

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-adad-nov19item01

# California State Board of EducationNovember 2019 AgendaItem #06

## Subject

The California Assessment of Student Performance and Progress System and English Language Proficiency Assessments for California: Approval of the California Science Test Threshold Scores and an Update on Assessment Program Activities.

## Type of Action

Action, Information

## Summary of the Issue(s)

This item seeks approval of the California Assessment of Student Performance and Progress (CAASPP): California Science Test (CAST) threshold scores. The item also provides information on development activities for the California Alternate Assessment (CAA) for Science, the CAASPP independent evaluation report, the English Language Proficiency of California (ELPAC), the California Assessment Conference, the Smarter Content Explorer, and the status of the Broadband Infrastructure Improvement Grant (BIIG). Attachment 1 provides CAASPP and ELPAC outreach and professional development activities from September through October 2019.

## Recommendation

The California Department of Education (CDE) recommends that the California State Board of Education (SBE) approve the State Superintendent of Public Instruction’s proposed CAST threshold scores, to be effective beginning with the 2018–19 administration. The proposed threshold scores are shown in table 1 of Attachment 2.

## Brief History of Key Issues

### California Science Test Update

The CAST, administered pursuant to California *Education Code* (EC) Section 60640(b)(2)(B) and aligned with the SBE-approved 2013 California Next Generation Science Standards (CA NGSS), is administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). The second operational administration of the CAST will open on January 14, 2020. To allow students to become familiar with the CAST, the training and practice tests have been refreshed. Students, parents/guardians, and educators can use the training tests to view the different item types that may be on the operational CAST. The practice tests are used to review the depth and breadth of the content of the CAST. For students who use the braille accommodation—refreshable braille or print on demand (embossing)—the 2019–20 CAST braille form also will be available January 14, 2020.

### The State Superintendent of Public Instruction’s Proposed Threshold Scores for the California Science Test

In its October 2019 Information Memorandum to the SBE, the CDE provided an update on the standard setting plan from the July/August 2019 CAST standard setting workshop to establish the proposed threshold scores. The Memorandum can be found at<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad01.docx>. The standard setting workshop was conducted from July 31 through August 2, 2019. The 46 educator panelists were a diverse group of science educators, familiar with the breadth and depth of the CA NGSS and experienced in teaching science to students in grades three through twelve, with an emphasis in grades five and eight and high school (see Attachment 3).

Consistent with *Code of Federal Regulations*, Title 34, Section 200.1(c), the CDE is required to have achievement standards, which consist of at least three levels of performance and achievement scores that differentiate among those levels of achievement. The CDE recommends that the SBE adopt the proposed threshold scores informed by the July/August CAST standard setting workshop. Table 1 in Attachment 2 provides the State Superintendent of Public Instruction’s recommended threshold scores for grades five and eight and high school by overall scale score based on the general achievement level descriptors approved by the SBE in November 2017. Table 2 in Attachment 2 provides the educator panel’s recommended threshold scores for grades five and eight and high school by overall scale score. The State Superintendent of Public Instruction’s recommendations in Attachment 2 were based on panel recommendations and consultation with select CAASPP Technical Advisory Group (TAG) members, as described in the October 2019 Memorandum. To maintain fidelity with the work of the standard setting panel, the thresholds presented in Attachment 2 are within one conditional standard error of measurement of the panel’s recommendations. That is, all adjustments are within the natural error variance of the panel’s recommended thresholds and, therefore, reflect only slight modifications of the panel’s judgments. In addition, the CAASPP TAG was provided with a briefing on these recommended scores. The Statewide Assessment Stakeholder members, representing California educational associations, also were provided a briefing on the recommended scores. If approved, the proposed threshold scores will be applied beginning with the 2018–19 administration of the CAST—the first operational administration—and used in the production of the CAST Student Score Reports (SSRs) and the CAST aggregate reports found on the CAASPP−ELPAC public web reporting site.

