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# Transitioning to a New Assessment System

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Deputy Superintendent of Public Instruction  
August 1, 2012



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# California's Current Assessment System

- Standardized Testing and Reporting (ESEA)
- California High School Exit Examination (ESEA)
- California English Language Development Test
- Physical Fitness Test
- California High School Proficiency Examination
- General Educational Development Test
- National Assessment of Educational Progress



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# Smarter Balanced Assessment Consortium (SBAC) Basics

- To develop a set of **comprehensive and innovative** assessments for **grades 3-8 and 11** in **English language arts** and **mathematics** aligned to the Common Core State Standards
- Students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching
- The assessments shall be **operational** across SBAC states in the **2014-15 school year**
- Required technology component



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# SBAC Basics (Cont.)

- Responds to current federal assessment and accountability requirements (as outlined in the Race to the Top Competition)
  - Reading/language arts in grades 3–8 and at least once in grades 10–12
  - Mathematics in grades 3–8 and at least once in grades 10–12



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# RTTT Assessment Requirements for Comprehensive Systems

## Requirements within the RTTT Assessment Program:

- Build upon **shared standards** for college- and career-readiness;
- Measure **individual growth** as well as proficiency;
- Measure the extent to which each student is on track, at each grade level tested, toward college or career readiness by the time of high school completion and;

