



# Transitioning to a New Assessment System

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## Curriculum and Instruction Steering Committee

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Assessment Development and Administration Division

November 16, 2012



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State Superintendent  
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# Reauthorization

- Standardized Testing and Reporting (STAR) Program sunsets July 2014
- California *Education Code* 60604.5 amended
- Extensive consultation with stakeholders
  - Outreach plan activities



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# Current Assessment System

- Originally designed in 1997
- Modifications made over the years
- Current STAR system includes:
  - California Standards Tests
  - California Modified Assessment
  - Standards-based Tests in Spanish
  - California Alternate Performance Assessment
- Other parts of state assessment system:
  - California High School Exit Examination
  - California English Language Development Test
  - Physical Fitness Test



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# Alternate Assessment Participation

- California recently joined the National Center and State Collaborative (NCSC) as a Tier II state
- Representing a Tier II state, the California team will:
  - Dedicate a staff member to coordinate the work
  - Work directly with members of the Special Education Administrators of County Offices of Education (SEACO) and with directors of special education local plan areas (SELPA) to build a community of practice
  - Meet directly with the field implementers every other month with technology supported meetings in between and as needed
  - Deliver electronically to California stakeholders the comprehensive curriculum, instruction, and professional development modules available from the NCSC on the CCSS expected by fall 2012



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# Smarter Balanced Participation

- In June 2011, California joined the Smarter Balanced Assessment Consortium (SBAC)
- Developing assessments in English–language arts (ELA) and mathematics in grades three through eight and grade eleven
- Optional formative assessment tools and interim assessments



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# Purposes of the New Assessment System

- The SSPI and the CDE are committed to designing an assessment system that includes a variety of assessment approaches and item types that has as its primary purpose to model and promote high quality teaching and student learning activities.



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# Purposes of the New Assessment System (cont.)

In accomplishing the purpose, the system can also:

- Produce scores that can be aggregated for the purpose of holding schools and districts accountable for the progress of their students in learning the California academic content standards.
- Provide assessments and/or assessment tools in multiple grades covering the full breadth of the curriculum to provide clear expectations and incentives for teaching the full curriculum.



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# Guiding Principles

- Assess subjects and learning in ways that promote high-quality instruction
- Conform to rigorous industry standards for test development
- Use resources efficiently and effectively
- Provide for inclusion of all students
- Provide information on the assessment system that is readily available and understandable to parents, teachers, schools, and the public





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# Considerations for Developing California's Future Assessment System

- Adoption of the Common Core State Standards and sunset of the STAR Program
- Presents a set of challenges and opportunities for the future assessment system
- Important to decide what information is expected from the tests
  - Consider resources
  - Test subjects beyond ELA and mathematics
  - Progress or growth from year to year
  - Plan for how to use the results



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# Strengths of the Current System

- Paper and pencil multiple-choice assessments inexpensively developed, administered, and scored
- Reliable results
- Provide secure measures of achievement
- Use of multiple-choice approach has allowed for a wide variety of tests and a high level of reliability and validity in the accountability system



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# Limitations of the Current System

- Multiple-choice assessments limit the types of knowledge and skills measured (less depth)
- Limited types of items and formats
- Criticized for negatively influencing instruction through narrowing of the curriculum
- Limited student diagnostic information



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# Decisions Within Current Context

- Common Core State Standards (CCSS) require a more integrated approach to delivering instruction (literacy across curriculum)
- SBAC assessments will use multiple item types such as multiple-choice, constructed response, technology enhanced, and performance tasks
- SBAC will provide optional formative assessment tools and interim assessments



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# Decisions Within Current Context (cont.)

- Costs will likely be greater per student with SBAC assessments than the current system – different assessment
- Need to consider allocating additional resources for assessment, finding more efficient ways to assess subjects not included in SBAC, and reduce the number of grades and subjects assessed
- Consider utilizing various ways to administer, score, and report has the potential for realizing greater efficiencies



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# Decisions Within Current Context (cont.)

