



Transitioning to New Assessments

Regional Assessment Network (RAN) July 2012 - Update

**Patrick Traynor, Director
Assessment Development & Administration Division**



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State Superintendent
of Public Instruction

California Current Assessments

- Standardized Testing and Reporting Program
 - California Standards Tests
 - Early Assessment Program
 - California Alternate Performance Assessment
 - California Modified Assessment
 - Standards-based Tests in Spanish
- California High School Exit Exam
- California English Language Development Test
- General Educational Development Test
- National Assessment of Educational Progress
- Physical Fitness Test



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Update – Transitioning to New Assessments

California *Education Code* Section 60604.5 requires the **State Superintendent of Public Instruction (SSPI)** to:

- Develop **recommendations addressing 16 areas** toward reauthorization of the assessment system
- Develop a **plan** for transitioning to new “high quality assessments”
- **Consult** with specific **stakeholders**:
 - The State Board of Education
 - Public Schools Accountability Act (PSAA) Committee
 - Measurement experts from California’s private and public universities
 - Experts in assessing students with disabilities and English learners
 - Teachers, administrators, and governing boards from California’s local educational agencies
 - Parents
- **Recommendations and Plan** due to the Legislature **fall 2012**



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“High-quality assessment”

- Means an assessment designed to measure a pupil’s **knowledge** of, **understanding** of, and ability to **apply critical concepts through** the use of a **variety of item types** and formats, including, but not limited to, items that allow for **open-ended** responses and items that require the completion of **performance-based tasks**



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16 Areas of Consideration

The recommendations shall consider including all of the following elements in the reauthorized assessment system:

- (1) **Aligning** assessments to standards
- (2) Implementing **common assessments** developed **by state collaborative**
- (3) **Conform to ESEA** reauthorization



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16 Areas of Consideration (Cont.)

(4) Measurement of **achievement** at a **point in time** and **over time** for **groups** and **subgroups** of pupils and for **individual** pupils.

(5) Allow for **comparison** from **one year to the next** as a reflection of **growth** over time

(6) **Valid, reliable, and fair** for all students including **English learners (ELs)** and **students with disabilities**



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16 Areas of Consideration (Cont.)

(7) Assessments of ELs using **primary language** assessments

(8) Ensure **no bias** with respect to race, ethnicity, culture, religion, gender, or sexual orientation

(9) Incorporate a **variety of item types** including open-ended and performance-based tasks



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16 Areas of Consideration (Cont.)

- (10) Generating multiple measures of pupil achievement, which, when combined with other measures, can be used to **determine the effectiveness of instruction** and the **extent of learning**
- (11) Assess **science and history**—social science in all grade levels at or above grade 4
- (12) Assess understanding and ability to **use technology** necessary for success in the 21st century classroom and workplace



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16 Areas of Consideration (Cont.)

- (13) **Formative and interim assessments** that provide timely feedback for purposes of continually adjusting instruction to improve learning
- (14) Use test administration and scoring technologies that will allow the return of test **results** to parents and teachers **as soon as possible**
- (15) **Minimizing testing time**
- (16) Including options for **diagnostic assessments** for pupils in **grade 2**



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Types of Assessment

- Diagnostic — **for** learning
- Formative — **for** learning
- Interim — **for** learning and **of** learning
- Summative — **of** learning



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Diagnostic Assessment

- Ed Code 60603 defines **diagnostic assessment** as:
 - “ . . . assessment of the **current level** of **achievement** of a pupil that serves both of the following purposes:
 - 1) The **identification** of **particular** academic **standards** or **skills** a pupil has or has not yet achieved.
 - 2) The identification of possible **reasons** that a pupil has not yet achieved particular academic standards or skills.”



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Formative Assessment

Ed Code 60603 defines **formative assessment** as:

“Assessment tools and processes that are **embedded in instruction** and are used by teachers and pupils to provide timely feedback for the purposes of adjusting instruction and to improve learning.”



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Formative Assessments

- Processes and tools used by the teacher **during instruction**
- **Frequent** and of **short** duration
- Provides corrective feedback; **modifies instruction**
- Tasks **individualized** to students' needs
- **Embedded** within the learning activity
- **Reporting** outside classroom may/may **not** be **necessary**



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Interim Assessments

Ed Code 60603 defines interim assessments as:

“ . . . an assessment that is given at **regular** and specified **intervals throughout** the school **year**, is designed **to evaluate** a pupil’s **knowledge and skill relative** to a specific set of academic **standards**, and produces **results** that can be **aggregated** by course, grade level, school, or local education agency in order to inform teachers and administrator at the pupil, classroom, school, and local education agency levels.”