#### **Next Steps**

Contingent on the SBE’s approval of the CAST threshold scores, the CDE will notify local educational agency (LEA) superintendents and charter school administrators of the approved threshold scores for the 2018–19 school year. Prior to the release of the CAST SSRs, testing contractor Education Testing Service (ETS) and the CDE will perform an internal quality control process to verify that the SSRs are error free. The quality control process will include evaluating CAST student score data at both the individual and aggregate levels and producing a small sample of SSRs to ensure that all information reported is accurate for each achievement level and student. The SSRs are anticipated to be generated and delivered to LEAs to share with parents/guardians in January 2020.

### California Alternate Assessment for Science Update

The CAA for Science is administered online to students with the most significant cognitive disabilities whose individualized education program indicates the use of an alternate assessment. Eligible students take the CAA for Science in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). The first operational administration of the CAA for Science opened in September 2019.

For the 2018–19 CAA for Science field test results, California will again report preliminary indicators, which consist of a percent correct score and an indicator category description. The preliminary indicators will be aggregated by the state, county, LEA, and school levels as well as by student groups and will be made available when the CAST summary results are released to the public. In addition, the CDE will provide LEAs with the student preliminary indicators in the student downloadable file, which includes student demographic information, preliminary indicators, and test administration information. To assist LEAs in their preparation for the release of these preliminary indicators, the CDE has updated the Preliminary Indicator Communication Toolkit web page, which includes links to helpful resources such as the CAA for Science Key Messages, assessment time lines, parent/guardian letter templates, individual student score information, and frequently asked questions about the science assessments. This web page is located at <https://www.cde.ca.gov/ta/tg/ca/prelimindicatortoolkit.asp>.

### California Assessment of Student Performance and Progress 2019 Independent Evaluation Report

As part of the continuous improvement efforts of the CAASPP System, the CDE contracts with the Human Resources Research Organization (HumRRO) to conduct an annual independent evaluation to provide ongoing review and feedback on various aspects of the system. The annual report on evaluation activities, the *CAASPP 2019 Independent Evaluation Report*, will be posted in December 2019 on the CAASPP Technical Reports and Studies web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>. The CDE will provide additional information about the report in an SBE Information Memorandum in December 2019.

### English Language Proficiency Assessments for California

As part of the activities for transitioning the paper-pencil Summative and Initial ELPAC to computer-based assessments, a computer-based field test was conducted October 1–25, 2019. The computer-based ELPAC field test included administrations of both the Initial ELPAC and the Summative ELPAC. The purpose of the computer-based field test was to generate item-level statistics that will be used to develop the operational computer-based versions of both the Initial and Summative ELPAC. As of Friday, October 11, 132 LEAs and 207 schools throughout California had participated in the field test.

Moreover, as part of the transition to the computer-based ELPAC, the CDE has undertaken two studies: a Usability Pilot Study and a Mode Comparability Study. A key outcome from the Usability Pilot Study conducted in spring 2019 was to develop and make available to the field a technology readiness checker for students. The purpose of this optional tool is to provide LEAs with a means of (1) determining students’ familiarity with specific navigation skills (e.g., scrolling, expanding screen views) and their readiness to take an online assessment; and (2) identifying the appropriate accessibility supports for students. This tool provides the educator with a final report, called the Student Progress Dashboard, which provides information on students’ familiarity with those specific navigation skills. The CDE and ETS currently are collecting feedback on the tool and accompanying documents from the LEAs that are participating in the ELPAC computer-based field test. This feedback will inform refinements to the tool for continued use moving forward.

The CDE and ETS are in the process of conducting a mode comparability study as part of the computer-based field test. Data collected during the comparability study on mode effects will include data drawn from statistical analysis of the field test data, which will be analyzed by CDE and ETS psychometricians. That is, students who participated in the field test were presented with ELPAC items in both paper-pencil and computer-based format. The purpose of the study is to analyze item-data and score-data statistically to establish valid and reliable linkages between both modes of administration so the scores will be comparable, including the threshold scores.

In addition, an educator review panel will gather January 27–31, 2020. For the event, the CDE, in collaboration with ETS, will convene a group of California educators to serve on the ELPAC Transition to Computer-Based Assessment Review Panel to review the results of the comparability study as well as review ELPAC items used in the mode comparability study. Results from the review panel will inform future test development.