- Choices beyond the SBAC assessments
  - State accountability considerations
  - Interim and formative assessments
  - Other grades/content areas
  - Matrix testing
- Trade-offs between costs of the system and the kind of assessment and reporting desired



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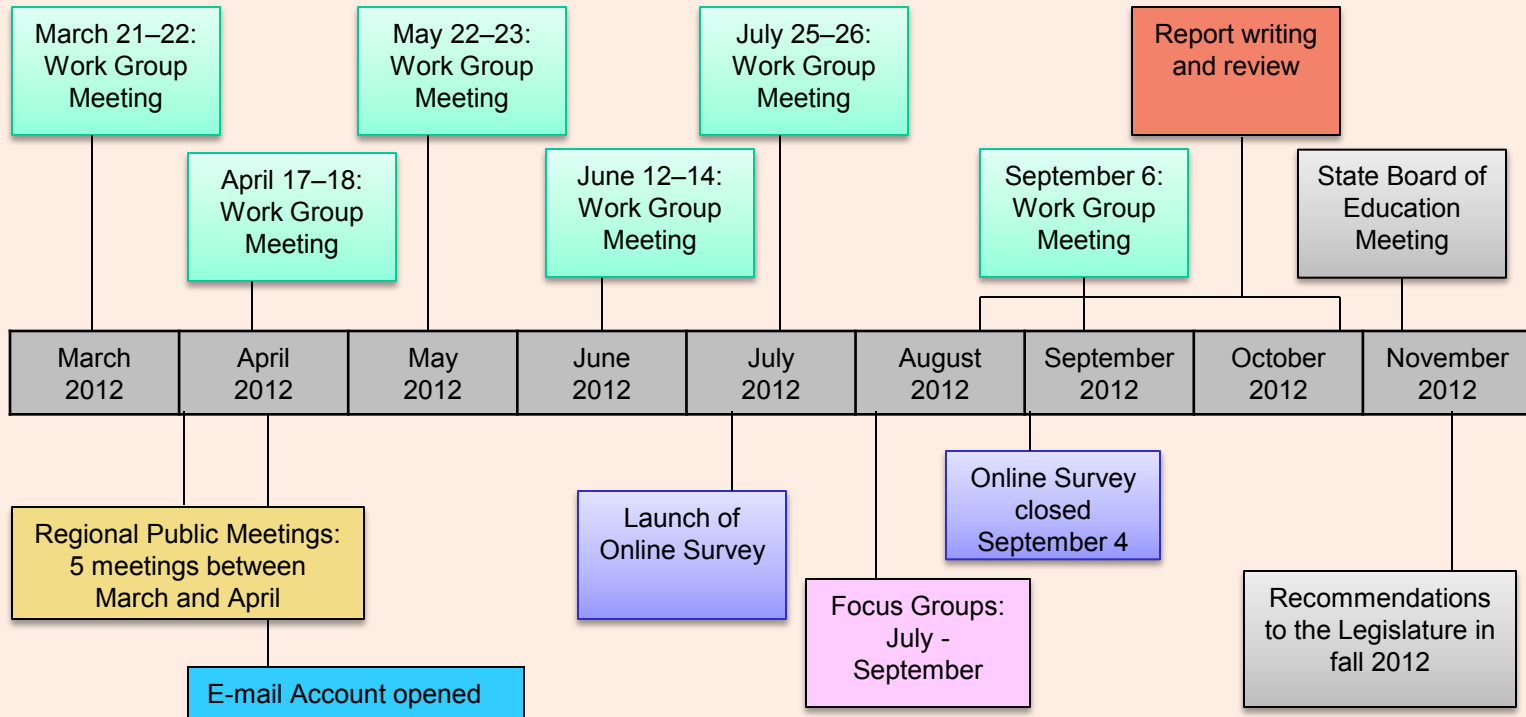
# Superintendent and CDE Outreach Activities

- Statewide Assessment Reauthorization Work Group
  - Six meetings between March and September 2012
- Focus groups
  - Eight meetings; teachers, administrators, parents, students, higher education faculty, and business leaders
- Regional public meetings
  - Five meetings statewide
- Online survey
  - 1637 respondents
- Reauthorization e-mail account



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# Statewide Assessment Reauthorization Timeline





