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# Smarter Balanced Assessment System **Summative Assessments**

## 2015–16 CAASPP Institutes



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Learning Goals

## *Participants understand:*

- The purpose of summative assessments, including those in the CAASPP System and those planned for future introduction.
- The connection between the summative assessment claims, the assessment targets, and California's new standards.



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# Learning Goals (cont.)

## *Participants understand:*

- How to access and use summative results to support improved teaching and learning for all students, including students with disabilities (SWDs) and English learners (ELs).
- The difference between universal tools, designated supports, and accommodations and the students eligible for each.



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# Success Criteria

## *Participants can:*

- Use summative assessment results to prioritize short- and long-term goals that support teaching and learning for all students, including SWDs and ELs.
- Explain the connection between the claims, assessment targets, and California's new standards; and read and understand the value and use of the test blueprints.



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# Success Criteria (cont.)

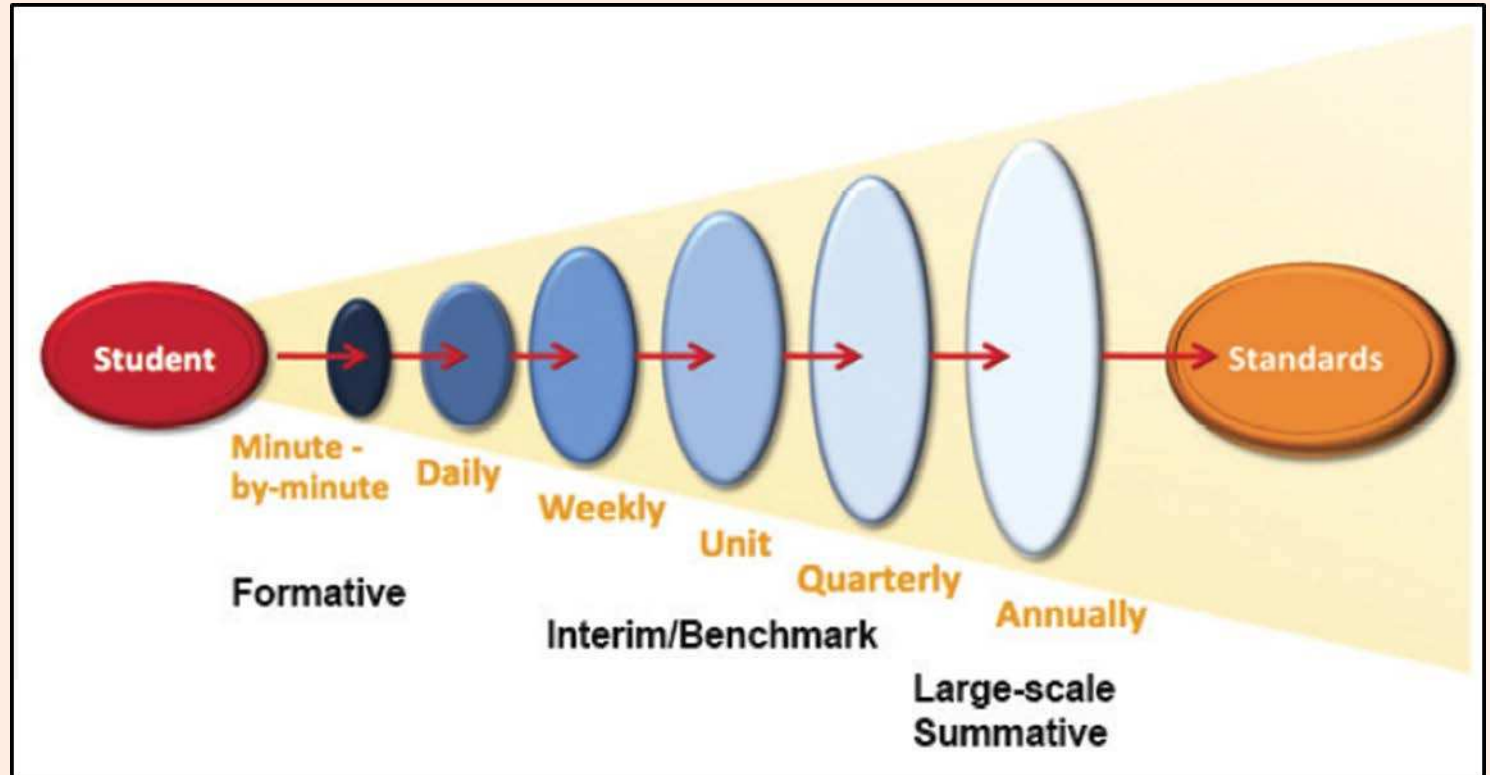
## *Participants can:*

- Determine which students qualify for designated supports and accommodations.
- Make connections between the use of accessibility supports for all students, including SWDs and ELs, on the assessments and in daily classroom use.



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# Assessment Cycles by Purpose: Where Does Summative Assessment Fit In?



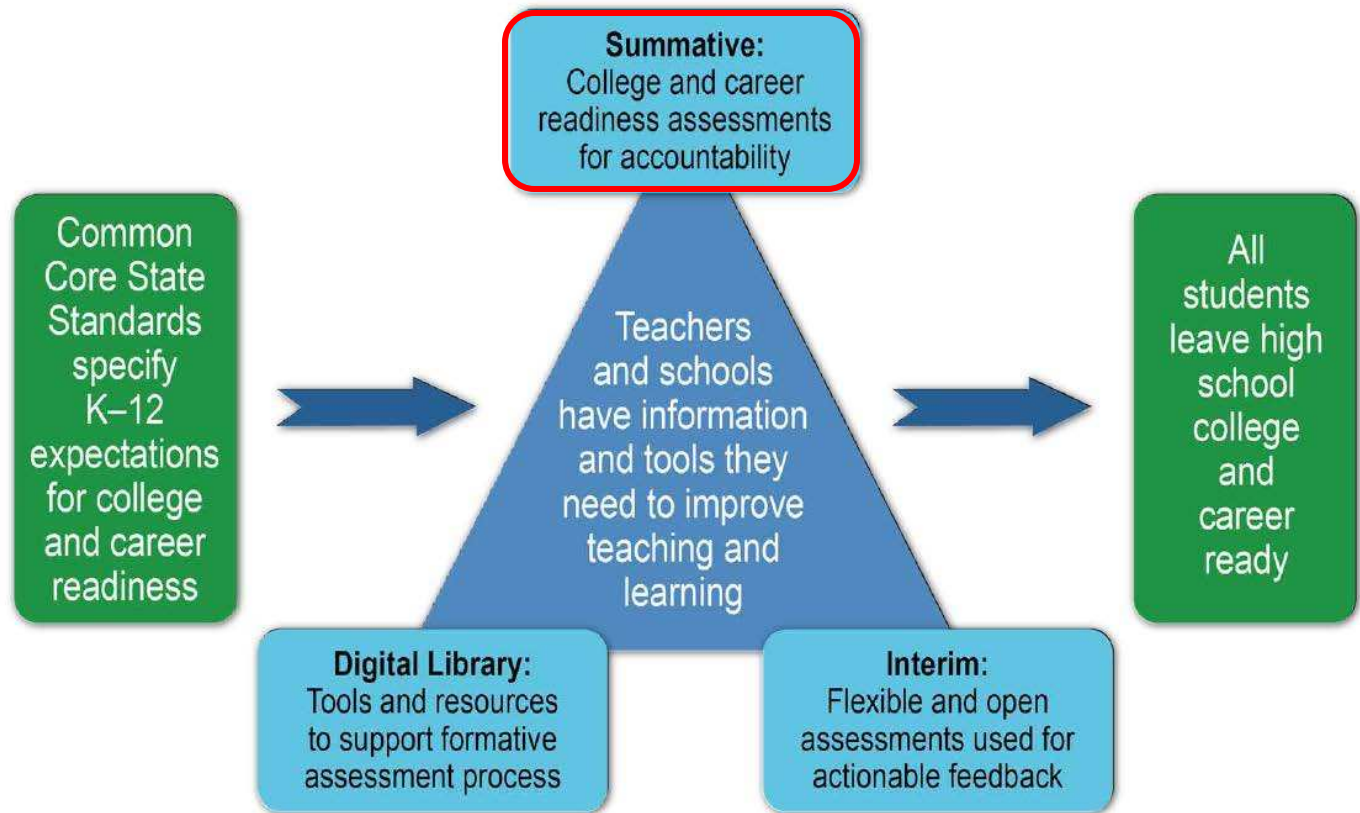
Adapted from Herman and Heritage (2007)

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. The *ELA/ELD Framework* has not been edited for publication. © 2014 by the California Department of Education.



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## Smarter Balanced Assessment System





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# Purpose of Summative Assessments

- Annual measurement of student performance and progress (i.e., growth, beginning in 2015–16 after two years of data) in relation to the standards.
  - What have my students learned?
  - Have my students met the performance standard?
  - What are the strengths and weaknesses of individual students or groups of students?

Citation: “Formative Assessment: Making it Happen in the Classroom”  
(Heritage, 2010)





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# Purpose of Summative Assessments (cont.)

Useful in program evaluation, as part of accountability systems, and to inform decisions designed to improve teaching and learning.

- What can the results tell us about strengths and weaknesses in curriculum, instruction, and programs?
- What are the relative strengths in teaching and learning?

