

## **ASSESSMENT AND TESTING COMMITTEE**

Jennifer Pettey, Chairperson  
Steve Seal, Vice Chairperson  
Tiffany Farnsworth, Recorder  
Gayle Bilek, Board Liaison  
Vernon Gettone, Consultant  
Norma Sanchez, Consultant  
Patricia Rucker, Legislative Advocate

### **MAJOR POLICY** - Immediate Action (2/3rd vote required)

A. None

### **MAJOR POLICY** - Second Reading

A. None

### **MAJOR POLICY** - First Reading

A. None

### **OTHER ITEMS FOR IMMEDIATE ACTION**

A. None

### **REFERRALS TO THE BOARD OF DIRECTORS**

A. None

### **MATTERS PENDING**

A. None

### **INFORMATIONAL ITEMS**

1. NBI 1/14- 11 – Committee recommended not to approve the NBI because parents already have the right to opt out their students from standardized testing due to state and federal mandates. In addition, the chair will communicate with CTA legal department to review and create a memo for all members clarifying these mandates.
2. Updated Committee about the Public School Accountability Act Advisory Committee's progress.
3. Gave presentation about Smarter Balanced spring 2014 field test updates and recent changes. (See following document for details).
4. Discussed LCFF and LCAP template.
5. Discussed TEW introduction and guiding principles for teacher preparation and early career support.

## NBI 10/13-8

That CTA create a detailed communication to all locals and state council members addressing the impact of AB 484 on schools in program improvement.

**Rationale:** There is much confusion as to what PI schools need to do if they are already year 5 and implementing governance changes or year 4 preparing for year 5. While many statements have been made that status is frozen, the actual impact of this at schools is not understood. Our members need clear information so they can engage in conversations with administration in a knowledgeable manner. What can schools/teachers expect if they are year 4 and 5 schools this year?

*[Maggie Ellis (RET)/Alexandra Condon (TEAF)]*

## **UNDERSTANDING AB 484 (Chapter 489, Statutes of 2013)**

The California Standards Tests (CSTs), the major component of the STAR program, were given to approximately 4.7 million students in grades two through eleven in 2013. Scores on the annual Standardized Testing and Reporting (STAR) assessments slipped by a fraction of a percentage point this year as schools dealt with ongoing fiscal issues and the transition to the Common Core State Standards. Only one student in three achieved proficiency in 2003, the year that the STAR tests became fully aligned to the former state content standards. Students did maintain the vast majority of gains posted over the last 11 years, and a majority of students statewide continued to achieve at the proficient or advanced level in mathematics and English-language arts.<sup>1</sup>

- In mathematics, 51.2 percent of students posted a score of proficient and above, 0.3 of a percentage point lower than last year.
- In English-Language Arts, 56.4 percent of students scored proficient and above, 0.8 of a percentage point lower than in 2012.
- In Science, 59.1 percent scored proficient and above, 0.4 of a percentage point lower than the 59.5 percent achieved in 2012.
- Students showed gains in History-Social Science, with 49.4 percent scoring at least proficient, an increase of 0.6 of a percentage point over last year's 48.8.

That said, the 2012-13 school year will also be highlighted by the fact that many Title I schools and LEAs will not meet all 4 adequate yearly progress (AYP) criteria as mandated by the Elementary and Secondary Education Act (ESEA). It is very likely that many Title I schools must plan for changes in their status as Program Improvement (PI) school – including an increase in the PI sanctions – while also dealing with the full implementation of the Common Core State Standards (CCSS) and the state's transition to a new assessment matrix. In addition, the AYP goal for the 2013-14 school year is 100% proficiency in student performance on state assessments in reading/language arts and mathematics.

