

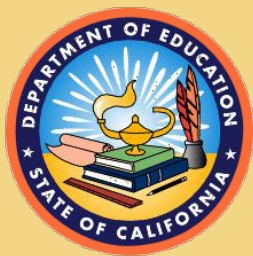


Transitioning to New Assessments

State Board of Education

July 2012 - Update

**Patrick Traynor, Director
Assessment Development & Administration Division**



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Update – Transitioning to New Assessments

California *Education Code* Section 60604.5 requires the State Superintendent of Public Instruction (SSPI) to:

- Develop recommendations addressing 16 areas toward reauthorization of the assessment system
- Develop a plan for transitioning to new “high quality assessments”
- Consult with specific stakeholders:
 - The State Board of Education
 - Public Schools Accountability Act (PSAA) Committee
 - Measurement experts from California’s private and public universities
 - Experts in assessing students with disabilities and English learners
 - Teachers, administrators, and governing boards from California’s local educational agencies
 - Parents
- Recommendations and Plan due to the Legislature fall 2012



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“High-quality assessment”

- Means an assessment designed to measure a pupil’s **knowledge** of, **understanding** of, and ability to **apply critical concepts through** the use of a **variety of item types** and formats, including, but not limited to, items that allow for **open-ended** responses and items that require the completion of **performance-based tasks**



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16 Areas of Consideration

The recommendations shall consider including all of the following elements in the reauthorized assessment system:

- (1) **Aligning** assessments to standards
- (2) Implementing **common assessments** developed **by state collaborative**
- (3) **Conform to ESEA** reauthorization



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16 Areas of Consideration (Cont.)

(4) Measurement of **achievement** at a **point in time** and **over time** for **groups** and **subgroups** of pupils and for **individual** pupils.

(5) Allow for **comparison** from **one year to the next** as a reflection of **growth** over time

(6) **Valid, reliable, and fair** for all students including **English learners (ELs)** and **students with disabilities**



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16 Areas of Consideration (Cont.)

(7) Assessments of ELs using **primary language** assessments

(8) Ensure **no bias** with respect to race, ethnicity, culture, religion, gender, or sexual orientation

(9) Incorporate a **variety of item types** including open-ended and performance-based tasks



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16 Areas of Consideration (Cont.)

- (10) Generating multiple measures of pupil achievement, which, when combined with other measures, can be used to **determine the effectiveness of instruction** and the **extent of learning**
- (11) Assess **science and history**—social science in all grade levels at or above grade 4
- (12) Assess understanding and ability to **use technology** necessary for success in the 21st century classroom and workplace



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16 Areas of Consideration (Cont.)

- (13) **Formative and interim assessments** that provide timely feedback for purposes of continually adjusting instruction to improve learning
- (14) Use test administration and scoring technologies that will allow the return of test **results** to parents and teachers **as soon as possible**
- (15) Minimizing testing time
- (16) Including options for **diagnostic assessments** for pupils in **grade 2**



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Outreach Plan

- Regional public meetings
- Online survey
- Focus groups
- Statewide Assessment Reauthorization Work Group
- E-mail: reauthorization@cde.ca.gov



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Regional Public Meetings

- Public opportunity to provide input on the 16 areas of consideration
- Five meetings held across California in April and May 2012
- Overview was provided prior to public input



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Online Survey

- Opportunity to provide suggestions
- Opened: July 5, 2012; Closes: August 31, 2012
- Over 800 responses to date
- Located on CDE Statewide Assessment Reauthorization Web page:
<http://www.cde.ca.gov/ta/tg/sa/ab250.asp>



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Focus Groups

- Teachers, administrators, parents, students, business organizations, and higher education faculty
- Gather additional information from specific stakeholders regarding the 16 areas of consideration outlined in statute
- Conduct focus group meetings during summer 2012



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Statewide Assessment Reauthorization Work Group

- Comprised of specific stakeholders outlined in statute
- Multiple meetings between March and September
- Offer input and suggestions
- Large and small group discussions
- Opportunities for public comment



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The Smarter Balanced Assessment Consortium (SBAC)

- Area of Consideration 2 (of 16):
Implementing common assessments
developed by state collaborative
- Assessments for grades 3 - 8 and 11
aligned to the Common Core State
Standards (ELA and Math)
- Operational across Consortium states
in the 2014–15 school year



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Current CDE Participation in SBAC Work Groups

- SBAC Work Groups
 - Assessment Design: Test Design
 - Assessment Design: Item Development
 - Assessment Design: Performance Tasks
 - Accessibility and Accommodations
 - Technology Approach
 - Formative Assessment Practices and Professional Learning
- Deputy Superintendent Deb Sigman executive committee member



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Assessments to Consider (by content area and grade level)

	English– Language Arts	Mathematics	Science	History– Social Science	Notes
Kindergarten					
Grade 1					
Grade 2					
Grade 3	SBAC	SBAC			
Grade 4	SBAC	SBAC			
Grade 5	SBAC	SBAC			
Grade 6	SBAC	SBAC			
Grade 7	SBAC	SBAC			
Grade 8	SBAC	SBAC			
Grade 9					
Grade 10					
Grade 11	SBAC	SBAC			
Grade 12					



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Common Themes

- Diagnostic assessments: ELA and Math in grade 2 and grades 3-12 as needed.
- Formative Assessment Tools:
 - SBAC: ELA and Math
 - Explore the state providing formative tools and processes for science and History/Social-Science
- Interim assessments:
 - SBAC: ELA and Math Grades 3-8, 11
 - ELA and Math for all students in grade 2 through 12
 - Science/HSS – state provided computerized interim assessments similar to summative
- Summative:
 - SBAC assessments in grades 3-8 and 11 (ELA and Math).
 - Summative assessments for science and HSS in grades 3-12, for ELA and math in grade 12, and writing in grades 3-12



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Common Themes (Cont.)