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Interim Assessments

- Created by school/district or vendor
- Used to modify or plan instruction
- **Evaluative**
- **Predictive**
- Can be used as benchmark
- Indicate areas for further investigation
- Data can be **aggregated and/or disaggregated**



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Summative Assessment

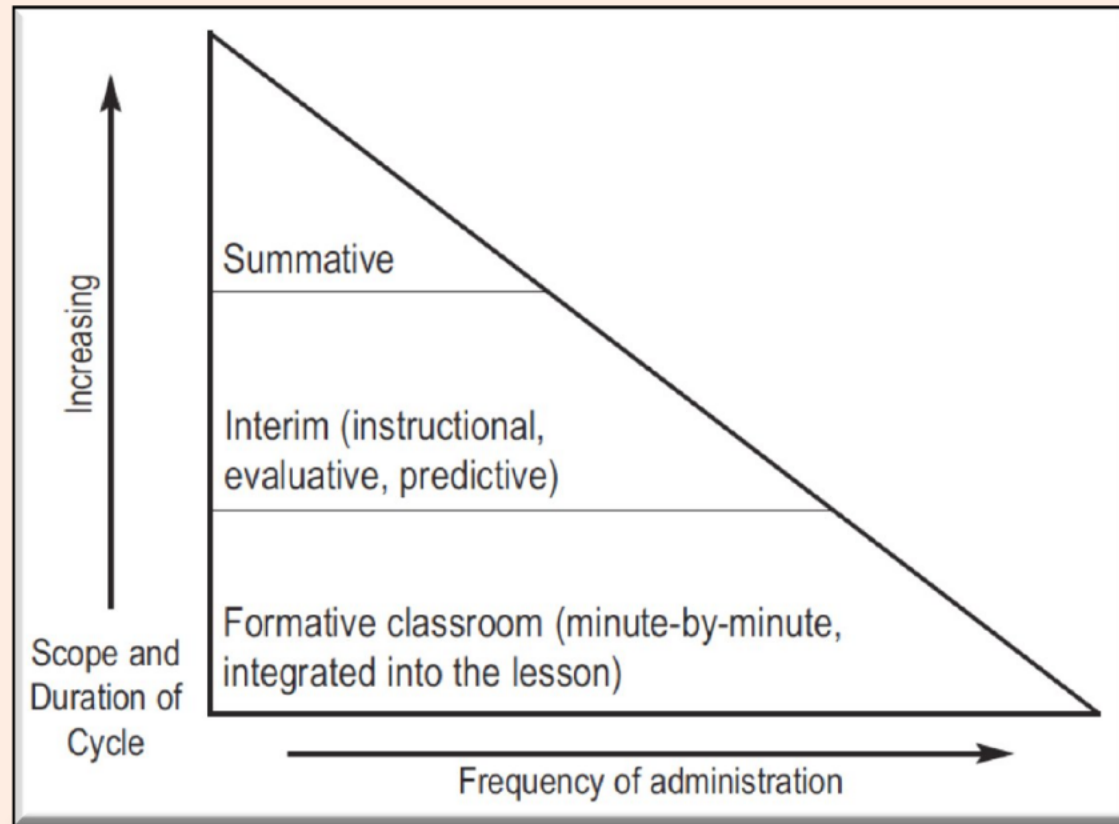
Ed Code 60603 defines “**achievement test**” as:

“ . . . any **standardized** test that measures the **level of performance** that a pupil has achieved in the core curriculum areas.”



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Tiers of Assessment



Perie, Marion, Gong, Wurtzel, 2007



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Sharing Assessment Information

- **Summative Assessments**
 - Information for student, parent, teacher
 - Information for school and district
 - State and Federal Accountability
- **Interim Assessments**
 - Information for student, parent, teacher
 - Information for school and district
- **Formative Processes and Tools**
 - Information for student, parent, teacher



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Common Assessment Formats

- **Paper and pencil testing**
 - Most common type of format
 - Used for all assessments
- **Computer based testing (CBT)**
 - Uses fixed form but is administered using a computer
- **Computer adaptive testing (CAT)**
 - Presents harder or easier questions, depending on how the student performs as the test proceeds
 - Can provide greater accuracy with fewer questions