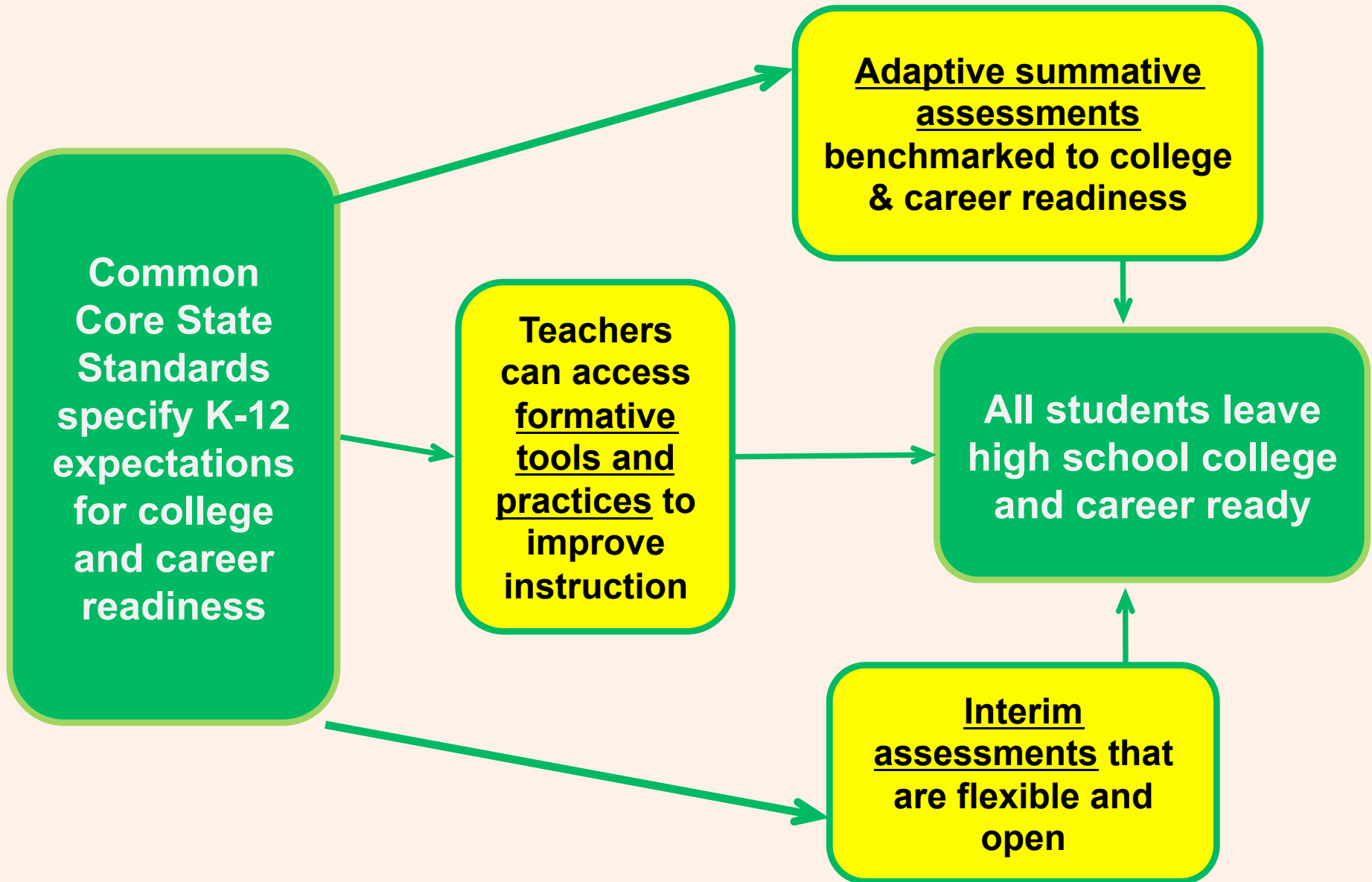


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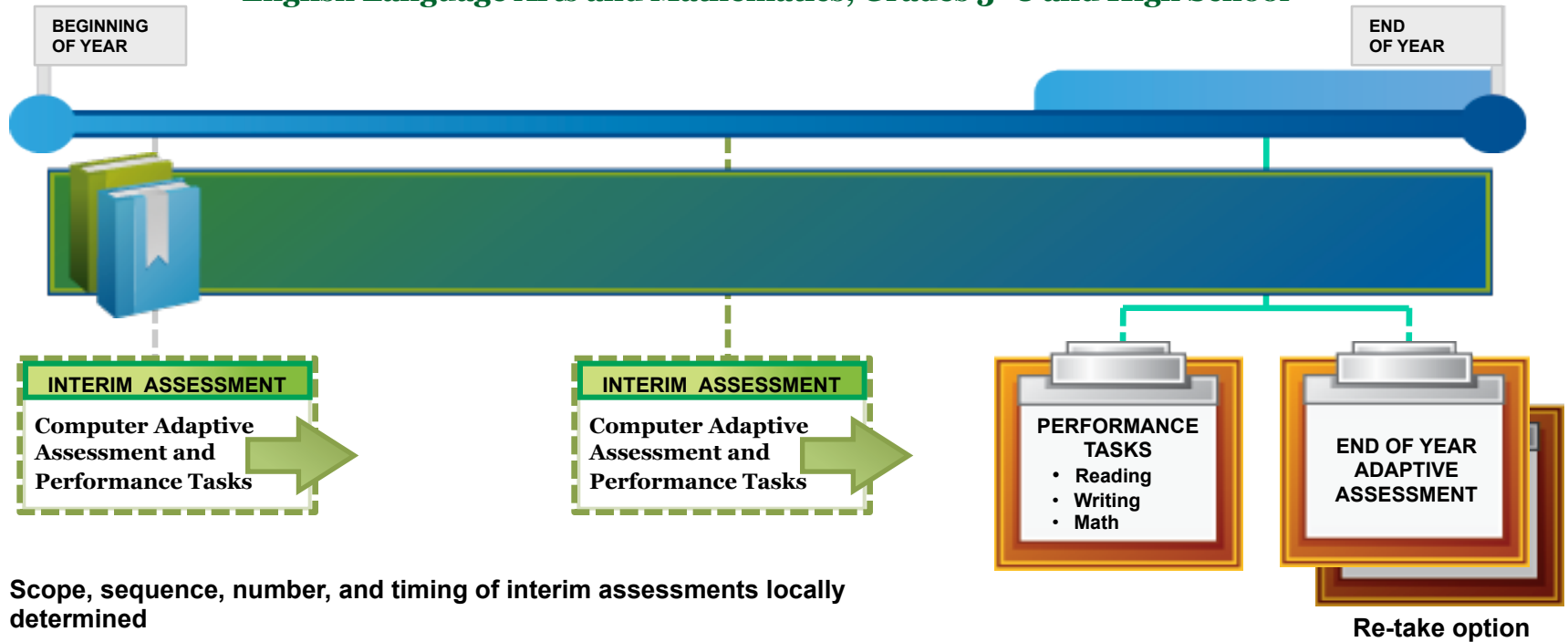
# RTTT Assessment Requirements for Comprehensive Systems (Cont.)

