

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationSeptember 2022 AgendaItem #04

## Subject

The California Assessment of Student Performance and Progress System and the English Proficiency Assessments for California Update: Request for Approval of the Proposed California Alternate Assessment for Science Threshold Scores, the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Blueprints, and the 2022–23 California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California Student Score Reports; and an Update on Assessment Program Activities.

## Type of Action

Action, Information

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the State Superintendent of Public Instruction’s proposed threshold scores for the California Alternate Assessment (CAA) for Science, the continued use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and Mathematics, and the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Student Score Reports (SSRs) for 2022–23.

In addition, this item provides an update on recent events and developments related to the CAASPP, the ELPAC, and an update on national and international assessments. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from July through August 2022.

## Recommendation

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

* The State Superintendent of Public Instruction’s proposed threshold scores for the CAA for Science, to be effective as of the 2022 administration. The proposed threshold scores are shown in tables 1 and 2 of Attachment 2.
* The continued use of the CAASPP Smarter Balanced Summative Assessments for ELA and Mathematics adjusted form blueprints, as described in tables 1 and 2, for the 2022–23 administration until the Smarter Balanced Consortium (Consortium) approves any further changes to the adjusted form blueprints.
* The 2022–23 CAASPP and ELPAC SSRs.

## Brief History of Key Issues

The following sections of this item details the CDE’s proposed recommendations to the SBE and provide a summary of developments and activities related to the CAASPP, the ELPAC, and an update on national and international assessments.

### The State Superintendent of Public Instruction’s Proposed Threshold Scores for the California Alternate Assessment for Science

The CAA for Science is an online assessment administered to students with the most significant cognitive disabilities whose individualized education program indicates the use of an alternate assessment. Test examiners administer the assessment to students one-on-one. Eligible students take the CAA for Science in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). This assessment consists of four embedded performance tasks (PTs), which are administered to students as close to instruction as possible throughout the school year.

The development of the CAA for Science began with two years of pilot testing during the 2016–17 and 2017–18 school years, which was followed by the 2018–19 administration of the online field test. In January 2018, the SBE approved the CAA for Science blueprint. In the 2019–20 school year, due to the novel coronavirus 2019 (COVID-19) pandemic, all California testing was suspended. The 2020–21 administration was intended to be the first operational field test; however, the number of students who completed testing was insufficient to reflect a “typical” instructional year that would provide the necessary impact data to establish the recommended threshold scores. Therefore, the finalization of the threshold scores was postponed until the more robust impact data from the 2021–22 CAA for Science administration could be used. During that time, the CDE and testing contractor ETS evaluated the educator panel’s recommended threshold scores and consulted with select CAASPP Technical Advisory Group (TAG) members and the Statewide Assessment Stakeholder members who represent California educational associations.

The CDE recommends that the SBE adopt the State Superintendent of Public Instruction’s proposed threshold scores informed by the CAA for Science standard setting workshop. Table 1 in Attachment 2 provides the State Superintendent of Public Instruction’s recommended threshold scores for the specific grade level and grade span, by overall scale score, based on the general achievement level descriptors approved by the SBE in January 2018. Table 2 in Attachment 2 provides the standard setting panel’s recommended judgments that were reviewed by CDE staff and CAASPP TAG members for the specific grade levels and grade spans, by overall scale score. The State Superintendent of Public Instruction’s recommendations in Attachment 2 were based on the standard setting panel’s recommended judgments, as described in the August 2022 Information Memorandum. To maintain fidelity with the work of the standard setting panel, the thresholds presented in Attachment 2 are within one conditional standard error of measurement of the panel’s recommendations. That is, all adjustments are within the natural error variance of the panel’s recommended thresholds and, therefore, reflect only slight modifications of the panel’s judgments.

In addition, the CAASPP TAG was provided with a briefing on these recommended scores. The assessment interest holders, representing California educational associations, also were provided with a briefing on the recommended scores. If approved, the proposed threshold scores will be applied beginning with the 2021–22 administration of the CAA for Science operational field test and used in the production of the CAA for Science SSRs as well as the aggregate reports found on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/caaspp/>.

In its August 2022 Information Memorandum to the SBE, the CDE provided the standard setting plan for the 2022 CAA for Science. This Memorandum can be found at <https://www.cde.ca.gov/be/pn/im/documents/aug22memoadad01.docx>. The standard setting workshop was conducted August 3–5, 2021. The workshop panelists were a diverse group of 28 educators with expertise in the California Next Generation Science Standards (CA NGSS), the Science Connectors (i.e., the alternate science standards), and working with students with the most significant cognitive disabilities (see Attachment 3). During the workshop, the panelists provided standard setting judgments on all PT items administered in the 2020–21 operational field test. The final recommended threshold scores for Level 2 (Foundational Understanding) and Level 3 (Understanding) are based on the general achievement level descriptors approved by the SBE in January 2018.

#### **Next Steps**

Contingent on the SBE’s approval of the CAA for Science threshold scores, the CDE will notify local educational agency (LEA) superintendents and charter school administrators of the approved threshold scores for the 2021–22 school year. Prior to the release of the CAA for Science SSRs, ETS and the CDE will perform an internal quality control process to verify that the SSRs are error-free. The quality control process will include the evaluation of student score data at both the individual and aggregate levels and production of a small sample of SSRs to ensure that all information reported is accurate for each achievement level and student. The SSRs are anticipated to be generated and delivered to LEAs to share with parents and guardians in November 2022.

### Proposal for the Continued Use of the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Adjusted Form Blueprints

This section provides the background and outlines the details of the adjusted form blueprints for the Smarter Balanced Summative Assessments for ELA and Mathematics.