Lastly, ETS is in the process of conducting a small-scale accessibility resources pilot and cognitive labs for English learners (ELs) who are visually impaired, deaf, or hard of hearing. The focus of the accessibility pilot is to collect feedback on all accessibility resources available on the computer-based ELPAC for ELs with disabilities, while the focus of the accessibility cognitive lab study is on the experiences of ELs who are visually impaired, deaf, or hard of hearing with the computer-based ELPAC. The results from this pilot will inform future administrations of the operational Summative and Initial ELPAC as they pertain to test administration procedures, student interaction with the test delivery system, student accessibility to the test content, and the suitability of the ELPAC task types as they are rendered on the computer.Accessibility pilot and cognitive lab results will inform development for future administrations of the ELPAC, as they pertain to available accessibility supports. Improvements to these supports will not affect the threshold scores.

The CDE plans to provide results of both the mode comparability study summary report and the accessibility pilot and cognitive lab summary report to the SBE in a 2020 August memorandum.

**California Assessment Conference**

The CDE successfully conducted its first California Assessment Conference October 16–18, 2019. There were over 750 participants who attended this two-and-a-half-day conference at the Oakland Convention Center. Educators attending the conference received a unique opportunity to explore connections between assessments and classroom instruction and to learn how to utilize assessment tools and resources to support teaching and learning. A variety of sessions and key topics were presented, which allowed for a customized learning experience for attendees while minimizing their time away from the classroom.

### Smarter Content Explorer

In September 2019, Smarter Balanced released the Smarter Content Explorer. This new web tool allows users to easily customize searches using the information provided in the *Smarter Balanced Content and Item Specifications*. Users can access customized content filtered by subject, grade, and target or standard.

Using the Smarter Content Explorer, educators learn how the Smarter Balanced tests measure college- and career-readiness, how test questions are designed to provide evidence of what students know and can do, and how the test items are structured and scored. The Smarter Content Explorer is available at <https://contentexplorer.smarterbalanced.org/>.

CDE staff will provide a demonstration of the Smarter Content Explorer at the November SBE meeting.

### Broadband Infrastructure Improvement Grant

The CDE continues to assist the K–12 High Speed Network with the implementation of the BIIG Program. As of June 2019, all the BIIG 1.0 projects are complete, and 191 of the 214 BIIG 2.0 projects are complete. The approval process for the fourth and fifth rounds of the BIIG 2.0 projects is under way. Both BIIG 1.0 and BIIG 2.0 grant awards are meant to be spent by June 30, 2020.

The CDE has been allocated $7.5 million from the General Fund for the BIIG Program to improve broadband connectivity at California LEAs. Section 83 of Senate Bill 75 (Chapter No. 51, Statutes of 2019) requires the CDE to contract directly with the Corporation for Education Network Initiatives in California (CENIC) to identify external broadband connectivity solutions that provide fiber broadband connectivity to the most poorly connected school sites to allow digital learning opportunities for pupils. The CDE is working with CENIC to develop and execute the contract.

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

In October 2019, the CDE provided the SBE with updates on the CAST standard setting plan and a summary of related activities conducted before and after the convening of the CAST July/August 2019 Standard Setting Workshop <https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad01.docx>.

In October 2019, the CDE provided the SBE with updates on the new resources added to the Digital Library and on the efforts made to support educators, including CERS <https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad02.docx>.

In October 2019, the CDE provided the SBE with information on the public release of the CAASPP and ELPAC 2018–19 student results <https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad03.docx>.

In October 2019, the CDE provided the SBE with information on the Site Administrator Survey and the *Site Administrator Feedback Sessions Report* <https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad04.docx>.

In September 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the CAASPP and computer-based ELPAC summative SSRs and the California Spanish Assessment preliminary reporting scale score ranges (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a2.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev2.docx>).

In August 2019, the CDE provided the SBE with updates on the development of the first operational administration of the CAA for Science and the upcoming development activities and test format for the 2019–20 CAST administration (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug19item01.docx>).

In July 2019, the CDE provided the SBE with a summary of events and developments related to the CAASPP System and ELPAC activities and displayed the enhancements to the CAASPP and ELPAC public reporting website (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>).