- Provide information that is useful in informing:
  - Teaching, learning, and program improvement;
  - Determinations of school effectiveness;
  - Determinations of principal and teacher effectiveness for use in evaluations and the provision of support to teachers and principals; and
  - Determinations of individual student college and career readiness, such as determinations made for high school exit decisions, college course placement to credit-bearing classes, or college entrance

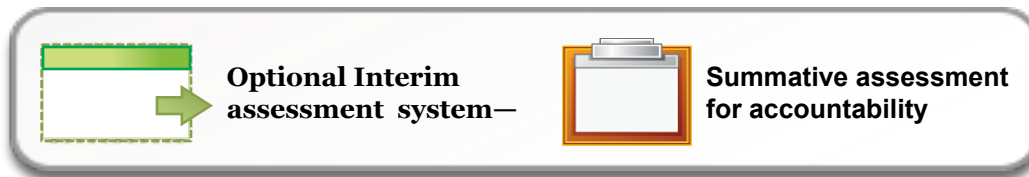
# SBAC Theory of Action



## 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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# SBAC Assessment System Components

Assessment system that balances summative, interim, and formative components for ELA and mathematics:

- **Summative Assessment (Computer Adaptive)**
  - Mandatory comprehensive assessment in grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year) that supports accountability and measures growth
  - Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks



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# Assessment System Components (Cont.)

## • Interim Assessment (Computer Adaptive)

- Optional comprehensive and content-cluster assessment
- Learning progressions
- Available for administration throughout the year
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

## • Formative Processes and Tools

- Optional resources for improving instructional learning
- Assessment literacy



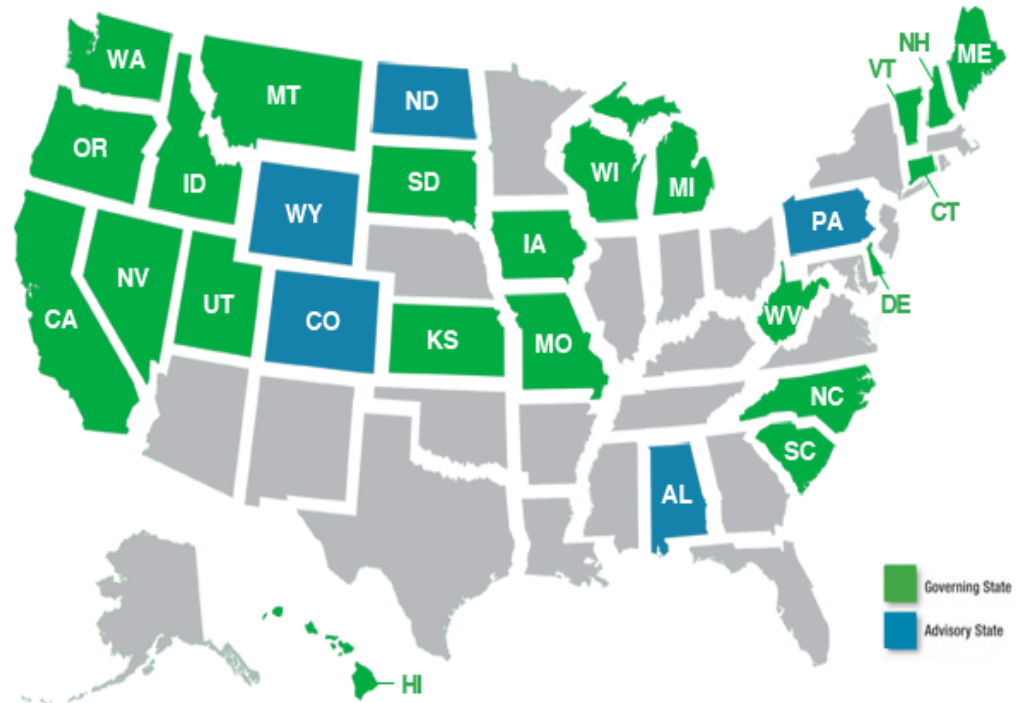
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# SBAC Member States

➤ **27 states**  
representing  
**43% of K-12**  
students

➤ **22 governing**  
**5 advisory**  
states

## Member States





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# Key Features of SBAC System

- Interim, summative, and formative assessment practices and tools
- Variety of item types
  - Selected Response
  - Constructed Response
  - Extended Response
  - Performance Tasks
- Technology
- Adaptive testing
- More powerful reporting
- Digital library of resources and tools for educators



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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



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# Benefits of Adaptive Testing

Faster results

Shorter test length

Increased precision

Tailored to student ability

Greater security

Mature technology



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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.