#### **Background**

Under state law and the federal Every Student Succeeds Act (ESSA), California must administer annual statewide tests in reading/language arts and mathematics to all students in grades three through eight and once in high school, as well as in science at least once in each of grades three through five, six through nine, and ten through twelve. Pursuant to *Education Code* Section 60640(a)(1)(A), the annual assessments for ELA and mathematics are to be consortium assessments; in this case, they are the assessments approved through California’s membership in the Consortium. ESSA requires states to administer annual summative assessments as a condition of an approved federal ESSA plan and the receipt of federal ESSA funds.

In response to the COVID-19 pandemic, the U.S. Department of Education (ED) provided flexibilities during the 2020–21 school year to support the administration of assessments in order to provide information to parents, educators, and the public about student performance and to help target resources and supports. The ED emphasized the flexibilities of administering a shortened version of statewide assessments; offering remote administration, where feasible; and extending the testing window to the greatest extent practicable. In November 2020, the SBE approved the use of the adjusted form blueprint for the Smarter Balanced Summative Assessments for ELA and Mathematics for the 2020–21 administration.

In September 2021, the SBE approved the continued use of the adjusted form blueprints for the 2021–2022 administration. The adjusted form blueprints reduced the overall testing time for students and schools while providing a valid measure of student achievement in ELA and mathematics. Fourteen states hold membership in the Consortium; of those states, California is one of seven that has opted for continued use of the adjusted form blueprints.

The CDE recommends that the SBE approve the use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for ELA and Mathematics for 2022–23 and subsequent administrations until the Consortium approves any further changes to the adjusted form blueprints.

#### **Rationale for Smarter Balanced Adjusted Form Blueprints**

In an effort to reduce testing burdens on LEAs, the Consortium has approved the continued use of the adjusted form blueprints for the ELA and mathematics summative assessments.

The computer adaptive test (CAT) portions of the blueprint are reduced by approximately 50 percent in each claim compared to the full form blueprints used prior to 2020–21. The PTs are designed to be integrated tasks; therefore, the blueprints associated with the PTs are not adjusted. The details of these blueprints are outlined in table 1 and table 2. Table 1 summarizes the number of items by claim for the Smarter Balanced Summative Assessment for ELA adjusted form blueprint. Table 2 summarizes the number of items by claim for the Smarter Balanced Summative Assessment for Mathematics adjusted form blueprint.

The 2022–23 blueprints are identical to the blueprints used in the 2020–21 and 2021–22 administrations. The detailed blueprints of the adjusted forms as well as the full forms used in prior years can be found on the Smarter Content Explorer website at <https://contentexplorer.smarterbalanced.org/test-development>.

**Table 1. Smarter Balanced Summative Assessment for ELA, Adjusted Form Blueprint: Number of Items by Claim**

| **Claim** | **Grades 3–5 CAT** | **Grades 3–5PT** | **Grades 6–8 CAT** | **Grades 6–8 PT** | **Grade 11CAT** | **Grade 11PT** |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 20 | 4 | 22 | 4 | 22 | 4 |
| Reading | 8 | 0 | 10 | 0 | 10 | 0 |
| Writing | 4 | 3 | 4 | 3 | 4 | 3 |
| Listening | 4 | 0 | 4 | 0 | 4 | 0 |
| Research/Inquiry | 4 | 1 | 4 | 1 | 4 | 1 |

**Table 2. Smarter Balanced Summative Assessment for Mathematics, Adjusted Form Blueprint: Number of Items by Claim**

| **Claim** | **Grades 3–5, 7, 8 CAT** | **Grades 3–5, 7, 8 PT** | **Grade 6CAT** | **Grade 6 PT** | **Grade 11CAT** | **Grade 11PT** |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 17 |  4–6 | 16–17 |  4–6 | 18 |  4–6 |
| 1. Concepts and Procedures | 10 | 0  | 9–10 |  0 | 11 | 0  |
| 2. Problem Solving\* | 1 | 1–2 | 1 | 1–2 | 1 | 1–2 |
| 3. Communicating Reasoning | 4 | 0–2 | 4 | 0–2 | 4 | 0–2 |
| 4. Modeling and Data Analysis\* | 2 | 1–3 | 2 | 1–3 | 2 | 1–3 |

\*Claims 2 and 4 were reported as one reporting claim category with use of the full form blueprint.

Continuing the use of the adjusted form blueprints offers several key advantages. The adaptive portion and the integrated PT of each test are maintained through the use of the adjusted form blueprints. Reducing the amount of time students spend on the summative assessments provides for increased instructional time, more flexibility in scheduling for the adequate monitoring of administrations, and a minimized risk of connectivity or network issues. The estimated testing times for the Smarter Balanced full form and adjusted form blueprints, as well as other non-Smarter Balanced CAASPP summative assessments, can be found in table 3 and table 4.

