

# California's New Assessment System



**California Assessment of Student Performance and Progress +**

**Spring 2014**

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## Relevant Legislation

- AB 484: *EC 60602* and others
  - Established CAASPP
  - Eliminated STAR
  - Suspended elements of accountability
- AB 250: *EC 60604.5*
  - State Superintendent's 12 recommendations for the transition to a new assessment system

# 2013–14 California Assessment of Student Performance and Progress (CAASPP)

- Smarter Balanced Field Test
- CA Standards Tests (CST)
- CA Alternate Performance Assessment (CAPA)
- CA Modified Assessment (CMA)
- Standards-based Tests in Spanish (STS)
- Early Assessment Program (EAP)

## Other Tests

- CA English Language Development Test (CELDT)
  - Transition to ELPAC
- CA High School Exit Exam (CAHSEE)
- Physical Fitness Test (PFT)
- High School
  - SAT/ACT
  - AP/IB
  - ELM/EPT (CSU Placement Tests)
- GED
- CA High School Proficiency Examination (CHSPE)<sub>4</sub>

# Focus of Today's Presentation

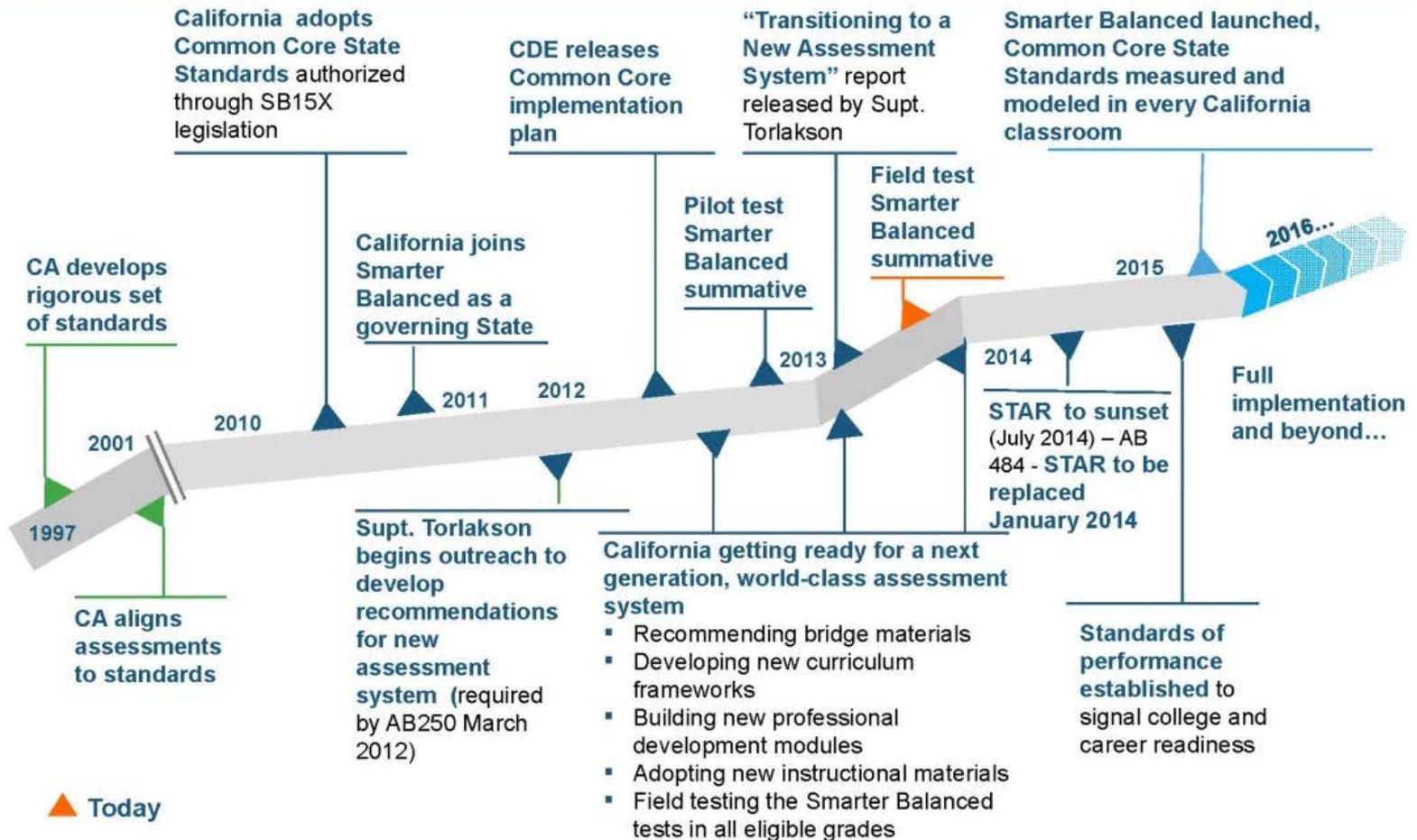
## **CAASPP**

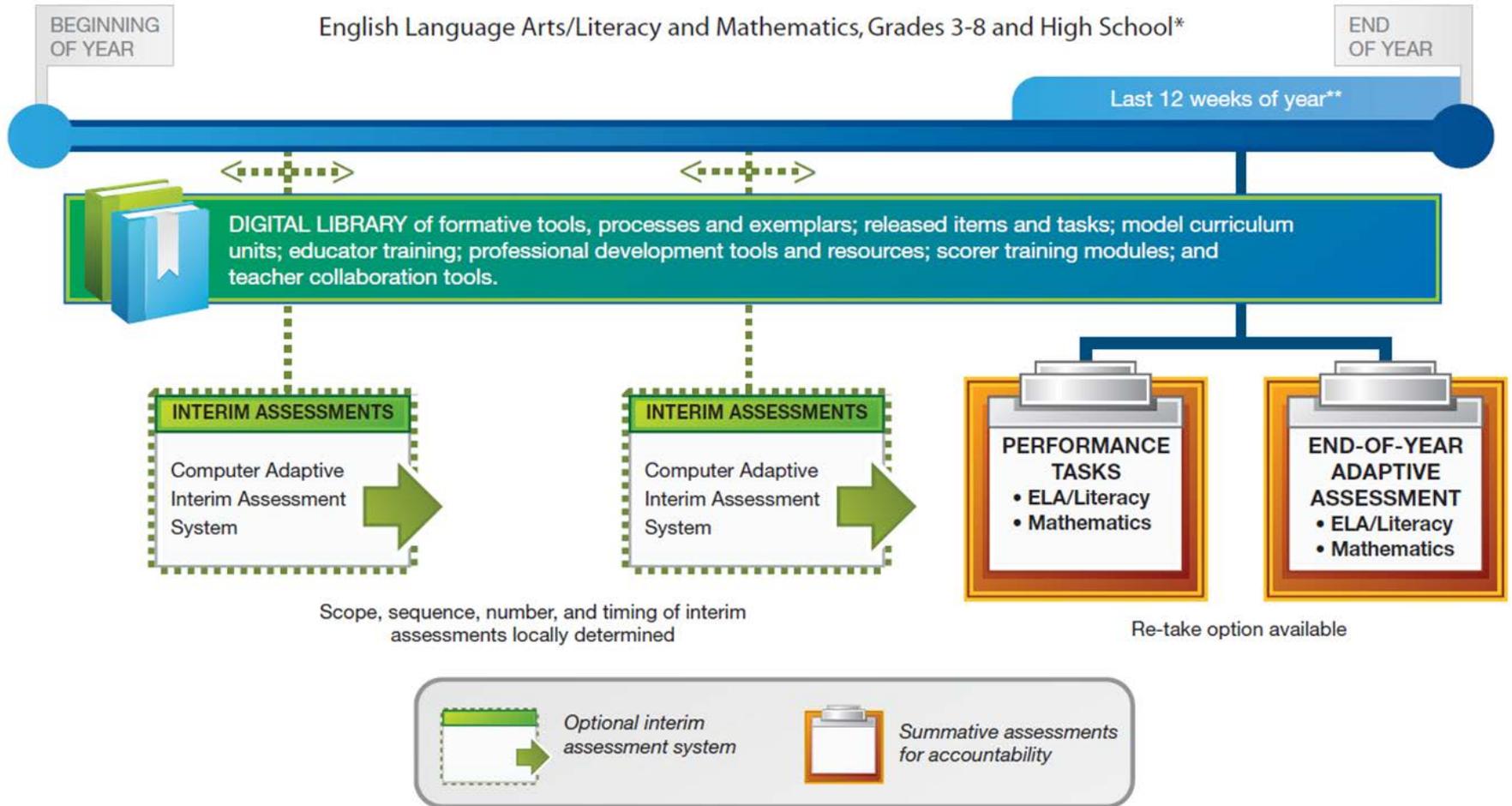
- Smarter Balanced Assessment
- Early Assessment Program & Smarter Balanced

