Assessment Updates

California State Board of Education
May 2019

Michelle Center, Director
Assessment Development and Administration Division

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.

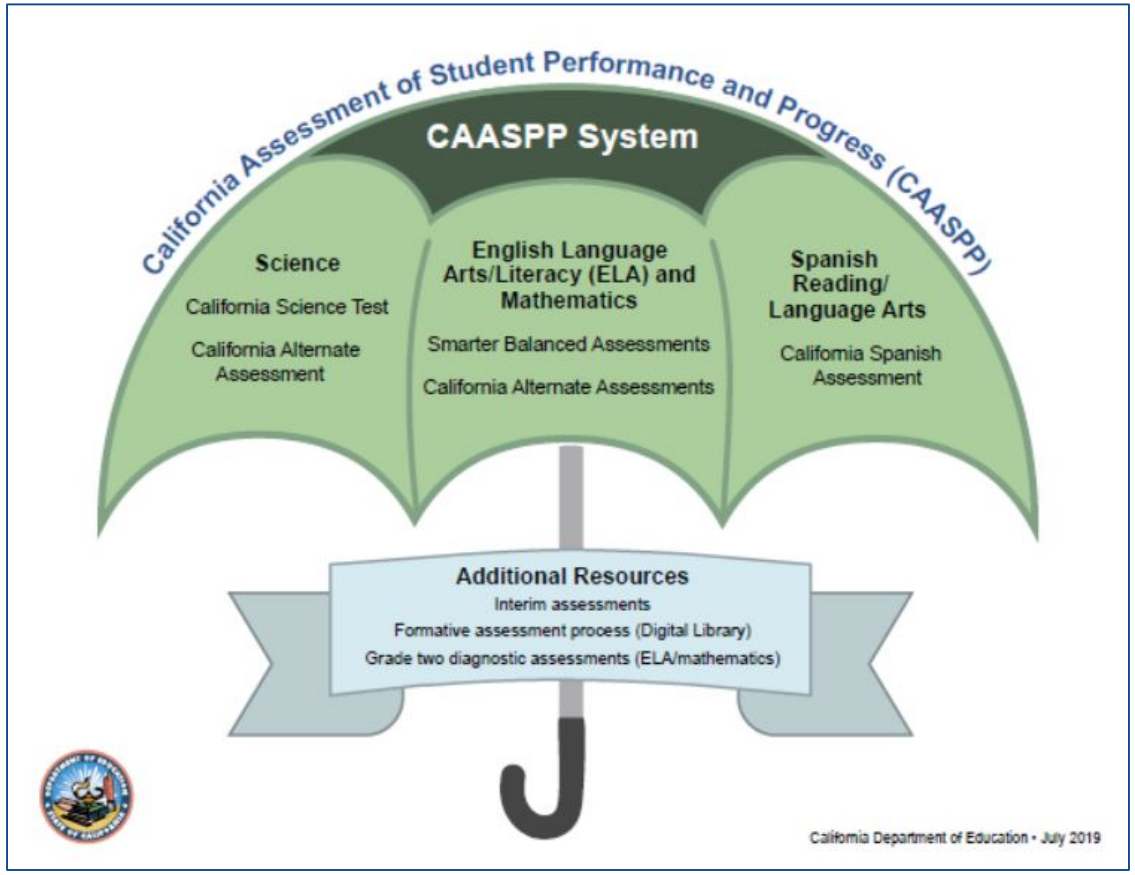
Overview

Assessment Development and Administration Division

California's System of Assessments

California Assessment of Student Performance and Progress (CAASPP)