California is one of 45 states, the District of Columbia, and three territories that formally have adopted the CCSS for mathematics and English–language arts. AB 484 – a bill that aligns the state's assessment system with the new standards adopted by the State Board of Education in 2010 – was signed by the Governor on October 2<sup>nd</sup> (Chapter 489, 2013). The new law suspends most Standardized Testing and Reporting (STAR) assessments for the current school year, and instead includes all school districts in the spring 2014 field test of the new language arts and mathematics assessments developed by the Smarter Balanced Assessment Consortium (SBAC). Although the participation of some LEAs and sites may be limited because of technology readiness, this statewide practice assessment will prove to be an important opportunity to prepare for and transition to these new assessments, slated for administration statewide in the 2014-15 school year.

## **HOW DOES AB 484 (Chapter 489, Statutes of 2013) CHANGE POLICIES FOR STATE OR FEDERAL ACCOUNTABILITY?**

AB 484 (Bonilla) also establishes the California Measurement of Academic Performance and Progress (CalMAPP) assessment system. The CalMAPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CalMAPP system is to assist teachers,

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<sup>1</sup> Source: California Department of Education

administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

Local association leaders may find confusion in overlapping state and federal assessment requirements. Assembly Bill 484 ended most of the California Standards Tests and other assessments that had comprised the state's Standardized Testing and Reporting program (STAR) for the past 15 years. California is also applying for a "double testing" waiver from the federal government, which would allow students to avoid wasting valuable learning time by taking both the field test and a separate end-of-year state test.

- AB 484 *did not sunset* the entire Public Schools Accountability Act (PSAA); nor does it overwrite the assessment and accountability requirements of the ESEA. AB 484 *did change* California's assessment and accountability policies in significant ways that will impact how California will address federal mandates under ESEA.
- *AB 484, a state law, does not freeze federal assessment and accountability requirements, such as PI status.* PI status determinations are set by AYP – a federal requirement mandated in ESEA. If a school or an LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI – not withstanding statutory changes made by AB 484.
- Under the Public Schools Accountability Act, a school, an LEA, or the state must have a minimum API of 680 or have at least one point growth in the API to meet the state performance goal. California's federal AYP criteria have a significantly higher requirement for Title I LEAs and schools. The growth API is calculated annually for each Title I LEA and school as 5% of the difference between the Base API (of the LEA or school) and the statewide performance target of 800.

Issue #1: AB 484 suspends the administration of the CSTs in the spring of 2014. As a result, the state has no mechanism to create an Annual Measurable Objective (AMO) for the PI schools for the 2014-15 school year.

***And this is important to PI schools*** because the AMO is a critical element of the state's AYP criteria which will determine whether or not the LEA or school met its annual performance goals. Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets (or Annual Measurable Objectives [AMOs]) in ELA and mathematics on the assessments used in AYP calculations. The assessments used include the CSTs (grades two through eight); the California Modified Assessment (grades three through eight); the California Alternative Performance Assessment (grades two through eight and ten); and the California High School Exit Exam, grade ten.

*NOTE: The AMO is calculated differently for high schools. The federal accountability test for high schools is the CAHSEE – not the CST. That means there will still be an AMO for high schools. That means, in the fall of 2014, the state could still produce an API that could include CAHSEE, the CST science, and the graduation rate.*

Issue #2: AB 484 authorizes The State Superintendent of Public Instruction, with SBE approval, to not produce Academic Performance Index (API) scores in the 2013–14 and 2014–15 school years due to a lack of comparability between STAR and MAPP, and the fact that individual student scores cannot be produced from the field test.

***And this is important to schools in PI*** because although AB 484 creates an accountability holiday from specific state sanctions in the Public Schools Accountability Act for all LEAs, Title I LEAs and schools will continue to deal with federal AYP issues and sanctions without the relief of a federal waiver. As permitted by AB 484, entities without an API may use their last API<sup>2</sup> or an average of the last three years for accountability purposes as chaptered in Education Code 52052(e) (4):

“Any school or school district that does not receive an API calculated pursuant to subparagraph (F) of paragraph (2) shall not receive an API growth target pursuant to subdivision (c). Schools and school districts that do not have an API calculated pursuant to subparagraph (F) of paragraph (2) shall use one of the following:

- A. The most recent API calculation.
- B. An average of the three most recent annual API calculations.
- C. Alternative measures that show increases in pupil academic achievement for all groups of pupils, school wide, and among significant subgroups.”