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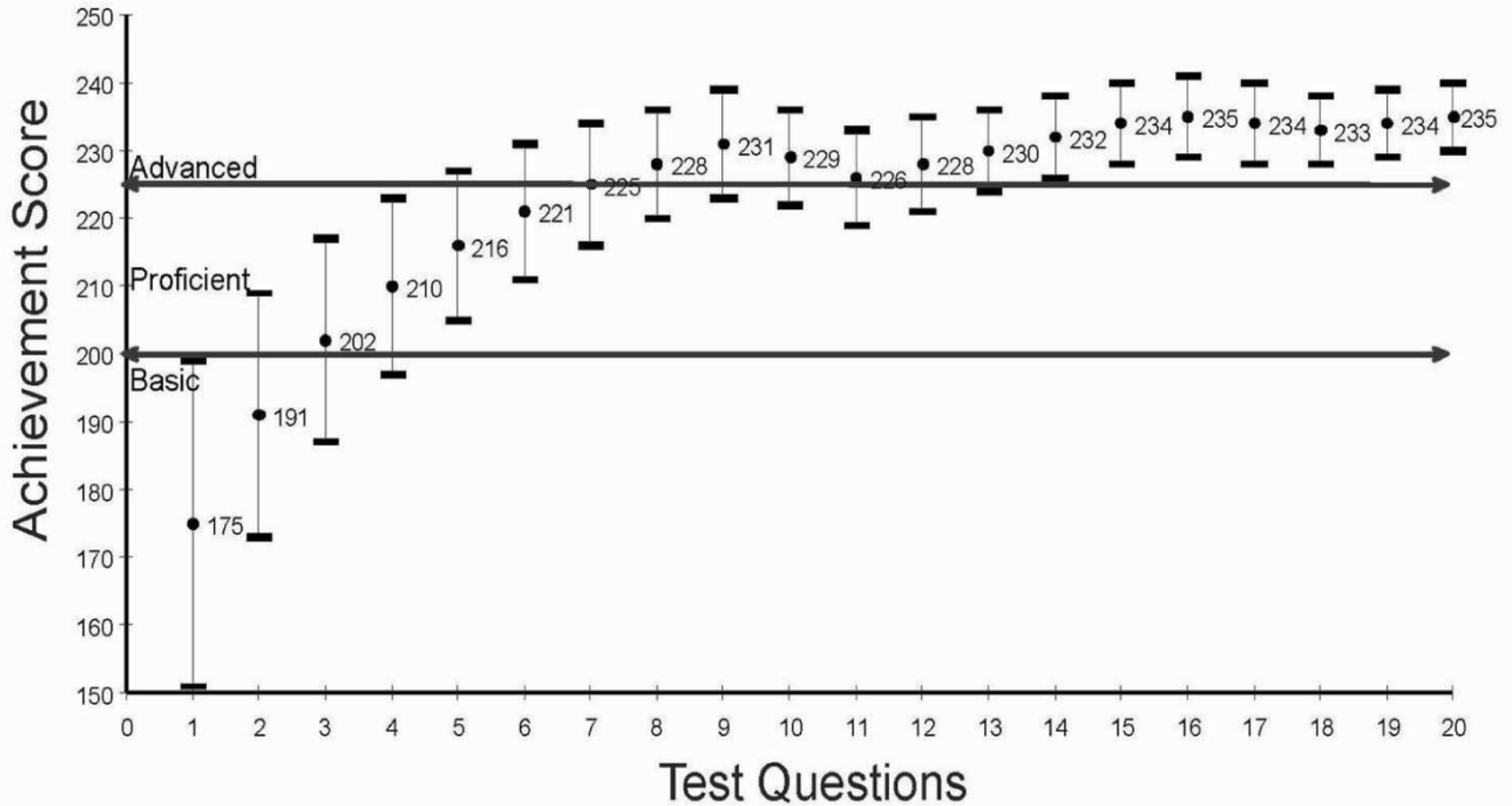
Computer Adaptive Testing

- Based on a student's responses to test questions, the system will **adjust the difficulty of questions** throughout the assessment
- For example, a student who answers a question correctly will receive a more challenging item as the next question, while an incorrect answer will cause the system to select an easier item as the next question



Computer Adaptive Testing

20 Questions





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Using Computer Adaptive Technology for Summative and Interim Assessments

Faster results

- Turnaround in weeks compared to months today

Shorter test length

- Fewer questions compared to fixed form tests

Increased precision

- Provides accurate measurements of student growth over time

Tailored to student ability

- Item difficulty based on student responses

Greater security

- Larger item banks mean that not all students receive the same questions

Mature technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)



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Six Item Types

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

Selected Response

Single Response – Multiple Choice

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author's main claim?

