



California Assessment of Student Performance and Progress (CAASPP) Update

California State Board of Education
July 2016

Michelle Center, Director
Assessment Development and Administration Division



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State Superintendent
of Public Instruction

By the Numbers

Interims
5.76M
administered

Digital Library
279,000
educators

Summatives
6,336,462
Completed by 7.8.16

ORS Accounts
295,000

350,606
Maximum
Concurrent
Users

CAA
36,500
test takers



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Supporting Teaching and Learning



- ✓ Over 260 training sessions for educators
- ✓ 16 training and information videos produced
- ✓ 14 webinars, live and/or archived
- ✓ CalTAC assisted 50,000 contacts from LEAs



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New Approach to Post-Test Workshops

- LEA teams
- Using results to inform classroom instruction
- Presentations by experts
- Small & large group discussions





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Public Reporting Web Site

The screenshot shows the homepage of the CAASPP Test Results website. The header includes the CAASPP logo, the title "Test Results for English Language Arts/Literacy and Mathematics", and a "Home page" link. A navigation bar contains links for "About", "Smarter Balanced Assessments", "California Alternate Assessments", and "Contact". The main content area features a large image of a teacher interacting with students. To the right, a box titled "New 2016 Site Features:" lists two updates: comparing test results across counties, districts, schools, or the state on a single screen, and viewing results over time. Below this, a quote from Tom Torlakson welcomes visitors to the CAASPP website and explains the purpose of the tests. The page also includes sections for "Smarter Balanced Assessments" (with a "Search Smarter Balanced Results" button), "California Alternate Assessments (CAA)" (with a "Search CAA Results" button), and "Science Tests (CST, CMA, and CAPA) and Standards-based Test in Spanish (STS) Results" (with a link to view science and STS results).

Test Results for English Language Arts/Literacy and Mathematics

California Assessment of Student Performance and Progress

Home page

About Smarter Balanced Assessments California Alternate Assessments Contact

New 2016 Site Features:

What's new to our site in 2016? We've added a few additional features to help make your search and research a little easier. Our new features allow you to:

- Compare test results across counties, districts, schools, or the state on a single screen.
- View results over time in addition to a single year at a time.

“ Welcome to the California Assessment of Student Performance and Progress (CAASPP), our state's academic check-up for students in grades 3–8 and grade 11.

Tests are a part of life. They're also an important part of California's plan for high-quality teaching and learning. Our goal is to help all students graduate with the problem-solving and critical-thinking skills they need to prepare for college and a 21st-century career.

Online and computer-based, CAASPP is the gold standard for mapping the progress of our students toward readiness for college and a career. These tests in mathematics and English language arts/literacy were designed specifically to gauge our progress toward the learning goals set for California students.

Real progress takes patience and persistence. Schools and teachers are still adjusting to these tests, and the challenging standards they represent, but we hope to see early signs of progress this year. And remember, tests are just one way to gauge a student's progress.

The CAASPP results you'll find on this Web site give us all a key measure of how well students are doing—and give teachers and schools information they need to improve instruction and help every child prepare for a bright future. ”

—Tom Torlakson, State Superintendent of Public Instruction

Smarter Balanced Assessments
Taken by students in grades 3–8 and 11

[Search Smarter Balanced Results](#)

California Alternate Assessments (CAA)
Taken by students in grades 3–8 and 11 whose individualized education program (IEP) teams have determined that the student's cognitive disabilities prevent him or her from taking the online CAASPP Smarter Balanced assessments



[Search CAA Results](#)

Science Tests (CST, CMA, and CAPA) and Standards-based Test in Spanish (STS) Results
[View science and STS results](#) on the CAASPP Science and STS Test Results Web site.



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Test Score Guide Web Site



Home About Understanding Scores Sample Student Score Report Student's Progress Resources Contact

CAASPP: Keeping California's Students on Track for College and Career

Welcome to your gateway to understanding student scores on the California Assessment of Student Performance and Progress (CAASPP).

To get started, select your options and select the **Go!** button.

Select grade

Select subject

Select score range

Go!

What Is CAASPP?

These computer-based tests, which students in grades three through eight and grade eleven take each spring, were created to gauge each student's performance as he or she develops—grade by grade—the skills he or she needs.

Learn More About CAASPP

Sample Student Score Report

A simple guide to reading and understanding the CAASPP Student Score Report.

