

California Department of Education

Executive Office

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# California State Board of EducationNovember 2020 AgendaItem #04

## Subject

California Assessment of Student Performance and Progress System, English Language Proficiency Assessments for California, California High School Proficiency Examination, and Physical Fitness Test: Approval of Proposed Revisions to the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Blueprints, Approval of the Proposed Initial and Summative Alternate English Language Proficiency Assessments for California Student Score Reports, and an Update on Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the proposed revisions to the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics blueprints and approval of the proposed Initial and Summative Alternate English Language Proficiency Assessments for California (ELPAC) Student Score Reports (SSRs) as outlined in this agenda item. In addition, this item provides a summary of developments and updates related to the CAASPP, the ELPAC, the California High School Proficiency Examination (CHSPE), and the Physical Fitness Test (PFT). The summary includes the release of the scoring guides for the California Science Test (CAST) practice and training tests, the posting of the California Alternate Assessment (CAA) for Science item content specifications, the data available in the California Educator Reporting System (CERS), the California Assessment System Request for Qualifications procurement status, and an update on the CHSPE and the PFT. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from September through October 2020.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the following:

1. Proposed revisions to the Smarter Balanced Summative Assessments for ELA and mathematics blueprints as described in tables 2 and 4 in order to allow for a short test form.
2. Proposed SSRs for the Initial and Summative Alternate ELPAC as described in Attachment 2.

The CDE further recommends that the SBE authorize CDE staff to make technical edits, as necessary, in the documents associated with the recommendations above.

## Brief History of Key Issues

The following sections of this item detail the CDE’s proposed recommendations to the SBE and provide a summary of developments and updates related to the CAASPP and ELPAC, CHSPE, and PFT programs.

### Overview and Proposed Revisions to the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Blueprints

#### Background

For this item, it is important to situate summative assessments in the larger picture of a comprehensive assessment system. A comprehensive assessment system consists not only at the end of year summative assessments, but also interim assessments, which can be used to gauge student learning at strategic points throughout the school year, and formative assessment tools and strategies to guide daily instruction. Summative assessments are a necessary component of a comprehensive assessment system. Summative assessment results provide important academic data at the state level for reporting and policy and program decision making, as well as professional development needs. The primary purpose for statewide summative testing is to provide data on student learning in schools and districts to inform continuous improvement and create actionable change. These statewide standardized assessments also are useful for identifying differences in performance by various student groups and monitoring equity, access, and other educational trends, which is more important now than ever before.

Due to the circumstances surrounding the novel coronavirus disease 2019 (COVID-19) pandemic, all CAASPP and ELPAC 2019–2020 summative testing was suspended as described in the May 2020 SBE Agenda Item. This archived agenda item can be found at <https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item01.docx>.

In June 2020, the CDE issued *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*, found at <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>. In July, August, and September 2020, Governor Newsom and the California Department of Public Health issued guidance on the reopening of schools and working with small groups/cohorts of children and youths. These guidance documents are located at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Guidance.aspx>. Concurrently, on September 3, 2020, the US Department of Education (ED) issued a letter notifying Chief State School Officers that states should not anticipate the approval of statewide assessment waivers, as was provided in March 2020. This letter is located at <https://www2.ed.gov/policy/elsec/guid/secletter/200903.html>.

Given this guidance from the ED, the CDE has evaluated lessons learned during the fall 2020 administrations for the Initial and optional Summative ELPAC, gathered input from local educational agency (LEA) coordinators and test examiners, obtained feedback from stakeholder groups, and sought guidance from national experts. The national experts who were consulted included the CAASPP Technical Advisory Group and Dr. James Popham from the Smarter Balanced Technical Advisory Committee.

During the pandemic, California LEAs have been addressing the learning needs of students amid the challenge of planning for public safety while considering their local circumstances. Following guidance from local county health officials, LEAs have shifted learning from traditional models of teaching to distance learning and hybrid options to meet the individual needs of their students. The CDE understands the challenges facing LEAs and the need to meet their new and varying demands. With the upcoming statewide summative testing window to open as early as January 12, 2021, this is an opportunity to consider how California's Assessment System, which consists of both the CAASPP and the ELPAC, may be modified for a shifting educational landscape to grow with the changing system. The CDE presenting this item in order to help the state and LEAs prepare for the unknown and are proposing to adapt the testing system to meet California’s diverse needs.

Similarly, the CDE recognizes the need to find innovative ways to collect vitally important data while, at the same time, easing the burden on LEAs and students. To find this balance, the CDE has explored the possibility of offering reduced blueprints of the Smarter Balanced Summative Assessments for ELA and mathematics. While this idea has surfaced in various publications, the Center for Assessment addressed it in a recent publication that can found at <https://www.nciea.org/sites/default/files/inline-files/CFA-ThisIsNotATest-R4.pdf>. Although this idea may be new in California, the reduced blueprint test is a vetted, sound option that has been explored in various contexts and discussed in publications such as those from the Center for Assessment.

