

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationJuly 2019 AgendaItem #02

## Subject

The California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Update on Assessment Program Activities.

## Type of Action

Information

## Summary of the Issue(s)

This information item provides a summary of recent events and developments related to the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), including the Smarter Balanced Summative and Interim Assessments for English/language arts/literacy (ELA) and mathematics, the California Alternate Assessments (CAAs) for ELA and mathematics, the California Science Test (CAST), the CAA for Science, California Spanish Assessment (CSA), enhancements to the CAASPP and ELPAC public reporting website, and the Broadband Infrastructure Improvement Grant (BIIG).

## Recommendation

No specific action is recommended at this time.

## Brief History of Key Issues

### Assessment Development and Administration Status

#### **2018−19 CAASPP Assessments**

The CAASPP assessments are online assessments that consist of the Smarter Balanced assessments for ELA and mathematics, the CAAs for ELA and mathematics, the CAST, the CAA for Science, and the CSA. Detailed information on the available and selected testing window, item types, participants, and grade levels for each CAASPP assessment is provided in the “2018–19 California Assessment System” table on the California Department of Education (CDE) Assessment Information web page at <https://www.cde.ca.gov/ta/tg/ai/documents/calassesssystem.pdf>.

The CAASPP test delivery system is used to administer the Smarter Balanced Interim Assessments, the Smarter Balanced Summative Assessments, the CAA, the CAST, the CSA, and practice and training tests. The test delivery system provides access to approximately 6.2 million students in kindergarten through grade twelve. The CAASPP system reached its highest number of concurrent users to date at 683,673 on May 7, 2019.

In May 2019, California State Superintendent of Public Instruction, Tony Thurmond, facilitated a public convening of experts to discuss measures of predicting college success and the equity implications of such measures. The discussion included the subtopics of differential equity implications for different measures of college success, national trends in high school assessments used for college entrance, and meeting federal K–12 assessment requirements.

The meeting included experts and leaders to discuss the latest research and developments in the field of assessments:

* Michal Kurlaender, Professor of Education Policy at University of California (UC), Davis, who investigates students’ educational pathways—in particular, in K–12 and postsecondary alignment—and access to and success in postsecondary schooling. She has expertise in alternative pathways to college and college readiness at community colleges and at four-year colleges and universities.
* Michael R. McCormick, Superintendent, Val Verde Unified School District, whose leadership has been recognized by Education Trust West as “*tops among California districts Closing the Achievement Gap*” and named College Board Advanced Placement District of the Year.
* James Popham, Professor Emeritus, Graduate School of Education and Information Studies at University of California, Los Angeles (UCLA), who spent the bulk of his educational career as a teacher. He began his teaching career in K–12 education and, for nearly 30 years, he taught courses in instructional methods for prospective teachers as well as courses in evaluation and measurement for graduate students at UCLA. He has written more than 200 journal articles and more than 30 books.
* Claude Steele, Professor of Psychology at Stanford University, who is best known for his work on stereotype threat and its application to minority student academic performance. His earlier work dealt with research on the self (e.g., self-image, self-affirmation) as well as the role of self-regulation in addictive behaviors.
* Young Whan Choi, Manager of Performance Assessments at Oakland Unified School District, who has been a public school teacher in New York City, Providence, RI, and Oakland, CA, during which time, he has developed expertise in project-based learning, curriculum design, and school-based internships.

The meeting was well attended, with 81 in-person participants and additional attendees participating by means of WebEx conferencing.

##### ***Smarter Balanced English Language Arts/Literacy and Mathematics***

###### **Summative Assessments**

The Smarter Balanced Summative Assessments are an annual measure of what students know and can do using the Common Core State Standards for ELA and mathematics. Since 2014, Smarter Balanced has been a UC program, working with educators across the country to develop high-quality assessments for grades three through eight and grade eleven. Information on the UC Smarter Balanced comprehensive approach to assessments, innovative supports for students, and time-saving tools for teachers to better prepare students for college and beyond can be found on the web at <https://youtu.be/L3UMbZlNiGI>.

The 2018–19 school year marked the fifth year students participated in the Smarter Balanced Summative Assessments for ELA and mathematics. As of May 31, 2019, 3,135,062 students completed the ELA assessment and 3,138,226 students completed the mathematics assessment. These counts are out of approximately 3,256,000 students eligible to take these assessments.

