The California Spanish Assessment: Innovating for the Future

California Association for Bilingual Education

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Presenters

Traci Albee
California Department of Education
Administrator, English Language Proficiency and Spanish Assessment Office

Carla Nájera-Kunsemiller
California Department of Education
Consultant, English Language Proficiency and Spanish Assessments Office

Jason Gonzalez
Assessment Process Process Specialist
Educational Testing Services
• Purpose of the California Spanish Assessment (CSA)
• Who is tested?
• Key features
• Benefits for Local educational agencies (LEAs)
• Designing the CSA
• Practice tests
• Accessibility resources
• Test Operations Management System (TOMS)
• CSA Student Score Report
• Special study
• CSA Communication Toolkit
• Educator opportunities
Purpose of the CSA

The optional CSA will:

• Measure a student’s competency in Spanish reading/language arts and provide student-level data

• Evaluate the implementation of Spanish reading/language arts programs at the local level

• Provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy
Who is Tested?

Any student in grades three through eight and high school seeking a measure of their Spanish-specific reading, writing mechanics, and listening skills.
Key Features of the CSA

- Aligns with the Common Core State Standards (CCSS) en Español in Spanish Language Arts
- Administered online
- Includes technology-enhanced items (TEIs)
Benefits for Local Educational Agencies (LEAs)

• Informs instructional practices and provides information for LEAs to evaluate Spanish language arts programs

• No cost to administer to both English learners and non-English learners

• Online assessment that includes technology enhanced items

• Use CSA results along with ELA results to inform a student’s biliteracy goals
Designing the CSA

- Standards development and selection
- Test design process and team of experts
- Design considerations and overview
- Blueprint development
Linguistic Augmentations in the CCSS en Español

**GRADE THREE READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**

   d. Read grade-appropriate irregularly spelled words.

**TERCER GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES**

**Fonética y reconocimiento de palabras**

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto. CA**

   d. Leen palabras a nivel de grado, con deletreo irregular (ejemplo: reconocen que la h es muda, excepto en el digrafo ch; y que la u es muda en las sílabas que, qui, gue, gui).

   e. Reconocen cognados entre el inglés y español y explican las diferencias en su pronunciación y ortografía.
Innovative Item Types

• Item type selection
• Technology enhanced interactions
Item Development Process

ETS studies state guiding documents

ETS trains item writers

ETS finds and develops passages

ETS sends passages to outside item writers

ETS reviews items and creates art

ETS revises items

ETS reviews items with stakeholders

ETS revises items

The CDE reviews items providing revisions

The CDE reviews items

Final ETS reviews

ETS creates forms with CDE input

Test administration
Grade 3 Practice Test Item
 Según el audio, ¿qué tres opciones describen a los delfines? Haz clic en tu elección y coloca cada respuesta en las cajas vacías.

Key: Viven en grupos, Interactúan con las personas, Comen peces y mariscos (1 point)
Grade 6 Practice Test Item
Escoge las dos palabras que corrijen los errores ortográficos. Haz clic en el triángulo de la caja para abrir las opciones y selecciona las que correspondan.

(3) Aunque las características de los ojos varían entre los animales, todos los ojos cumplen la misma básica: detectan la luz para convertirla en señales, pero de maravillosas y variadas maneras.

Key: función, eléctricas
Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
High School Practice Test Item
¿Qué tres opciones del texto ayudan al lector a entender el significado de la frase “en vano”? Haz clic en las opciones del texto que correspondan.

Srta. De Zavala, he agotado todos los medios legales para evitar que derrumben el cuartel largo pero todo ha sido en vano.

Key: he agotado, evitar, pero (1 point)
Accessibility Resources

• The following three tiers include embedded supports, which are delivered digitally through the online testing interface, and non-embedded supports, which are provided locally:
  o Universal tools
  o Designated
  o Accommodations
### 2018–19 California Student Assessment Accessibility for the California Spanish Assessment

Unless noted in parentheses, the listed resources may be used in all domains: listening (L), reading (R), and writing mechanics (W).