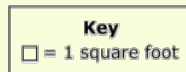
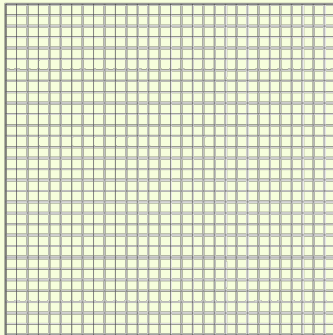
Her plan for the rabbit pen includes the following:

- 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 2:

Length:  (feet, square feet)

Width:  (feet, square feet)

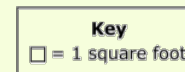
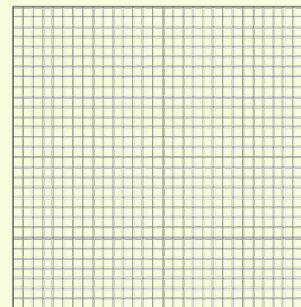
Area:  (feet, square feet)

### 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, 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 provided below them.

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 Responses*

### *that include Multimedia Constructed*

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.

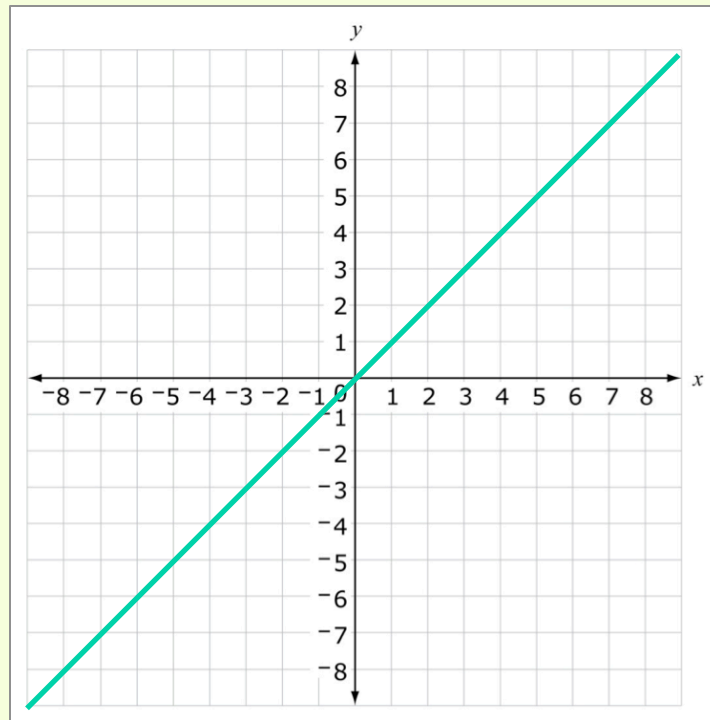
Which sentence should be omitted to improve the speech.

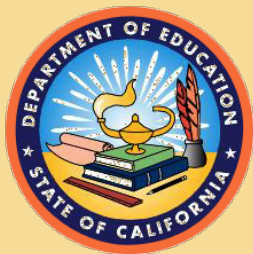
- A. I am running for class president, and I hope you will vote for me.
- B. You know many of my friends said they would.
- C. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year.
- D. If you want a class president who will work 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 the 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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# Formative Processes and Tools

- Digital Library
  - “online, interactive clearinghouse with formative tools and resources to transform classroom instructional practices to support student success”
- Teachers from SBAC states will participate in identifying resources to be included in the Digital Library.