The proposed move to a reduced blueprint, if approved by the SBE, will help the state adapt in the face of a rapidly evolving situation. There are many unknowns between now and when the testing window opens in January—there could be many different learning models adopted by LEAs; there could still be many students engaged in distance learning. This is an opportunity to assess student learning in an unprecedented school year by gathering actionable data to help educators design successful strategies for academic growth moving forward.

#### Rationale for Proposed Revisions to the ELA and Mathematics Blueprints

The CDE, in consultation with Smarter Balanced and assessment contractor Educational Testing Service (ETS), has proposed revisions to the Smarter Balanced Summative Assessments for ELA and mathematics blueprints in order to offer short forms for the summative assessments to reduce testing time and the burden on students and teachers during this unusual year. The proposed blueprint revisions will result in no additional cost. At this time, CDE considers a shorter test form as a temporary measure to maximize the number of students who are able to participate in the spring 2021 summative ELA and mathematics tests.

The relationship between test length and test reliability has long been well understood, as explained by Spearman1 and Brown.2 Cho3 explains how a test may be shortened, yet still provide useful information depending on the purpose of the test. If the purpose of the test is to provide highly accurate information about individual students, the test needs to be longer than one that estimates the relative achievement of different groups of students. An important consideration is that the short form has the same proportion of different types of items as the full form, both in terms of item difficulty and the proportion of items on different types of content. The short form will reduce the amount of time most students spend on the test. It will allow more flexibility in scheduling to allow for the adequate monitoring of administrations. Furthermore, short forms would reduce the exposure of the items from the item bank to students and therefore reduce the risk of items being compromised through unauthorized means, such as the posting of copies of items on the web. In addition, short forms have less risk of being interrupted by

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1Spearman, Charles, C. 1910. “Correlation Calculated from Faulty Data.” *British Journal of Psychology,* 3, 271–95.

2Brown, W. 1910. “Some Experimental Results in the Correlation of Mental Abilities.” *British Journal of Psychology,* 3, 296–322.

3Cho, E. 2016. Making “Reliability Reliable: A Systematic Approach to Reliability Coefficients.” *Organizational Research Methods,* 19, 651–82.

software, hardware, or network problems, increasing the likelihood that the test will provide useful data.

The short forms can provide overall results comparable to the full forms with little loss of precision when evaluating the performance of schools or LEAs. Individual student scale scores will be reported. However, the individual student scale scores will be less precise than scores from the full forms, and therefore, individual claim scores will not be reported. The importance of establishing a comprehensive assessment system cannot be overstated. While summative assessments are useful for districts and schools to identify general areas of improvement, multiple measures that include diagnostic, formative, and interim assessments are necessary to provide a holistic picture of individual student progress. The removal of claim scores from student reports, is a reasonable trade-off given the multiple opportunities to collect rich student-level data as noted above.

The short form blueprints were derived from adopted Smarter Balanced full form blueprints. To the extent possible, the Computer Adaptive Test (CAT) portion of the blueprint is being reduced by approximately 50 percent in each claim. Given that performance tasks (PTs) are designed to be integrated tasks, the blueprints associated with the PTs have not been adjusted. The validity argument for the short form blueprint is based on the premise that the short form blueprint has comparable proportional allocation of content across the claims while also maintaining the same proportion of depth of knowledge. Although the precision for the total score of the test will be less, scale scores may still be comparable to those of prior years. The CDE will perform analyses to make comparisons between 2019 and the 2021 spring administrations. These analyses are performed on an annual basis. Moving to a reduced blueprint will delay the release of the ELA and mathematics assessments, and require LEAs to adjust their testing windows accordingly. Refer to table 5 for the proposed availability of the 2020–2021 CAASPP and ELPAC Summative Assessments to LEAs.

The Smarter Balanced Summative Assessment for ELA blueprint for the full form is available on the Smarter Balanced website at <https://portal.smarterbalanced.org/library/en/elaliteracy-summative-assessment-blueprint.pdf>. Table 1 summarizes the number of items by claim for the full form and is provided for informational purposes.

**Table 1. Smarter Balanced Summative Assessment for ELA Blueprint Full Form: Number of Items by Claim**

| **Claim** | **Grades 3–5****CAT** | **Grades 3–5****PT** | **Grades 6–8** **CAT** | **Grades 6–8** **PT** | **Grade 11****CAT** | **Grade 11****PT** |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 36–39 | 4\* | 36–40 | 4\* | 37–39 | 4\* |
| 1. Reading | 14–16 | 0 | 14–17 | 0 | 15–16 | 0 |
| 2. Writing | 6 | 3 | 6 | 3 | 6 | 3 |
| 3. Listening | 8–9 | 0 | 8–9 | 0 | 8–9 | 0 |
| 4. Research/Inquiry | 8 | 1 | 8 | 1 | 8 | 1 |

\* PT full write item is counted as 3 items.

