California Department of Education

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Assessment Literacy Module

Unit 2: California State Assessment System

Welcome to Unit 2

The purpose of this unit is to increase your knowledge of the components of California's new state assessment system.

Learning Objectives for Unit 2

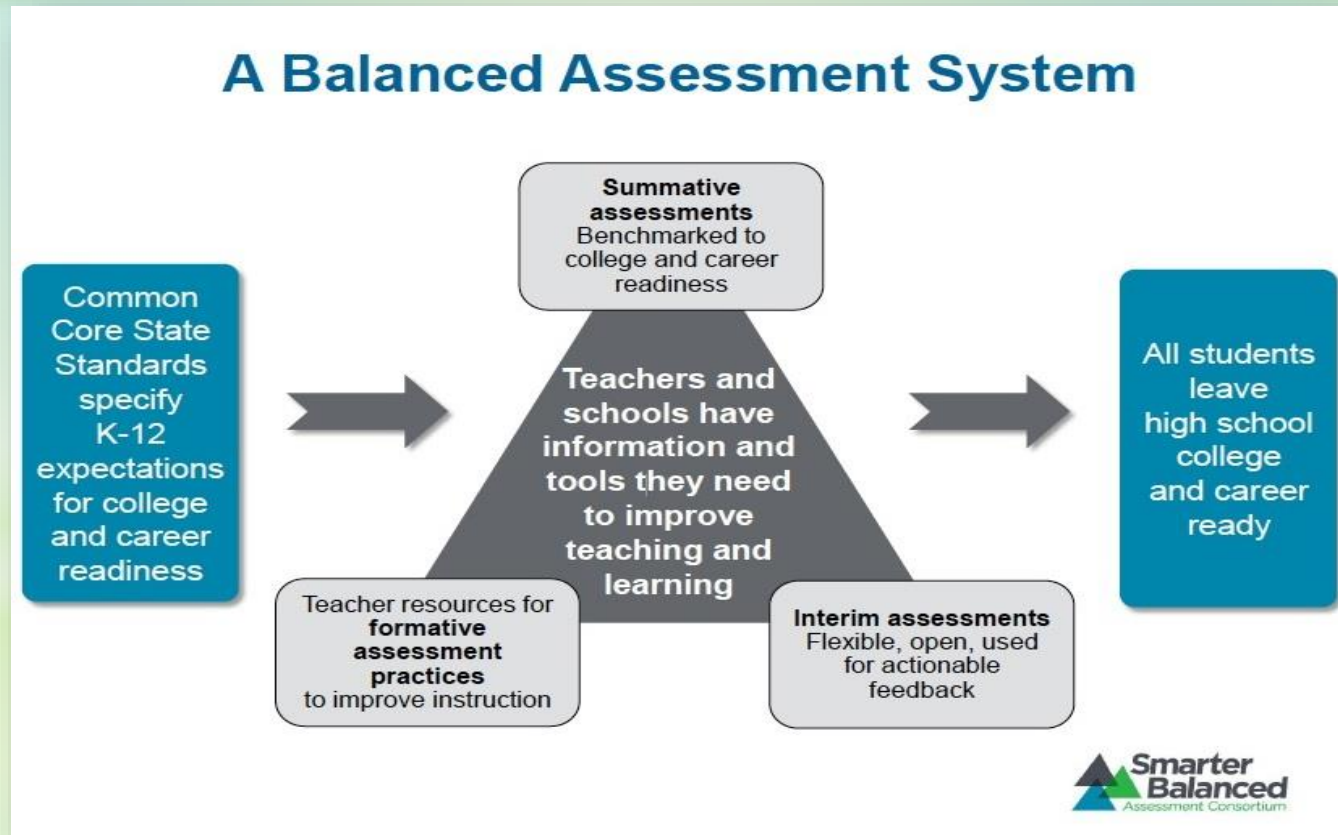By the end of this unit, participants will be able to:

Explain the purpose and characteristics of the new assessment system for California, the Measurement of Academic Performance and Progress (MAPP)

Describe plans for aligning components of the CA CCSS and new assessment system that are unique to English learners and students with disabilities

A Balanced Assessment System

This graphic illustrates the components of the Smarter Balanced assessment system. Notice the multiple assessment points included.

A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Teacher resources for **formative** assessment **practices** to improve instruction

Interim assessments Flexible, open, used for actionable feedback

All students leave high school college and career ready

Smarter Balanced Assessment Consortium

Coherent System Components

This table provides additional detail on each of the Smarter Balanced assessment system components. How does this system differ from the STAR Program?

Components of the Smarter Balanced Assessment System

Type of Assessment	When Administered	Format/Structure	Assessment Methods	Purpose/Use
Summative	Last 12 weeks of school year	Two parts: Computer Adaptive and Performance Assessment	Selected Response; Constructed Response; Performance Tasks; Technology- Enhanced	Assess student achievement growth as part of program evaluation and school, district, and state accountability
Interim	Locally determined intervals	Two parts: Computer Adaptive and Performance Assessment	Selected Response; Constructed Response; Performance Tasks; Technology- Enhanced	Progress monitoring; identifying strengths and needs in relation to the CA CCSS
Formative Tools and Practices	Daily classroom use	Digital, on-demand library of practices, tools, and resources	Not Applicable	Progress monitoring; identifying individual student and student group strengths and needs in relation to the CA CCSS; Professional learning for teachers

Assessment Methods and Item Types

Technology-Enhanced Items

Example TE items are available on the Smarter Balanced Web site:

Grades 3–5 ELA: Grandma Ruth 2
http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm

High School Math: Water Tank
http://sampleitems.smarterbalanced.org/itempreview/ModernShell.aspx?config=SBAC\Content\WaterTank.json

Assessment Methods and Item Types

Performance Tasks

Grades 3–5 ELA: Animal Defenses
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/performance-tasks/animal-performance.pdf

Grades 3–5 Math: Planting Tulips
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/performance-tasks/tulips.pdf

Grades 6–8 ELA: Garden of Learning
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/performance-tasks/garden.pdf

Assessment Methods and Item Types

Additional sample items available on the Smarter Balanced Sample Items and Performance Tasks Web page at http://www.smarterbalanced.org/sample-items-and-performance-tasks/.