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.

Selected Response

Multiple Correct Options

Which of the following statements is a property of a rectangle? Select all that apply.

- Contains three sides
- Contains four sides
- Contains eight sides
- Contains two sets of parallel lines
- Contains at least one interior angle that is acute
- Contains at least one interior angle that is obtuse
- All interior angles are right angles
- All sides have the same length
- All sides are of different length

Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	Number of Students
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.

Constructed Response

Extended Response

Ms. McCrary wants to make a rabbit pen in a section of her lawn.

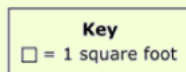
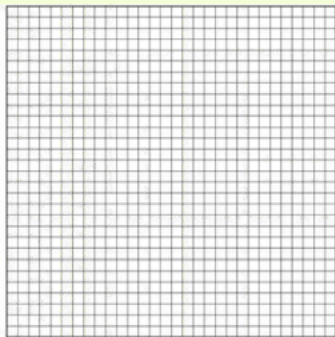
Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

Draw 3 **different** rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 3:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 2:

Length: (feet, square feet)

Width: (feet, square feet)

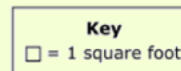
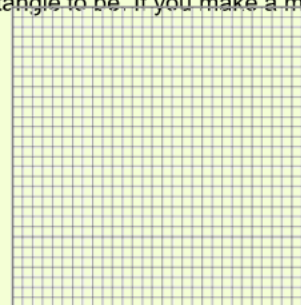
Area: (feet, square feet)

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Performance Task

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, provided below them, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

- (short story)
- (article 1)
- (video)
- (research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces

1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.
2. What do the statistics from "Keeping Pace with K–12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Technology-Enabled

Selected or Constructed Responses that include Multimedia

Brianna is running for class president. She needs to give a speech to the 4th grade class. Listen to the draft of her speech and then answer the questions that follow.

(Test-takers listen to an audio version of the following speech.)

“Hi, My name is Brianna. I am running for class president, and I hope you will vote for me. You know many of my friends said they would. I am involved in many activities, including track and theater. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year. Also, we can donate a portion of the money to a charity of our choice. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”

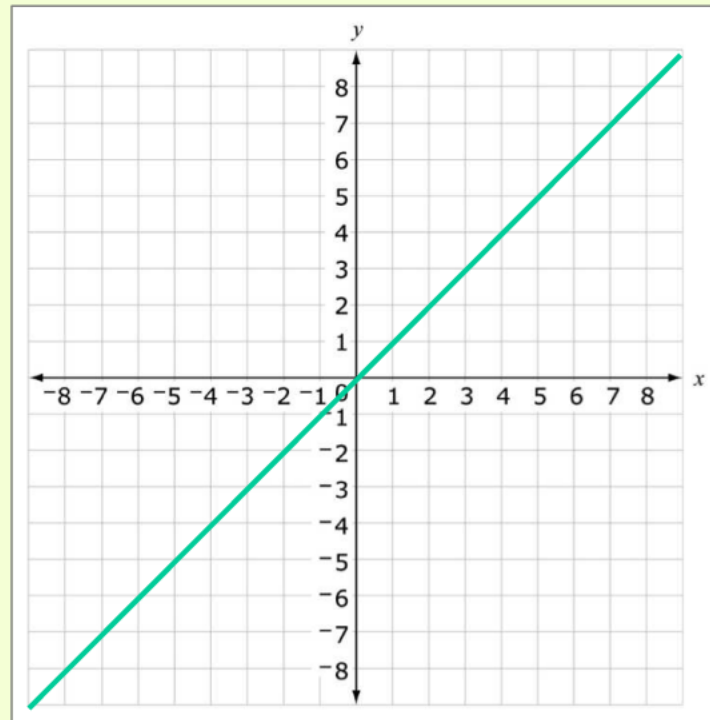
This speech needs to be revised before the student presents it.
Which sentence should be omitted to improve the speech.

- A. I am running for class president, and I hope you will vote for me.
- B. You know many of my friends said they would.
- C. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year.
- D. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”

Technology-Enhanced

Collects Evidence through a Non-Traditional Response

The value of y is proportional to the value of x . The constant of proportionality for this relationship is 1. On the grid below, graph this proportional relationship.





