

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education September 2021 Agenda Item #02

## Subject

The California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Request for Approval of the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Blueprints and an Update on Assessment Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics blueprints for the 2021–2022 administration. This item also provides a summary of developments and updates related to the CAASPP and the English Language Proficiency Assessments for California (ELPAC), including updates on the California Science Test (CAST), the California Alternate Assessment (CAA) for Science, Tools for Teachers, Smarter Balanced Interim Assessments, the federal peer review, the Alternate ELPAC, use of assessments for accountability in upcoming years, and national and international assessments, including the National Assessment of Educational Progress (NAEP), the Progress in International Reading Literacy Survey (PIRLS), the Program for International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS). Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from July through August 2021.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the Smarter Balanced Summative Assessments for ELA and mathematics blueprints as described in tables 1 and 2 for the 2021–2022 administration.

## 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, the ELPAC, use of assessments for accountability, and national and international assessment programs.

### Proposal for the Continued Use of the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Adjusted Form Blueprints

#### Background

Under state law and the federal Every Student Succeeds Act (ESSA), California must administer annual statewide tests in reading/language arts and mathematics to all students in grades three through eight and once in high school, as well as in science at least once in each of grades three through five, six through nine, and ten through twelve. Pursuant to *Education Code* (*EC*) Section 60640(a)(1)(A), the annual assessments in English language arts and mathematics are to be consortium assessments; in this case, the assessments approved through California’s membership with the Smarter Balanced Assessment Consortium (Consortium). ESSA requires states to administer annual summative assessments as a condition of an approved federal ESSA plan and the receipt of federal ESSA funds. Summative assessments are a necessary component of a comprehensive assessment system, and the results provide important academic data at the state level for decision making regarding programs, policies, and practices as well as identifying professional development needs. The primary purpose of statewide summative testing is to provide data on student learning in schools and local educational agencies (LEAs) to inform their continuous improvement efforts and create actionable change.

The CAASPP assessments are used to meet state and federal requirements through the administration of the following:

* The Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics in grades three through eight and grade eleven
* The CAST and CAA for Science in grades five and eight and one time in high school (in grade ten, eleven, or twelve)

During the 2020–2021 school year, the overwhelming majority of California schools were in remote learning or a hybrid of remote and in-person learning due to the impacts of the novel coronavirus disease 2019 (COVID-19) pandemic. The U.S. Department of Education (ED) provided flexibilities to support the administration of assessments in order to provide information to parents, educators, and the public about student performance and to help target resources and supports. The ED emphasized the flexibilities of administering a shortened version of statewide assessments, offering remote administration, where feasible, and extending the testing window to the greatest extent practicable. The SBE supported all the flexibilities offered by the ED. The SBE item corresponding to the approval of the adjusted Smarter Balanced Summative Assessments for ELA and mathematics blueprints can be found at <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.docx>. The adjusted Smarter Balanced Summative Assessments for ELA and mathematics blueprints were approved for 2020–2021 only to support the administration of statewide assessments during the COVID-19 pandemic. Of the 15 member states in the Consortium, California was one of seven that opted to use adjusted blueprints for the 2020–2021 administration.

The CDE recommends the continued use of adjusted blueprints for the Smarter Balanced Summative Assessments in ELA and mathematics for the 2021–2022 administration.

#### Rationale for Adjusted Smarter Balanced Blueprints

With many schools expected to return to in-person instruction for the 2021–2022 school year, it is important that educators are equipped to gather detailed, actionable data that will provide insight on the impact the COVID-19 pandemic had on student progress. Furthermore, achievement data can help guide decision-making in support of student learning as we move forward. To attend to these needs while continuing to reduce testing burdens on LEAs, the Consortium has approved continued use of the adjusted blueprints for the ELA and mathematics summative assessments. The computer adaptive test (CAT) portions of the blueprint were reduced by approximately 50 percent in each claim compared to the blueprints used prior to 2020–2021. The performance tasks (PTs) are designed to be integrated tasks. Therefore, the blueprints associated with the PTs were not adjusted. The details of these blueprints are outlined in table 1 and table 2. Table 1 summarizes the number of items by claim for the Smarter Balanced Summative Assessment for ELA blueprint adjusted form. Table 2 summarizes the number of items by claim for the Smarter Balanced Summative Assessment for mathematics blueprint adjusted form.

The blueprints are identical to the blueprints used in the 2020–2021 administration. The detailed blueprints of the adjusted forms used in 2020–2021 and the full forms used in prior years can be found on the Smarter Content Explorer website at <https://contentexplorer.smarterbalanced.org/test-development>.