Learn more about California's role in the development of the Smarter Balanced Digital Library of formative assessment practices and tools: http://www.cde.ca.gov/ta/tg/sa/diglib.asp

Smarter Balanced Preliminary Blueprints

Depth of Knowledge

Level 1: Recall and Reproduction
Requires eliciting information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula.

Level 2: Basic Skills and Concepts
Requires the engagement of some mental processing beyond a recall of information.

Level 3: Strategic Thinking and Reasoning
Requires reasoning, planning, using evidence, and explanations of thinking.

Level 4: Extended Thinking
Requires complex reasoning, planning, developing, and thinking most likely over an extended period of time.

English Language Assessment

Students in kindergarten through grade twelve whose home language is not English are required to take an annual English language proficiency assessment based on English Language Development (ELD) standards. California's current assessment is the **California English Language Development Test (CELDT)** and is based on the 1999 ELD standards.

The **English Learner Proficiency Assessment for California (ELPAC)** will be first administered in 2015–16 and will be aligned to the 2012 ELD Standards for California Public Schools and the CA CCSS. The system's goal is to maximize assessment information on language development to support English learners' attainment of the CA CCSS.
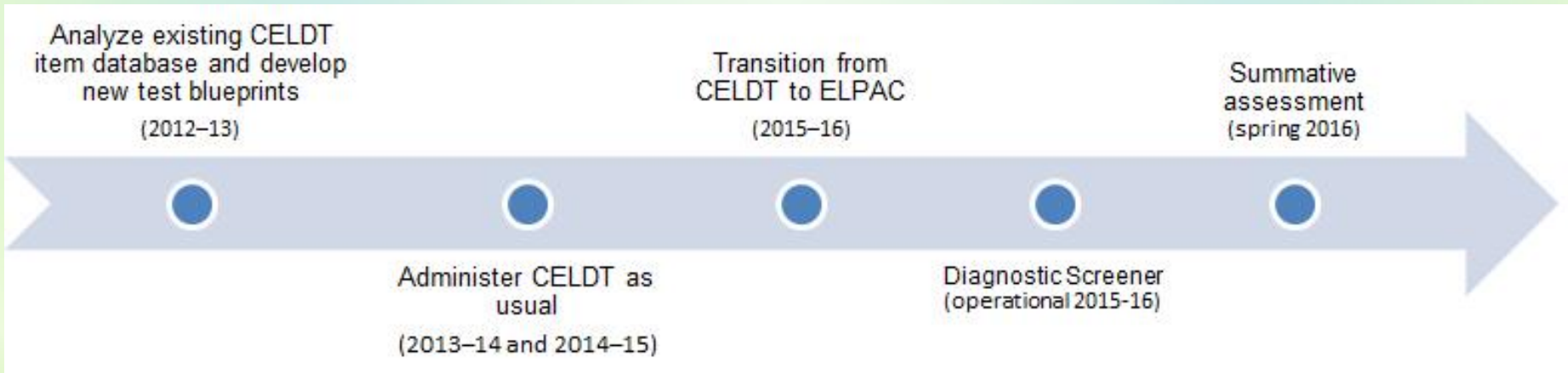
The *2012 ELD Standards for California Public Schools* are available on the CDE English Language Development Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp.

Implementation Timeline

A tentative development process and timeline have been established for the ELPAC, culminating in the implementation of a new system in 2015–16. Steps in the process are expected to include:

Analyze existing CELDT item database and develop new test blueprints (2012–13)

Administer CELDT as usual (2013–14 and 2014–15)

Transition from CELDT to ELPAC (2015–16)

Diagnostic Screener (operational 2015-16)

Summative assessment (spring 2016)

The *California English Language Development Standards Implementation Plan* is available on the CDE English Language Development Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp.

Assessment Accessibility

Access by Design

Smarter Balanced assessment items are designed to be accessible to a broad spectrum of students, including English learners, students with learning disabilities, students with vision needs who require braille and/or tactile supports, students who require audio representation, and students who communicate in American Sign Language.

Assessment Accessibility

Access by Design

Under STAR Program testing, test variations, accommodations, and modifications available to students are specified on the *Testing Variations, Accommodations and Modifications Matrix* (http://www.cde.ca.gov/ta/tg/sr/).

Developers of the new assessments are using *Smarter Balanced General Accessibility Guidelines* to support implementation of assessment inclusion strategies from an innovative approach called Access by Design: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

Students with Significant Cognitive Disabilities

The NCSC alternate assessments are designed to reach a wide range of students with significant cognitive disabilities and will assess knowledge in grades 3–8 and once in high school. These alternate assessments will align with the assessment systems being developed by Smarter Balanced and will be ready for use by the 2014–15 school year.

For more information on alternate assessments, visit the NCSC Web site at http://www.ncscpartners.org/.

Summary of Unit 2

English learners and students with disabilities will have access to Smarter Balanced assessments through a variety of universal-design principles integrated into the system.

English learners' access to the CA CCSS will be maximized through alignment of the new ELPAC to the new California ELD standards.

Students with significant cognitive disabilities will participate in a CA CCSS-aligned assessment system.