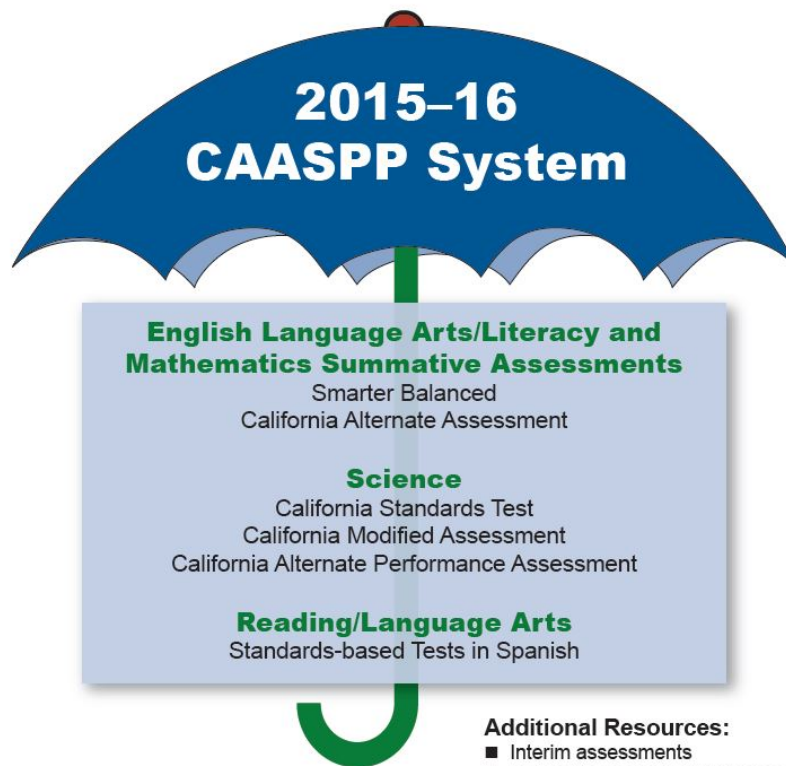
Citation: “Formative Assessment: Making it Happen in the Classroom”  
(Heritage, 2010)



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# Summative Assessments in the CAASPP System

California Assessment of Student Performance and Progress (CAASPP)





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# Activity:

## How are Smarter Balanced Assessments Different?

- Take a few minutes with your table group to talk about the following question:
  - In what ways are the Smarter Balanced Summative Assessments fundamentally different from the California Standards Tests?



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# Smarter Balanced Summative Assessment Results



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# Type of Reports

- Individual Student Reports
- Summary Reports
- Provide:
  - Overall scale score by content area
  - Overall achievement levels by content area
  - Claim-level achievement level
  - Include Early Assessment Program (EAP) results for grade 11.



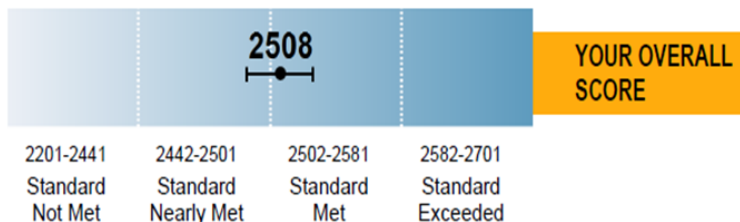
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# Overall Scores at a Glance

- **Scale scores**
  - Range between approximately 2000 and 3000
- **Achievement levels**
  - Four levels that categorize a range of scale scores

## ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Juan's performance on the four area that comprise this overall score can be seen on the back of this report.



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# Claim Level Information

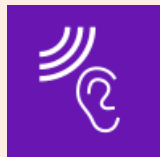
## ELA:



Reading



Writing

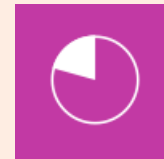


Listening

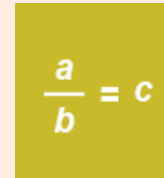


Research/Inquiry

## Mathematics:



Problem Solving &  
Data Analysis



Concepts &  
Procedures



Communicating  
Reasoning



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# Claim Level Information (cont.)

Reported at three levels because there are fewer items within each claim (compared to number of items for overall test).

- Below Standard
- At or Near Standard
- Above Standard





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# Interpreting and Using Smarter Balanced Summative Assessment Results



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# Understanding Scale Scores

- A grade 5 student received a scale score of 2550 on the ELA assessment. What can you say about this student's performance?
- What other observations did you have after looking at the scale score ranges?

ELA and Mathematics Scale Score Ranges are located at  
<http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>



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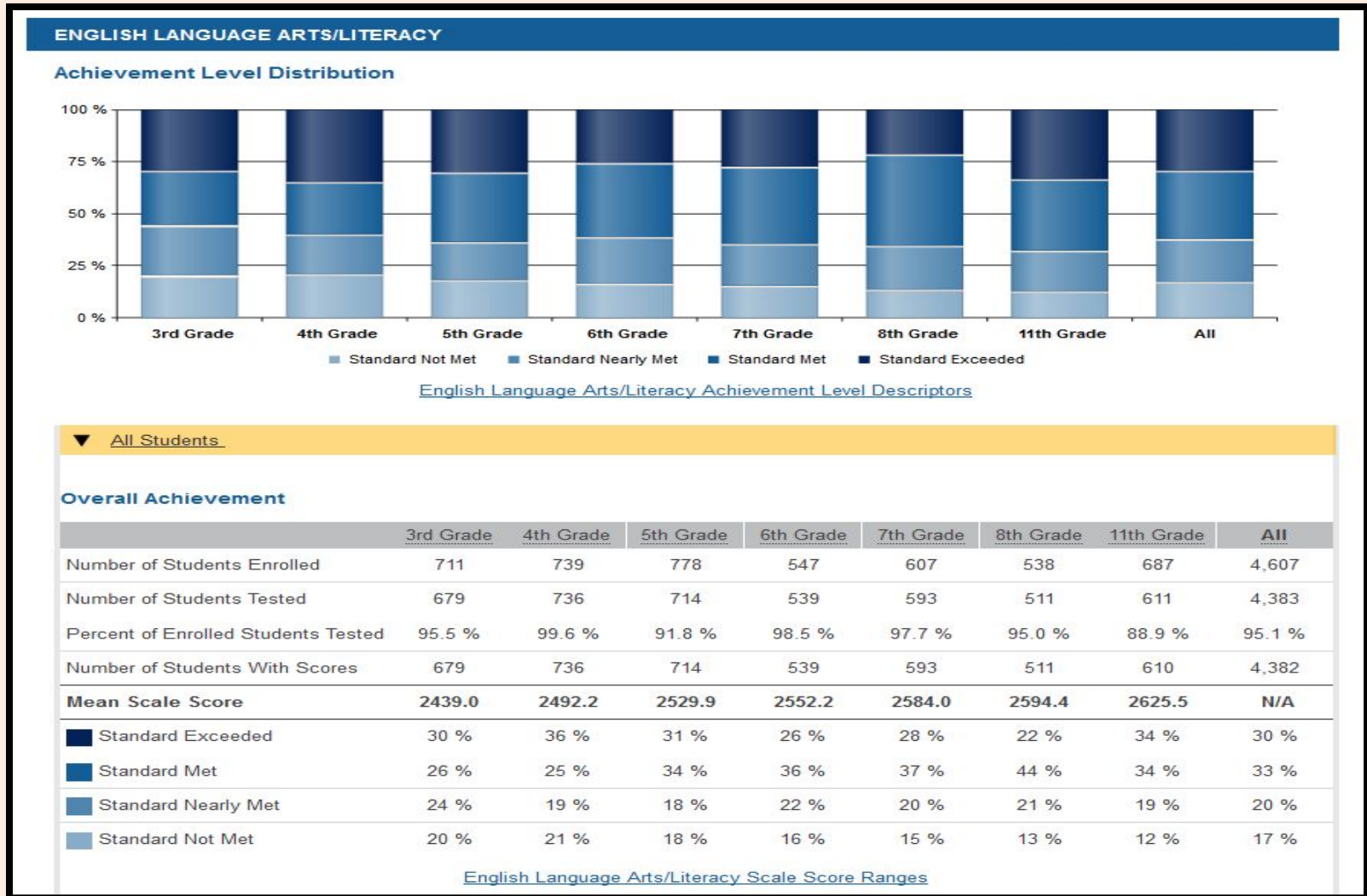
# Understanding Scale Scores (cont.)

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724

The grade 5 student score of 2550 means that the student achieved “Standard Met” for grade 6.