**Table 1. Smarter Balanced Summative Assessment for ELA Blueprint Adjusted 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 |

**Table 2. Smarter Balanced Summative Assessment for Mathematics Adjusted 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 |

\*Claims 2 and 4 were reported as one reporting claim category with use of the full form blueprint.

#### Advantages, Disadvantages, and Next Steps

In comparison to the full form blueprints administered prior to 2020–2021, there are some key advantages for continuing use of the adjusted form blueprints. The adaptive portion and the integrated PT of each test will be maintained through the use of the adjusted form blueprints. Reducing the amount of time students spend on the summative assessments provides for increased instructional time, as well as more flexibility in scheduling for the adequate monitoring of administrations, and minimizes the risk of connectivity or network issues. In addition, this reduces the potential exposure of the items from the item bank as a result of the reduction in the number of test items. Individual student overall scale scores and achievement levels can continue to be reported. These measures can also be used for group reporting to meet state and federal requirements. The estimated testing times for the Smarter Balanced full form and adjusted form blueprints, as well as other non-Smarter Balanced CAASPP summative assessments, can be found in table 3 and table 4.

As shared in item 04 of the November 2020 State Board of Education meeting, the validity argument for the adjusted form blueprint is based on the premise that the adjusted 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 than the full form blueprint, overall scale scores and achievement levels are comparable to those of prior years. The CDE will continue to perform analyses to evaluate the comparability of forms over time and ensure that they continued to be appropriate measures for use in California’s accountability system. The Consortium, of which California is a member, will continue to evaluate the content validity of the adjusted blueprints throughout the 2021–2022 administration and will propose further adjustments as needed for 2022–2023 and future years.

The disadvantage to using adjusted blueprints is a reduction in the detailed student performance information reported to educators and parents/guardians. While the overall scale score and performance level will still be reported in 2021–2022, claim-level results for individual students as well as target reports for groups of students cannot be reported until 2022–23. As a result of the quick adoption of the adjusted blueprints and the reduction in assessment items, reporting of claim-level results at the level of the individual student was not possible in the 2020–2021 administration and will continue for the 2021–2022 administration while further analyses are conducted.

The reduction in detailed student performance information reported will be temporary and greatly alleviated in 2022–2023 when the Consortium will begin supporting the reporting of composite claim results. Instead of four separate claim results for ELA (Reading; Writing; Listening; and Research/Inquiry) and three separate claim results for mathematics (Concepts and Procedures; Communicating Reasoning; and Problem Solving and Modeling/Data Analysis) reported prior to 2020–2021, it is proposed that students will receive two composite claim results for ELA and two composite claim results for mathematics starting in 2022–2023. The specifics of each of the composite claim reporting categories are currently under discussion by the Consortium and its technical advisory committee for implementation in the 2022–2023 administration year. The CDE will collaborate with the Consortium during this multiyear process to derive composite claim scores based on analysis of the standards and analysis of the Consortium-wide data. Smarter Balanced proposes that the Smarter Balanced Summative Assessment for ELA would report the following two composite claim reporting categories:

* Reading and Listening
* Writing and Research

For mathematics, Smarter Balanced proposes the two composite claim reporting categories as follows:

* Concepts and Procedures
* Mathematical Practices

Obtaining claim-level results is important. Not only do claim-level results provide parents/guardians, students, and educators more detailed information on student performance, they also allow California to meet the ED’s peer review requirements and expectations regarding statewide assessments for ELA and mathematics. The Consortium will submit documentation supporting the composite claim score reporting to the ED that will include a plan to provide student-level claim scores for the 2022–2023 school year. The composite claim results of the adjusted blueprints offer these benefits alongside the benefit of reduced testing time. Furthermore, assessment target reporting will be investigated as a high priority for the adjusted blueprints.

The CDE is recommending that the SBE approve the continued use of the Smarter Balanced Summative Assessments for ELA and mathematics blueprints as described in tables 1 and 2 to be used for the 2021–2022 school year. The CDE is not proposing any changes to the blueprints for any non-Smarter Balanced summative assessment, as the testing times for these assessments is already comparatively shorter.

