Update on the Smarter Balanced Summative Assessments

Bilingual Coordinators' Network

March 13, 2015

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CALIFORNIA DEPARTMENT OF EDUCATION
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Overview

- Summative Assessments

- Interim Assessments/Digital Library

- Individual Student Assessment Accessibility Profile (ISAAP) Process

- Examples of Designated Supports

- Resources

Smarter Balanced 2014–15 Summative Assessments

- Summative tests in English language arts/literacy and mathematics:

    – Testing started March 10, 2015

    – Students will receive score reports

    – Data will be used to establish baseline

Smarter Balanced 2014–15 Interim Assessments

- Launched January 28, 2015

- Interim Comprehensive Assessments (ICAs) – full length assessments that mirror the summative

- Interim Assessment Blocks (IABs) – smaller sets of targets intended for instructional feedback

- Both ICAs and IABs are fixed form tests for the 2014–15 school year

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Smarter Balanced 2014–15 Digital Library

- Formative assessment practices for identifying actionable feedback to further student understanding

- Over 270,000 registered California educators

- 621 resources filter for English Learners

The Individual Student Assessment Accessibility Profile (ISAAP) Process

1. Designate key staff for roles and responsibilities in test administration related to student accessibility.

2. Provide information to parents and students early in the year; provide training to staff, as appropriate, for their role in test administration.

3. Identify students who will benefit from designated supports and will need accommodations per IEP and Section 504 plans.

The ISAAP Process

4. Assign designated supports and accommodations for all identified students who will require them.

5. Upload designated supports and accommodations into TOMS.

6. Perform a pre-administration check.

7. At time of test administration, confirm student has assigned accessibility support.

Step 4: Assign designated supports and accommodations

- Use practice and training tests to explore the use of new supports during instruction and assessment

- Update existing IEP and Section 504 plans to align with newly selected accommodations and designated supports for assessments

- Use district wide process to identify students and assign designated supports

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Step 5: Upload designated supports and accommodations into TOMS

Three ways to upload:

- CAASPP Individual Assessment Accessibility Profile (CAASPP-ISAAP) Tool – Teacher friendly!

- Template – Large districts may prefer this option

- Manual entry in TOMS

TIPS and REMINDERS

- Collect information about students regarding their language proficiency in English and primary language

- Ask students their preferences for glossaries and stacked translations; have student try out the language supports to see which ones are helpful to them; also have students try out the text-to-speech

- If using translation–stacked is visually hard for student to decipher, suggest highlighting or masking the Spanish or the English to separate them

Smarter Balanced Summative Assessments Designated Supports

TOM TORLAKSON
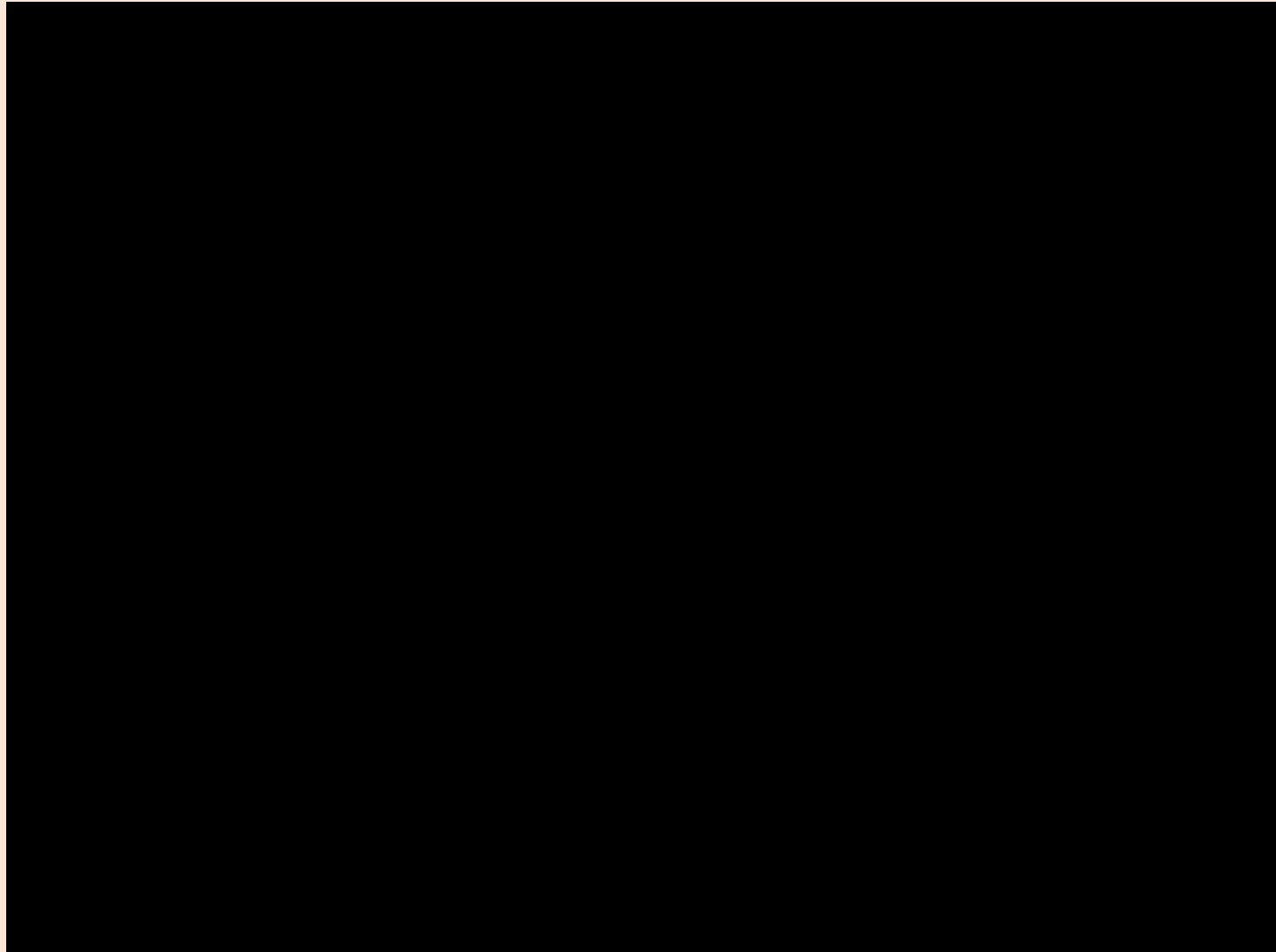State Superintendent
of Public Instruction

