Close Reading Strategy: Read Like a Detective</a> <p>CCSS of focus: RI.6.1</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes a lesson plan and student materials intended to support students through gradual release and formative assessment strategies. Students locate evidence within the text to support a teacher-generated inference. In the lesson, students are asked to determine if there is sufficient evidence to support the inference and are expected to use the evidence they have gathered to write a constructed response.</p>
<a href="#">What's the Point? – Media Bias and Argument Writing</a> <p>CCSS of focus: RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8</p>	<p>This resource includes a multi-day lesson plan, student materials, and a rubric. The lesson uses current events to acquaint students with the purpose and techniques used in editorial writing to persuade, inform, and entertain. This</p>

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The California Assessment of Performance and Proficiency Institute was a two-year effort offered to local education (LEA) teams during the 2013-14 school year.

[Digital Library Resource Collections](#)  
This is the Smarter Balanced Digital Library Resource Collections page.

[Smarter Balanced Assessment System](#)  
The formative assessment system of the Smarter Balanced Assessment System.

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Figure 11. Instructional Learning Series document for ELA, Grade 6: Read Informational Texts



California Department of Education  
California Assessment of Student Performance and Progress—  
Report on Interim and Formative Assessment Tools

## Interim and Formative Assessment Statewide In-Person Trainings

In addition to the Web-based resources listed in this report, the CDE offered the following in-person trainings throughout the state for LEA staff during the 2015–16 school year and is offering them again during the 2016–17 school year. Feedback from participants has been positive, with many participants indicating their intent to use the materials from the training to conduct training locally.

- **CAASPP Institutes.** To support comprehensive implementation of the CAASPP System, the CAASPP Institutes was a two-part training offered to LEA teams. Part 1, which took place in fall 2015, offered the opportunity to learn practical strategies for using the CAASPP System to improve teaching and learning, share and collaborate with colleagues in other LEAs, and plan future implementation of the CAASPP assessments. Part 2, which took place in spring 2016, offered teams the opportunity to reconvene and share successes and challenges experienced in implementing the plans that were discussed during the fall 2015 training. During the 2015–16 school year, over 1,700 LEA staff members attended this training. Approximately the same number of LEA staff members are expected to attend the 2016–17 Institute, which will take place in January and February 2017.

Participant feedback from the 2015–16 Institute indicated that the greatest impact of the Institutes was in their understanding of the interim and formative assessment components of the Smarter Balanced system and how they must work together to maximize high-quality teaching and learning. Participants also expressed a greater understanding of the difference between universal tools, designated supports, and accommodations. Additionally, participants reported an improved understanding of the interim assessments, specifically the similarities and differences between the ICAs and IABs. Detailed feedback from the 2015–16 training participants is provided in two reports: one from Part 1 of the Institute (Attachment A) and one from Part 2 of the Institute (Attachment B).

- **Interim Assessment Hand Scoring Workshops.** These workshops provided teachers, as well as educator coaches and trainers, training on the processes and materials for hand scoring student-constructed responses from the Smarter Balanced Interim Assessments. Participants had the opportunity to practice, discuss, and receive feedback on hand scoring sample student responses. More than 1,200 LEA staff members attended this training during the 2015–16 and 2016–17 school years, collectively.

Based on survey responses collected from participants, the hand scoring workshops were a beneficial learning opportunity. Over 80 percent of participants agreed that the workshops prepared them to train staff in their LEA on how to score student responses to the interim assessments. Over 80 percent of participants indicated that they expect their experience with hand scoring student responses will improve the way they approach classroom instruction. Over 90 percent of participants agreed that scoring student responses to the performance tasks confirmed or deepened their understanding of the Smarter Balanced assessment system. Further feedback from training participants was summarized in a memorandum from Educational Testing Service (ETS), the test contractor that delivered the training, to the CDE (Attachment C).

- **Digital Library and Interim Assessment Clinics.** These clinics were intended for LEA CAASPP coordinators and provided information about resources available in the Digital Library that help support professional learning and instruction as they relate to the formative assessment process, information about use of the available interim assessments, and strategies for promoting understanding and use of the Digital Library and interim assessments within LEAs. More than 1,300 LEA staff members attended this training during the 2015–16 and 2016–17 school years, collectively.

Based on survey responses collected from participants, the Digital Library and Interim Assessment Clinics provided a valuable and helpful learning opportunity. Nearly 70 percent of participants expressed that the clinic helped them to think about ways to encourage teachers to use the Digital Library and interim assessments. Over 70 percent of participants indicated that the knowledge they gained at the clinic will help them increase their schools' use of the Digital Library and interim assessments. Further feedback from training participants was summarized in a memorandum from ETS to the CDE (Attachment C).

The participant feedback from in-person trainings overall show LEAs are developing a deeper understanding of the interim and formative assessment components of the Smarter Balanced system and how those components must work together to maximize high-quality teaching and learning. The positive feedback and interest to encourage teachers to use the Digital Library and interim assessments is promising. The CDE will continue to monitor the efficacy of the tools and professional development supports for the tools as LEAs increase their understanding and use of the Digital Library and interim assessments.

**California Department of Education  
California Assessment of Student Performance and Progress—  
Report on Interim and Formative Assessment Tools**

## **Future Development of Interim and Formative Assessment Resources**

The introduction of state-provided formative and interim assessments for ELA and mathematics has been well-received by California LEAs. However, LEAs will require ongoing support to maximize the assessment resources and tools in the CAASPP System to improve teaching and learning. For example, the absence of funding for Senior Assessment Fellows since July 2016 has negatively impacted the ability of CDE to provide hands-on CAASPP training to LEAs. As a result, this has hampered opportunities for LEAs to learn practical strategies for using the CAASPP System, including the use of interim and formative assessments. LEAs requesting such training are now referred to their local county office of education (COE). However, without the fellows, the CDE is not able help ensure that the COEs have the support that they require to provide these trainings.

In March 2016, the CDE submitted four recommendations to expand the CAASPP system and provide LEAs with resources and tools to improve teaching and learning while ensuring minimal intrusion on instructional time. One of the recommendations is to provide regional assessment support to schools and districts on the implementation of the comprehensive assessment tools and resources. The implementation of this recommendation will require additional funding to support the activities of the regional assessment network. Details of the recommendations can be found in the CDE's *Recommendations for Expanding California's Comprehensive Assessment System* report to the Legislature.

As discussed in the section "Using Formative and Interim Assessment Tools to Match Test Content to Specific Standards or Clusters of Standards," there are a number of interim and formative assessment resources available to assist educators in addressing student instructional needs by clusters of content standards.

Work continues on the development of additional resources to assist educators in identifying specific areas of student need for instruction. A significant effort that is currently underway by Smarter Balanced involves enhancements to the Open Source Online Assessment Reporting System that California educators can use to view results from the interim assessments. Smarter Balanced has convened an advisory group of LEA and state education staff members from consortium member states to identify and prioritize these enhancements. Staff members from the CDE and two large California LEAs are members of this advisory group.

The highest-priority enhancement, which is expected to be available at the beginning of the 2017–18 school year, is the development of a feature that allows teachers to view their students' responses to individual interim assessment items. This enhancement—

**the interim assessment item-level student response viewer**—would provide teachers with detailed, item-level information that is currently unavailable to them (such as paragraphs and essays that students write, the correct answer to the item as applicable to the question, and the content standards to which each item is aligned). Smarter Balanced is including these features in the reporting system as part of California’s existing membership fee. However, the CDE is currently waiting to find out how much it will cost its test contractor to produce the necessary data file to enable this feature for California LEAs. The ability to provide this enhancement to California LEAs will depend on available funding.

The CDE will continue to involve California educators as it investigates the practicality, efficiency, and feasibility of options to prioritize and pursue development of future resources. Examples of options under consideration include interim assessment target reports, which would provide educators with student performance information for a cluster of standards, and an interim assessment item bank, which would allow educators to select specific test items based on individual instructional needs. Should such resources be made available to educators, it would be imperative to develop and provide training for any educator who might use it. Absent sufficient training, unintended consequences are likely to occur. Namely, an educator may attempt to make a determination about a student’s level of mastery on a single standard based on the student’s performance on an insufficient number of test items. Level of mastery on a single content standard cannot be determined by performance on just one or a few items aligned with that standard. As described above, it would likely not be possible to develop and implement such training without funding for regional assessment support to schools and districts.