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The Smarter Balanced Assessment Consortium (SBAC)

- Area of Consideration 2 (of 16): Implementing common assessments developed by state collaborative
- Assessments for grades 3 - 8 and 11 aligned to the Common Core State Standards (ELA and Math)
- Operational across Consortium states in the 2014–15 school year
- Students leave high school **prepared** for postsecondary success in **college** or a **career through increased student learning and improved teaching**



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SBAC List of Request for Proposals

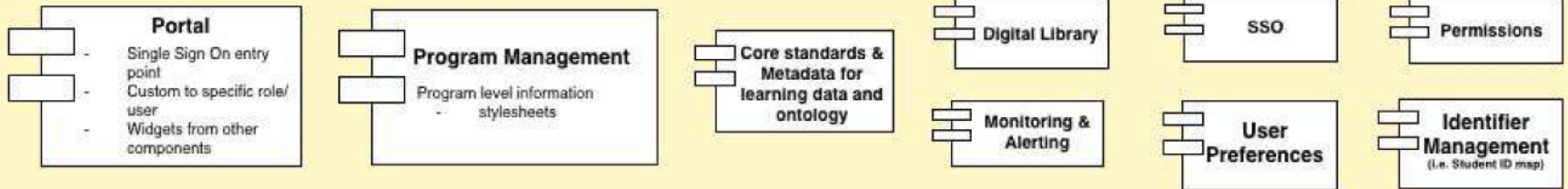
Bundle # and Name / Level 1 Task Name <i>(RFP bundles highlighted in yellow)</i>	Contract Starts
#2 - <i>IT Readiness</i>	Early Sept '11
#3 - <i>IT Systems Architecture</i>	Early Sept '11
#4 - <i>Item Specifications</i>	Early Oct '11
#5 - <i>Psychometric Services</i>	Early Dec '11
#6 - <i>Accessibility and Accommodations Policy Guidelines</i>	Early Dec '11
#7 - <i>Item Authoring / Item Pool</i>	Early Dec '11
#8 - <i>Item/Task Materials Development</i>	Early Dec '11
#9 - <i>Test and CAT Specifications</i>	Late Dec '11
#11 - <i>Test Engine Development</i>	Early Jan '12
#12 - <i>Initial Achievement Level Descriptors</i>	Early Jan '12
#13 - <i>Translations</i>	Mid Jan '12
#14 - <i>Item/Task Writing/Review - Pilot</i>	Mid Jan '12
#15 - <i>Report Development</i>	Early Feb '12
#16 - <i>Item/Task Development - Field Test</i>	Early Aug '12
#17 - <i>Scoring</i>	Early Feb '13
#18 - <i>Test Engine Delivery</i>	Early Mar '13
#19 - <i>Test Administration</i>	Early May '13
#20 - <i>CAT Simulations</i>	Early Jun '13
#21 - <i>Standard Setting</i>	Early Apr '14

What has been completed, in process, and next components?