#### Available to All Students

<table>
<thead>
<tr>
<th>Universal Tools</th>
<th>Non-Embedded</th>
<th>Designated Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Breaks</td>
<td>Embedded Breaks</td>
<td>Embedded Breaks</td>
</tr>
<tr>
<td>Digital notepad</td>
<td>Color contrast</td>
<td>Amplification</td>
</tr>
<tr>
<td>Dictionary (W)</td>
<td>Masking</td>
<td>Color contrast</td>
</tr>
<tr>
<td>Expandable items</td>
<td>Mouse pointer</td>
<td>Color overlay</td>
</tr>
<tr>
<td>Expandable</td>
<td>(size and color)</td>
<td>Magnification</td>
</tr>
<tr>
<td>passages</td>
<td>Streamline</td>
<td>Medical device</td>
</tr>
<tr>
<td>Global notes (W)</td>
<td>Text-to-speech (items only)</td>
<td>(restricted settings)</td>
</tr>
<tr>
<td>Highlighter</td>
<td>Writing tools (specific items)</td>
<td>Noise buffers</td>
</tr>
<tr>
<td>Keyboard navigation</td>
<td>Zoom (in/out)</td>
<td>Turn off any universal tool(s)</td>
</tr>
</tbody>
</table>

#### Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Resources for the California Spanish Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded</td>
<td>All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student’s IEP.</td>
</tr>
<tr>
<td>Braille (embossed and refreshable)</td>
<td></td>
</tr>
<tr>
<td>Closed captioning (L)</td>
<td></td>
</tr>
<tr>
<td>Spanish audio transcript (L) (including braille transcript)</td>
<td></td>
</tr>
<tr>
<td>Text-to-speech (R) (reading passages)</td>
<td></td>
</tr>
</tbody>
</table>

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**Refer to the Matrix One and the California Assessment of Student Performance and Progress Accessibility Resources web page at [https://www.cde.ca.gov/ta/al/caasppmatrix1.asp](https://www.cde.ca.gov/ta/al/caasppmatrix1.asp) for additional information.**

California Department of Education
March 2019
CSA Administration Window

April 1–July 15, 2019
CSA Pre-administration Responsibilities in the Test Operations Management System (TOMS)
TOMS: Activating CSA Administration Window (1)

Select this button
TOMS: Activating CSA Administration Window (2)

<table>
<thead>
<tr>
<th>#</th>
<th>Admin</th>
<th>Instructional Calendar Start Date</th>
<th>Instructional Calendar End Date</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Admin01</td>
<td>Aug 28, 2018</td>
<td>Jun 7, 2019</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Admin02</td>
<td>Jan 1, 2019</td>
<td>Aug 30, 2019</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Admin03</td>
<td>Aug 8, 2018</td>
<td>Jun 13, 2019</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Admin04</td>
<td>Aug 27, 2018</td>
<td>Jun 30, 2019</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Admin05</td>
<td>Jun 1, 2018</td>
<td>Aug 30, 2019</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Admin06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOMS: Activating CSA Administration Window (3)
TOMS: Activating CSA Administration Window (4)

Select NonInstructional Dates

Important: Select a number on a white calendar day to choose it as a nonInstructional date; select the number on a shaded (blue) calendar day to remove it as a nonInstructional date.

The system downtimes dates known when this Test Administration Setup module became available are included on this calendar and will be combined with the local educational agency’s (LEA’s) nonInstructional dates when the available testing window is calculated. Refer to the California Assessment of Student Performance and Progress (CAASPP) Planned System Downtime Web page <http://www.caaspp.org/system-status/index.html> for an updated list of dates on which CAASPP systems will be down.

System downtimes that affect test delivery are marked on the calendar with an asterisk (*) after the date; these dates are colored in red. You cannot remove these dates from your nonInstructional calendar.

Note also that the LEA’s nonInstructional calendar will not be recalculated when additional system downtime dates become known and that testing cannot occur on system downtime dates, whether or not they are included in the nonInstructional calendar.

Select dates between Jun 1, 2018, and Aug 30, 2019, for this testing program.
TOMS: Activating CSA Administration Window (5)

CSA Operational Assessment

This test can be administered anytime between April 1, 2019, and July 15, 2019.

Activate this Test Administration: [ ]
Test Administration Start Date: 
Apr 1, 2019

Test Administration End Date: 
Jul 15, 2019
TOMS: Student Assignment to the CSA (6)

Students are assigned to take general California Assessment of Student Performance and Progress (CAASPP) tests by default. Specify alternate assessments for students eligible to take alternate assessments.
TOMS: Student Assignment to the CSA (7)

- Select the check box for **California Spanish Assessment Operational Assessment** to register a student.
CSA Student Score Reports

Madison’s 2019 California Spanish Assessment (CSA)

Student #: 9999999999
Date of Birth: 04/01/2008
Grade: 5
Test Date: Spring 2019
School: California Elementary School
LEA: California Unified
CDS: 9999991999991

A New Kind of Spanish Assessment for California
The California Spanish Assessment (CSA) is a computer-based Spanish language arts test available to students in grades three through eight and high school. School districts can administer the test to any student in California who is receiving instruction in Spanish or seeking a measure of a student’s Spanish reading, writing mechanics, and listening skills.