**Table 3. Estimated Testing Times for Smarter Balanced Summative Assessments Full and Adjusted Forms**

| **Content Area** | **Grades** | **Full Form CAT Estimated Testing Time** | **Adjusted Form CAT Estimated Testing Time** | **PT**  **Estimated Testing Time** | **Full Form Total Estimated Testing Time** | **Adjusted Form Total Estimated Testing Time** |
| --- | --- | --- | --- | --- | --- | --- |
| **ELA** | 3–5 | 1:30 | **0:45** | 2:00 | 3:30 | **2:45** |
| **ELA** | 6–8 | 1:30 | **0:45** | 2:00 | 3:30 | **2:45** |
| **ELA** | 11 | 2:00 | **1:00** | 2:00 | 4:00 | **3:00** |
| **Math** | 3–5 | 1:30 | **0:45** | 1:00 | 2:30 | **1:45** |
| **Math** | 6–8 | 2:00 | **1:00** | 1:00 | 3:00 | **2:00** |
| **Math** | 11 | 2:00 | **1:00** | 1:30 | 3:30 | **2:30** |
| **Both** | 3–5 | 3:00 | **1:30** | 3:00 | 6:00 | **4:30** |
| **Both** | 6–8 | 3:30 | **1:45** | 3:00 | 6:30 | **4:45** |
| **Both** | 11 | 4:00 | **2:00** | 3:30 | 7:30 | **5:30** |

**Table 4. Estimated Testing Times for Non-Smarter Balanced CAASPP Summative Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **Grades** | **Estimated Testing Time** | **Total Testing Time** |
| **CAA for ELA** | 3-8 and 11 | 1:00 to 1:40 | 1:00 to 1:40 |
| **CAA for Mathematics** | 3-8 and 11 | 1:00 to 1:40 | 1:00 to 1:40 |
| **CAA for Science** | 5, 8, and once in high school | 1:00 to 1:40 per PT, 4 PTs total | 4:00 to 6:40 |
| **CSA** | 3–8 and 11 | 2:00 | 2:00 |
| **CAST** | 5, 8, and once in high school | 1:00 to 2:00 | 1:00 to 2:00 |

### California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Program Updates

The following updates include the CAST, CAA for Science, interim assessments, Tools for Teachers, Alternate ELPAC, federal peer review, and uniformity in assignment of alternate assessments.

#### California Science Test Updates

The CAST is aligned with the California Next Generation Science Standards and is administered to all eligible students in grades five and eight and once in high school (in grade ten, eleven, or twelve). The CAST range achievement level descriptors (ALDs) have been made available on the CDE CAST Range Achievement Level Descriptors web page at <https://www.cde.ca.gov/ta/tg/ca/castrangealds.asp>. Included on this web page is an introduction to and background on the four different types of CAST ALDs (i.e., general, range, threshold, and reporting) as well as the CAST range ALD documents for grades five and eight and high school. The range ALDs are detailed descriptions of observable evidence of student performance by grade level and content. They are developed to provide evidence of how a student’s knowledge, skills, and abilities change and become more advanced across the achievement levels.

The updated CAST item content specifications (45 for grade five, 59 for grade eight, and 71 for high school) will be posted soon on the CDE CAST Item Content Specifications web page at <https://www.cde.ca.gov/ta/tg/ca/castitemspecs.asp>. The most recent revisions include updates to the Science and Engineering Subpractice assessment targets and the Possible Phenomena or Contexts sections. The updated item content specifications are organized by grade and science domain and can be downloaded individually or by domain. Educators can use them as a resource to gain a better understanding of the three-dimensional nature of the CAST. They also can use these documents, along with the 2016 Science Framework for California Public Schools, for developing items for local classroom assessments. The CAST item specifications, however, are not intended to guide instruction.

The CDE will implement the January 2020 SBE-approved revised CAST blueprint for the 2021–2022 administration. With the revised blueprint in place, students will receive fewer test questions, and all students will be administered a minimum of three PTs. The addition of a third PT will allow for all three science domains to be represented in both operational Segment A and Segment B and will contribute to accurate domain-specific reporting, increasing the reliability of the three science domains. More information about the revised blueprint and test design can be found in the January 2020 SBE Agenda Item at <https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05.docx>.

The PTs will include constructed-response items that ask students to use their own words to respond to CAST questions. For teachers, parents/guardians, and students, the CDE provided sample student responses with annotations in the CAST practice test constructed-response annotated example guides. These guides and information about the annotated samples are posted on the CAASPP Online Practice Test Scoring Guides and Directions for Administration web page at <https://www.caaspp.org/ta-resources/practice-training.html>.

#### California Alternate Assessment for Science Updates

The CAA for Science is an online assessment administered to students with the most significant cognitive disabilities whose individualized education program 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 once in high school (i.e., grade ten, eleven, or twelve). This assessment consists of four embedded PTs administered to students as close to instruction of the related science content as possible throughout the school year. The 2021–2022 CAA for Science will open on September 7, 2021.

On the basis of feedback from test examiners who administer the alternate assessments, the *Directions for Administration* (*DFAs*) have been revised and improved for consistency across alternate assessment programs to benefit test examiners, who administer these assessments in multiple content areas. The new,easy-to-use, and accessible *DFAs* can be accessed in the Test Operations Management System (TOMS) on the CAASPP website at <https://www.caaspp.org/> [(logon required for access)](http://www.caaspp.org/administration/toms/index.html).