## **Other**

- Transition from CELDT to English Language Proficiency Assessment for California (ELPAC)

## We are in the midst of our journey towards implementation of college and career-ready standards





\* Summative and interim assessments for grades 3 – 8 and 11, with additional supporting assessments available for grades 9, 10, and 12.

\*\* Grades 3-8: Testing shall not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed, AND testing may continue up to and including the last day of school. Grade 11: Testing shall not begin until at least eighty percent (80%) of a school's annual instructional days have been completed, AND testing may continue up to and including the last day of school.

# Grade 4 – Constructed Response

## Claim 1, Target 2, CA CCSS for ELA/Literacy RL.4.2

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**Grandma Ruth**

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn't let me borrow his. Unfortunately, I knew right where one was.

I tiptoed into my grandma's bedroom. Sunlight from the late morning sun filtered in through the leaves of the dogwood tree outside the open window. I moved slowly through my favorite room in the house, which belonged to my favorite person in the world, my grandma.

I reached into the back of her closet and pulled out a shoebox full of old baseballs wrapped in tissue paper. I shoved my hand in and grabbed the first one I touched. I threw off the paper and ran out into the yard with our dog, Bowie, who would always play a game of catch with me.

We had a spectacular game of catch. By the end of our session I was throwing straight as an arrow and Bowie was bringing it back as fast as he could. It was perfect.

I went back into my grandma's room and wrapped the ball back up in paper, just like I'd found it. Except now it looked dirty and used, like a good baseball should.

At dinner, though, I heard the story.

"Have I ever told you that I'm named after the greatest baseball player who ever lived?" Grandma asked suddenly.

James and I shook our heads. We leaned forward to listen. It isn't often we hear new stories from her.

My grandmother stood up and walked into her bedroom. She came back with the shoebox in her hands. She sat down and started her story.

"So, your great-grandfather was the dentist for the Detroit Tigers back in the 1920s. His favorite player was Ty Cobb, the best player the Tigers have ever had. When Ty found out that your great-grandparents were going to have a baby, he

**43600** 

What does Naomi learn about Grandma Ruth? Use details from the text to support your answer.

Type your answer in the space provided.

**Response types:**  
Short essay  
Long essay

# Grade HS – Constructed Response

## Claim 2, Target 2A, 2C, CA CCSS for Math 8.G.8, 8.EE.6

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ABOUT THIS ITEM



Mathematics | English Language Arts / Literacy

43046



A circle has its center at  $(6, 7)$  and goes through the point  $(1, 4)$ . A second circle is tangent to the first circle at the point  $(1, 4)$  and has the same area.

What are the coordinates for the center of the second circle? Show your work or explain how you found your answer.

# Grade 4 – Technology Enhanced Response (highlighting) Claim 1, Target 1, CA CCSS for ELA/Literacy RL.4.1, RL.4.3

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**43001** 

**Read this part of the text again.**

"It turns out my mother loved the name Ruth. That's how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth."

**I tried to swallow but couldn't. I hoped that she wasn't going to say what I thought she was going to say.**

Then she said it.

"In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth's."

