Overview of the Presentation

- What is the new testing system?
- What do the new tests measure and how?
- How will parents be informed of testing and student achievement?
California State Testing Programs

- CAASPP
  - Grades 3-8 & 11
  - & Grades 5, 8, 10 Science

- CELDT
  - English Learner Students

- CAHSEE
  - Grades 10, 11 & 12

- PE Testing
  - Grades 5, 7 & 9

Replaces previous Standardized Testing and Reporting (STAR) Program
### California Assessment of Student Performance and Progress (CAASPP)

<table>
<thead>
<tr>
<th>SBAC</th>
<th>CST / CMA</th>
<th>CAA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English-Language Arts and Mathematics</strong></td>
<td><strong>Science</strong></td>
<td><strong>English-Language Arts and Mathematics</strong></td>
</tr>
<tr>
<td><strong>Computer Adaptive Tests (CAT) and Performance Tasks</strong></td>
<td><strong>Paper-Pencil</strong></td>
<td><strong>Alternative Assessment for Special Education Students</strong></td>
</tr>
<tr>
<td><strong>Assess mastery of the CA-CCSS</strong></td>
<td><strong>Assess old CA 97 Science Standards</strong></td>
<td><strong>Computer-based Assessment</strong></td>
</tr>
<tr>
<td><strong>Students in grades 3-8 and 11</strong></td>
<td><strong>Students in grades 5, 8, and 10</strong></td>
<td><strong>Small amount of students in grades 3-8 and 11</strong></td>
</tr>
</tbody>
</table>
Highlighting the Differences

Old System

Content Standards for California Public Schools

Multiple Choice
Essay

New System

WHAT

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA’S STUDENTS FOR COLLEGE & CAREER

HOW

ITEM TYPES

Multiple Choice
Short Answer
Drag and Drop
Hot Spots
Graphing
Essay
More About the Smarter Balanced Tests

• Each subject area has two parts:
  • Computer-adaptive items
    • English-Language Arts (40-45 items)
    • Math (30-35 items)
  • Performance Task
    • Designed to show how students can integrate knowledge and skills across multiple areas
    • English-Language Arts (3 questions)
    • Math (6 questions)

Source: Smarter Balanced test blueprints
Computer-Adaptive Items

- Testing system selects questions that are appropriately challenging for students based on student answers to previous questions.
  - When a student gets an answer correct, the next question is more difficult. When a student get an answer wrong, the next question is slightly easier.
- Tailored or customized to the student’s ability level
  - No two students will receive the same test whereas under the STAR system, most students all received the same questions. This helps with test security too.
- Helps keep students more engaged
- Often takes fewer questions and less time to identify student skills
What is Different: English-Language Arts

In paragraph 1, the author shows how Henson became
A. highly educated.
B. a skilled seaman.
C. employed in a restaurant.
D. interested in exploring.

Read this sentence from the passage.

“Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.”

Explain how information learned from space diamonds can help scientists make diamonds on Earth. Use evidence from the passage to support your answer.

Type your answer in the space provided.
Maurice talked on the telephone to two friends. He talked to Sherry for \( \frac{1}{4} \) hour, and to Gabriel for \( \frac{1}{3} \) hour. How much time did Maurice spend on the telephone?

A \( \frac{1}{6} \) hour

B \( \frac{2}{7} \) hour

C \( \frac{5}{12} \) hour

D \( \frac{7}{12} \) hour

Five friends ordered 3 large sandwiches:

James ate \( \frac{3}{4} \) of a sandwich.

Katya ate \( \frac{1}{4} \) of a sandwich.

Ramon ate \( \frac{3}{4} \) of a sandwich.

Sienna ate \( \frac{2}{4} \) of a sandwich.

How much sandwich is left for Oscar?
What is a Performance Task?

• Activity that requires students to use multiple pieces of information to respond to a series of questions on their own (i.e. not multiple choice where the student selects an answer from a set of choices)

• Three steps:
  1. Classroom activity delivered by teacher
  2. Independent work
  3. Development of response

• The performance tasks are given via the computer, but they are not computer-adaptive; all students in a given grade get the same performance task.
Example of a Performance Task
Smarter Balanced Practice Test; Grade 5 Math - Problem

COMMUNITY GARDEN
Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.