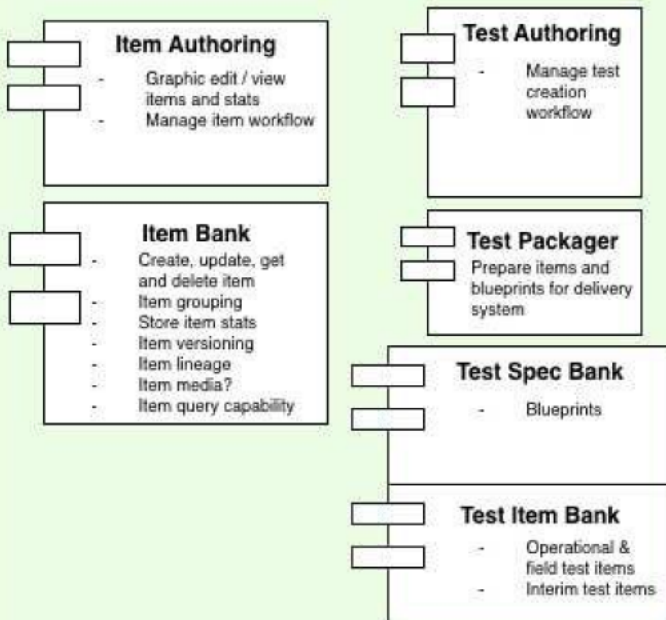


Logical Components

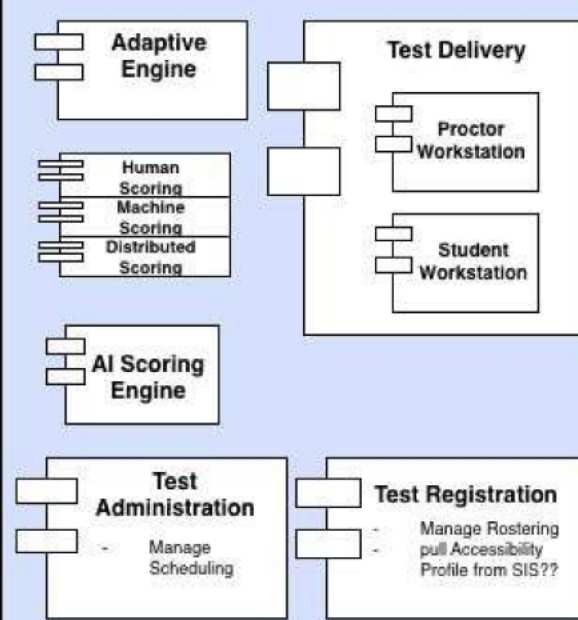
Shared Services



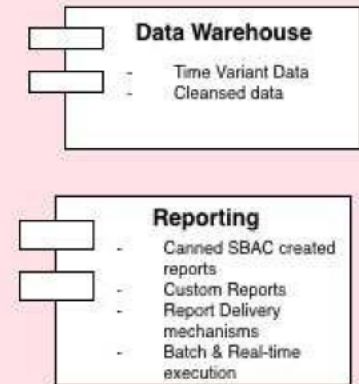
Assessment Creation & Management



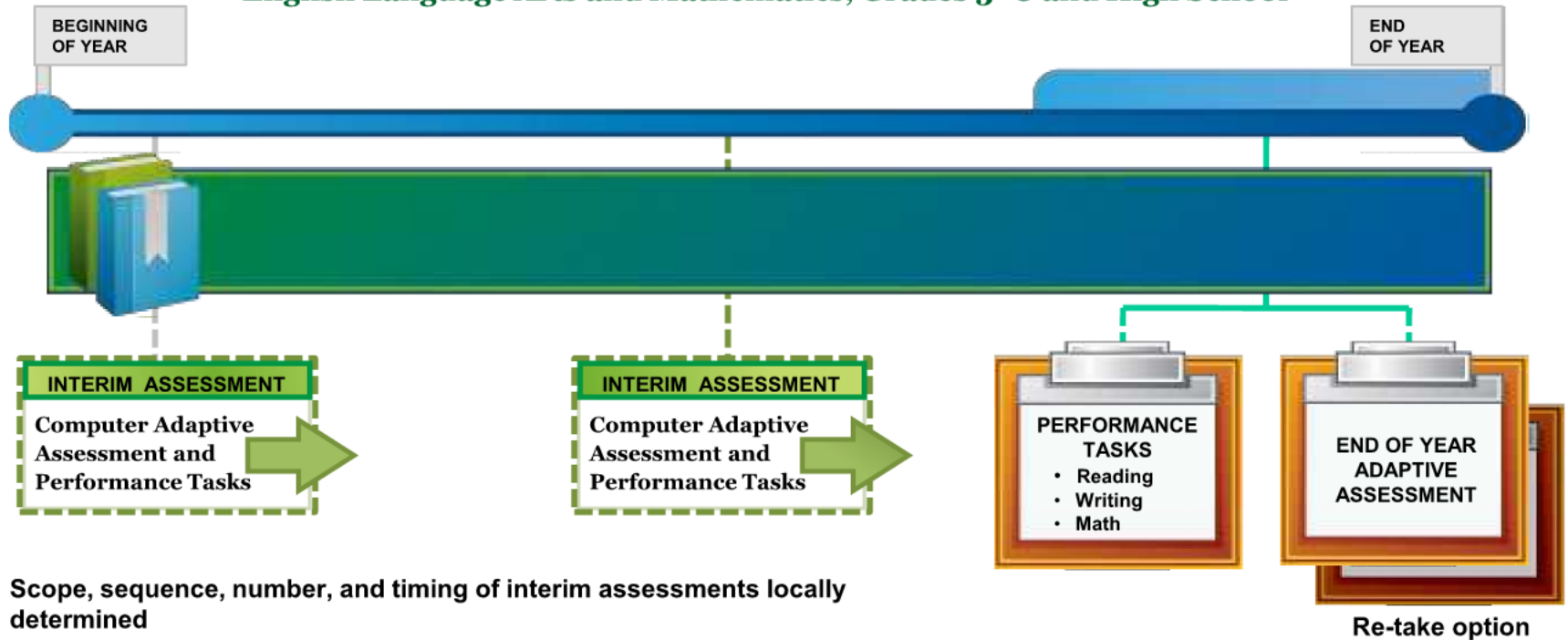
Assessment Delivery



Assessment Reporting



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



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



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



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School-level Technology Issues

