



Common Assessment Initiative

Project Timeline

As of October 15, 2015

- Fall 2015
 - Item Development and Review Process - LSI and faculty
 - Item Quality Testing
 - Pilot colleges begin establishing local implementation teams
 - Release of implementation timeline by CCCCO
- Spring 2016
 - Field testing
 - Test validation data gathering
 - Approval package forwarded to CCCCO
 - Minimum Viable Product Release: Platform
 - Pilot colleges work to establish local placement models
 - Continue incorporating feedback for both content and platform
- Summer 2016
 - Approval by CCCCO Assessment Standards Work Group
 - Programming in pilot for local placement model algorithm
- Fall 2016
 - Release and Implementation begins
 - Pilot Sister Colleges
 - Compass Users
 - For Spring 2017 placement
- Spring 2017 through ~Fall 2018
 - Phased release to the remainder of 113 colleges
- Ongoing
 - Professional Development
 - Synchronous and asynchronous workshops, webinars, etc.
 - Collecting best practices
 - Feedback and continuous improvement
 - Success!

Professional Development

Update to Steering Committee 10.15.2015

- **Omar's Story and Summary:** Our work group members worked on a simple 2-3 page handout that captured the essence of the Common Assessment, prefaced by "Omar's Story" as an illustration of how the Common Assessment would help students.

STATUS: A draft is complete, and attached to this update.

- **Introductory Video:** We will create a short introductory video about the CAI, which can be showcased on our CCCASSESS.ORG website, at conferences or other locations. The video would allow a quick, 3-5 minute summary to stakeholders.

STATUS: The Professional Development Work Group's video is beginning to take shape as we have completed our screening of eleven vendor proposals and have selected Merit/Andrew, Irvine, CA as the vendor. Merit/Andrew is a full service production and motion graphics company with complete in-house creative, production, design, editorial, and animation services. Our district contract approval process has been completed and we have begun the first phase of the project by developing the work plan and agreeing on the project's objective, target audience, tone/tempo, message(s), and call to action. The project will be completed by mid-December.

- **Webinars:** Another helpful method for providing professional development is holding live webinars to get the word out about plans and progress. We currently have the basic outline for these established, and we are waiting to receive more updates on the status of the test itself before we determine dates/times.

STATUS: We are waiting for updates on test content and platform to determine speakers for the sessions and to establish dates.

- **Regional Meetings:** In addition to webinars, we will hold in-person regional meetings for outreach and feedback from the broader community. We have established some dates for these, but we are working on identifying additional ones.

STATUS: The first regional meeting is set for December 4, in Orange County.

- **Website:** We have been in discussions with representatives from the CCC Success Center, who will roll out a statewide Professional Development Clearinghouse website. They have stated that they are willing to host a tab/page on their site for the CAI, and they will also host our materials there, including multimedia content and other texts. There is also an opportunity to post materials to our CCCAssess site once it's updated.

STATUS: The PD Clearinghouse site (now called the "Professional Learning Network" is not up and running yet; we will further explore this tool as a resource for supporting stakeholders through implementation of the CAI.

- **College Implementation Team Matrix:** A resource has been developed for local college teams to pull together stakeholders in order to plan for implementation of the Common Assessment.

STATUS: This plan was shared out with some stakeholders already (for example at the RP Group Conference on 10/9).

- **Professional Development Work Group Meetings:** The Work Group has already met three times this year, with another virtual meeting scheduled for 10/23/15.

Common Assessment Initiative

Common Assessment, not Common Placement

OMAR'S STORY

Omar, a prospective student at southern California's Valley Community College, was assessed prior to enrolling in his courses. Based on his scores on their assessment, Omar was placed at college-level English and Intermediate Algebra; his entire testing time was about three hours, total. Because he was offered a job just before starting college, Omar moved to Northern California, where he enrolled in Bayview College. He learned that Bayview College does not use the same assessments, and so he would need to go through that process all over again. Omar was told by the Bayview assessment staff that they have no way of knowing how he scored or placed at his previous institution. Omar was frustrated that he would need to take time off for another testing process. Because of the disappointment and added expense and time, Omar questioned his decision to enroll in college that year.

REIMAGINE STUDENT SUCCESS

Omar's story highlights some of the inherent problems in college assessment processes. Not only are there major inefficiencies, such as having students retest every time they move between colleges, but each college operates independently in choosing test vendors and negotiating contracts – there is a lot of wasted time, resources and money. What if there was a single, *common assessment* that would produce portable, *diagnostic* results, so students could avoid retesting every time they moved? Furthermore, what if a new assessment process allowed colleges to reimagine student success, by reducing unnecessary remediation, and by restructuring student support processes?