***True or False***

# ELA Summary Results – Overall

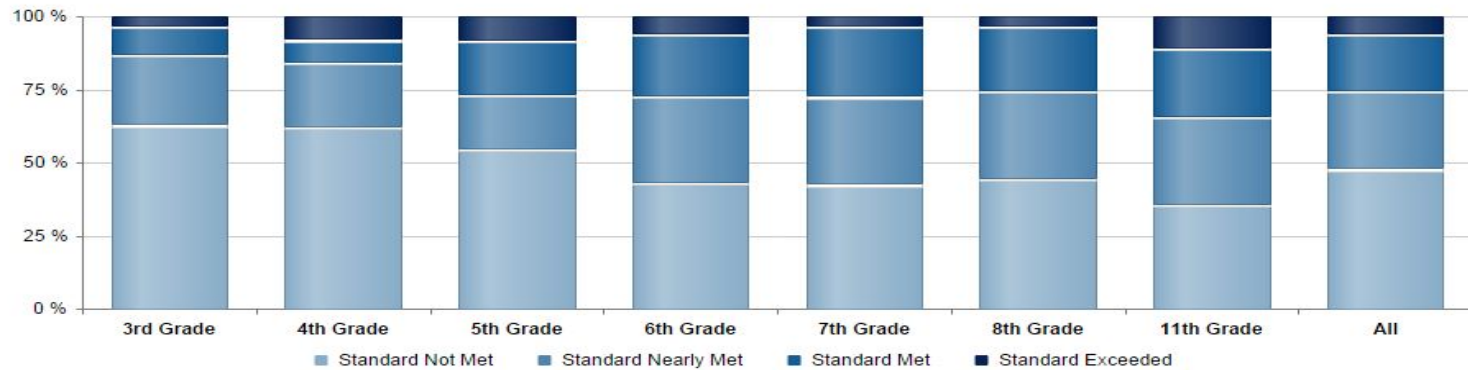


# ELA Summary Results – Student Group

## ENGLISH LANGUAGE ARTS/LITERACY

### ▼ Black or African American

#### Achievement Level Distribution



#### [English Language Arts/Literacy Achievement Level Descriptors](#)


#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	1,035	970	1,022	1,092	1,090	1,014	963	7,186
Number of Students Tested	143	130	174	190	192	189	192	1,210
Percent of Enrolled Students Tested	13.8 %	13.4 %	17.0 %	17.4 %	17.6 %	18.6 %	19.9 %	16.8 %
Number of Students With Scores	143	130	174	190	192	189	192	1,210
<b>Mean Scale Score</b>	<b>2346.9</b>	<b>2395.1</b>	<b>2441.7</b>	<b>2475.7</b>	<b>2496.3</b>	<b>2504.9</b>	<b>2536.6</b>	<b>N/A</b>
Standard Exceeded	3 %	8 %	8 %	6 %	3 %	3 %	11 %	6 %
Standard Met	9 %	7 %	18 %	21 %	24 %	22 %	23 %	19 %
Standard Nearly Met	24 %	22 %	18 %	30 %	30 %	30 %	30 %	27 %
Standard Not Met	64 %	64 %	55 %	44 %	43 %	45 %	36 %	49 %


# ELA Summary Results – Claim Level

## Areas


### Reading: Demonstrating understanding of literary and non-fictional texts

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	34 %	37 %	36 %	30 %	31 %	35 %	40 %	35 %
	At or Near Standard	47 %	49 %	43 %	52 %	50 %	48 %	44 %	48 %
	Below Standard	19 %	14 %	22 %	18 %	19 %	17 %	16 %	18 %


### Writing: Producing clear and purposeful writing

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	29 %	35 %	38 %	31 %	37 %	32 %	44 %	35 %
	At or Near Standard	52 %	52 %	44 %	52 %	48 %	49 %	41 %	49 %
	Below Standard	18 %	13 %	17 %	17 %	15 %	19 %	15 %	16 %

### Listening: Demonstrating effective communication skills

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	28 %	30 %	22 %	24 %	22 %	22 %	28 %	25 %
	At or Near Standard	63 %	63 %	64 %	68 %	67 %	66 %	56 %	64 %
	Below Standard	9 %	7 %	14 %	8 %	12 %	12 %	16 %	11 %

### Research/Inquiry: Investigating, analyzing, and presenting information

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	28 %	33 %	43 %	36 %	31 %	35 %	38 %	35 %
	At or Near Standard	56 %	54 %	51 %	56 %	56 %	51 %	50 %	54 %
	Below Standard	16 %	11 %	6 %	8 %	13 %	13 %	12 %	11 %



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# Activity: School/District Report

## Overall and by Claim:

- In which area(s) is the school performing particularly well? What is the evidence?
- Which area(s) appear to be the school's biggest challenge(s)? What is the evidence?



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# Using Summative Assessment Results

- Provide “big picture”
  - Comparisons across grades, schools, student groups
  - Demonstrate trends over time
  - Progress toward readiness for college and career
- With other indicators, can help validate strengths and prioritize needs





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# Using Summative Assessment Results (cont.)

- Help identify which interim assessments could be administered to students to learn more about strengths and areas of improvement.
- Help identify specific instructional resources in the Digital Library that could be useful in supplementing instruction.



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# Caveats When Using Results of Summative Assessments

- Do not compare to previous testing programs like the Standardized Testing and Reporting (STAR) Program.
- Results should NOT be used as the sole indicator for program placement.
- Use multiple measures to determine overall student performance and progress.



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# Morning Break



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# **Digging Deeper: Connecting Claims, Assessment Targets, and Standards**



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# Mindset

- Think about engaging teachers
  - In reflection of instructional practice and standards implementation
  - Using results and other evidence of student learning to inform that practice and implementation
- Think about supporting teachers
  - Professional learning
  - Tools, materials, time

# ELA Claim Descriptions

## English Language Arts/Literacy

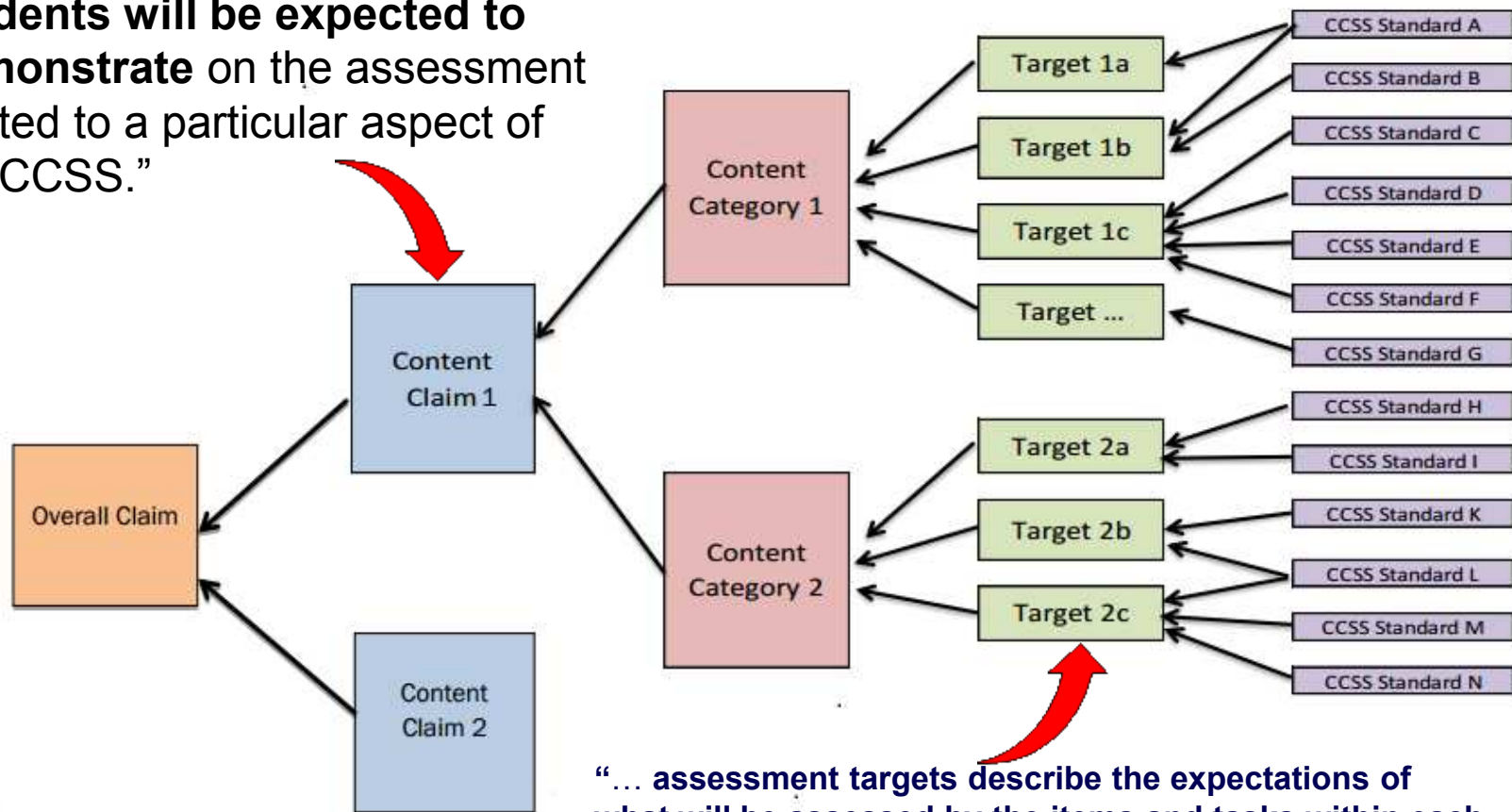
Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
<b>Reading</b> Demonstrating understanding of literary and non-fictional texts	The student demonstrates a <b>thorough</b> ability to read closely and analytically to comprehend a range of literary and informational texts of <b>high</b> complexity.	The student demonstrates <b>some</b> ability to read closely and analytically to comprehend a range of literary and informational texts of <b>moderate</b> complexity.	The student <b>does not</b> demonstrate an ability to read closely and analytically to comprehend literary and informational texts of <b>moderate</b> complexity.
<b>Writing</b> Producing clear and purposeful writing	The student demonstrates a <b>thorough</b> ability to produce <b>compelling, well-supported</b> writing for a <b>diverse</b> range of purposes and audiences.	The student demonstrates <b>some</b> ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student <b>does not</b> demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
<b>Listening</b> Demonstrating effective communication skills	The student demonstrates <b>thorough</b> ability to <b>critically interpret and use information delivered orally</b> .	The student demonstrates <b>some</b> ability to <b>accurately interpret and use information delivered orally</b> .	The student <b>does not</b> demonstrate the ability to <b>accurately interpret and use information delivered orally</b> .
<b>Research/Inquiry</b> Investigating, analyzing, and presenting information	The student demonstrates a <b>thorough</b> ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information <b>in a persuasive and sustained exploration of a topic</b> .	The student demonstrates <b>some</b> ability to use research/inquiry methods to <b>explore</b> a topic and analyze, integrate, and present information.	The student <b>does not</b> demonstrate the ability to use research/inquiry methods to <b>explore or produce an explanation of</b> a topic. The student <b>does not</b> demonstrate the ability to analyze or integrate information through research or inquiry.