**Table 3. Estimated Testing Times for Smarter Balanced Summative Assessments Full Form and Adjusted Form Blueprints**

| **Content Area** | **Grades** | **Full Form CAT Estimated Testing Time** | **Adjusted Form CAT Estimated Testing Time** | **PT Estimated Testing Time** | **Full Form Total Estimated Testing Time** | **Adjusted Form Total Estimated Testing Time** |
| --- | --- | --- | --- | --- | --- | --- |
| ELA  | 3–5 | 1:30 | 0:45 | 2:00 | 3:30 | 2:45 |
| ELA  | 6–8 | 1:30 | 0:45 | 2:00 | 3:30 | 2:45 |
| ELA  | 11 | 2:00 | 1:00 | 2:00 | 4:00 | 3:00 |
| Math  | 3–5 | 1:30 | 0:45 | 1:00 | 2:30 | 1:45 |
| Math  | 6–8 | 2:00 | 1:00 | 1:00 | 3:00 | 2:00 |
| Math | 11 | 2:00 | 1:00 | 1:30 | 3:30 | 2:30 |
| Both  | 3–5 | 3:00 | 1:30 | 3:00 | 6:00 | 4:30 |
| Both  | 6–8 | 3:30 | 1:45 | 3:00 | 6:30 | 4:45 |
| Both  | 11 | 4:00 | 2:00 | 3:30 | 7:30 | 5:30 |

**Table 4. Estimated Testing Times for Non-Smarter Balanced CAASPP Summative Assessments**

| **Assessment** | **Grades** | **Estimated Testing Time** | **Total Testing Time** |
| --- | --- | --- | --- |
| CAA for ELA | 3-8 and 11 | 1:00 to 1:40 | 1:00 to 1:40 |
| CAA for Mathematics | 3-8 and 11 | 1:00 to 1:40 | 1:00 to 1:40 |
| CAA for Science | 5, 8, and once in high school | 1:00 to 1:40 per PT; 4 PTs total | 4:00 to 6:40 |
| California Science Test  | 5, 8, and once in high school | 1:00 to 2:00 | 1:00 to 2:00 |
| California Spanish Assessment  | 3–8 and 11 | 2:00 | 2:00 |

In addition, the use of the adjusted form blueprints reduces the potential exposure of the items from the item bank as a result of the reduction in the number of test items, and individual students overall scale scores and achievement levels can continue to be reported. These measures can also be used for group reporting to meet state and federal requirements.

**Claim and Target Reporting for Adjusted Form Blueprint**

The adjusted form blueprints do not currently support the reporting of individual students claim results and target reports due to the reduced number of items associated with each claim as shown in table 1 and table 2. The Consortium continues to pursue the implementation of composite claim reporting categories for the 2023–24 administration. Instead of four separate claim reporting categories for ELA (Reading, Writing, Listening, and Research/Inquiry) and three separate claim reporting categories for mathematics (Concepts and Procedures, Communicating Reasoning, and Problem Solving and Modeling/Data Analysis) reported prior to 2020–21, it is proposed that students will receive two composite claim results for ELA and two composite claim results for mathematics starting in 2023–24.

The specifics of each of the composite claim reporting categories are under discussion by the Consortium and its technical advisory committee for implementation in the 2023–24 administration year. The Consortium is working with WestEd as well as member states, including California, to collect feedback from state education agencies and LEAs regarding composite claim categories and descriptions. The CDE will continue to collaborate with the Consortium, as well as with the Smarter Balanced Technical Advisory Group, during this multiyear process to derive composite claim scores based on state and district feedback, analysis of the content standards, and analysis of Consortium-wide data.

While individual student claim results will continue to not be available during the 2022–23 administration, aggregate claim results for student groups of 30 or more will be available on the Test Results for California’s Assessments website at [https://caaspp-elpac.ets.org](https://urldefense.com/v3/__https%3A/caaspp-elpac.ets.org__;!!KlnUNGHvdQ!6ivKThw7v0fPtiin1NhZqy9NGA8I6iZ0Vk-3kJg-c36BtXQzaxobQn1ilnj6c5baVQkmk56-bsqXhuIXPg$). Target reports will continue to be unavailable in the California Educator Reporting System for the 2022–23 administration; however, assessment target reporting will continue to be investigated for the adjusted form blueprints.

The CDE is recommending that the SBE approve the continued use of the Smarter Balanced Summative Assessments for ELA and Mathematics blueprints, as described in tables 1 and 2, to be used until the Consortium proposes changes to these blueprints. The CDE is not proposing any changes to the blueprints for any non-Smarter Balanced summative assessment, as the testing times for these assessments is already comparatively shorter.

### CAASPP and ELPAC Student Score Reports

This section provides the background and highlights the revisions made to the 2022–23 CAASPP and ELPAC SSRs.

#### **Background**

In September 2021, the SBE approved necessary revisions to the CAASPP SSRs for the 2021–22 administration. These changes included the removal of school and state averages. The school and state averages were calculated using the mean of the school and state averages for the prior three administrations. Because state testing was suspended in 2019–20 and testing volumes were significantly lower than usual in 2020–21, those administration years did not provide a meaningful measure from which to compare student performance.

In addition to the removal of the school and state averages, the SBE approved revisions to the language regarding claim results on pages 2 and 3 of the SSRs for the Smarter Balanced Summative Assessments for ELA and Mathematics. Claim results were not available at the individual student level for the 2021–22 administration due to the SBE’s approval of the adjusted form blueprint in November 2021. As such, the following message was added adjacent to the claim descriptions on pages 2 and 3 of the Smarter Balanced SSRs: “Area performance cannot be reported this year.”

A detailed description of all SBE-approved changes to the CAASPP and ELPAC SSRs can be found in item 03 of the January 2022 SBE meeting at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03rev.docx>.

**Proposed Revisions to the 2022–23 CAASPP SSRs**

The CDE does not propose changes to the CAASPP or ELPAC SSRs except for the academic year. However, the CDE requests that the SBE approve the proposed revisions to the 2022–23 SSRs for the Smarter Balanced Assessments for ELA and Mathematics. The proposed revisions are necessary to ensure that key information regarding student performance is communicated clearly to parents and guardians.

