Smarter Balanced and Higher Education: Transitioning to New Assessments

California Community Colleges
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California Joins SBAC

- On June 9, 2011 California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state
  - Memorandum of Understanding signed by Superintendent Torlakson, Governor Brown, and State Board of Education President Michael Kirst
  - Governing state role
    - Decision-making capacity
Higher Education Engagement

- **175 public** systems/institutions of higher education (IHE), representing **74%** of direct matriculation students across all SMARTER Balanced States, agreed to partner on assessment development

  Higher education **representatives** serve on:
  - Executive Committee
  - Assessment scoring and item review committees
  - Standard-setting committees

- **California**
  - K-12 and IHE working collaboratively
  - Early Assessment Program (EAP) considered a model for common assessments
CDE Participation: SBAC Work Groups

1. Technology Approach
2. Assessment Design: Item Development
3. Assessment Design: Performance Tasks
4. Assessment Design: Test Design
5. Formative Processes and Tools/Professional Development
6. Accessibility and Accommodations
   - English Learner
Opportunities and Challenges of Transitioning to New Assessment System

- Richer assessment of and for learning
- Use of technology as a tool
- Adaptive testing
- Universal access
- National expertise
- Preparation for 21st century skills
- College and career ready students
Opportunities and Challenges of Transitioning to New Assessment System (cont.)

- Change is difficult
- Sequencing of activities
- Technology infrastructure
- Communication efforts
- Fiscal climate
Transitioning to New Assessments - STAR Reauthorization

• Assembly Bill (AB) 250 modifies California *Education Code (EC)* to address the development and adoption of new curriculum frameworks, instructional materials, professional development practices, and high-quality assessments.
AB 250 Coordination Chart
Statutory Authorization

– 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.
High-Quality Assessments

• 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.
High-Quality Assessments

- 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
Requirements of Bill

– 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
Requirements of Bill (cont.)

– Requires that the SSPI’s recommendations include a plan for transition for and address sixteen areas outlined in statute.

– The recommendations are to be reported to the Legislature on or before November 1, 2012.
16 Areas of Consideration

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
16 Areas of Consideration (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
16 Areas of Consideration (cont.)

12. Assess understanding and ability to use technology necessary for success in the 21st 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
“Formative Assessment”

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

• Means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate a pupil’s knowledge and skills relative to a specific set of academic standards.

• Produces results that can be aggregated by course, grade level, school, or local educational agency to inform teachers and administrators at all levels.
“Diagnostic Assessment”

• Means interim assessments of the current level of achievement of a pupil that serves both of the following purposes:
  – The identification of particular academic standards or skills a pupil has or has not yet achieved.
  – The identification of possible reasons that a pupil has not yet achieved particular academic standards or skills.
Public Input Opportunities

- AB 250 Work Group
- Regional public meetings
- Survey
- Focus groups
- E-mail account
  - reauthorization@cde.ca.gov
- Web page:
  http://www.cde.ca.gov/ta/tg/sa/ab250.asp
Reauthorization of Statewide Assessment System - CDE Contact Information

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