# Mathematics Claim Descriptions

<b>Mathematics</b>			
<b>Area (Claim) Descriptors</b>	<b>Above Standard</b>	<b>At or Near Standard</b>	<b>Below Standard</b>
<b>Concepts and Procedures</b> Applying mathematical concepts and procedures	<b>The student demonstrates a thorough ability to consistently</b> explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	<b>The student demonstrates some ability to</b> explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	<b>The student does not demonstrate the ability to</b> explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
<b>Problem Solving/Modeling and Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems	<b>The student demonstrates the thorough ability to consistently</b> solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to <b>consistently</b> analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	<b>The student demonstrates some ability</b> solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. <b>The student demonstrates some ability</b> to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	<b>The student does not demonstrate the ability to</b> solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. <b>The student does not demonstrate the ability to</b> analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.
<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions	<b>The student demonstrates the thorough ability to</b> clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	<b>The student demonstrates some ability to</b> clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	<b>The student does not demonstrate the ability to</b> clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

# Making Meaning

“A claim is a **summary statement about the knowledge and skills students will be expected to demonstrate** on the assessment related to a particular aspect of the CCSS.”



“... assessment targets describe the expectations of what will be assessed by the items and tasks within each claim.”





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# Resources to Support Analysis of Summative Assessment Results

- Summative Assessment Blueprints
- Claims Alignment Documents
- Threshold Achievement Level Descriptors
- Content Specifications
- Item Specifications
- Understanding the Student Score Report
- Teacher Guides (Under Construction)



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# Summative Assessment Blueprints Grade Six ELA Partial Example

Target Sampling ELA/Literacy Grades 6–8								
Component	Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary <sup>4</sup>	2: Central Ideas	2, 3	1 <sup>5</sup>	1–2 <sup>6</sup>	0–1 <sup>5</sup>	4–7 <sup>6</sup>
			4: Reasoning and Evaluation	3, 4	1 <sup>5</sup>			
			1: Key Details	2	2–5	2–5	0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3, 4				
			7: Language Use	3				
		Informational <sup>7</sup>	9: Central Ideas	2, 3	1–3 <sup>7</sup>	9–10	0–1 <sup>8</sup>	9–10
			11: Reasoning and Evaluation	3, 4				
			8: Key Details	2				
			10: Word Meanings	1, 2	7–8	9–10	0	
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	2, 3				
			14: Language Use	3				

Summative Assessment Blueprints can be found at  
[www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)



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# Claims – Assessment Targets – Standards – Grade Six ELA

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	1: <b>Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
	2: <b>Central Ideas:</b> Summarize central ideas/key events.	<b>6.RL.2</b> <u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>	2 3	MC, MS, EBSR, HT ST/CR
	3: <b>Word Meanings:</b> Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	<b>6.RL.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</u> <b>6.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u> <b>6.L.5b</b> <u>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u> <b>6.L.5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</u> <b>6.L.6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	1, 2	MC, MS, HT

Other grades and content areas are available on the Riverside County Office of Education Web site at <http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/>



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# Threshold Achievement Level Descriptors (ALDs)

GRADE 5				
of words and phrases used in context.				
<b>THRESHOLD ALD</b> Reading Targets 1-7		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</li> <li>• Use some explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and some key events.</li> <li>• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts.</li> <li>• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.</li> <li>• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</li> <li>• Interpret the meaning of some common figurative language.</li> </ul>	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.</li> <li>• Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.</li> <li>• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.</li> <li>• With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.</li> </ul>	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.</li> <li>• Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases.</li> <li>• Consistently and accurately summarize central ideas and key events.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</li> <li>• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.</li> <li>• Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.</li> </ul>

Mathematics and ELA/literacy ALDs and College Content-Readiness Policies can be found at: <http://www.smarterbalanced.org/achievement-levels/>



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# Activity:

## Review Threshold ALD for Grade Six ELA, Reading, Targets 1 – 7, Standard Met

- What would be useful for your teachers to think about when reading these ALDs?
- Do your teachers ask their students to demonstrate these skills and knowledge?
- In what ways?
- Do students have multiple opportunities?



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# Geometric Reflection

- What sits square with you?
- What's rolling around in your head?
- ▲ What are 1-3 points you want to remember?



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# Resources to Support Analysis of Summative Assessment Results

- Summative Assessment Blueprints
- Content Specifications
- Items Specifications
  - <http://www.smarterbalanced.org/smarter-balanced-assessments/#item>



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# Resources to Support Analysis of Summative Assessment Results (cont.)

- Threshold Achievement Level Descriptors
  - <http://www.smarterbalanced.org/achievement-levels/>
- Claims Alignment Documents
  - <http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/>





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# Resources to Support Analysis of Summative Assessment Results (cont.)

- Understanding the Student Score Report
- Parent Guide to the Smarter Balanced Assessments
  - <http://www.cde.ca.gov/ta/tg/ca/caasppsreports.asp>
- Curriculum Frameworks
  - <http://www.cde.ca.gov/ci/cr/cf/index.asp>



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# Smarter Balanced Assessment System **Accessibility Supports**

## 2015–16 CAASPP Institutes



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# Accessibility Supports: Key Questions

- Why the need for accessibility supports?
- What is involved in the effective implementation of the Smarter Balanced System of accessibility supports?



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# Purpose and Importance of Assessment Accessibility

Equal opportunity for all students to demonstrate learning:

- During instruction
- On classroom assessments
- On Smarter Balanced assessments (both summative and interim)



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# Purpose and Importance of Assessment Accessibility (cont.)

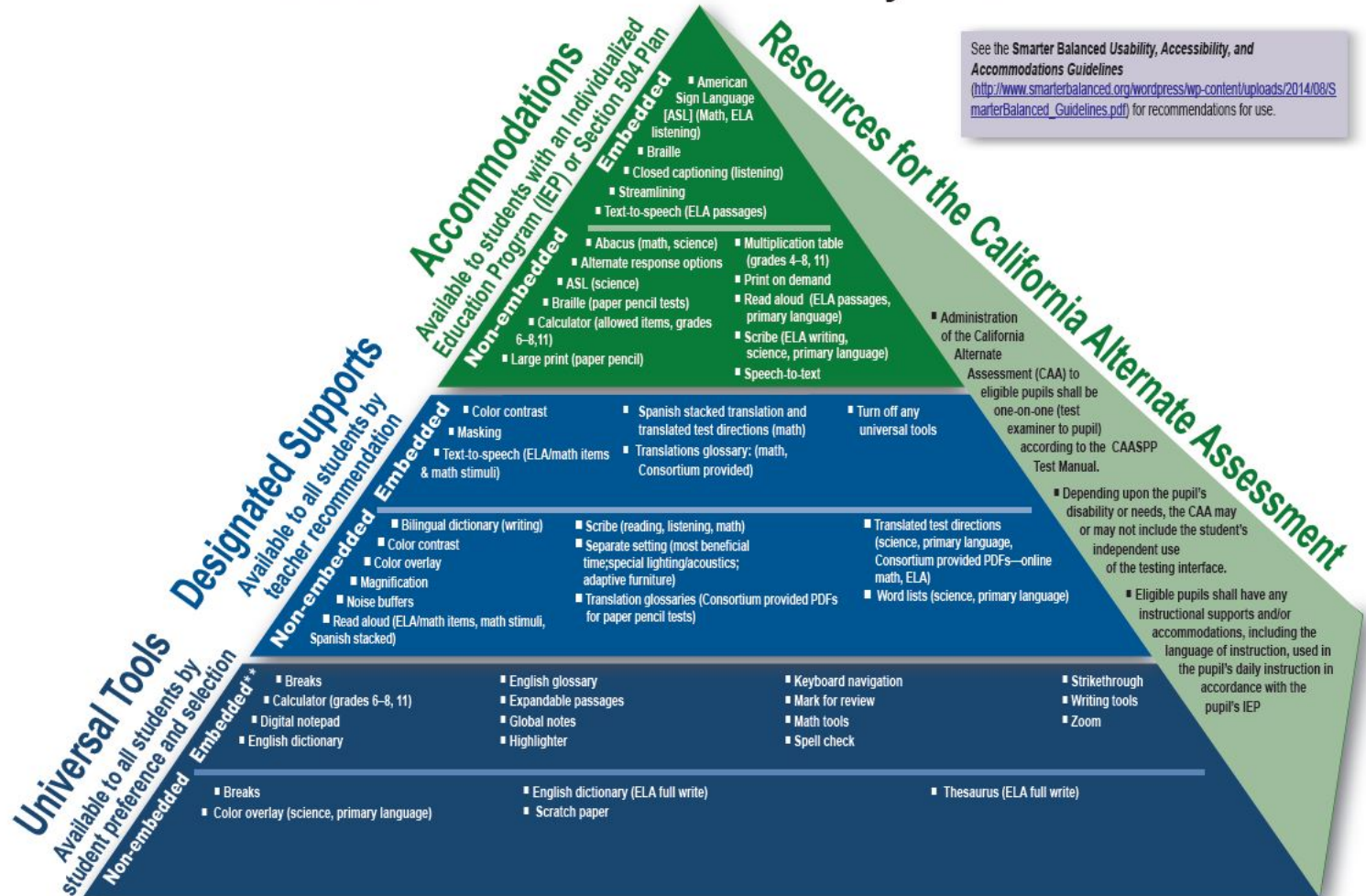
- Standardization and consistency of test administration procedures
  - Statewide
  - Across schools within LEAs
- Accuracy and validity of test results