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# Digital Library

Assessment literacy professional development

Personalized Learning Plans

Distractor analysis  
and next steps for  
student learning

Interactive Social Networks

Learning progressions

Issue focused collaborative groups

Formative strategies and tools

Tools to use formative data to track learning and plan instruction

Web-based resources

User created profiles

Exemplars

Sharing and collaboration within and across states

Digital media

Curriculum documents

Tools to create classroom materials

Educator discussion boards

Scoring reports with training materials

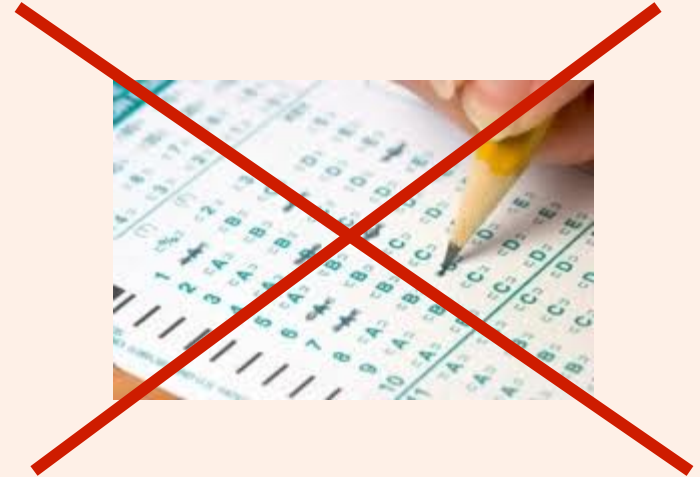
Assessment items linked to instructional resources



# SBAC Technology High-level View



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# Meeting the Technology Challenge – Technology Readiness Tool

The Readiness Tool will:

- Support the SEA and their LEAs as they **evaluate their current technology and infrastructure** in terms of readiness to implement the new assessment system and identify strategies to update their technology based on gaps identified.
- Parameters evaluated include the **number of devices and their specifications** including hardware and software, device-to-tester ratio including length of testing window and number of sessions, network infrastructure including bandwidth, speed, and wireless access points, and **staff and personnel readiness** deemed essential to a successful implementation of the new assessment system.



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# Technology Readiness Tool Stats

Results from first data collection window:

- 42% of California schools completed data submission
- Additional 8% of schools submitted partial data (e.g., no staff readiness information)
- Next data collection window is expected to open in September