Table 2 summarizes the number of items by claim for the proposed Smarter Balanced Summative Assessment for ELA blueprint short form.

**Table 2. Smarter Balanced Summative Assessment for ELA Blueprint Short Form: Number of Items by Claim**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Claim** | **Grades 3–5****CAT** | **Grades 3–5****PT** | **Grades 6–8** **CAT** | **Grades 6–8** **PT** | **Grade 11****CAT** | **Grade 11****PT** |
| Total | 20 | 4\* | 22 | 4\* | 22 | 4\* |
| 1. Reading | 8 | 0 | 10 | 0 | 10 | 0 |
| 2. Writing | 4 | 3 | 4 | 3 | 4 | 3 |
| 3. Listening | 4 | 0 | 4 | 0 | 4 | 0 |
| 4. Research/Inquiry | 4 | 1 | 4 | 1 | 4 | 1 |

\* PT full write item is counted as 3 items.

The Smarter Balanced Summative Assessment for Mathematics blueprint for the full form is available at the Smarter Balanced website at <https://portal.smarterbalanced.org/library/en/mathematics-summative-assessment-blueprint.pdf>. Table 3 summarizes the number of items by claim for the full form and is provided for informational purposes.

**Table 3. Smarter Balanced Summative Assessment for Mathematics Blueprint Full Form: Number of Items by Claim**

| **Claim** | **Grades 3–5, 7, 8****CAT** | **Grades 3–5, 7, 8 PT** | **Grade 6****CAT** | **Grade 6** **PT** | **Grade 11****CAT** | **Grade 11****PT** |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 31–34 |  4–6 | 30–34 |  4–6 | 33–36 |  4–6 |
| 1. Concepts and Procedures | 17–20 | 0 | 16–20 |  0 | 19–22 | 0  |
| 2. Problem Solving | 3 | 1–2 | 3 | 1–2 | 3 | 1–2 |
| 3. Communicating Reasoning | 8 | 0–2 | 8 | 0–2 | 8 | 0–2 |
| 4. Modeling and Data Analysis | 3 | 1–3 | 3 | 1–3 | 3 | 1–3 |

Table 4 summarizes the number of items by claim for the proposed Smarter Balanced Summative Assessment for Mathematics blueprint short form.

**Table 4. Smarter Balanced Summative Assessment for Mathematics Short Form: Number of Items by Claim**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Claim** | **Grades 3–5, 7, 8****CAT** | **Grades 3–5, 7, 8****PT** | **Grade 6****CAT** | **Grade 6** **PT** | **Grade 11****CAT** | **Grade 11****PT** |
| Total | 17 |  4–6 | 16–17 |  4–6 | 18 |  4–6 |
| 1. Concepts and Procedures | 10 | 0  | 9–10 |  0 | 11 | 0  |
| 2. Problem Solving | 1 | 1–2 | 1 | 1–2 | 1 | 1–2 |
| 3. Communicating Reasoning | 4 | 0–2 | 4 | 0–2 | 4 | 0–2 |
| 4. Modeling and Data Analysis | 2 | 1–3 | 2 | 1–3 | 2 | 1–3 |

The recommended changes do not necessitate a new standard setting and do not impact the ability to compare scale scores from previous administrations. The CDE and ETS will continue to work with Smarter Balanced to monitor and update the SBE periodically on results of analyses and studies as well as developments on the Smarter Balanced Summative Assessment for ELA and mathematics. If the SBE approves the short form blueprint, the CDE will proceed with development and administration of the short form assessments.

The proposed timeline in table 5 includes the 2020–2021 launch dates for each assessment operating within the California Assessment System if the revised Smarter Balanced Summative Assessments for ELA and mathematics short form blueprints are approved by the SBE.

**Table 5. Proposed Timeline** **for the Availability of the 2020–2021 CAASPP and ELPAC Summative Assessments to LEAs**

|  |  |
| --- | --- |
| **Date** | **Summative Assessments Available to LEAs** |
| Currently available | CAASPP: CAA for Science |
| January 12, 2021 | CAASPP: CAST, CAAs for ELA and mathematics, and California Spanish Assessment (CSA) |
| February 1, 2021 | Summative ELPAC |
| Late February 2021\* | CAASPP: Smarter Balanced Summative Assessments for ELA and mathematics, if using proposed short test forms |

\* The launch date is dependent on the availability of the test packages from Smarter Balanced.