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## California Assessment of Student Performance and Progress Student Assessment Accessibility 2015–16\*

See the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines ([http://www.smarterbalanced.org/wp-content/uploads/2014/08/SmarterBalanced\\_Guidelines.pdf](http://www.smarterbalanced.org/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf)) for recommendations for use.



California Department of Education ■ October 2015

\*Based on proposed emergency regulations going to SBE in November 2015

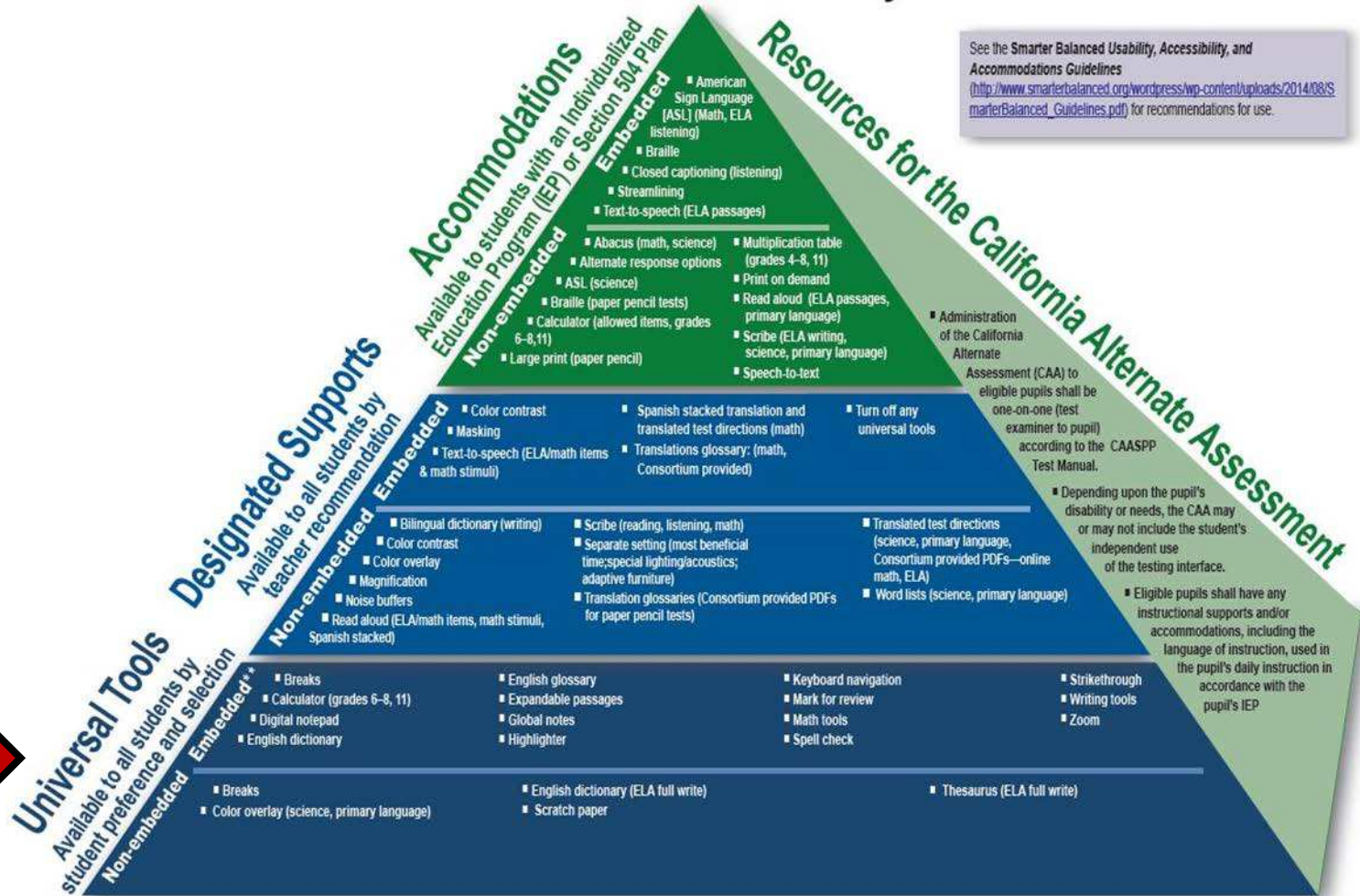
\*\* Embedded Universal tools are delivered as allowed only



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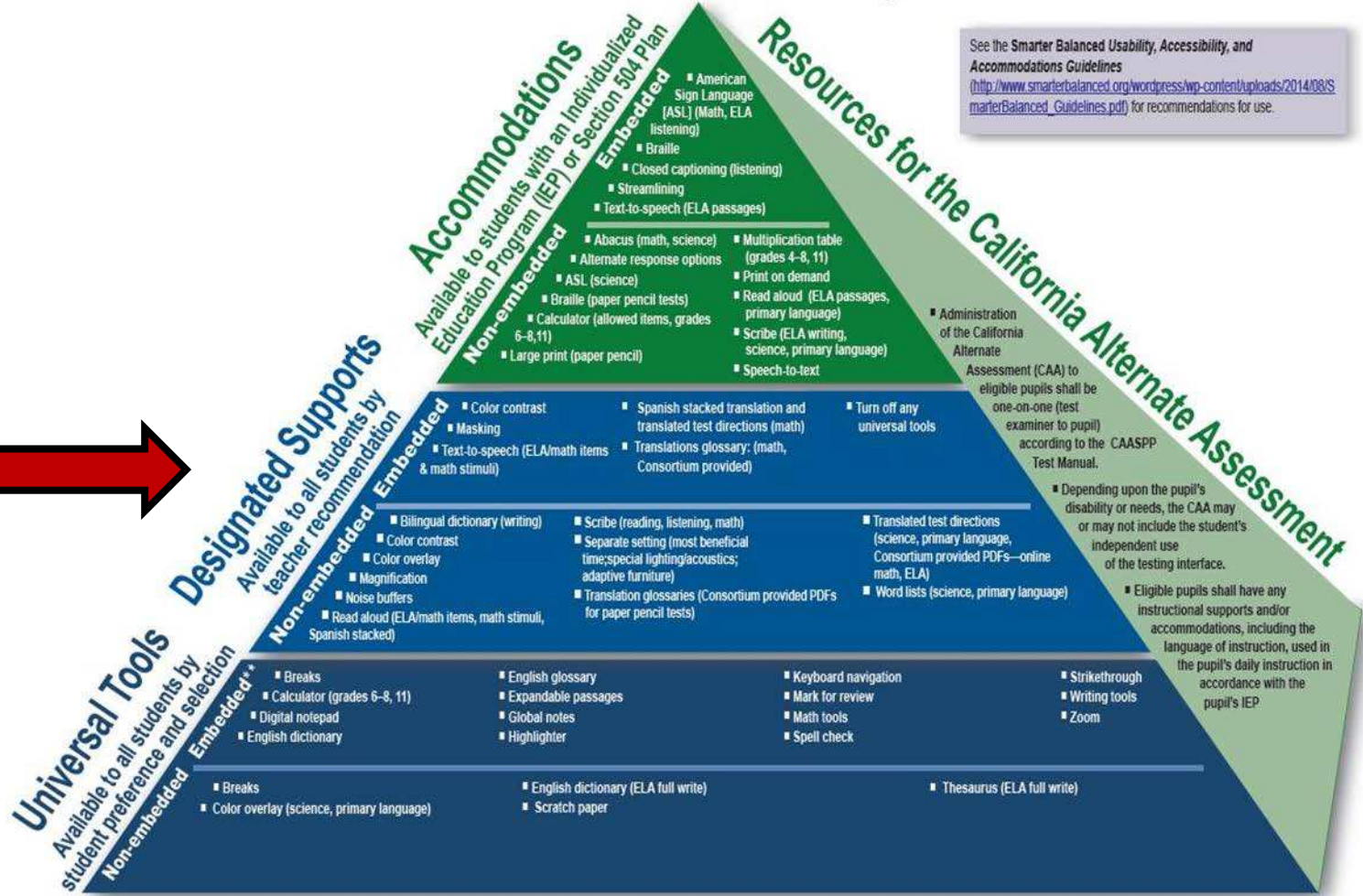




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# Designated Supports

- Newest, inclusive category of supports.
- Systematic processes across the school and school district to identify and address identified student needs.
- Includes language supports for ELs.
- Available to **ALL** students.