To assist teachers, parents/guardians, and students in preparing for the 2021–2022 administration, the practice and training tests are available on the CAASPP Online Practice and Training Tests Portal web page at <https://www.caaspp.org/practice-and-training/index.html>. The updated practice tests consist of three performance tasks, one from each of the science domains (i.e., Earth and Space Sciences, Life Sciences, and Physical Sciences), and now includes two Science Connectors to correspond with the structure of the operational assessment.

Accompanying the CAA for Science practice tests are the practice test *DFAs*, which contain information that test examiners need to prepare for and administer a practice embedded PT. These *DFAs* were reformatted in keeping with the new streamlined template design. Also available are the practice test scoring guides, which provide the correct answers to the test items. The practice test *DFAs* and scoring guides are available on the CAASPP Online Practice Test Scoring Guides and DFAs web page, which is located at <https://www.caaspp.org/ta-resources/practice-training.html#caa-science>.

The CDE has designed a new resource for test examiners. “Response Options for Alternate Assessments” provides test examiners with brief guidance on the three student response options available in the test delivery system—Pause and Resume, Mark as No Response, and Skip. (Note, however, that the “Mark as No Response” option is available only for the CAA for Science and Alternate ELPAC at this time.) This guide includes descriptions and tips for test examiners on when and why to choose, on the basis of their knowledge of the student, any of the three student response options. This resource can be found on the CAASPP website at [https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Response-Options-for-Alternate-Assessments.2021.pdf](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf).

#### Smarter Balanced Interim Assessments in ELA and Mathematics for the 2021–2022 School Year

LEAs have the flexibility to use the interim assessments in nonstandardized (e.g., formative) or standardized (e.g., benchmark) ways to fit what teachers and students are working on at any point in the curriculum. Three types of Smarter Balanced Interim Assessments are available to support teaching and learning in ELA and mathematics throughout the school year: Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and focused IABs. ICAs cover the same range of claims and learning targets as the summative assessments and include the same item types and formats, including PTs. IABs focus on a smaller number of targets than the ICAs and provide more detailed information for instructional purposes. Focused IABs assess no more than three targets, but have approximately the same number of items as the IABs.

There are more than 200 Interim Assessments to choose from for the 2021−2022 school year, including 38 new focused IABs for ELA and mathematics for grades three through eight and high school. There will also be a corresponding playlist of instructional resources available in Tools for Teachers for every new IAB.

Further information about the 2021−2022 interim assessments is available in the Interim Assessment Overview at [http://portal.smarterbalanced.org/library/en/interim-assessments-overview.pdf](https://portal.smarterbalanced.org/library/en/interim-assessments-overview.pdf).

#### Smarter Balanced Tools for Teachers Formative Assessment Resource Development Workshops

Workshops were conducted in May through July 2021 to develop ELA, mathematics, and science formative assessment resources for the Tools for Teachers website.

##### **CDE Science Formative Assessment Resources Development Workshop**

The CDE conducted a science formative assessment resource development workshop with 43 California science educators during May and June 2021. Staff from the CDE Assessment Development and Administration Division planned and led this workshop with the assistance of LEA staff, who served as team leads and coaches. During the workshop, the educator participants worked in teams to develop 43 new kindergarten through grade five science formative assessment resources for inclusion on the Smarter Balanced Tools for Teachers website at <https://www.smartertoolsforteachers.org/> [(logon required for full access)](http://www.caaspp.org/administration/toms/index.html).

Each of the educator teams was guided by one team lead, and each science resource that was developed was peer reviewed by two other participants and reviewed by several coaches. The peer review process took place to ensure the inclusion of the formative and accessibility strategies and alignment with the California Next Generation Science Standards. California is the first state to add science resources to the Smarter Balanced Tools for Teachers website. At this time, 46 science resources are available for California educators to use.

##### **Smarter Balanced ELA and Mathematics Formative Assessment Resource Development Workshops**

In June and July 2021, Smarter Balanced conducted two online workshops for State Network of Educators (SNE) members to develop ELA and mathematics instructional resources for the Tools for Teachers website. California was well represented at these workshops, with 15 teachers and curriculum coaches participating. Three staff members from the CDE Assessment Development and Administration Division also participated as members of the Tools for Teachers State Leadership Team, providing guidance to SNE members in creating the instructional resources. During the two workshops, more than 75 new resources were developed to fill gaps in existing Interim Assessment Connections Playlists and to build new playlists that align with the new focused IABs. The new resources developed during these workshops are scheduled to become available in Tools for Teachers in fall 2021.

