

System Readiness Rubric for Implementation of the CAASPP System

Directions:

Read the descriptions in the rubric below and consider where you believe your LEA or school is in the implementation of each component of the California Assessment of Student Performance and Progress (CAASPP) System.

	Awareness	Transition	Implementation
Smarter Balanced Summative Assessments	<ul style="list-style-type: none"> ● Smarter Balanced assessment documents (i.e., test blueprints, content, and item specifications) and results are <u>rarely</u> used to inform local curriculum, instruction, and assessment activities. ● Accessibility supports (Universal Access, Designated Supports, & Documented Accommodations) for all students, including students with disabilities and English learners, are <u>rarely</u> used (i.e., only used for students with Individualized Education Programs [IEPs] and/or Section 504 Plans). ● Smarter Balanced assessment results are <u>rarely</u> used in combination with other student data to inform local decision making. 	<ul style="list-style-type: none"> ● Smarter Balanced assessment documents (i.e., test blueprints, content, and item specifications) and results are <u>sometimes</u> used to inform local curriculum, instruction, and assessment activities. ● Accessibility supports (Universal Access, Designated Supports, & Documented Accommodations) for all students, including students with disabilities and English learners, are <u>sometimes</u> used (i.e., used for students with IEPs and Section 504 Plans plus others). ● Smarter Balanced assessment results are <u>sometimes</u> used in combination with other student data to inform local decision making. 	<ul style="list-style-type: none"> ● Smarter Balanced assessment documents (i.e., test blueprints, content, and item specifications) and results are <u>consistently</u> used to align curriculum, instruction, and assessment activities with the depth and rigor of the California Common Core State Standards. ● Accessibility supports (Universal Access, Designated Supports, & Documented Accommodations) for all students, including students with disabilities and English learners, are <u>consistently</u> used. ● Smarter Balanced assessment results are <u>consistently</u> used in combination with other student data to inform local decision making.

	Awareness	Transition	Implementation
<p align="center">Smarter Balanced Interim Assessments (either the Interim Comprehensive Assessments or the Interim Assessment Blocks)</p>	<ul style="list-style-type: none"> • <u>Little or no use</u> of benchmark/unit assessments and <u>little use</u> of data tools to analyze results. • <u>Little or no use</u> of the Smarter Balanced Interim Assessments. • <u>Little or no use</u> of rubrics and/or hand scoring of assessments. 	<ul style="list-style-type: none"> • <u>Some use</u> of benchmark/unit assessments and <u>some use</u> of data tools to analyze results. • <u>Some use</u> of the Smarter Balanced Interim Assessments. • <u>Some use</u> of rubrics and/or hand scoring of assessments. 	<ul style="list-style-type: none"> • <u>Consistent use</u> of benchmark/unit assessments (i.e., district-wide) and <u>comprehensive use</u> of data tools to analyze results to improve teaching and learning. • <u>Wide spread use</u> of the Smarter Balanced Interim Assessments. • <u>Consistent use</u> of rubrics and/or hand scoring of assessments.

	Awareness	Transition	Implementation
<p>Formative Assessment and the Smarter Balanced Digital Library</p>	<ul style="list-style-type: none"> ● <u>Little or no use</u> of formative assessment practices during instruction for all students, including students with disabilities and English learners. ● <u>Little or no connection</u> of formative assessment practices and instructional planning for all students, including students with disabilities and English learners. ● <u>Few or no</u> teachers have a Digital Library account. ● Digital Library accounts set up by teacher request (i.e., process is teacher-driven). ● <u>Little or no knowledge or use</u> of the Digital Library and its instructional resources to plan instruction. 	<ul style="list-style-type: none"> ● <u>Some use</u> of formative assessment practices during instruction for all students, including students with disabilities and English learners. ● <u>Some connection</u> between formative assessment practices and instructional planning for all students, including students with disabilities and English learners. ● <u>Some</u> teachers have a Digital Library account. ● Digital Library accounts set up either by teacher request or by district; no formal or regular procedure in place to ensure all teachers have access. ● <u>Some use</u> of the Digital Library and its instructional resources to plan instruction. 	<ul style="list-style-type: none"> ● <u>Routine use</u> of formative assessment practices during instruction for all students, including students with disabilities and English learners. ● <u>Deliberate connection</u> between formative assessment practices and instructional planning for all students, including students with disabilities and English learners. ● <u>Most or all</u> teachers have a Digital Library account. ● Formal and regular procedure in place at the school or school district level to manage Digital Library accounts, ensuring alignment between active educators and active Digital Library accounts. ● <u>Regular use</u> of the Digital Library and its instructional resources to plan instruction.