

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationJuly 2023 AgendaItem #03

## Subject

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

## Type of Action

Information

## Summary of the Issue(s)

This item provides a summary of developments and updates related to the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) as well as an update on national and international assessments. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from May and June 2023.

## Recommendation

No specific action is recommended at this time.

## Brief History of Key Issues

The following sections provide a summary of developments and updates related to the Initial Alternate ELPAC Threshold Score Validation Study; student score report (SSR) redesign feedback and development; 2022–23 test results available to local educational agencies (LEAs); federal peer review; 2023–24 California Educator Reporting System (CERS) trainings; interim assessments and Tools for Teachers; and an update on national and international assessments.

### Initial Alternate English Language Proficiency Assessments for California Threshold Score Validation Study

The Initial Alternate ELPAC assesses students’ English proficiency to identify the student’s English language acquisition status as either English Learner (EL) or initial fluent English proficient (IFEP). The Initial Alternate ELPAC is designed to be administered to all eligible students in kindergarten through grade twelve, ages three through twenty-one, who are determined eligible for alternate assessments by an individualized education program team and whose primary language is a language other than English.

In May 2022, the California State Board of Education (SBE) adopted the Initial Alternate ELPAC threshold scores. The threshold scores were established in February 2022 through the Alternate ELPAC standard-setting workshop. Participants included California educators familiar with the 2012 California English Language Development (ELD) Standards via the ELD Connectors and with EL students with the most significant cognitive disabilities. Upon SBE approval, the California Department of Education (CDE) planned to conduct a threshold score validation study to provide additional validity evidence for the Initial Alternate ELPAC preliminary threshold scores. In general, the results of the validation study indicate strong agreement between educator evaluations and classifications based on the Initial Alternate ELPAC and validate the current placement of the threshold scores on the assessment.

The first operational administration of the Initial Alternate ELPAC began in July 2022 using the SBE-approved threshold scores. The validation study used the test results from all students tested from July 1 through February 15 during the 2022–23 administration.

A contrasting group validation study was conducted to gather information about the extent to which California educators with students who took the Initial Alternate ELPAC agreed that their students were correctly classified as EL or IFEP. Because the Initial Alternate ELPAC is administered when students first enroll in a California public school, most students who take the Initial Alternate ELPAC are in kindergarten and were, therefore, the focus of this study. An analysis was conducted comparing kindergarten students’ Initial Alternate ELPAC scores to educators’ judgments. Results for a small sample of grade one students are also provided in the appendix of the report. Grades two through twelve results were not analyzed as there were fewer than 10 students at each grade and results would not be generalizable. These low enrollments are normal for students with the most significant cognitive disabilities enrolling in a California public school for the first time.

Educators from more than 100 LEAs provided individual ratings for more than 400 students using the approved Initial Alternate ELPAC general performance level descriptors. Based on their ratings, the survey asked educators the extent to which they strongly agreed, agreed, strongly disagreed, or disagreed with the classification of each of their own students as either EL or IFEP.

Overall, the results of the validation study illustrate the degree to which educators participating in the study were in agreement with the classification indicated by the Initial Alternate ELPAC. Across kindergarten students, approximately 83 percent of educators indicated they either agreed or strongly agreed with the EL classification designated by the Initial Alternate ELPAC, and approximately 95 percent of educators indicated they either agreed or strongly agreed with the students’ classification as IFEP. The study sample of students was representative of the Initial Alternate ELPAC test-taking population by geographic region in California and included a sufficient number of students to support the CDE’s recommendation to maintain the Initial Alternate ELPAC threshold scores. The Initial Alternate ELPAC Validation Study Final Report will be posted under the heading “Technical Documents” on the CDE’s ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

### Student Score Report Redesign Feedback and Development

In June 2023, the CDE provided the SBE with an update on its work with testing contractor ETS to redesign the CAASPP and ELPAC SSRs for the 2023–24 school year.

The goals of the SSR redesign effort are to:

* Improve the reporting of test results provided to students, parents, and guardians and include actionable information.
* Provide students, parents, and guardians with timely access to test results while minimizing distribution efforts for LEAs.

The redesign activities have so far included:

* Focus groups with students, educators, parents and guardians
* Feedback opportunities from California assessment interest holders

In its June 2023 Information Memorandum to the SBE, the CDE included one sample grade five CAASPP SSR and one grade five Summative ELPAC SSR highlighting proposed design and reporting enhancements. The Initial ELPAC and the Initial Alternate ELPAC testing window starts in early July and will use the previously SBE-approved 2022–23 designs for 2023–24. Since the newly revised SSRs will not be considered for approval by the SBE until September, implementation of the redesigned Initial ELPAC SSRs will not begin until the 2024–25 school year.