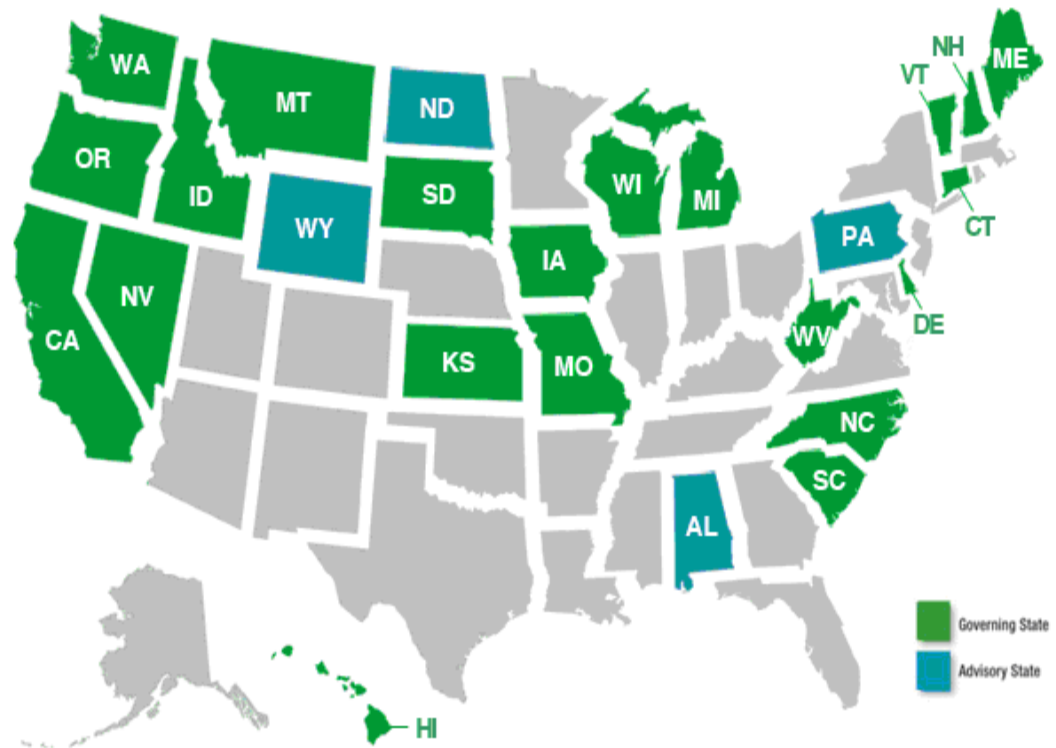


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- 25 states educating approximately 20 million of the nation's public K to 12 students
- 21 governing, 4 advisory states

# SBAC States

*Member States*





BEGINNING OF YEAR

END OF YEAR

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# SBAC System

English Language Arts and Mathematics, Grades 3–8 and High School

## Formative Assessments

### INTERIM ASSESSMENT

Computer Adaptive Assessment and Performance Tasks



### INTERIM ASSESSMENT

Computer Adaptive Assessment and Performance Tasks



PERFORMANCE TASKS  
• Reading  
• Writing  
• Math

END OF YEAR ADAPTIVE ASSESSMENT

Scope, sequence, number, and timing of interim assessments locally determined

Re-take option



Optional Interim assessment system—



Summative assessment for accountability

\* Time windows may be adjusted based on results from the research agenda and final implementation decisions.



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# Current CDE Participation

<b>Group</b>	<b>Work Groups Involved</b>
Group 1	Item Development + Performance Tasks
Group 2	Technology + Reporting
Group 3	Test Design + Validation and Psychometrics
Group 4	Formative Assessment Practices and Professional Learning + Transition to CCSS
Group 5	Accessibility and Accommodations + Test Administration



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# Current CA Participation

- **SBAC Work Groups**
  - Technology Approach Work Group—Rodney Okamoto, Co-Chair, CDE Education Administrator II, Technology Services Division
  - Assessment Design: Performance Tasks—Dr. Linda Hooper, Education Research and Evaluation Consultant High School & Physical Fitness Assessment
  - Assessment Design: Item Development – Jessica Valdez, Administrator, Transition Office
  - Assessment Design: Test Design—Jamie Contreras, Education Research and Evaluation Consultant STAR Program and Assessment Transition Office
  - Formative Processes and Tools/Professional Development Support—Laura Watson, Education Research and Evaluation Consultant High School & Physical Fitness Assessment
  - Accessibility & Accommodations/English Learners—Noelia Ramirez, Education Research and Evaluation Consultant Standards-based Tests



