Recommendations

The California Department of Education (CDE) recommends that the California State Board of Education (SBE) approve the following proposed items:

- “Test Design Recommendations,” as described in Section 1.G. of the HLTD for the computer-based ELPAC (Attachment 2) with revisions to number one to extend one-on-one test administration to grade two
- “Test Design Recommendations,” as described in Section 1.F. of the HLTD for the Alternate ELPAC (Attachment 3)
- “General Performance Level Descriptors” (PLDs), as described in Section 2.D. of the HLTD for the Alternate ELPAC (Attachment 3)
- Revised Summative ELPAC blueprints (Attachment 4)

The CDE further recommends that the SBE authorize CDE staff to make technical edits, as necessary, to the documents listed above.
Overview

Assessment Development and Administration Division
California’s System of Assessments
California Assessment of Student Performance and Progress (CAASPP)

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics
- California Science Test (CAST)
- California Alternate Assessments (CAAs)
- California Spanish Assessment (CSA)
Purpose of the CAASPP Assessments

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents to *promote high-quality teaching and learning* through the use of a variety of assessment approaches and item types.
Smarter Balanced Assessment Consortium
Leveraging All Smarter Balanced Components

INTERIM ASSESSMENT
Computer-Based
BEGINNING OF YEAR

INTERIM ASSESSMENT
Computer-Based

DIGITAL LIBRARY
Online collection of instructional, professional learning, and formative assessment tools and resources; subject- and grade-specific content for educators to use or customize based on the needs of their students.

SUMMATIVE ASSESSMENT
Computer-Adaptive
END OF YEAR

SUMMATIVE TESTING WINDOW
Smarter Balanced Summative Assessments for ELA and Mathematics: Claim Areas

**English Language Arts (ELA)**
- Reading
- Writing
- Listening
- Research/Inquiry

**Mathematics**
- \( \frac{a}{b} = c \) Concepts & Procedures
- Problem Solving & Data Analysis
- Communicating Reasoning
How the Smarter Balanced Adaptive Software Works

Test adjusts the difficulty of questions throughout the assessment based on the student’s responses.

Test Begins
Students receive an initial question in the medium range of grade-level difficulty.

Adaptive Software Selects Items
The adaptive software selects subsequent questions that meet the specifications of the test blueprint and are matched to student performance.

Test Ends
The test ends once the adaptive software determines that all the specifications from the test blueprint have been met and there is sufficient information to provide accurate scores.
California Science Test (CAST)
CAST: Claim Areas

LS
Life Sciences

PS
Physical Sciences

ESS
Earth and Space Sciences
California Alternate Assessments for ELA, Mathematics, and Science

• Measure what students with the most significant cognitive disabilities know and can do.

• Only students with an IEP that designates the need for an alternate assessment will take the California Alternate Assessments.

• These assessments are currently available for ELA, mathematics, and science.
California Spanish Assessment (CSA)
California Spanish Assessment: Claim Areas
CAASPP Test Takers

- Smarter Balanced Summative Assessments for ELA and Math
  - CAAs for ELA and Math
    - CSA
- CAST
  - CAA for Science

Grades 3 – 8

High School

Grade 5

Grade 8

Grade 10, 11, or 12
English Language Proficiency Assessments for California (ELPAC)

Initial ELPAC

• Determines English proficiency

Summative ELPAC

• Measures progress toward English proficiency
ELPAC: Claim Areas

Listening
Speaking
Reading
Writing
ELPAC Test Takers

Initial and Summative ELPAC

Grades K–12
Accessibility Resources for CAASPP and ELPAC

Available on all CAASPP and ELPAC assessments

Ensure equal opportunity for all students to demonstrate learning
Other Assessments

- Physical Education Test (PFT)
- Grade 2 Diagnostic Assessments
- High School Equivalency Tests
- California High School Proficiency Exam (CHSPE)
- National Assessment of Educational Progress (NAEP)
You are the expert on your child. Over the course of a school year, you receive lots of information on how your child is performing in school that combine to give you a more complete picture of your child’s academic progress. In addition to report card grades and class tests, you can use test score reports to better understand your child’s strengths and areas in need of improvement to start a meaningful conversation with your child's teacher about how to better support learning at home.

CAASPP: http://ca.startingsmarter.org/
ELPAC: https://elpac.startingsmarter.org/
Test Questions and Resources
Starting Smarter Español

Usted es el experto en su hijo. En el transcurso de un año escolar, usted recibe mucha información sobre el desempeño de su hijo en la escuela, la cual le da un panorama más completo del progreso académico de su hijo. Además de la libreta de calificaciones y las pruebas en clase, puede usar los Informes de calificaciones de las pruebas para comprender mejor las fortalezas de su hijo y las áreas en las que necesita mejorar, y de esa forma poder tener una conversación productiva con el maestro de su hijo sobre cómo apoyar de manera favorable el aprendizaje en casa.
Proposed High Level Test Designs for the Transition to Computer-based ELPAC and Development of the Alternate ELPAC
National Experts for Computer-based ELPAC

• Dr. Kenji Hakuta, the Lee L. Jacks Professor, *emeritus*, at the Stanford University Graduate School of Education

• Dr. Diane August, the Managing Researcher of the Center for English Language Learners at the American Institutes for Research
National Experts for Alternate ELPAC

• **Meagan Karvonen**, Director at the Dynamic Learning Maps Alternate Assessment System Consortium.