As various resources are considered for development, it is important that efforts be focused on the most efficient and beneficial resources so educators are not overwhelmed by a large volume of resources or assessments. For example, it would not be practicable to develop assessments that will generate scores on a single content standard. Given the breadth of skills included in each content standard and the number of standards, it would take about 320 items for Grade 3 ELA alone (at eight items per standard and approximately 40 content standards) to generate a valid score for each standard. Further, such an approach does not consider the process skills as described in the anchor standards in ELA and the mathematical practices. In contrast, the Smarter Balanced approach to content specifications clusters the standards and process skills together in a manner consistent with how educators are likely inclined to group standards in lessons. This approach has the benefit of support measures that are valid, reliable, and practicable.

Given the widespread use of the existing interim assessments, it is recommended that a study be funded to examine how the existing interim assessments could be used to provide educators with more specific information about areas of student strength and need for further instruction.

To the extent funding is available, the CDE will continue to develop resources to support LEA staff understanding and use of the interim assessments and formative assessment tools. As new statewide summative assessments are developed for additional content areas, the extent to which companion formative and interim assessment tools can be developed and supported will rely heavily on the amount of funding provided for those efforts.

## **Attachment A**

### **2015–16 CAASPP Institute: Report from Fall Institutes**



# **2015–16 CAASPP Institute: Report from Fall Institutes**

Prepared by the Sacramento County Office of Education  
on Behalf of the California Department of Education

March 2016



## Introduction

This report provides information about the 19 two-day CAASPP Institutes that were held between October, 2015 and February, 2016. These CAASPP Institutes were designed for teams of up to six participants from schools and school districts. Overall, a total of 1,703 participants from 351 teams attended the institutes as shown in the chart below.

To assess the learning and overall experience at the CAASPP Institutes, participants were asked to complete a feedback form at the end of the second day (Appendix A). The feedback form assessed participants' overall understanding of the CAASPP system and their understanding of summative, interim, and formative assessment using a before and after rating scale. In addition, the feedback form assessed the quality of the CAASPP Institute and the amount of time dedicated to each institute component. Responses were made on a four-point scale (4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree).

## CAASPP Institute Locations and Participants

Location	Date	Number of Individuals Who Applied	Number of Individuals Selected	Number of Teams Selected
Bakersfield	November 5-6	177	104	23
Clovis	November 16-17	189	104	20
Clovis	December 15-16	84	84	22
Los Angeles - Alhambra	January 25-26	87	82	20
Los Angeles - Burbank	October 26-27	163	103	19
Los Angeles - Downey	November 2-3	244	106	18
Marin	January 21-22	38	38	9
Orange County	November 9-10	143	105	20
Riverside	February 1-2	43	37	12
Riverside	November 9-10	171	115	24
Sacramento	October 21-22	305	105	22
Sacramento	December 8-9	65	65	13
San Bernardino	October 29-30	100	85	15
San Diego	November 12-13	242	94	18
San Joaquin	October 26-27	149	97	19
Santa Clara	November 16-17	290	108	22
Santa Rosa	November 2-3	133	99	20
Tehama	November 4-5	160	94	20
Ventura	November 12-13	128	78	15
<b>Total</b>		<b>2,911</b>	<b>1,703</b>	<b>351</b>



## Summary of Feedback

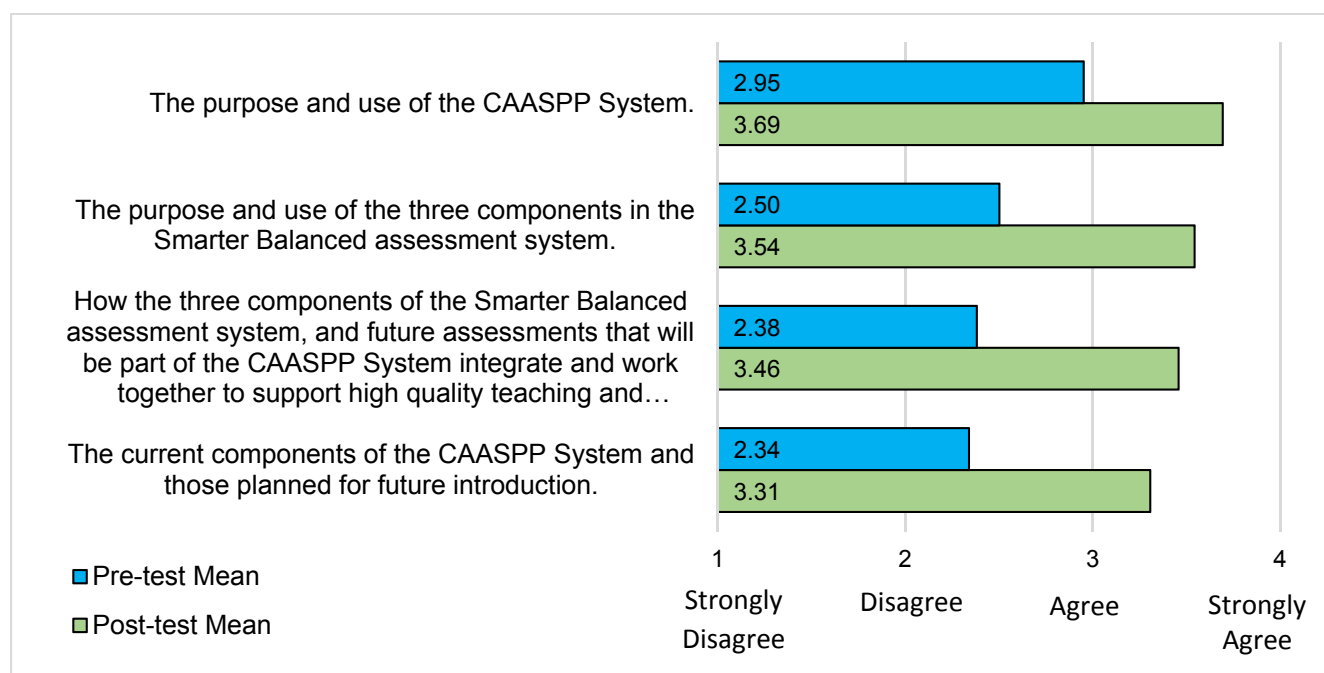
Participants rated their level of knowledge on several areas at two points in time, *before* participating in the CAASPP Institute (pre-test) and *after* participating in the CAASPP Institute (post-test). The tables below indicate the average rating (mean rating) for the pre-test (before) and the post-test (after). Each table also includes a measure of change; higher numbers indicate greater change from the pre-test to the post-test. The number of participants who provided ratings for the pre and post-tests are also included.

The first area assessed was participants' understanding of the CAASPP System. Table 1 shows participants' knowledge and understanding of the CAASPP System in general. Pre-test ratings ranged between "disagree" and "agree" whereas post-test ratings ranged between "agree" and "strongly agree." As illustrated through Figure 1, all questions showed substantial change from the pre-test to the post-test. At the beginning of the Institute, participants knew least about the current and future components of the CAASPP System and the most about the purpose of the CAASPP System. From pre-test to post-test, the greatest change in knowledge occurred in how the three components of the Smarter Balanced system work together to support high quality teaching and learning.