The early work for a Common Assessment began in 2008, when representative members from all over the state came together to create criteria and competencies for a common diagnostic test. Their vision was that all colleges in the state would use the same test for assessing students, thereby minimizing inefficiencies, decreasing remediation and enhancing student support. Due to a lack of funding, their work was left unfinished, but later picked up in 2013 by the state's award of the Common Assessment Initiative (CAI) grant to a broad partnership of colleges and organizations. The ultimate goal for the Common Assessment is to create a more accurate and comprehensive assessment of student capacities, which will in turn improve student success, and help more students move toward completion of academic goals.

COLLABORATIVE ORIGINS

This test, when successfully integrated, could impact more than two million students per year who attend community colleges in the state of California. If a college opts to use a test for placement purposes, then the Common Assessment must be used; SSSP funding will be tied to this implementation.

This assessment is the result of years of hard work by instructional and counseling faculty appointed by the Academic Senate for the California Community Colleges, the CCC Chancellor's Office, IT personnel, staff members, leaders, researchers and grant partners who created competency maps, vetted and selected potential vendors, reached out to stakeholders across the state, provided feedback to vendors during all processes, and participated in the piloting and early adoption of the test.

STAKEHOLDER IMPLEMENTATION

PILOT COLLEGE IMPLEMENTATION TEAM

Sample Model

COMMON ASSESSMENT IMPLEMENTATION TEAM

College Name:	
MATRICULATION/ASSESSMENT COORDINATOR/DIRECTOR	
Contact	Email:
Title:	Phone:
FACULTY TEAM MEMBERS	
Contact:	Email:
Title:	Phone:
Contact:	Email:
Title:	Phone:
Contact:	Email:
Title:	Phone:
ADMINISTRATOR	
Contact:	Email:
Title :	Phone:
INFORMATION TECHNOLOGY	

Contact:	Email:
Title:	Phone
COUNSELING	
Contact:	Email:
Title:	Phone:
RESEARCHER	
Contact:	Email:
Title:	Phone:

Please return a copy of this form to Jennifer Coleman by November 1, 2015: jcoleman@ccctechcenter.org

COMMON ASSESSMENT TEAM WORKSHEET

Review your current assessments being used on your campus, and provide a summary.
Describe your current testing lab environment (computers, software capabilities, server capabilities).
What are the perceived barriers your campus might have regarding the Common Assessment (for example impacts on student inmate populations, high school partnerships, etc.)?
How will you pilot the common assessment in Spring 2016? What impact will implementation have on IT personnel, faculty, staff, research and enrollment?
Next steps for implementation: 1. 2. 3. 4. 5.
Concerns, Questions and Needs:



Common Assessment Initiative Grant Financial Summary to Date October 13, 2015

In the Fall of 2013 the Common Assessment Initiative Grant was awarded by the California Community Colleges Chancellor's Office based on a competitive proposal to the Butte-Glenn Community College District on behalf of the CCC Technology Center. The Grant is for a period of five years renewed annually at eight million dollars per fiscal year for a total of forty million dollars.

Fiscal Year 2013-2014 – December 1, 2013 through June 30, 2014

Operations: ¹	269,846
Partner Sub-awards: ²	677,600
Major Vendor Sub-awards: ³	0
4% Indirect to Butte College:	<u>13,194</u>
Expenditure subtotal:	960,640
Unspent carry-forward:	<u>7,039,360</u>

FY14 Funds Spent in FY15

Major Vendor Sub-awards:	381,262
4% Indirect to Butte College:	<u>15,250</u>
Expenditure subtotal:	396,513
Unspent carry-forward:	<u>6,642,847</u>

FY14 Funds Spent in FY16

Major Vendor Sub-awards:	370,311
4% Indirect to Butte College:	<u>14,812</u>
Expenditure subtotal:	385,123
Unspent carry-forward to date:	<u>6,257,724</u>

Fiscal Year 2014-2015 – July 1, 2014 through June 30, 2015

Operations: ¹	1,176,010
Partner Sub-awards: ²	2,036,275
Major Vendor Sub-awards: ³	242,907
4% Indirect to Butte College:	<u>60,357</u>
Expenditure subtotal:	3,515,549
Unspent carry-forward:	<u>4,484,451</u>

FY15 Funds Spent in FY16

Major Vendor Sub-awards:	0
4% Indirect to Butte College:	<u>0</u>
Expenditure subtotal:	0
Unspent carry-forward to date:	<u>4,484,451</u>

¹ Payroll/benefits, travel, meeting costs, equipment, computers, contractors, minor vendors, etc.