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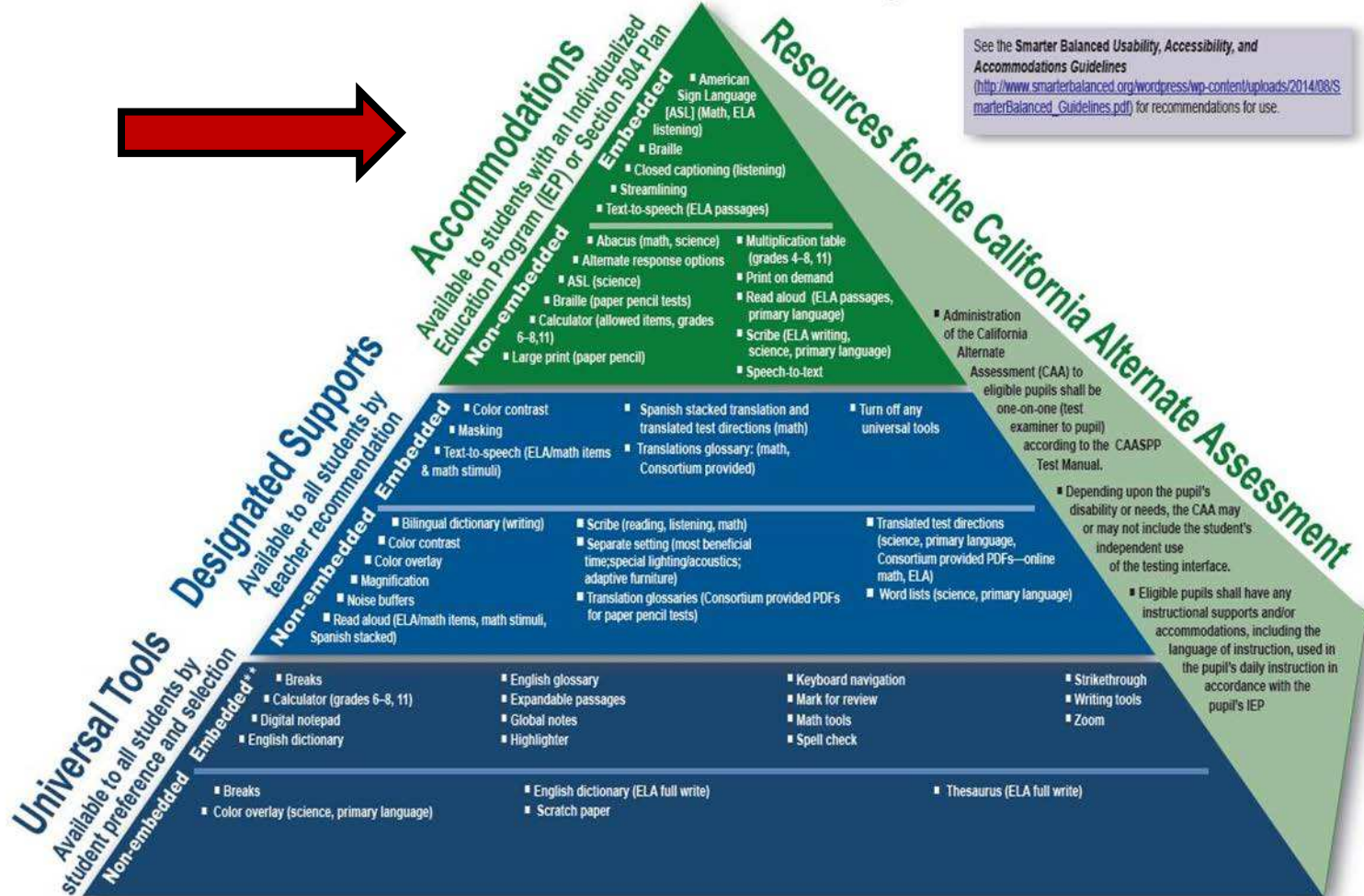
# Pause and Reflect

- To what extent were designated supports utilized in your LEA during the 2014–15 school year?
- Which specific designated supports were utilized?
- Was there a focus on the needs of specific student groups, such as ELs?



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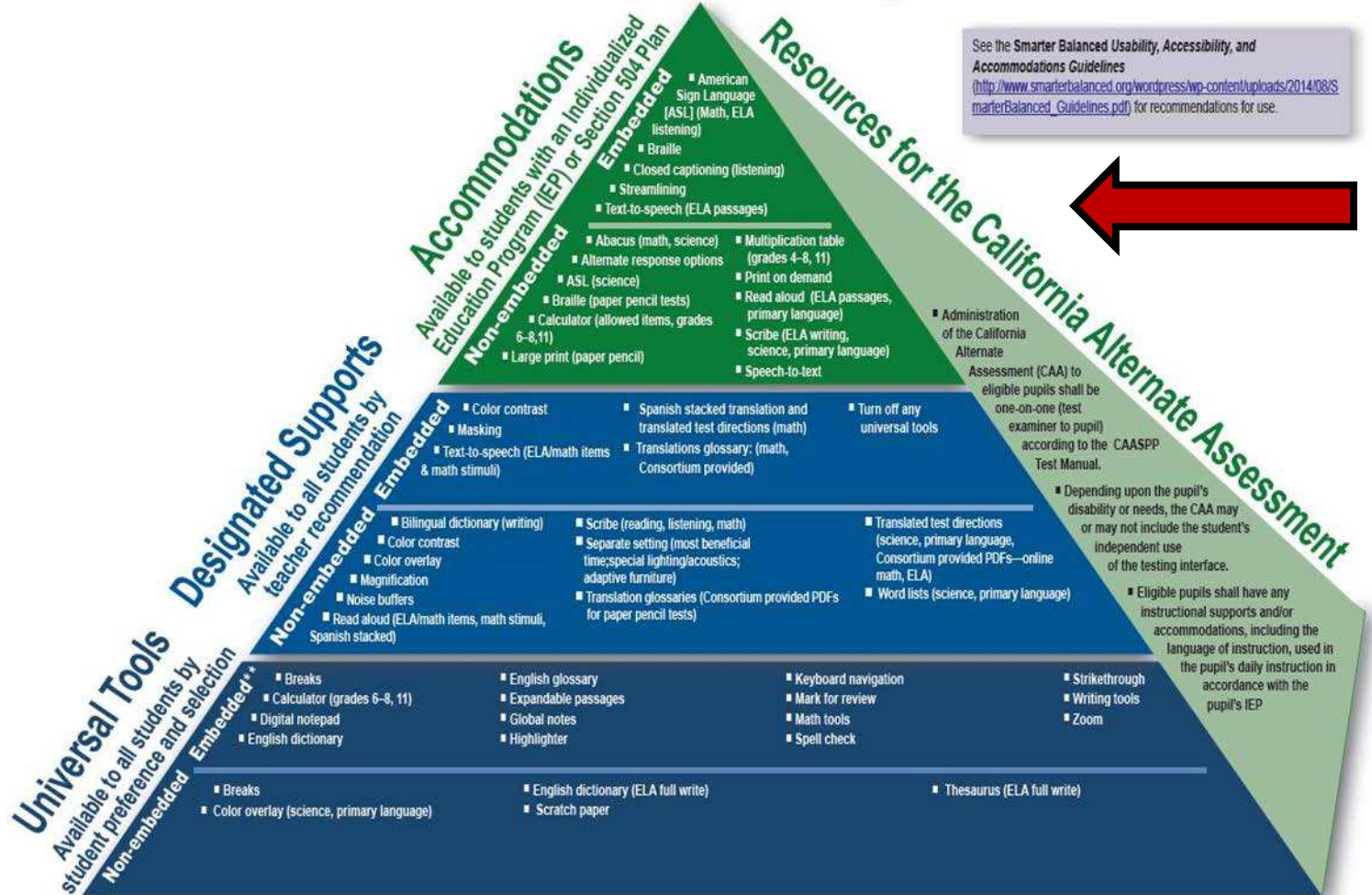
# California Assessment of Student Performance and Progress Student Assessment Accessibility 2015–16\*





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# California Assessment of Student Performance and Progress Student Assessment Accessibility 2015–16\*





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# Matrix One



## Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2014–15

(Revised: March 12, 2015)

### Matrix One:

**Purpose and Use:** This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) for 2014–15. This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*, available at <http://www.cde.ca.gov/ta/tg/sa/access.asp>, and the *California Code of Regulations*, Title 5, (CCR) sections 850 to 868 available at <http://www.cde.ca.gov/ta/tg/ca/>, in the determination of supports for individual pupils. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document. Individualized aids (an explanation of which can be found in Part 3, beginning on page nine) contains a listing of identified individualized aids and information about requesting the use of the identified and unidentified individualized aids.