In June 2019, the CDE provided the SBE with an Information Memorandum that included 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 HLTD 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 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 SSR 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 assessments into the amended contract and enter into negotiations with the UCSC for an interagency agreement to provide an educator reporting system for non-Smarter Balanced assessments (<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 includes the funding necessary for the 2018–19 CAASPP and ELPAC administration 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 and $369,866 for the UCSC California Educator Reporting System (CERS) 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 and $426,641 for the UCSC CERS contract activities.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (8 Pages)
* Attachment 2: California Science Test Threshold Score Recommendations—Overall Score for Grades Five and Eight and High School (2 Pages)
* Attachment 3: California Science Test Standard Setting Panelist Composition and Results from Student Survey (6 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 September and October 2019.

## Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/17 | Webinar | 133 | New Coordinator WebinarThis webinar for new CAASPP and ELPAC coordinators consisted of a coordinator checklist review and an interactive question and answer session.  |
| 9/26 | Sacramento | 77 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for English learners (ELs).  |
| 9/30 | Sacramento | 173 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration.  |
| 10/1 | Sacramento | 142 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration.  |
| 10/1 | Rancho Cucamonga | 86 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for ELs.  |
| 10/2 | Montebello | 74 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for ELs. |
| 10/2 | Webcast | 81 | 2018–19 ELPAC Post-Test WebcastThe ELPAC post-test workshop guided participants in accessing and understanding ELPAC score information. |
| 10/2 | Santa Rosa | 115 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/3 | San Jose | 153 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/4 | Madera | 169 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/7 | Montebello | 177 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/8 | San Bernardino | 146 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/8 | Visalia | 83 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for ELs. |
| 10/9 | Long Beach | 133 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/10 | San Diego | 151 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare field test participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/10 | San Jose | 72 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for ELs. |
| 10/11 | Burbank | 109 | Computer-Based Summative ELPAC Administration and Scoring Training for Field Test LEAsIn-person training to prepare participating LEAs for the computer-based Summative ELPAC field test administration. |
| 10/16−18 | Oakland | 775 | California Assessment ConferenceProvided classroom educators with information about using statewide assessment data to improve teaching and learning.  |
| 10/21 | Norco | 75 | Computer-Based Summative ELPAC Administration and Scoring Training for Non-Field Test LEAsIn-person training to prepare non-field-testing LEAs for the computer-based Summative ELPAC administration.  |
| 10/22 | Webinar | 400 | New Coordinator WebinarThis webinar for new CAASPP and ELPAC coordinators consisted of a coordinator checklist review and an interactive question and answer session.  |
| 10/23 | Santa Ana | 75 | Computer-Based Summative ELPAC Administration and Scoring Training for Non-Field Test LEAsIn-person training to prepare non-field-testing LEAs for the administration of the operational computer-based Summative ELPAC.  |
| 10/28 | Concord | 75 | Computer-Based Summative ELPAC Administration and Scoring Training for Non-Field Test LEAsIn-person training to prepare non-field-testing LEAs for the administration of the operational computer-based Summative ELPAC. |
| 10/28 | Santa Ana | 100 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for ELs. |
| 10/29 | San Diego | 100 | 2019–20 ELPAC: The Results Are In WorkshopIn-person training for educators on how to access and use ELPAC results to ensure success for ELs. |
| 10/29 | Redwood City | 75 | Computer-Based Summative ELPAC Administration and Scoring Training for Non-Field Test LEAsIn-person training to prepare non-field-testing LEAs for the administration of the operational computer-based Summative ELPAC. |
| 10/30 | San Jose | 75 | Computer-Based Summative ELPAC Administration and Scoring Training for Non-Field Test LEAsIn-person training to prepare non-field-testing LEAs for the administration of the operational computer-based Summative ELPAC. |
| 10/31 | Sacramento | 75 | Computer-Based Summative ELPAC Administration and Scoring Training for Non-Field Test LEAsIn-person training to prepare non-field-testing LEAs for the administration of the operational computer-based Summative ELPAC. |

## Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/19 | WebEx | 15 | Statewide Assessment Stakeholders MeetingThe Assessment Development and Administration Division (ADAD) provided updates on the 1 percent threshold for the California Alternate Assessments (CAAs), the California Spanish Assessment (CSA) Preliminary Scores, and the technology readiness checker for students.  |
| 9/25 | Sacramento | 35 | ELPAC Technical Advisory Group (TAG) MeetingThe ELPAC TAG met to review psychometric topics related to the ELPAC.  |
| 9/26−27 | Sacramento | 35 | CAASPP TAG MeetingThe CAASPP TAG met to review psychometric topics related to CAASPP. |
| 10/2−3 | Minneapolis, MN | 50 | Smarter Balanced Collaboration and Technical Advisory Committee (TAC) MeetingCalifornia joined other Consortium members and Smarter Balanced staff to collaborate and discuss Smarter Balanced assessment activities. TAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on Smarter Balanced assessments. |
| 10/22−25 | Sacramento | 20 | Writing Range FindingParticipants will provide input for the CDE to consider regarding student sample responses and other scoring materials used to guide the scoring of CSA constructed-response prompts. |
| 10/30 | Sacramento | 15 | Statewide Assessment Stakeholders In-Person MeetingAssessment stakeholder members were invited to join the full-day, in-person stakeholder meeting. |

## Table 3. Presentations by CDE Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/5 | Sacramento | 85 | Bilingual Coordinators NetworkThis meeting provided members with an update on the computer-based ELPAC, Alternate ELPAC, and the CSA. |
| 9/18 | Sacramento | 25 | Regional Assessment Network MeetingADAD provided updates on activities and test developments. |
| 10/9–10 | Sacramento | 20 | Advisory Commission on Special Education MeetingAssessment updates were provided. |
| 10/16 | Webinar | 40 | Curriculum and Instruction Steering Committee—Science SubcommitteeADAD responded to questions the subcommittee had on topics related to the science assessments (i.e., CAST and CAA for Science). |
| 10/22 | Sacramento | 17 | UC Standardized Testing Taskforce MeetingDiscussion of the Smarter Balanced Assessments and the potential utility of the grade elevenassessment for UC admission. |

# California Science Test Threshold Score Recommendations—

## Overall Score for Grades Five and Eight and High School

Table 1. State Superintendent of Public Instruction’s Recommendations for the Proposed Achievement Levels on the Overall Score for the California Science Test

| **Grade** | **Percentage of Students1 at Level 1** | **Percentage of Students at Level 1 or Above2** | **Percentage of Students1 at Level 2** | **Threshold Scale Score3 for Level 2** | **Percentage of Students at Level 2 or Above2** | **Percentage of Students at Level 31** | **Threshold Scale Score3 for Level 3** | **Percentage of Students at Level 3 or Above2** | **Percentage of Students1 at Level 4** | **Threshold Scale Score3 for Level 4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | 18.1 | 100 | 49.8 | 177 | 81.9 | 19.8 | 212 | 32.1 | 12.3 | 229 |
| 8 | 17.2 | 100 | 51.2 | 176 | 82.8 | 21.5 | 213 | 31.6 | 10.1 | 231 |
| High school | 16.5 | 100 | 55.8 | 174 | 83.5 | 20.9 | 213 | 27.7 | 6.8 | 234 |

1Percentage of students: Estimated percentage of students statewide who would be placed at this achievement level using the results from 2018–19 operational test administration. Percentages may not sum to 100 due to rounding.

2 Percentage at level or above: Estimated percentage of students statewide who would be at or above this achievement level on the basis of the results of the 2018–19 spring operational test administration. Percentages may not sum to 100 due to rounding.

3 Standard setting threshold scale scores: Minimum scale score needed to achieve this achievement level using results from the 2018–19 operational test administration. These scale scores will be used for standard setting; the official scales will be developed after standard setting for use on the Student Score Report and public reporting.

