

**\*\*\*DRAFT\*\*\* Executive Summary for CAASPP Scope of Work B  
for the 2018–19 through 2021–22 Administrations**

CDE Agreement #CN150012

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## **CDE-ETS Contract Amendment 6 Executive Summary**

### **Integrating CAASPP and ELPAC<sup>1</sup>: Executive Summary for Amendment 6**

The State Board of Education (SBE) and the California Department of Education (CDE) are both keenly focused on maximizing their resources efficiently to ensure that California's schools and districts are well supported in all areas, and this effort extends to the California statewide assessments. Educational Testing Service (ETS) brought together assessment expertise and technical ingenuity to design and administer one of the largest and most successful online assessment programs in the world. During the original contract period, ETS launched several new California assessments and improved the technical hosting solution to meet the needs of a constantly changing system. As part of Amendment 5, ETS committed to launch additional assessments to complete the full California Assessment of Student Performance and Progress (CAASPP) System, as well as to continue enhancing the technical hosting solution to improve user experience and maximize technology solutions to integrate the functionality of the CAASPP assessments.

In July 2018, the SBE directed the CDE to negotiate with ETS the incorporation of the English Language Proficiency Assessments for California (ELPAC) program into the CAASPP contract. Amendment 6 refocuses California further into assessment and technical innovations to realize the State's goal of a single unified assessment system.

#### ***Goal 1: Activities associated with transitioning the Initial and Summative ELPAC from a Paper-Pencil Test to a Computer Based Assessment (with student and test examiner interfaces where applicable)***

As the state's test to measure English language proficiency (ELP), the ELPAC plays a vital role in helping to ensure that critical educational supports are provided to English learners. ETS partnered with the state in the design and development of the Initial and Summative ELPAC tests as paper-pencil tests (PPTs). In 2017–18, ETS administered and reported on the first operational administration of the Summative ELPAC PPT, testing over 1.5 million English learners in kindergarten through grade twelve.

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<sup>1</sup> References to ELPAC include the initial assessment, summative assessment, and the alternate assessment unless specifically noted.

Under Amendment 6, ETS will transition the tests to a computer based assessment (CBA) by 2019–20 for the Summative ELPAC and 2020–21 for the Initial ELPAC. To accomplish this, ETS will:

- Conduct cognitive labs, comparability studies, usability testing, and other studies to help ensure continuous reporting of test results during the transition to online testing
- Develop test questions that take advantage of the technology, such as potentially automated scoring of voice-captured student responses
- Provide accessibility supports that are tailored to the individual student taking the ELPAC CBA
- Release practice and training tests
- Provide training to local educational agencies (LEAs) on the test administration procedures for the ELPAC CBA
- Produce and support a user-friendly website that provides test information to parents and guardians
- Use the existing Test Delivery System to capture student responses in real time, which significantly reduces the need for educators to score the summative assessments locally and allows for automated scoring and return of student results to the LEA
- Integrate the Local Scoring Tool (LST) into Test Operations Management System (TOMS) to provide a consistent user interface to calculate the student results
- Provide training and range-finding to support standardized scoring of the speaking and writing responses
- Score student responses within a shorter timeframe compared with the ELPAC PPT
- Release student test results from the Summative ELPAC within four weeks after a student completes testing, effectively reducing the turnaround time in half when compared with the ELPAC PPT
- Conduct special studies that support the validity and reliability of the ELPAC

***Goal 2: Ongoing administrations of the ELPAC PPT until the ELPAC CBA transition is complete***

To help ensure that English learners continue to receive the services that they need, ETS will continue to administer, score, and report the ELPAC PPTs as the transition work for ELPAC CBA proceeds. Under Amendment 6, ETS will:

- Provide test administration training to LEAs
- Produce, ship, retrieve, process, score, and report the Summative ELPAC PPT in the 2018–19 administration
- Produce and ship the Initial ELPAC PPT in the 2018–19 and 2019–20 administrations
- Provide training and range finding to support standardized scoring of the speaking and writing responses
- Utilize a Rotating Score Validation Process (RSVP) for the Initial ELPAC to collect test performance information and conduct a score comparison analysis