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# Current CA Participation

- Architecture Review Board Members
  - Rodney Okamoto, Data Processing Manager III, Technology Services Division from the California Department of Education
  - John Fleischman, Assistant Superintendent of Technology Services, Sacramento County Office of Education
  - Bonnie Edwards – Senior Information Systems Analyst, CA Community Colleges Chancellor's Office
- Sustainability Task Force
  - Rich Zeiger, Chief Deputy of Public Instruction
  - Sue Burr, Executive Director, SBE Staff
- Jose Ortega, Administrator, Educational Data Management Division; SBAC CDE Technology Readiness Coordinator
- Jessica Valdez, Administrator, Transition Office; SBAC CDE Teacher Involvement Coordinator



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# Current CA Participation (cont.)

- **K–12 Lead**

- Deb Sigman, Deputy Superintendent of Public Instruction, District, School, and Innovation Branch

- **Higher Education Leads**

- Monica Lin, Associate Director, Undergraduate Admissions at University of California, Office of the President
- Linda Michalowski, Vice Chancellor for Student Services and Special Programs for the California Community Colleges Chancellor's Office
- Beverly Young, Assistant Vice Chancellor, California State University

- **Executive Committee**

- Deb Sigman, Deputy Superintendent of Public Instruction, District, School, and Innovation Branch
- Beverly Young, Assistant Vice Chancellor, California State University



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# Current CA Participation (cont.)

- Technical Advisory Committee (CA Members)
  - Linda Darling-Hammond, Ph.D., Professor of Education at the Stanford University School of Education
  - Jamal Abedi, Ph.D. Professor in the School of Education at the University of California, Davis
  - Edward Haertel, Ph.D. Jacks Family Professor of Education at the Stanford University School of Education
  - W. James Popham, Ph.D. Professor Emeritus, Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA)



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# Current CA Participation (cont.)

## English Language Learners Advisory Committee

- Jamal Abedi, Ph.D. Professor in the School of Education at the University of California, Davis
- Richard Durán, Ph.D. professor at the Gevirtz Graduate School of Education at University of California at Santa Barbara
- Kenji Hakuta, Ph.D. professor of education at Stanford University
- Robert Linqanti, Project Director for English Learner Evaluation and Accountability Support (ELEAS) and senior researcher for the California Comprehensive Center at WestEd
- Maria Santos, Deputy Superintendent of Instruction, Leadership, and Equity-in-action for the Oakland Unified School District in California
- Guadalupe Valdes, Ph.D., Professor of Education at Stanford University





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# Opportunities for Teacher Involvement

- Feedback on draft content and item specifications
- **Writing and reviewing** of test items and tasks (2012-13 pilot test; 2013-14 field test)
- Range-finding and score validation
- Collaborate on designing score reports and **Web tools for digital libraries** (2013-14)
- Scoring of performance tasks (2014-15 and beyond)
- Nominations for determining Achievement Level Descriptors (ALD)



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# SBAC Schedule of Activities

- Sample item and performance task release
  - Oct. 9 – Early November 2012
- Small scale trial
  - Oct. 15 – Nov. 9, 2012
- Pilot test
  - Feb. 2013 – May 2013, Non-adaptive
- Field test
  - Spring 2014, Adaptive
- Operational system
  - Fall 2014, Adaptive



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# Pilot Test

- Pilot Test in early 2013
- Open to all schools in the Consortium
- 11% of students from each Governing State to be included in scientific sample



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# Six Item Types

- Selected Response
- Short Constructed Response
- Extended Constructed Response
- Performance Tasks
- Technology-Enabled
- Technology-Enhanced



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# Purpose of Sample Items and Performance Tasks