**Table 1. Participant Understanding of the CAASPP System**

2015-16 CAASPP Fall Institute Feedback Results	N	Pre-test Mean	Pre-test Std. Dev.	Post-test Mean	Post-test Std. Dev.	Pre-Post Change
<b>Overview</b>						
The purpose and use of the CAASPP System.	852	2.95	0.80	3.69	0.49	0.74
The purpose and use of the three components in the Smarter Balanced assessment system.	848	2.50	0.85	3.54	0.53	1.04
How the three components of the Smarter Balanced assessment system, and future assessments that will be part of the CAASPP System integrate and work together to support high quality teaching and learning for all students, including students with disabilities (SWDs) and English learners (ELs).	851	2.38	0.81	3.46	0.57	1.08
The current components of the CAASPP System and those planned for future introduction.	848	2.34	0.82	3.31	0.58	0.97

**Figure 1. Participant Understanding of the CAASPP System**

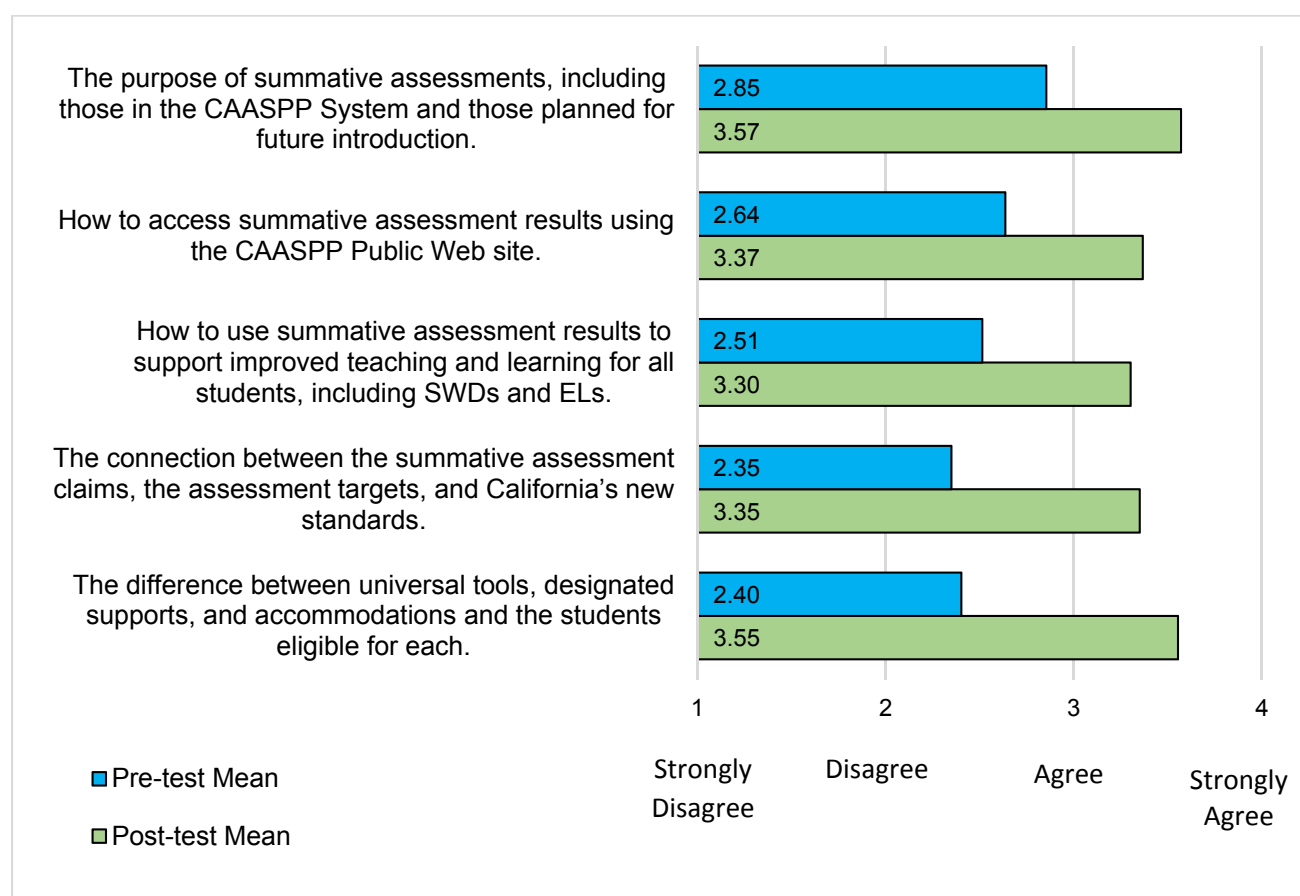


The next area of feedback focused on summative assessments. Table 2 shows participants' knowledge and understanding of the summative assessments. Results were similar to those in Table 1. Pre-test ratings fell between "disagree" and "agree" and post-test ratings fell between "agree" and "strongly agree." As shown in Figure 2, the greatest change from the pre-test to the post-test was participant understanding of the difference between universal tools, designated supports, and accommodations.

**Table 2. Participant Understanding of the Summative Assessments**

2015-16 CAASPP Fall Institute Feedback Results	N	Pre-test Mean	Pre-test Std. Dev.	Post-test Mean	Post-test Std. Dev.	Pre-Post Change
<b>Summative Assessment</b>						
The purpose of summative assessments, including those in the CAASPP System and those planned for future introduction.	837	2.85	0.78	3.57	0.52	0.72
How to access summative assessment results using the CAASPP Public Web site.	846	2.64	0.95	3.37	0.65	0.73
How to use summative assessment results to support improved teaching and learning for all students, including SWDs and ELs.	837	2.51	0.81	3.30	0.59	0.79
The connection between the summative assessment claims, the assessment targets, and California's new standards.	837	2.35	0.85	3.35	0.58	1.00
The difference between universal tools, designated supports, and accommodations and the students eligible for each.	832	2.40	0.94	3.55	0.55	1.15

**Figure 2. Participant Understanding of the Summative Assessments**



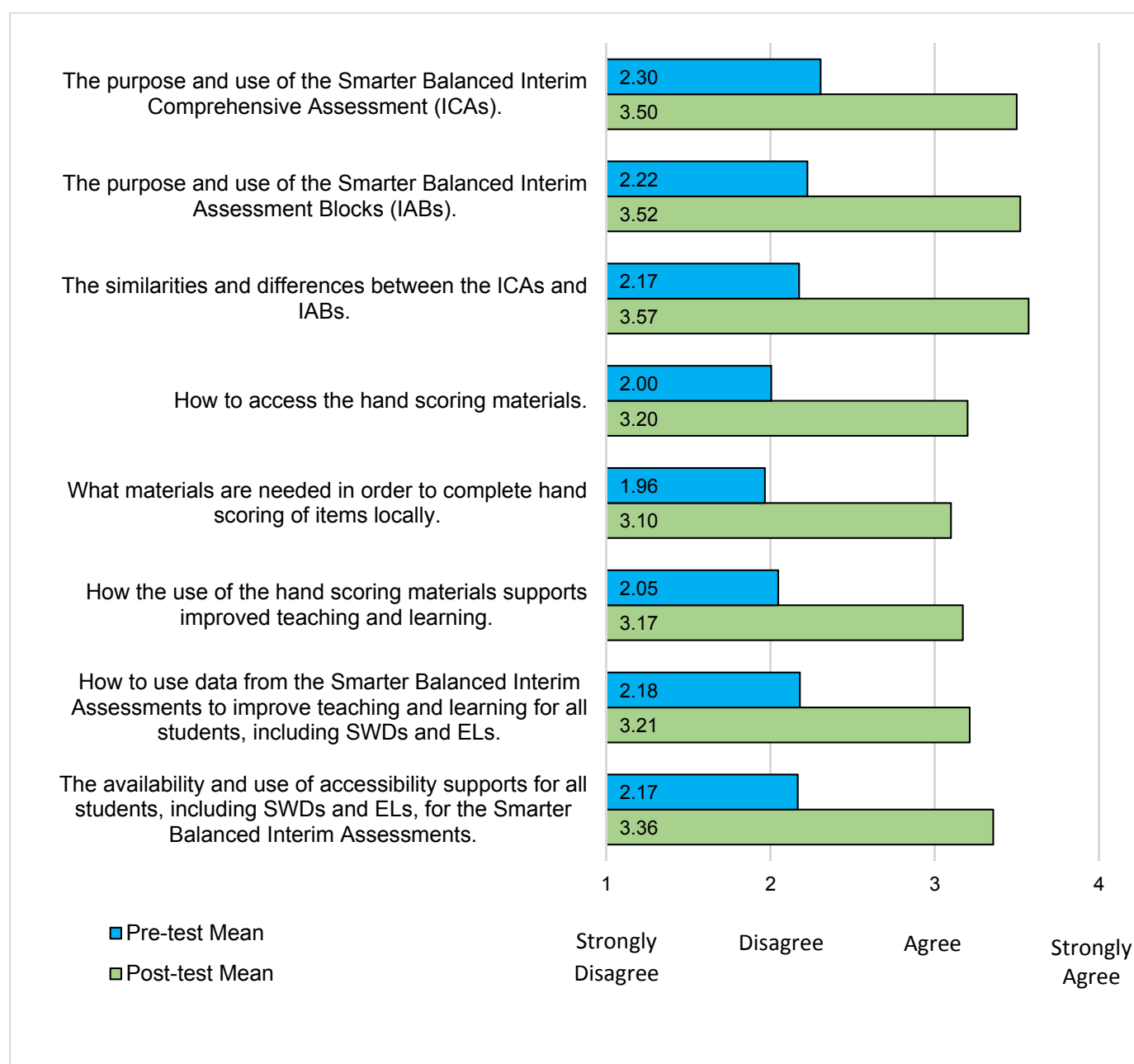
In addition to investigating participant knowledge of the summative assessments, the evaluation also assessed knowledge of the Smarter Balanced interim assessments. Table 3 shows the change between the pre-test and post-test for participant knowledge and understanding of the interim assessments. Pre-test ratings ranged from a low of 1.96 for knowledge about the materials needed in order to complete hand scoring items locally to a high of 2.30 for understanding about the purpose and use of the Smarter Balanced Interim Comprehensive Assessments.

