

**CURRICULUM AND INSTRUCTION STEERING COMMITTEE**

A Committee of the California County Superintendents Educational Services Association

**2015 E-Report**

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| Subcommittee: RAN | | Meeting Date: 3/18/15 | |
| Subcommittee  Lead: | Beth Higbee | **Subcommittee Co-Lead:** | Kathi Felder |
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| Subcommittee Membership | | | Meeting Date: January 21, 2015 | | |
| Region/Agency | **Name** | **Attended** | **Region/Agency** | **Name** | **Attended** |
| 1 Lake | **Stephanie Wayment** | **Yes** | **8** | **Heidi Christensen** | **No** |
| 2 Tehama | **Lorna Manuel** | **Yes** | **9 Imperial** | **Dorene Johnson** | **Yes** |
| 3 Sacramento | **Rachel Perry** | **Yes** | **9** | **Karla Groth** | **Yes** |
| 4 Contra Costa | **Pam Tyson** | **Yes** | **10 Riverside** | **Chun-Wu Li** | **Yes** |
| 5 Santa Clara | **Dan Mason** | **Yes** | **11 Los Angeles** | **Kathryn Edwards** | **Yes** |
| 5 | **Julie High** | **Yes** | **11** | **Judy Sanchez** | **No** |
| 6 San Joaquin | **Kristin Condit** | **Yes** |  | **Beth Higbee** | **Yes** |
| 7 Kings | **Charlene Stringham** | **Yes** |  | **Kathi Felder** | **No** |
| 8 Kern | **Kathy Hill** | **Yes** |  |  |  |

**Meeting Summary**

# Division Update (Lily Roberts)

Lily Roberts is the Interim Director of the Assessment Development and Administration Division until a replacement can be hired following the retirement of Diane Hernandez on February 27, 2015. Gaye Lauritzen is the Interim Administrator of the English Language Proficiency Assessments Office, which includes the California English Language Development Test (CELDT) and English Language Proficiency Assessments for California (ELPAC). Don Killmer is the Interim Administrator for the California Assessment of Student Performance and Progress (CAASPP) Office, which now includes the California Alternate Assessment (CAA).

Richard Zeiger, Chief Deputy Superintendent of Public Instruction and Director of Education, will be retiring, and Glenn Price, President of the Glenn Price Group, is the Chief of Staff until a Chief Deputy is identified through a national search.

CAASPP Update

At its March 2015, meeting, the State Board of Education (SBE) was provided an update of CAASPP activities that included the following topics: (1) Individual Student Reports (ISRs); (2) status of the CAA; (3) Primary Language Development Test stakeholder meetings; (4) operational administration of Smarter Balanced Summative Assessments; (5) launch of Smarter Balanced Interim Assessments; (6) Smarter Balanced Digital Library; (7) technology, including the status of the Broadband Infrastructure Improvement Grant (BIIG) to support technology infrastructure; and (8) outreach activities.

More information on the SBE item is available on the CDE SBE Agenda for March 2015 Web page, at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp>, Item #3, Attachment 1 consists of the three ISR templates that SBE considered.

New CAASPP Contract

Educational Testing Service (ETS) is the current contractor for the CAASPP system, and the contract is scheduled to end December 2015. At its March 2015 meeting, the SBE received the recommendation from the State Superintendent of Public Instruction (SSPI) for the new CAASPP Contractor. The Request for Submissions (RFS) for the CAASPP system includes the following assessments:

* + Smarter Balanced Summative Assessments, English language-arts/literacy (ELA) and mathematics
  + Smarter Balanced Interim Assessments, ELA and mathematics
  + California Standardized Tests (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for Science
  + California Alternate Assessments (successor to CAPA) in ELA and mathematics
  + Science Assessments (successor to CST, CMA, and CAPA)
  + Standards-based Tests in Spanish (STS) – Reading Language Arts  
    Assessments (optional for local educational agencies [LEAs])
  + Primary Language Assessments (successor to STS)

The CDE received submissions from CTB/McGraw-Hill, ETS, and Pearson NCS. The SBE adopted the SSPI’s recommendation that the ETS be designated as the CAASPP contractor. The SBE designation is conditioned on ETS meeting specified conditions. If those conditions are not met by the May 2015 SBE meeting, the SBE may rescind this designation and select another contractor at the May meeting. One of the conditions was that the contract is, “To involve California teachers in the scoring to the maximum extent possible with a large component focused on professional development.”