### Part 1: Embedded Supports

**Embedded supports** are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
American Sign Language	–	–	A	A
Breaks	U	U	U	U
Braille	A	A	A	A

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil's IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

March 2015

2015 by the California Department of Education

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# 2015–16 CAASPP Accessibility Unlisted Resources

- New — Unlisted Resources Request automated process/form
  - Easier, streamlined process in the Test Operation and Management System (TOMS)
  - IEP and Section 504 Plan flags in California Longitudinal Pupil Achievement Data System (CALPADS) are required
  - Previously called Individualized Aid Form



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# Guidelines for Use

General guidelines for use of all accessibility features:

- Student is familiar with the support(s).
- Supports are the same or similar to those used for instruction and classroom assessment.
- Student has ***multiple*** opportunities to practice with the support in a testing environment.



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# Implementation Goal

The ultimate goal of the implementation process is to give **all** students every possible opportunity to demonstrate their best performance in the classroom on regular classroom assignments and assessments.





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# Key Question

What are the tasks that must be completed to ensure **appropriate** and **effective** use of accessibility supports at all schools?



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# Individual Student Assessment Accessibility Process (ISAAP)

1. Designate key staff roles and responsibilities.
2. Provide information to parents and training to all staff, as appropriate.



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# Pause and Reflect on Steps 1–2

- What training on accessibility supports has previously been provided in your LEA?
- What training needs to be planned for 2015–16?



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# ISAAP Process

3. Identify students who will benefit from designated supports and students who will need accommodations per IEP and Section 504 Plans.
4. Select the designated supports and accommodations for all identified students.



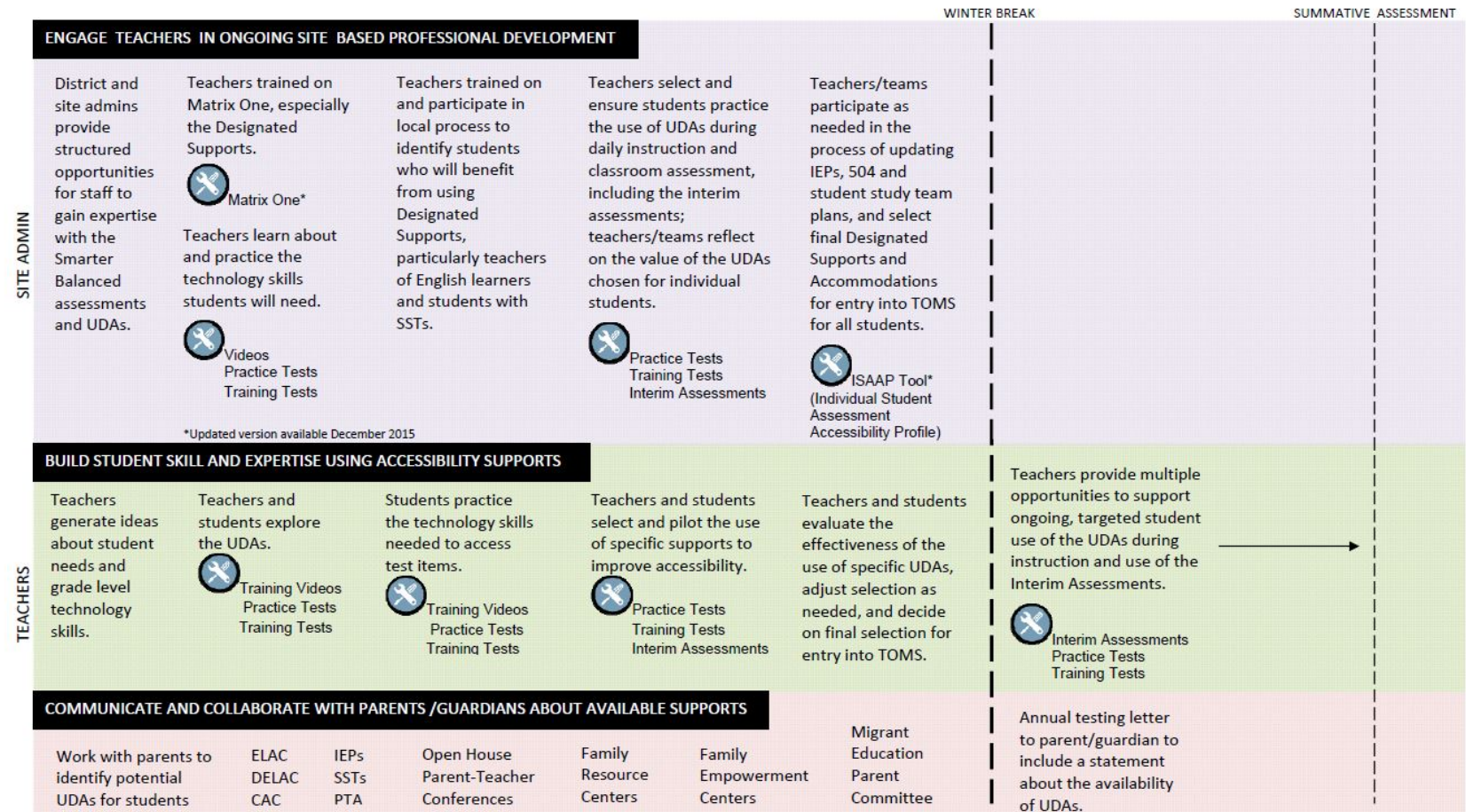
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# Pause and Reflect on Steps 3–4

- How are decisions for the use of accessibility supports being made in your school or school district, particularly for the use of designated supports?
- Who is involved in making the decisions?

# Effective Student Use of Accessibility Supports

## Suggested Timeline for Student Use of the Smarter Balanced Universal Tools, Designated Supports, and Accommodations (UDAs)





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# Practice Tests and Training Tests

	Practice Test	Training Test
Purpose	Provide students with a <b>grade specific testing experience</b> similar in structure and format to the summative assessments	Provide students with <b>an opportunity to quickly become familiar with the software and interface features</b> . There are no Performance Tasks (PTs).
Grade Levels	Each grade: <ul style="list-style-type: none"> <li>• 3–8, 11</li> </ul>	Grade bands: <ul style="list-style-type: none"> <li>• 3–5</li> <li>• 6–8</li> <li>• High school</li> </ul>
Number and Types of Items	Approximately 30 items in ELA and 30 items in math per grade level Includes 1 ELA PT and 1 math PT per grade level	Approximately 15 items per grade band (6 in ELA and 8–9 in math); PTs are not available
Universal Tools, Designated Supports, and Accommodations	<b>All</b>	<b>All</b>
Scoring	Results are not scored; however, answer keys and scoring rubrics are available	Results are not scored



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# Pause and Reflect

- To what extent are students being directly taught how to use selected designated supports and accommodations?
- To what extent are they being provided with multiple opportunities to practice using the selected accessibility tools?
- Do students use similar supports, to those for which they use on assessments, in the classroom on a regularly basis?





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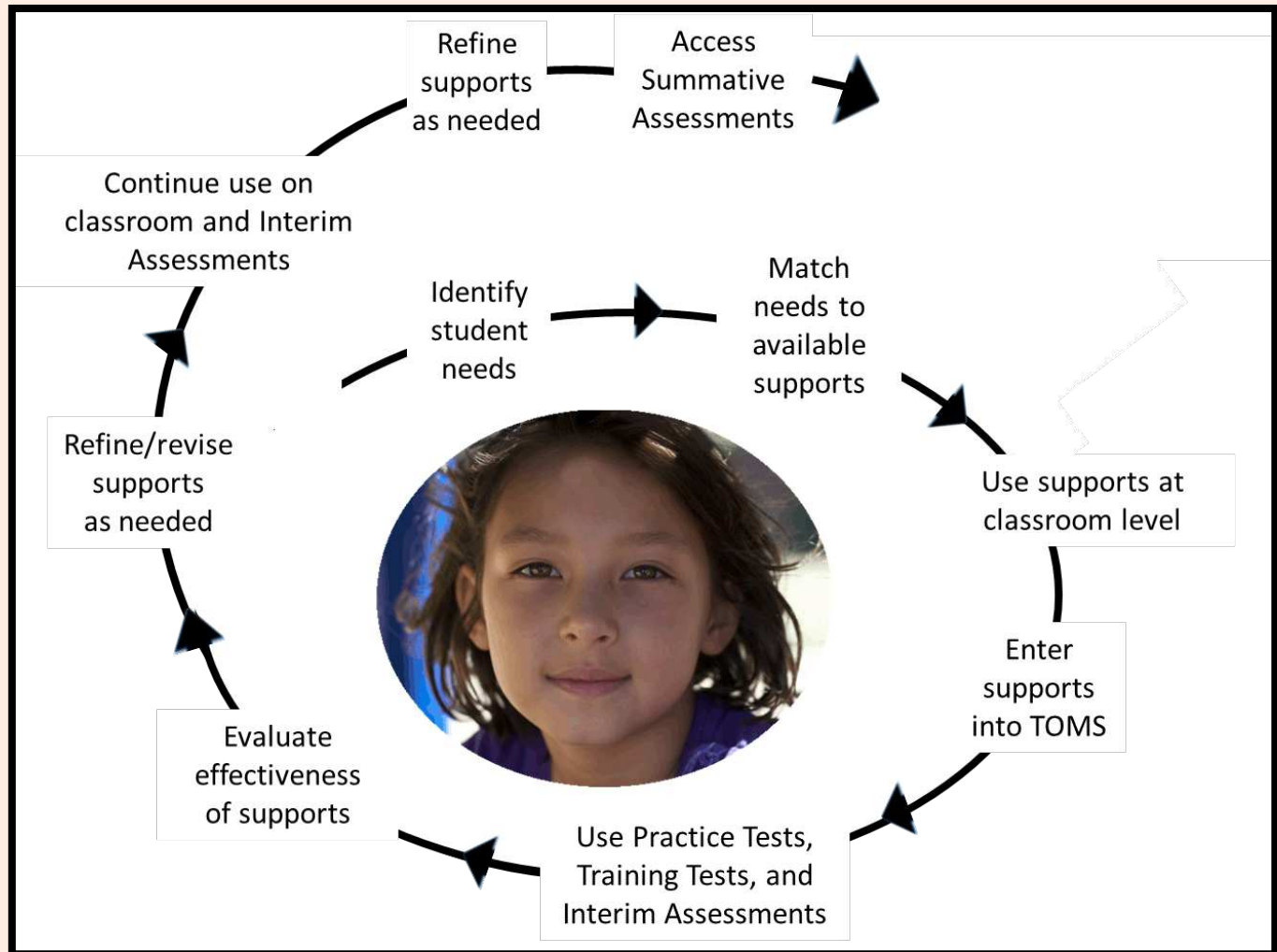
# ISAAP Process

