

California Assessment of Student Performance and Progress  
(CAASPP)

and

Smarter Balanced Assessment Consortium Testing  
(SBAC)

# Agenda

- ▶ The new California assessment system
- ▶ Preparing for (SBAC) Testing
  - Fall District Assessment Results
  - Formative and Performance Assessments

# CAASPP

- ▶ **Replaced California's Standardized Testing and Reporting (STAR) program in 2014**
  
- ▶ **What Will Be Tested?**
  - Grade Level Science in grades 5, 8, 10
    - CST, CMA, or CAPA
  
  - SBAC Summative Assessments
    - Grades 3–8 and 11
    - ELA and Mathematics
    - Computerized Adaptive Test (CAT) and Performance Task in each subject area
    - 7–8.5 hours to complete all four sessions
  
  - Alternative Assessment (replacing CAPA ELA and Math)

# From STAR to CAASPP

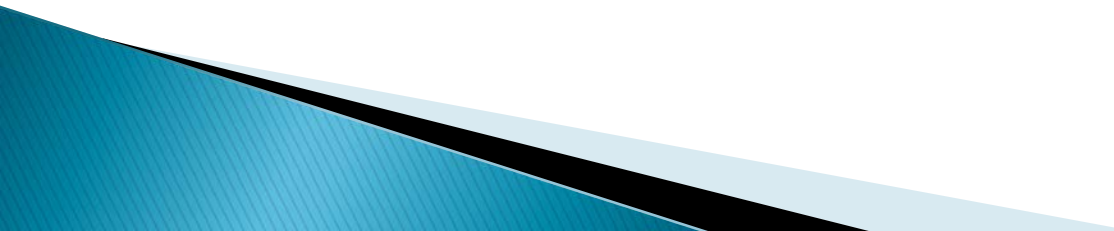
## 2014–15 California Assessment of Student Performance and Progress (CAASPP)

Content	Test	Type	Participants	Grade Level(s)	Window
English–Language Arts (ELA) and Mathematics	Smarter Balanced Format: CAT or Paper-Pencil <sup>(1)</sup>	MC SR CR PT	All students at designated grade levels  <i>Exceptions:</i> <ul style="list-style-type: none"> <li>Eligible students participating in alternate assessments (TBD)</li> <li>ELA only – English learners who are in their first 12 months of attending a school in the United States</li> </ul>	3–8 and 11 <sup>(2)</sup> Required	Grades 3–8: 12-week window beginning at 66% of instructional days  Grade 11: 7-week window beginning at 80% of instructional days
	Alternate Assessment (TBD)	Field Test	Students with significant cognitive disabilities who are unable to take the Smarter Balanced assessments even with accessibility supports and whose individualized education program indicates assessment with an alternate test  Students who previously took the CAPA will not take the CAPA for ELA and mathematics in 2014–15	3–8 and 11 Required	TBD
Science	CST	MC	All students unless their individualized education program indicates assessment with CMA or CAPA	5, 8, and 10 Required	25-day window that includes 12 instructional days before and after completion of 85% of instructional days
	CMA	MC	Students whose individualized education program indicates assessment with CMA		
	CAPA	PA	Students with significant cognitive disabilities who are unable to take the CSTs even with accessibility supports and whose individualized education program indicates assessment with CAPA		
Reading/Language Arts	STS	MC	Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months	2–11 Optional	

# Preparing for SBAC

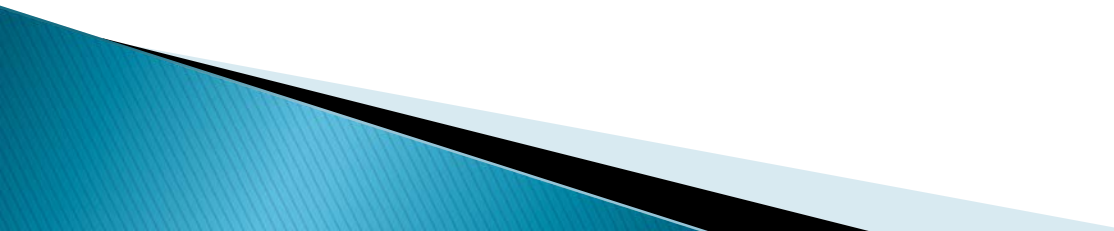
Fall Initial Assessment & SBAC-like Lessons

# CUSD Fall Assessment

- ▶ Grades 2–8 administered a SBAC–like assessment this fall in ELA
  - ▶ Grades 2–5 administered a SBAC–like assessment this fall in Mathematics
    - Created using the *Inspect* question bank
      - Multiple Response (Multiple–correct multiple–choice questions)
    - Based on the previous year's grade level standards
    - Approximately 30 questions using an Illuminate answer document
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# Fall Assessments...

## What We Learned

- ▶ Students were challenged by the language and rigor of the questions
  - ▶ As a whole, students performed lower than they had on CSTs
  - ▶ Students not only need to be taught the standards, but they need to understand the new assessment formats
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# Sample Non-Traditional Selected Response

A student is creating a pamphlet for a science project to raise awareness on global warming. The student wants to revise the introductory paragraph to improve the subtopic – the purpose of greenhouse gases. Read the following excerpt from the student's draft and complete the task that follows it.

Over the past century, the earth's temperature has risen approximately 1.4°F. This change may sound insignificant; however, these small changes can result in major, and potentially dangerous, shifts in the earth's climate and weather patterns. These small changes in temperature are largely the result of increasing concentrations of greenhouse gases in the atmosphere. Not all atmospheric gases are greenhouse gases. Greenhouse gases support human life. However, human activities have greatly increased the amount of greenhouse gases, particularly carbon dioxide, in the atmosphere.