More information is available on the CDE SBE Agenda for March 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp>, Item #4.

The motion concluded with, “Further, the State Board of Education reserves the right to extend the ETS designation for a longer period with additional test administrations and fiscal years and cost to be negotiated and approved by the Department of Finance in accordance with Education Code Section 60643.”

High School and Physical Fitness Assessment Office

Proposed legislation related to the High School and Physical Fitness Assessment Office include the following bills:

* Senate Bill (SB) 172 (Liu) – This bill, sponsored by the SSPI, would suspend the administration of the California High School Exit Examination (CAHSEE) and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade 12, for the 2016–17, 2017–18, and 2018–19 school years.
* SB 252 (Leno) – The California High School Proficiency Examination (CHSPE) is a test for students 16 years or older who need to verify high school level skills. Those who pass the test receive a Certificate of Proficiency from the SBE, which is equal by law to a California high school diploma. In addition, California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate. There is currently a fee to take each of the tests. This bill would prohibit charging the fee for these types of tests to a homeless child or youth who can verify his or her status as a homeless youth. The bill would authorize a homeless services provider, as defined, that has knowledge of the person’s housing status to verify the person’s status for purposes of these provisions.

More information about the CAHSEE, CHSPE, or High School Equivalency Tests is available on the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/>. Questions about these assessments should be directed to the High School and Physical Fitness Assessment Office by phone at 916-445-9438.

Legislative Information

Legislative information pertaining to education in California (e.g., Education Code, regulations, waivers) is available on the CDE Laws & Regulations Web page at <http://www.cde.ca.gov/re/lr/>. The latest information about current bills working through the State Senate and Assembly is available at <http://www.leginfo.ca.gov/>.

# CELDT/ELPAC (Gaye Lauritzen)

CELDT

In the merge of CELDT and California Longitudinal Pupil Achievement Data System (CALPADS) data, there are discrepancies between Statewide Student Identifiers (SSIDs) in CALPADS and CELDT. This is the first year of this matching process, and issues are being reviewed and corrected. LEAs have the responsibility to correct the data for all students tested during the Annual Assessment Window, July 1 through October 31. Inaccuracies may prevent CELDT records from matching with CALPADS data.

The Superintendent’s Designation of CELDT District Coordinator Form (SDF) is now available as a Web-based form on the Educational Data Systems Resources Web page at <http://www.celdt.org/resources/cdc/>. An SDF must be completed and signed by the district superintendent each year and sent to Educational Data Systems. LEAs must submit a new form each time the coordinator changes or the contact information for the current coordinator changes. The deadline for the 2015–16 Edition SDF is April 1, 2015.

The 2015–16 Edition CELDT Initial Ordering Window is March 20 through April 10, 2015. To receive test materials for May through June, the CELDT District Coordinator must submit an initial order by logging on to the secure CELDT District Portal at <http://celdt.org/district/>. If the Initial Ordering Window is missed, the next opportunity to order test materials will be July 1, 2015.

The Scoring Training of Trainers (STOT) Workshops are available beginning on April 7, 2015 in Sacramento. A listing of the upcoming STOT Workshops is shown on the Educational Data Systems CELDT Web page at <http://www.celdt.org/training/stot/>, and the CELDT administration regional workshops are listed at <http://www.celdt.org/training/stot/regional/>.

The *2014–15 CELDT Information Guide* is posted on the CDE CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/> under the “Coordinators, Admins, & Teachers” tab.

ELPAC

In December 2014, the CDE released a Request for Proposals (RFP) from eligible bidders to conduct the development, administration, scoring, reporting, and analysis of the ELPAC that will include initial identification and summative assessments, as required by California *Education Code* sections 313 and 60810 (as amended by SB 201 in 2013). Proposals were due February 2015, and the lowest bid was received from ETS. It is anticipated that the ELPAC contract will begin April 2015 and continue through December 2018. The ELPAC is anticipated to be operational and replace the CELDT in 2017–18. The ELPAC will be fully aligned to the 2012 English Language Development Standards. Opportunities for LEA participation and input on ELPAC development will include input on test blueprints, item writing training, content and bias/sensitivity reviews, pilot and field testing, performance level descriptors development, and standard setting.