#### Alternate ELPAC Update

The Alternate ELPAC is designed for students with the most significant cognitive disabilities and is aligned with the 2012 California English Language Development (ELD) Standards through the ELD Connectors. For each of the 2012 ELD Standards at each grade or grade span assessed on the Alternate ELPAC, the ELD Connectors provide an aligned expectation of student English language proficiency (ELP) that has been reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

The purpose of the Alternate ELPAC is twofold:

* The Initial Alternate ELPAC provides information to determine a student’s initial classification as an English learner or as initial fluent English proficient.
* The Summative Alternate ELPAC provides information on annual student progress toward ELP and supports decisions on student reclassification as fluent English proficient.

The Alternate ELPAC will replace all locally determined alternate assessments once operational and, for the first time, will provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities and whose individualized education program has designated the use of an alternate assessment. This test is administered to students who have been identified as English learner students or potential English learner students, pursuant to *EC* sections 313 and 60810. Similar to the Initial and Summative ELPAC, the Alternate ELPAC is administered to students in kindergarten through grade twelve (including students through 21 years of age).

In March 2020, due to the COVID-19 pandemic, all summative assessments were suspended, and the Alternate ELPAC census field test, originally scheduled for   
January through February 2021, was postponed until November 1, 2021, through February 15, 2022. For the remainder of the 2020–2021 school year, LEAs continued to administer their locally determined alternate assessments while following state, county, and local health and safety requirements.

In preparation for the field test, training in the Moodle Training Site was made available for the training of LEAs, which began in November 2020, prior to the postponement of the Alternate ELPAC. That training has remained available to allow LEAs and test examiners more time to complete training and certification and prepare students for the 2021–2022 operational census field test. A question and answer session was conducted on August 13, 2021 with two additional sessions scheduled on November 18 and December 9, 2021, to provide LEAs with additional support as they prepare for and administer the Alternate ELPAC.

Once the administration of the Alternate ELPAC field test has been completed, standard setting will be conducted, and the threshold scores will go forward to the SBE in spring 2022. Once approved, the Initial Alternate ELPAC is anticipated to become operational on July 1, 2022, and the Summative Alternate ELPAC is anticipated to become operational in spring 2023.

#### California Assessment of Student Performance and Progress Federal Peer Review Update

Assessment peer review is the process through which a state documents that it has met federal law and requirements under ESSA. California previously submitted evidence for federal peer review for the first operational administrations of the Smarter Balanced Summative Assessments for ELA and mathematics and for the CAAs for ELA and mathematics. The first submission for the CAST was initially scheduled for summer 2021 but has now been postponed to December 2021. The CDE will update the SBE with the results of the review when they become available.

#### Uniformity in Assignment of Alternate Assessments

In 2020, the CDE implemented an update to TOMS regarding the assignment of alternate assessments for the CAASPP and the ELPAC. With this update, a student who is assigned an alternate assessment in CAASPP is automatically assigned the alternate assessment in ELPAC. In addition, an English learner student assigned to take the CAAs is automatically assigned the Alternate ELPAC. This functionality was previously in place for the CAASPP ELA, mathematics, and science assessments. This update has been commonly referred to as “Alternate for All.”

After listening to feedback from LEAs, the CDE requested that ETS make an update in TOMS so an English learner student eligible to take CAASPP alternate assessments could also be assigned to take the Summative ELPAC—because the Alternate ELPAC was not available during the 2020–2021 test administration. English learner students who were assigned in TOMS to take alternate assessments were automatically made eligible to take the Summative ELPAC. LEAs had the choice of giving these students the Summative ELPAC or continuing with a locally determined alternate. In some cases, English learner students who were eligible for the CAAs for ELA, mathematics, and science did not meet the LEA’s eligibility criteria for a local alternate assessment and were required to take the general Summative ELPAC.

However, accessibility resources that were normally available for the general Summative ELPAC were not available for some students because they were originally designated to take the alternate assessment, for which those resources are not applicable. In addition, when a student takes both alternate and general state assessments, complications are created in the LEA’s data files. This is because the student’s demographic record regarding alternate assessment assignment contains contradictions, resulting in data file inconsistencies. The addition of the Alternate ELPAC will provide a solution to this issue as state alternate assessments will be available in each content area of state assessments, allowing for a uniform administration of either alternate or general assessment for each student.

For the 2021–2022 ELPAC and CAASPP administration, the "Alternate for All" logic will remain in effect. The Assessment Development and Administration Division has been working with the Special Education Division and the Multilingual Support Division in communicating to testing coordinators, administrators, case managers, and educators in support of the process and uniformity of assignment of an alternate assessment. If a student is assigned the alternate assessment in any testing program, the student will automatically be assigned to take alternate assessments for all testing programs.

