

# Assessment Updates

## California State Board of Education

### May 18, 2022

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# Presentation

- Recommendations for Approval of 2021–22 California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) of Apportionment Rates and Alternate ELPAC Threshold Scores
- Assessment Updates
  - CAASPP and ELPAC
  - National and International Assessments Update
- California Department of Education Recommendations

# Recommendation for Approval

# Recommendation

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

- The 2021–22 school year per-pupil apportionment rates for the CAASPP tests administered as part of the CAASPP System, as provided in table 1 of Attachment 2 of the item.
- The 2021–22 school year per-pupil apportionment rates for the ELPAC tests administered, as provided in table 2 of Attachment 2 of the item.
- Proposed State Superintendent of Public Instruction's (SSPI's) Initial and Summative Alternate ELPAC threshold scores, beginning with the 2021–22 administration, as shown in Attachment 4 of this item.

# Proposed Apportionment Rates for CAASPP and ELPAC

# Proposed 2021–22 CAASPP Apportionment Rates

<b>CAASPP Assessments</b>	<b>Proposed per-Pupil Rate</b>
Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and/or mathematics	\$4.00
California Science Test	\$2.00
California Spanish Assessment	\$5.00
California Alternate Assessments (CAAs) for ELA and/or mathematics	\$5.00
CAA for Science	\$5.00
Grade two diagnostic assessments for ELA and/or mathematics	\$2.52
Students not tested due to medical emergency & parent/guardian exemptions	\$1.00

# Proposed 2021–22 ELPAC Apportionment Rates

<b>ELPAC Assessments</b>	<b>Proposed per-Pupil Rate</b>
Initial ELPAC, kindergarten–grade two*	\$5.50
Initial ELPAC, grades three–twelve	\$5.00
Initial Rotating Score Validation Process, kindergarten–grade twelve	\$0.50
Summative ELPAC, kindergarten–grade two*	\$5.50
Summative ELPAC, grades three–twelve	\$5.00
Alternate ELPAC operation field test, kindergarten–grade twelve*	\$5.50

\*One-on-one administration

# Questions About the 2021-22 Proposed Apportionment Rates?





# Alternate ELPAC—Proposed Threshold Scores

Requirements, Background, Timeline, Standard Setting Process, and  
Recommended Threshold Scores

# Alternate ELPAC Requirements

- Administered pursuant California *Education Code* sections 313 and 60810
- Aligned with the 2012 California English Language Development (ELD) Standards via the ELD Connectors
- Uses the SBE approved Alternate ELPAC general performance level descriptors and the score reporting structure

# Alternate ELPAC Background

- Measures the English language proficiency of students with the most significant cognitive disabilities
  - determined by their individualized education program team, and
  - whose primary language is a language other than English
- Administered to students in kindergarten through grade twelve
- Assesses receptive (listening and reading) and expressive (speaking and writing) items using a student's preferred communication mode(s)

# Alternate ELPAC Timeline

- **May 2019**—High-level test design, performance level descriptors (PLDs), and reporting structure receive SBE approval
- **May 2020**—Alternate ELPAC test blueprints receive SBE approval
- **November 2021–May 2022**—Statewide operational field test window
- **February/March 2022** - Standard setting workshop
- **July 2022**—Initial Alternate ELPAC First Operational Administration
- **February 2023**—Summative Alternate ELPAC Operational Administration

# Approach to Alternate ELPAC Standard Setting

- Modified and extended Angoff methods were used
- Widely accepted methods for setting threshold scores
- Adheres to the guidelines and best practices recommended in the standard setting literature

# Standard Setting Panelists

The standard setting panel was a diverse group of 44 educators who:

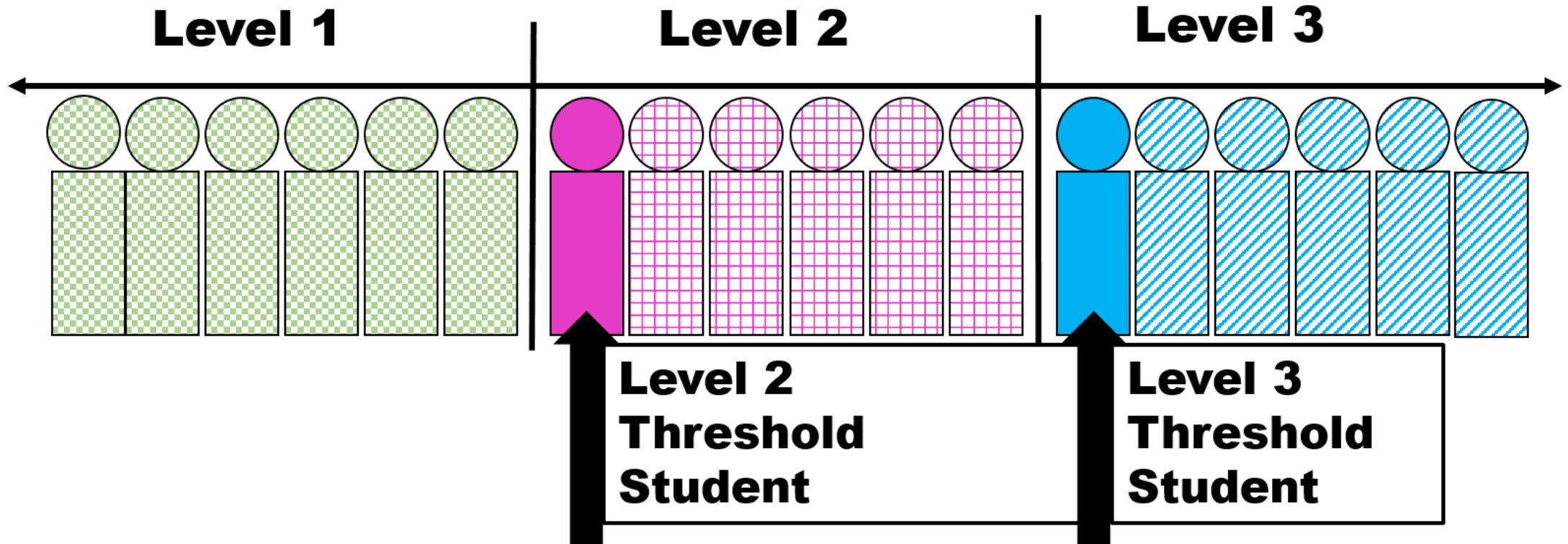
- Represented the three main regions of the state (central, northern, and southern)
- Brought varied ethnicities to the panel
- Included the perspectives of classroom teachers and local educational agency (LEA) or county employees
- Had experience in teaching students the skills assessed on the Alternate ELPAC

# Alternate ELPAC Standard Setting Process

In the standard setting process for the ELPAC, the panelists:

- Reviewed the Alternate ELPAC items.
- Reviewed the PLDs.
  - Defined the knowledge and skills of each threshold student.
- Used definitions to make two rounds of judgments on items, with discussions between each round.

# Threshold Students and Threshold Scores





# Modified and Extended Angoff Methods

- For one-point items
  - panelists considered the likelihood that students at the thresholds of Level 2 and Level 3 would answer the question correctly.
- For two-point items
  - panelists considered the score students at the thresholds of Level 2 and Level 3 would achieve.
- Panelists discussed feedback on the Round 1 judgments and then made Round 2 judgments.
- At the end of Round 2
  - select panelists from all six grade-level groups participated in vertical articulation.

# Vetting Threshold Scores with Interest Holders

After the Standard Setting Workshop, the State Superintendent of Public Instruction's (SSPI's) recommended threshold scores were presented to:

- ELPAC Technical Advisory Group
- Assessment Interest Holder Group
- State and Federal Program Directors

# SSPI's Recommended Threshold Scores for the Initial Alternate ELPAC

Grade Level/ Grade Span	Level 1 Percentage of Students	Level 2 Percentage of Students	Level 3 Percentage of Students	Level 2 Standard-Setting Threshold Scale Score	Level 3 Standard-Setting Threshold Scale Score
K	39.6	45.0	15.4	254	275
1	33.3	49.0	17.8	250	271
2	40.5	41.8	17.7	252	272
3–5	27.6	44.8	27.7	244	268
6–8	22.7	36.7	40.6	237	261
9–12	28.0	37.8	34.3	239	267