Regulations for the ELPAC are currently being developed and must be in place for the 2016–17 field test. The regulations will include, but not be limited to, specifications on the language use survey (home language survey) to identify potential English learners (ELs), locally scored initial assessment, the appeal process of initial identification as an EL, identification and assessment of students with disabilities, assessment window shift to the spring, and reclassification. The CDE received much input on the appeal process issues and continues to seek input on the ELPAC regulations development. September 8, 2015 is scheduled for the public hearing on the regulations.

More information on the CELDT and ELPAC is available on the CDE CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>. Questions about or input for the CELDT or the ELPAC may be directed to the English Language Proficiency Assessments Office by email at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov) or by phone at 916-319-0784.

# CAASPP Update (Don Killmer)

Next Generation Science Assessments

In September 2013, the SBE adopted the California Next Generation Science Standards (CA NGSS) for California public schools as required by California *Education Code* Section 60605.85. The CDE is in the process of developing new science assessments based on the CA NGSS. During the transition to the new science assessments, the 2014–15 CAASPP System encompasses the Elementary and Secondary Education Act (ESEA)-required science assessments in grades five, eight, and ten (i.e., CSTs, CMA, and CAPA). These federally-required science assessments will continue to be administered until new assessments aligned to the CA NGSS are available. The CDE anticipates pilot testing new science assessments in 2016–17, with field testing in 2017–18 followed by operational testing in 2018–19.

As part of the transition activities to new science assessments, the CDE is engaged in several efforts, including the following:

**Stakeholder Meetings**

In July 2014, the CDE, in collaboration with ETS, conducted science assessment stakeholder meetings in Sacramento, California to obtain input from California science education stakeholders regarding the development of new science assessments aligned to the CA NGSS, including federally required tests. As required by law, participants of the stakeholder meetings included California science teachers, individuals with expertise in assessing ELs and students with disabilities, parents/guardians, and measurement experts. As a follow-up to the stakeholder meetings, an online survey was sent in August 2014, through various professional and community organizations. The main goal of the online survey was to provide the general public, who could not attend the meetings, an opportunity to provide individual input for the development of California science assessments aligned to the CA NGSS. The complete stakeholder findings report, including meeting and survey procedures and results, was made available on the CDE SBE Agenda for November 2014 SBE Web page at <http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item02a2.pdf>, Item #2.

The CDE is in the process of gathering additional feedback regarding new science assessments. The next stakeholder meetings are in April 2015. The main purpose of these meetings is to obtain input from stakeholders regarding the development of a Digital Center for science assessments, including alternate assessments. The Digital Center for Science Assessments (DCSA) would house science formative assessment tools and processes for use by California K–12 science educators to improve teaching and learning as recommended by the CA NGSS.

**National NGSS Assessment Items Collaborative**

The CDE is a member of the Council of Chief State School Officers (CCSSO) NGSS Assessment Items Collaborative. CCSSO has established a collaborative with states to develop high-quality assessment resources aligned to the NGSS that could be used by member states as they build state science assessments. Resources will include an assessment framework that will address overall test design, item specifications, content parameters, model items, accessibility supports, and a secure item bank of summative science test items to be shared with participating states. This collaborative project runs from December 2014 through June 2016.

**Stanford Center for Assessment, Learning and Equity (SCALE) Project**

The CDE is engaged in a two-year project with Stanford University staff who received a grant from the S. D. Bechtel Jr. Foundation to assist states, particularly California, in building a coherent system of formative and summative science assessments aligned to the CA NGSS for grades three through five and six through eight. Processes and resources from this project will include developing assessment evaluation criteria and conducting an extensive review of existing national and international assessments including computer-based formats; drafting a report that defines a blueprint of best practices; drafting specifications to develop innovative item types, developing model tasks; developing a Web site for resources including items and tasks and sharing the outcomes with others working with curriculum and professional development related to CA NGSS. An initial meeting with select international, national and state advisors was held at Stanford University on March 16-17, 2015.

Other resources aligned to the development of the science assessments aligned to the CA NGSS include the California Science Assessment Frequently Asked Questions (FAQs) available on the CDE Web page at <http://www.cde.ca.gov/ta/tg/ca/sciencefaq.asp> and the CAASPP Science Assessments Implementation Timeline available on the CDE AVV for the Science Test Implementation Timeline Web page at <http://www.cde.ca.gov/ta/tg/ca/sciencetimeline.asp>. The SBE adopted the *Next Generation Science Standards Systems Implementation Plan for California* in November 2014. The implementation plan is available on the CDE Web page at <http://www.cde.ca.gov/pd/ca/sc/documents/scienceimplementationplan102714.pdf#search=NGSS%20implementation%20plan&view=FitH&pagemode=none>.