The CDE welcomes feedback from the SBE and interest holders regarding the submitted proposed design and reporting enhancements.

The high-level timeline of ETS activities for the redesign effort is presented in Table 1.

#### Table 1. 2023–24 Student Score Report Redesign Timeline

| **Date** | **Activity** |
| --- | --- |
| July 2023 | Gather feedback from SBE and interest holders on proposed SSR design and reporting enhancements |
| August 2023 | Incorporate feedback from SBE and interest holders into the proposed SSR design and reporting enhancements  |
| September 2023 | Present the recommended revisions to the SSRs at the September SBE meeting for approval |
| October 2023–April 2024 | Program the system with the new SSRs and translate into the required languages other than English |
| Spring 2024 | Release of redesigned SSRs for the 2023–24 summative assessments |
| July 2024 | Release of redesigned SSRs for the Initial ELPAC and Initial Alternate ELPAC will be implemented for 2024–25 administration |

### 2022–23 Test Results Available to Local Educational Agencies

After testing has reached a sufficient volume of students from each assessment program, the CDE and its testing contractor ETS perform quality control processes and confirm that results from each assessment program will be reported reliably. After completing the quality control check, SSRs become available to LEAs after the test or tests reported on the SSR have been completed and scored. Corresponding student results are also delivered to CERS where they can be accessed by educators and other LEA and school staff with assigned CERS user roles. The CDE recommends that LEAs use the data within CERS for local planning until the public release of the 2022–23 aggregate results later this fall.

On May 10, 2023, SSRs for the Summative ELPAC, grades three through twelve, were first released to LEAs; SSRs for the Summative ELPAC, kindergarten through grade two, were first released on May 31, 2023. On June 1, 2023, SSRs for the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics as well as the California Science Test (CAST) were first released to LEAs. The statewide Summative ELPAC testing window closed on May 31, 2023, and the CAASPP statewide testing window will end on July 17, 2023. CDE will continue to deliver SSRs and results to LEAs as they become available.

Due to the fact that the California Spanish Assessment, California Alternate Assessments (CAAs) for ELA, mathematics, and science are post-equated, SSRs and results for these assessments are scheduled to be released to LEAs in September 2023. The Summative Alternate ELPAC is also post-equated, and SSRs and results are scheduled for release in August 2023. A calendar of 2022–23 CAASPP SSR release dates is available on the CAASPP Score Reporting web page at <https://www.caaspp.org/administration/reporting/index.html> and a calendar of 2022–23 ELPAC SSR release dates is available on the ELPAC Score Reporting web page at <https://www.elpac.org/test-administration/reporting/>.

### Federal Peer Review Update

All federally required state assessments must undergo a federal peer review process during which the CDE submits to the U.S. Department of Education (ED) documents demonstrating that California’s assessments in ELA, mathematics, science, and English language proficiency meet the federal requirements for validity, reliability, and fairness established for states by the Every Student Succeeds Act (ESSA). As new assessments become operational, the CDE must provide additional evidence for peer review, covering each assessment that is required under ESSA. Peer review is often an iterative process, with states submitting additional evidence to meet the requirements as the assessments are implemented, data is collected, and additional evidence becomes available.

In June 2023, the CDE submitted evidence to ED in support of the peer review of multiple assessment programs. Over 400 documents were submitted for the initial review of the CAA for Science and the Summative Alternate ELPAC assessment programs. Based on feedback from ED in November 2022, the CDE also submitted additional evidence to fulfill outstanding requirements for the Summative ELPAC, the CAST, and the CAAs for ELA and mathematics. The Smarter Balanced Summative Assessments for ELA and mathematics had previously met all peer review requirements, though some additional evidence will be required later in 2023 and 2024 in support of the adjusted form blueprints. The CDE will provide updates on the outcomes of these reviews as they become available.