**Table 3. Participant Understanding of the Interim Assessments**

<b>2015-16 CAASPP Fall Institute Feedback Results</b>	<b>N</b>	<b>Pre-test Mean</b>	<b>Pre-test Std. Dev.</b>	<b>Post-test Mean</b>	<b>Post-test Std. Dev.</b>	<b>Pre-Post Change</b>
<b>Interim Assessment</b>						
The purpose and use of the Smarter Balanced Interim Comprehensive Assessment (ICAs).	832	2.30	0.92	3.50	0.56	1.19
The purpose and use of the Smarter Balanced Interim Assessment Blocks (IABs).	827	2.22	0.96	3.52	0.54	1.30
The similarities and differences between the ICAs and IABs.	831	2.17	1.03	3.57	0.55	1.40
How to access the hand scoring materials.	832	2.00	0.92	3.20	0.72	1.20
What materials are needed in order to complete hand scoring of items locally.	827	1.96	0.86	3.10	0.69	1.13
How the use of the hand scoring materials supports improved teaching and learning.	823	2.05	0.87	3.17	0.68	1.12
How to use data from the Smarter Balanced Interim Assessments to improve teaching and learning for all students, including SWDs and ELs.	822	2.18	0.84	3.21	0.61	1.03
The availability and use of accessibility supports for all students, including SWDs and ELs, for the Smarter Balanced Interim Assessments.	822	2.17	0.89	3.36	0.59	1.19

As depicted in Figure 3, changes were seen in all areas of participants' knowledge and understanding of the interim assessments. The greatest changes were evident in participants' understanding of the similarities between the interim comprehensive assessments and the interim assessment blocks (change = 1.40), and the purpose and use of the Smarter Balanced Interim Assessment Blocks (change = 1.30). Additionally, change scores for all items were more than one point on the four-point scale showing that participants learned more about the interim assessments than the summative assessments where only several items showed a growth of more than one point. While knowledge and understanding improved greatly across all items, the post-test scores were lowest for the items related to hand scoring materials, indicating a need for continued support for teams in that area.

**Figure 3. Participant Understanding of the Interim Assessments**



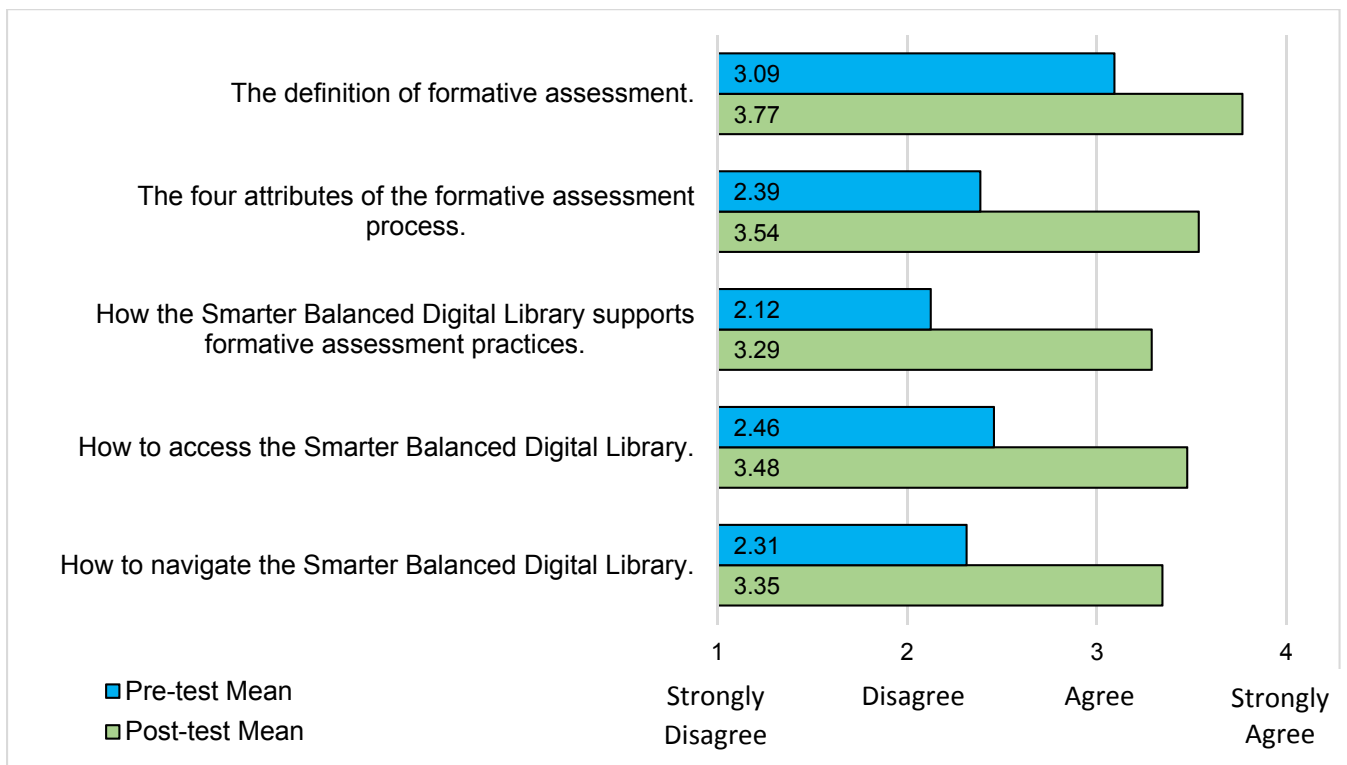
The last area of knowledge assessed measured participants' knowledge of formative assessment tools and practices and the Smarter Balanced Digital Library. Table 4 shows results for pre and post-test knowledge and understanding of formative assessment and the Smarter Balanced Digital Library section of the CAASPP Institute. As with the other sections of the CAASPP Institute, pre-test ratings fell between "disagree" and "agree." Figure 4 shows that participants' initial knowledge about the definition of formative assessment was much greater than their knowledge about the attributes of formative assessment and the elements of the Digital Library.

Post-test scores ranged from a low of 3.29 for how the Smarter Balanced Digital Library supports formative assessment practices to a high of 3.77 for the definition of formative assessment. The greatest improvement in knowledge and understanding was found in two areas; the four attributes of formative assessment and how the Smarter Balanced Digital Library supports formative assessment practices.