- Technology-enhanced test items that require HTML5-capable Web browser or custom application with embedded browser
- Test security will require device to run in “kiosk mode”
- Devices must support text-to-speech software
- Test items with multimedia content will require sufficient internal and Internet network bandwidth



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Technology Readiness Tool

- Assesses **current capacity** and **compares to the technology** that is **expected** to be required for new SBAC assessments
- Areas evaluated: devices, devices to tester ratio, network infrastructure, and staff and personnel
- Performs inventory, **gap analysis** and recommended areas where LEAs will need to upgrade technology



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Technology Readiness Tool Data Collection

- First data collection window was from March 20, 2012 to June 30, 2012
- Subsequent data collections will occur each **spring and fall through 2014**
- Input information for computers expected to be available for online testing in 2014.



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Technology Readiness Tool Stats (Cont.)

- 600,000 devices entered into system
- Operating systems inventory
 - Windows XP: 52%
 - Windows 7: 20%
 - Mac OS X: 20%
 - iOS 5.x: 3%
 - Others (Vista, Linux, Windows – Other, iOS 4.x, Google Chrome, Android)



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Technology Readiness Tool Stats (cont.)

- Hardware types
 - Desktops: 67%
 - Laptops: 19%
 - Netbooks: 6%
 - Tablets: 4%
 - Thin Clients: 4%



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Guidelines for Purchasing New Hardware

- Designed to inform schools and districts on current and future technology purchasing decisions consistent with SBAC requirements
- Include hardware and operating system specifications covering the vast majority of commercially available computers and tablets
- The full guidelines are available online at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/> (Outside Source)



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California Work with SBAC: Opportunities for Teacher Involvement

- Feedback on draft content 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)



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Current CDE Participation in SBAC Work Groups

- SBAC Work Groups
 - Assessment Design: Test Design
 - Assessment Design: Item Development
 - Assessment Design: Performance Tasks
 - Accessibility and Accommodations
 - Technology Approach
 - Formative Assessment Practices and Professional Learning
- Deputy Superintendent Deb Sigman executive committee member



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SBAC Resources

- California Department of Education/SBAC presentations be found on the CDE SBAC Web page at <http://www.cde.ca.gov/ta/tg/sa/smarterbalance.d.asp>
- Join the SBAC CDE electronic mailing list by sending a blank e-mail to: subscribe-sbac@mlist.cde.ca.gov



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Assessments to Consider (by content area and grade level)

	English– Language Arts	Mathematics	Science	History– Social Science	Notes
Kindergarten					
Grade 1					
Grade 2					
Grade 3	SBAC	SBAC			
Grade 4	SBAC	SBAC			
Grade 5	SBAC	SBAC			
Grade 6	SBAC	SBAC			
Grade 7	SBAC	SBAC			
Grade 8	SBAC	SBAC			
Grade 9					
Grade 10					
Grade 11	SBAC	SBAC			
Grade 12					



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Transitioning to New Assessments

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- Develop **recommendations addressing 16 areas** toward reauthorization of the assessment system
- Develop a **plan** for transitioning to new “high quality assessments”
- **Consult** with specific **stakeholders**:
 - The State Board of Education
 - Public Schools Accountability Act (PSAA) Committee
 - Measurement experts from California’s private and public universities
 - Experts in assessing students with disabilities and English learners
 - Teachers, administrators, and governing boards from California’s local educational agencies
 - Parents
- **Recommendations and Plan** due to the Legislature **fall 2012**



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Outreach Plan

- Regional public meetings
- Online survey
- Focus groups
- Statewide Assessment Reauthorization Work Group
- E-mail: reauthorization@cde.ca.gov



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Regional Public Meetings

- Public opportunity to provide input on the 16 areas of consideration
- Five meetings held across California in April and May 2012
- Overview was provided prior to public input