• **Lucrecia Santibañez**, Associate Professor at Claremont Graduate University

• **Edynn Sato**, CEO and Chief Research Scientist of Sato Education Consulting LLC

• **Martha Thurlow**, Director of the National Center on Educational Outcomes
Process for Developing Recommendations

1. National Experts

2. Review of:
   - Federal guidelines
   - ETS Report
   - WIDA and ELPA21
   - Best practices

3. Recommendations
Guiding Principles

1. **Measure** English language proficiency

2. **Accessible**
   - Linguistic and cultural fairness and sensitivity

3. **Consider testing time and experience** for students and test examiners
Transition to Computer-based Initial and Summative ELPAC
Benefits of Computer-based ELPAC

- **Faster turnaround** of test results to educators
- Opportunity for **more engaging tests** with authentic tasks
- Supports **students’ familiarity** in interacting with technology in the classroom
- **Improved accessibility resources**
- Streamlined **test administration** processes
- Provides **standardized entry and exit procedures**
Proposed Recommendations for Computer-based ELPAC

1. Kindergarten (K) through grade two administration is one-on-one with test examiner
2. K through grade two: Maintain writing as a paper-pencil test
3. Increase the accessibility resources for all students
Data-Driven Decision Opportunities for Transition

April–July 2019
• Usability Pilot Study Report

October 2019–January 2020
• Mode Comparability Study Report
• Cognitive Lab Report
English Language Proficiency Assessments by State

WIDA online (34 states + DC)
WIDA paper (1)
ELPA21 online (7)
State-selected online (7)
State-selected paper (1)
Proposed Revisions to the Summative ELPAC Blueprints

• **Targeted adjustments** to the task types
  ➢ *Improve the measurement* of student proficiency across the full range of ELP

• **No impact** to the current ELPAC performance levels
Development of the Alternate ELPAC
Benefits of the Alternate ELPAC

• Complies with requirements of federal law
• Provides for a consistent state measure of ELP for all students with the most significant cognitive disabilities
• Designed specifically for this population to include the use of individual communication modes
Proposed Recommendations for the Alternate ELPAC (1)

- Test forms consistent with the Summative ELPAC grade and grade span
- One-on-one administration for all students
- Provide accessibility resources
- Locally score constructed-response items
Proposed Recommendations for the Alternate ELPAC (2)

• Develop an **online, linear test** for *both* the Initial and Summative Alternate ELPAC

• **Integrated task types**
  ➢ Expressive
  ➢ Receptive
Data-Driven Decision Opportunities for Alternate ELPAC

January–April 2020
• Pilot Study using Cognitive Lab Methodology Report

January–April 2021
• Field Test Report
Local Field Trip
# Proposed Alternate ELPAC General Performance Level Descriptors

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluent English Proficient</td>
<td>Students at this level have <strong>sufficient</strong> English language proficiency. They may need occasional linguistic support to enable them to access adapted grade-level content in English.</td>
</tr>
<tr>
<td>Intermediate English Learner</td>
<td>Students at this level have <strong>moderate</strong> English language proficiency. They may need frequent linguistic support to enable them to access adapted grade-level content in English.</td>
</tr>
<tr>
<td>Novice English Learner</td>
<td>Students at this level have <strong>minimal</strong> English language proficiency. They need substantial linguistic support to enable them to access adapted grade-level content in English.</td>
</tr>
</tbody>
</table>
Future Presentations to SBE

Emergency Regulations
• ELPAC and Alternate ELPAC – July 2019

Computer-based ELPAC Student Score Reports
• Summative – September 2019
• Initial – Spring 2020

Alternate ELPAC
• Test Blueprint – May 2020
• Threshold Scores – Spring 2021
• Student Score Reports – Spring 2021
## High-Level Timeline for Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>First Operational (School Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February–May 2020</td>
<td>Computer-based Summative ELPAC (2019–20)</td>
</tr>
<tr>
<td>July 2020–June 2021</td>
<td>Computer-based Initial ELPAC (2020–21)</td>
</tr>
<tr>
<td>July 2021–June 2022</td>
<td>Initial Alternate ELPAC (2021–22)</td>
</tr>
<tr>
<td>February–May 2022</td>
<td>Summative Alternate ELPAC (2021–22)</td>
</tr>
</tbody>
</table>
Questions?
You are the expert on your child. Over the course of a school year, you receive lots of information on how your child is performing in school that combine to give you a more complete picture of your child’s academic progress. In addition to report card grades and class tests, you can use test score reports to better understand your child’s strengths and areas in need of improvement to start a meaningful conversation with your child’s teacher about how to better support learning at home.
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Three levels are described:

1. Fluent English Proficient - Students at this level have **sufficient** English language proficiency. They may need occasional linguistic support to enable them to access adapted grade-level content in English.

2. Intermediate English Learner - Students at this level have **moderate** English language proficiency. They may need frequent linguistic support to enable them to access adapted grade-level content in English.

3. Novice English Learner - Students at this level have **minimal** English language proficiency. They need substantial linguistic support to enable them to access adapted grade-level content in English.
This slide shows the first operational administration for the following assessments:

1. May through June of 2020 is the operational test window for the computer-based summative ELPAC
2. July 2020 through June 2021 is the operational test window for the computer-based initial ELPAC
3. July 2021–June 2022 is the operational test window for the initial Alternate ELPAC
4. February–May 2022 is the operational test window for the summative Alternate ELPAC