

California Department of Education

**Standardized Testing and Reporting Program:
Annual Report to the Legislature**

February 2011

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California Department of Education

Standardized Testing and Reporting Program: Annual Report to the Legislature February 2011

Executive Summary

This report provides information about the Standardized Testing and Reporting (STAR) Program in response to the requirements of California *Education Code (EC)* Section 60604(b), which requires the State Superintendent of Public Instruction (SSPI) to develop and annually update for the Legislature, a five-year cost projection, implementation plan, and timetable for implementing the STAR Program. The annual update shall be submitted on or before March 1 of each year.

The **Program Information** section of this report provides background information regarding each of the following four components of the STAR Program:

- California Standards Tests (CSTs)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)

A short chronology of the development of each of the four components is provided.

The **Cost Projections** section provides information on contract and local educational agency (LEA) apportionment costs for the 2011–12 fiscal year as well as projected costs through fiscal year 2014–15 for the STAR Program.

The **Timeline** section provides the overlapping contract activities that will occur each fiscal year (before, during, and after testing) for three separate test administrations of the STAR Program over the period of the next few years.

You can find this report on the California Department of Education (CDE) STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>. If you need a copy of this report, please contact John Boivin, Administrator, STAR Office, by phone at 916-319-0575 or by e-mail at jboivin@cde.ca.gov.

California Department of Education
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PROGRAM INFORMATION

This report provides information about the Standardized Testing and Reporting (STAR) Program as it relates to California *Education Code (EC)* Section 60604(b), which requires the submission of an annual report to the Legislature. *EC* Section 60604(b) states:

The superintendent shall develop and annually update for the Legislature a five-year cost projection, implementation plan, and timetable for implementing the program described in subdivision (a). The annual update shall be submitted on or before March 1 of each year to the chairperson of the fiscal subcommittee considering budget appropriations in each house. The update shall explain any significant variations from the five-year cost projection for the current year budget and the proposed budget.

The California state legislature established the STAR Program in 1997, per *EC* Section 60640, to measure how well students in grades two through eleven in California public schools are learning the knowledge and skills identified in California's content standards. *EC* Section 60642.5 requires the State Superintendent of Public Instruction (SSPI), with the approval of the State Board of Education (SBE), to develop tests that are aligned with the academically rigorous content standards adopted by the SBE. The content standards were designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. The purposes of the STAR tests are to (1) provide individual student results to students, parents/guardians, and teachers; (2) produce school, district, and county results that allow the state to monitor, by means of the Academic Performance Index (API), school progress toward meeting state performance targets; and (3) produce results that allow the federal government to monitor the Adequate Yearly Progress (AYP) of schools and local educational agencies (LEAs) toward meeting the accountability targets of the federal Elementary and Secondary Education Act (ESEA).

The STAR Program is the cornerstone of the state's assessment system. Under the requirements of ESEA, all states accepting Title I funds from the federal government must demonstrate evidence of a valid state assessment system based on rigorous academic standards. Each assessment must be independently evaluated for alignment of the assessment to the content standards for the subjects assessed. The peer review of the STAR Program assessments in English–language arts (ELA), mathematics, and science are ongoing. California's peer review status is currently acknowledged as approval pending.

The impending reauthorization of the ESEA, as well as state education reform requirements of the federal State Fiscal Stabilization Fund (SFSF) initiative, could greatly impact California's assessment system. The STAR Program was last reauthorized in 2004. In January 2010, Senate Bill 1 from the 2009–10 Fifth Extraordinary Session (SBX5 1) extended the authorization of the STAR Program for two years—from July 1, 2011, to July 1, 2013—and expressed the intent of the Legislature that the reauthorization of the statewide assessment program include all of the following:

- A plan for transitioning to a system of high-quality assessments, as defined in the federal guidance and regulations.
- Alignment with the standards developed pursuant to subdivision (d) of *EC* Section 60605.8.
- Any common assessments aligned with the standards developed pursuant to subdivision (d) of *EC* Section 60605.8.
- Conforms to the assessment requirements of any reauthorization of the federal ESEA or any other federal law that effectively replaces that act.