The CDE does not anticipate changes to the end dates for the statewide testing window (i.e., Summative ELPAC is May 31, 2021 and CAASPP summative assessments is July 15, 2021).

#### Data Interpretation and Usage

Determining the appropriate use of the 2020–2021 summative test results beyond individual student information will depend on what data is available from the administration. Several factors will impact the data that is generated, such as the number of tests administered, disruptions in the test administration process due to COVID-19, or other external factors. The assessment will give the best estimate of knowledge students have in the spring 2021 and will be compared to prior year’s data. Summative assessment results provide important academic data at the state level for reporting and policy and program decision making, as well as professional development needs. Once the summative testing window opens, the CDE will monitor the data from the summative assessments throughout the statewide testing window and provide updates on the availability and potential uses of the data, and will bring any proposed changes to the state’s accountability system to the SBE.

#### Considerations for Summative Assessment Test Administration Options

The spring 2021 administration of the Smarter Balanced Summative Assessments should allow flexibility for LEAs to utilize multiple administration options to best meet the needs of students and families given their local context. Further guidance to assist the students, parents and guardians, and educators for the administration of assessments will be provided through pretest workshops and trainings. In fall 2020, many LEAs across the state administered the Initial ELPAC using multiple test administration options, consistent with testing guidance posted on the CDE website (located at: <https://ca-toms-help.ets.org/fall-admins/admin-options/>): (1) in-person or co-located; (2) remote computer-based; and (3) remote paper–pencil. Several LEAs have successfully administered the 2020–2021 Initial ELPAC completely through remote test administrations only, while most have administered the Initial ELPAC through a combination of in-person and remote test administrations. ETS has contacted key LEA coordinators about their testing experience, and they indicated that the available test administration options have provided them with the flexibility to meet the needs of their students and school personnel and that the continued flexibility is needed for the rest of the school year. As a result, CDE is recommending to use a short form for ELA and mathematics as this may be the only feasible way to administer in-person or remote testing in Spring 2021.

## Proposed Alternate English Language Proficiency Assessments for California Student Score Reports

As the development of the Alternate ELPAC continues, so are the respective SSRs. Previously, the SBE approved the redesign of the 2019–2020 SSRs for the CAASPP and Summative ELPAC in September 2019. At this time, the CDE recommends that the SBE approve the design of the 2020–2021 Summative Alternate ELPAC SSR and 2021–2022 Initial Alternate ELPAC SSR in Attachment 2. The proposed SSRs have been designed for visual consistency with the SSRs of all other California assessments to meet federal accessibility requirements and for greater usability for parents.

After the design is approved, the Alternate ELPAC SSRs will be available to LEAs starting summer 2021. The following sections describe the process the CDE used to collect stakeholder feedback and implement changes related to the design and usability of the Alternate ELPAC SSRs.

### Stakeholder Input on the Design of the Alternate ELPAC SSRs

The CDE consulted with parent/guardian and stakeholder groups to inform decisions on the design of the Alternate ELPAC SSRs. These groups were given opportunities to discuss and provide feedback on the usability and readability of sample Alternate ELPAC SSRs.

In April and May 2020, the CDE collected feedback from native Spanish-speaking and Mandarin-speaking parents and guardians of English learners to identify preferences in the design and terminology of the Alternate ELPAC SSRs. Parents and guardians were presented sample Alternate ELPAC SSRs in English and SSRs translated into Spanish or Chinese (traditional). Participants were limited to parents with at least one child attending a California public school who was currently or formerly enrolled in English language development courses and who had an IEP. On April 30, 2020, a parent and guardian focus group met to express preferences in graphics, wording, and comprehensibility of the SSRs. Then, on May 4–7, 2020, one-on-one interviews were conducted with Mandarin-speaking and Spanish-speaking parents to gain further observations on content and layout preferences.

In addition, on July 16, 2020, an ELPAC stakeholder group, including representatives from the Small School District Association, the Association of California School Administrators, the California School Boards Association, the California Teachers Association, California Federation of Teachers, California County Superintendents Educational Services Association, and California Science Teachers Association met to discuss the design of the Alternate ELPAC SSRs, and they provided input on the design elements of the SSR to clearly communicate the assessment results to students, parents, and guardians.

Parent, guardian, and stakeholder input has informed the design of the Alternate ELPAC SSRs; recommendations have included the following:

* Representation of graphics that allows for quick and easy understanding of results
* Terminology and language that is clearly understood by parents and guardians
* Identification of skills to facilitate the child’s progress and explanation of the child’s abilities
* Links to test questions and additional resources that are available to student, parents, and guardians

### Alternate ELPAC SSR Design

The resulting Alternate ELPAC SSR design has been developed to increase readability and usability for families. The recommended SSR design prominently features an overall score level and a description of what students can do at each level. The SSR displays performance level descriptors that are easy to read and understand and provides easy access to additional information through active links to Starting Smarter, a parent resource website. The result is a parent-friendly SSR that is consistent with the design of SSRs for all the other California assessments.