Embedded
- Color Contrast
- Masking
- Text-to-speech
- Translated Test Directions
- Translations (Glossary)
- Translations (Stacked)
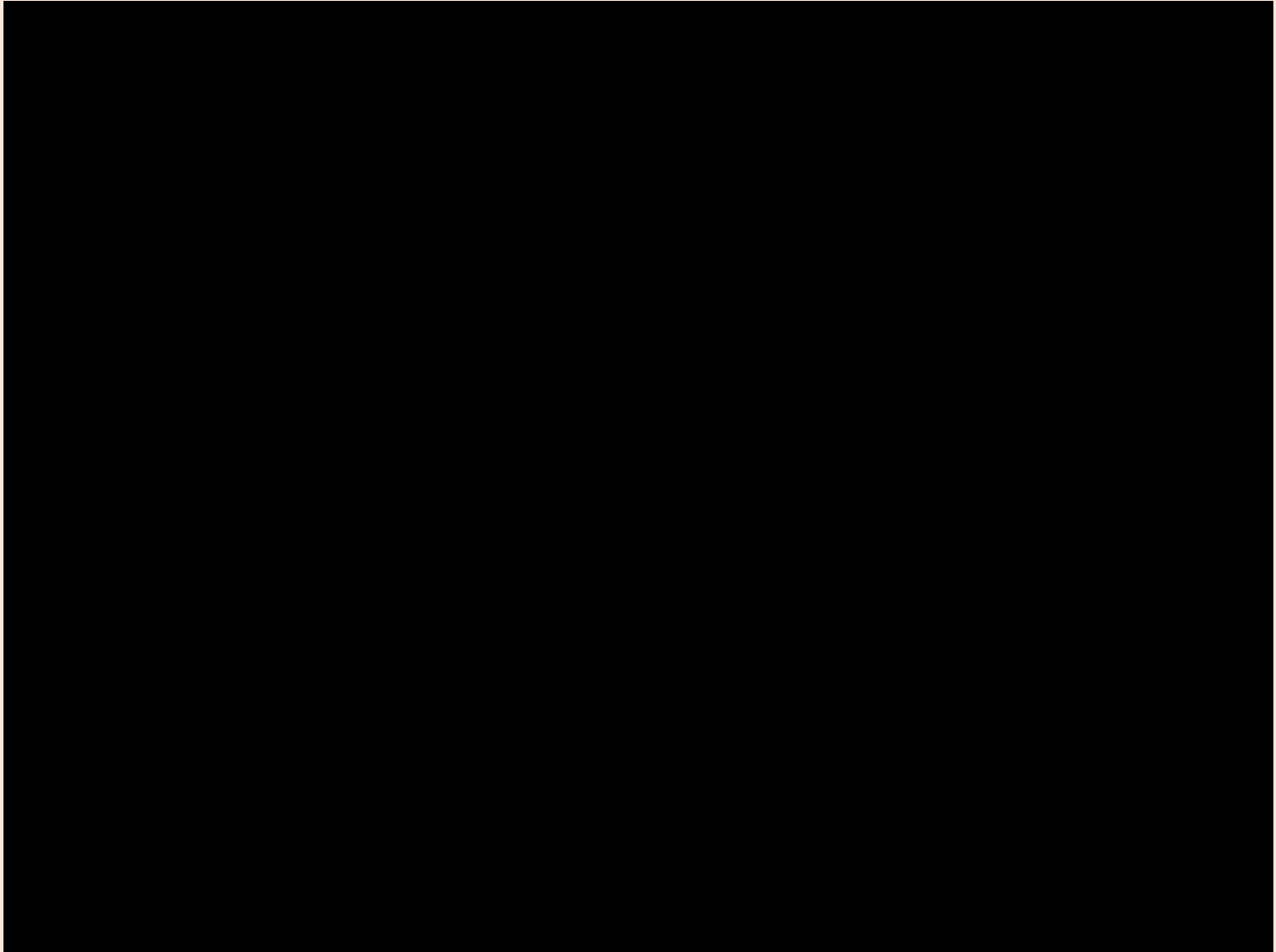- Turn off Any Universal Tools

Non- embedded
- Bilingual Dictionary
- Color Contrast
- Color Overlay
- Magnification
- Read Aloud
- Scribe
- Separate Setting
- Translated Test Directions
- Translation Glossary

Translation–Stacked

Translation–Glossaries

RESOURCES

Smarter Balanced Translated Test Directions

Smarter Balanced Glossary Student Resource Sheets

http://www.caaspp.org/ta-resources/summative.html

CDE CAASPP Web Page

http://www.cde.ca.gov/ta/tg/ca

Smarter Balanced Assessment Consortium Web Site

http://www.smarterbalanced.org

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