California Assessment of Student Performance and Progress (CAASPP)

Welcome to the 2015–16 CAASPP Institute!
Purpose of the CAASPP Institute

- Provide an in-depth opportunity for teams from school districts and schools to learn about the CAASPP System, particularly with regard to the Smarter Balanced assessment system.
Purpose of the CAASPP Institute (cont.)

• Demonstrate how the CAASPP System can be used to improve teaching and learning.

• Provide protected planning time for teams to identify action steps and set timelines for further implementation of the Smarter Balanced assessment system.
Overview of the CAASPP Institute

• CAASPP Institute has two sessions (fall and spring)
• Components of the Smarter Balanced assessment system
  – Summative assessments
  – Interim assessments
  – Formative assessment process
Overview of the CAASPP Institute (cont.)

• Common threads woven throughout each topic:
  – Appropriate use of assessments
  – Understanding and using results
  – Accessibility supports
Overview of the CAASPP Institute (cont.)

• Time for networking
• Time for team planning
  – System readiness rubric
  – Planning templates
Learning Goals and Success Criteria
CAASPP Institute Learning Goals

Participants will understand:

• The purpose and use of the CAASPP System.

• The purpose and use of the three components in the Smarter Balanced assessment system.
CAASPP Institute Learning Goals (cont.)

Participants will understand:

• How the three components of the Smarter Balanced assessment system, and future assessments that will be part of the CAASPP System, can integrate and work together to support high quality teaching and learning for all students, including students with disabilities (SWD) and English learners (ELs).
CAASPP Institute Success Criteria

Participants can:

• Identify the current components of the CAASPP System and those planned for future introduction.

• Identify specific ways to integrate the three components of the Smarter Balanced assessment system to improve teaching and learning for all students, including SWD and ELs.
CAASPP Institute
Success Criteria (cont.)

Participants can:

• Develop and implement short- and long-term action steps to more fully implement the Smarter Balanced assessment system at their LEA or school.

• Report on the progress and outcome of the implementation of their action steps at the spring CAASPP Institute. Teams can set goals that can be achieved by the spring institute.
CAASPP System Overview
CAASPP System

- CAASPP became state law on January 1, 2014.
- The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program that had been in place since 1998.
- CAASPP = California Assessment of Student Performance and Progress
A New System with a New Purpose

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents to promote high-quality teaching and learning through the use of a variety of assessment approaches and item types.
A New System with a New Purpose (cont.)

FROM

Assessment for Accountability
• Once a year

TO

Assessment for Teaching and Learning
• Multi-faceted system
• Part of the instructional cycle
• Focus on continuous improvement
• Tools for teachers
CAASPP System
Components

California Assessment of Student Performance and Progress (CAASPP)

2015–16 CAASPP System

English Language Arts/Literacy and Mathematics Summative Assessments
- Smarter Balanced
- California Alternate Assessment

Science
- California Standards Test
- California Modified Assessment
- California Alternate Performance Assessment

Reading/Language Arts
- Standards-based Tests in Spanish

Additional Resources:
- Interim assessments
- Formative assessment processes (Digital Library)
- Grade two diagnostics (English language arts/literacy and mathematics)
Assessment Cycles by Purpose

Adapted from Herman and Heritage (2007)

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. The *ELA/ELD Framework* has not been edited for publication. © 2014 by the California Department of Education.
Smarter 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

Digital Library: Tools and resources to support formative assessment process

Interim: Flexible and open assessments used for actionable feedback

All students leave high school college and career ready
Activity

• Purpose is to assess pre-existing knowledge in key topic areas:
  – Summative assessments
  – Interim assessments
  – Formative assessment practices
Activity (cont.)

- Go to www.socrative.com to access the quiz.

- Rating scale:
  4 = Strong and able to lead others
  3 = Ok, but not fully confident
  2 = Definite gaps in knowledge/skill
  1 = Weak in this area
Review Data from Activity

• Where do our participants report strong knowledge?

• In what areas do we have room for improvement?

• Other thoughts?