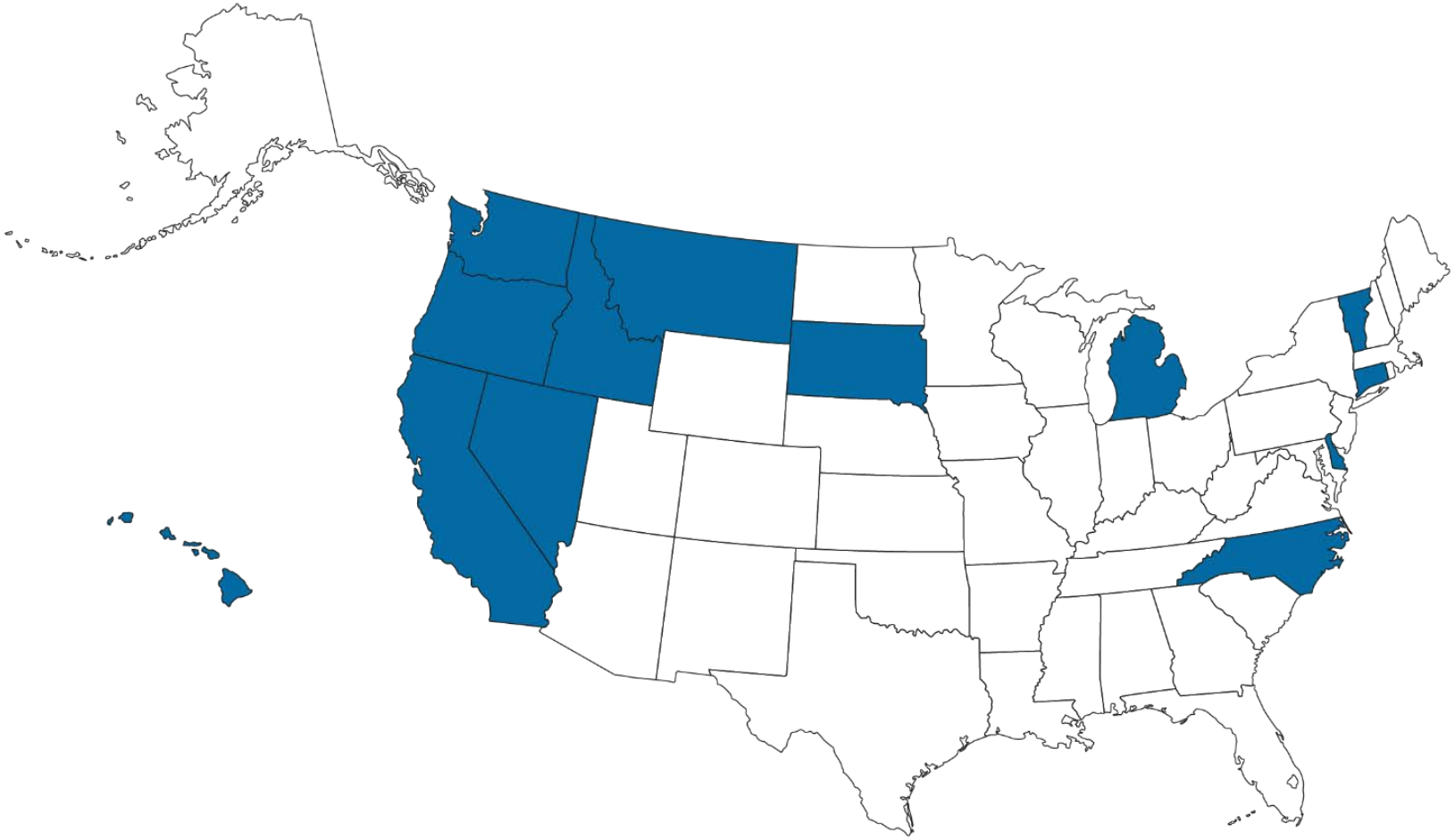
- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics
- California Science Test (CAST)
- California Alternate Assessments (CAAs)
- California Spanish Assessment (CSA)