The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

• 1/4 of the garden will be planted with carrots.
• 1/6 of the garden will be planted with potatoes.
• 1/8 of the garden will be planted with broccoli.
• 1/12 of the garden will be planted with corn.

In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.
Components of the Performance Tasks

- Combines knowledge and skills across multiple content strands within a content area
- Reflects a real-world task or scenario
- Usually multi-step
- Requires
  - Management of information and ideas
  - Demonstration of 21st Century skills needed for college and career (critical thinking, analysis and synthesis of information from multiple sources)
## 2014-15 Testing Schedule

<table>
<thead>
<tr>
<th>Test</th>
<th>Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC</td>
<td>from April 20 – June 10</td>
</tr>
<tr>
<td>CST/CMA</td>
<td>from April 27 – May 15</td>
</tr>
<tr>
<td>CAA</td>
<td>from April 20 – June 10</td>
</tr>
<tr>
<td>AP</td>
<td>from May 4 – May 15</td>
</tr>
</tbody>
</table>
New Results

- This year’s results will set a new baseline for progress students will make over time.
- *Results can not be compared to prior years.*
- Students’ performance will be reported using a scale of 2000-3000 with four performance bands
- Students will receive information regarding their performance on the mathematics and ELA claims rather than discrete clusters of standards
Score Reports

Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Emily's overall score is: 2553

YOUR OVERALL SCORE
2553

Average Scores from Last Year
2513-2514 Standard, Not Met
2493-2524 Standard, Met
2473-2532 Standard, Near Met
2553-2583 Standard, Exceeded

Emily exceeded the achievement standard and demonstrated advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework. Students from several states took a trial version of this test in spring 2014. Emily’s score from spring 2015 is above the average score of grade 4 students in last year’s trial test. Emily’s performance on the four areas that comprise this score can be seen on the back of this report.

MATHMATICS
Emily's overall score is: 2458

YOUR OVERALL SCORE
2458

Average Scores from Last Year
2204-2410 Standard, Not Met
2410-2480 Standard, Near Met
2490-2545 Standard, Met
2545-2599 Standard, Exceeded

Emily nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for success in future coursework. Students from several states took a trial version of this test in spring 2014. Emily’s score from spring 2015 is just below the average score of grade 4 students in last year’s trial test. Emily’s performance on the three areas that comprise this score can be seen on the back of this report.

Emily’s Results on California’s Assessments

The following provides a further breakdown of Emily’s overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit http://www.smarterbalanced.org/

ENGLISH LANGUAGE ARTS/LITERACY
Emily’s overall score is: 2553

AREA
PERFORMANCE
Writing
Above Standard
Producing clear and purposeful writing
Reading
At or Near Standard
Demonstrating understanding of literary and non-fiction texts
Research/Inquiry
At or Near Standard
Investigating, analyzing and presenting information
Listening
Below Standard
Demonstrating effective communication skills

MATHMATICS
Emily’s overall score is: 2458

AREA
PERFORMANCE
Communicating Reasoning
Below Standard
Demonstrating ability to support mathematical conclusions
Problem Solving &
Modeling/Data Analysis
Above Standard
Using appropriate tools and strategies to solve real world and mathematical problems
Concepts & Procedures
Below Standard
Applying mathematical concepts and procedures

Juan’s Results on California’s Science Assessment

SCIENCE
Juan’s score is 267 – Far Below Basic

Far Below Basic (150–267)
Below Basic (268–285)
Basic (286–340)
Proficient (341–400)
Advanced (410–800)

Juan’s score of 267 is in the Far Below Basic level on California's science assessment. California recently adopted next generation science standards designed to improve science instruction and learning. New assessments based on these standards are being developed. Once in place, these new tests will not be comparable to the current California Science Assessments.
The EAP test is now embedded in the SBAC Math and ELA tests for grade 11.

- Student college readiness levels are based on SBAC performance levels.
- Students have to check a box on the test to make scores available to colleges.