The CDE webpage on alternate assessment IEP team guidance has been updated to reflect these changes: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

#### Use of Assessments for Accountability in Upcoming Years

In response to the ongoing COVID-19 pandemic, Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) was passed and signed into law. AB 130 suspends the use of the 2021 California School Dashboard (Dashboard) for accountability purposes, including differentiated assistance (DA). LEAs identified for DA on the 2019 Dashboard are expected to participate in all DA activities per *EC* sections52071 and 52071.5 and Section 122 of AB 130.

These actions align with a federal waiver of accountability, school identification, and related reporting requirements that was approved in April 2021 by the U.S. Department of Education. The accountability portion of that waiver of provides for the following:

* Removal of the requirement to measure progress (i.e., as reported through the Dashboard)
* Removal of the 95 percent participation rate penalty for the Academic Indicator
* Removal of the requirement to identify schools for support on the basis of 2020–2021 data
* Requirement that schools currently identified for support continue to receive support in the 2021–2022 school year
* Permitting of Comprehensive Support and Improvement (CSI) schools to exit on the basis of graduation rate if exit criteria are met
* Requirement that state resume identification of schools in fall 2022, using 2021–2022 data

For the 2022 Dashboard, the CDE is exploring the potential use of status to identify schools for CSI.

In addition, as a follow up to the May 2021 SBE approval of a student growth model methodology, the CDE is planning the release of historical student growth scores. Information regarding this release is available on the Growth Model web page at <https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp>. The approved methodology requires three consecutive years of Smarter Balanced Summative Assessment scores for both English language arts/literacy and mathematics; therefore, it is anticipated that the next set of growth data will be released in fall 2024.

### National and International Assessments Update

California public schools participate in several national and international assessments annually. The assessments planned for the 2020–2021 school year, however, were postponed until the 2021–2022 school year due to the COVID-19 pandemic. For   
2021–2022, a sample of California public schools plan to participate in the National Assessment of Educational Progress (NAEP), the Progress in International Reading Literacy Survey, a field test for the Program for International Student Assessment, and a field test for the Trends in International Mathematics and Science Study. These assessments are conducted by field staff under contract with the National Center for Education Statistics (NCES), within the U.S. Department of Education’s Institute of Education Sciences.

#### National Assessment of Educational Progress

NAEP, which also is known as “The Nation’s Report Card,” is a congressionally mandated project of the NCES. It is the largest nationally representative and continuing assessment of what students in the United States know and can do, providing a common measure of student achievement in mathematics, reading, science, and other subjects.

Depending on the assessment, NAEP report cards provide national, state, and some district-level results—in California, for Fresno, Los Angeles, and San Diego Unified School Districts—as well as results for different demographic student groups. NAEP data also is used in special studies conducted by the NCES, including comparisons of proficiency standards across state assessments; insights from high school transcripts, including courses taken and credits earned; and in-depth studies of how different demographic groups perform across different types of schools.

Plans for NAEP 2022 include the following assessments: grade four mathematics and reading; grade eight mathematics, reading, civics, and U.S. history; and age nine   
long-term trend (LTT) mathematics and reading. A representative sample of schools—in California, approximately 520 schools—have been selected by NAEP on the basis of location, size, demographics, and achievement. Approximately 50 students will be randomly selected from each school. Each student will take a portion of the assessment in a single subject. NAEP testing takes students approximately two hours.

The assessment window for regular NAEP testing is January 25 through March 4, 2022, and the LTT assessment window is January 10 through March 18, 2022. Age nine LTT was last administered in early 2020, just before the COVID-19 pandemic shutdown; the 2022 LTT results will allow for pre- and post-pandemic comparisons.

Participation in NAEP grades four and eight mathematics and reading is required for district Title I compliance. All other NAEP assessments (including LTT) are voluntary. Additional information about NAEP can be found on the Nation’s Report Card website at <https://nces.ed.gov/nationsreportcard/>.

#### Progress in International Reading Literacy Survey

The Progress in International Reading Literacy Survey (PIRLS) documents worldwide trends in the reading knowledge of grade four students as well as school and teacher practices related to instruction. It is coordinated by the International Association for the Evaluation of Educational Achievement (IEA), managed in the United States by the NCES, and administered every five years. The next round of PIRLS, planned for October 2021, will draw students from more than 50 countries and education systems around the world.