EC Section 60605.8(d), as added per SBX5 1, stipulates the following:

The commission shall develop academic content standards in language arts and mathematics. The standards shall be internationally benchmarked and build toward college and career readiness by the time of high school graduation. Unless otherwise allowed by the Secretary of the United States Department of Education, at least 85 percent of these standards shall be the common core academic standards developed by the consortium or interstate collaboration...

On August 2, 2010, the SBE adopted the Common Core State Standards in ELA and Literacy in History/Social Science, Science and Technical Subjects, and Mathematics. The action included the new common core standards and specific additional standards deemed necessary to maintain the integrity and rigor of California's previous state academic standards. California Department of Education (CDE) staff are working on implementation scenarios for the common core standards that were adopted by the SBE. The actual timelines for that implementation will be dependent on actions by the Legislature to authorize and fund implementation-related activities. *EC* Section 60605.8(h) requires the SSPI and the SBE to present a schedule and an implementation plan to the Governor and the appropriate policy and fiscal committees of the Legislature for integrating the common core standards into the state educational system. Important legislative actions will include allowing the development of curriculum frameworks and adoption of instructional materials, creating and directing professional development programs, and reauthorizing statewide assessment systems.

The reauthorization of ESEA is intended to build on the significant education reforms already addressed in the SFSF initiative as part of the American Recovery and Reinvestment Act of 2009. In 2009, California submitted its Phase I application for the SFSF and was awarded funding to go directly to LEAs. In its Phase I application for SFSF, California was required to make assurances that the state would take action and make progress in four areas of education reform:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace.
- Recruiting, developing, and retaining effective teachers and principals.
- Building data systems that measure student success and inform teachers and principals how they can improve their practices.
- Turning around the lowest-performing schools.

The ESEA currently requires assessments in reading/language arts in grades three through eight and at least once in grades ten through twelve; in mathematics in grades three through eight and at least once in grades ten through twelve; and in science at least once during each of three specified grade spans: grades three through five, six through nine, and ten through twelve.

The STAR Program currently consists of the following four components covering various subjects administered to students in grades two through eleven:

- The California Standards Tests (CSTs), which measure students' achievement of California's content standards.
- The California Modified Assessment (CMA), an alternate assessment, which measures students' achievement of California's content standards on the basis of modified achievement standards for eligible pupils who have an individualized education program (IEP) and meet the CMA eligibility criteria adopted by the SBE.
- The California Alternate Performance Assessment (CAPA), an alternate assessment, which measures students' achievement of California's content standards for students with an IEP who have significant cognitive disabilities and who are unable to take the CSTs with the appropriate accommodations and/or modifications and/or the CMA with the appropriate accommodations.
- The Standards-based Tests in Spanish (STS), which measure students' achievement of California's content standards and which are administered to Spanish-speaking English learners (ELs) who either receive instruction in Spanish or who have been enrolled in school in the United States less than 12 months.

The following table shows the current STAR Program assessments used for state and/or federal accountability measures by grade and/or content area.

**STAR Assessment by Grade and/or Content Area
 State and/or Federal Accountability Requirements**

Grade and/or Content Area	Required for Federal Accountability: Title I or Title III	Used in State Accountability
Grade Level Assessments		
Grade 2 ELA and Math (CST and CAPA)		X
Grade 3 ELA and Math (CST, CMA, and CAPA)	X	X
Grade 4 ELA and Math (CST, CMA, and CAPA)	X	X
Grade 5 ELA, Math, and Science (CST, CMA, and CAPA)	X	X
Grade 6 ELA and Math (CST, CMA, and CAPA)	X	X
Grade 7 ELA and Math (CST, CMA, and CAPA)	X	X
Grade 8 ELA and Science (CST, CMA, and CAPA)	X	X
Grade 8 History-Social Science (CST)		X
Grade 9 ELA (CST, CMA, and CAPA)		X
Grade 10 ELA (CST and CMA)		X
Grade 10 ELA (CAPA)	X	X
Grade 10 Life Science (CST)	X	X
Grade 11 ELA (CST, CMA, and CAPA)		X
Grade 11 U.S. History (CST)		X
End-of-Course Assessments (Mathematics: grades 8–11; Science: grades 9–11)		
Algebra I (CST and CMA) (grades 7–11)*	X (grades 7–8)	X
General Mathematics (CST)	X (grade 8)	X
Geometry (CST and CMA)	X (grade 8)	X
Algebra II (CST)		X
Summative High School Math (CST)		X
Integrated Math 1 (CST)		X
Integrated Math 2 (CST)		X
Integrated Math 3 (CST)		X
Biology (CST)		X
Chemistry (CST)		X
Earth Science (CST)		X
Physics (CST)		X
Integrated/Coordinated Science 1 (CST)		X
Integrated/Coordinated Science 2 (CST)		X
Integrated/Coordinated Science 3 (CST)		X
Integrated/Coordinated Science 4 (CST)		X
World History (CST)		X