CAASPP Expansion

Assembly Bill (AB) 484 (Chapter 489, Statues of 2013) included amendments to the *Education Code* requiring the SSPI to submit to the SBE, no later than March 1, 2016, recommendations for assessments to expand the CAASPP. The recommendations must consider assessments in history-social science (HSS), technology, visual and performing arts (VPA), and other subjects as appropriate, such as ELA, science, and mathematics end-of-course assessments.

Stakeholder meetings on HSS and mathematics (March 2015) and VPA, and technology (April 2015) are currently underway to provide feedback on how the CAASPP System should be expanded. The CDE will provide an SSPI report and recommendations that will go to the SBE prior to the SBE March 2016 deadline. Expansion of CAASPP is not currently funded; therefore, all expansion recommendations must be reviewed by the Department of Finance. Invitation to participate in the VPA and technology April stakeholder meetings are being sent out, and an invitation link will be available online at the ETS CAASPP Web page at <http://caaspp.org/>. Currently, more participants for the technology stakeholder groups are needed, and the CDE encourages technology instructors and educators to register for the April technology group meetings. The CDE is currently using a broad definition of what constitutes “technology” for the stakeholder discussions.

CAA Field Test

The CDE along with its contractor, ETS, hosted a live training Webcast for the CAA field test on Wednesday, March 11, 2015 to help CAA test coordinators and test administrators prepare for the field test, which is scheduled for administration April 15 through June 10, 2015. The Webcast was viewed by approximately 1,200 attendees. The archived Webcast and presentation slides are available for viewing and training use on the ETS CAA Web page at <http://caaspp.org/about/caa/index.html>. This Web page also includes the CAA Field Test Administration Manual, sample Directions for Administration (DFAs) of the CAA, the 2014–15 Individual Student Assessment Accessibility Profile (ISAAP) Tool, and CAA Test Administration Tutorial for Test Examiners.

The Test Administration Tutorial is a video version of the Train-the-Trainer model. After staff completes the tutorial, the user presses a button and gets a certificate of completion. Examiners must watch the tutorial, print the certificate, and give it to the site coordinator to get access to testing materials. On the ISAAP Tool, the areas that are not available to students taking the alternate assessment will be grayed out. CALPADS and Test Operations Management (TOMS) will be used to populate the alternate assessment. TOMS now accepts an alpha in the grade field to identify Ungraded Elementary or Ungraded Secondary students. Teachers will use the rule of 5 (subtract 5 from student’s age on September 1st and that is the student’s grade level) to identify the student’s grade level and change it from an alpha character in TOMS. CDE will validate that students were given the correct test based on their grade level and, if not, the results will be invalid.

More information on the CAASPP is available on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/>. Questions about or input for the CAASPP may be directed to the CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# Outreach Activities and Smarter Balanced

# (Mary Tribbey, Senior Assessment Fellow)

The CDE, with support from the Senior Assessment Fellows, continues to support the implementation of the Smarter Balanced assessment system with a variety of outreach activities:

* Training and informational webinars
* Weekly informational updates
* Support for regional/county network meetings
* County and district-based presentations and trainings
* Targeted support for Charter schools/districts
* Development of communication tools and resources

RAN members reviewed a list of proposed communication tools designed to support LEAs in the appropriate communication about and use of score reports/student results with teachers, students, and parents.

For questions about outreach and support, contact the CDE CAASPP Office by e-mail at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# Accountability Update (Jenny Singh)

API and State Accountability System Changes

At its March 2015, meeting, the SBE adopted the recommendation to suspend Academic Performance Index (API) reporting for the 2014–15 school year. Therefore, no 2015 Growth API or 2015 Base API will be calculated or posted during the 2015–16 school year. A letter was sent to all LEA superintendents and charter school administrators on March 17, 2015 describing the SBE decisions. To review the recommendation, visit the SBE Agenda for March 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp>, Item #6. For more information about the API and legislative and/or programmatic requirements, view the *Status of the API and the 3-Year Average Information Guide* posted on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide14.pdf>.