PIRLS 2021 will be the first large-scale international assessment since the COVID-19 pandemic began. Approximately 30 California public schools have been selected to represent the United States by participating in PIRLS 2021; up to two classrooms per school will be assessed. PIRLS testing takes students approximately three hours, including breaks. Participation in PIRLS is voluntary. Additional information about PIRLS can be found on the NCES PIRLS web page at <https://nces.ed.gov/surveys/pirls/recruitment.asp>

#### Program for International Student Assessment

The Program for International Student Assessment (PISA) is an international assessment of fifteen-year-old students that measures how well these students apply their knowledge and skills in reading, mathematics, science, and financial literacy to problems set in real-life contexts. It is coordinated by the Organization for Economic Cooperation and Development, managed in the United States by the NCES, and administered every three years. The next operational round of PISA, planned for October 2022, will draw students from more than 80 countries and education systems around the world.

In fall 2021, PISA plans to conduct a field test (a small-scale, trial run of the assessment) in every participating country to determine whether any of the test questions are biased because of national, social, or cultural differences and whether field operations work as intended. Approximately ten California public schools have been selected to represent the United States in the PISA field test, and up to 60   
fifteen-year-old students will be assessed from each school. PISA testing takes students approximately four hours, including breaks. Participation in PISA is voluntary. Additional information about PISA can be found on the NCES PISA web page at <https://nces.ed.gov/surveys/pisa/>.

#### Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS) is an international assessment and research project designed to measure trends in the mathematics and science achievement of students in grades four and eight as well as school and teacher practices related to instruction. It is coordinated by the IEA, managed in the United States by the NCES, and administered every four years. The next operational round of TIMSS, planned for spring 2023, will involve students from approximately 65 countries and educational systems throughout the world.

In spring 2022, TIMSS plans to conduct a field test to allow assessment developers to try out new test items to determine how well they perform when administered to students internationally. The results of the field test administered to students in the United States will help inform the assessment development process. The field test also will provide an opportunity for the United States to fine tune operational procedures in preparation for the 2023 assessment. Approximately 10 California public schools have been selected to represent the United States for the field test, and students from up to two classrooms from each of those schools will be administered the field test.

The TIMSS assessment takes students approximately three hours, including breaks, to complete. Participation in TIMSS is voluntary. Additional information about TIMSS can be found on the NCES TIMSS web page at <https://nces.ed.gov/timss/>.

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

In July 2021, the CDE provided an update on program activities for The California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, and the California High School Proficiency Examination

(<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item03.docx>).

In July 2021, the CDE sought approval to proceed with the California Assessment System Request for Qualifications, Stage Four—Negotiations

(<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item04.docx>).

In May 2021, the CDE sought approval of the Proposed 2020–2021 Apportionment Rates for the CAASPP and the ELPAC and provided an update of program activities (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item03.docx>).

In January 2021, the CDE received approval of the proposed goals and priorities to be included in the California Assessment System Request for Qualifications (RFQ)—Stage Three, Formal Written Submission (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item03.docx>).

In November 2020, the SBE approved the use of the adjusted-form blueprint for the Smarter Balanced Summative Assessments for ELA and mathematics <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.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 March 2020, the CDE presented the four-stage procurement process for the California Assessment System RFQ (<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 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 CDE sought approval from the SBE for the revised CAST blueprint (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05.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 September 2019, the SBE approved the CAASPP and ELPAC Student Score Reports <https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>.

In November 2018, the SBE approved the contract amendment with ETS’s CAASPP contract to include the integration of the ELPAC (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>).