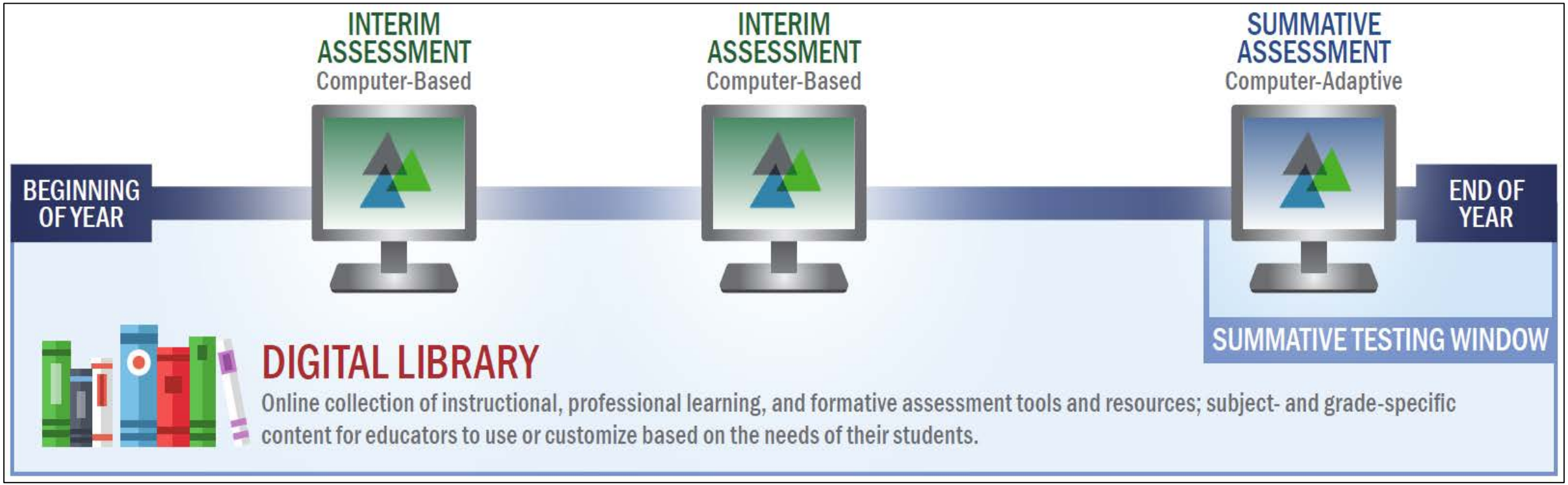
Purpose of the CAASPP Assessments

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



Smarter Balanced Summative Assessments for ELA and Mathematics: Claim Areas

English Language Arts (ELA)

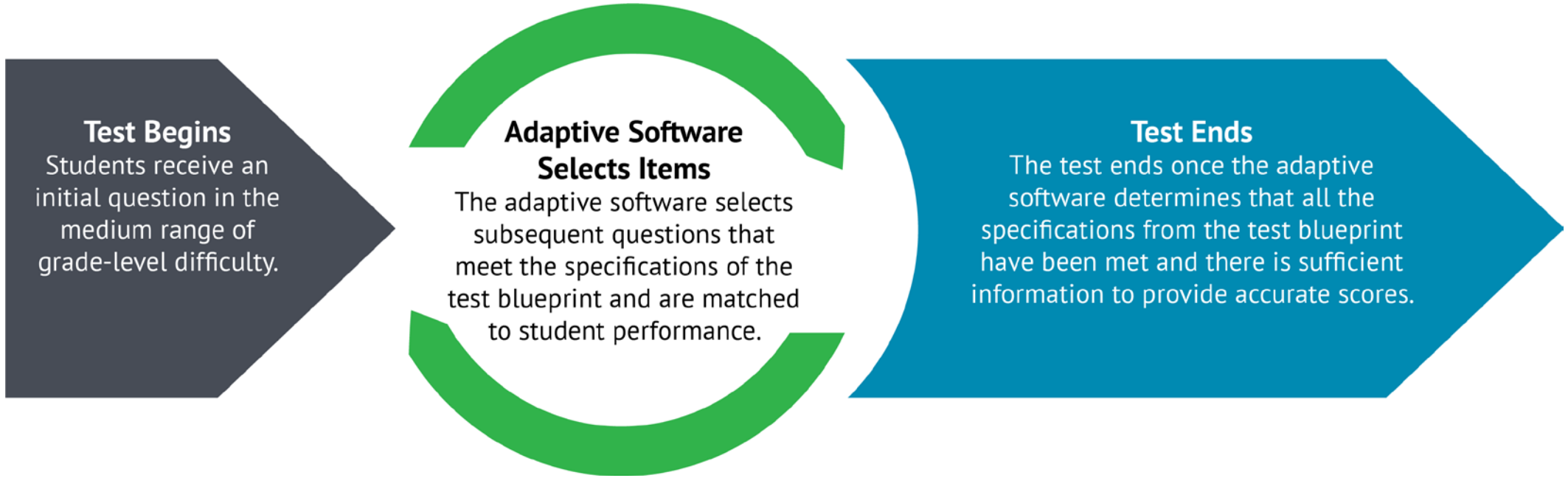
- Reading
- Writing
- Listening
- Research/Inquiry

Mathematics

- Concepts & Procedures
- Problem Solving & Data Analysis
- Communicating Reasoning