The API is used to meet part of the federal AYP requirements under ESEA, in addition to meeting the other federal AYP targets (participation rate, percent proficient, and graduation rate) in order to make AYP for 2010. The federal API requirements differ from the state API requirements.

- Based on performance outcomes from the spring 2013 STAR tests, the state has provided updated API status determinations for all LEAs and school sites. Those reports were posted shortly after the start of the 2013-14 school year.
- API status will be frozen for the next two years – meaning decile rankings are also frozen. In other words, the CDE plans to “roll” the 2013-14 API determinations for the next two years:
  - Because AB 484 suspends the CSTs for the spring 2014, a new API determination for the 2014-15 school year cannot be developed.
  - In addition, the new Smarter Balanced Assessments must be administered statewide for two (2) consecutive years (2014-15 and 2015-16) in order to calculate the state’s in API baseline. The new API baseline will be implemented in the 2016-17 school year to
    - reset the state’s new API performance target for LEAs and schools: currently 770 for elementary and middle; 710 for high schools
    - for federal accountability purposes, set the API growth targets for each LEA and school site: currently defined as 5 percent of the difference between the Base API and the statewide performance target of 800.

*NOTE: The CDE is also considering a plan to “roll” AYP status for the next two years whether or not California is granted a federal testing waiver. The decision also means the CDE will roll the PI status of each LEA and school whether or not CA gets a federal testing waiver. **This policy decision is not contained in AB 484.***

- This proposed roll is consistent with the intent of the federal double testing waiver.
- LEAs and schools in PI will stay frozen in their current status for the next two years. It means that PI schools – even those in Year 4 or 5 – do not advance in sanction or status but instead will continue services as required by their current status. It also means the PI schools cannot exit PI.

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<sup>2</sup>The “last API” was calculated for the 2013-14 school year based on the spring 2013 statewide assessments.

- If California policy makers do move forward and implement this “nuclear option,” the US Department of Education (ED) could move forward with its threat to withhold as much as \$3.5 billion in federal Title I funds from schools; in reality, it is far more likely that ED will withhold \$15 million in ESEA funds that support the CDE.

## FREQUENTLY ASKED QUESTIONS

### What is AB 484?<sup>3</sup>

- AB 484 replaces the Standardized Testing and Reporting (STAR) program with the Measurement of Academic Performance and Progress (MAPP) testing program, which begins with a field test of the Smarter Balanced Assessment Consortium (SBAC) assessments in English-language arts (ELA) and math in 2013–14 and full operation in the 2014–15 school year.
- AB 484 requires LEAs to participate in the 2013–14 SBAC field tests, beyond those selected for the scientific field test. Individual pupil scores are not allowed for field tests, and comparisons, accountability or other uses of the field test data are not allowed at the state or the LEA level.
- The SSPI is required to report to the SBE on the SBAC field test and recommend whether a SBAC is feasible for a 2014–15 launch; the SBE is authorized to postpone the 2014–15 SBAC launch based on SSPI recommendations.
- LEAs and the CDE are restricted from comparing MAPP and STAR scores. Assessment scores are prohibited from being publicly displayed if they could deliberately or inadvertently allow the identification of an individual pupil or teacher.

### Which subjects and grades are assessed in the CalMAPP system?

AB 484 calls for the transition to a system of assessments and assessment tools that cover the full breadth and depth of the curriculum and promote the teaching of the full curriculum. This transition will take several years to complete.

For the 2013–14 school year, CalMAPP is comprised of the following:

- Field test of the consortium (i.e., Smarter Balanced\*) summative assessment for English–Language Arts (ELA) and Mathematics in grades three through eight and grade eleven. Each participating student will take either an ELA or mathematics field test.<sup>4</sup>

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<sup>3</sup> To read the bill as chaptered: [http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab\\_04510500/ab\\_484\\_bill\\_20131002\\_chaptered.htm](http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab_04510500/ab_484_bill_20131002_chaptered.htm)

<sup>4</sup> Additional details about the field test can be found in the [Smarter Balanced Field Test Questions and Answer page](#).