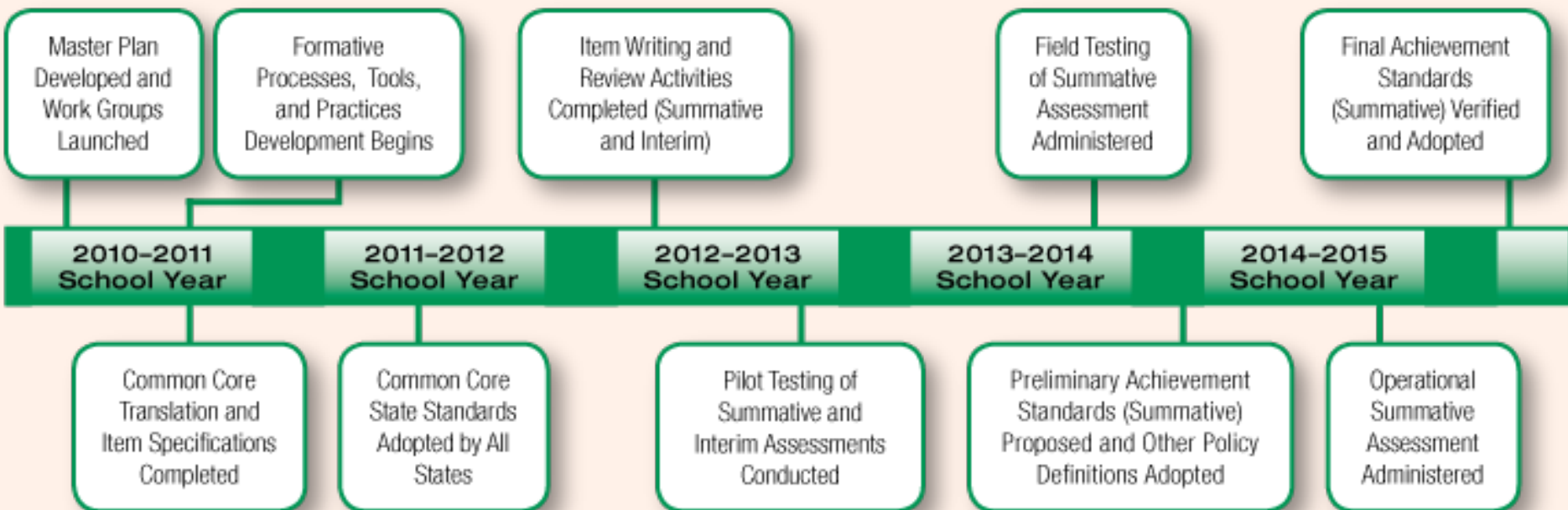


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# SBAC Guidelines for Purchasing New Hardware

- 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
- Results of IT Readiness Tool will help drive decisions on minimum system requirements for existing computing devices
- For more details visit [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/SmarterBalanced\\_NewHardwareGuidelines.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/SmarterBalanced_NewHardwareGuidelines.pdf)

# SBAC Timeline





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# SBAC 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 <http://www.smarterbalanced.org>
- E-mail SBAC Questions to [sbac@cde.ca.gov](mailto:sbac@cde.ca.gov)
- E-mail IT Readiness Questions to [sbac-itreadiness@cde.ca.gov](mailto:sbac-itreadiness@cde.ca.gov)



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# Transitioning - Statutory Authorization

- California *EC* Section 60604.5 Clarifies the legislative intent that the reauthorization of the statewide assessment system conform to assessment requirements of any reauthorization of the Elementary and Secondary Act (ESEA) or any other federal law that replaces ESEA.



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# Transitioning - Statutory Authorization (Cont.)

- Requires that the State Superintendent of Public Instruction (SSPI) develop **recommendations for the reauthorization of the statewide pupil assessment system**, which includes a plan for transitioning to a system of “high-quality” assessments as defined in *EC* Section 60603.





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# High-Quality Assessments

- Means an assessment designed to measure a pupil's knowledge of, understanding of, and ability 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. A high-quality assessment should have the following characteristics:
  - Enable measurement of pupil achievement and pupil growth
  - Be of high technical quality by being valid, reliable, fair, and aligned to standards
  - Incorporate technology where appropriate
  - Include the assessment of pupils with disabilities and English learners
  - Use, to the extent feasible, universal design principles, as defined in Section 3 of the federal Assistive Technology Act of 1998

# Transitioning - Statutory Authorization (Cont.)



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- Requires that the SSPI consult with
  - The **State Board of Education**
  - Public Schools Accountability Act (**PSSA** Committee)
  - **Measurement experts** from California private and public universities
  - Individuals with expertise working with **students with disabilities and English learners**
  - **Teachers, administrators, and governing boards** from California's local educational agencies.
  - **Parents**



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# Sixteen Areas to Consider

Requires that the SSPI's recommendations include a plan for transition for and address **sixteen areas outlined in statute:**

1. Aligning assessments to **standards**
2. Implementing **common assessments** developed by state collaborative
3. Conform to **ESEA reauthorization**
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 (EL) and students with disabilities



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# Sixteen Areas to Consider (cont.)

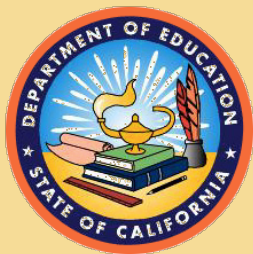
7. Assessment of ELs using **primary language assessments**
8. Ensure **no bias** with respect to race, ethnicity, culture, religion, gender, or sexual orientation
9. Incorporate a variety of **item types** including open-ended and performance-based tasks
10. Generate multiple measures of pupil achievement, 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