The modified electronic SSR format addresses universal accessibility and provides greater access to the SSRs for persons with visual impairments through text-to-speech applications. The SSRs will be available in English, Spanish, Chinese (traditional), Vietnamese, and Filipino beginning in 2020–2021. LEAs may provide the reports to parents and guardians in multiple ways, such as through their online parent portals, leveraging existing information systems for family engagement all year long. Although LEAs are able to send the SSRs to parents and guardians electronically, they will also have the option to print SSRs and send them to parents in the mail.

## California Assessment of Student Performance and Progress Updates

The following sections provide information about the CAST, the CAA for Science, and CERS.

### California Science Test Update

The CAST, aligned with the California Next Generation Science Standards (CA NGSS), is administered to all eligible students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). At this time, the administration of the 2020–2021 CAST is expected to begin on January 12, 2021. The following sections provide updates on the CAST practice test scoring guides and annotated samples as well as the CAST range ALDs.

#### California Science Test Practice Test Scoring Guides

In November 2020, the CDE will make available the newly formatted CAST practice item scoring guides for grades five and eight and high school. These scoring guides provide educators, students, and parents and guardians with details about the Performance Expectations, statements that illustrate how the items align with the Performance Expectations, updated rubrics, and the correct answers to the practice items.

### California Alternate Assessment for Science Update

The CAA for Science is an online assessment administered to students with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternate assessment. Test examiners administer the assessment to students one on one. Eligible students take the CAA for Science in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve), which consists of four embedded PTs administered to students as close to instruction as possible throughout the school year.

The first operational administration of the CAA for Science became available to LEAs on September 8, 2020. For the LEAs that are conducting in-person instruction, ETS and the CDE have prepared the document “Suggested Guidelines for Physically Distanced Test Administration,” which can be found on the CAASPP website at <http://www.caaspp.org/rsc/pdfs/Guidance-for-Physical-Distanced-Admin.docx>.

#### The California Alternate Assessment for Science Item Content Specifications

As part of the development process of the CAA for Science, the CDE worked closely with California special education and science educators to write and review CAA for Science PTs and to review data on how each performance task is performing. The CDE collaborated with ETS to create CAA for Science item content specifications to aid educators in the item writing and review process. The following sections describe these important resulting documents.

##### Development of the California Alternate Assessment for Science Content Item Specifications

The CAA for Science is aligned with alternate achievement standards—called the Science Core Content Connectors—and are linked to the Performance Expectations from the CA NGSS. In 2016, a team of experts and California educators developed the Science Connectors by examining each of the Performance Expectations in the CA NGSS for kindergarten through high school. The Science Connectors align with the needs of students with the most significant cognitive disabilities and serve as a basis for the CA NGSS alternate assessments. The complete list of Science Connectors can be found in the web document “Preliminary Science Core Content Connectors and Essential Understandings,” which can be found at <https://www.cde.ca.gov/ta/tg/ca/documents/ngssaltconnectors.docx>.

As presented in figure 1, below, these Science Connectors serve as a bridge between the CA NGSS Performance Expectation and the assessment targets (i.e., focal knowledge, skills, and abilities [FKSAs]—which describe what students should know and be able to do in science—and the essential understandings [EUs]—which are the basic key ideas or concepts students should know in science).

Figure 1. CAA for Science Standards Continuum

Due to the structure of the CAA for Science (i.e., embedded PTs only), the Science Connectors covered on the assessment are a subset of the Performance Expectations, and they have been identified as appropriate for inclusion in the CAA for Science. There are 83 item content specifications, 1 for each of the assessed Science Connectors—23 for grade five, 28 for grade eight, and 32 for high school. More information about the structure of the CAA for Science can be found in the blueprint document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx>.

##### Purpose of the California Alternate Assessment for Science Item Content Specifications

The CAA for Science item content specification documents originally were created as tools for item writers to use to ensure that the new items would align with the Science Connectors (i.e., alternate science standards). These item content specifications provide details on each assessed Science Connector. Each item content specification includes a Science Connector and examples of how students may demonstrate mastery of that Science Connector. These specifications also provide relevant Environmental Principles and Concepts, examples of phenomena, additional assessment boundaries, and references.

Although the CAA for Science item content specifications were designed as a tool to be used by item writers, the CDE realized that the item content specifications could be used as an important resource for educators as well. Educators can refer to them to gain a better understanding of the nature of the CAA for Science as well as use them as resources for developing assessments for their students. If educators choose to use the CAA for Science item content specifications, they should do so in conjunction with the *2016 Science Framework for California Public Schools (Science Framework)* and the Preliminary Science Core Content Connectors and EUs.The *Science Framework* can be found on the CDE 2016 Science Framework web page at <https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp>. The CAA for Science item content specifications are not intended to guide instruction.