# SSPI's Recommended Threshold Scores for the Summative Alternate ELPAC

Grade Level/ Grade Span	Level 1 Percentage of Students	Level 2 Percentage of Students	Level 3 Percentage of Students	Level 2 Standard-Setting Threshold Scale Score	Level 3 Standard-Setting Threshold Scale Score
K	39.6	45.0	15.4	254	275
1	33.3	49.0	17.8	250	271
2	40.5	41.8	17.7	252	272
3–5	27.6	44.8	27.7	244	268
6–8	22.7	36.7	40.6	237	261
9–10	27.7	39.5	32.7	239	267
11–12	28.1	36.9	35.1	239	267

# Next Steps

Upon the SBE's approval of the Alternate ELPAC threshold scores, the CDE will:

- Notify LEA superintendents and charter school administrators as to when Alternate ELPAC Student Score Reports (SSRs) will be released.
- Perform an internal quality-control process on the SSRs.
- Generate and deliver SSRs to LEAs, anticipated for the end of July 2022.
- Conduct two threshold validation studies for the Initial and Summative Alternate ELPAC in 2022–23.

# Questions about the Proposed Alternate ELPAC Threshold Scores?



# CAASPP and ELPAC Updates

CAASPP: Smarter Balanced for English language arts (ELA) and mathematics, California Science Test (CAST), California Alternate Assessment (CAA) for ELA, mathematics, and science, California Spanish Assessment (CSA)

ELPAC: Initial ELPAC, Summative ELPAC, and Alternate ELPAC Operational Field Test

# 2021–22 CAASPP Administration Status

- LEA's selected testing window end date\*
- 95 percent participation rate requirement
- Estimated percentage of students who completed testing (5/16/2022):

<b>Smarter Summative ELA</b>	<b>Smarter Summative Math</b>	<b>CAST</b>	<b>CAA for ELA</b>	<b>CAA for Math</b>	<b>CAA for Science</b>	<b>CSA</b>
81%	77%	66%	61%	58%	47%	61%

\* No later than the LEA's last instructional day or July 15, whichever comes first.



# 2021–22 ELPAC Administration Status

- Summative testing window ends May 31, 2022
- Initial testing window ends on last day of instruction
- 100 percent participation rate requirement
- Estimated percent of students who completed testing (5/16/2022):

<b>Initial ELPAC</b>	<b>Summative ELPAC</b>	<b>Alternate ELPAC</b>
98%	75%	77%

# CALPADS Upgrade and Statewide Testing

Issue	Solution
<p>CALPADS upgrade was necessary to handle 100's of millions records collected since 2013, which will result in 20x faster processing. The upgrade impacted data processing, including student test registration for the statewide testing.</p>	<p>CDE cross-departmental team prioritized all CALPADS upgrade related issues. The CDE is working with assessment contractor, ETS, to ensure processing of CALPADS files to import into the testing system while the issue is being resolved.</p>
<p>Changes in key demographics needed for testing were not available in the testing system between April 6–May 2:</p> <ul style="list-style-type: none"><li>• Test settings</li><li>• Changes in special education identifiers</li><li>• English language acquisition status</li><li>• New students to schools</li></ul>	<p>ETS is manually editing the CALPADS files to import the files into the testing system. ETS will continue this process twice a week until normal operational procedures can resume on a daily basis.</p>
<p>On two separate days some students experienced login difficulties to the testing system.</p>	<p>ETS replaced the load balancer appliance to resolve the login issue. Concurrent users have reached 494,940 on May 3 and the testing system has the capacity to handle up to 2M concurrent users. ETS and CDE communicate with testing coordinators and IT personnel of system issues via system alerts, web page updates, and emails to alert users of known issues.</p>

# Smarter Balanced Demonstration of Concept Study (1)

- Took an initial look at how performance tasks (PTs) can be effectively embedded into classroom instruction
- Builds a knowledge base about possible use of embedded PTs as part of large-scale summative assessment
  - Can the PT be administered flexibly during the school year aligned with local context?
  - Can a support activity better prepare students for the cognitive demands of the PT?
  - What support and development do teachers need to gather and analyze critical information to inform, improve, and accelerate student learning?