- Demonstrate rigor and complexity of ELA/literacy and mathematics questions
- Showcase variety of item types:
  - Selected response
  - Constructed response
  - Technology enhanced
  - Performance tasks
- Help teachers to begin planning for the shifts in instruction



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# Accessibility and Accommodations

- Sample items do not include accessibility and accommodations features
- Full range of accessibility tools and accommodations options under development guided by:
  - Magda Chia, Ph.D., Director of Support for Under-Represented Students
  - Accessibility and Accommodations Work Group
  - Students with Disabilities Advisory Committee
    - Chair: Martha Thurlow (NCEO)
  - English Language Learners Advisory Committee
  - Accessibility & Accommodations Framework
- Learn more online:
  - <http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/>



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# CDE SBAC Web page

Change Text Size: [A](#) [A](#) [A](#)

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## SMARTER Balanced Assessment Consortium (SBAC)

Latest information about new generation of assessments.

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### Resources

[Frequently Asked Questions](#) (Updated 11-Oct-2012)  
Answers to frequently asked SBAC questions.

[Sample Items and Performance Tasks](#)  (New 11-Oct-2012)  
The samples on the Smarter Balanced Web site illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Smarter Balanced assessments.



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# Sample Items and Tasks SBAC Landing Page

The screenshot shows the Smarter Balanced Assessment Consortium website. At the top, there is a navigation bar with links for Home, Contact Us, and Member States Login. Below this is a search bar and a 'Stay Connected' button. A horizontal menu contains links for ABOUT, SMARTER BALANCED ASSESSMENTS, K-12 EDUCATION, HIGHER EDUCATION, PARENTS & STUDENTS, and RESOURCES & EVENTS. The main content area features a large image of a man in a blue shirt holding a clipboard, with the heading 'Sample Items and Performance Tasks'. Below the image is a quote: 'Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's next-generation assessments.' Two paragraphs of text describe the purpose and availability of these sample items. On the right side, there is a 'TWITTER' section with two tweets: one about an eNewsletter and another about a webinar. Below the tweets is an 'FAQs' section with three questions listed.

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## Sample Items and Performance Tasks

*Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's next-generation assessments.*

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

The sample items and tasks can be viewed by grade band or content focus. They showcase the variety of item types—including technology-enhanced items and performance tasks—that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the CCSS—as well as the range of student achievement within a computer adaptive test—are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

### TWITTER

Our latest eNewsletter is now available: <http://t.co/dvomTKWB>. Sign up to get monthly updates from the Consortium: <http://t.co/k0Xhm5BG>  
21 mins ago - retweet - reply

Policy Coordinator Sue Gendron will present on #assessment system tomorrow Tue. 10/2 in @All4Ed webinar: <http://t.co/ei4E6MuO> #ccss  
2 days ago - retweet - reply

[More Tweets](#)

### FAQs

**Q:** How will teachers be selected to participate in the State Networks of Educators?

**Q:** How are teachers involved in creating the Smarter Balanced assessment system?

**Q:** How is Smarter Balanced different than current assessments?

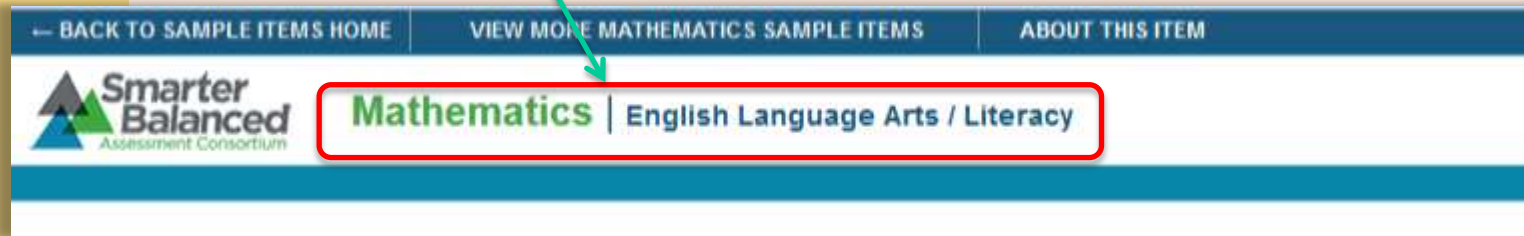




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# Sample Items and Tasks Navigation