In mid-May 2019, student scores and aggregate reports became available to local educational agencies (LEAs) electronically through the secure Online Reporting System. In addition, LEAs had access to the electronic Student Score Reports (SSRs) for the first time to make available in their local portal for families. Furthermore, the CDE will have accessibility usage data prepared for presentation at a future State Board of Education meeting. Such usage data can inform educators of students’ preferences in the use of accessibility resources and, subsequently, may inform the assignment of accessibility resources for future test administrations.

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) in 2015, requires that the state, in consultation with LEAs, administer high-quality student academic assessments to all public school students. In November 2018, Paradise Unified School District (PUSD) was devastated by a wild fire. At the March 2019, State Board of Education (SBE) meeting, the CDE recommended, and the SBE authorized, the submission of a waiver request to the U.S. Department of Education (ED) to waive the statewide assessment requirement on behalf of PUSD. On March 19, 2019, the CDE submitted the waiver request to the ED.

On May 16, 2019, Superintendent, Tony Thurmond, received a letter from the ED granting a one-year waiver for PUSD for the 2018–19 school year, due to the extensive devastation caused by the Camp Fire and the resulting impact on students, families, staff, and available facilities.

###### **Interim Assessments**

As of May 31, 2019, 4,313,372 Smarter Balanced Interim Assessments for ELA had been completed, and 4,895,174 mathematics assessments had been completed. The interim assessments are optional assessments available to all California LEAs in grades K–12 for both ELA and mathematics.

In September 2019, Smarter Balanced will introduce new Interim Assessment Blocks (IABs) that focus on one to three targets, fewer assessment targets than most current IABs. These focused IABs are designed to measure smaller bundles of content to give teachers a better understanding of students’ knowledge and academic performance and to provide teachers with suggested next steps for instruction. In addition to the more than 100 IABs that are already available to teachers, approximately 40 focused IABs are scheduled for release September 3, 2019, followed by approximately 90 over the following two school years.

For each focused IAB, there will be a corresponding Connections Playlists in the Digital Library, which will assist educators in making decisions on next steps in providing targeted instruction. Smarter Balanced is conducting two summer workshops in June and July for the State Network of Educators, with California educators in attendance, to focus on creating resources and instructional supports for these new focused IABs.

More information about the focused IABs is available in a flyer on the CDE Smarter Balanced Interim Assessments web page at <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>. Additional details about the interim assessments that will be available to educators for the 2019−20 school year will be provided in the CAASPP and ELPAC update for the September 2019 SBE meeting.

##### ***CAAs for ELA and Mathematics***

The 2018–19 school year marked the fourth operational administration year of the CAAs for ELA and mathematics. The CAAs for ELA and mathematics are designed for students in grades three through eight and grade eleven with the most significant cognitive disabilities and for whom an individualized education program team has designated the use of an alternate statewide summative assessment that are aligned with the connectors and with Common Core State Standards in ELA and mathematics. As of May 31, 2019, 36,206 students completed the ELA assessment and 35,856 students completed the mathematics assessment. These counts are out of approximately 41,000 students eligible to take these assessments.

Over the administration year, California educators were engaged in writing test items for the CAAs for ELA and mathematics. In June 2019, a group of educators met to review newly developed assessment items for field testing. The development of new test items will allow for more flexibility in refreshing items on the test. Other improvements in the development of test items include the reduction of text complexity, the refinement of alternate text for students with visual impairments, and the phasing out of item types that do not perform as well as expected. These changes will result in the continued use of a post-equated model to ensure that the tests are appropriate for the student population. This does mean that delayed score releases will continue for another year. While the goal is to release scores on the same timeline as the Smarter Balanced assessments, the goals of improving the test and ensuring that it is appropriate for the student population are paramount.

##### ***California Science Test***

Administration of the first operational CAST is under way. The CAST is aligned with the 2013 California Next Generation Science Standards and is administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

As of May 31, 2019, 1,416,703 students had completed the CAST assessment. This count is out of approximately 1,563,000 students eligible to take this assessment.