In March the SBE also approved the development of a new state accountability system that compliments the Local Control Funding Formula (LCFF) state priorities and will focus on a broader set of multiple measures than the single API used in the past. The transition to the new state accountability system will be a long-term process that will involve legislative changes. Finally, the SBE approved a beginning timeline for the new accountability system, agreeing that the earliest the CDE will be able to produce a new state accountability report is in the fall of 2016.

Currently, the Public Schools Accountability Act (PSAA) Advisory Committee and the Technical Design Group (TDG) have been developing, based on guidance from the SBE, a college and career indicator (CCI) to be part of the new state accountability system. The CCI will be initially composed of the SAT, ACT, Advanced Placement (AP), International Baccalaureate, a-g course taking, and Career Technical Education (CTE). Other measures under consideration include: dual enrollment, State Seal of Biliteracy, Golden State Seal Merit Diploma, Linked Learning, AVID, and Science, Technology, Engineering, and Mathematics (STEM; e.g., taking grade twelve science or math courses). The Committee is also considering two methods for how a student can earn one of four preparedness levels: Well Prepared, Prepared, Approaching Prepared, and Not Prepared.

* + CCI Working “Bubble” Model – For the most part, students perform well on only one measure (SAT, AP, ACT, etc.) in order to meet the benchmark of preparedness. For example, a student scoring between 1200 to 1549 on the SAT would be designated as “Approaching Prepared;” scoring between 1550 to 2099 would be “Prepared;” and scoring 2100 or more would be “Fully Prepared.”
  + Point System Model – Students would accumulate points for each measure that they complete. Based on the sum of the points earned, the student would be designated in one of the four preparedness levels. For example, a student completing a CTE pathway (a points), two AP exams (b points), and scoring “X” on the SAT (c points) would have a sum of all points earned (a+b+c = y points). The final score would indicate the preparedness level of the student. This model requires more than one measure to be met in order to obtain the benchmark of preparedness.

More information on the developmental work of the PSAA Advisory Committee on the new state accountability system is on the CDE PSAA Web page under the PSAA Meeting Webcast Archives at <http://www.cde.ca.gov/ta/ac/pa/index.asp>.

2015 AYP Federal Accountability Reporting

At its January 2015 meeting, the SBE approved recommended changes to the federal accountability workbook, which would impact the 2015 Adequate Yearly Progress (AYP). The complete list of the seven recommendations is on the SBE Agenda for January 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201501.asp>, Item #2. In February 2015, the U.S. Department of Education (ED) invited states to apply for waivers regarding Program Improvement (PI). At its March 2015 meeting, the SBE authorized the submission of a waiver to ED that would be consistent with its January recommended changes to the workbook. Therefore, California’s waiver request being submitted to the ED includes a proposed amendment to not report or use the percent proficient data for the 2015 AYP determinations. This waiver request is different from the February 2015 ED specifications for waivers. The ED specified that a waiver request, if approved, would allow schools and LEAs currently in PI to maintain their PI status for the 2015–16 school year only if they fail AYP by not meeting the 100 percent proficiency target. If a school or LEA does not meet the participation rate, graduation rate, or the attendance rate, the school will enter or advance in PI. The ED also requires states to report percent proficient data, make a “Yes” or “No” determination for both ELA and math proficiency targets, and identify or advance LEAs and schools in PI if they missed the 95 percent participation rate or additional indicator (graduation rate or attendance data).

Regarding participation rate data, the ED does not recognize waivers for parents who opt students out of testing. These students will be classified as not participating and will be calculated in the denominator for AYP. Participation rates are calculated on whether both portions of the test have been started.

Regarding the graduation rate data, the 2013–14 cohort graduation data will be used to make 2015 AYP determinations. Any errors to the 2013–14 enrollment and exit codes should be made in the CALPADS Operational Data Store (ODS). LEAs have until the close of business on April 10, 2015 to make any corrections. This will be the only opportunity to correct the cohort graduation rate information for the 2015 AYP.

More information about academic accountability is on the CDE Academic Accountability Reporting Web page at <http://www.cde.ca.gov/ta/ac/ar/>. For questions about accountability, contact the academic accountability team by e-mail at [aau@cde.ca.gov](mailto:aau@cde.ca.gov) or by phone at

916-319-0863.

# Smarter Balanced (Michelle Center, Linda Hooper, Deborah Baumgartner)

Operational Summative Assessment

The launch of the operational summative assessments began March 10, 2015. As of March 17, 242 LEAs had begun the summative assessment, 134,235 tests had been started, 66,715 students had completed one part of the ELA test, and 32,917 students had completed one part of the mathematics test.