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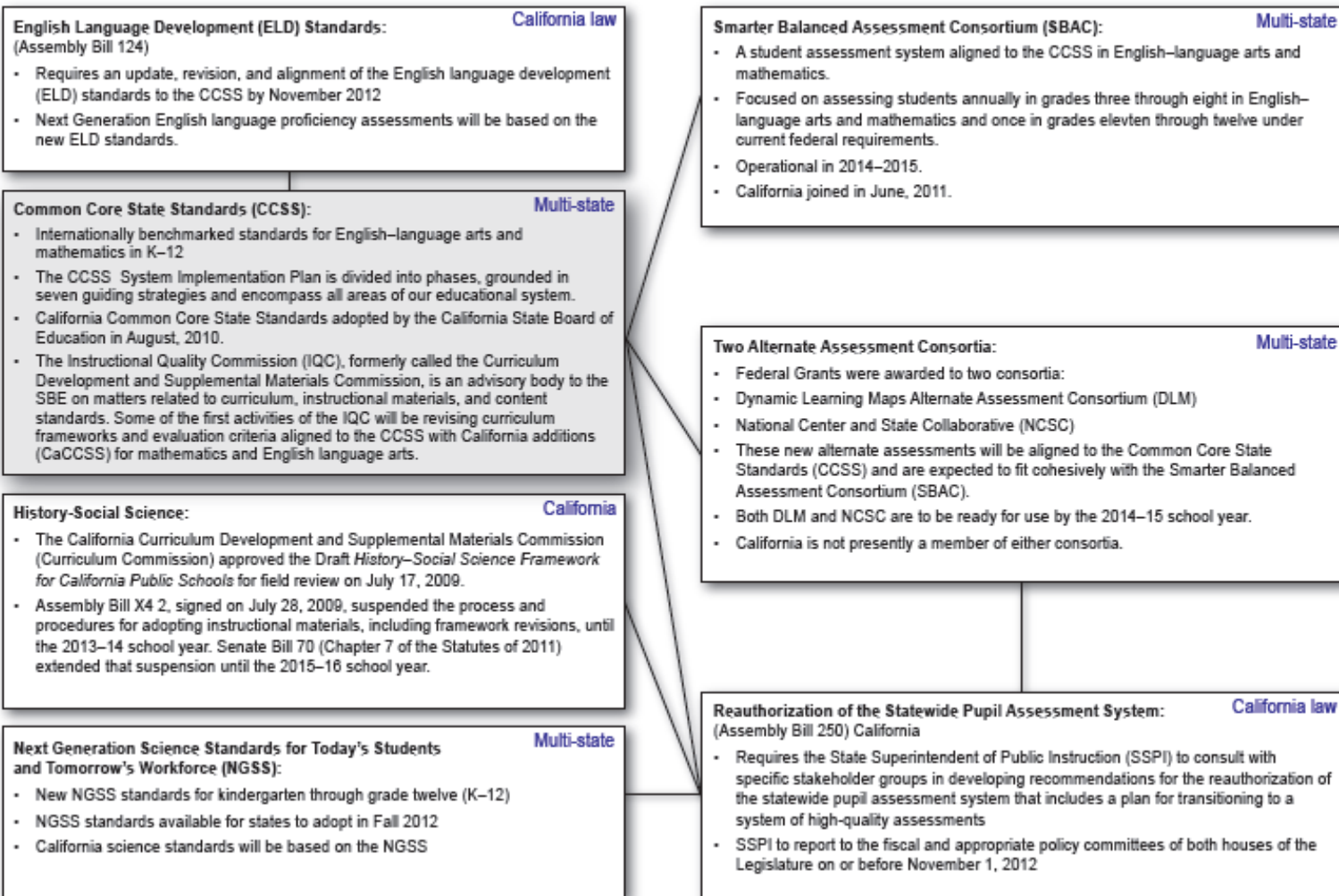
# Sixteen Areas to Consider (cont.)

12. Assess understanding and ability to use **technology** necessary for success in the 21<sup>st</sup> century classroom and workplace
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 is possible
15. Minimize **testing time**
16. Options for **diagnostic assessments** for pupils in grade 2



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## Concurrent Efforts Related to the Reauthorization of the California Assessment System





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# Statewide Assessment Reauthorization Work Group

- Comprised of specific stakeholders outlined in statute
- Multiple meetings between March and September
- Focus on 16 areas of consideration
- Offer input and suggestions based on expertise



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# Outreach - Regional Public Meetings

- Purpose: Opportunity for public to provide input on the 16 areas of consideration
- Participants were provided an overview of the statewide assessment reauthorization
- Five meetings held across California in April and May 2012





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# Outreach - Focus Groups

- Purpose: Gather information from specific stakeholders regarding the 16 areas of consideration outlined in statute
- Participants will include teachers, administrators, parents, students, business organizations, and higher education faculty
- Conduct focus groups during summer 2012