To help fulfill the needs of the field and to share these resources with stakeholders, the CDE has posted all 83 of the CAA for Science item content specifications on the CDE CAA for Science Item Content Specifications web page at <https://www.cde.ca.gov/ta/tg/ca/caascienceitemspecs.asp>.

### California Educator Reporting System Update

The California Educator Reporting System (CERS) is used by LEA staff to view individual and aggregate student results from the Smarter Balanced Interim Assessments, as well as from CAASPP and ELPAC summative assessments. CAASPP results through 2018–2019 and ELPAC results through spring 2019–2020 administration are available in CERS. In December, ELPAC results from the 2019–2020 extended fall window will be available in CERS. In addition, CAASPP results from all 2019–2020 summative assessments will be available December 2020, ahead of schedule, due to having less data to process after the summative testing waivers were granted.

Beginning with results from the 2020–2021 administration of summative assessments, CERS will start accepting regular feeds of summative assessment data. In the spring of 2021, there will be daily feeds of CAASPP results, and weekly feeds of ELPAC results to CERS. The frequency of these feeds to CERS will be consistent with the frequency that student score reports will be available to LEAs.

The CDE recently released an enhancement to CERS that allows LEAs to integrate their student information system (SIS) with CERS to create student groups. This new enhancement allows LEAs to create a direct connection from their SIS to CERS using their existing credentials. The original method for uploading student groups into CERS remains an option.

With the successful import results from the CAASPP and ELPAC summative assessments into CERS, the CDE will retire the Online Reporting System—which was the previous system used by California educators to view student results—in December.

## 2019–2020 Initial ELPAC Summary Reports

The CDE provided LEAs with an embargoed preview of the summary reports for the 2019–2020 administration of the Initial ELPAC from October 7 through October 15, 2020. Although many LEAs did not complete the administration of the 2019–2020 Initial ELPAC for all new students due to school closures amid the COVID-19 pandemic, the majority of newly enrolled students—208,029—did complete the assessment. Therefore, the CDE is releasing the summary reports for informational purposes.

The purpose of the preview was to allow ELPAC coordinators to review the Initial ELPAC summary reports and verify, in advance of the public release, that the LEA information is accurate.

The public release of the summary reports occurred on October 22, 2020. The public can access these reports through the Test Results for California’s Assessments website at [https://caaspp-elpac.cde.ca.gov](https://caaspp-elpac.cde.ca.gov/), which will display the state-, county-, district-, and school-level reports.

## Request for Qualifications Procurement Status

On April 20, 2020, the CDE released theCalifornia Assessment System Request for Qualifications (RFQ), Stage One*,* which began the procurement process for the next assessment contract, which includes both CAASPP and ELPAC*.* The complete set of the RFQ Stage One documents are publicly available at <https://www.cde.ca.gov/fg/fo/r19/caaspp20rfq.asp>.

Since that time, the CDE has completed many activities in this procurement process as described on page 10, Table 1. Schedule of Events, of the RFQ, Stage One—Qualifications document on the CDE’s web page at <https://www.cde.ca.gov/fg/fo/r19/documents/caaspp20rfq.docx>. As outlined in the table, the CDE will report to the SBE in January 2021 which potential contractor(s) successfully passed both Stages One and Two and will move forward to Stage Three—Formal Written Submission. At this same time, it is expected that the SBE will detail its goals and priorities to be included in the Stage Three draft scope of work.

## California High School Proficiency Examination Administration Updates

SB 820, Chapter 110, was signed by the Governor on September 18, 2020, and went into effect immediately upon signature. The legislation included the following change pertaining to the CHSPE for the 2020–2021 school year.

*Education Code* Section 48412 was amended to state that, for the 2020–2021 school year, CHSPE examinations shall be offered only if they can be administered in accordance with state and county health orders, as determined by the State Superintendent of Public Instruction.

## Physical Fitness Test Update

SB 820, Chapter 110, was signed by the Governor on September 18, 2020, and went into effect immediately upon signature. The legislation included the following change pertaining to the suspension and study of the PFT for the 2020–2021 school year.

Administration of the PFT is suspended for the 2020–21 school year. The State Superintendent of Public Instruction is also directed to consult with experts and other stakeholders and to provide recommendations on the purpose and administration of the PFT to the Legislature, the Department of Finance, and the State Board of Education by November 1, 2022.