# Smarter Balanced Demonstration of Concept Study (2)

- Used English language arts and mathematics interim assessments
- Two California LEAs participated, with teachers and students in grades four, five, six, and high school
- Since March, participating teachers have:
  - Attended professional learning sessions
  - Implemented a performance task support activity
  - Administered and scored a performance task
  - Planned instruction based on data gathered
- Preliminary report available in June 2022
- Final report expected in late summer

# Smarter Balanced Demonstration of Concept Study (3)

- Preliminary evaluation of feedback and work from participating teachers suggests, in part:
  - The support activity that preceded the PT helped teachers find strategies they can use to support their students towards greater success on the PT.
  - More guidance for teachers is needed on how to support students on transition from the collaborative structure of the support activity to the independence needed on the actual PT.
  - The integration of the formative assessment process is useful to inform instruction.

# 2022–23 California Educator Reporting System Training

- Two-to-three-hour CERS training sessions will be offered throughout 2022–23 school year
- Separate sessions are designed for two audiences:
  - Assessment coordinators and administrators
  - Teachers and others with similar staff roles
- Session recordings will be made available on CDE website
- Registration is now open

# Interim and Formative Assessment Training Series

- These are three-hour online training sessions for teachers and other LEA staff during summer and fall 2022.
  - **Module One**—using the formative assessment process and Tools for Teachers website to boost instruction.
  - **Module Two**—gauging student progress with the Smarter Balanced Interim Assessments and related online systems.
  - **Module Three**—using hand scoring to analyze written responses, understand expectations, and determine instructional next steps.
- Session recordings, training materials, and an asynchronous option will be made available.
- Registration is now open.

# Science Instructional Resources in Tools for Teachers

- The CDE has completed four workshops and developed 59 science instructional resources that are available in Tools for Teachers.
- In July 2022, the CDE will conduct an in-person workshop in Sacramento, with California educators, to develop 15 additional resources.
  - Five experienced resource developers will act as leads.
  - Fifteen educators will act as developers.
  - CDE staff will work as trainers and coaches to assist the educators.
  - The resources will receive the same peer review process that was used in previous workshops.
- The CDE anticipates that these 15 new resources will be posted by fall 2022.



# Smarter Balanced Tools for Teachers Summer Workshops

- Two workshops will be held in July 2022 for members of the State Network of Educators (SNE) to develop over 150 ELA and mathematics instructional resources for the Tools for Teachers website
  - Expanding development to include ELA resources for kindergarten through grade two
  - Approximately 80 educators, including 23 from California
  - Three staff members from the CDE's Assessment Development and Administration Division will attend as State Leadership Team members

# National and International Assessments Update

# National and International Assessments

- National Assessment of Educational Progress (NAEP)
- International Computer and Information Literacy Study (ICILS)
- Progress in International Reading Literacy Study (PIRLS)
- Program for International Student Assessment (PISA)
- Trends in International Mathematics and Science Study (TIMSS)

# 2021–22 National and International Assessments

<b>Assessments</b>	<b>Testing Window</b>	<b>Grades/Ages Assessed</b>	<b>Content Assessed</b>	<b>No. of CA Schools Participating</b>	<b>Administration Frequency</b>
NAEP	January through March	4 and 8; age 9	Math and reading; civics and U.S. history (grade 8 only)	430	annually
Field test for ICILS	Spring	8	Computer and information literacy	<10	every 5 years
PIRLS	Fall	4	Reading literacy	14	every 5 years
Field test for PISA	Fall	age 15	Math, reading, science, financial literacy, collaborative problem solving	<10	every 3 years
Field test for TIMSS	Spring	4 and 8	Math and science	<10	every 4 years

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# Questions?



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