The CDE and Educational Testing Service (ETS) have continued to use best practices and apply professional standards for the development of the CAST by including California science educators throughout the development process of the assessment. In January 2019, ETS conducted a three-day CAST item-writer training workshop for educators to learn how to write test items for possible use on future administrations of the CAST. In May 2019, California science educators reviewed potential field test items for the 2019–20 CAST administration and prepared training materials for human scoring through rangefinding. Rangefinding is the process used to identify actual student responses to prepare training, calibration, and annotation materials for use by human scorers. In June 2019, California science educators reviewed the item statistics from the 2018–19 administration of the CAST. In July 2019, the CDE and ETS will convene a standard setting meeting with California science educators to make recommendations for threshold scores for the CAST. The CDE will bring the threshold score recommendations to the SBE for approval in November 2019.

The CAST consists of different item types, which include, but are not limited to, multiple-choice, technology enhanced items, such as grid (i.e. test taker responds by marking two or more cells in a table), in-line choice list (i.e., test taker must select an option[s] from drop-down list of choices to complete a sentence[s]), matching (i.e., test taker responds to the item by dragging and dropping one or more options to an appropriate location[s]), and composite (i.e., test taker responds to an item that consists of two or more parts to an item) items. The CAST also includes constructed-response items, which require human scoring. In collaboration with California educators, ETS conducted rangefinding meetings in May and June 2019, to review 47 constructed response items for the CAST. A total of 31 current classroom educators participated in these grade-specific rangefinding meetings. Using the information gained from these educators, ETS finalized the human scoring training, calibration, and annotation materials that human scorers used to score the constructed-response items from the 2018–19 administration of the CAST.

##### ***California Alternate Assessment for Science Field Test***

The CAA for Science is a CAASPP assessment designed for students with the most significant cognitive disabilities and for whom an individualized education program team has designated the use of an alternate statewide summative assessment and is aligned with the Science Connectors derived from the 2013 CA NGSS. The CAA for Science is administered one-on-one to a student shortly after the student receives instruction as part of the embedded performance task design approved by the SBE in July 2016. Similar to the CAST, the CAA for Science will be administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). As of May 31, 2019, 18,431 out of approximately 23,900 eligible students had completed field test consisting of three embedded CAA for Science performance tasks.

In preparation for the first operational administration of the CAA for Science beginning in September 2019, the CDE and ETS are preparing various resources for students, teachers, and parents/guardians. One resource will be grade-specific practice performance tasks from the three science domains (i.e., Earth and Space Sciences, Life Sciences, and Physical Sciences), which will be available in September 2019.

##### ***California Spanish Assessment***

The CSA became operational for the first time in spring 2019. The CSA is an optional assessment administered to students in grades three through eight and high school who are receiving instruction in Spanish and are seeking a measure of their listening, writing mechanics, and reading skills in Spanish. As of May 31, 2019, 38,777 students had completed the assessment.

The CDE recently released the video, “What Is the CSA?” The English and Spanish videos can be accessed on the California Spanish Assessment web page located at  [[http://www.caaspp.org/administration/about/csa/index.html.](http://www.caaspp.org/administration/about/csa/index.html)](https://www.cde.ca.gov/ta/tg/ca/csa.asp)

In May 2019, ETS began recruiting teachers and administrators of Spanish language programs to participate in the CSA Reporting Study. The goal of this study is to examine how teachers and administrators could interpret the results from both the CSA and the CAASPP ELA for those students who participate in both assessments.

The CDE and ETS will continue to work with California educators this summer to review passages and test items for content, bias, and sensitivity concerns in preparation for future development and administrations of the CSA.

In August 2019, ETS will conduct 12 focus groups with teachers and administrators from different language programs (i.e., dual language immersion, one-way immersion, developmental bilingual, Spanish as a heritage language, and Spanish as a foreign language). In total, 36 teachers and 36 administrators, selected by the CDE from a pool of applicants, will participate in this study. Participants were. Each focus group will last approximately 90 minutes and will be conducted online via a web-based videoconference program. An interview protocol will be used to guide the discussion about participants’ LEAs’ language programs and needs, how they would interpret the scores for both the CSA and the Smarter Balanced ELA assessment for students taking both assessments and identify additional information or resources that could help teachers and administrators interpret the results, which can then inform instruction. All of the focus groups will be audio recorded, transcribed, and analyzed qualitatively to identify any recurring themes. The findings of this study will be provided to the SBE in spring 2020, in the form of a report upon completion.