² CalPASS, RP Group, Saddleback, Academic Senate

³ Unicon, West Ed, LSI

Fiscal Year 2015-2016 – July 1, 2015 through June 30, 2016

Operations: ¹	109,349
Partner Sub-awards: ²	0
Major Vendor Sub-awards: ³	370,311
4% Indirect to Butte College:	<u>4,374</u>
Expenditure subtotal:	484,034
Unspent carry-forward to date:	<u>7,515,966</u>

Total grant funds unspent to date: 18,258,141

Report prepared by:

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¹ Payroll/benefits, travel, meeting costs, equipment, computers, contractors, minor vendors, etc.

² CalPASS, RP Group, Saddleback, Academic Senate

³ Unicon, West Ed, LSI

It is the view of the English Workgroup of the CAI that the assessment should include a writing sample to effectively assess the English and Reading competencies. Furthermore, the workgroup shares the view of the Statewide Academic Senate that the sample should be human scored, but we also understand that not all of the 113 local campuses (or their outreach centers) will have the ability to support human scoring. As such, effective, automated scoring should ideally be included with the writing sample, allowing all campuses the ability to make use of the sample if they choose and further allow those campuses who can make use of human scoring to do so as well.

However, through the initial RFP and vendor selection process, we discovered that the automated scoring systems that were presented to the CAI were less than ideal. In fact, they were closer to unusable, providing inaccurate assessments of the essays we submitted.

As several of the competencies developed by the English Workgroup call for the direct creation of a writing sample – especially those that will determine college readiness – we are faced with the need to assess these competencies but are lacking an automated system for doing so. While there have been advancements in AI that might provide a better, automated assessment of an essay, we are skeptical that these advancements are significant enough to effectively assess these competencies.

We are then faced with a dilemma: we need the writing sample to assess significantly important competencies but are lacking an effective, automated tool for doing so. Without a writing sample – automatically or human scored – no campus will be able to make use of all the competencies to determine placement. While we do not believe that assessment of all of the competencies is necessary for effective placement, we do believe that eliminating the competencies that require a writing sample creates an assessment profile that is incomplete and not significantly better than many of the tools that already exist.

Therefore, it is the recommendation of the English Workgroup that the CAI generate a new RFP that asks for an automated tool that can directly assess the competencies that require a writing sample. This will allow us to see firsthand how advancements in AI have affected automated scoring. The vendor submissions will then allow us to make a determination about what competencies an automatically scored system can assess and whether it can do enough to make development of such a tool worthwhile.



Just Getting Started

Common Assessment Initiative October 2015

**Keric Ashley, Deputy Superintendent
District, School, and Innovation Branch
Michelle Center, Assessment Director and the
California K-12 Smarter Balanced State Lead**

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

A Balanced Assessment System



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State Superintendent
of Public Instruction

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



All students
leave
high school
college
and career
ready

Summative
assessments
Benchmarked to
college and career
readiness

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

Formative resources:
Educator resources that
support measuring
student learning in real-
time during instruction

Interim assessments
Tests used for timely
and periodic
information based on
local needs/goals



California's Unprecedented Support

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State Superintendent
of Public Instruction

- Governor
- Legislature
- State Superintendent
- State Board of Education
- K-12 School Districts
- Higher Education
- Business Community

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California's Leadership Connecting Higher Education and K-12

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“The four branches of California's public and private higher education establishment have proclaimed their support of the Common Core State Standards and Smarter Balanced Tests...”

Education Week 9/4/14



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2014-15 SB Stats

- 1,815 LEAs administered tests
- 3.17 million students (ELA tests)
- 3.18 million students (Math tests)
- 600,000 Interim Comprehensives
- 693,000 Interim Blocks
- 311,489 Concurrent Users
- 234,000 Digital Library Users

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2014-15 Assessment Results

- New standards – new tests – new results (expected results)
- Patience
- Test scores are only a part of a larger picture
- Primary purpose of scores is for continuous improvement
- Only one year of results

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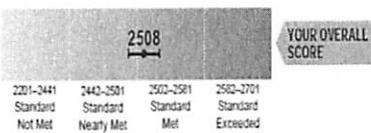
Understanding Baseline CAASPP Scores

Overall scores: Each student will receive an overall score for English language arts/literacy (ELA) and mathematics, expressed as a number between 2000 and 3000.