Check Out the Samples

Is My Student on Track?

The skills and information our students are learning are meant to help them graduate ready to go on to college and a successful career. CAASPP scores provide one gauge of their progress.

Follow Your Student's Progress

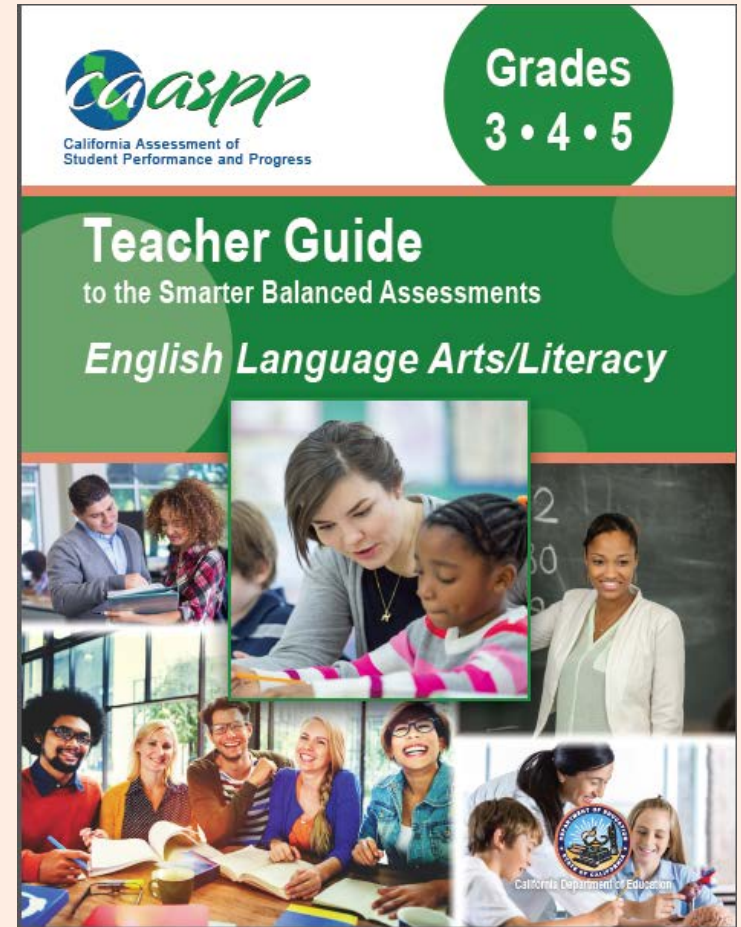
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CAASPP Teacher Guides

- Big picture overview for educators
- Shows the connection between the Smarter Balanced Assessments, the CA CCSS, and the curriculum frameworks



<http://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp>



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Federal Peer Review

- Completed June 11, 2016
- Over 200 documents submitted
- Process is ongoing and iterative
- Next peer review to include California Alternate Assessments (CAA)



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Smarter Balanced Digital Library





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Smarter Balanced Interim Assessments

New interim assessment blocks available to LEAs this fall:

Grade	English Language Arts	Mathematics
3	<ul style="list-style-type: none">• Language and Vocabulary Use• Revision• Editing	Number and Operations in Base 10
4	<ul style="list-style-type: none">• Language and Vocabulary Use• Revision• Editing	<ul style="list-style-type: none">• Geometry• Measurement and Data
5	<ul style="list-style-type: none">• Language and Vocabulary Use• Revision• Editing	<ul style="list-style-type: none">• Geometry• Operations and Algebraic Thinking
6	<ul style="list-style-type: none">• Language and Vocabulary Use• Revision• Editing	<ul style="list-style-type: none">• The Number System• Statistics and Probability
7	<ul style="list-style-type: none">• Language and Vocabulary Use• Revision• Editing	<ul style="list-style-type: none">• Geometry• Statistics and Probability
8	N/A	Expressions and Equations II
High School	<ul style="list-style-type: none">• Language and Vocabulary Use• Revision• Editing	Statistics and Probability



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Innovative Approach to the California Alternate Assessment (CAA) for Science



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Federal and State Science Requirements for Alternate Assessments

Alternate assessments for science:

- Allowable for students with significant cognitive disabilities who have an individualized education program
- Measure alternate achievement standards that are aligned with the academic achievement standards
- Administered once at each grade span: 3-5, 6-9, and 10-12
- Once operational, produce valid, reliable, and fair student level scores and levels
- Once operational, aggregate results are to be publically released
- Student participation rates must be collected and reported for accountability purposes (aggregated with other science participation rates).
- Student participation shall not exceed 1% of the total number of all students in the state who are assessed with the alternate assessments.