Table 2. Standard Setting Panel Recommendations for the Proposed Achievement Levels on the Overall Score for the California Science Test

| **Grade** | **Percentage of Students1 at Level 1** | **Percentage of Students at Level 1 or Above2** | **Percentage of Students1 at Level 2** | **Threshold Scale Score3 for Level 2** | **Percentage of Students at Level 2 or Above2** | **Percentage of Students at Level 31** | **Threshold Scale Score3 for Level 3** | **Percentage of Students at Level 3 or Above2** | **Percentage of Students1 at Level 4** | **Threshold Scale Score3 for Level 4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | 18.1 | 100 | 41.6 | 177 | 81.9 | 28.0 | 206 | 40.3 | 12.3 | 229 |
| 8 | 10.2 | 100 | 50.2 | 171 | 89.8 | 29.5 | 207 | 39.6 | 10.1 | 231 |
| High school | 16.5 | 100 | 55.8 | 174 | 83.5 | 23.3 | 213 | 27.7 | 4.4 | 238 |

1Percentage of students: Estimated percentage of students statewide who would be placed at this achievement level using the results from 2018–19 operational test administration. Percentages may not sum to 100 due to rounding.

2 Percentage at level or above: Estimated percentage of students statewide who would be at or above this achievement level on the basis of the results of the 2018–19 spring operational test administration. Percentages may not sum to 100 due to rounding.

3 Standard setting threshold scale scores: Minimum scale score needed to achieve this achievement level using results from the 2018–19 operational test administration. These scale scores will be used for standard setting; the official scales will be developed after standard setting for use on the Student Score Report and public reporting.

# California Science Test Standard Setting Panelist Composition and Results from Student Survey

The following tables provide information on the panelist composition of the July/August California Science Test (CAST) Standard Setting Workshop and the 2018−19 CAST student survey results.

## Description of 2019 Standard Setting Panelists

The CAST Standard Setting Workshop educator panelists provided information to the California Department of Education about their experience and background prior to the workshop. As indicated in tables 1 through 6, the 46 educator panelists were a diverse group and representative of the state of California. Panelists represented the three main regions of the state, had varied ethnicities, and included perspectives of classroom teachers and LEA or county office employees. Additionally, these panelists brought their familiarity with the breadth and depth of the California Next Generation Science Standards (CA NGSS) and experience in teaching science to students in grades five and eight and high school to the work conducted during the standard setting workshop.

 Table 1. Panelist Gender

| **Gender**  | **Number of Panelists** |
| --- | --- |
| Female | 29 |
| Male | 17 |
| **Grand Total**  | **46** |

 Table 2. Panelist Ethnicity

| **Ethnicity**  | **Number of Panelists** |
| --- | --- |
| Asian | 8 |
| Black or African American | 3 |
| Filipino | 1 |
| Hispanic or Latino | 11 |
| White | 20 |
| Two or more races | 3 |
| **Grand Total** | **46** |

 Table 3. Regions of California

| **Region** | **Number of Panelists** |
| --- | --- |
| Central | 7 |
| Northern | 9 |
| Southern | 30 |
| **Grand Total** | **46** |

 Table 4. Panelists’ Primary Employment

| **Primary Employment** | **Number of Panelists** |
| --- | --- |
| Classroom teacher | 38 |
| English learner or literacy coach | 1 |
| LEA or county office employee | 6 |
| School administrator | 1 |
| **Grand Total** | **46** |

 Table 5. Panelists, by Grade

| **Grade Group** | **Number of Panelists** |
| --- | --- |
| Grade 5 | 15 |
| Grade 8 | 15 |
| High school | 16 |
| **Grand Total** | **46** |

 Table 6. Panelists’ Self-Reported CA NGSS Experience

| **Rank for Experience** | **Number of Panelists** |
| --- | --- |
| Rank 5—highest | 21 |
| Rank 4 | 23 |
| Rank 3  | 2 |
| Rank 2 | 0 |
| Rank 1—lowest | 0 |
| **Grand Total** | **46** |

## Description of the 2018–19 Student Survey Results from the California Science Test

In 2018−19, approximately 1.5 million California students participated in the CAST. In grades five and eight and high school, students who were administered the CAST responded to survey questions immediately following their completion of the assessment. The CAST student survey sought to discover whether students across the state were receiving instruction in the domains assessed on the CAST and required by the CA NGSS. Students in grades five and eight responded to three survey questions, while students in high school responded to four survey questions. Table 7 provides the following information by grade: the total number of students who were registered to take the CAST, total number of students who were tested, and the total number of students who completed the CAST and responded to the student survey.

