ASSEMBLY BILL 484

CalMapp:

California's New Assessment System



Presentation to the LJSD School Board November 4, 2013





QUALITY

Education has never been stagnant; the Common Core and Smarter Balanced are part of the normal, important progression

"Not a movement but a power struggle" Rand Corporation Scientist, 1979

1970s & 1980s

demonstrate "minimum

competency"

Marcos, 1987

"Minimum competency"

Ensure all HS graduates can

"Results show we look good,

Superintendent Bernand, San

and we're going to get better."

"De-professionalizes teaching and stifles creativity in the classroom" Union-Tribune San Diego, 2007

"This scares the bejeezus out of me: the standards are designed to get students to think on their own, to be able to navigate the multimedia world and discern fact from fiction.." In Our Opinion, Ukiah Daily Journal,

1990s & 2000s

"Proficiency"

Boost every child to proficiency in reading and math and start gathering the data to understand student progress

"APIs over 800 [are] reflective of great schools with passionate teachers and focused administrators – and families who send us great kids." Guy Romero.

assistant superintendent of educational services with Murrieta Schools

Now

"College and career readiness"
Measures individual student progress
to ensure students have complex
problem-solving skills that get them
ready for careers and college

"I find we're very excited, our kids are ready for the transition. It's going to be a challenge, but it's exactly what our kids need to prepare for college and go out in the work-place." Deputy Superintendent Dominguez, Long Beach Unified District, 2012

At each inflection point people have been nervous, but each time it has been the right thing to move forward

California has a clear and inspiring vision for public education, focused on great instruction and grounded in the new Common Core State Standards.

California's vision for college and career readiness:

- High quality teaching and learning in every classroom using assessments that are;
- Built on the Common Core State Standards
- Reinforced by practical supports for teachers
- Help more students at all proficiency levels with the goal of ensuring that all students graduate prepared for college and careers in the global economy of the 21st century

ASSEMBLY BILL 484



Establishes the primary purposes of the assessment system:

- 1. To assist teachers, administrators, students, and parents to improve teaching and learning
- 2. To promote high-quality teaching and learning using a variety of assessment approaches and item types

ASSEMBLY BILL 484



- Establishes California's new statewide student assessment system, the CalMapp:
 California Measurement of Academic Performance and Progress
- Includes the Smarter Balanced Assessment Consortium (Smarter) assessments for Englishlanguage arts and mathematics

STAR VS. SMARTER BALANCED

Formative and interim tools	Be a stand-alone event that provides a valid and reliable snapshot in time	Provide an integrated system of customizable, aligned assessments and formative tools to be used as a feedback loop throughout the year by teachers
Primarily be a multiple choice assessment	Assess deeper learning beyond multiple choice capabilities through performance tasks, constructed response and tech-enhanced items	
Be a fixed-form test to be accurate at a point in time	Be an adaptive test to provide an accurate, individual assessment of a student's knowledge and skills over time	
Curricular alignment	Measure content standards (that were not vertically aligned)	Measure content standards that are vertically aligned, to show growth across grades
Security	Be as secure as a paper,	Be secure through a 35,000 item bank, adaptive, and



A Balanced Assessment System

Summative:

College and career readiness assessments for accountability

Common Core
State
Standards
specify
K-12
expectations
for college
and career
readiness

Teachers and schools have information and tools they need to improve teaching and learning

Formative resources:

Supporting classroom-based assessments to improve instruction

Interim:

Flexible and open assessments, used for actionable feedback All students
leave
high school
college
and career
ready



SMARTER BALANCED DIGITAL LIBRARY

- AB 484 requires the state to purchase interim and formative tools for Kindergarten through grade 12
- Offered at NO COST to school districts
- First stage to be launched in spring 2014



SMARTER BALANCED DIGITAL LIBRARY

Criteria will ensure resources match the focus of the Digital Library:

- Alignment to CCSS
- Embedded formative assessment practices
- Research-based instructional strategies
- Smarter Balanced assessment system



SMARTER BALANCED DIGITAL LIBRARY

Smarter Balanced will produce Web-based modules on topics including:

- Common Core State Standards
- Assessment Literacy
- Understanding the Smarter Balanced content specifications
- Formative assessment processes
- Evaluating classroom assessments



SMARTER BALANCED ITEM TYPES

- Multiple Choice with one correct response
- Multiple Choice with multiple correct responses
- Two-part multiple choice
- Matching Tables
 - Yes/No or True/False Tables
- Fill-In Tables
- Select or order text or graphics
- Complex drag and drop
- Graphing
- Equation or numeric response
- Short Text
- Long Essay

SPRING 2014 FIELD TESTS

- March 18 June 6, 2014
- Data from this sample will be used to determine item reliability and validity and initial performance level scores
- Participating students will take EITHER an ELA or Mathematics Field Test
- CDE will assign which test each school/grade level will take
- · No student, school, or district level reports will be produced

FIELD TEST BENEFITS

- **Students** will have hands-on experience with the functionality of a computer-based assessment
- Teachers and administrators will gain valuable exposure to administration logistics during a trial run
- Districts will benefit from having learned where technology gaps may exist and then can fully prepare for operational assessments

Questions