### 2023–24 California Educator Reporting System Trainings

CERS provides LEA staff the earliest access to individual and aggregate student results from CAASPP and ELPAC summative assessments as well as from Smarter Balanced Interim Assessments. On behalf of the CDE, the Sacramento County Office of Education will offer online CERS training sessions throughout the 2023–24 school year. For the summer and fall 2023 training sessions, two distinct sessions will be offered:

* **Introduction to CERS for Coordinators and Administrators**—This session is for staff who are responsible for managing the LEA’s use of CERS, such as those who have an LEA or site coordinator role in the Test Operations Management System. This online training will include opportunities to practice using various CERS features and will cover such topics as viewing interim assessment results, assigning teachers to their student’s results, and resources available for providing support to staff in the use of CERS.
* **Introduction to CERS for Teachers**—This session is for CERS users who have access to CERS data, such as teachers who have students rostered in CERS. This online training will engage attendees in an overview of CERS and will include such topics as viewing features for interim assessment results and customizing student groups.

Training sessions in spring 2024 will provide guidance on additional CERS features and content. Further information about the 2023–24 CERS training, including specific session dates for summer and fall 2023, can be found on the CAASPP Upcoming Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities.html> and on the ELPAC Upcoming Training and Opportunities web page at <https://www.elpac.org/training/training-opportunities/>.

A recording of the CERS training sessions, along with the PowerPoint presentations, will be posted on the CAASPP Asynchronous Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities-async.html> and on the ELPAC Asynchronous Training Opportunities web page at <https://www.elpac.org/training/training-opportunities-async>.

### Interim Assessments and Tools for Teachers Update

Interim assessments are an optional component of the California Assessment System. Available to LEAs year-round, the interim assessments provide meaningful information to guide instruction and support student learning. During the 2022–23 school year, more than 7 million Smarter Balanced Interim Assessments for ELA and mathematics were completed across more than 1,600 LEAs. These numbers exceed those for the 2021–22 school year, during which nearly 6 million interim assessments were completed across nearly 1,600 LEAs.

On August 1, 2023, the 2023–24 Smarter Balanced Interim Assessments for ELA and mathematics will become available to LEAs. More than 200 interim assessment forms will be available, all of which were also available during the 2022–23 school year. While no new test forms will be part of this release, there will be some test item substitutions on a small percentage of the test forms.

In September 2023, the CAST and ELPAC Interim Assessments will join the Smarter Balanced Interim Assessments for ELA and mathematics as the CDE launches the first set of CAST and ELPAC Interim Assessments. A second set of CAST and ELPAC Interim Assessments is planned for the 2024–25 school year. Further details about the rollout of the CAST and ELPAC Interim Assessments will be provided in the September SBE Item.

In addition to the interim assessments, the Tools for Teachers website remains available to support teaching and learning. Instructional resources for ELA, mathematics, and science continue to be developed by educators for inclusion on the Tools for Teachers website. The ELA and mathematics instructional resources will be added to existing Interim Assessment Connections Playlists. Each playlist aligns with specific content assessed by a corresponding Smarter Balanced Interim Assessment Block. The playlists provide teachers with grade-level student performance progression descriptions, academic vocabulary lists, and teaching considerations for determining instructional next steps. All instructional resources and playlists are housed on the Smarter Balanced Tools for Teachers website at <https://smartertoolsforteachers.org/>.

### National and International Assessments Update

California public schools participate in several national and international assessments annually. For the 2022–23 school year, a sample of California public schools participated in the National Assessment of Educational Progress (NAEP), the International Computer and Information Literacy Study (ICILS), the Program for International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS). These assessments were conducted by field staff under contract with the National Center for Education Statistics (NCES), within the ED’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 as well as results for different demographic student groups. In California, district-level results are available only for Los Angeles Unified School District (USD) and San Diego USD. NAEP data is also 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.

NAEP 2022–23 included the following two assessments: (1) age thirteen long-term trend (LTT) mathematics and reading; and (2) a field test for grades four, eight, and twelve mathematics and reading and grade eight science. A representative sample of schools—in California, approximately one hundred schools—were selected by NAEP based on location, size, demographics, and achievement. Approximately fifty students were randomly selected from each school. Each participating student took a portion of the assessment in a single subject. NAEP testing takes students approximately two hours.

The assessment window for NAEP LTT was October 10 through December 16, 2022, and the assessment window for the NAEP field test was March 20 through April 14, 2023.

Participation in NAEP mathematics and reading assessments in grades four and eight is required for schools in districts that accept Title I funds. Additional information about NAEP can be found on the NCES Nation’s Report Card web page at <https://nces.ed.gov/nationsreportcard/>.

#### International Computer and Information Literacy Study

The ICILS is an international assessment and research project designed to measure information management, communication, and computational thinking skills of grade eight students and 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 since 2013.