The CDE and ETS will convene a group of 60 California educators to participate in the CSA Standard Setting Meeting in Sacramento in August. Using the achievement level descriptor (ALD) for each performance level in each language domain, participants will consider the knowledge and skills needed by a student who meets the minimum level of each ALD and use that description to guide their judgments in recommending a threshold score. Educators also will review, discuss, and provide feedback on the specific achievement levels based on operational CSA results. The proposed specific performance level threshold score recommendations will be presented to the SBE for approval in September 2019.

#### **English Language Proficiency Assessments for California**

The ELPAC is used to determine the English language proficiency of students whose primary language is not English. It is aligned with the 2012 *California English Language Development Standards*. The Initial ELPAC is administered to eligible students only once when entering California schools for the first time to determine their English language proficiency level and would identify them as English learners or Initial fluent English language proficient. The Summative ELPAC is administered to students who have previously been identified as an English learner on the basis of Initial ELPAC results and is used to measure annual progress toward English proficiency to help inform proper educational placements and to help determine whether a student is ready to be reclassified. The 2018–19 school year is the final year of the paper-pencil version of the Summative ELPAC. As of May 31, 2019, the Initial ELPAC was administered to 213,478 students, and 734,124 Answer Books were received and scored by ETS for the Summative ELPAC. This count is out of approximately 1.2 million total students eligible to take the Initial and Summative ELPAC.

In April 2019, ETS conducted a usability study in preparation for the first administration of a computer-based ELPAC. The *Usability Study Report* included recommendations to the CDE regarding revisions to the test administration materials (e.g., test administration manual, directions for administration, data entry interface) and the process for administering the computer-based ELPAC. The report recommendations were presented to the CDE in the June 2019 memorandum.

In June 2019, the CDE and ETS finalized the conversion of 2,400 items from the paper-pencil ELPAC to the computer-based ELPAC for inclusion in the item bank.

The Computer-Based ELPAC Field Test and Mode Comparability Study, scheduled for October 2019, has a two-fold purpose: to collect item-level statistics so the computer-based items can be used on the operational Summative and Initial ELPAC next year and to conduct a mode comparability study, which will allow the CDE to look at how a student performs on the paper-pencil test as compared to the computer-based testto ensure that the items are performing as expected. The CDE and ETS continue efforts to recruit LEAs for participation in this field test and study. The CDE is committed to engaging stakeholders in the assessment development process and will set up informal and formal activities during the Field Test and Mode Comparability Study to collect feedback on enhancing the computer-based ELPAC.

***Alternate ELPAC***

In preparation for an Item Review Meeting to be held July 16 and 17, 2019, in Sacramento, ETS has been developing items in collaboration with educators and assessment experts for the Alternate ELPAC pilot test, scheduled for January 2020. Educators will review items for content, bias, and sensitivity concerns.

### Enhancements to the CAASPP and ELPAC Public Reporting Website

In the coming months, the CDE will publicly release the new CAASPP and ELPAC public reporting website with an embargoed preview of the results for LEAs. In response to stakeholder feedback, a number of enhancements have been made to the site, including the following:

* Combined access to assessment results for the CAASPP and the ELPAC
* Redesigned home page, with tiles for each of the six state-administered assessments that direct the user to the corresponding results
* “Additional Resources” tab that provides supplementary data files, links to reports and studies, and other relevant assessment resources, including links to DataQuest and the California School Dashboard
* Simplified navigation, providing more direct access to results without excessive selections of options
* Improved filter options for selecting school year, grade, and student group

Further information, including screen shots from the new site, will be presented at the July SBE meeting.

#### **Broadband Infrastructure Improvement Grant Update**

The CDE continues to assist the K–12 High Speed Network with the implementation of the Broadband Infrastructure Improvement Grant (BIIG) programs. As of May 2019, 164 of the 165 BIIG 1.0 projects were completed, with approximately $895,000 of the grant award remaining. Of the 214 BIIG 2.0 projects, 176 are completed, with approximately $14,800,000 of the grant award remaining. A fourth round of the BIIG 2.0 projects is in the bid process. Both BIIG 1.0 and BIIG 2.0 grant awards are meant to be spent by June 30, 2020.

## Summary of Previous State Board of Education Discussion and Action

In June 2019, the CDE provided the SBE with an Informational Memorandum including the draft accessibility resources for operational testing for the Initial and Summative ELPAC and the Alternate ELPAC based on the transition to an online test delivery system (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun19item03.docx>).