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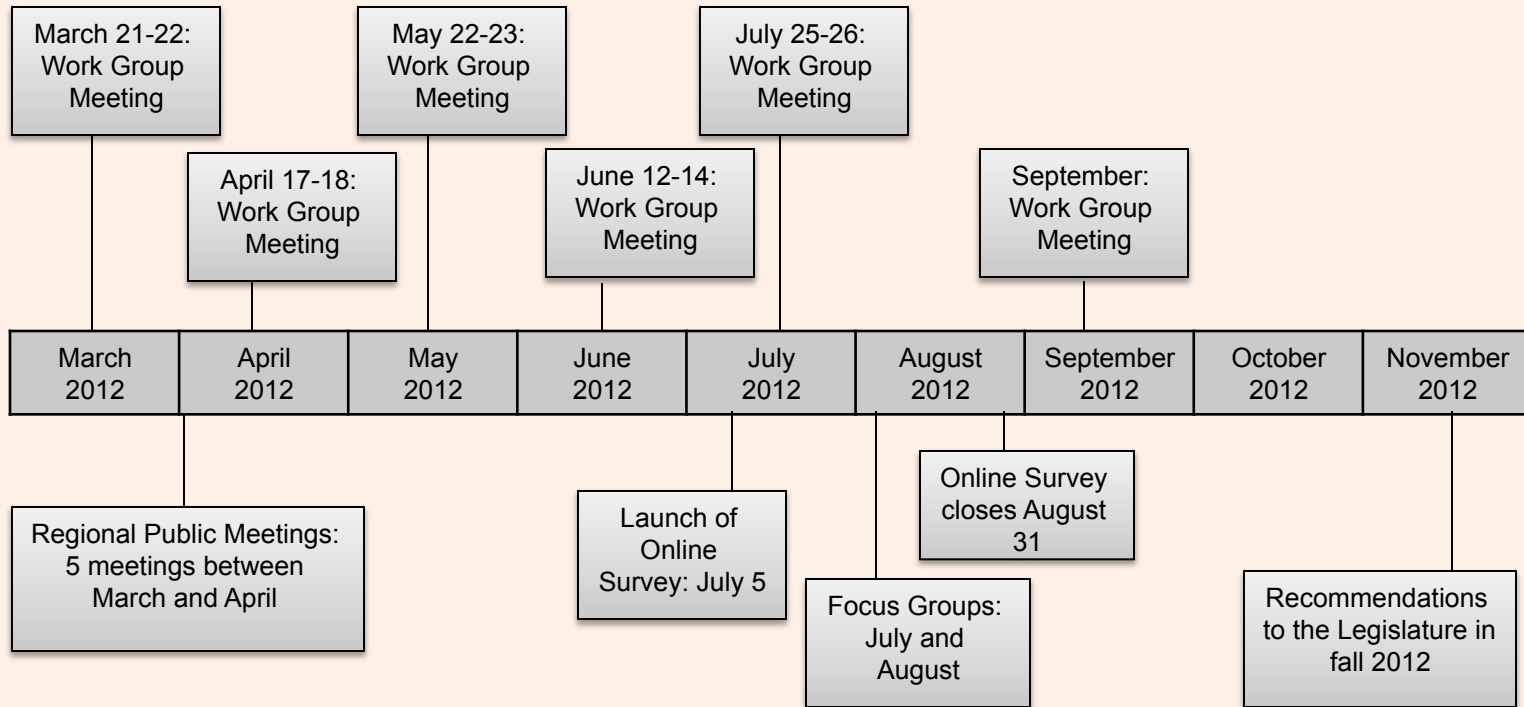
# Outreach - Online Survey

- Purpose: Opportunity to provide suggestions regarding the future statewide assessment system
- Topics include:
  - Which content and grade levels to be assessed
  - Which types of assessments should be included
  - Important factors to consider for ELs and students with disabilities
  - How assessment results should be used
- Available in English and Spanish
- Opened: July 5, 2012; Closes: August 31, 2012
- Located on CDE Statewide Assessment Reauthorization Web page:  
<http://www.cde.ca.gov/ta/tg/sa/ab250.asp>



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# Statewide Assessment Reauthorization Timeline





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