**Table 4. Participant Understanding of Formative Assessment Practices and the Smarter Balanced Digital Library**

2015-16 CAASPP Fall Institute Feedback Results	N	Pre-test Mean	Pre-test Std. Dev.	Post-test Mean	Post-test Std. Dev.	Pre-Post Change
<b>Formative Assessment</b>						
The definition of formative assessment.	825	3.09	0.78	3.77	0.44	0.67
The four attributes of the formative assessment process.	828	2.39	0.90	3.54	0.57	1.15
How the Smarter Balanced Digital Library supports formative assessment practices.	830	2.12	0.87	3.29	0.66	1.16
How to access the Smarter Balanced Digital Library.	829	2.46	1.01	3.48	0.63	1.02
How to navigate the Smarter Balanced Digital Library.	826	2.31	0.99	3.35	0.69	1.03

**Figure 4. Participant Understanding of Formative Assessment Practices and the Smarter Balanced Digital Library**



In addition to providing ratings on the CAASPP Institute content, participants were also asked to provide feedback about several aspects of the quality of the CAASPP Institute. In general participants rated all aspects of the CAASPP Institute quality between “agree” and “strongly agree” with the highest ratings for the knowledge level of the CAASPP Institute trainers (3.77) followed closely by the responsiveness of the trainers to questions from participants (3.76). Participants indicated that the training materials supported their learning and were generally confident that the goals identified during the CAASPP Institute would be implemented at their school or district.

**Table 5. Participant Rating of CAASPP Institute Quality**

<b>2015-16 CAASPP Fall Institute Feedback Results</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Workshop Logistics</b>			
The CAASPP Institute trainers were knowledgeable.	849	3.77	0.45
The CAASPP Institute trainers were responsive to questions from participants.	849	3.76	0.47
The training materials helped support my learning.	848	3.71	0.50
I feel confident that the goals identified during the CAASPP Institute will be implemented at my school or school district.	790	3.41	0.56

To help inform the structure of future CAASPP Institutes, participants were asked about the amount of time that was dedicated to each section. Table 6 shows participants’ ratings of the time dedicated to each portion of the CAASPP Institute. Ratings were made on a three-point scale where 1 = not enough time, 2 = just right, and 3 = too much time. The average rating for all sections was very close to a “2” indicating that the amount of time dedicated was “just right.” Four sections had ratings of just under “2” indicating that participants felt more time could have been dedicated to that area. Those sections were accessibility supports, interim assessments, formative assessment and the Digital Library, and planning time. When asked about the time devoted to the CAASPP Institute overall, participants responded that the time was “just right” (mean = 2.05).

**Table 6. Time Dedicated to Workshop Elements**

<b>2015-16 CAASPP Fall Institute Feedback Results</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Time dedicated to Workshop Element</b>			
Overview	835	2.13	0.35
Summative assessment	836	2.04	0.35
Accessibility supports	836	1.93	0.42
Interim assessments	834	1.88	0.40
Formative assessment and the Smarter Balanced Digital Library	837	1.86	0.53
Planning time within each section	834	1.87	0.47
Final planning time	829	2.01	0.39
CAASPP Institute	822	2.05	0.35

## Comments and Suggestions

In addition to assessing participant learning and experience, the feedback form provided opportunities for participant feedback through three open-ended questions. Each question is provided below along with a summary of the responses. The complete set of all responses is provided in Appendix B.

What aspects of the CAASPP System were clarified for you during the CAASPP Institute? (N = 424; Appendix B1)

- Accessibility resources, accommodations, and universal and designated supports
- Interim assessments and the difference between the Interim Assessment Blocks (IAB) and the Interim Comprehensive Assessments (ICA)
- Digital Library instructional and assessment resources
- Formative assessments
- Standards and claims and how they are reported
- The link between the assessment systems and resources

What aspects of the CAASPP System do you feel you need to explore further? (N = 408; Appendix B2)

- Accessibility supports and how they function during assessments
- Linkages between targets, claims, standards, and blueprints
- Interim assessments and hand scoring items
- Reporting and analyzing data



Other comments or suggestions? (N = 298; Appendix B3)

- Plan ahead of time for access to account managed systems and for Internet access at the location.
- Provide more opportunities to dig further into the assessments by subject area and grade level.
- Participants were grateful for the team approach and planning time designed within the CAASPP Institutes as these would foster implementation at schools and districts.

## **Attachment B**

### **2015–16 CAASPP Institute: Report from Spring Institutes**



# **2015–16 CAASPP Institute: Report from Spring Institutes**

Prepared by the Sacramento County Office of Education  
on Behalf of the California Department of Education

June 2016



## Introduction

This report provides information about the 17 one-day CAASPP Institutes that were held between February and May 2016. The spring CAASPP Institutes were designed to provide follow-up support to schools and school districts on how best to utilize the CAASPP System results, resources, and tools. This report reflects feedback from 525 spring CAASPP Institute participants.

To assess the learning and overall experience at the CAASPP Institutes, participants were asked to complete a feedback form at the end of the day. The feedback form assessed the degree to which each aspect of the CAASPP Institute was helpful in participants' learning about the CAASPP System. Responses were made on a four-point scale (4 = very helpful, 3 = moderately helpful, 2 = a little helpful, 1 = not helpful at all).

The feedback form also assessed the level of impact the CAASPP Institute had on the CAASPP System implementation at their school site or district, as well as the quality of the CAASPP Institute trainers and training materials. Responses to these items were made on a four-point scale (4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree). A copy of the feedback form is located in Appendix A.

## CAASPP Institute Locations and Participants

Spring CAASPP Institute Location	Date	Feedback Count
Bakersfield	February 16	50
Clovis	February 17	60
Los Angeles - Alhambra	May 17	18
Los Angeles - Burbank	February 9	36
Los Angeles - Downey	February 2	22
Marin	April 5	0
Orange	February 17	20
Riverside	February 23	47
Sacramento	February 1	21
Sacramento	February 29	40
San Bernardino	February 8	30
San Diego	February 4	23
San Joaquin	February 2	42
Santa Clara	February 12	30
Santa Rosa	February 11	22
Shasta	February 4	28
Ventura	February 29	36
<b>Total</b>		<b>525</b>

## Summary of Feedback

At the end of the day, participants rated the CAASPP Institutes' aspects, impact, trainers and materials. The tables below indicate the number of participants who provided a rating and the average rating (mean rating). Each table also includes the standard deviation for each rating.

Table 1 illustrates the degree to which each aspect of the CAASPP Institute was helpful in learning about the CAASPP System. Average ratings across all areas were very high and ranged from "helpful" to "very helpful". Responses to each of the CAASPP Institutes' aspects showed they were substantially helpful to participants' learning. Participants indicated that hearing about the experiences of other teams in the CAASPP showcase and having time with their team to plan implementation were the most impactful aspects for learning about the CAASPP System.

**Table 1. Impact of Institute Elements in Learning about the CAASPP System**

Degree to which each aspect of the spring CAASPP Institute was helpful in learning about the CAASPP system	N	Mean	Standard Deviation
Review of material covered in the two-day fall CAASPP Institute	512	3.31	0.76
Hearing the experience of other teams in the CAASPP Showcase	515	3.57	0.64
Reflecting on your own team's experience by completing The River activity	515	3.45	0.75
The River Gallery Walk where you visited other teams' "Rivers"	510	3.49	0.69
Job-alike collaboration	517	3.20	0.81
Planning time with your team for continued implementation of your action steps	508	3.53	0.64
Supporting resources for the Smarter Balanced Interim Assessments and the Digital Library	509	3.12	0.77
Supporting resources for the Smarter Balanced Summative Assessments	509	3.25	0.73

Table 2 shows the impact of the CAASPP Institute on participants' ability to implement the CAASPP System at their school site or district. Average ratings again were very high and fell between "agree" and "strongly agree". Most participants agreed the CAASPP Institute had advanced their knowledge of the CAASPP System as well as their feelings of confidence to implement the CAASPP System at their school site or district.

**Table 2. Impact of the Institute on Implementation of the CAASPP System**

Impact of the CAASPP Institute on CAASPP System implementation at the school or school district	N	Mean	Standard Deviation
The CAASPP Institute materials helped advance my knowledge of the CAASPP System	498	3.52	0.54
The CAASPP Institute was instrumental in getting our school or school district ready to implement one or more components of the CAASPP system	495	3.45	0.56
I feel confident that my school or school district will continue implementing the action steps we identified in the planning time at the CAASPP Institute	493	3.51	0.55

Table 3 shows the quality of the CAASPP Institute trainers and training materials. Nearly all participants agreed the trainers were knowledgeable and responsive to questions, and that the materials used helped support their learning. Comments provided in the open-ended response prompts underscore how valuable the materials were to their understanding of the workshop content.