*The Algebra I end-of-course assessment may be taken in grade seven also.

Note: The California High School Exit Examination results are also used to meet the federal accountability requirements for grade ten. The STS are not used for state or federal accountability.

California Standards Tests

The CSTs have evolved over the STAR Program’s 11 years of operation. The development of the CSTs for ELA and mathematics began in 1999 with items that augmented the Stanford Achievement Test, Ninth Edition (SAT/9), a national norm-referenced test designated for the STAR Program. In 2001, the CST end-of-course mathematics tests were separated from the SAT/9 and became stand-alone tests. That action meant that the SAT/9 items that had been used for the CSTs were replaced with items developed specifically to measure California’s content standards. In 2003, the CSTs for history–social science and science were developed as stand-alone tests, and the CSTs for mathematics in grades two through seven as well as the CSTs for ELA in grades two through eleven became stand-alone tests. Currently, the CSTs include the following assessments:

CST Subject	CST Grades
ELA (grade level)	Grades two through eleven
Mathematics (grade level)	Grades two through seven
Mathematics (end-of-course)	Grade seven—Algebra; Grades eight through eleven
Science (grade level)	Grades five, eight, and ten
Science (end-of-course)	Grades nine through eleven
History–social science (grade level)	Grades eight and eleven
History–social science: World History (end-of-course)	Grade nine, ten, or eleven

No further CSTs are planned for development.

In 2009, the CDE and the SBE launched a STAR Program Web site at <http://www.starsamplequestions.org/> (Outside Source) that features dozens of exemplars, which are test questions from previous administrations of the CSTs. This resource for parents, guardians, and educators also provides examples of students’ academic performance at various performance levels and printable grade-level guides for parents and guardians. (There are no released test questions for the CMA, CAPA, or STS.)

California Modified Assessment

The CMA is an alternate assessment, based on modified achievement standards, for eligible students with disabilities (SWD) who have an IEP and meet the CMA eligibility criteria adopted by the SBE. The CMA eligibility criteria are posted on the CDE CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>. Under the ESEA, the federal government has provided states with flexibility to develop an alternate assessment based on modified achievement standards. The CDE has been developing the CMA to meet this need.

In November 2006, a pilot test was conducted for the CMA in grades two, three, and five to gather information about the population of students to be tested. In April 2007, blueprints for the CMA for ELA and mathematics in grades three through five and for science in grade five were adopted by the SBE. There is no grade two CMA because of the SBE-adopted CMA eligibility criteria that require a student to have taken a CST in a previous grade. In September 2007, CMA blueprints for ELA in grades six through eight; mathematics in grades six and seven; and science in grade eight were adopted by the SBE. The CMA was administered for the first time in 2008 to eligible students in grades three through five.

In May 2008, CMA blueprints for ELA in grades nine and ten, Algebra I, and science in grade ten were adopted by the SBE. The CMA was administered to eligible students in grades three through eight in 2009.

In September 2009, CMA blueprints for ELA in grade eleven and for geometry were adopted by the SBE. The CMA was administered to eligible students in grades three through nine in 2010.

Currently, the CMA includes the following assessments, which will be operational for the 2011 test administration:

CMA Subject	CMA Grades
ELA (grade level)	Grades three through eleven
Mathematics (grade level)	Grades three through seven
Mathematics—Algebra I (end-of-course)	Grades seven through eleven
Mathematics—Geometry (end-of-course)	Grades eight through eleven
Science (grade level)	Grades five, eight, and ten

No further CMA tests are planned for development.