- Grade-level science assessments, including the California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA), in grades five, eight, and ten
- California Alternate Performance Assessment (CAPA) for ELA and mathematics in grades two through eleven
- Voluntary for grade eleven students, the Early Assessment Program (EAP) in ELA and mathematics
- Optional for local educational agencies (LEAs) to administer, the Standards-based Tests in Spanish (Further information about grade levels and subjects will be forthcoming.)

Are all state tests eliminated by AB 484?

No. Assembly Bill 484 calls for nearly all of the Standardized Testing and Reporting (STAR) program to be suspended during field tests of new assessments known as the Measurement of Academic Performance and Progress (MAPP). The bill calls for the new program to permanently replace STAR tests in the 2014-15 school year. MAPP includes:

1. The SBAC assessments for ELA and math in grades 3–8, and 11.
2. The 11th grade assessment that replaces the current voluntary Early Assessment Program assessment.
3. The current science assessments in grades 5, 8, and 10 (aligned to the 1997 standards) until a successor assessment is developed.
4. The California Alternative Performance Assessment (CAPA) for grades 2–11 until a replacement is adopted by the SBE.

Did AB 484 narrow California’s statewide assessment program?

AB 484 also makes a suite of formative tools and interim assessments available to schools at every grade level at no expense to school districts, providing teachers with ready-to-use examples of the kind of problems students will be expected to tackle on the new tests:

1. Provides state-funded interim and formative tools to local education agencies (LEAs) for grades K–12, as offered through the SBAC consortium.
2. Provides authority for the State Superintendent of Public Instruction (SSPI) to recommend and the SBE to adopt a new science assessment in grade spans 3–5, 6–9, and 10–12 aligned to the Next Generation Science Standards (NGSS).
3. Requires the CAPA replacement to only be administered in ELA and math grades 3–8, and 11, and science in grade spans 3–5, 6–9, and 10–12.
4. Authorizes the SSPI to produce a comprehensive plan for new assessments of state adopted standards.
5. Allows LEAs to voluntarily administer the primary language assessments at no LEA cost.
6. Requires the SSPI to meet with stakeholders to determine if another primary language assessment is necessary.

Can CalMAPP results be compared with results from STAR?

AB 484 prohibits the comparison of CalMAPP assessment results with results from STAR assessments that measure previously adopted content standards (e.g., CalMAPP ELA assessment and STAR ELA assessments). CalMAPP assessments that measure the same content standards as previously administered STAR assessments (e.g., science in grades five, eight, and ten) may be compared.

Does the passage of AB 484 affect the California High School Exit Examination (CAHSEE) requirement?

No. The CAHSEE is not addressed in AB 484, so the passage of AB 484 has no impact on the CAHSEE requirement. Unless legislation is introduced and passed changing the existing requirement, LEAs are still required to administer the CAHSEE and it remains a high school graduation requirement.

What is Adequate Yearly Progress (AYP)?

The No Child Left Behind Act of 2001 requires each state to ensure that all schools and districts make Adequate Yearly Progress. AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

What is Program Improvement (PI)?

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years in the same subject area or for two consecutive years on the same indicator. If a school or an LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years.

Each identified PI school must offer parents a school choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific No Child Left Behind (NCLB) requirements. For PI schools in years 2-5, the LEA (local educational agency) must provide supplemental educational services or free tutoring, for eligible children from a state-approved provider selected by the parents.

How is AYP connected to Program Improvement?

ESEA specifies that a Title I school that does not make Adequate Yearly Progress (AYP) for two consecutive years in specific areas is identified for Program Improvement (PI). LEAs receiving Title I funds must be identified for PI if the LEA does not make AYP for two consecutive years in specific areas. ESEA prescribes 4 AYP criteria; California is required to define how LEAs will meet the criteria.