- Matrix sampling in some grades/subjects, specifically science and history–social science (HSS)
- Assessments that allow for individual scores to show growth over time
- Appropriate accommodations and/or modifications to improve accessibility and maintain comparability
- Maintain rigorous bias and sensitivity reviews, policies, and enhance communication to parents
- Reduce linguistic complexity of assessments to more accurately measure what students know and can do



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Common Themes (Cont.)

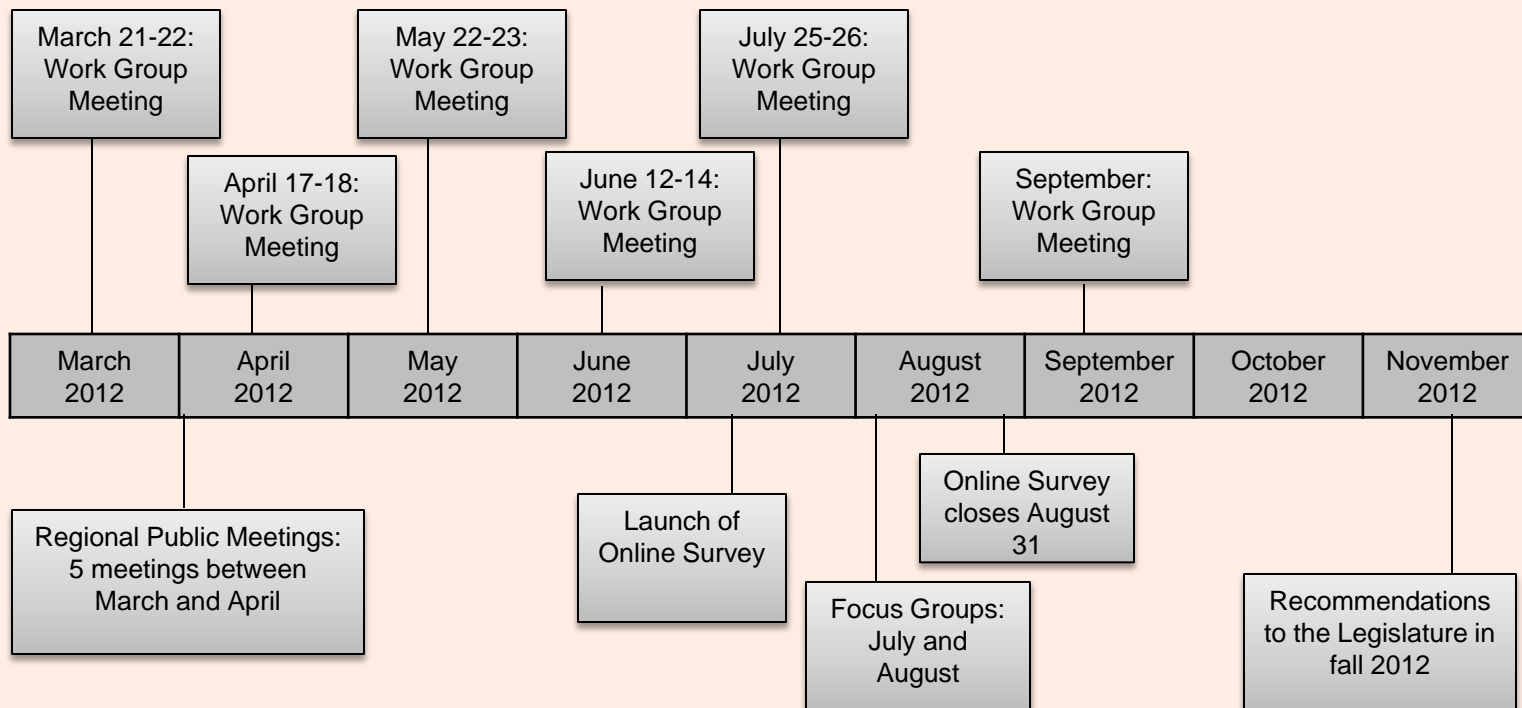
- Items that evaluate critical thinking, problem solving, communication, collaboration, creativity, and innovation
- Multiple measures: within classroom, (e.g., tests, quizzes, projects, essays, journaling, class work, portfolios)
- Other measures: student engagement survey, parent survey, graduation rates, attendance
- Using results to satisfy the high school graduation requirement



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Statewide Assessment Reauthorization Timeline





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Questions or Comments?



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