The SSRs for the Smarter Balanced Summative Assessments for ELA and Mathematics traditionally contain language that helps parents and guardians understand their child’s most recent performance in ELA and mathematics in relation to their performance the prior year. This language is unique to the student and explains the student’s change in scale score as well as any change in achievement level relative to the prior year. Two examples of this language are as follows:

* If a student earns a higher scale score and attains a higher achievement level relative to their prior year performance, the SSR will contain language that states, “[Student Name]’s score increased from last year, enough to reach a higher level. See page 4 of this report for [Student Name]’s score history.”
* If a student’s scale score decreases but the student’s achievement level remains unchanged relative to the prior year, the SSR will contain language that states, “[Student Name]’s score decreased from last year, but is still in the same level. See page 4 of this report for [Student Name]’s score history.”

This comparative language was removed from SSRs for the 2021–22 administration due to the widespread use of local assessments for ELA and mathematics in 2020–21. In addition, the inconsistency in learning environments during the COVID-19 pandemic makes the comparison of 2021–22 student CAASPP performance with prior-year performance unsuitable.

With a significantly larger percentage of students participating in the CAASPP in 2021–22, as well as increased consistency in student learning environments, a comparison between 2021–22 and 2022–23 performance offers a suitable and valid insight into student progress and performance. For this reason, the CDE proposes that the comparison language be added back to the design specifications for the SSRs for the Smarter Balanced Summative Assessments for ELA and Mathematics.

In addition, the CDE proposes that the claim descriptions be removed on the SSRs for the Smarter Balanced Summative Assessments for ELA and Mathematics. Because individual student claim results will not be reported in 2022–23, these claim descriptions along with the message of “Area performance cannot be reported this year” presents information that is not actionable or informative for parents and may even lead to confusion or misinterpretation of student results. For this reason, the CDE proposes that this claim information be removed for the 2022–23 administration to make the SSRs easier to navigate for parents and guardians by removing information not relevant to the 2022–23 administration.

The SSRs for the CAASPP and ELPAC assessments are included in Attachment 4, including those for the Smarter Balanced Summative Assessments for ELA and Mathematics with the proposed revisions. SSRs are available to families in English, Spanish, Vietnamese, Traditional Chinese, Filipino, and—starting in 2022–23—Korean.

### Updates on Assessment Program Activities

The following updates include the new professional learning series for Effective School-Home Partnerships, Science and ELPAC interim assessments, and national and international assessments.

#### **New Professional Learning Series for Effective School-Home Partnerships**

A new professional learning series is now available to support California educators in building trust with families and effectively communicating with families about student data. This four-module series—titled Effective School-Home Partnerships—was developed by Learning Heroes and Technology Access Foundation, in collaboration with the CDE and the Consortium. The modules focus on the following topics:

* Building trust with families—how to establish and continuously build trust as the foundation of all school-home partnerships
* Sharing data with families—how to share data in a culturally responsive, respectful, and actionable way
* Multiple measures and goal setting—how to engage families with multiple measures of student performance and goal setting, and
* Navigating difficult conversations—how to navigate difficult conversations and partner with families to create plans for subsequent follow up.

Each module includes a set of “unlearn” and “learn” videos that demonstrate examples of less effective and more effective communication styles. In addition, each module includes a facilitator’s guide and video notes to help facilitate self-reflection and small group activities as well as a learning guide for participants to use with all module activities. Each module in the series is designed to be used by individual educators or as part of a professional learning community. All four modules in the “Effective School-Home Partnerships” series are available to LEA staff through the Smarter Balanced Tools for Teachers website, which is located at <https://www.smartertoolsforteachers.org/>.

#### **Science and ELPAC Interim Assessments**

The CDE and ETS are discussing the high-level design of the interim assessments for both the California Science Test (CAST) and ELPAC. The purpose of these interims is to improve teaching and learning in the classroom. The first set of interims will be released in 2023–24, and the second set in 2024–25. For the science interims, there will be three assessment blocks per grade—one for each of the assessed science domains, which are Earth and Space Sciences, Life Sciences, and Physical Sciences. For the ELPAC, there will be two interim assessments developed per grade/grade span for each of the Listening, Speaking, Reading, and Writing domains. The CDE will provide the SBE more information regarding the development of these interim assessments in subsequent agenda items.

#### **National and International Assessments**

California public schools participate in several national and international assessments annually. For school year 2022–23, a sample of California public schools plan to participate in the National Assessment of Educational Progress (NAEP), the International Computer and Information Literacy Assessment, the Program for International Student Assessment, and the Trends in International Mathematics and Science Study. These assessments are conducted by field staff under contract with the National Center for Education Statistics (NCES), within the U.S. Department of Education’s Institute of Education Sciences.

##### **National Assessment of Educational Progress**

NAEP, which also is known as “The Nation’s Report Card,” is a congressionally mandated project of the NCES. It is the largest nationally representative and continuing assessment of what students in the United States know and can do, providing a common measure of student achievement in mathematics, reading, science, and other subjects.

Depending on the assessment, NAEP report cards provide national, state, and some district-level results—in California, for Los Angeles and San Diego Unified School Districts—as well as results for different demographic student groups. NAEP data also is used in special studies conducted by the NCES, including comparisons of proficiency standards across state assessments; insights from high school transcripts, including courses taken and credits earned; and in-depth studies of how different demographic groups perform across different types of schools.

Plans for NAEP 2022–23 include the following two assessments: (1) age thirteen long-term trend (LTT) mathematics and reading; and (2) a field test for grades four, eight, and twelve mathematics and reading and grade eight science. A representative sample of schools—in California, approximately 100 schools—have been selected by NAEP on the basis of location, size, demographics, and achievement. Approximately 50 students will be randomly selected from each school. Each student will take a portion of the assessment in a single subject. NAEP testing takes students approximately two hours.