EAP

The Early Assessment Program (EAP) is a collaboration among the CDE, California State University (CSU), California Community Colleges and SBE to address the increasing number of incoming college students who require remediation in English and/or mathematics. Beginning in spring 2015, the CSU will use CAASPP English language arts/literacy and mathematics performance level outcomes to provide grade eleven students, their families, and high schools early signals about students’ readiness for college-level coursework. Letters were sent out March 3, 2015 to LEAs and to grade eleven students about the EAP and the CAASPP examinations. The letters are posted on the CDE Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>, including the grade eleven student letter in Spanish.

Edits to Classroom Activities

[Classroom Activity assignments](http://caaspp.org/administration/instructions/assignments/index.html) and [Classroom Activities](http://caaspp.org/ta-resources/activities.html) were posted on March 2, 2015, and are available at <http://caaspp.org/index.html>. Please note that ten of the Classroom Activities have been recently updated, as listed on the California Smarter Balanced Classroom Activities Web page at <http://caaspp.org/ta-resources/activities.html>. For LEAs with upcoming administrations of the Classroom Activities, please ensure that they use the most up-to-date Classroom Activity version. If the LEA already did the Classroom Activity prior to the revisions, they do not need to re-administer the activity because the updates were not substantive.

**Test Sessions**

CDE has some concerns that LEAs have administered the Summative Assessment thinking it is an Interim Assessment and that it may not have been administered in a standardized test setting. **Please notify the CDE Smarter Balanced Office if this issue occurs in your LEA and notify test administrators to be cautious in their selections (e.g., using the “Category” filter in TOMS may avoid mistakes).** CDE is performing a risk analysis to determine the impact to students and accountability and is working with ETS to install a pop-up fix in the system to avoid potential mistakes in test selection choices. In addition, if an LEA administered the summative before they were supposed to, the test session has started, and they have 45 calendar days to complete the computer adaptive portion and 10 calendar days to complete the performance task portion of the test before they are locked out of the system. CDE is working on communication to LEAs who administered the Summative Assessment unintentionally. That communication will most likely direct the LEA to conduct an irregularity investigation.

LEAs may have specified smaller testing windows within their larger regulatory window. However, they should be aware that they have access summative assessments during the entire larger, regulatory testing window**.** The test administrator may select the test they plan to have open for any test session.

**Score Reports**

At its March 2015 meeting, the SBE approved the ISRs with some technical edits. The front of the report shows a student’s overall score for ELA and mathematics and displays four achievement levels, which are based on all items for each area. The back of the report shows a student’s level for each claim. Given that claims are based on fewer test items than the overall score, the claims do not support the same number of cut points and are therefore displayed as three levels. ETS will be producing the ISRs and currently is developing an interpretation guide for the score reports. ETS is scheduled to send the paper ISRs to LEAs eight weeks after the LEA is completely done with testing. The proposed ISRs are shown on the SBE Agenda for March 2015 Web page at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp>, Item #3, Attachment 1.

LEA CAASPP coordinators and site coordinators will have early access to preliminary student results via the TOMS Reporting System. Once a student has completed the computer adaptive test and the performance task portions of a content area, the student’s score is scheduled to be available between two and four weeks later through TOMS. The TOMS Reporting System will also display preliminary aggregate school and LEA reports once 90 percent of the school or LEA has tested. The public reporting of results, including the aggregate school, LEA, and state level reports is tentatively schedules for August 2015.

**New Resources**

Smarter Balanced updated the *Usability, Accessibility, and Accommodations Guidelines* on March 9, 2015, which included changes in the guidelines for read aloud and test reader. Read aloud to students in grades three through five in ELA is a designated support if the items only are read aloud. Read aloud would be an accommodation if the test passages were read aloud to the student. The updated guidelines and frequently asked questions are located on the CDE Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* Web page at <http://www.cde.ca.gov/ta/tg/sa/access.asp> and on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/index.html>.

The CAASPP Communications Toolkit is continually being updated, and there are many new and helpful resources. It is located on the CDE CAASPP Communications Toolkit Web page at <http://www.cde.ca.gov/ta/tg/ca/communicationskit.asp>.

