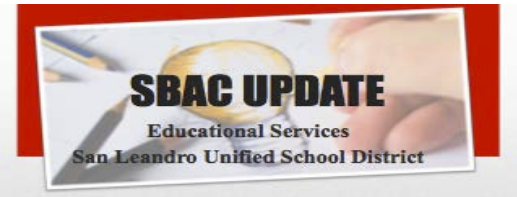


Purpose: This update provides information regarding the Smarter Balanced Assessment Consortium (SBAC) Implementation Pilot at a state and local district level for the spring of 2014. The update provides background information for the SBAC presentation that will be provided to the SLUSD Board of Education meeting scheduled on February 25th, 2014. If you have any questions in advance of the meeting, please contact Rosanna Mucetti, Ed.D, Assistant Superintendent, Educational Services.

1. **AB 484**
    a. Governor Brown signed AB 484 in October 2013
    b. AB 484 took effect on January 1, 2014, which established the California Measurement of Academic Performance and Progress (CALMAPP) assessment system.
    c. About two weeks later, CALMAPP was renamed California Assessment of Student Performance and Progress (CAASPP).
    d. 2013-2014 is considered a transition year.
    e. It will take a few years to complete this transition and will eventually include Summative, Interim and Formative Tools.
    f. Information coming out of ETS is very fluid and has only recently started to firm up.
    g. Educational Testing Services (ETS) recently stated the following at a Smarter Balanced training seminar, "This is a field test. Mistakes will happen. We don't have the answer to all of your questions".

2. **CAASPP - What is CAASPP composed of for the 2013-2014 school year**
    a. Smarter Balanced Field Test (SBAC): summative assessment for English–language arts (ELA) and mathematics in grades three through eight and grade eleven.
    b. Grade-level Science Assessments: California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA), in grades five, eight, and ten.
    c. California Alternate Performance Assessment (CAPA): ELA and mathematics in grades two through eleven.
    d. The Early Assessment Program (EAP): ELA and mathematics.
    e. 11th grade CSTs: English Language Arts (ELA), Algebra II, and High School Summative Math (HSSM)

3. **Purpose of the Smarter Balanced Field Test (April 7th – May 16th)**
    a. "Test the test"
    b. Evaluate testing software
    c. Ensure quality of test questions
    d. Evaluate the effectiveness of the test administration and training materials
    e. Establish scoring and reporting levels
    f. "Dress rehearsal" for operational assessments in 2015
    g. "Stress test" LEA technology and operations
    h. Familiarize educators, administrators, and students with online testing

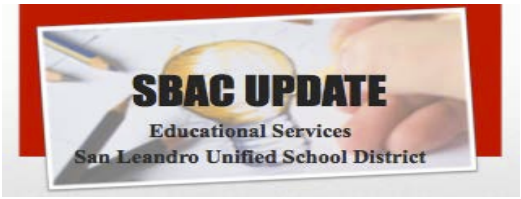


4. **Field Test Participation in California – Who will take the test**
    a. **Grades 3–8:** All students
    b. **Grades 9 and 10:** Only students selected for the scientific sample (none in San Leandro)
    c. **Grade 11:** Students selected for the scientific sample; all others encouraged to participate
    d. The only students exempt from participating in the Field Test are:
        i. Students participating in the California Alternate Performance Assessment (CAPA)
        ii. For the English language arts/literacy (ELA) test only, English learners (ELs) who have been attending school in the United States for less than 12 months

5. **Breaking the Field Test Down – General Categories**
    a. Performance task (PT)
        i. A set of complex questions that is centered on a common theme or problem; requires classroom activity that occurs first
    b. Non–performance task (non-PT)
        i. E.g., Selected Response, Drag and Drop, Matching Tables

6. **Breaking the Field Test Down – A Detailed Look**
    a. 95% of students will take Field Test items from **both** content areas.
    b. 5% of students will take Field Test items from **one** content area (ELA or mathematics) .
    c. All students will receive **one** Performance Task (PT) in either ELA or mathematics.
    d. There is roughly the same amount of testing time for all students.
    e. Content areas will be assigned by grade and school level.
    f. Content area assignments will be available in March (projected availability, 3/10). There are four scenarios:
        i. LA+Math, with ELA Performance Task (PT)
        ii. LA+Math, with Math Performance Task (PT)
        iii. ELA, with ELA Performance Task (PT)
        iv. Math, with Math Performance Task (PT)

7. **Technology Hardware SBAC**
    a. SBAC will be taken on a computer (Primary Device = Chromebook).
    b. Recently purchased enough Chromebooks to test at a 3 to 1 student to device ratio for the Spring SBAC Field Test.
    c. We anticipate that the devices will be delivered to each site by 3/7/14.
    d. Most of the testing will occur in the classroom. Schools with newer labs will also be utilized.



8. **Technology Infrastructure – Ensuring that we have the technology infrastructure at the District and Site Level**
    a. Recently increased our Internet Bandwidth to meet the demands of the SBAC
    b. Arranged for a new Content Filter to improve Bandwidth Efficiency
    c. IT will need to check WIFI coverage in each classroom that is taking the SBAC
    d. Secure browsers were installed in all of the labs so students can begin to take the practice test
    e. Necessary hardware available and working (i.e., headphones, external keyboards, printers)
    f. Content filters, firewalls, and proxy servers configured
    g. Students will take the Practice Test Prior to the Spring Field Test.

9. **Preparing Schools and Community for the Spring Field Test**
    a. Principals and Assistant Principals attended an SBAC training session during the most recent site leadership meeting:
        i. Outlined roles of the district and sites
        ii. Stressed the need for all students, teachers, and administrators to take the Practice Test and Training Test prior to the Spring Field Test (all existing labs had the Secure Browser Installed)
        iii. Sites were asked to reserve their April staff meeting to review required testing documents and trainings
    b. CDE very recently released the SBAC testing manual that outlines the role of the District Office, Site Testing Coordinators, and Test Administrators (teachers); roles, responsibilities and procedures will be developed from this manual
    c. District will meet with Site Testing Coordinators to ensure that they understand their roles and responsibilities
    d. Use recently released training and informational videos from the CDE
    e. Develop our own training and informational videos
    f. Developed a communication plan
    g. Utilize our first available District wide Training day to train teachers to use the Chromebooks
    h. Communicate the change to our community in a variety of formats, including letters, presentations, and videos.

10. **Learning from the Spring SBAC**
    a. This is a trial run to ensure that next year's SBAC test goes well
    b. Document our implementation
    c. Survey teachers, administrators and the community
    d. Analyze what worked well and what didn't
    e. Develop an action plan to address any deficiencies