ICILS 2023 drew students from approximately thirty countries and education systems around the world. Nineteen California public schools participated in ICILS 2023, and up to two classes of grade eight students were assessed from each school.

ICILS testing takes students approximately three and one-half hours to complete. Additional information about ICILS can be found on the NCES ICILS web page at <https://nces.ed.gov/surveys/icils/>.

#### Program for International Student Assessment

The 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.

PISA 2022 was administered in October 2022 and sampled fifteen-year-old students from over eighty countries and education systems worldwide. Sixteen California public schools participated in the PISA, and up to sixty students were assessed from each school.

PISA testing takes students approximately four hours, including breaks. 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 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.

TIMSS 2023 was administered in spring 2023 and involved students from approximately sixty-five countries and educational systems throughout the world. Forty-eight California public schools participated in the TIMSS, and students from up to two classrooms were assessed at each school.

The TIMSS assessment takes students approximately three hours, including breaks, to complete. 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 June 2023, the CDE provided the SBE with information on the SSR proposed design and reporting enhancements (<https://www.cde.ca.gov/be/pn/im/documents/jun23memoadad01.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/jun23memoadad01a1.pdf>).

In May 2023, the CDE provided the SBE with an update on the CAASPP and ELPAC SSR redesign for the 2023–24 school year (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item04.docx>).

In February 2023, the CDE provided an update on the Interim Assessments for CAST and ELPAC (<https://www.cde.ca.gov/be/pn/im/documents/feb23memoadad02.docx>).

In January 2023, the CDE provided updates related to the federal peer review process and the Smarter Balanced Interim Assessments for ELA and mathematics (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/jan23item03.docx>).

In September 2022, the CDE provided an update on national and international assessments (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item04.docx>).

## Fiscal Analysis (as appropriate)

The fiscal year (FY) 2023–24 Budget Act provides a total of $75,632,000 ($63,490,000 Proposition 98 General Fund and $12,142,000 federal funds) for CAASPP contract activities and $23,326,000 ($9,761,000 in Proposition 98 General Fund and $13,565,000 in federal funds) for ELPAC contract activities. Funding for FY 2024–25 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 (7 pages)

# Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, ETS and the Sacramento County Office of Education (SCOE), have 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 System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through an electronic distribution list. The following tables provide descriptions of these virtual outreach and professional development activities from May through June 2023.

## Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/2 | Virtual | 180 | Data-Driven Decision-Making Training Series for Educational Leaders Module Four This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 4 covered why a local data-driven decision-making system is important, shared examples, as well as protected team planning time to construct actionable steps for creating or improving a robust local system. |
| 5/4 | Virtual | 553 | Accessing Summative Assessment Results in the California Educator Reporting System (CERS) Module OneThis online webinar series provided LEAs with preparation and support for the 2022–23 school year assessment results before those results become available in CERS. Module One focused on the Summative ELPAC, the Summative Alternate ELPAC, and the California Spanish Assessment (CSA). |
| 5/8 | Virtual | 50 | Initial ELPAC Administration and Scoring Training What’s New Overview Question and Answer (Q&A) SessionDuring this session, the SCOE team reviewed significant updates, and answered test administration and scoring questions for the Initial ELPAC. |
| 5/9 | Virtual | 477 | CAASPP and ELPAC Coffee SessionHosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 5/11 | Virtual | 432 | Accessing Summative Assessment Results in CERS Module TwoThis online webinar series provided LEAs with preparation and support for the 2022–23 school year assessment results before those results become available in CERS. Module Two focused on the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics, and the California Alternate Assessments (CAAs) for ELA and mathematics. |
| 5/15 | Virtual | 50 | Initial Alternate ELPAC Administration and Scoring Training What’s New Overview Q&A SessionDuring this session, the SCOE team answered questions related to the Initial Alternate ELPAC Administration and Scoring Training. |
| 5/18 | Virtual | 306 | Accessing Summative Assessment Results in CERS Module ThreeThis online webinar series provided LEAs with preparation and support for the 2022–23 school year assessment results before those results become available in CERS. Module Three focused on the California Science Test (CAST) and the CAA for Science. |
| 6/6 | Virtual | 500 | CAASPP and ELPAC Reporting Results WebinarOn behalf of the CDE, ETS provided updated information about what data is available from the 2022–23 test administration, how it is reported, how to access results, and the intended uses of this assessment data. |
| 6/8 | Virtual | 150 | Data Leadership Training Series: Using CAASPP Data for System Improvement—Session 1: The Role of Summative Data in a Data Use CultureThis direct virtual training focused on making sense of CAASPP data within a culture of data use for system improvement to promote equitable outcomes for students. The training series consisted of four sessions that form a coherent learning sequence. |
| 6/13 | Virtual | 477 | CAASPP and ELPAC Coffee SessionHosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 6/15 | Virtual | 150 | Data Leadership Training Series: Using CAASPP Data for System Improvement—Session 2: Putting Data in Context to Make DecisionsThis direct virtual training focused on making sense of CAASPP data within a culture of data use for system improvement to promote equitable outcomes for students. The training series consisted of four sessions that form a coherent learning sequence. |
| 6/20 | Virtual | 150 | Data Leadership Training Series: Using CAASPP Data for System Improvement—Session 3: Leadership and Culture for Effective Data UseThis direct virtual training focused on making sense of CAASPP data within a culture of data use for system improvement to promote equitable outcomes for students. The training series consisted of four sessions that form a coherent learning sequence. |
| 6/22 | Virtual | 150 | Data Leadership Training Series: Using CAASPP Data for System Improvement—Session 4: Shared Practice PanelThis direct virtual training focused on making sense of CAASPP data within a culture of data use for system improvement to promote equitable outcomes for students. The training series consisted of four sessions that form a coherent learning sequence. |
| 6/23 | 11 local training events throughout California | 400 | New ELPAC Coordinator TrainingHeld by our County Office of Education (COE) partners, the first ELPAC coordinator full-day training was designed for ELPAC coordinators who are new to their role or wanting a refresher. These trainings were held at COEs across California. The training familiarized new coordinators with the Initial and Summative ELPAC processes, explained the responsibilities of the ELPAC coordinator, reviewed the systems used, including the Test Operations Management System, offered suggested time frames for completing activities, and explored procedures and practices to support a successful ELPAC administration. |

## Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/4 | Virtual | 35 | ELPAC and CAASPP Technical Advisory Group (TAG) MeetingThe ELPAC and CAASPP TAG met to review psychometric topics related to the California Assessment System. |
| 5/9, 5/11, 5/16, and 5/18 | Virtual | 30 | ELPAC Summative Data Review MeetingParticipants reviewed data on the performance of field-tested items. |
| 5/9–11 | Virtual | 27 | CAST Item Writer WorkshopEducator participants received training on how to write items and then wrote items that may be used in future versions of the CAST. |
| 5/9–11, 5/16–18, 5/23–25, 5/30–6/1, 6/5–8, and 6/13–14 | Virtual | 30 | ELPAC Speaking Range FindingParticipants scored Speaking student responses and identified anchor samples for new Speaking field test items. |
| 6/13–15 | Sacramento | 20 | 2023 Science Instructional Resource Development WorkshopEducators met in Sacramento to develop science resources to be added to the Tools for Teachers website.  |
| 6/21–22 | Virtual | 24 | CAST Data Review MeetingParticipants reviewed data on the performance of live items. |
| 6/21–22 | Virtual | 25 | CSA Data Review MeetingParticipants reviewed data on the performance of live items. |
| 6/27–28 | Virtual | 20 | Alternate ELPAC Data Review MeetingParticipants reviewed data on the performance of live items for the Alternate ELPAC. |
| 6/27–28 | Virtual | 39 | CAAs for ELA and Mathematics Data Review MeetingParticipants reviewed data on the performance of live items for the CAAs for ELA and mathematics. |
| 6/27–28 | Virtual | 8 | CAAs for Science Data Review MeetingParticipants reviewed data on the performance of live performance task items. |

## Table 3. Presentations by California Department of Education Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 5/18 | Virtual | 19 | Assessment Interest Holder MeetingIn conjunction with Analysis Measurement and Accountability Reporting Division and ETS, interest holders were presented prototypes of growth model reports and redesigned student score reports for CAASPP and ELPAC programs. |
| 5/24 | Virtual | 25 | Regional Assessment Network MeetingAssessment Development and Administration Division (ADAD) provided updates on activities and test developments including redesigning student score reports for CAASPP and ELPAC programs. |
| 6/14–15 | Virtual | 25 | Advisory Commission on Special EducationIn conjunction with the Special Education Division, ADAD provided updates on assessment and test development.  |
| 6/15 | Virtual | 35 | Assessment Interest Holder MeetingADAD provided the Assessment and Accountability Information Meeting agenda, with dates and times. |