Madison's Overall CSA Level for 2019

LEVEL 3 High Degree

What do my child’s scores mean? There are three levels of scores indicating the degree of Spanish literacy for the CSA:
- High Degree (Level 3)
- Moderate Degree (Level 2)
- Limited Degree (Level 1)

CSA Score History
This was Madison's first time taking the CSA. If Madison takes the test again next year, this area will show the score history.

High Degree Level 3 (701–900)
Moderate Degree Level 2 (601–700)
Limited Degree Level 1 (300–500)

Your Child’s Score

Spanish Area Performance
- Reading: Your child’s understanding of written stories and information in Spanish
- Written Mechanics: Your child’s understanding of the mechanics of writing in Spanish
- Listening: Your child’s understanding of information spoken in Spanish

Parent/Guardian Resources
Visit the test score website at http://ca.startingsmarter.org to:
- Understand your child’s score report
- Check out sample test questions
- Find free resources to support your child’s learning
Complete results for schools, districts, or the state are available on the CAASPP results website at: https://caspp.cde.ca.gov
Special Study (1)

- What: Teacher focus groups
- Purpose: The goal of this study is to examine how teachers and administrators make sense of the results from both the CSA and the Smarter Balanced ELA assessment. The potential outcome for this study could include developing an interpretative guide to help teachers and administrators navigate through the scores from both assessments.
**Special Study (2)**

- To get information on how teachers and administrators could interpret the results from both assessments, ETS will conduct a study to answer the following research questions.

  - How could teachers and administrators interpret the results from the CSA and the Smarter Balanced English language arts (ELA) assessment together?
  - What additional information would teachers and administrators need to interpret these scores together?
  - How could teachers and administrators use the scores from both assessments?
Profiles of students with both scores

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Low on CSA</th>
<th>High on CSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low on Smarter Balanced ELA</td>
<td>Joaquin</td>
<td>Patricia</td>
</tr>
<tr>
<td>High on Smarter Balanced ELA</td>
<td>Javier</td>
<td>Carla</td>
</tr>
</tbody>
</table>
Special Study (4)

When:
- recruiting in April
- evaluate interview data and draft report throughout summer

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual language immersion</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>One-way immersion</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Developmental bilingual</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spanish as a heritage language</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spanish as a foreign language</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
CSA Communication Toolkit

Content includes:
• What is the CSA? Video
• Frequently Asked Questions
• Fact sheet
• Key messages
• Letter template for LEAs
• PowerPoint template
CALIFORNIA SPANISH ASSESSMENT

The California Spanish Assessment (CSA) is part of California’s system of assessments called the California Assessments of Student Performance and Progress (CAASPP). The CSA is designed to assess student performance in reading, writing, and language arts, incorporating the Common Core State Standards in English-language arts and mathematics.

WHAT IS THE CSA?

The purpose of the CSA is to measure a student’s competency in English language arts, in grades 3 through 8 and high school English, in order to provide student-level data in Spanish competencies and to promote high school students with a minimal background in Spanish. It is a computer-based assessment with a multiple-choice answer sheet to be used in the state’s schools. The CSA is administered within each local educational agency’s designated CASPP testing window.

WHO TAKES THE CSA?

Any student in grades three through eight and high school seeking a diploma is required to receive the CSA-based assessment in English language arts and mathematics.

WHY IS THE CSA GIVEN?

The CSA is a computer-based assessment that consists of 20 items, depending on the student’s grade level.

WHEN IS THE CSA ADMINISTERED?

The CSA is administered between April 1 and the last day of the local educational agency’s specified testing window.

For additional information, visit the California Department of Education’s CASPP website at https://www.cde.ca.gov/ds/ca/.

March 2019

Benefits of Administering the California Spanish Assessment

The California Spanish Assessment (CSA) provides the following benefits:

Evaluative

Identifies instructional priorities and provides information for local educational agencies to evaluate Spanish language programs.

Engaging

Online assessment has increased technology-enhanced items.

Informative

Students’ CPA results in addition to English language arts results.

The CSA will be available beginning on April 1, 2019.

Visit the California Department of Education’s CPA web page at https://www.cde.ca.gov/ds/ca/.

March 2019
Upcoming Educator Opportunities

• May 2019—Passage and Item Review Meeting
• Summer 2019—Standard Setting
• Summer 2019—Data Review Meeting
• Fall 2019—Range Finding Meeting

CAASPP Content Reviewer Application—
http://etsforms.formstack.com/forms/content_reviewer_application
Contact Information

English Language Proficiency and Spanish Assessments Office
Phone: 916-319-0784

ELPAC email: elpac@cde.ca.gov

ELPAC web page: http://www.cde.ca.gov/ta/tg/ep/

CSA email: caaspp@cde.ca.gov

CSA web page: http://www.caaspp.org/ (under the Test Administration tab)