**Table 3. Quality of the CAASPP Institute Trainers and Materials**

Quality of CAASPP Institute trainers and training materials	N	Mean	Standard Deviation
The CAASPP Institute trainers were knowledgeable.	498	3.78	0.42
The CAASPP Institute trainers were responsive to questions from participants.	496	3.78	0.42
The training materials helped support my learning.	496	3.62	0.53

In addition to assessing participant learning and impact on implementation, the survey provided opportunities for participant feedback through two open-ended response prompts. Each prompt is provided below along with a summary of responses. Complete sets of responses for each of the two open-ended questions are located in Appendices B1 and B2. All comments are reported verbatim from the completed feedback form.

*What additional resources do you feel you need to further support your implementation of the CAASPP System? (N = 107)*

- Participants appreciated the hands-on approach and the opportunity to work through samples of student reports.
- Short instructions and “cheat sheets” are desired. They need quick, clear directions without a significant reading investment.

- Participants want more information about the scoring process and how it meaningfully connects to instruction.
- Resources that help parents use the new data to evaluate school quality are needed.
- Participants also wanted more time to explore more resources and time to plan for the various testing and reporting stages.
- As the assessments and reporting systems continue to be refined, participants would appreciate follow-up institutes to support the changes.

*Other comments or suggestions? (N = 77)*

- Participants loved the River Walk activity and the opportunity to review the Rivers of other teams.
- They valued the CAASPP showcase.
- Suggestions for enhancements included:
  - Principal and superintendents' CAASPP Institute
  - More time to hear about collaboration from other districts
  - During walk-around time, presenters should answer questions from individuals back to the whole group.
  - Provide names and contact information for presenters.
- Participants expressed their gratitude for the Institute.



## 2015–16 CAASPP Institute Feedback Form – Spring Session

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Please indicate the degree to which each aspect of the spring CAASPP Institute was helpful to you in learning about the CAASPP system.

	Very Helpful	Moderately Helpful	A Little Helpful	Not Helpful at All
Review of material covered in the two-day fall CAASPP Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing the experience of other teams in the CAASPP Showcase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on your own team's experience by completing The River activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The River Gallery Walk where you visited other teams' "Rivers"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job-alike collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning time with your team for continued implementation of your action steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting resources for the Smarter Balanced Interim Assessments and the Digital Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting resources for the Smarter Balanced Summative Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please tell us a little bit more about the impact of the CAASPP Institute on CAASPP System implementation at your school or school district.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The CAASPP Institute materials helped advance my knowledge of the CAASPP System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CAASPP Institute was instrumental in getting our school or school district ready to implement one or more components of the CAASPP system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that my school or school district will continue implementing the action steps we identified in the planning time at the CAASPP Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next couple of questions ask about the CAASPP Institute trainers and training materials.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The CAASPP Institute trainers were knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CAASPP Institute trainers were responsive to questions from participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training materials helped support my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What additional resources do you feel you need to further support your implementation of the CAASPP System?

Other comments or suggestions?

**What additional resources do you feel you need to further support your implementation of the CAASPP System? (N = 107)**

- Want institute PowerPoint electronically. Want central electronic document with links to resources/manuals from CAASPP.org/CDE/Digital Library/Smarter Balanced when available
- A bunch of A-type administrators we could move faster in these sessions, but it was useful.
- A walk through of the interim tests as if a student were taking it and a teacher was giving it.
- Access to the form Clovis mentioned creating with regards to accessibility supports. All other resources would need to come from my district (direction, support)
- Additional information about how the tools work. Is there any additional information about how to turn the tools on and off for individual students? Is there any way to turn them on for individual students and leave them on?
- Additional information about the use of TOMS reports is always good news. Thank you for the carousel activity. We were given the opportunity to access more teacher resources at that time.
- Appreciate all you do to support us.
- As many example performance tasks as possible
- At the fall training I missed two key pieces of information that would have helped tremendously. Can you review your fall presentation and see if the following components were clear? 1. the scores for IAB are found on digital library which require a separate login and 2. teachers can view the IAB's before/while/after giving the assessments. I may have missed these points, but I don't think they were made clear.
- Being able to report glitches on CAASPP and digital library
- Better data IAB!
- Better support knowledge from CalTAC. Have experienced conflicting answers
- Cheat sheets on how to navigate parts of TOMS, hand scoring, etc. Something simple to give to teachers and testing coordinators
- Clear, succinct, and updated teacher resources for interim and summative assessments.
- Color copies, copies with more clarity, digital copies of the presentation
- Continued distribution of CAASPP
- Continued review of updates and materials
- Continued sharing out of best practices and planning time.
- Data analysis
- Digital library- explicit demo. Practice tests items emphasized more
- Finish the work that you say is coming in Feb/March 2016!
- Follow up training next year
- For the EAP portion of the report, perhaps there could be a reminder letting students know if they released their results.
- For the River Walk- it was more helpful being the presenter having others comment on MY poster.
- Further updates as changes happen?
- Grade 11 student score report example. Page numbers on PowerPoint and handouts should match

- Great training!
- Hand scoring
- Hand scoring, rubrics, which resources are most helpful/best
- Hand scoring-actually doing it and calibrating! More institutes to continue further understanding of the process!
- Having some sort of google doc forum to post ideas/resources about our implementation journey. I like hearing how other people are handling things, training, and/or their timelines. Thanks!
- How are the scaled scores, and their cur offs, determined?
- How can History and Social Science teachers help support English? Any specific examples?
- I am still a little confused about how the targets will help impact our instructional program in a meaningful way.
- I enjoy the presenters and the valuable information they share. Great experts!
- I feel the objective of today's training was unclear. Days 1 and 2 were full of great and important information vital to our team's progress, however day 3 seems to lack relevant content necessary to support next steps.
- I just need to spend more time exploring the resources
- I still feel in the dark about HOW to use the digital library and how to find resources inside of it. This is something I wish the trainers would have gone into more detail!
- I think it would have been more helpful to get the new information before the planning time. I think the river/gallery walk could have been a lot shorter
- I wonder what 2016-17 will bring...and how the changes etc. will be rolled out/communicated if there are not these types of professional learning opportunities.
- I would like to attend a workshop on how to score ICA's. I think it's important to do it hands-on.
- I would love a practice section
- Improve digital library
- Improved report/data for the IAB's
- Information on how the summative assessment performance task will be scored. Who does the scoring? How are they trained? In the interim hand scoring process at our school there was disagreement about what scores to give, so curious how that is addressed.
- Interactive training from resources on websites.
- It's A LOT of information, changing fast; I feel like it's hard to keep up. I hope that we really are ok...
- Keep the information fluid. Keep pointing out that the SBAC is a small snapshot of a student's performance and progress. SBAC is not the end all be all!
- Keep the opportunity open next for continued training
- Keep us informed of current updates or changes
- Look forward to everything being posted
- Looking forward to the resources scheduled to be released this month!!
- Looks like there are so many resources on the website...just need to find them
- Loved the river activity
- Maybe could have separated Charters from Public. Thank you!