***Goal 3: Activities associated with developing the Alternate ELPAC CBA for eligible students according to their individualized education programs***

The SBE and CDE have committed to providing access for all students. To that end, ETS will design, develop, implement, score, and report on a brand-new online assessment—the Alternate ELPAC CBA—specifically for students with the most significant cognitive disabilities and whose individualized education program (IEP) team has designated the use of an alternate assessment on statewide assessments. To launch the Alternate ELPAC CBA in the 2020–21 administration, ETS will:

- Develop a test design that is appropriate for the Alternate ELPAC testing population
- Conduct cognitive labs and other studies
- Develop test questions that take advantage of the technology, such as the potential integration of augmentative and alternative communication (AAC) methods
- Administer an operational field test of the Alternate ELPAC CBA for the 2020–21 and first operational in 2021–22
- Conduct standard setting activities to develop recommendations for performance levels and descriptors
- Provide accessibility supports that are tailored to the individual student taking the Alternate ELPAC CBA

- Release practice and training tests
- Provide training to LEAs on the test administration procedures for the Alternate ELPAC CBA
- Produce and support a user-friendly website that provides test information to parents and guardians
- Use the existing Test Delivery System to capture student responses in real time that will allow for automated scoring and return of student results to the LEA
- Release student test results from the Summative Alternate ELPAC CBA within four weeks after a student completes testing
- Conduct special studies that support the validity and reliability of the Alternate ELPAC CBA

***Goal 4: Ongoing administration of all components of the CAASPP System through the 2021–22 school year***

During the 2017–18 administration, ETS and its partners successfully delivered more than 14 million assessments, including the field tests for the California Science Test (CAST) and the California Spanish Assessment (CSA) and the California Alternate Assessment (CAA) for Science, year two pilot. ETS also successfully delivered over eight million Smarter Balanced Interim Assessments to students in kindergarten through grade 12, an increase of over one million assessments compared to the previous administrations. ETS also supported an average of over 113,000 concurrent tests per day on the CAASPP System, peaking at over 570,000 concurrent tests on May 8, 2018. Under Amendment 6, ETS will continue to successfully administer all components of CAASPP while adding the new ELPAC CBA assessments to the California Assessment Technology Platform. More specifically, ETS will:

- Continue development of the ongoing operational CAASPP assessments—CAAs for English language arts/literacy (ELA), mathematics, and science; CAST, and CSA
- Continue delivery of the ongoing operational CAASPP assessments—Smarter Balanced ELA and mathematics; CAAs for ELA, mathematics, and science; CAST, and CSA
- Continue administration of the Smarter Balanced Interim Assessments and support for educator use of the Smarter Balanced Digital Library
- Continue with the scoring and reporting of the CAASPP assessments
- Support the CDE's and SBE's activities related to the growth model

- Provide artificial intelligence scoring of the Interim Assessments as an optional service to LEAs
- Conduct focus groups and design activities to continue improving the CAASPP Student Score Reports (SSRs)
- Conduct special studies that support the validity and reliability of the CAASPP assessments

***Goal 5: Activities associated with transitioning the two separate assessment systems into one to ensure efficiencies, including but not limited to single sign-on***

In response to this goal, ETS has incorporated efficiencies into Amendment 6 to transition the two separate assessment systems under one contract. These efficiencies also allow the streamlining of the process to create a more efficient and unified experience for students, educators, and parents in both understanding the needs of learners and implementing instructional decisions by educators in classrooms and across LEAs. Under Amendment 6, ETS will:

- Streamline the required meetings and communications with the CDE and with stakeholders to allow for more focused attention on the integration activities and on transitioning ELPAC to a CBA
- Provide additional professional development opportunities (e.g., training to use assessment data for local control and accountability plan goal setting) to LEAs and their stakeholders in order to enhance LEAs' ability to perform local data analysis and other activities that promote the effective use of the assessment data
- Coordinate the communications, training, and support to LEAs to offer clarity, eliminate redundancy, and increase the number of training opportunities, and provide tiered help desk support that allows for a holistic approach to the test administration process
- Expand training and help desk support to additional LEA stakeholders, including student information system (SIS) vendors, as the use of online testing and electronic reporting continues
- Develop and implement a self-service process by which school district superintendents and charter school administrators can designate whom of their CAASPP and ELPAC coordinators will receive access to the Test Operations Management System (TOMS) directly and provide system enhancements to assist LEA CAASPP and ELPAC coordinators in collecting electronic signatures for security agreements and affidavits from their testing staff