California Alternate Performance Assessment

The CDE developed the CAPA to comply with the requirements of the federal Individuals with Disabilities Education Act (IDEA) and the ESEA. In order to meet those requirements, California must show evidence that all students are included in our statewide assessment and accountability system. The CDE is required to develop and implement an alternate assessment for SWD who cannot take part in general statewide assessment programs. The CAPA is an alternate assessment for students with an IEP who have significant cognitive disabilities and who are unable to take the CSTs with the appropriate accommodations and/or modifications or the CMA with the appropriate accommodations.

The CAPA links directly to California's content standards for each grade. The CAPA has five levels and is administered individually by a test examiner. CAPA Level I is for

students with the most significant cognitive disabilities. It is scored on the basis of the degree of independence students demonstrate when completing each task. CAPA Levels II through V correspond to students' grade placement and are scored by the test examiner for the accuracy of the student's response. A second examiner independently scores the CAPA responses for 10 percent of the students assessed at each school and each level to verify the reliability of the scoring.

The CAPA was initially developed by the CDE's Special Education Division as required by the IDEA. The CAPA was first administered in 2003. In 2005, the CDE and CAPA assessment review panels reviewed and revised the CAPA blueprints to bring them into alignment with the federal ESEA requirement that the CAPA be linked to grade-level content standards. In March 2006, revised CAPA blueprints were adopted by the SBE. Item development for the new assessments began in June 2006. Items were field-tested in 2007, and operational testing took place in 2008. Currently, the CAPA includes the following assessments:

CAPA Level	Grade Range	Subjects
I	Grades two through eleven	ELA, mathematics, and science
II	Grades two and three	ELA and mathematics
III	Grades four and five	ELA, mathematics, and science
IV	Grades six through eight	ELA, mathematics, and science
V	Grades nine through eleven	ELA, mathematics, and science

No further CAPA tests are planned for development.

Standards-based Tests in Spanish

In addition to the requirement of administering the CSTs or the CMA to ELs, *EC* Section 60640 requires that ELs who either receive instruction in their primary language or who have been enrolled in school in the United States less than 12 months be administered a test in their primary language. LEAs also have the option of testing ELs who have been enrolled in school in the United States for 12 months or more who are not receiving instruction in their primary language with the primary language test. The STS results are not used for state or federal accountability purposes.

Spanish is the only language for which a primary language test has been designated because no tests for languages other than Spanish have been submitted by bidders to the SBE for consideration in response to requests for submission. The Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill, was designated as the primary language test in Spanish and administered from 1999 to 2005.

In 2004, *EC* Section 60640(f)(3) was added to state law, authorizing—subject to the availability of funds—the development of standards-based primary language tests in reading/language arts and mathematics and requiring that once a standards-based

primary language test is available, it should be administered in place of the primary language test designated by the SBE in that language. The Aprenda: La Prueba de Logros en Español, Tercera Edición (Aprenda 3) was designated in 2005 and administered from 2006 through 2008. The STS were developed to meet the requirement of *EC* Section 60640(f)(3) and replaced the Aprenda 3 as STS grade-level tests became operational.

The Aprenda 3 was administered for the first time in 2006 in grades two through eleven. In 2006, the CDE began the development of the STS for reading/language arts and mathematics to replace the Aprenda 3.

In 2007, the Aprenda 3 was administered in grades five through eleven, and the STS was administered in its place in grades two through four. In 2007, the STS were administered in grades two through four. In 2008, the Aprenda 3 was administered in grades eight through eleven, and the STS was administered in grades two through seven. Beginning in 2009, the STS were administered in grades two through eleven, replacing the Aprenda 3 for all grades.

Currently, the STS include the following assessments:

STS Subject	STS Grades
Reading/language arts (grade level)	Grades two through eleven
Mathematics (grade level)	Grades two through seven
Algebra I (end-of-course)	Grade seven, eight, nine, ten, or eleven
Geometry (end-of-course)	Grade eight, nine, ten, or eleven

No further STS assessments are planned for development.