The assessment window for NAEP LTT is October 10 through December 16, 2022, and the assessment window for the NAEP field test is March 20 through April 14, 2023.

Participation in NAEP mathematics and reading assessments in grades four and eight is required for schools in districts that accept Title I funds. Additional information about NAEP can be found on the Nation’s Report Card website at <https://nces.ed.gov/nationsreportcard/>.

##### **International Computer and Information Literacy Study**

The International Computer and Information Literacy Study (ICILS) is an international assessment and research project designed to measure information management, communication, and computational thinking skills of eighth grade students as well as school and teacher practices related to instruction. It is coordinated by the International Association for the Evaluation of Educational Achievement (IEA), managed in the United States by the NCES, and administered every five years since 2013.

The next operational round of ICILS, planned for spring 2023, will draw students from approximately 30 countries and education systems around the world. Approximately 25 California public schools have been selected to represent the United States in the ICILS 2023, and up to two classes of grade eight students will be assessed from each school.

ICILS testing takes students approximately three and one-half hours to complete. Additional information about ICILS can be found on the NCES ICILS web page at <https://nces.ed.gov/surveys/icils/>.

##### **Program for International Student Assessment**

The Program for International Student Assessment (PISA) is an international assessment of fifteen-year-old students that measures how well these students apply their knowledge and skills in reading, mathematics, science, and financial literacy to problems set in real-life contexts. It is coordinated by the Organization for Economic Cooperation and Development, managed in the United States by the NCES, and administered every three years.

PISA 2022, planned for October 2022, will draw students from more than 80 countries and education systems around the world. Approximately 30 California public schools have been selected to represent the United States in the PISA, and up to 60 fifteen-year-old students will be assessed from each school.

PISA testing takes students approximately four hours, including breaks. Additional information about PISA can be found on the NCES PISA web page at <https://nces.ed.gov/surveys/pisa/>.

##### **Trends in International Mathematics and Science Study**

The Trends in International Mathematics and Science Study (TIMSS) is an international assessment and research project designed to measure trends in the mathematics and science achievement of students in grades four and eight as well as school and teacher practices related to instruction. It is coordinated by the IEA, managed in the United States by the NCES, and administered every four years.

The next operational round of TIMSS, planned for spring 2023, will involve students from approximately 65 countries and educational systems throughout the world. Approximately 60 California public schools have been selected to represent the United States for the TIMSS, and students from up to two classrooms from each of those schools will be administered the TIMSS.

The TIMSS assessment takes students approximately three hours, including breaks, to complete. Additional information about TIMSS can be found on the NCES TIMSS web page at <https://nces.ed.gov/timss/>.

## Summary of Previous State Board of Education Discussion and Action

In August 2022, the CDE provided the SBE with the CAA for Science standard setting plan (<https://www.cde.ca.gov/be/pn/im/documents/aug22memoadad01.docx>).

In May 2022, the CDE provided an update on national and international assessments (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item03.docx>).

In January 2022, the SBE approved the proposed contract amendment to the University of California, Santa Cruz (UCSC) for the California Educator Reporting System (CERS), the revisions to the student score reports for the CAASPP and the ELPAC (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item03rev.docx>).

In September 2021, the SBE approved the use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for ELA and Mathematics for the 2021–22 administration (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item02.docx>).

In July 2021, the CDE provided a summary of CAASPP and ELPAC developments, including updates on the CAST, CAA for Science standard setting, Initial ELPAC, and the California High School Proficiency Examination (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item03.docx>).

In November 2020, the SBE approved the use of the adjusted form blueprint for the Smarter Balanced Summative Assessments for ELA and Mathematics (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item04.docx>).

In July 2020, the CDE provided the SBE with a summary of developments and updates related to the CAASPP and the ELPAC, including summary data for the 2019–20 test administration year, an update on CERS, the launch of Tools for Teachers, and the development of formative assessments for science (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item05.docx>).

In September 2019, the SBE approved revisions to the CAASPP and Summative ELPAC SSRs to improve the design and format in order to make the SSRs more engaging to stakeholders (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>).

At its January 2019 meeting, the SBE approved the Finding of Emergency and emergency regulations to allow for the timely preparations for the administration and reporting of the spring 2019 CAASPP administration. In addition, the SBE approved the commencement of permanent rulemaking for the proposed amendments to the CAASPP regulations (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item15.docx>).

In November 2018, the SBE approved the ETS CAASPP contract to include the integration of the ELPAC and the CDE-UCSC interagency contract amendment (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>).

In September 2018, the CDE provided the SBE with updates on the CAASPP System, including a presentation on the electronic reporting pilot (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item03.docx>).

In July 2018, the SBE approved a request for authority to enter into negotiations to amend ETS’s CAASPP contract to include the integration of the ELPAC and enter into negotiations with UCSC for an interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item03.docx>).

In December 2017, the SBE approved summative SSRs for the ELPAC (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03a01.pdf>) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03a03.pdf>).

In May 2015, the SBE designated ETS as the CAASPP contractor for the 2015–16, 2016–17, and 2017–18 test administrations, including the development, pilot testing, and field testing of three new CA NGSS science assessments (including the CA NGSS alternate assessment for students with the most significant cognitive disabilities) in the grades and content areas to be approved by the SBE. This included a new primary language assessment aligned with Common Core State Standards

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item01.doc>).

In November 2014, the SBE approved the CDE’s recommendations for the full implementation of a technology-enabled assessment system and the administration of the Smarter Balanced Summative Assessments in 2014–15 (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item03.doc>).