My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said "Babe Ruth." **I began to shake inside.**

But my grandma just looked at the ball and smiled sweetly. She said softly, "Even though it doesn't look like much, this ball has brought our family a lot of joy in its time. I remember when I was your age, Naomi, I almost rubbed the signature right off from tossing it up and down all the time. You see, I've always felt that a baseball should be used for a lot more than looking. My dad, your great-grandfather, used to say the same thing."

**Select three sentences that show that Naomi is worried she has done something wrong.**

# Grade 4 – Technology Enhanced Response (drag & drop) Claim 2, Target 2A, CA CCSS for Math 4.NF.4c

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Smarter Balanced Mathematics | English Language Arts / Literacy

**43328**

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

**Response types:**

- Matching tables (yes/no, true/false)
- Fill-in tables
- Select or order text or graphics
- Graphing
- Equation or numeric response

# Grade 4 – Selected Response & Technology Enabled Claim 3, Target 4, CA CCSS for ELA/Literacy SL.4.2, SL.4.3

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**EXERCISE IN SPACE**



43011

Why does the video compare being in space to lying in bed?

- (A) to tell how an astronaut needs sleep
- (B) to describe how an astronaut floats in space
- (C) to explain that an astronaut's work is very difficult
- (D) to show how an astronaut's body lacks gravity to help it work