## Appendix B1.

- More consistent Wi-Fi and location to "show" team some of the resources you reviewed.
- More information on how to look at student reports and use them to guide instruction/intervention.
- More information on how to read scoring results
- More on post test data analysis
- More on test administration
- More practical strategies for implementing the digital library. Thank you!
- More staff/time for the hand scoring component of the ICA. Better technology at the school level. Improvements to the digital library to make it more useful for teachers.
- More support on how to effectively use results to plan and improve teacher and student learning
- More training on the digital library
- More training with the digital library
- More understanding of how teachers can use scores to support instruction.
- Most of our questions were heard but not answered!
- Need more hands on. Do not need all the activities- just gets too redundant
- Need more training on digital library resources available (was reviewed too fast). How to train teachers.
- Not helpful if resources are not yet published, such as the assessment target guides.
- Note: the public needs to be educated re: relative merit of assessments. Right now, they are using scores to determine "good" schools. The presentation is geared more to district personnel but as a classroom teacher/TA/department chair, I got information to help me implement the assessment in my department.
- Ongoing workshops (even 1/2 day) every 6 months or so to stay informed of changes
- Opportunity to go online and do a "surf" of the materials available. Opportunity to delve into digital library since there are lots of great resources, but at times its cumbersome to find them
- Practice with testing interface, digital library, accessibility supports
- Provide water prior to lunch!
- River walk was most helpful
- Sample resources available in other languages, i.e. Spanish score report, although there are translated resources (videos, guides, etc.) they are referencing English documents
- Short video explaining universal tools and designated supports to show reluctant teachers
- Since the state is still in the process of creating things, materials are not ready. It is frustrating to always try to make meaning and communicate with staff with things are not available or they change.
- Specific, detailed instructions on administering interim assessments that I can share easily with colleagues
- Tangible paper sample tests
- Thank you for helping me find resources to help me stay updated on latest developments
- Thank you for sharing your knowledge and continuing with training!

## Appendix B1.

- Thank you for taking the time to explain the progress that has been made with reporting scores. I feel I could use just another explanation in order to really feel like I have a solid understanding of how feedback/reports work so I can explain it to teachers.
- Thank you Roger for helping us get ready for CAASPP! :)
- Thank you! The institute was very informative
- Thanks
- Thanks.
- The institute has been amazing! I appreciate all resources and work time and also the beautiful venue - and it's all free! Gina and Marci...THANK YOU!!!
- The notebook had a great deal of info -Thanks!
- This whole process has been great! I wish we had started sooner...like last year. :) But still, thank you SO much!
- Time :) Money :)
- Time and feedback opportunities to modify the system- there are common frustrations that don't seem to be addressed. Reading assessments for example
- Time to get into the resources and really understand how to navigate the website/resources
- Time to work as a site/district
- TOMS
- Top quality presenters.
- Trainers were wonderful. Acknowledged when they didn't know an answer to a question. Well done!
- Very good day- lots of information, really enjoyed the info gained from the River Walk!
- Very user-friendly/teacher-friendly data to share with teachers in my district
- Want to see state/ETS release training videos for the designated supports and accommodations. I know there is one for UA but would like to be able to share with teachers before the tests what the supports look like.
- Well done. Important information with time to process.
- When/how will CAASPP address exit exam....or will it?
- While I may have felt I was up to speed for SBAC (due to district job assignment) the institute was critical for training a cadre of like-aware educators who were instrumental in moving us forward!
- Wi-Fi access so that we can use the digital library and other resources.
- Wi-Fi during October training dates
- Would have liked the planning time after the update pieces (felt like information on summative reporting, targets, teacher guides would have helped in planning)

**Other comments or suggestions? (N = 77)**

- Awesome Job!
- Communication on change of training place should have gone to all
- Continue progress & improvement of Digital Library so teachers will find it useful!
- Didn't see names or contact info of presenters
- Engaging day! Knowledgeable presenters! Fun!
- Excellent training, please do more
- For job-alike it would have been helpful to have a group for Test Site Coordinators
- Good presenters! Thanks.
- Great 3 days. Thank you. Focus time was extremely helpful.
- Great Job!
- Great lunch! Thank you!
- Great presentation with honest answers to tough question.
- Great presenters (speakers)
- I felt the morning pace was a little slow. Better content in the afternoon.
- I found immediate answers from trainers to questions they didn't know (not their field)
- I found it EXTREMELY wasteful to make the binders of PowerPoint slides when it could have easily been emailed out to us. :(
- I think it is odd they got rid of "at or near" and just kept "near". Doesn't make sense that a student can't be "at" grade level.
- I think we could have done the River Activity in less time- then we would have had more time to see more on gallery walk.
- I wasn't sure how day 3 was meant to add on to the first 2-day training. There didn't seem to be new information, advice/guidance, etc. What was the purpose of day 3?
- It is great times
- Job alike collaboration -last time was unproductive and "cliquish". Digital library- already did that. Supporting resources for SBAC- already have that
- Keep the information flowing
- Keep up the great work!!! Thank you, thank you, thank you!
- Looking forward to improved filtration within the digital library and the connection between IAB performance and digital library resources. Thank you!!
- Love, love, love the River Walk
- Loved CAASPP showcase. Hard to get conversation going in Job-alike. Trainers were clear and well spoken. Training materials made it easy to follow along
- Loved the river activity! Thank you for a wonderful day! :)
- Lunch was great all 3 days. Thanks Taco Girls!
- Make activities digital (Socrative, Padlet). Make this survey digital and share out.
- More hands on training on "hand scoring". I need the state to emphasize the importance of the integrated system (CAASPP, curriculum, technology) at the super/assistant superintendent level.
- More info on test admin
- More planning time was needed
- More time to hear from others
- Nice job-thank you

## Appendix B2.

- Only plan with things that we can implement
- Outstanding experience! Thank you!!
- Please have one day follow up again next year- so helpful- CAASPP 2.0 coming Fall 2016
- Presenters gave conflicting information when walking around answering questions. That makes us more confused
- Principal and superintendents CAASPP Institute?
- Provide PowerPoint electronically or 3-slides per page rather than 1-slide per page. Use technology for responses to allow larger audience to give feedback.
- River Walk was extremely helpful
- Summative assessment resources took waaaay too long. Get to the main point(s) and move on.
- Thank you :)
- Thank you for adherence to time plan. Today seemed much more focused and efficient than the previous days.
- Thank you for all your hard work, clarification and passion. You guys are awesome!!!
- Thank you for making the job-alike shorter. It was the least helpful exercise.
- Thank you for putting this on. It has been very helpful.
- Thank you for your assistance and all the valuable information provided during this training
- Thank you for your knowledge and audience awareness and responsiveness!
- Thank you for your time and energy
- Thank you to Alhambra Unified for their video
- Thank you!
- Thank you!
- Thank you!
- Thank you!
- Thank you!
- Thank you! :)
- Thank you! Very helpful.
- Thank you!! Best day of my 3 days!
- Thank you. All of this was very helpful
- Thank you. This was very helpful! All schools should be here to get this information!
- Thanks
- Thanks for an awesome day! :)
- Thanks for lunch!
- Thanks Jim and Lynn
- Thanks!
- Thanks!
- The collaborative time to hear about other districts is invaluable
- The temperature of the room was too cold most of the day. Food was great at always :)
- These three days could have easily been condensed into 1 1/2 or 2.
- These training were very helpful and were instrumental in getting our district started on interim assessments
- Time and team planning

## **Appendix B2.**

- Too much paper - slides could be digitally shared or printed 3 per page. Thank you.  
P.S. thanks for Wi-Fi. This location and lunch were much improved!
- Too much time was spent on breakouts and small group.
- Venue was not ideal- no outlets
- Very knowledgeable presenters.
- WI FI should be available to ALL. Have a location closer to our district. Traffic Ugh!  
Lunch was awesome. Natural light was super helpful, multi presenters was super helpful.



## **Attachment C**

Feedback from the CAASPP 2016–17 Digital Library and Interim  
Assessment Clinics and Interim Assessment Hand Scoring Workshops

## Memorandum

<b>Date:</b>	December 21, 2016
<b>To:</b>	Jessica Valdez California Department of Education (CDE)
<b>From:</b>	Kelly Bolton Educational Testing Service (ETS)
<b>Cc:</b>	CDE: Michelle Center ETS: Mary Anne Arcilla, Elizabeth Dilke, Tom Foster, Christine Mott, and Chang Yi
<b>Subject:</b>	Summary of the Feedback from the California Assessment of Student Performance and Progress (CAASPP) 2016–17 Digital Library and Interim Assessment Clinic and Interim Assessment Hand Scoring Workshop

The purpose of this memorandum is to summarize for the CDE the feedback gathered from participants about the CAASPP 2016–17 Digital Library and Interim Assessment Clinic and Interim Assessment Hand Scoring Workshop.