5. Enter or upload designated supports and accommodations into the TOMS.
6. Perform a pre-administration check of assigned supports.
7. Check the test administration interface to confirm student has assigned accessibility support.



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# Accessibility Support Selection Process





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# Questions to Consider

- What will be the procedures for completing each of these tasks?
- How will support be provided to sites?
- How will the effectiveness of specific designated supports and accommodations be tracked and evaluated for all students, including SWDs and ELs?
  - At classroom formative level
  - On interim assessments
  - On summative assessments



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# Post-Test Evaluation

- Interview student about the designated supports and/or accommodations provided and used.
- Note any difficulties experienced and/or adjustments needed by the student.



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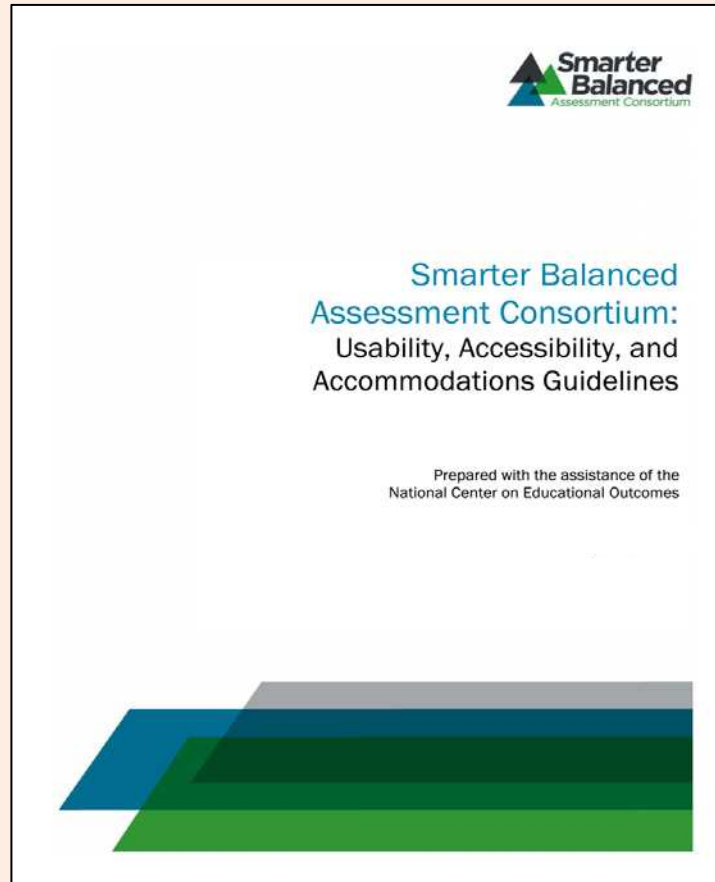
# Post-Test Evaluation Sample Questions

- Which supports were provided?
- Were the provided support helpful? In what ways?
- Did the student experience any difficulties in the use of the supports?
- Should the student be provided the same or different supports in the future?

# Usability, Accessibility, and Accommodations Guidelines



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The Usability, Accessibility, and Accommodations Guidelines can be found on the CDE Smarter Balanced Accessibility and Accommodations Web page at <http://www.cde.ca.gov/ta/tg/sa/access.asp>



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# Effective Use of Designated Supports

## Effective Use of Designated Supports

**D**esignated supports offer an expanded range of access for all students, including language support for English learners. The use of designated supports does not require an Individualized Education Program (IEP) or Section 504 plan; they are available for use by any student for whom the need has been indicated by an educator (or team with educators, parent/guardian and student). The consistent and effective use of designated supports during daily instruction, on classroom assessments, and on the Smarter Balanced assessments can help to ensure that all students in the local educational agency (LEA) have access to Common Core State Standards (CCSS) content and the opportunity to accurately demonstrate their learning on the California Assessment of Student Performance and Progress (CAASPP) assessments.

A consistent approach by LEAs for the use of designated supports is recommended. The optional California Individual Student Assessment Accessibility Profile (ISAAP) process can help ensure all students receive the appropriate designated supports and accommodations for the CAASPP assessments. Please note: designated supports as well as additional accommodations are available for students with IEP or Section 504 plans.

### The Individual Student Assessment Accessibility Profile Process

This optional process delineates seven steps that offer a flexible framework for establishing a consistent, LEA-wide system for providing accessibility supports that will allow students to best demonstrate their learning. LEAs may customize these steps and use the California ISAAP tool ([http://californiastac.org/rsoc/pdfs/CAASPP/isaap-tool.2014\\_2015.v2.xlsm](http://californiastac.org/rsoc/pdfs/CAASPP/isaap-tool.2014_2015.v2.xlsm)) as appropriate to local resources and needs.

Students benefit most when they are given multiple opportunities to explore and practice the designated supports during classroom instruction, on classroom assessments and on the Smarter Balanced Practice Tests, Training Tests, and Interim assessments.

- Step 1.** Select key staff members who will be involved in any of these seven steps and define their specific roles. Number of steps and roles are customizable to meet school needs and resources.
- Step 2.** Provide information and training to staff according to their role; provide information to parents/guardians; provide information and training to students as appropriate. LEA administrators are encouraged to develop a comprehensive plan for providing information and training to key stakeholders and staff about assessment accessibility.
- Step 3.** Identify students who may benefit from designated supports (including students with IEPs and Section 504 plans, English learners and English learners with disabilities). Potential decision-making team members for identifying designated supports for students may include any staff members who are knowledgeable about the student's instructional needs, including classroom teachers, special education teachers, English learners specialists, academic coaches, counselors, school psychologists, parents/guardians, and students.
- Step 4.** Select the appropriate designated supports and accommodations for each student. After individual student needs are identified, the California ISAAP tool can be used to match student needs to available designated supports.
- Step 5.** Enter or upload designated supports and accommodations into the Test Operations Management System (TOMS). Selections made with the California ISAAP tool ([http://californiastac.org/rsoc/pdfs/CAASPP/isaap-tool.2014\\_2015.v2.xlsm](http://californiastac.org/rsoc/pdfs/CAASPP/isaap-tool.2014_2015.v2.xlsm)) can be uploaded directly. Student settings may also be made manually or through template upload.
- Step 6.** Perform a pre-administration check of assigned access supports.
- Step 7.** Check for delivery of the assigned designated supports and accommodations at the time of the test.

#### For additional information:

- California Department of Education CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca>
- CAASPP Web site at <http://www.caaspp.org>

California Department of Education  
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This document is available at  
<http://www.cde.ca.gov/ta/tg/ca/documents/designatedsupports.pdf>.



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# Accessibility Resources

- CDE's Student Accessibility Supports Web site:  
<http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>
- SBAC Support for Under-Represented Students Web site:  
<http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/>





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# Job Alike

## Geometric Reflection

- Site or District Administration/Leadership
- ELA
- Mathematics
- Assessment or Accountability
- English Language Development/English Learners
- Special Education



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# Job Alike

## Geometric Reflection (cont.)

- What sits square with you?
- What's rolling around in your head?
- ▲ What are 1-3 points you want to remember?



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# Reflection, Planning, and Sharing



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# System Readiness Rubric

- As a team, identify where your district/school falls in terms of readiness to interpret and use results from the summative assessments to improve teaching and learning.



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# Summative Assessment Planning Template

- Use the planning template to think about and record ideas about using the Smarter Balanced Summative Assessments:
  - Strengths/Readiness/Resources
  - Considerations
  - Possible Plans and Action Steps



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# Sharing

- By table groups, be prepared to briefly share a potential key action step.