ETS has posted the Smarter Balanced Translated Test Directions and Smarter Balanced Instructions for Using the Embedded Glossaries, available on the CAASPP Test Administrator Resources for the Smarter Balanced Online Summative Assessments at <http://caaspp.org/ta-resources/summative.html>.

**Appeals System**

An appeals system and process were made available on March 18, 2015 for certain problems that occur (e.g., a student with an individualized education plan starts to take the summative test and the test settings are incorrect). In these cases, the LEA will need to submit an appeal and get the test restarted for the student. The system will have a tab for appeals when an LEA logs into TOMS. Depending upon the appeal and resolution, the appeal process can take 24-48 hours. Site coordinators and LEA coordinators have rights to submit an appeal; test administrators have the right to view an appeal.

**Operating System Updates**

Apple recently released iOS 8.2 and will be releasing iOS 8.3 soon; Chromebook 41 has been released. While the CAASPP secure browser will soon be completely compatible with both of these new operating systems, the secure browser may not work as intended. Currently, the CDE and ETS recommend that LEAs maintain their current operating system (as long as it is iOS 8.1.1.3 or higher) to ensure smooth operations.

Interim Assessments

As of March 18, 2015, 549 LEAs have begun administering the interim assessments, which includes a total of 596,515 interim assessments that have been started. A training video about scoring the interim assessments was posted on March 11, 2015 and is available on the CAASPP Training Web page at <http://www.caaspp.org/training/caaspp/index.html>. The training includes examples from the interim assessments, grade level training guides, and exemplars. The video contains interim assessment items and has been password protected. An announcement about the release of this training video was sent to all LEA CAASPP coordinators on the same day.

The Interim Assessment Reporting System is now available on the CAASPP Web site at <http://www.caaspp.org/index.html>. CalTAC sent an e-mail to CAASPP coordinators announcing the availability of this functionality. Smarter Balanced will be producing the interim assessment reports. The reporting system will include only ISRs; aggregate reports will not be available, but LEAs will have access to a downloadable data file. It is the LEA’s responsibility to determine whether or not it is appropriate to aggregate the data. CDE will be provisioning users (LEA CAASPP coordinators) to access the interim assessment results. LEAs may provision additional users as appropriate. If a teacher is given access to results, there is no way to limit their access to only students within their own classrooms.

More information on interim assessments is available on the CDE Interim Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

Digital Library

As of March 18, 2015, there are 239,000 registered users who have access to the Digital Library. A six-minute video, “Introducing the Smarter Balanced Digital Library,” and a “Digital Library Fact Sheet” have been posted on the CDE Digital Library Web page at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>. CDE continues to encourage LEA coordinators to register all teachers for the Digital Library.

Questions about or input for the Smarter Balanced Assessment System may be directed to the CAASPP Office by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or by phone at 916-445-8765.

# Ed Data Management Update (Paula Mishima)

Currently, CALPADS has limited assessment report functionality. The CDE is currently revising the assessment functionality and plans to roll it out in the August-September timeframe with CELDT and CAHSEE results. CAASPP results will be added when statewide results are available later in the year. As CDE develops the new Smarter Balanced reports, they will seek input from LEAs.

The added value CALPADS brings is maintaining assessment results longitudinally by individual student, so the results travel with students as they move from school to school. While TOMS will provide results more immediately to the schools where students took the tests, LEAs will be able to see in CALPADS the results for all currently enrolled students, regardless of where students took the test. This should help LEAs that have a transitory population. For CELDT and CAHSEE, there have always been a few reports that were based upon current enrollment.

The CDE urges LEAs to update and correct any CALPADS data as early as possible prior to testingbecause there is currently up to a three-day lag between the time an LEA updates CALPADS and the changes are reflected in TOMS. LEAs that opt to have addresses printed on ISRs, should update CALPADS with student mailing addresses at least two weeks prior to testing so that student reports have mailing addresses.

For questions about CALPADS, contact the CALPADS Office by e-mail at [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov) or by phone at 916-324-6738.

# Next RAN Meeting

Wednesday, May 13, 2015 (Citizen Hotel—Sacramento)

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| CISC Goal # 1 | Notes are deeply blended, and multiple goals can be applied simultaneously. See meeting summary above. |
| CISC Only  Districts |
|  |  |
| CISC Goal # 5 | Notes are deeply blended, and multiple goals can be applied simultaneously. See meeting summary above. |
| CISC Only  Districts |