View mathematics or ELA/literacy items



Advance to next item, or go back to previous

# Sample Items and Tasks Navigation (cont.)



Content

BACK TO SAMPLE ITEMS HOME

VIEW MORE MATHEMATICS SAMPLE ITEMS

ABOUT THIS ITEM



Filter By: Technology Enhanced | Performance Tasks | Connections Across Grades | Difficulty Progressions

Feedback and  
888-282-0525

Grade band

Grade Band	Concepts and Procedures	Problem Solving	Communicating Reasoning	Modeling and Data Analysis	Performance Tasks
3-5	Fractions 1 Multiplication and Division Fractions 3	Fractions 2a Fractions 2b Rectangle 1 Rectangle 2	The Contest Swimmers		Planting Tulips
6-8	Expressions and Equations 1 Expressions and Equations 2 Expressions and Equations 3 Integer Expressions	Sandbags 1 Sandbags 2 Calculator			Field Trip
High School	Rationals and Radicals	Circle 1 Circle 2 Used Car Water Tank	Room Wall Decibels	eBooks Two-Second Rule	Crickets

le video.

# Sample Items and Tasks Navigation (cont.)



Filter by item type, themes

← BACK TO SAMPLE ITEMS HOME | [VIEW MORE MATHEMATICS SAMPLE ITEMS](#) | ABOUT THIS ITEM

Smarter Balanced Assessment Consortium

Filter By: **Technology Enhanced** | Performance Tasks | Connections Across Grades | Difficulty Progressions

Grade Band	Concepts and Procedures	Problem Solving	Communicating Reasoning	Modeling and Data Analysis	Performance Tasks
3-5	Fractions 1	Fractions 2a	The Contest Swimmers		Planting Tulips
	Multiplication and Division	Fractions 2b			
	Fractions 3	Rectangle 1 Rectangle 2			
6-8	Expressions and Equations 1	Sandbags 1			Field Trip
	Expressions and Equations 2	Sandbags 2			
	Expressions and Equations 3	Calculator			
	Integer Expressions				
High School	Rationals and Radicals	Circle 1	Room Wall Decibels	eBooks Two-Second Rule	Crickets
		Circle 2			
		Used Car			
		Water Tank			

Feedback and 888-282-0525

...e video.



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# Item Metadata

About this item

## ABOUT THIS ITEM

### Grandma Ruth 1

Grade: 4

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 2. CENTRAL IDEAS: Identify or summarize central ideas/ key events.

CCSS: RL-2

This item asks students to consider a specific subsection of the text and the general topic of that section.

[View Rubric \(PDF\)](#)

[View Text Complexity Analysis Placemat \(PDF\)](#)

## Grandma Ruth

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn't let me borrow his. Unfortunately, I know right where one was

# Exploring the Sample Items



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Selected response and technology enhanced items are machine scorable

NEW MORE MATHEMATICS SAMPLE ITEMS | ABOUT THIS ITEM

Feedback and Support  
888-282-0525 | [Email](#)

BACK | NEXT | ITEM SCORE

Mathematics | English Language Arts / Literacy

059

nts are running in a  
team will run a total  
member of a team

many students will e  
complete the race? Ch  
ct number.

How many students will a team

### Score Result

Your response earned **1** points of a possible **1**

All credit answer	Your answer
The student correctly identified the number of runners needed to complete the race, showing the ability to divide a whole number by a fraction.	