COST PROJECTIONS

The annual budget appropriation for the STAR Program provides funding for the following two activities:

- **Contract costs**—The appropriation from each fiscal year funds the overlapping contract activities for three separate test administrations of the STAR Program. For example, in fiscal year 2011–12, costs will be incurred to score the 2011 test administration; complete test construction and administration activities for the 2012 administration; and develop test items in preparation for the 2013 administration. The development of new items for each assessment begins two years prior to operational testing of the new items. Items are written, reviewed by content experts, reviewed further for sensitivity and bias, field-tested, and analyzed before they are selected for operational testing. The activities involved in test construction, production, ordering, delivery, collection, scoring, and reporting overlap the item development timeline.

- LEA apportionment costs—Apportionments to LEAs are made after the completion of each test administration to reimburse districts for the costs associated with the STAR Program that are above and beyond the CDE’s statewide contract with test contractors. The amount to be apportioned per district is based on the actual number of student answer documents completed and returned for scoring. STAR apportionments reimburse districts for staffing costs, including the district STAR coordinator and the STAR test site coordinators, staff training, and other staff expenses related to testing; testing-related expenses incurred at the LEA level and test site level; transportation costs for delivering and retrieving tests and test materials within the LEA; and costs associated with the pre-identification of answer sheets and consumable test booklets and other activities intended to provide the complete and accurate data required per state regulations.

Projected Annual Costs

Until the STAR Program is reauthorized and the impact of the reauthorization of ESEA is known, the annual costs for the STAR Program will be difficult to project; however, the CDE is required to provide projected costs in this report. The projected annual fiscal year contract costs (represented in millions) to administer the STAR Program tests as they are currently configured in state law are as follows:

Fiscal Year	Contract Costs	LEA Apportionments	Total STAR Costs
2010–11	\$53.6 million	\$12.4 million	\$66.0 million
2011–12	\$54.3 million	\$12.4 million	\$66.7 million
2012–13	\$54.3 million	\$12.5 million	\$66.8 million
2013–14	\$54.3 million	\$12.5 million	\$66.8 million
2014–15	\$54.3 million	\$12.5 million	\$66.8 million
2015–16	\$54.3 million	\$12.5 million	\$66.8 million

The CDE has submitted the following budget change proposals to request additional contract funding from General Fund local assistance funding for the STAR Program contract for fiscal year 2011–12:

- \$55,000 to restore security audits eliminated as part of the 2009–10 categorical reductions for the STAR Program
- \$50,000 to restore the mark discrimination process eliminated as part of the 2009–10 categorical program reductions for the STAR Program
- \$550,000 for costs incurred for work on tasks necessary to field test writing prompts for the grade four and grade seven components of the ELA assessments for both the CSTs and the CMA the 2012 and 2013 STAR testing

administrations but not addressed as part of the SBE motion or legislative budget act provisions to extend the current contract at the current contract funding level

The restoration of both the security audits and the mark discrimination process will enhance California's ability to ensure the validity and reliability of the STAR assessments as part of the peer review approval process required under ESEA. These previously eliminated tasks included security audits of school sites before, during, and after testing to report and address steps to maintain the validity and reliability of the STAR assessments and the mark discrimination analysis that was conducted on scanned answer documents to identify high levels of erasures of test answers (changing answers from wrong to right, etc.) that may indicate possible adult testing irregularities.

The development and field testing of writing prompts is not an annual task. New writing prompts are required approximately every four years. The current contract only included writing prompt development in 2009 to provide an adequate number of writing prompts through the 2011 test administration. As part of the work in 2009, Educational Testing Service (ETS) completed development of additional writing prompts that are available to be field-tested for use on operational tests. As part of the negotiations of the scope of work for the contract extension to December 31, 2013, ETS agreed to complete the field testing of the available writing prompts under the current constraint that the 2012 and 2013 contract costs cannot exceed the costs for the previous test administration; however, with the understanding that the CDE would request reimbursement for the work as part of the annual budget change proposal process.

Projected Contract Costs

In July 2010, the SBE approved an extension to the current STAR contract with ETS to December 31, 2013, with the caveat that ETS restore the grade four writing component to the ELA CST and CMA tests with no further compensation as well as develop a longitudinal growth model at no additional cost to the state. The two-year contract extension covers the 2012 and 2013 test administrations. There is a one-year overlap of the current ETS contract tasks to administer and report the 2011 test administration and the scope of work tasks for a 2012 test administration related to the development and construction of tests.