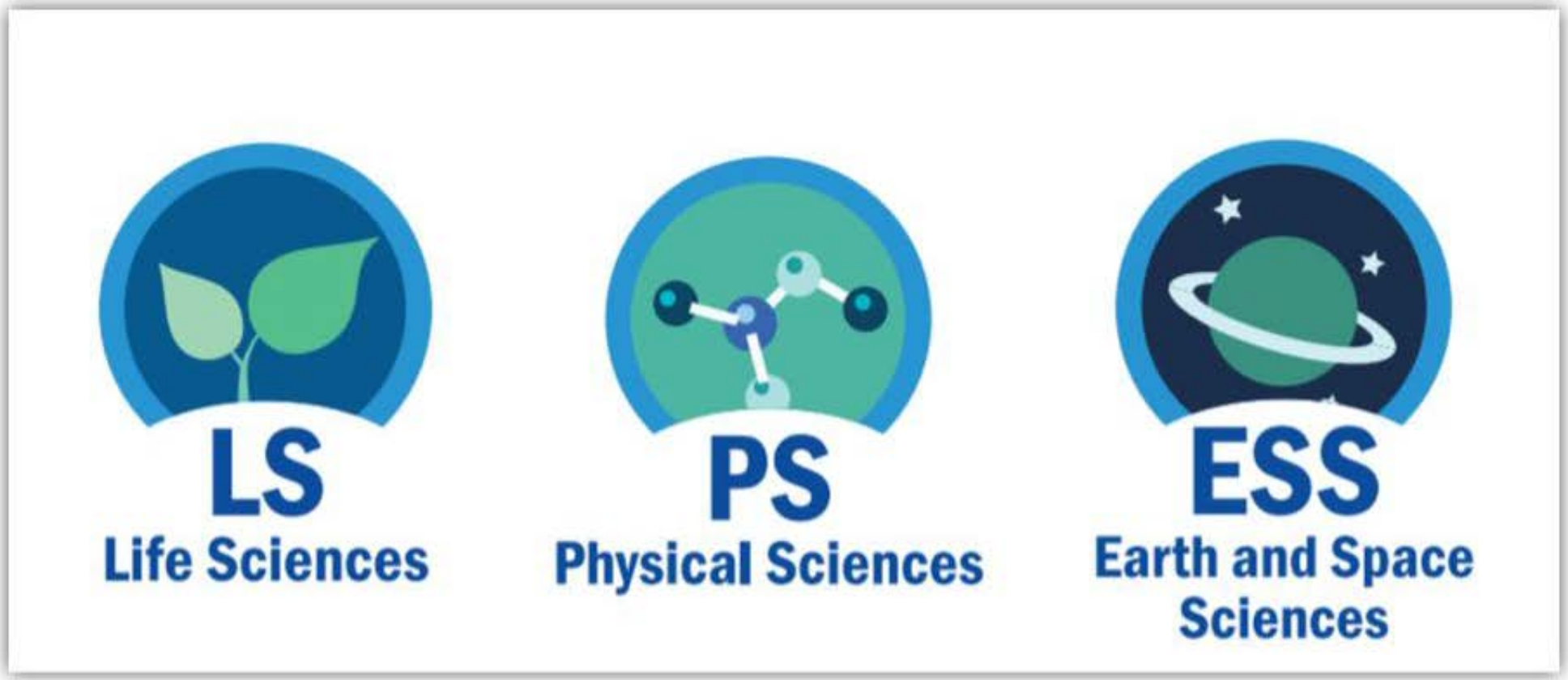
How the Smarter Balanced Adaptive Software Works

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



California Science Test (CAST)

CAST: Claim Areas

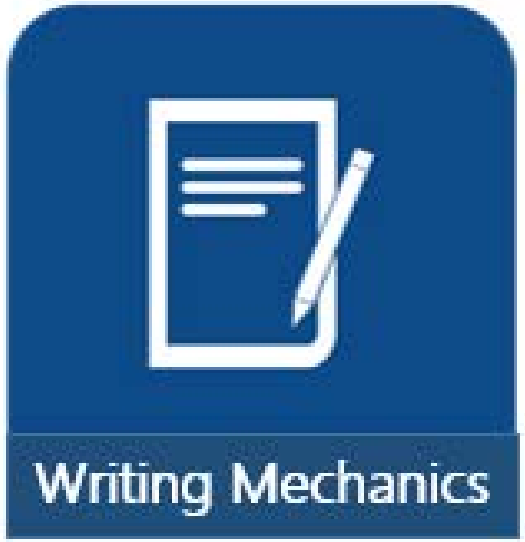


California Alternate Assessments for ELA, Mathematics, and Science

- 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

Grades 3 – 8

High School

- CAST
- CAA for Science

Grade 5

Grade 8

Grade 10, 11, or 12

English Language Proficiency Assessments for California (ELPAC)