Clinics and workshops were held at the following locations on the following dates:

- **Hilton Sacramento Arden West:** September 6, 2016
- **DoubleTree by Hilton Fresno:** September 8, 2016
- **Santa Clara County Office of Education:** September 19, 2016
- **Centre Concord:** September 20, 2016
- **Shasta County Office of Education:** September 26, 2016
- **Burbank Pickwick Gardens:** September 28, 2016
- **University of California, Riverside:** September 29, 2016
- **University of California, Irvine:** September 30, 2016
- **Courtyard Oxnard Ventura:** October 5, 2016
- **Handlery Hotel San Diego:** October 7, 2016

# Summary of the Digital Library and Interim Assessment Clinic

## Overview of the Digital Library and Interim Assessment Clinic

The Digital Library and Interim Assessment Clinic was a valuable and helpful learning opportunity according to survey respondents. Participants included local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators, LEA administrators, curriculum specialists, instructional coaches, site administrators, teachers, and other school staff. The clinic provided participants with a solid introduction to and general guidance in using the Digital Library, Test Operations Management System (TOMS), and the CAASPP Portal. In addition, participants gained knowledge about the Smarter Balanced Interim Assessments (interim assessment blocks [IABs] and interim comprehensive assessments [ICAs]). As a result of the clinic, most participants stated they will be incorporating the Digital Library and interim assessment resources at their LEAs.

Of the Digital Library and interim assessment resources provided to participants at the clinic, most participants found the training videos, handouts, and group discussions to be most beneficial.

While most participants had a positive experience, it was suggested that the clinic be more interactive by providing additional group activities.

## Summaries of the Participants' Survey Responses by Question

### ***How, if at all, will you change your guidance for teachers based on the training that was provided on the formative assessment process?***

Most participants stated they will focus on the formative assessment process and share formative assessment resources they learned during the workshop with the teachers in their LEAs. This will be accomplished by providing staff trainings, including the training and online videos available on the CAASPP Portal. Participants intend to integrate the formative assessment process into current LEA-wide English language arts/literacy (ELA) and mathematics professional development. Most participants also stated they will begin to implement Digital Library resources into their instruction. A few participants also noted they will use the IABs for benchmark-type tests that coincide with their curricula.

### ***How, if at all, will you change your guidance for teachers based on the training that was provided on the Digital Library?***

Most participants stated they will integrate the Digital Library into their LEAs by sharing Digital Library resources, such as the videos, and offering trainings for teachers on use of the Digital Library. Many participants will encourage their teachers to include the Digital Library in their professional learning communities and to attend future professional development workshops. Some participants stated they will immediately create an implementation plan after the workshop.

### ***How, if at all, will you change your guidance for teachers based on the training that was provided on the interim assessments?***

As a direct result of the workshop, most participants will begin to implement or increase the frequency that interim assessments are used in their LEAs. In particular, participants mentioned using the IABs and/or ICAs more, and encouraging teachers to use the viewing system and ELA brief writes. In addition, participants stated they will provide training for the interim assessments and the how to navigate through the CAASPP Portal.



***Which aspect(s) of the clinic benefited you the most?***

Most participants stated the training videos, tutorials, and Digital Library and interim assessment instruction/resources offered at the clinic were the most beneficial. The live demonstrations, interim assessment item specifications, and information on IABs vs. ICAs and how they can enhance a teacher's curriculum were mentioned in particular. In addition, most participants appreciated being able to take the Digital Library and Interim Assessment Clinic presentation packet and other handouts with them. Participants enjoyed the group discussions about the materials with other professionals and having a California Department of Education representative at the clinic to answer questions.

***Which aspect(s) of the clinic do you believe could be improved?***

The greatest concern most participants expressed was presenters reading from the slides too frequently during the presentation. Additional aspects that participants would like to see improved are to make the presentation of the Digital Library and TOMS more hands-on/interactive and to provide more opportunities to collaborate in groups. Many participants would have liked a slower pace as so much information was presented during the clinic. Some participants would have preferred to spend more time on interim assessments and less time on the Digital Library. A couple of participants mentioned they would not change anything.

# Summary of the Interim Assessment Hand Scoring Workshop

## Overview of the Interim Assessment Hand Scoring Workshop

Based on the participants' survey responses, each of the three sessions of the Interim Assessment Hand Scoring Workshop—ELA Full Write and Research, ELA Brief Write and Reading, and Mathematics—was a beneficial learning opportunity. Participants at the workshop included administrators, instructional coaches, curriculum specialists, teachers, and other school staff. The workshop provided participants with the chance to learn about the process for hand scoring student constructed responses. As a result of the workshop, most participants plan to incorporate the rubrics and other resources offered at the workshop into their curricula.

For all the sessions, the opportunity to practice the hand scoring exercises and discuss the exercises as a group proved to be most helpful.

Many of the participants were satisfied with the workshop and did not have suggestions for improvement. Of the participants who provided feedback, some suggested it would have been more helpful if extra time was spent discussing the hand scoring exercises and additional exercises were provided.

## Summaries of the Participants' Survey Responses by Session and Question

### ELA—Full Write and Research Session

***How, if at all, will you change your classroom instruction or guidance for teachers based on the training you received in this workshop?***

Most participants will begin to use the rubrics as a regular practice in their classrooms/LEAs. Some participants will encourage their colleagues/teachers to explore exemplar materials, check sets, and prep sets to help target their instruction.

***Which aspect(s) of the workshop benefited you the most?***

Some participants stated that all parts of the workshop were beneficial. A majority of the participants mentioned they benefited from learning and practicing the calibrating techniques. In addition, reviewing the student samples and then practicing hand scoring based on the rubrics were noted as particularly beneficial. Some participants stated they appreciated being able to take the materials with them for future reference.

***Which aspect(s) of the workshop do you believe could be improved?***

Many participants found all aspects of the workshop worthwhile and had no suggestions for improvement. Some participants recommended increasing the pace of the presentation and providing more instruction and practice in hand scoring. A few participants recommended the presenters avoid reading from the slides during the presentation.

### ELA—Brief Write and Reading Session

***How, if at all, will you change your classroom instruction or guidance for teachers based on the training you received in this workshop?***

A majority of the participants stated they will incorporate the rubrics and sample papers when scoring in their classroom by using the examples as “warm-ups” for students to practice how rubrics will be applied. A few participants mentioned they will use the hand scoring exercises



and exemplars to train teachers. In addition, some participants will train ELA teachers on rubrics.

***Which aspect(s) of the workshop benefited you the most?***

Reviewing the hand scoring exercises, such as the prep sets, check sets, and exemplars of student responses, and collaborating as a group were beneficial to most participants. The prep sets and check sets aided some participants' knowledge of how brief write responses should be written. A few participants mentioned that learning about updates to the CAASPP Portal was helpful.

***Which aspect(s) of the workshop do you believe could be improved?***

Although some participants in this session mentioned that no aspects of the workshop needed improvement, the constructive criticism received from the participants included spending more time practicing hand scoring and speeding up the presentation. A couple of participants would like to have seen the CAASPP Portal web site displayed alongside the presentation on the screen.

## **Mathematics Session**

***How, if at all, will you change your classroom instruction or guidance for teachers based on the training you received in this workshop?***

Most participants stated they will begin using interim assessments in their classrooms more and familiarize their students with the rubrics used for scoring. Many participants will begin to provide professional development courses for teachers within their LEAs to teach the fundamentals of hand scoring. A few participants mentioned they will incorporate the IABs, especially the performance tasks, into their school's curriculum to better prepare their students.

***Which aspect(s) of the workshop benefited you the most?***

The hand scoring practice and guidance participants received at the workshop were beneficial to the professional development of most of the participants. In particular, participants found reviewing the features within TOMS and receiving step-by-step guidance were most beneficial. In addition, some participants benefited from reviewing the IABs and ICAs during the workshop.

***Which aspect(s) of the workshop do you believe could be improved?***

Some participants would have preferred to spend more time discussing the hand scoring exercises. In addition, some participants would have liked to see more examples and practice exercises with the performance tasks. A few participants mentioned that the Interim Assessment Hand Scoring Workshop should be moved to the morning to make it a more convenient option.