## What is California's Definition of AYP?<sup>5</sup>

Under California's criteria for ESEA, if a school or an LEA misses one or more federal accountability requirements, it does not make AYP and may be identified for PI. Schools and LEAs are required to meet or exceed requirements within each of the following four areas in order to make AYP annually:

**Requirement 1: Participation Rate** The participation rate for schools, LEAs, the state, and numerically significant subgroups is the rate at which students participated in the assessments used to determine the percentage of students at or above the proficient level in ELA and mathematics. The assessments used were the 2010 California Standards Tests (CSTs), grades two through eight; 2010 California Modified Assessment (CMA), grades three through eight; 2010 California Alternate Performance Assessment (CAPA), grades two through eight and ten; and 2010 California High School Exit Examination (CAHSEE), grade ten. The participation rate target is 95 percent.

**Requirement 2: Percent Proficient** As prescribed in the Public Schools Accountability Act (PSAA), student performance is described by one of five levels of performance for each subject tested: advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the "proficient" level as the desired achievement goal for all students.<sup>6</sup>

About the Annual Measurable Objectives (AMOs) The AYP targets for schools and LEAs increased in 2013:

- The required percentage of students proficient or above for elementary schools, middle schools, and elementary school districts in English-language arts (ELA) is 89.2; in mathematics 89.5.
- The required percentage of students proficient or above for high schools and for high school districts that have students in any of grades nine through twelve in ELA is 88.9; in mathematics 88.7.
- The required percentage of students proficient or above for unified school districts, for high school districts, and for county offices of education (COEs) that have students in any of grades two through eight and nine through twelve in ELA is 89.0; in mathematics 89.1.

## Requirement 3: API as an Additional Indicator

State legislation, the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the Academic Performance Index (API), which summarizes a school's or LEA's academic performance and progress on statewide assessments. APIs are calculated for numerically significant student subgroups at a school or LEA.

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<sup>5</sup> Source: <http://www.cde.ca.gov/ta/ac/ay/glossary10j.asp>

<sup>6</sup> Proficiency represents a point at which students demonstrate a competent and adequate understanding of the knowledge and skills measured by the assessment at a particular grade, in a particular content area. This achievement goal is consistent with school growth targets for state accountability and requirements of the federal Elementary and Secondary Education Act.

For Requirement 3, the 2012 Base and 2013 Growth API results are used to determine if a school, an LEA, or the state made AYP for 2013. The API measures the performance and growth of schools based upon results of statewide tests at grades two through twelve.

Accountability determinations are based only on the performance of students who took the current State assessments in reading/language arts and mathematics. To meet the API requirement for AYP purposes, an elementary or middle school LEA or school site must demonstrate a growth of at least 1 point or a minimum API score of at least 770.

It is important to note that the federal accountability test for high schools is the CAHSEE – not the CST. That means in the fall of 2013, the state could still produce an API that could include CAHSEE, the CST science, and the graduation rate.

*NOTE: The SBE is still deliberating on how to implement the Steinberg bill (SB 1548) to change the secondary API. To meet the API requirement for AYP purposes, a high school LEA or school site must demonstrate a growth of at least 1 point or a minimum API score of at least 710.*

#### Requirement 4: Graduation Rate

For AYP Requirement 4, the number of high school graduates and four years of dropout data are used to calculate a graduation rate for a school, an LEA, and the state. Graduates and grades eleven and twelve dropouts come from student level data collected through California Longitudinal Pupil Achievement Data System (CALPADS). Grades nine and ten dropouts come from the student level data collected through the Annual Statewide Student Identifier (SSID) Maintenance data collection.

*NOTE: SBE action to implement SB 1548 and add the graduation rate could occur in the spring of 2014.*

#### What are the federal testing waiver requirements?

§ The double testing flexibility will allow schools that participate in the field test to administer the field test in place of current state assessments for purposes of meeting the assessment requirements in Section 1111 (b) (3) of the ESEA. So here is the catch: each student who participates in the field test must take both assessments in math and reading/language arts.