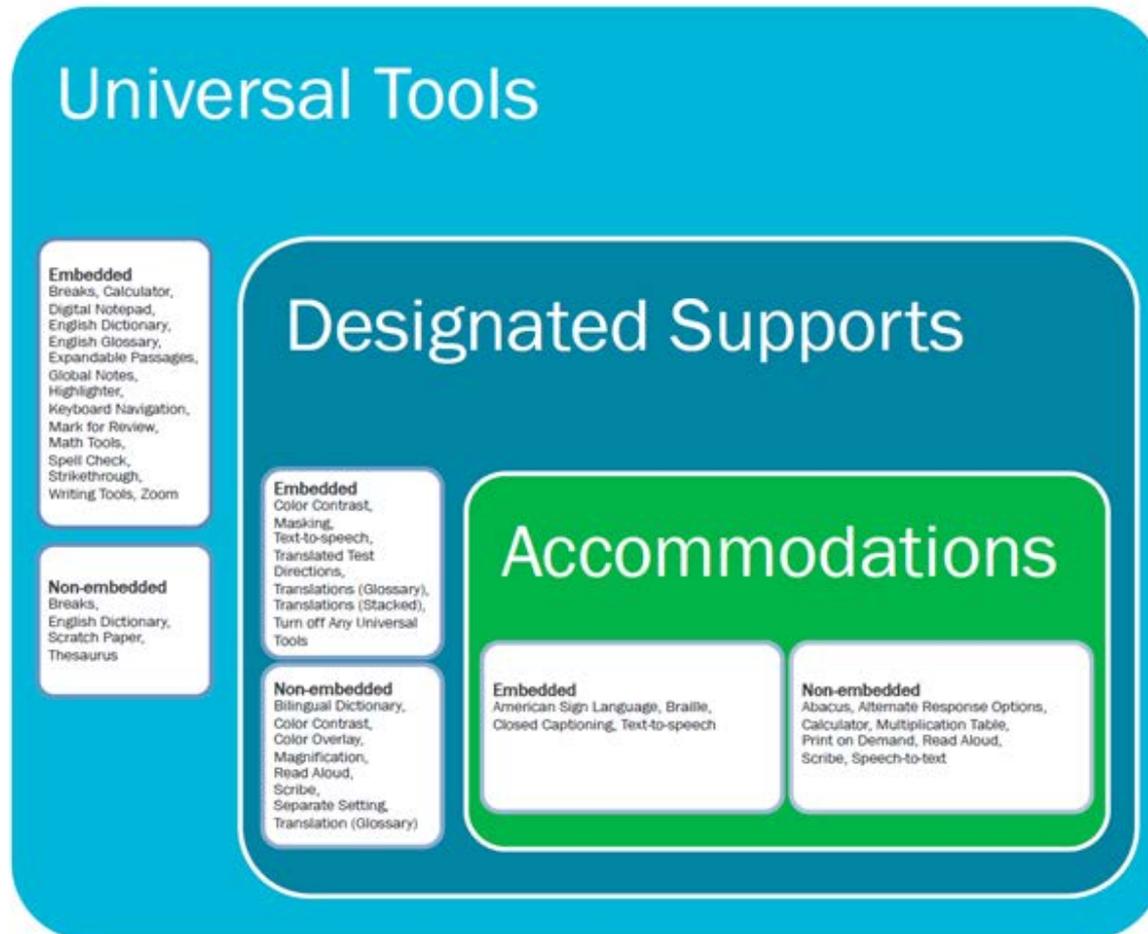
Passage

**Response types:**  
Multiple choice  
(one correct,  
multiple correct,  
two-part)

## **Grade 6 – Performance Task, Garden of Learning Claims 2, 4; Primary Targets 7, 8, 9; CCSS for ELA/Literacy W.6.1a-b, W.6.8-9, RI.6.1; DOK 4**

- **Introductory Classroom Activity (20 minutes)**
- **Part 1 (35 minutes)**
  - Online
  - Various resources (Article, Experiment, Video)
  - Constructed responses
- **Part 2 (70 minutes)**
  - Refer to materials from Part 1
  - Write argument article for school newsletter on the topic of starting a student gardening program

# Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*



## Other Smarter Balanced Topics to Explore

- Interim Assessments
- Digital Library
- Achievement Level Descriptors
  - Policy
  - Range
  - Threshold
  - Reporting
- Content specifications
- Claims and targets
- Degrees of Knowledge
- College content readiness policy
- Career readiness policy
- Practice and training tests
- Standard setting

## Early Assessment Program

- Program remains vital part of college preparation
- Expect to use Smarter Balanced results to identify college content-readiness 2014-15
  - Achievement level 4: Ready (exempt from remediation)
  - Achievement level 3: Conditionally ready contingent on evidence of sufficient continued learning in grade 12
- 2013-14 transition year: CST in grade 11 plus EAP multiple-choice items and essay

# English Language Proficiency Assessment for California (ELPAC)

- SB 201 (initial screening & annual summative) and AB 899 (alignment to new standards)
- ELD Standards (2012)
- Implementation Plan (2013)
- Professional Learning Modules (2013-14)
- *ELA/ELD Framework* (2014-15)

# English Language Proficiency Assessment for California (ELPAC)

- Item alignment (2012-13)
  - Analyzed 1,842 items; primary alignment ranged from 8 to 35 percent (by domain)
- New test blueprints (2013-14)
- Administer CELDT as usual (2013-14, 2014-15, & 2015-16)
- New ELD assessment system (2016-17) contingent on funding

## California's New Assessment System

- SSPI's Recommendations Report for Transitioning to a Future Assessment System <http://www.cde.ca.gov/ta/tg/sa/ab250.asp>
- California Assessment of Student Performance and Progress <http://www.cde.ca.gov/ta/tg/ca/>
- School and District Reports <http://www.cde.ca.gov/getschoolreport/>

## Smarter Balanced Assessment

- Initial Achievement Level Descriptors and College Content-Readiness Policy <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-ELA-Literacy-ALDs.pdf>
- Preliminary Test Blueprints <http://www.smarterbalanced.org/smarter-balanced-assessments/>
- Smarter Balanced Question Types <http://www.cde.ca.gov/ta/tg/sa/question-types.asp>

### **Smarter Balanced Assessment (continued)**

- Smarter Balanced Resources  
<http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp>
- Search for content specifications and claims at  
[www.smarterbalanced.org](http://www.smarterbalanced.org)

### **Comparison of National Assessment Consortia**

- Coming Together to Raise Achievement: New Assessments for the Common Core State Standards  
[http://www.k12center.org/rsc/pdf/coming\\_together\\_to\\_raise\\_achievement\\_april2014.pdf](http://www.k12center.org/rsc/pdf/coming_together_to_raise_achievement_april2014.pdf)

### **English Language Proficiency Assessment**

- CELDT <http://www.cde.ca.gov/ta/tg/el/>