## Fiscal Analysis (as appropriate)

The fiscal year 2022–23 Budget Act provides a total of $67,806,000 for CAASPP contract activities and $25,855,000 in funding for ELPAC contract activities. Funding for 2023–24 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (10 Pages)
* Attachment 2: State Superintendent of Public Instruction’s Threshold Score Recommendations and Standard Setting Panel’s Recommended Judgments for the California Alternate Assessment for Science (2 Pages)
* Attachment 3: California Alternate Assessment for Science Standard Setting: Panelists’ Composition (3 Pages)
* Attachment 4: CAASPP and ELPAC Student Score Reports for the 2022–23 Administration (32 Pages)

# Attachment 1: Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, ETS and the Sacramento County Office of Education (SCOE), have provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations, to prepare local educational agencies (LEAs) for the administration of the CAASPP System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of these virtual outreach and professional development activities during July and August 2022.

## Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/6 | Virtual | 575 | Interim and Formative Assessment Training Series—Module 1: Using the Formative Assessment Process and Tools for Teachers Website to Boost InstructionThis training series provided direct, online training on leveraging the interim and formative components of the Smarter Balanced comprehensive system of assessments to inform teaching and learning. It was designed for teachers, instructional coaches, and educators on special assignment. LEA CAASPP and ELPAC coordinators and administrators also were welcome.Module 1 delved into formative assessment practices and resources and included an exploration of the Tools for Teachers website. |
| 7/7 | Virtual | 532 | Interim and Formative Assessment Training Series—Module 2: Gauging Student Progress with the Smarter Balanced Interim Assessments and Related Online SystemsModule 2 delved into the Smarter Balanced Interim Assessments and associated online systems and how to use them.  |
| 7/11 | Virtual | 292 | Interim and Formative Assessment Training Series—Module 1: Using the Formative Assessment Process and Tools for Teachers Website to Boost InstructionModule 1 delved into formative assessment practices and resources and included an exploration of the Tools for Teachers website. |
| 7/12 | Virtual | 249 | Introduction to CERS for Coordinators and AdministratorsThis three-hour online training supported the implementation of the California Educator Reporting System (CERS). Topics included:* Overview of CERS features for viewing assessment results
* Accessing individual and group results from CAASPP and ELPAC summative assessment results
* Options for viewing Smarter Balanced Interim Assessment Results
* How to Manage CERS users
* Available resources to support staff
* Assigning students to teachers
 |
| 7/13 | Virtual | 307 | Interim and Formative Assessment Training Series—Module 2: Gauging Student Progress with the Smarter Balanced Interim Assessments and Related Online SystemsModule 2 delved into the Smarter Balanced Interim Assessments and associated online systems and how to use them. |
| 7/14 | Virtual | 155 | New CAASPP Coordinator Welcome WebinarThis webinar, hosted by SCOE, provided information about the following:* Available training opportunities for new coordinators
* The various assessments included in California's assessment system
* Coordinator checklist, where to find more information to help new coordinators in their role, and existing resources that coordinators can share with their administrators and teachers
* Question and answer session with experienced coordinators
 |
| 7/18 | Virtual | 375 | Interim and Formative Assessment Training Series—Module 3A: Interim Assessment Hand Scoring for ELAModule 3A provided in-depth instruction and practice in hand scoring for Smarter Balanced English language arts/literacy (ELA) or Smarter Balanced mathematics performance tasks and constructed-response items, including reflection on implications for teaching and learning. |
| 7/20 | Virtual | 359 | Interim and Formative Assessment Training Series—Module 3B: Interim Assessment Hand Scoring for MathematicsModule 3B provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA or Smarter Balanced mathematics performance tasks and constructed-response items, including reflection on implications for teaching and learning. |
| 7/21 | Virtual | 179 | Introduction to CERS for Coordinators and AdministratorsThis three-hour online training supported the implementation of CERS. Topics included:* Overview of CERS features for viewing assessment results
* Accessing individual and group results from CAASPP and ELPAC summative assessment results
* Options for viewing Smarter Balanced Interim Assessment Results
* How to Manage CERS users
* Available resources to support staff
* Assigning students to teachers
 |
| 7/21 | Virtual | 202 | New Coordinator Webinar #1This webinar, hosted by the Sacramento County Office of Education, provides information about the following:* A review of upcoming coordinator checklist tasks.
* A deep dive into assessment results and the coordinator role in sharing those results.
* Question and Answer session with experienced coordinators.
 |
| 7/25 | Virtual | 167 | Interim and Formative Assessment Training Series—Module 3A: Interim Assessment Hand Scoring for ELAModule 3A provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA or Smarter Balanced mathematics performance tasks and constructed-response items, including reflection on implications for teaching and learning. |
| 7/26–29 | Folsom | 19 | 2022 Science Instructional Resource Development WorkshopThis was a hybrid workshop that included asynchronous training and three days of in-person training. California science educators worked to develop 14 additional science instructional resources for the Tools for Teachers website. |
| 7/27 | Virtual | 144 | Interim and Formative Assessment Training Series—Module 3B: Interim Assessment Hand Scoring for MathematicsModule 3B provided in-depth instruction and practice in hand scoring for Smarter Balanced ELA or Smarter Balanced mathematics performance tasks and constructed-response items, including reflection on implications for teaching and learning. |
| 8/3 | Virtual | 243 | Introduction to CERS for TeachersThis two-hour online training engaged attendees in CERS and covered the following topics:* Overview of CERS features and assessment results
* Accessing individual and group results from CAASPP and ELPAC summative assessment results
* Features of the Smarter Balanced Interim Assessment Results, including key distractor analysis, item-level analysis, and rubric and exemplar information
* Resources to support classroom instruction, including links to lesson plans in Tools for Teachers based on CERS results
 |
| 8/4 | Virtual | 1,000 | Assessment and Accountability Information Meeting—Part 1Pat 1 covered general assessment updates, national and international tests, the ELPAC, the Physical Fitness Test, and high school equivalency |
| 8/9 | Virtual | 50 | Quantile Virtual TrainingThe Quantile® Virtual Training focused on the Quantile® measures and the associated tools that educators and families across California can leverage to fuel student learning. Participating educators learned how to use the tools and resources available in the Lexile & Quantile Hub and how these tools can contribute to teaching and learning. |
| 8/10 | Virtual | 50 | The Quantile® Virtual Training focused on the Quantile® measures and the associated tools that educators and families across California can leverage to fuel student learning. Participating educators learned how to use the tools and resources available in the Lexile & Quantile Hub and how these tools can contribute to teaching and learning. |
| 8/11 | Virtual | 1,000 | Assessment and Accountability Information Meeting—Part 2Part 2 covered ELA and mathematics summative assessments, the California Science Test, California Alternate Assessment (CAA) for Science, California Spanish Assessment (CSA), and interim and formative assessments |
| 8/15 | Virtual | 50 | Lexile & Quantile Deeper Dive 1: Tools to Monitor Student Progress Toward College and Career Readiness—Part IThis session explored the tools that identify the reading and mathematical demands of individual occupations examined national normative information to describe student performance at each grade level. |
| 8/17 | Virtual | 50 | Lexile & Quantile Deeper Dive 2: Tools to Monitor Student Progress Toward College and Career Readiness—Part IIThis session continued the examination of college and career readiness monitoring tools and provided a hands-on demonstration of two of the tools educators, families, and students can use to gauge the level of math and reading preparation for the student’s post-secondary plans. |
| 8/18 | Virtual | 1,000 | Assessment and Accountability Information Meeting—Part 3Part 3 covered CERS and accountability. |
| 8/22 | Virtual | 50 | Lexile & Quantile Deeper Dive 3: Finding Freely Available Lexile-Measured TextIn this hands-on demonstration, educators learned how to identify and access a variety of free, Lexile-measured texts from sources that can be used to teach grade-level topics and concepts. |
| 8/24 | Virtual | 50 | Lexile & Quantile Deeper Dive 4: Discovering Aligned Mathematics Materials—Part IThis session offered a hands-on demonstration of tools to explore the connections between mathematics learning standards, Quantile Skills and Concepts, and the free Quantile-calibrated resources educators can use to plan their instruction. |
| 8/29 | Virtual | 50 | Lexile & Quantile Deeper Dive 5: Discovering Aligned Mathematics Materials—Part IIThis session continued the examination of tools for the mathematics classroom that help educators to differentiate their instruction while still teaching the grade-level mathematics topics our learning standards require. |
| 8/31 | Virtual | 50 | Lexile & Quantile Deeper Dive 6: Lexile and Quantile Tools to Promote with Parents and GuardiansThis hands-on session for educators shared reading and math tools that educators and families can use to explore reading and mathematics resources at each child’s unique ability level. |

## Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/11–12 | Virtual | 20 | CSA Data Review MeetingParticipants reviewed data on the performance of live items. |
| 7/19–20 | Virtual | 12 | CAA for ELA/Math Data Review MeetingEducators reviewed test items for content, bias, and sensitivity. |

## Table 3. Presentations by CDE Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 8/17–18 | Virtual | 25 | Advisory Commission on Special EducationIn conjunction with the Special Education Division, the Assessment Development and Administration Division provided updates on assessment and test development.  |

# Attachment 2: State Superintendent of Public Instruction’s Recommendations for Threshold Scores and the Standard Setting Panel’s Recommended Judgments for the California Alternate Assessment for Science

The State Superintendent of Public Instruction’s recommendations for the threshold scores for the California Alternate Assessment (CAA) for Science are presented in Table 1, below. Table 2, on the following page, presents the standard setting panel’s recommendations for the proposed achievement levels for the assessment.

## Table 1. State Superintendent of Public Instruction’s Recommendations for the Proposed Achievement Level on the Overall Score for the California Alternate Assessment for Science

| **Grade** | **Level 1 Percentage of Students** | **Level 1 Percentage of Students at or Above** | **Level 2 Percentage of Students** | **Level 2 Threshold Scale Score** | **Level 2 Percentage of Students at or Above** | **Level 3 Percentage of Students**  | **Level 3 Threshold Scale Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | 33.7 | 100 | 42.9 | 247 | 66.3 | 23.4 | 266 |
| 8 | 27.7 | 100 | 42.2 | 244 | 72.3 | 30.1 | 263 |
| High school | 30.5 | 100 | 40.6 | 246 | 69.5 | 28.9 | 264 |

Key

| Percentage of Students | Percent of students statewide who would be placed at this achievement level on the basis of the results of the 2021–22 operational field test administration. |
| --- | --- |
| Standard-Setting Scale Threshold Score | Minimum standard-setting scale score needed to achieve this achievement level on the basis of the results of the 2021–22 operational field test administration. See note below. |
| Percentage at or above | Percent of students statewide who would be at and above this achievement level on the basis of the results of the 2021–22 operational field test administration. |

Notes:

1. Threshold scores are presented on a score scale generated solely for the standard-setting process. Reporting scales will be developed to report scores on the Student Score Report and public reporting.
2. The percentages at each level may not sum to 100 due to rounding.