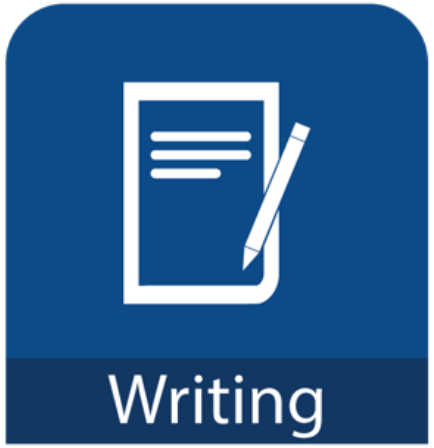
Initial ELPAC

- Determines English proficiency

Summative ELPAC

- Measures progress toward English proficiency

ELPAC: Claim Areas



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)

Starting Smarter

CAASPPP: http://ca.startingsmarter.org/

ELPAC: https://elpac.startingsmarter.org/

Test Questions and Resources

Sample Test Questions

Here are sample test questions that show the skills and concepts students should know and understand in Grade 5.

1

James Watt and the Teakettle
by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open...

READ FULL PASSAGE

Select the **two** sentences that should be included in a summary of the last four paragraphs of the passage.

- ☐ James was from Scotland.
- ☐ James knew steam could power ships.
- ☐ James continued to live with his grandmother.
- ☐ James kept thinking about uses for steam as he grew up.
- ☐ James failed many times but kept learning from his mistakes.
- ☐ James felt badly when others laughed at his experiments.

SHOW CORRECT ANSWER

2

Cuisine and Etiquette
by The Peace Corps

Cuisine and Etiquette in Zambia
Zambia's staple food is maize (corn), and Zambians eat maize in several ways. When the corn is ripe but still green,...

READ FULL PASSAGE

Which detail from "Cuisine and Etiquette in Zambia" **best** shows that the father is at the top of the social structure in a family?

- **A** In a traditional setting, boys from the age of seven eat with the man of the house.
- **B** This is because all of the children below the age of seven are under the guidance of their mother.
- **C** The mother eats with the girls and younger boys.
- **D** Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their age.

SHOW CORRECT ANSWER

3

James Watt and the Teakettle
by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open...

READ FULL PASSAGE

Read the sentence from the text.

Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney.

What effect does the author create by using the phrase yawning black throat of the chimney?

- **A** It gives the feeling that steam is very important.
- **B** It gives the feeling that the chimney is very dark and frightening.
- **C** It gives the feeling of being tired and sleepy.
- **D** It gives the feeling that the chimney is very large and wide and swallows the steam.

SHOW CORRECT ANSWER

Before your next parent teacher conference

This helpful "Guide to a Meaningful Parent Teacher Conference" includes a list of questions to discuss with the teacher about your child's classroom performance, academic progress and more.

DOWNLOAD THE GUIDE

CAASPP is a Test for All Students

CAASPP has resources for students who need them including those with disabilities and those learning English. Learn more about these resources.