Revise the underlined sentences to improve the introduction of the subtopic – the purpose of greenhouse gases. Choose **two** sentences from the choices below.

- ☐ A Atmospheric gases become greenhouse gases when they serve to trap heat inside the earth.
- ☐ B Climate change produced by greenhouse gases is largely the result of a lack of concern for the environment.
- ☐ C Greenhouse gas emissions can be produced from several activities, including electricity production, vehicle and equipment emissions, burning fossil fuels for energy production, and deforestation.
- ☐ D Because they are vital to life on earth, greenhouse gases should be regulated by strict laws.
- ☐ E These gases support human life on the planet by functioning as a blanket to insulate and protect the earth.
- ☐ F Therefore, the earth's climate is dependent on humans to actively respect and care for its atmosphere and the greenhouse gases within this atmosphere.



# Sample Selected Response

A student is writing an editorial for the school newspaper about public transportation. Read the draft of the editorial and answer the question that follows.

The city council conducted a study of public transportation and the study was lengthy and the study was detailed. The study found that most citizens want to save on the cost of gas and make wiser choices when it comes to the environment. Due to the high demand of public transportation for our resourceful community, the city council has decided to implement a free trolley system. The free trolley will save each passenger hundreds of dollars a year in gasoline, offer a safe and effective way to travel throughout the city, and will cut down on the amount of vehicle emissions released to the environment.

Choose the **best** way to revise the underlined sentences so that the editorial maintains a consistent style.

- ☐ A The city council conducted a lengthy and detailed study about public transportation.
- ☐ B Studying public transportation, the city council conducted a lengthy and detailed study.
- ☐ C A lengthy and detailed study was conducted by the public transportation about the city council.
- ☐ D Public transportation was a lengthy and detailed study conducted by the city council.

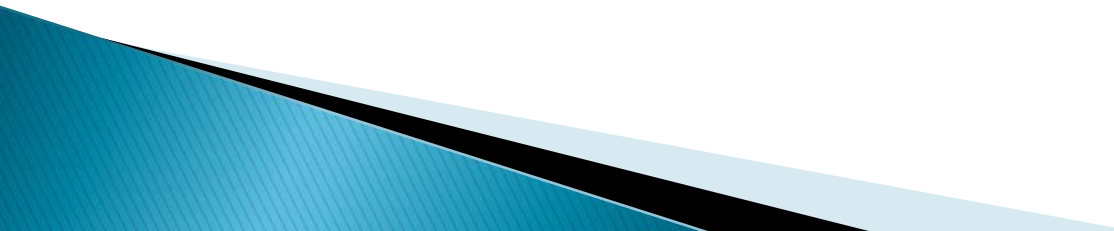
# Sample Non-Traditional Selected Response

The formula for the area of a trapezoid is  $A = \frac{1}{2}h (b_1 + b_2)$ , where  $h$  is the height and  $b_1$  and  $b_2$  are the lengths of the two parallel sides.

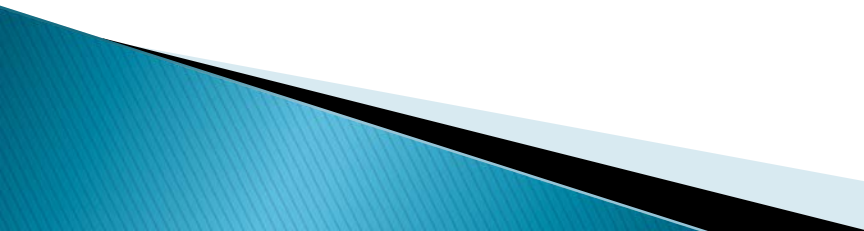
Based on this formula, which of the following formulas are also true? Select all that apply.

- ☐ A  $b_1 = \frac{A}{2h} b_2$
- ☐ B  $b_1 = b_2 - \frac{2A}{h}$
- ☐ C  $b_2 = \frac{2A}{h} b_1$
- ☐ D  $h = \frac{2A}{b_1 + b_2}$
- ☐ E  $h = \frac{A}{\frac{1}{2}b_1 + \frac{1}{2}b_2}$

# How Are We Preparing Our Students?

- ▶ Quality instruction
  - ▶ Higher level questioning strategies
  - ▶ Information writing practice
  - ▶ Technology/keyboarding experience
  - ▶ Practice assessments
    - Multiple Response
    - Constructed Response
    - Performance Assessments
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# Practice Assessments

- ▶ Fall Initial Assessments
    - Grades 2–8 ELA
    - Grades 2–5 Mathematics
  - ▶ Fall Constructed Response Assessments
    - Grades 2–8 ELA
    - Grade 11 ELA and Math Samples
  - ▶ Formative Assessments
    - Grades 2–5 ELA for Cycle 1 and Cycle 2
    - Grades 6–8 and 11 for ELA & Math
  - ▶ Second Semester Assessments
    - 6–8, 11 ELA and Math
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# Practice Assessments (cont.)

## ▶ Performance Tasks

- Grades 3–8 and 11
- ELA and Mathematics
  - Three sets
    - January/February—Directed Lesson
    - February/March—Guided Lesson
    - March/April—Independent Exercise

## ▶ SBAC Practice and Training Tests

- Online tests
- Not scored
- [https://login3.cloud1.tds.airast.org/student/V60/Pages/LoginShell.aspx?c=California\\_PT](https://login3.cloud1.tds.airast.org/student/V60/Pages/LoginShell.aspx?c=California_PT)

# Keys to Preparing Students

- Answering Text Dependent Questions
  - Using Complex Text
  - Informational Writing
  - Computation with conceptual understanding and critical thinking
  - Understanding multiple ways of getting to answers
  - 21<sup>st</sup> Century Learning: critical thinking, collaboration, communication, and creativity
  - Practicing SBAC-like assessment questions
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