## Fiscal Analysis (as appropriate)

The 2021–2022 Budget Act provides a total of $86,977,000 for CAASPP contract activities and $23,205,000 in funding for ELPAC contract activities. In addition, there is $1,634,000 being reappropriated from Fiscal Year 2020-2021, which includes $515,000 for ELPAC activities, $195,000 for the ELPAC alignment study, and $924,000 to cover previous invoice costs. Funding for 2022–2023 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (8 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 ETS and the Sacramento County Office of Education (SCOE), has provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations, to prepare local educational agencies (LEAs) for the administration of the CAASPP and the 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 these virtual outreach and professional development activities during July and August 2021.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/1 | Virtual | 77 | CAASPP: Using Assessment Data Training Series—Session 4: Engaging Stakeholders with Summative Data  This direct virtual training focused on making sense of CAASPP summative assessment data, in addition to data from a variety of sources, to help inform system change that will improve student learning and support equitable outcomes. |
| 7/13 | Virtual | 683 | 2021 Interim and Formative Assessment Training Series—Module 1: Using the Formative Assessment Process and Tools for Teachers Website to Boost Instruction  This training provided a detailed exploration of formative assessment practices and resources, including the Tools for Teachers website. |
| 7/14 | Virtual | 421 | 2021 Interim and Formative Assessment Training Series—Module 2: Gauging Student Progress with the Smarter Balanced Interim Assessments and Related Online Systems  This training delved into the Smarter Balanced Interim Assessment systems, associated online systems, and how to use these resources to support teaching and learning. |
| 7/15 | Virtual | 155 | New CAASPP Coordinator Welcome Webinar  This webinar, hosted by the SCOE, provided information about the following:   * Training opportunities for new coordinators * The various assessments included in California’s assessment system * Coordinator checklists, existing resources that can be shared with administrators and teachers, and locating more information to assist coordinators in their new role * Question and answer session with experienced coordinators |
| 7/20 | Virtual | 301 | 2021 Interim and Formative Assessment Training Series—Module 1: Using the Formative Assessment Process and Tools for Teachers Website to Boost Instruction  This training provided a detailed exploration of formative assessment practices and resources, including the Tools for Teachers website. |
| 7/21 | Virtual | 300 | 2021 Interim and Formative Assessment Training Series—Module 2: Gauging Student Progress with the Smarter Balanced Interim Assessments and Related Online Systems  This training delved into the Smarter Balanced Interim Assessment systems, associated online systems, and how to use these resources to support teaching and learning. |
| 7/22 | Virtual | 202 | New Coordinator Webinar 1  The first in a series, this webinar for CAASPP and ELPAC coordinators new to their role included the following topics:   * A review of upcoming coordinator checklist of tasks * The details of assessment results and the coordinator’s role in sharing those results * Question and answer session with experienced coordinators |
| 7/26 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (English Language Arts/Literacy [ELA])  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 7/27 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 7/28 | Virtual | 176 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (ELA)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 7/29 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 7/29 | Virtual | 669 | 2021 Assessment and Accountability Information Meeting—Director’s Message, Accessibility, and Test Operations Management System (TOMS)  This 90-minute session provided coordinators with the latest information on California's assessments as well as updates to accessibility features and TOMS.  Statewide Assessment Stakeholders were invited to join the 2021 Assessment and Accountability Information Meeting series in lieu of a July Statewide Assessment Stakeholder Meeting. |
| 8/2 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 8/3 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (ELA)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 8/4 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (Mathematics)  This training provided in-depth instruction and practice in hand scoring for Smarter Balanced mathematics performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 8/5 | Virtual | 175 | 2021 Interim and Formative Assessment Training Series—Module 3: Interim Assessment Hand Scoring (ELA)  In-depth instruction and This training provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA performance tasks and constructed-response items and a discussion of the implications of this work for teaching and learning. |
| 8/5 | Virtual | 663 | 2021 Assessment and Accountability Information Meeting—ELPAC and California Spanish Assessment  This 90-minute session provided coordinators with the latest information and updates on the ELPAC and the California Spanish Assessment. |
| 8/11 | Virtual | 498 | Matching Accessibility Resources to Students’ Needs  This training focused on providing participating LEA coordinators with an understanding of the importance of accessibility resources, the categories of accessibility resources, and the process for matching students with the appropriate accessibility resources for daily instruction. |
| 8/12 | Virtual | 584 | 2021 Assessment and Accountability Information Meeting—ELA and Mathematics  This 90-minute session provided coordinators with the latest information and updates on California's ELA and mathematics assessments. |
| 8/19 | Virtual | 513 | 2021 Assessment and Accountability Information Meeting—Science  This 90-minute session provided coordinators with the latest information and updates on the California Science Assessment (CAST) and the California Alternate Assessment (CAA) for Science. |
| 8/25 | Virtual | 211 | Matching Accessibility Resources to Students’ Needs  This training focused on providing participating LEA coordinators with an understanding of the importance of accessibility resources, the categories of accessibility resources, and the process for matching students with the appropriate accessibility resources for daily instruction. |
| 8/26 | Virtual | 528 | 2021 Assessment and Accountability Information Meeting—Interim Assessments and Tools for Teachers  This 90-minute session provided coordinators with the latest information and updates on the Smarter Balanced Interim Assessments and the Tools for Teachers resource website. |

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

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/12–14 | Virtual | 13 | CAST Item Writing Meeting  Educator participants received training on how to write items, and then wrote items that may be used in future versions of the CAST. |
| 8/3–5 | Virtual | 26 | CAA for Science Standard Setting Workshop  Educators participated in this workshop to produce work that will result in informing the State Superintendent of Public Instruction’s recommended threshold scores, which will be presented to the California State Board of Education in September 2022. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 8/19 | Virtual | 7 | Statewide Assessment Stakeholders Meeting  The ADAD provided updates on activities and test development. |