LEARN ABOUT ACCESSIBILITY

Starting Smarter Español

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

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

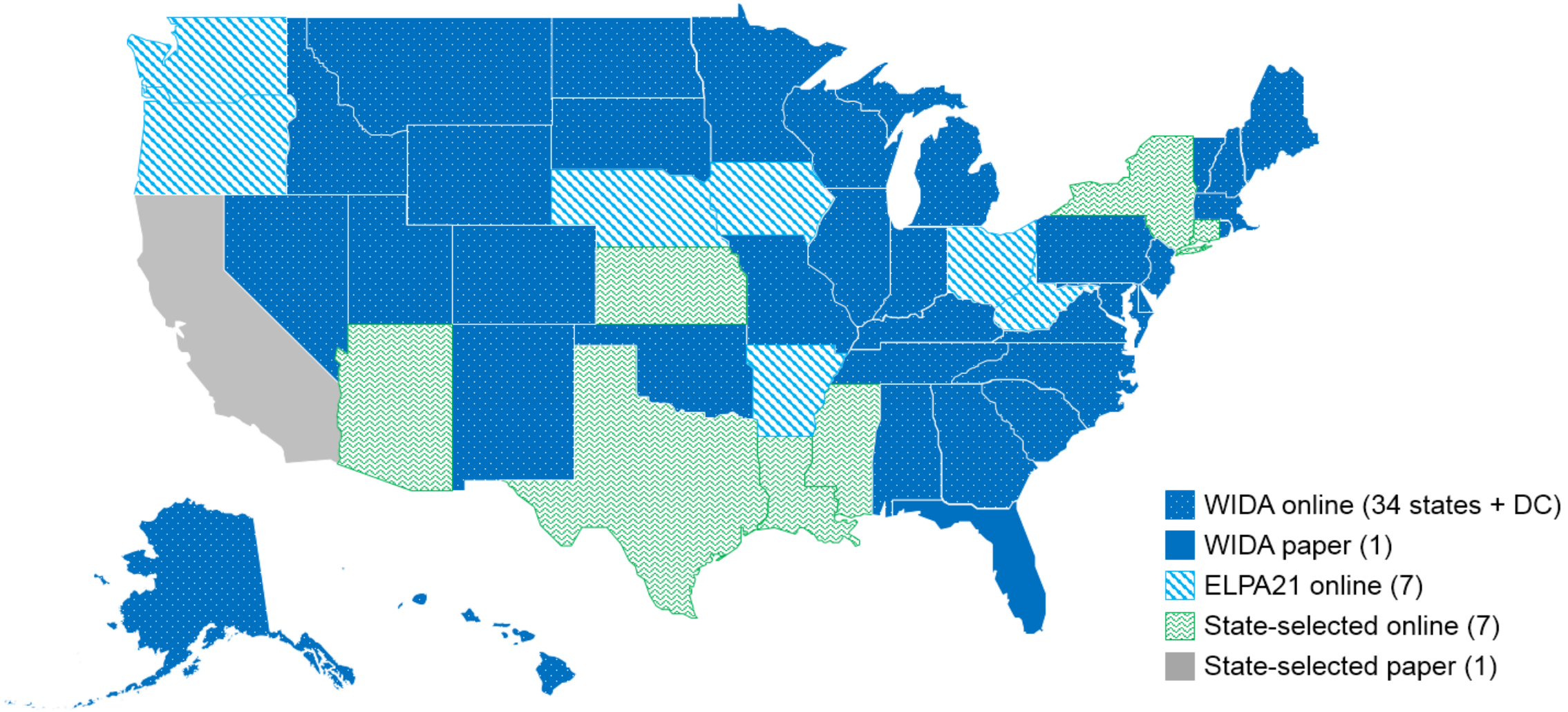
April–July 2019

- Usability Pilot Study Report

October 2019–January 2020

- Mode Comparability Study Report
- Cognitive Lab Report

English Language Proficiency Assessments by State



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

Performance Level	Descriptor
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.
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.
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.

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

Date	First Operational (School Year)
February–May 2020	Computer-based Summative ELPAC (2019–20)
July 2020–June 2021	Computer-based Initial ELPAC (2020–21)
July 2021–June 2022	Initial Alternate ELPAC (2021–22)
February–May 2022	Summative Alternate ELPAC (2021–22)

Questions?

Alt Text for Slide 21

Message on the Starting Smarter Landing page:

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.

Starting Smarter Español Alt Text

Tú eres el experto en lo que respecta a tu hijo. En el transcurso de un año escolar, recibes mucha información sobre el desempeño de tu hijo en la escuela, la cual te da un panorama más completo del progreso académico de tu hijo. Además de la libreta de calificaciones y las pruebas en clase, puedes **usar los Informes de calificaciones de las pruebas para comprender mejor las fortalezas de tu hijo y las áreas en las que necesita mejorar**, y de esa forma, poder tener una conversación productiva con el maestro de tu hijo sobre cómo apoyar de manera favorable el aprendizaje en casa.

Alt Text for slide 41:Proposed General Performance Level Descriptors for the Alternate ELPAC

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.

Alt text for slide 43: High-Level Timeline for Implementation

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