In May 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the proposed high-level test design (HLTD) for the transition of the Initial and Summative ELPAC to computer-based tests, the proposed HLTD for the development of the computer-based Initial and Summative Alternate ELPAC, and proposed revisions to the computer-based Summative ELPAC blueprints (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01.docx>).

In April 2019, the CDE provided the SBE with an Information Memorandum that gave an update on the Smarter Balanced Summative Assessment Blueprints for English Language Arts/Literacy and Mathematics (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-apr19item01.docx>).

In March 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the high-level test designs for the Initial and Summative ELPAC computer-based delivery and the Alternate ELPAC (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item03.docx>).

In February 2019, the CDE provided the SBE with an Information Memorandum that gave an update on the ELPAC threshold score review study (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-feb19item01.docx>).

In January 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the 2019 LEA apportionment rates for CAASPP (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item08.docx>).

In December 2018, the CDE provided the SBE with an Information Memorandum that gave an update on the 2017–18 public releases for the Initial California English Language Development Test, the Physical Fitness Test, and the preliminary indicators for the CAST field test and the CAA for Science, year two pilot (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec18item01.docx>).

In November 2018, the CDE provided the SBE with updates on CAASPP System activities. The SBE approved the proposed contract amendment for the CAASPP contract with ETS to include the integration of the ELPAC, and requested approval of the proposed contract amendment to the University of California, Santa Cruz (UCSC) interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a1.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a2.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a3.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a4.xlsx>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a5.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a6.xlsx>).

In October 2018, the CDE provided the SBE with an Information Memorandum that gave an update on the Student Score Report for 2018–19 and beyond (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct18item01.docx>).

In September 2018, the CDE provided the SBE with updates on the CAASPP System, including a presentation on the electronic reporting pilot (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item03.docx>).

In August 2018, the CDE provided the SBE with an Information Memorandum that gave an update on the development of both new science assessments, the CAST and the CAA for Science

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug18item01.docx>).

In July 2018, the SBE approved a request for authority to enter into negotiations to amend ETS’s CAASPP contract to include the integration of the ELPAC and enter into negotiations with UCSC for an interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item03.docx>).

In June 2018, the CDE provided the SBE with an Information Memorandum that included an update on the ELPAC and a review of the preliminary results of the Enhanced Assessment Grant for the Smarter Balanced Summative Assessments (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02a01.pdf>).

In May 2018, the CDE provided the SBE with updates on the CAASPP System (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item03.docx>).

In March 2018, the CDE provided the SBE with updates on the CAASPP System (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item08.docx>).

In January 2018, the SBE approved the CAA for Science test blueprint, general achievement level descriptors, and score reporting structure (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>).

In January 2018, the SBE approved LEA apportionment rates for the 2017–18 CAASPP administration and CDE-approved grade two diagnostic assessments

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>).

## Fiscal Analysis (as appropriate)

The 2018–19 Budget Act provides a total of $93,064,000 in multiple CAASPP System contract costs, which includes $82,754,000 in funding for the ETS CAASPP 2018–19 contract activities.

The 2019–20 Budget Act provides a total of $87,537,000 in multiple CAASPP System contract costs, which includes $76,846,831 in funding for the ETS CAASPP contract activities.

The 2018–19 Budget Act also provides a total of $54,334,000 in multiple ELPAC contract costs, which includes $27,259,000 for the ETS ELPAC 2018–19 contract activities. There is a one-time funding amount of $27,075,000, to be utilized across four fiscal years, for the development and administration of a computer-based ELPAC and computer-based Alternate ELPAC, $8,567,586 of which will be used in 2018–19 for the ETS ELPAC contract activities.