Achievement levels: Each overall score falls into one of four achievement levels: standard not met, standard nearly met, standard met, and standard exceeded.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: 2508



Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

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Claim Results: A Deeper Look

Within English Language Arts/Literacy:



Reading



Writing



Speaking and Listening



Research/Inquiry

Within Mathematics:



Concepts & Procedures



Problem Solving & Data Analysis



Communicating Reasoning

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CAASPP Baseline Results Web Site

2015 Test Results for English Language Arts/Literacy and Mathematics

Online Test Results Online Research Files Paper-based Test Results About CAASPP Contact

Search Test Results
for a county, district or school or for California statewide results

Search Test Results

Welcome to the California Assessment of Student Performance and Progress (CAASPP), our state's new academic check-up for students in grades 3-8 and grade 11.

- Complete statewide, county, district and school baseline results.
- Drop-down search functions.
- Common graphics and result displays for ease of use.

CAASPP results are located on the CDE Web page at <http://caaspp.cde.ca.gov/>.

Overall Results: Both Graphics and Tables

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3rd Grade	25%	20%	35%	20%
4th Grade	15%	25%	40%	20%
5th Grade	10%	30%	45%	15%
6th Grade	15%	30%	40%	15%
7th Grade	20%	30%	35%	15%
8th Grade	25%	30%	30%	15%
9th Grade	20%	30%	35%	15%
11th Grade	10%	25%	45%	20%
All	15%	25%	45%	15%

Achievement Level Descriptions

Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	All
# of Students Enrolled	762	730	772	514	544	530	806	4,667
# of Students Tested	716	665	700	468	509	491	719	4,268
% of Enrolled Students Tested	94.0%	92.7%	90.7%	91.1%	93.6%	92.6%	89.2%	91.9%
# of Students With Scores	713	685	700	467	509	490	714	4,278
Mean Scale Score	237.2	240.5	238.6	238.0	238.3	237.2	237.3	237.3
Standard Exceeded	35%	58%	45%	44%	41%	38%	29%	40%
Standard Met	32%	23%	32%	28%	36%	31%	30%	32%
Standard Nearly Met	22%	13%	18%	20%	16%	23%	23%	16%
Standard Not Met	11%	5%	5%	8%	7%	8%	17%	12%

Note: Simulated data were used to generate this graphic and table.



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Percentage of All California Students by Achievement Level

Content Area	Number of Students Tested	Number of Students Receiving Parental Exemption ¹	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards
English Language Arts/Literacy	3,154,463	19,070	16	28	25	31
Mathematics	3,169,239	19,311	14	19	29	38

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New Expectations – Describing English Language Arts Performance

- Students who perform at the College Content-Ready level in English language arts/literacy demonstrate **reading, writing, listening, and research** skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for **entry-level, transferable, credit-bearing** English and composition courses.

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New Expectations – Describing Mathematics Performance

- Students who perform at the College Content-Ready level in mathematics demonstrate **foundational mathematical knowledge and quantitative reasoning skills** necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for **entry-level, transferable, credit-bearing** mathematics and statistics courses.

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Purposes of Early Assessment Program (EAP)

Early readiness signal

- Identify students before their senior year who need to do additional work in English and/or mathematics before entering college

Inform students of readiness

- Inform students, families, and high schools of students' readiness for college-level work in English and mathematics

12th grade interventions

- Motivate students to take needed steps in 12th grade to assure readiness



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Achievement Standards Interpreted To EAP

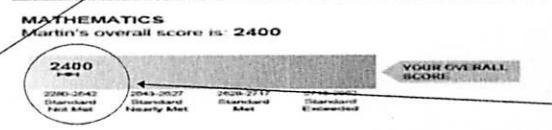
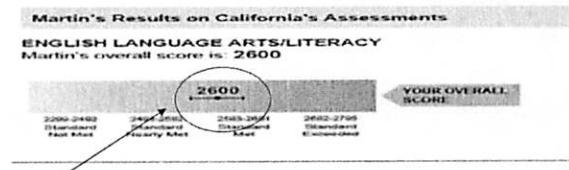
- Standard Exceeded - Ready
- Standard Met – Conditionally Ready
- Standard Nearly Met - Not Yet Ready
- Standard Not Met – Not Ready



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Individual Student Report

Martin's ELA CAASPP score of 2600 (Standard Met) equates to a Conditionally Ready EAP English status.



The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Martin's readiness for college-level coursework, as described below.

Standard Exceeded: Ready for English and/or mathematics college-level coursework.	Standard Met: Conditionally Ready for English and/or mathematics college-level coursework.
Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.	Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Martin's Math CAASPP score of 2400 (Standard Not Met) equates to Not Ready on EAP Math status.

Review the information at <http://CSUSuccess.org> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

