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# SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

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**Bill No:** SB 544 **Hearing Date:** March 29, 2017  
**Author:** McGuire  
**Version:** March 21, 2017  
**Urgency:** No **Fiscal:** Yes  
**Consultant:** Lynn Lorber

**Subject:** Pupil assessments

## SUMMARY

This bill requires the California Department of Education to establish a process for identifying and evaluating locally developed formative assessment tools and other assessments, provide those tools and assessments to local educational agencies for use by educators, and support a regional network to provide support to local educational agencies for the implementation of the comprehensive assessment tools and resources related to the statewide testing program.

## BACKGROUND

Existing law:

- 1) Establishes the statewide assessment system as the California Assessment of Student Performance and Progress (CAASPP), composed of:
  - a) A consortium summative assessment in English language arts and mathematics for grades 3 to 8 and grade 11.
  - b) Science grade level assessments in grades 5, 8, and 10, until a successor assessment is implemented.
  - c) The California Alternate Performance Assessment in grades 2 to 11 in English language arts and mathematics and science in grades 5, 8, and 10, until a successor assessment is implemented.
  - d) The Early Assessment Program.
  - e) A primary language assessment. (Education Code § 60640)
- 2) Requires the Superintendent of Public Instruction to submit, by March 1, 2016, recommendations on expanding the CAASPP to include additional assessments. (EC § 60640)

## ANALYSIS

This bill requires the California Department of Education to establish a process for identifying and evaluating locally developed formative assessment tools and other assessments, provide those tools and assessments to local educational agencies for

use by educators, and support a regional network to provide support to local educational agencies for the implementation of the comprehensive assessment tools and resources related to the statewide testing program. Specifically, this bill:

- 1) Requires the California Department of Education (CDE) to establish a process for identifying and evaluating locally developed formative assessment tools that support implementation of a comprehensive assessment system. This bill requires the CDE to prioritize the evaluation of formative assessment tools aligned with the Next Generation Science standards and formative assessment tools aligned with the English language development standards.
- 2) Requires the CDE to establish a process for identifying and evaluating locally developed high-quality assessments including but not limited to classroom assessments, performance tasks, diagnostic assessments, and interim assessments. This bill requires the CDE to prioritize the evaluation of high-quality assessments aligned with the career technical education standards and high-quality assessments aligned with the English language development standards.
- 3) Requires the CDE to provide the locally developed formative assessment tools and the locally developed high-quality assessments to local educational agencies for use by their educators.
- 4) Authorizes the locally developed formative assessment tools and locally developed high-quality assessments identified and evaluated to cover subjects approved by the State Board of Education, including but not limited to English language development, career technical education, science, visual and performing arts, world languages, and technology.
- 5) Requires the CDE, by the 2018-19 school year, to support a regional network to provide regional assessment support to local educational agencies for the implementation of the comprehensive assessment tools and resources related to the statewide testing program, including summative, interim, and formative assessment tools.
- 6) Requires the CDE, in establishing the processes for identifying and evaluating locally developed high-quality assessments and formative assessment tools, to consult with stakeholders with expertise in the subject matter, including but not limited to, classroom teachers and administrators. This bill requires the CDE to consult with relevant stakeholders in business and industry for the career technical education assessments.
- 7) Sunsets the provisions related to the identification and evaluation of assessment tools and high-quality assessments on July 1, 2019.
- 8) Provides that the provisions of this bill are to be operative only to the extent that funding is provided in the annual Budget Act or another statute.

**STAFF COMMENTS**

- 1) ***Need for the bill.*** According to the author, “In 2014, California ushered in a new era in student assessments by implementing a new assessment system, California Assessment of Student Progress and Performance (CAASPP), designed to assist teachers, administrators, and pupils and their parents/guardians, improve teaching and learning, and promote high-quality teaching and learning through multiple assessment approaches and item types. The CAASPP System includes summative assessments, as well as formative assessments tools and interim assessments to help teachers assess student learning as part of daily instruction. As part of the state’s transition to CAASPP, the State Superintendent of Public Instruction was charged with developing recommendations for expanding and supporting California’s new assessment system. In developing the recommendations, the California Department of Education considered extensive feedback from stakeholders as well as restraints of time, resources, and supports in the development of a more comprehensive system of assessments.”
  
- 2) ***Recommendations of the Superintendent.*** The legislation that established the state’s new assessment system and repealed the prior assessment system (AB 484, Bonilla, Chapter 489, 2013) required the Superintendent to provide recommendations on the expansion of the assessment system. These recommendations were released in March 2016, and included several recommendations. The recommendations that specifically relate to this bill are:
  - a) Provide state-supported formative assessment resources that are aligned with the California Next Generation Science Standards in the Digital Library.
  - b) Vet state-supported resources and tools that support implementation of a comprehensive assessment system and provide those resources for local use.
  - c) Provide regional assessment support to schools and districts on the implementation of the comprehensive assessment tools and resources.

[<http://www.cde.ca.gov/ta/tg/ca/documents/compassesseexpand.pdf#search=assessment%20recommendations&view=FitH&pagemode=none>]
  
- 3) ***Offered but not required.*** This bill requires the California Department of Education to provide the assessments and assessment tools to local educational agencies (LEAs) but does not require LEAs to administer those assessments or assessment tools. The goal is to identify high-quality assessments that LEAs may find valuable and utilize to supplement the statewide assessment system.
  
- 4) ***Types of assessments.*** Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals. Interim assessments allow teachers to check student progress throughout the year, giving them information

they can use to improve their instruction and help students meet the standards. Summative assessments determine students' progress toward standards, and are given at or near the end of the school year. Pursuant to statute, the California Department of Education purchased interim and formative assessment tools through the Smarter Balanced Assessment Consortium, for use by local educational agencies at no cost.

- 5) **Clarification needed.** This bill requires the California Department of Education (CDE), by the 2018-19 school year, to support a regional network to provide regional assessment support to local educational agencies for the implementation of the comprehensive assessment tools and resources related to the statewide testing program. It is presumed but not clear that this network is to be in place by the *beginning* of the 2018-19 school year.
- 6) **Fiscal impact.** The CDE submitted a Budget Change Proposal for consideration for the 2017-18 fiscal year. The CDE is requesting five positions and \$2,681,000 for the 2017-18 fiscal year and \$2,479,000 in on-going funding to support the provisions of this bill.
- 7) **Related legislation.** AB 761 (Mullin) implements one recommendation from the Superintendent of Public Instruction's (SPI) report on the expansion of the assessment system, by requiring the SPI to develop, and the State Board of Education to adopt, a history-social science assessment for grades 4, 8, and one of grades 9 to 12. AB 761 is scheduled to be heard in the Assembly Education Committee on April 5.

AB 1035 (O'Donnell) requires the CDE to ensure that student performance on the interim assessments is reported by content standard, or by cluster of content standards, for the purpose of ensuring that the information reported is of maximum use to educators in their instructional planning and delivery. AB 1035 is pending in the Assembly Education Committee.

SB 552 (Fuller) requires the CDE, by January 1, 2019, to develop or revise, or contract with an appropriate vendor to develop or revise, a new or existing career technical education test for pupils that measures aptitudes, areas of interest, or both, with special emphasis on pupils in grades 6 to 8, inclusive. The bill requires CDE to post the test on its website for the public, including pupils and school districts, to access. SB 552 is scheduled to be heard in this Committee on March 29.

## SUPPORT

Superintendent of Public Instruction (sponsor)  
California Business Education Association  
California Manufacturers & Technology Association  
California Science Teachers Association

**OPPOSITION**

None received

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