The 2019–20 Budget Act, along with supplemental funds from 2018–19 for the ELPAC, provides a total of $36,793,235 in funding for ELPAC contract obligations, which includes $36,362,323 for the ETS ELPAC contract activities.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (7 Pages)

**Outreach and Professional Development Activities**

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, has provided a variety of outreach activities, including in-person workshops, focus group meetings, and presentations, throughout the state to prepare local educational agencies (LEAs) for the administration of the CAASPP System and ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of outreach and professional development activities during May and June 2019.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/1−5/2 | Sacramento | 15 | California Science Test (CAST) Item Review MeetingCalifornia science educators participated in a two-day item review meeting to review items and performance tasks that may be field-tested during the 2019–20 administration of the CAST. |
| 5/1 | Madera | 23 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/2 | Sacramento | 51 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/6 | Sacramento | In-person: 81Virtual:110 | Tony Thurmond, California State Superintendent of Public Instruction, facilitated a public convening of experts to discuss measures of predicting college success and the equity implications of such measures. |
| 5/7 | San Diego | 116 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/8 | National City | 48 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/9 | Long Beach | 100 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/14 | Rancho Cucamonga | 140 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/15 | Rancho Cucamonga | 140 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/20 | Santa Rosa | 100 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/21 | Concord | 180 | Initial ELPAC 2019–20 Administration and Scoring Training Training to prepare LEAs for the Initial ELPAC administration. |
| 5/28 | Sacramento | 78 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 5/29 | Redding | 37 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs to on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 5/31 | Downey | 90 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 6/4 | San Jose | 79 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 6/5 | San Diego | 84 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 6/7 | Irvine | 94 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 6/11 | San Bernardino | 110 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 6/13 | Fresno | 84 | 2018–19 CAASPP The Results Are In—Now What? Analyzing Assessment Results to Inform Teaching and Learning WorkshopTraining for LEAs on how to analyze and use the 2018–19 (and previous years’) results to inform teaching and learning. |
| 6/19−20 | Sacramento | 10 | CAST Data Review MeetingData review meeting to review item statistics obtained from the 2018−19 administration of the operational CAST items and determine whether there were items that should be revised or excluded from the 2019−20 CAST.  |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/14 | Minneapolis, MN | 45 | Smarter Balanced Collaboration MeetingCalifornia joined other Consortium member states and Smarter Balanced staff to collaborate and discuss Smarter Balanced assessment activities. |
| 5/15–16 | Minneapolis, MN | 50 | Smarter Balanced Technical Advisory Committee (TAC) MeetingTAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on Smarter Balanced assessments. |
| 5/21–23 | Sacramento | 20 | California Spanish Assessment (CSA) Item and Passage Review MeetingEducators reviewed CSA passages and items for content and bias and sensitivity issues. |
| 5/23–24 | Sacramento | 35 | CAASPP Technical Advisory Group (TAG) MeetingThe CAASPP TAG met to review psychometric topics related to CAASPP. |
| 6/4–7 | Sacramento | 13 | California Alternate Assessments for English Language Arts/Literacy and Mathematics New Item Review MeetingCombined groups of core content teachers and special education teachers collaborated on reviewing newly developed test items. |
| 6/20 | (WebEx) | 14 | Statewide Assessment Stakeholders MeetingThe CDE provided updates to the ELPAC accessibility recommendations and next steps. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/15 | Sacramento | 25 | Regional Assessment Network (RAN) MeetingThe CDE provided updates to the ELPAC accessibility recommendations and answered RAN questions about the CAST and the physical fitness test. |
| 5/16 | Sacramento | 40 | Migrant Education Program Regional Directors Meeting Participants received updates on the ELPAC, computer-based ELPAC, Alternate ELPAC, and the CSA. |
| 5/17 | Monterey | 175 | California State Parent-Teacher Association ConventionThe CDE provided participants with the information parents need to know about the new California science assessments. |
| 6/3 | Virtual | 18 | Regional Directors and Project Directors from the Early Implementer InitiativeThe CDE provided participants with updates to the science assessments. |
| 6/24–26 | Orlando, Florida | 200 | National Conference on Student Assessment. CDE staff and CDE contractors presented at the National Conference on Student Assessment. The presentations consisted of the following:* Notes from the Field: Incorporating Multiple Sources of Stakeholder Feedback to Improve Assessment Design for Special Populations (roundtable discussion)
* Barriers to Assessment Literacy: How to Hurdle Them
* Next-Generation Student Score Reporting: Bridging the Information Gap
* Equity Is in the Details: How State Data Structures Impact Accurate Reporting of Achievement Gaps
* Improving the Technical Quality of Innovative Item Formats
* Notes from the Field: Incorporating Multiple Sources of Stakeholder Feedback to Improve Assessment Design for Special Populations
* Crisis and Alert Papers: Current State of Detection and Future Possibilities
* Approaches to Initial Identification of English Learners: Lessons from the Development of Three New Screening Tests
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