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Guiding Principles for CAA for Science

1. Provide meaningful information to both students and educators
2. Support and promote educators' implementation of the CA NGSS
3. Embed assessment into instructional practice
4. Offer a developmentally appropriate opportunity for students with significant cognitive disabilities to be assessed

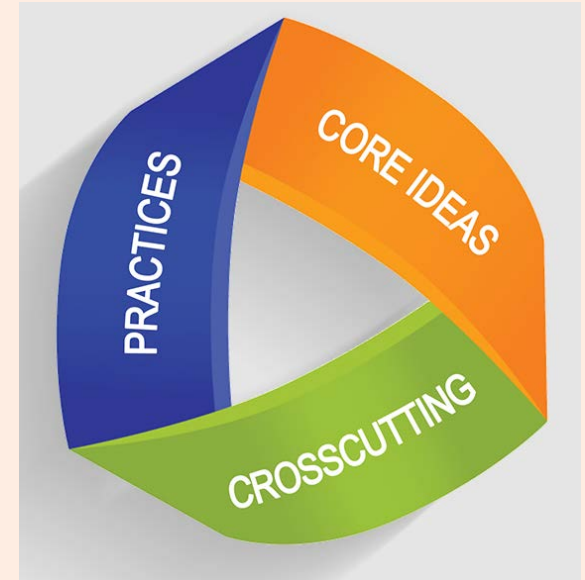




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Assessment Models Considered: CAA for Science

- Linear, on-demand assessment
- Multi-stage adaptive, on-demand assessment
- Collection of embedded performance tasks





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Option 1: Linear, On-Demand Assessment

- Fixed set of questions presented in order of difficulty.
- Starting and stopping points used to eliminate questions that may be too easy or too difficult.



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Option 2: Multi-stage Adaptive, On-Demand

- Adapts to the student's ability level based on cumulative performance on first set of items presented
- Difficulty level of the succeeding *set* of items adjusts based on how well the student performs on the previous item set



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Option 3:

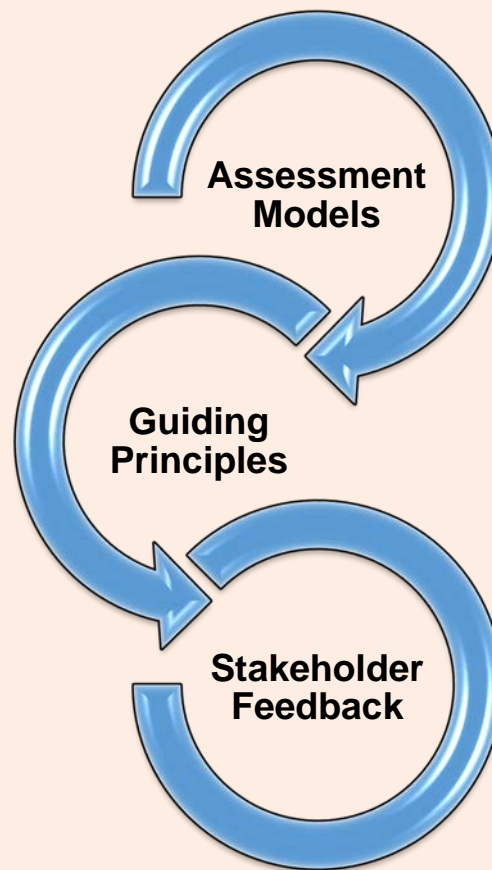
Collection of Embedded Performance Tasks

- Tasks and assignments used to summatively evaluate student performance are integrated with, or embedded in, classroom work
- Assignments are standardized to support score validity and comparability



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Evaluation of the Assessment Models





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Recommendation

The CDE recommends the use of a collection of embedded performance tasks as the basis for the CAA for Science based on:

- its measurement features;
- its alignment with our guiding principles; and
- stakeholder feedback.



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Connectors for CAA for Science

Connector Term	Description
Performance Expectation (PE)	MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Connector	Builds a bridge to the content of the PE
Focal Knowledge, Skills, and Abilities (FKSA)	Describe what students should know and be able to do in terms of the original PE and associated Connector.
Essential Understanding (EU)	Defines a basic, foundational key idea or concept.