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Online Survey

- Opportunity to provide suggestions
- Opened: July 5, 2012; Closes: August 31, 2012
- Over 1200 responses to date
- Located on CDE Statewide Assessment Reauthorization Web page:
<http://www.cde.ca.gov/ta/tg/sa/ab250.asp>



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Focus Groups

- Teachers, administrators, parents, students, business organizations, and higher education faculty
- Gather additional information from specific stakeholders regarding the 16 areas of consideration outlined in statute
- Conduct focus group meetings during summer 2012



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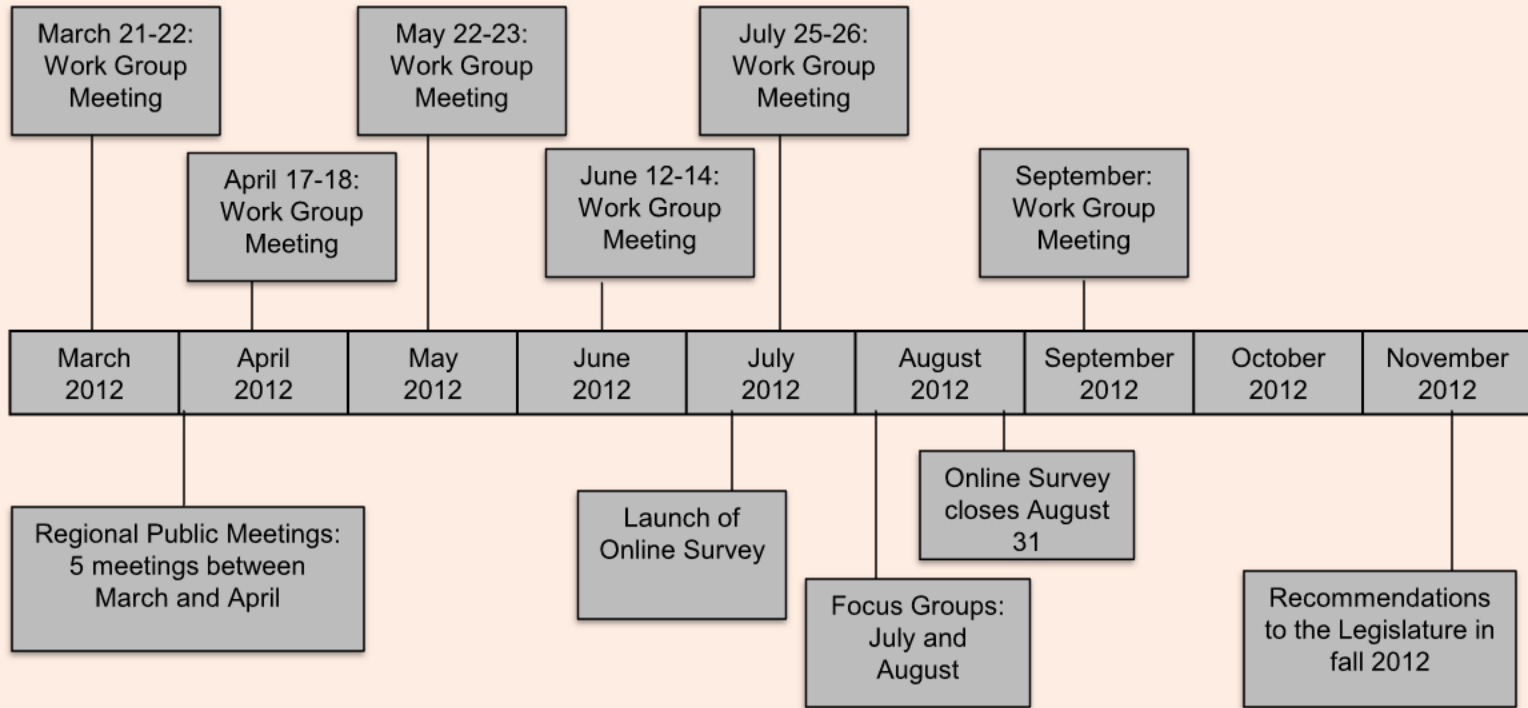
Statewide Assessment Reauthorization Work Group

- Comprised of specific stakeholders outlined in statute
- Multiple meetings between March and September
- Offer input and suggestions
- Large and small group discussions
- Opportunities for public comment



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Statewide Assessment Reauthorization Timeline





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