- Develop and implement an accessible online Individual Student Assessment Accessibility Profile (ISAAP) tool for educators that is inclusive of CAASPP and ELPAC and that replaces the inaccessible CAASPP ISAAP tool
- Implement the California Identity Management System (i.e., single sign-on) to enable users to seamlessly navigate both between Assessment Delivery System modules and to CDE-authorized third-party systems (e.g., Smarter Balanced Digital Library and the California Educator Reporting System)
- Integrate TOMS into a single application, significantly reducing downtime for the CAASPP and ELPAC assessments and effectively reducing development activities when compared to supporting two separate applications
- Expand the use of the existing California Assessment Technology Platform, including the Test Delivery System and survey capacity, to support up to two million concurrent users and to support the ELPAC CBA and Alternate ELPAC CBA, thus eliminating the need to support a separate test administration platform under a separate contract
- Use an automated process to identify crisis papers for all online assessments, including the ELPAC CBA and Alternate ELPAC CBA, allowing a more immediate and appropriate response to potential students at risk for both emotional and physical harm
- Provide for continued production, administration, scoring, and reporting of the PPTs for Smarter Balanced Summative Assessments, CAST, and the ELPAC, which are only to be used if specified by the student's IEP and/or 504 Plan or in the event of unexpected, temporary technology issues
- Develop and support parent-focused communications via the new StartSmarter.org website for all assessments under this contract
- Use a single application—the Security and Test Administration Incident Reporting System (STAIRS)—that is inclusive of the ELPAC PPT and CBA and Alternate ELPAC CBA to track and manage testing incidents that occur in a test administration, including any incidents that may be the same for any administration (e.g., interruption of testing due to a power outage)
- Expand the use of contextual help<sup>2</sup> for the ELPAC CBA and Alternate ELPAC CBA to assist LEAs in finding information more quickly
- Use the existing CAASPP scoring and analyses process for the scoring and analyses of the Summative ELPAC CBA and the Summative Alternate

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<sup>2</sup> Users can access online help from various points within the application software.

ELPAC CBA in order to significantly improve (i.e., reduce by three to four weeks) the turnaround time for providing student-level results when compared to the turnaround time for the Summative ELPAC PPT

- Use the existing CAASPP human scoring recruiting and management processes for Rotating Score Validation Process (RSVP)<sup>3</sup> initial and summative ELPAC CBA that provides consistency in the scoring process across the programs
- Use the existing Test Delivery System and Teacher Hand Scoring System for the Initial ELPAC CBA in order to provide for near real-time reporting of student test results and near real-time production of a formatted student score report
- Support the electronic reporting of Student Score Reports (SSRs) for all assessments, including the ELPAC PPTs
- Provide SSR translations into seven languages for parent access and engagement assessments so as to provide more parent access and engagement
- Develop innovative SSR delivery beyond electronic reporting, such as the development of video SSRs customized to each student's test results that are available in multiple languages for the parents
- Support the CDE and, at the CDE's direction, Smarter Balanced with the expansion and use of the California Educator Reporting System so that educators will be able to quickly access their students' test results and analyze those test results by student characteristics or rosters
- Conduct special studies to continue the evolution of California assessments in ways that contribute to improvements in classroom instruction and that can also be shared more widely at national conferences

As a thought partner to the SBE and the CDE, ETS is committed to developing and implementing efficiencies that are identified through continuous data-driven improvement efforts, and ETS looks forward to those discussions during the semi-annual planning meetings.

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<sup>3</sup> An annual process that requires designated sample of LEAs to submit to the testing contractor initial test scoring materials for the initial test to perform a comparison of the results and report discrepancies.