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

In September 2020, the CDE provided the SBE with a summary of developments and updates related to the CAASPP, the ELPAC, and the Physical Fitness Test (PFT), including Lexile® and Quantile® measures of learning to support student learning, the update to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*, the availability of the CAST practice and training tests, the launch of the first operational administration of the CAA for Science, the extension of the administration of the 2019–2020 Summative ELPAC for reclassification purposes, the development of the Alternate ELPAC, the data available in CERS, the resources available to support teaching and learning, and the PFT administration. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item04.docx>).

In August 2020, the CDE provided the SBE with information and updates regarding the first operational administration of the CAA for Science and the release of the 2019–2020 science assessment results (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad01.docx>).

In August 2020, the CDE provided the SBE with information regarding the computer-based ELPAC accessibility cognitive lab methodology study that was conducted in 2019–2020 (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad03.docx>).

In August 2020, the CDE provided the SBE with information summarizing two studies related to the transition of the ELPAC from a paper–pencil test to a computer-based assessment (<https://www.cde.ca.gov/be/pn/im/documents/aug20adad02.docx>).

In July 2020, the CDE provided the SBE with a summary of developments and updates related to the CAASPP and the ELPAC, including summary data for the 2019–2020 test administration year, an update on CERS, the launch of Tools for Teachers, and the development of formative assessments for science (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item05.docx>).

In June 2020, the CDE provided the SBE with an update on the revised scores for some of the grade six writing extended responses for the 2018–2019 CAASPP Smarter Balanced ELA test and subsequent changes to the California School Dashboard (<https://www.cde.ca.gov/be/pn/im/documents/memo-imb-adad-jun20item01.docx>).

In May 2020, the SBE approved the proposed Alternate ELPAC test blueprint and authorized CDE staff to make technical edits, as necessary, to the proposed Alternate ELPAC test blueprint (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item01.docx>).

In April 2020, the CDE provided the SBE with a summary and report about the CSA Interpretation Study, conducted in summer 2019 (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoadad03.docx>).

In April 2020, the CDE provided the SBE with the notification from the U.S. Department of Education, Office of Elementary and Secondary Education, which indicated that the state had exceeded the 1.0 percent threshold of students taking alternate assessments based on alternate assessments based on alternate academic achievement standards. In addition, the CDE provided the SBE with the CDE’s response, which included an update to the plan to come into compliance (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoadad02.docx>).

In April 2020, the CDE provided the SBE with an update on the Alternate ELPAC and an advance summary report on the development and evaluation of task types for Alternate ELPAC (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoadad01.docx>).

In March 2020, the SBE approved the CAASPP and ELPAC 2019–2020 apportionment rates, and the CDE provided the SBE with CAASPP and ELPAC program updates (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item07.docx>).

In February 2020, the CDE provided the SBE with reports from the Sacramento County Office of Education of attendee feedback from the annual CAASPP coordinator survey and the first annual California Assessment Conference. These reports provided key information and recommendations for the CDE to consider in determining future outreach efforts to meet the needs identified by LEAs (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad02.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad02a1.pdf>) (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad02a2.pdf>).

In February 2020, the CDE provided the SBE with an update on 2018–2019 public releases for the CAST, the CSA, and preliminary indicators for the CAA for Science (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad01.docx>).

In February 2020, the CDE provided notification of an error with the scoring and reporting of the grade six writing extended responses for the 2018–2019 CAASPP Smarter Balanced ELA test and the CDE’s decision for remediation and communication plan (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad03.docx>).

In January 2020, the SBE approved revisions to the CAST blueprint and the SSRs for the Initial ELPAC, and the CDE provided the SBE with CAASPP and ELPAC program updates (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05a3.pdf>).

In December 2019, the CDE provided the SBE with CAST updates on the results from studies and analyses conducted by ETS, which included the multistage adaptive test, the screener, the use of matrix sampling, and the time needed for students to complete the CAST (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01.docx>)

(<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01a01.docx>).

In December 2019, the CDE provided the SBE with information on the *CAASPP 2019 Independent Evaluation Report* (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad03.docx>).

In December 2019, the CDE provided the SBE with information on the public release of the 2018–19 ELPAC results (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad02.docx>).

In November 2019, the SBE approved the CAST threshold scores. In addition, the CDE provided the SBE with program updates related to the CAA for Science, the CAASPP independent evaluation annual report, the ELPAC, the 2019 California Assessment Conference, the Smarter Content Explorer, and the status of the Broadband Infrastructure Improvement Grant (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item06.docx>).

In September 2019, the SBE approved the CAASPP and ELPAC Student Score Reports <https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>.