In October 2010, the Budget Act of 2010 was signed that included provisional language under budget line item 6110-113-001 addressing the STAR Program contract as follows:

- Provision 12. The CDE shall ensure that the fourth grade writing for the ELA CST and the ELA CMA is administered commencing with the 2010–11 school year. The CDE shall ensure that, as a condition of extending the existing contractor agreement for the STAR Program, the agreement shall require the contractor to absorb the costs of administering the fourth grade writing without making any offsetting contract savings. Further, this prohibits the CDE, the

SBE, and the contractor from eliminating any state assessments or components of a state assessment.

- Provision 13. The CDE shall ensure that, as a condition of extending the existing contractor agreement for the STAR Program, the agreement shall require the contractor to absorb the costs of developing a longitudinal student growth measure without making any offsetting contract savings. The growth measure shall be developed consistent with Chapter 273 of the Statutes of 2009, and shall be cost-effective, robust, and reliable. By December 1, 2010, the SBE and the CDE shall submit a letter to the education policy and fiscal committees of the Legislature that describes the student growth measure that is in development and specifies how the measure is to be used moving forward. The letter also shall describe the modifications, if any, that need to be made to the student growth measure if common core standards were to be adopted.
- Provision 14. The Legislative Analyst's Office, the Department of Finance (DOF), and the vendor or vendors of the state's STAR Program contract shall meet on an annual basis every October and April to review detailed fiscal information regarding the current components and costs of the contract. The group also shall explore ways to make annual improvements to the state's assessment system or achieve related savings.

In February 2011, legislation that includes the reauthorization of the STAR Program (Assembly Bill 250) through July 2014 was introduced. Legislation reauthorizing the STAR Program, or extending the inoperative date beyond 2013, will need to be signed and effective by January 1, 2013, for the CDE and the SBE to have the authority to contract for a 2014 STAR test administration. Item and test development for the 2014 test administration would need to begin by January 2013.

Per the requirement in *EC* Section 60604(b), this report provides a five year cost projection based on the STAR Program continuing through the next five years as currently configured in state law. When the implementation timeline for the common core assessments is finalized and the impact of reauthorization of the STAR Program and ESEA is known, the CDE will be able to provide projected costs that will address the sunset of the STAR Program and the implementation of the common core assessments.

Projected Local Educational Agency Apportionment Costs

The STAR LEA apportionment costs are funded under a separate Assessment Apportionments schedule in the annual Budget Act that includes funding for apportionments to districts for the STAR tests, the California High School Exit Examination, and the California English Language Development Test. A portion of the 2008–09 (\$14 million), 2009–10 (\$7 million), and 2010–11 (\$8 million) assessment

apportionment costs were deferred as a result of reductions made to various categorical programs. The current year 2010–11 and proposed 2011–12 Budget Act language provides that the amount appropriated annually may be used to pay current and previous-year assessment apportionment costs. State testing apportionments are not paid to LEAs until the following fiscal year after all test answer documents have been processed by the contractor and the final number of students tested has been certified by the LEAs.

The projected apportionment costs are based on the estimated student enrollment in grades two through eleven to be tested with the CSTs, CMA, or CAPA and the estimated number of Spanish-speaking ELs in those grades to be tested with the STS in addition to the CSTs or CMA. The annual projected apportionment costs for the STAR Program were reduced slightly beginning in 2009–10 to reflect more closely the percentage of enrolled students who are tested each year. The overall number of students tested has been consistently just under 100 percent of students enrolled. However, the DOF is projecting that enrollment for grades two through eleven will begin to increase annually starting in fiscal year (school year) 2012–13. State testing apportionment costs projections would increase slightly beginning in that year in alignment with the projected increased enrollment.

TIMELINE

The attachments listed below provide information on the activities that are a part of each current STAR test administration cycle (before, during, and after testing), the timeline for field-testing and operational testing, and the projected costs per fiscal year for the overlapping test administration cycles.