§ The "determination flexibility" will allow schools that participate in the field test to retain for the 2014-2015 school year the same Federal accountability determinations as they have for the 2013-2014 school year and to implement in 2014-2015 the same interventions and supports as they implement in 2013-2014. That means the PI status of an LEA would roll for one year.

*NOTE: Because the state plans to move forward with the implementation of AB 484, Secretary Duncan has asserted that California does not meet the eligibility requirements to apply for the federal testing waiver. There is of course disagreement between ED and the CDE about the eligibility issues. The CDE has recommended that California should go forward with the implementation of state law. The state will apply for the federal waiver but with a modified proposal that assures the full implementation of AB 484.*

#### What are the Smarter Balanced Assessments?

*NOTE: California serves as a governing state in the Smarter Balanced Consortium, a multistate-led group that has been working collaboratively to develop a student assessment system aligned with the CCSS.*

The Smarter Balanced assessments are aligned with the Common Core State Standards. These state-developed standards, which California and 45 other states have voluntarily adopted over the past few years, are designed to provide all students with the deeper learning, critical thinking, and other skills they need to prepare for college and a career. The Smarter Balanced assessments were designed to meet federal- and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure student performance and progress.

Part of the assessment system, developed by the Smarter Balanced Assessment Consortium, also will be computer adaptive, so that a student's prior responses affect the difficulty of subsequent questions, allowing a far more precise measurement of student skills and knowledge than the former tests.

The new computer-based assessments create a far broader range of test questions than the multiple-choice exams given under STAR. They will emphasize critical thinking, reasoning, and problem-solving, modeling the kind of teaching and learning needed to prepare all students for the demands of college and the modern workplace.

#### What changes were made in the plans for the Smarter Balanced Field Testing?

Assembly Bill 484 that would let most students "test drive" new computer-based assessments this year and suspend usage of most of the state's outdated multiple-choice exams.

Field tests serve as "tests of the tests," allowing experts to gauge the accuracy and reliability of individual test items before finalizing the assessments for full-scale use. As such, no field test scores will be produced or reported. AB 484 requires field testing students in only one subject area, either math or English-language arts, but state officials have now informed local educational agencies (LEAs) that the vast majority of students will be tested in both subjects this spring.

In California, all students in grade three through eight and grade eleven as well as small sample of grade nine and ten students will participate in the Smarter Balanced field test. Originally, those students would have taken either mathematics or English-language arts. After hearing from LEAs of their interest to field test both content areas, California worked with its contractor Educational Test Service (ETS) as well as the Smarter Balanced contractor, American Institute for Research, to develop a California solution to include both content areas.

Ninety-five percent of the students will take a sampling of test items for both content areas, plus one performance task from one content area. The remaining five percent of students will focus on one subject or the other. The field test will take place between March 18 and June 6, 2014. The new assessment system becomes operational in the 2014-15 school year.

# *AST Notes for Teachers on Spring 2014 Smarter Balanced Field Test*

**Essential Question:** *What does Assembly Bill (AB) 484, which was signed by the Governor, on October 2, 2013, require? All California Local Educational Agencies (LEAs) are required to participate in the spring 2014 Smarter Balanced Field Test (FT).*

## **Purpose**

- Test the performance of over 20,000 newly developed test items and evaluate the test delivery system
- Determine items suitable for use on the live (i.e., actual operational) tests which will begin in the 2014-15 school year.
- Point out individual student, school, or district score reports will not be generated from the FT. AB 484 specifically prohibits the production of individual student scores from the FT unless they are determined to be valid and reliable.
- Note FT will not play a role in meeting state and/or federal accountable requirements. Data from the FT will not be factored into any state or federal accountability calculations.