## Fiscal Analysis (as appropriate)

The 2020–2021 Budget Act provides a total of $76,687,000 for CAASPP contract activities and $21,696,000 in funding for ELPAC contract activities. An additional $8,487,000 is reappropriated from the 2019–20 fiscal year to support the reclassification of students who were unable to complete Summative ELPAC testing in 2019–2020. These funds will be used to extend an optional administration of the 2019–2020 Summative ELPAC to occur in fall 2020 and other related activities throughout 2020–2021. Proposed revisions to the Smarter Balanced Summative Assessment Blueprints for ELA and mathematics will not result in a funding deficit. Funding for 2021–2022 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: September and October 2020 Outreach and Professional Development Activities (5 Pages)
* Attachment 2: Initial and Summative Alternate ELPAC Student Score Reports (4 Pages)

## September and October 2020 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) contractor, has provided a variety of outreach activities, including in-person workshops, focus group meetings, and presentations, 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 2020.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/24 | Virtual | 208 | New Coordinator Webinar #2A webinar, hosted by the Sacramento County Office of Education (SCOE), for all new CAASPP and ELPAC coordinators to provide a review of upcoming coordinator checklist tasks and a detailed discussion of assessment results and the coordinator’s role in sharing those results. The focus of this webinar was student accessibility. |
| 9/30 | Virtual | 518 | CAASPP and ELPAC Accessibility WebcastVirtual training hosted by ETS that provided information about CAASPP and ELPAC accessibility resources. The training focused on assigning appropriate accessibility resources to students. |
| 10/2 | Virtual | 356 | ELPAC Coffee ChatHosted by ETS, the coffee chat provided an opportunity to ask questions about the fall ELPAC administrations. The purpose is to hear challenges, tips, tricks, and to provide assistance in completing the assessments. |
| 10/2 | Virtual | 278 | CAASPP and ELPAC Accessibility WebcastVirtual training hosted by ETS that provided information about CAASPP and ELPAC accessibility resources. The training focused on assigning appropriate accessibility resources to students. |
| 10/6–7 | Virtual | 1000 | California Assessment Conference (CAC)The CAC was a unique opportunity for classroom educators to explore connections between assessments and classroom instruction, learn how to utilize assessment tools and resources to support teaching and learning, and hear from other LEAs.  |
| 10/9 | Virtual | 234 | CAASPP and ELPAC Accessibility WebcastVirtual training hosted by ETS that provided information about CAASPP and ELPAC accessibility resources. The training focused on assigning appropriate accessibility resources to students. |
| 10/22 | Virtual | 220 | New Coordinator Webinar #3A webinar, hosted by the SCOE, for all new CAASPP and ELPAC coordinators to provide a review of upcoming coordinator checklist tasks and a detailed discussion of assessment results and the coordinator’s role in sharing those results. This webinar focused on the many ways students can interact with practice tests. |
| 10/26 | Virtual | 338 | CAASPP and ELPAC Accessibility WebcastVirtual training hosted by ETS that will provide information about CAASPP and ELPAC accessibility resources. The training focuses on assigning appropriate accessibility resources to students. |
| 10/27 | Virtual | 236 | CAASPP and ELPAC Accessibility WebcastVirtual training hosted by ETS that will provide information about CAASPP and ELPAC accessibility resources. The training focuses on assigning appropriate accessibility resources to students. |

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

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 9/17 | Virtual | 15 | Statewide Assessment Stakeholders MeetingThe Assessment Development and Administration Division (ADAD) provided updates on activities and test developments. |
| 9/17 | Virtual | 35 | Updates on the California Alternate Assessments and Alternate English Language Proficiency Assessments for CaliforniaThe ADAD staff provided updates on the development of alternate assessments to the members of the California County Superintendents Educational Services Association—Special Education Administrators of County Offices. |
| 9/21–24 | Virtual | 20 | ELPAC Item Writer WorkshopEducators participated in an item writer training and had the opportunity to develop new items for future administrations of the ELPAC. |
| 9/30 | Virtual | 35 | ELPAC Technical Advisory Group (TAG) MeetingThe ELPAC TAG met to review psychometric topics related to ELPAC. |
| 10/1–2 | Virtual | 35 | CAASPP TAG MeetingThe CAASPP TAG met to review psychometric topics related to CAASPP. |
| 10/13–15 | Virtual | 20 | California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and Mathematics Item Review WorkshopCalifornia educators of students in the alternate population reviewed ELA/math items for content and for bias and sensitivity issues. This was a two-day meeting to review items that could be used in the 2021–2022 administration of the CAAs for ELA and Mathematics.  |
| 10/15 | Virtual | 15 | Statewide Assessment Stakeholders MeetingThe ADAD provided updates on activities and test developments. |
| 10/20–22 | Virtual | 20 | California Spanish Assessment (CSA) Item Review WorkshopCalifornia Spanish educators participated in a two-day item review meeting to review items for future administrations of the CSA.  |
| 10/27–29 | Virtual | 50 | Smarter Balanced Collaboration Conference and Technical Advisory Committee (TAC) Meeting California 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.  |