Table 7. Number of Students Who Tested and Total Registered by Grade

| **Number of Students** | **Grade 5**  | **Grade 8** | **Grade 10** | **Grade 11** | **Grade 12** | **High School Students—All Grades** |
| --- | --- | --- | --- | --- | --- | --- |
| Total Students Registered1 | 464,158 | 474,971 | 28,124 | 272,744 | 323,200 | 624,443 |
| Total Students Tested2 | 456,692 | 463,310 | 23,362 | 257,323 | 276,687 | 557,372 |
| Total Students Responded to Survey3 | 453,618 | 548,936 | 22,960 | 255,000 | 273,445 | 551,405 |

1 Represents the total number of students who were registered to take the CAST.

2 Represents the total number of students who started the CAST.

3 Represents the total number of students who completed the CAST and survey.

The following tables provide a complete description of the 2018−19 survey questions and results. Tables 8 through 10 provide survey results for the three questions that were asked of students in grades five and eight and high school. Table 11 provides the survey results for the fourth question that was asked of high school students only.

Table 8. Percentage of Students Who Responded to Question 1: Did you learn about the topics on the test in your science classes?

| **Options to Question 1** | **Percentage of Students at Grade 5**  | **Percentage of Students at Grade 8** | **Percentage of Students at Grade 10** | **Percentage of Students at Grade 11** | **Percentage of Students at Grade 12** | **Average Percentage of High School Students—All Grades** |
| --- | --- | --- | --- | --- | --- | --- |
| My classes taught me about **all** of the topics on the test. | 22 | 17 | 8 | 8 | 11 | 10 |
| My classes taught me about **most** of the topics on the test, but not all of them. | 65 | 67 | 58 | 61 | 59 | 60 |
| My classes did **not** teach me most of the topics on the test.  | 14 | 16 | 34 | 31 | 30 | 30 |

Table 9. Percentage of Students Who Responded to Question 2: Were any questions on the test different from the types of questions you see in science classes?

| **Options to Question** **2** | **Percentage of Students at Grade 5** | **Percentage of Students at Grade 8** | **Percentage of Students at Grade 10** | **Percentage of Students at Grade 11** | **Percentage of Students at Grade 12** | **Average Percentage of High School Students—All Grades** |
| --- | --- | --- | --- | --- | --- | --- |
| **Most** questions on the test were different. | 34 | 33 | 47 | 44 | 41 | 43 |
| **Some** questions on the test were different.  | 60 | 61 | 47 | 50 | 51 | 51 |
| **No** questions on the test were different.  | 6 | 6 | 6 | 6 | 8 | 7 |

Table 10. Percentage of Students Who Responded to Question 3: How hard were questions on this test compared to questions you see in science classes?

| **Options to Question 3** | **Percentage ofStudents at Grade 5**  | **Percentage of Students at Grade 8** | **Percentage of Students at Grade 10** | **Percentage of Students at Grade 11** | **Percentage of Students at Grade 12** | **Average Percentage of High School Students—All Grades** |
| --- | --- | --- | --- | --- | --- | --- |
| They were **harder** than most questions in my science classes.  | 32 | 39 | 51 | 47 | 44 | 46 |
| They were **about as hard** as the questions in my science classes. | 57 | 52 | 42 | 44 | 46 | 45 |
| They were **easier** than most questions in my science classes.  | 11 | 9 | 7 | 9 | 10 | 9 |

Table 11. Percentage of Students Who Responded to Question 4: Do you think you will be enrolling in any more science classes in high school?

| **Options to Question 4** | **Percentage of Students at Grade 10** | **Percentage of Students at Grade 11** | **Percentage of Students at Grade 12** | **Average Percentage of High School Students—All Grades** |
| --- | --- | --- | --- | --- |
| Yes | 69 | 54 | 14 | 35 |
| No | 31 | 46 | 86 | 65 |