Attachment 1: Standardized Testing and Reporting Program, Timeline (1 page)

Attachment 2: Standardized Testing and Reporting Program, 2011 and 2012 Administrations (1 page)

Attachment 3: Standardized Testing and Reporting Program, 2013 and 2014 Administrations (1 page)

Attachment 4: Standardized Testing and Reporting Program, 2015 and 2016 Administrations (1 page)

Standardized Testing and Reporting Program Timeline

Fiscal Year 2009–10	Fiscal Year 2010–11	Fiscal Year 2011–12	Fiscal Year 2012–13	Fiscal Year 2013–14
2011 Before Testing Technical Assistance Center/Help Desk (customer service) -----> Item Development and Item Reviews Test Forms Construction Answer Document Construction Coordinator Security Affidavits Coordinator Manuals Pretest Workshops/Materials Pre-ID and Ordering Workshops Test Materials Delivery	2011 During Testing Test Security Checks Administration of: CSTs CAPA CMA STS	2011 After Testing Collection of Materials Test Processing Scoring Test Results to LEAs Test Results to CDE Item Bank Analysis of Results Technical Report		
	2012 Before Testing Technical Assistance Center/Help Desk (customer service) -----> Item Development and Item Reviews Test Forms Construction Answer Document Construction Coordinator Security Affidavits Coordinator Manuals Pretest Workshops/Materials Pre-ID and Ordering Workshops Test Materials Delivery	2012 During Testing Test Security Checks Administration of: CSTs CAPA CMA STS	2012 After Testing Collection of Materials Test Processing Scoring Test Results to LEAs Test Results to CDE Item Bank Analysis of Results Technical Report	
		2013 Before Testing Technical Assistance Center/Help Desk (customer service) -----> Item Development and Item Reviews Test Forms Construction Answer Document Construction Coordinator Security Affidavits Coordinator Manuals Pretest Workshops/Materials Pre-ID and Ordering Workshops Test Materials Delivery	2013 During Testing Test Security Checks Administration of: CSTs CAPA CMA STS	2013 After Testing Collection of Materials Test Processing Scoring Test Results to LEAs Test Results to CDE Item Bank Analysis of Results Technical Report
Legend: CSTs: California Standards Tests (English–language arts [ELA], mathematics, history–social science, and science) CAPA: California Alternate Performance Assessment (ELA, mathematics, and science) CMA: California Modified Assessment (ELA, mathematics, and science) STS: Standards-based Tests in Spanish (reading/language arts and mathematics)			2014 Before Testing Requires Reauthorization ----->	2014 During Testing
				2015 Before Testing Requires Reauthorization
\$49.0 million	\$53.6 million	\$54.3 million	\$54.3 million	\$54.3 million
\$12.7 million	\$12.4 million	\$12.4 million	\$12.5 million	\$12.5 million
\$61.4 million	\$66.0 million	\$66.7 million	\$66.8 million	\$66.8 million

Note: The current item utilization plan requires a 35 percent refreshment rate. Operational tests include embedded field-test items to support ongoing item attrition.

Standardized Testing and Reporting Program 2011 and 2012 Administrations

Fiscal Year 2009–10	Fiscal Year 2010–11	Fiscal Year 2011–12	Fiscal Year 2012–13									
2011 Administration												
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Note: The current item utilization plan requires a 35 percent refreshment rate. Operational tests include embedded field-test items to support ongoing item attrition.

Standardized Testing and Reporting Program 2013 and 2014 Administrations

California Department of Education
Assessment and Accountability Division

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February 2011

Fiscal Year 2011–12	Fiscal Year 2012–13	Fiscal Year 2013–14	Fiscal Year 2014–15									
2013 Administration												
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Standardized Testing and Reporting Program 2015 and 2016 Administrations

California Department of Education
Assessment and Accountability Division

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Fiscal Year 2013–14	Fiscal Year 2014–15	Fiscal Year 2015–16	Fiscal Year 2016–17
2015 Administration -- Requires Reauthorization			
<div style="display: flex; justify-content: space-around;"> Before Testing During Testing After Testing </div>			
Technical Assistance Center/Help Desk (customer service) ----->			
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2016 Administration -- Requires Reauthorization			
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