## Table 2. Standard Setting Panel Recommendations for the Proposed Achievement Level on the Overall Score for the California Alternate Assessment for Science

| **Grade** | **Level 1 Percentage of Students** | **Level 1 Percentage of Students at or Above** | **Level 2 Percentage of Students** | **Level 2 Threshold Scale Score** | **Level 2 Percentage of Students at or Above** | **Level 3 Percentage of Students**  | **Level 3 Threshold Scale Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | 38.1 | 100 | 44.1 | 249 | 61.9 | 17.9 | 269 |
| 8 | 27.7 | 100 | 38.2 | 244 | 72.3 | 34.1 | 261 |
| High School | 30.5 | 100 | 41.8 | 246 | 69.5 | 27.7 | 265 |

**Key**

| Percentage of Students | Percent of students statewide who would be placed at this achievement level on the basis of the results of the 2021–22 operational field test administration. |
| --- | --- |
| Standard-Setting Scale Threshold Score | Minimum standard-setting scale score needed to achieve this achievement level on the basis of the results of the 2021–22 operational field test administration. See note below. |
| Percentage at or above | Percent of students statewide who would be at and above this achievement level on the basis of the results of the 2021–22 operational field test administration. |

Notes:

1. Threshold scores are presented on a score scale generated solely for the standard-setting process. Reporting scales will be developed to report scores on the Student Score Report and public reporting.
2. The percentages at each level may not sum to 100 due to rounding.

# Attachment 3: California Alternate Assessment (CAA) for Science Standard Setting: Panelists’ Composition

Prior to the August 2021 California Alternate Assessment (CAA) for Science Standard Setting Workshop,the 28 educator panelists provided the California Department of Education with information about their experience and background. As shown in tables 1 through 8, the panelists were a diverse group and representative of the state of California. They represented science educators across California teaching students taking the CAA for Science, had varied ethnicities, and included perspectives of special education teachers, educators teaching English learners and classroom teachers. Most educators had more than 10 years teaching experience. In addition, these panelists brought their familiarity with the breadth and depth of the California Next Generation Science Standards and their experience in teaching students eligible to take the CAA for Science to the work conducted during the standard setting workshop.

## Table 1. Number of Panelists

| **Panel** | **Number of Panelists** |
| --- | --- |
| Grade Five | 9 |
| Grade Eight | 9 |
| High School | 10 |
| **Total** | 28 |

## Table 2. Panelist Gender

| **Gender** | **Grade Five** | **Grade Eight** | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| Female | 8 | 6 | 10 | **24** |
| Male | 1 | 3 | 0 | **4** |
| Non-binary | 0 | 0 | 0 | **0** |
| No Response | 0 | 0 | 0 | **0** |

## Table 3. Panelist Primary Ethnicity/Race

| **Gender** | **Grade Five** | **Grade Eight** | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| America Indian or Alaska Native | 0 | 1 | 0 | **1** |
| Asian | 1 | 0 | 1 | **2** |
| Black or African American | 1 | 0 | 1 | **2** |
| Filipino | 0 | 0 | 0 | **0** |
| Hispanic or Latino | 1 | 1 | 1 | **3** |
| White | 6 | 6 | 7 | **19** |
| Two or More Races | 0 | 1 | 0 | **1** |
| No Response | 0 | 0 | 0 | **0** |

## Table 4. Panelist Years of Experience Teaching Special Education

| **Experience** | **Grade Five** | **Grade Eight** | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| Not Applicable | 0 | 0 | 2 | **2** |
| 1 to 3 years | 1 | 1 | 0 | **2** |
| 4 to 6 years | 0 | 0 | 1 | **1** |
| 7 to 10 years | 3 | 1 | 3 | **7** |
| 10 + years | 5 | 7 | 4 | **16** |

## Table 5. Panelist Years of Experience Teaching Science

| **Experience** | **Grade Five** | **Grade Eight** | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| Not Applicable | 0 | 0 | 0 | **0** |
| 1 to 3 years | 1 | 2 | 1 | **4** |
| 4 to 6 years | 1 | 0 | 1 | **2** |
| 7 to 10 years | 1 | 0 | 2 | **3** |
| 10 + years | 6 | 7 | 6 | **19** |

## Table 6. Panelist Subject(s) Currently Teaching

| **Subject** | **Grade Five** | **Grade Eight**  | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| Special Education Moderate | 6 | 8 | 5 | **19** |
| Special Education Severe | 3 | 6 | 4 | **13** |
| General Education | 3 | 3 | 7 | **13** |
| English Learners | 6 | 4 | 7 | **17** |
| Other | 2 | 2 | 5 | **9** |

*Note:* Panelists may be teaching in more than one subject area.

## Table 7. Panelist Grade(s) Currently Taught

| **Grade** | **Grade Five** | **Grade Eight**  | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| 3 | 2 | 3 | 0 | **5** |
| 4 | 6 | 3 | 0 | **9** |
| 5 | 6 | 3 | 0 | **9** |
| 6 | 6 | 4 | 0 | **8** |
| 7 | 4 | 5 | 0 | **6** |
| 8 | 1 | 5 | 0 | **6** |
| 9–12 | 1 | 1 | 7 | **9** |
| Other | 4 | 3 | 4 | **11** |

## Table 8. Panelist Experience Working with the CA NGSS

| **Years** | **Grade Five** | **Grade Eight** | **High School** | **Total** |
| --- | --- | --- | --- | --- |
| Not Applicable | 0 | 1 | 0 | **1** |
| 1–2 | 0 | 3 | 2 | **5** |
| 3–4 | 3 | 0 | 0 | **3** |
| 4 + years | 6 | 5 | 8 | **19** |

*Note:* Panelists self-reported their experience with the CA NGSS.