## **Local Educational Agency (LEA) or District and Student Participation**

- Ninety-five percent of students will take a sampling of both ELA and mathematics items plus one performance task for either subject.
  - **Grades three through eight**, all students will participate
  - **Grades nine and ten**, only a small number of students in schools selected for a scientific sample will participate
  - **Grade eleven**, only students selected for the scientific sample are expected to participate
- AB 484 requires that all grade eleven students have the option to participate in the Early Assessment program (EAP)
- Only students exempt from participating in the spring 2014 FT are
  - Students who will participate in the California Alternate Performance Assessment (CAPA)
  - ELA field test only, English learners who have been attending school in the U.S. for less than 12 months
- Students, teachers and administrators will benefit by receiving valuable exposure to and experience with the California's future assessment system.
  - Students will gain hands-on experience with the functionality of innovative technology-enhanced items and newly designed performance tasks with related classroom activities.
  - Teachers and administrators will gain valuable experience with **administration logistics**, which will help them better prepare for the operational assessments which begins in the 2014-15 school year.
  - LEAs will benefit from learning where their **technology gaps** may be, enabling them to prepare fully for the operational assessments.
  - California will benefit by having the **diversity of its students population** included in the analysis of test item quality and development of achievement level scores and descriptors
- LEAs cannot volunteer to be included in the scientific sample of the FT. The scientific sample will be determined by the California Department of Education (CDE) and Educational Testing Service (ETS).

## **Technology Requirements**

- Online FT assessment system has been designed to operate within the technology infrastructures that currently exist in most schools.

- The system works on a variety of older hardware and operating system configurations, such as Windows XP and Mac OS X 10.4.4.

## Registration

- Students will be registered for the FT by LEAs using data from California Longitudinal Pupil Achievement Data System (CALPADS); the CDE will upload student demographic and program-level data to the FT registration system
- LEAs will be required to provide any student information as part of the registration process. LEAs must enter required student accessibility and accommodation information into the FT registration system.
- Beginning in February 2014, LEAs will have access to the registration system to enter required student accessibility and accommodation information.
- LEAs will not be able to contact the FT registration system to correct demographic and/or program data in the registration after the CDE has uploaded those data from CALPADS. All corrections to student demographic and/or program-level data must be modified through CALPADS in subsequent uploads.

## Administration Logistics

- FT will be conducted across Smarter Balanced member states between March 18 and June 6, 2014. Each school has been assigned a six-week window in which to administer the FT.
- 2014 FT will engage students in online assessments in mathematics and ELA aligned with the Common Core State Standards.
- Administration of the FT is expected to take approximately 3.5 hours per student, which is approximately the same length as the operational assessments.
- FT is intended to be administered over multiple sessions of about 45 minutes each; may be administered in shorter or longer sessions as appropriate for the student and the school.
- Students from multiple grade levels can be assessed concurrently in the same room while an administrator uses a computer to monitor the progress of students who are testing.
- Item types will include those that will be found on the operational assessments beginning in the 2014-15 school year: multiple-choice, matching, fill-in tables, drag and drop, graphing, short text, long essay. Each FT will include a performance task.
- FT will not be adaptive. Each student will take a performance task component and a component designed to test new items for the adaptive test.
- There will be no paper-and-pencil version of the FT. The FT is meant to “test the test” mimicking as close as possible the operational testing conditions. The FT is strictly a computer-based modality.
- For the operational assessments that begin in the 2014-15 school year, a paper-and-pencil version will be available for up to three years to provide ample opportunity for LEAs to build their technology infrastructure.
- The *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* provide a list of the available tools, supports and accommodations for use on the FT.
- Use of scratch paper will be allowed during the FT as a non-embedded universal tool, as specified in the *Smarter Balanced Usability, Accessibility and Accountability Guidelines*.

## Resources

State Superintendent of Public Instruction, Tom Torlakson November 20, 2013 letter to County and District Superintendents and Charter School Administrators

Smarter Balanced Field Test Questions and Answers. <http://www.cde.ca.gov/ta/tq/sa/smarterftqa.asp?print=yes>

Smarter Balanced Field Test at <http://www.cde.ca.gov/ta/tq/sa/smarterfieldtest.asp>