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Example of a Connector

Connector Term	Description
Performance Expectation (PE)	MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Connector	Identify evidence that proves a chemical reaction has taken place.
Focal Knowledge, Skills, and Abilities (FKSA)	Ability to identify evidence that proves a chemical reaction has taken place.
Essential Understanding (EU)	Identify examples of change (e.g., state of matter, color, temperature).



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Example of a Task Aligned to the Focal Knowledge & Skills

(This is not a sample of an alternate assessment item.)

Steven found four different bottles filled with unknown pure liquids. He measured the properties of each liquid. The measurements are displayed in the data table below. Steven wonders if any of the liquids are the same substance.

Liquid	Density	Color	Volume	Boiling Point
1	1.0 g/cm ³	Clear	6.1 cm ³	100 C°
2	0.89 g/cm ³	Clear	6.1 cm ³	211 C°
3	0.92 g/cm ³	Clear	10.2 cm ³	298 C°
4	0.89 g/cm ³	Clear	10.2 cm ³	211 C°

Use the data in the table to:

- 1) Write a claim stating whether any of the liquids are the same substance.
- 2) Provide at least two pieces of evidence to support your claim.
- 3) Provide reason(s) that justify why the evidence supports your claim.

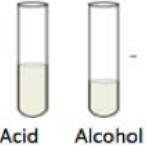
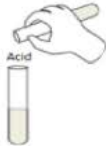

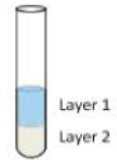



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Example of a Task Assessing Chemical Reactions

(This is not a sample of an alternate
assessment item.)

Nami wondered if mixing an acid with an alcohol would cause a chemical reaction. She did the following experiment:

Step 1	Step 2	Step 3	Step 4	Step 5
 <p>Acid Alcohol</p>	 <p>Acid</p>		 <p>Layer 1 Layer 2</p>	 <p>Layer 1 Layer 2</p>
Measured and tested properties of acid and alcohol at room temperature. Recorded data in Table 1.	Mixed the acid and alcohol in a test tube.	Heated the test tube with the mixture.	After heating, observed Layer 1 and Layer 2 form.	Measured and tested properties of substance in Layer 1 and Layer 2 at room temperature. Recorded data in Table 1.

She measured the boiling point and mass, and calculated the density of the substance, then recorded the data in Table 1.

Question #1

Based on Nami's results in Table 1, write a scientific explanation about whether this experiment had a chemical reaction or not. In your scientific explanation make sure that you:

1. Write a claim stating whether the acid and alcohol chemically reacted.
2. Include evidence to support your claim.
3. Give reason(s) why the evidence you included supports your claim.

Table 1. Data for liquids before and after the experiment

Substance	Density	Boiling Point	Mass
Acid	1.2 g/cm ³	100 °C	6.9 g
Alcohol	0.80 g/cm ³	98 °C	9.0 g
Layer 1	0.91 g/cm ³	82 °C	13.2 g
Layer 2	1.0 g/cm ³	100 °C	2.7 g



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Summative Assessment based on Embedded Performance Tasks

- Assessment based on student performance on a collection of instructionally-embedded performance tasks/assignments that may be:
 - Locally-developed classroom tasks/assignments (state-approved);
 - state-developed classroom tasks/assignments; or
 - a combination of these two approaches.



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Summative Assessment based on Embedded Performance Tasks (cont.)

- Tasks and assignments:
 - administered by the student's primary teacher at state-specified intervals
 - student responses scored according to state-defined criteria and protocols



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Collection of Embedded Performance Tasks: Major Benefits

- Student work samples can be collected throughout the school year
- Performance demonstrated “in “real time”
- Conforms to principles of universal design
- Offers least restrictive environment
- Supports improvement of teaching and learning
- Minimally stressful and burdensome process for students
- Promotes delivery of challenging, yet developmentally appropriate, content to students



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Collection of Embedded Performance Tasks: Major Challenges

- Some educators may see the use of the embedded performance tasks as distinct from the instructional process.
- Resources for scoring and professional development activities.
- Extra vigilance required to ensure technical integrity.



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CAA for Science Timeline

Year	CAA for Science
2017	Pilot test
2018	Pilot test
2019	Field test
2020	Operational test