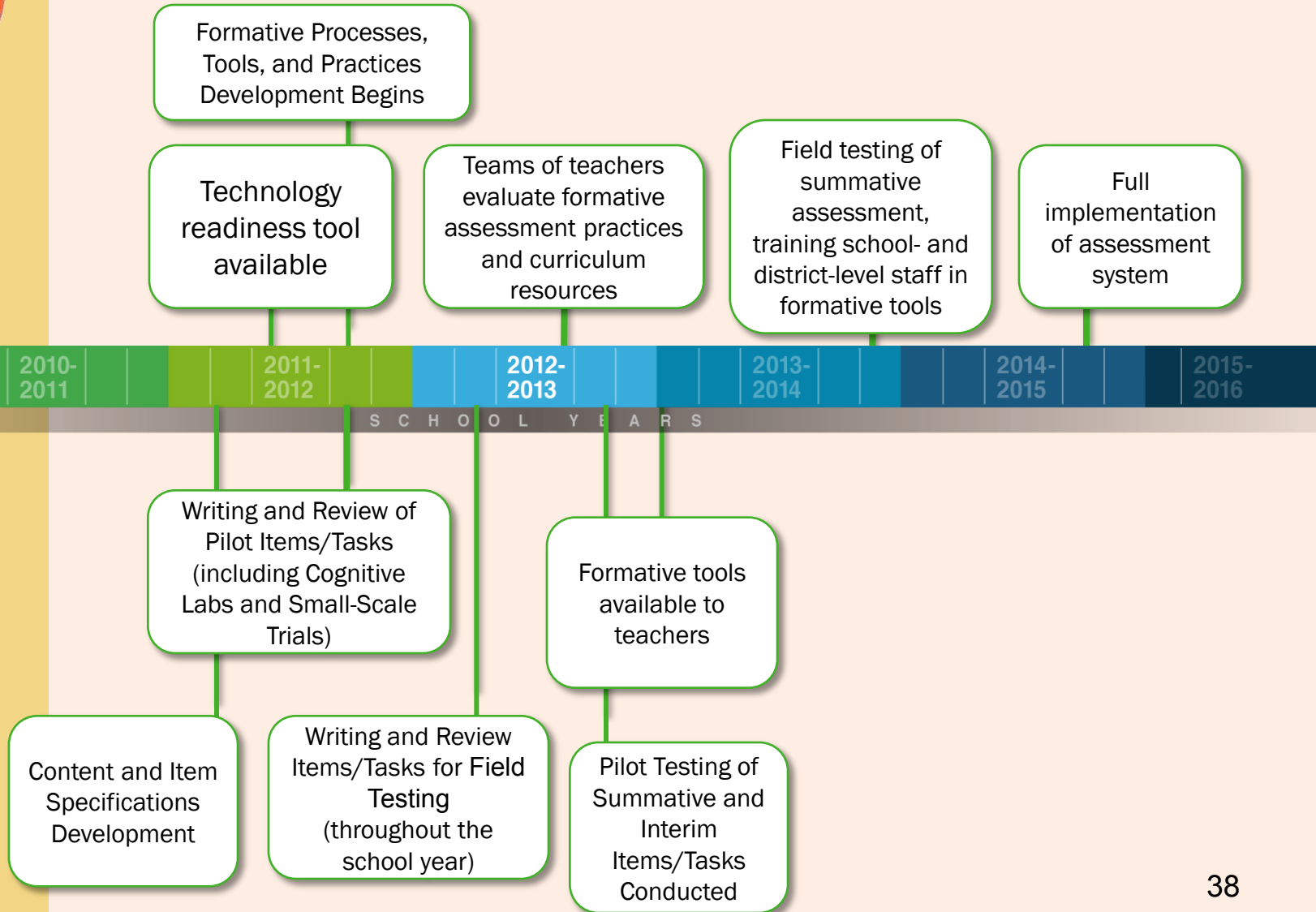
Ok

A number line diagram with a horizontal line and an arrow pointing to the right. There are three tick marks above the line, and the number "2" is written below the second tick mark from the left.



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# SBAC Timeline





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# Resources

- CDE/SBAC presentations and an electronic mailing list are found on the CDE SBAC Web page at <http://www.cde.ca.gov/sbac/>
- Join the SBAC CDE electronic mailing list by sending a blank e-mail to [subscribe-sbac@mlist.cde.ca.gov](mailto:subscribe-sbac@mlist.cde.ca.gov)
- Visit the SBAC Website at [www.smarterbalanced.org](http://www.smarterbalanced.org)
- E-mail SBAC Questions to [sbac@cde.ca.gov](mailto:sbac@cde.ca.gov)
- Email IT Readiness Questions to [sbac-itreadiness@cde.ca.gov](mailto:sbac-itreadiness@cde.ca.gov)



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# Contact Information

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