



2011 – 2012 Common Learning Assessments Implementation and Feedback Summary

Overview

During the 2011 – 2012 academic year, SFUSD implemented Common Learning Assessments (CLAs) district-wide in Mathematics and English Language Arts for grades 2 – 12 and Spanish Language Arts for grades 2 – 8. These assessments align with the district goals of providing ongoing assessment of student learning and ensuring equity in access to rigorous academic content across the district. Below is a summary of the 2011 – 2012 assessment highlights, feedback and next steps for continuous improvement.

2011 – 2012 CLA Implementation

Highlights:

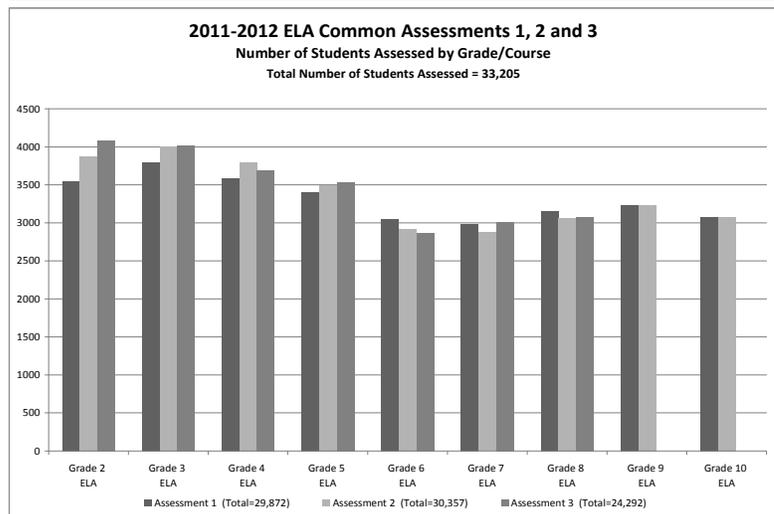
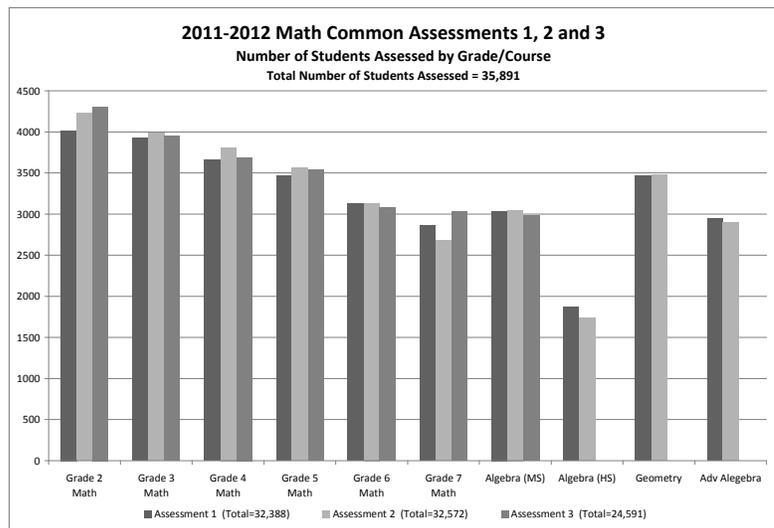
- Over 33,000 students took at least one of the ELA Common Learning Assessments.
- Over 35,000 students took at least one of the Mathematics Common Learning Assessments.
- Over 1,700 students took at least one of the Spanish Language Arts Common Learning Assessments.

2011 – 2012 CLA Feedback Summary

Over 500 educators, 84% of which were classroom teachers, provided valuable feedback on the CLAs via anonymous feedback forms and an online survey.

Highlights:

- **Administration**
 - 84% of survey respondents agreed or strongly agreed that the CLAs were **easy to administer**.
 - Educators appreciated improvements in logistics of administering the CLAs.
 - Several suggestions were made to reduce the number and length of the SLAs.
 - Requests were made to better align timing of CLAs with the SBRCs.



“The AAO has provided materials for us to analyze the assessment data. Most importantly, when needed, the AAO provided scanning support for our completed CLAs.”

“Thank you for handling the copies - much easier that way!”

“I appreciate how the assessment office packaged testing materials for individual teachers and classrooms. This made the administration of the test easier.”

“The administration of the tests should better coincide with Report Card periods.”



2011 – 2012 Common Learning Assessments Implementation and Feedback Summary

➤ Content

- 55% of survey respondents agreed or strongly agreed that **CLAs provided useful information** about student performance.
- Educators requested tighter alignment between CLAs and district curriculum and pacing guides, most specifically in English Language Arts.
- Some educators commented on the need to align assessments to CSTs, while others hoped CLAs would align to and prepare for the forthcoming CCSS-based standardized assessments.
- Educators requested more types of assessments in addition to the multiple-choice CLAs, including performance tasks.

“I would have liked it to have been more aligned to what we are currently doing in Everyday Math.”

“ELA CLAs need to be closely aligned with the core curriculum. The major complaint from ELA is that there is no alignment and I believe this is also because there is no consistent/uniform pacing guide that has been developed by the teachers/district.”

“I don't feel CLA assessments are well aligned with the ELA and Math curriculum in terms of content and pacing.”

“The CLA's need to be aligned more closely to Common Core standards and existing curriculum.”

“I appreciated the performative (sic) assessments, which were graded on a rubric.”

➤ Accessing and making meaning of CLA results

- 73% of survey respondents agreed or strongly agreed that they knew how to **access and make meaning** of the CLA results.
- 75% of survey respondents received some form of **professional development** or training regarding the CLAs, with the largest percentage being led by IRFs and school administrators.
- Several educators commented on the need for more support, resources and time to make meaning of CLA results and use them to inform instruction and planning.

“I used the results to pull small groups after school to work on math or Language Arts, to refer students to our literacy and math specialist, and to show the parents growth or lack of growth during meetings, IEPs, etc.”

“[We need] a school-wide or department-wide meeting that sets a clear agenda on which data to focus on and how to translate it into meaningful instruction.”

“I wish they gave me more data sheets to really talk to teachers in a more constructive manner.”



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Looking Ahead

In response to this feedback, several changes and improvements are being made to the CLAs and the district formative assessment system for the 2012 – 2013 school year, including:

- All assessments are being revised with a focus on aligning with the 2012 - 2013 district core curriculum, instructional guides and adopted curricular materials.
- The timing of the CLAs will align with the elementary trimester report card dates and parent conference dates.
- A variety of math and ELA performance assessment options will be made available in DataDirector.
- Optional Quick Check quizzes (which each include 5 questions assessing 1 standard) are now available in Math and ELA for grades 6 – 8. Also, more Math and ELA Quick Checks are now available for grades 2 – 5.
- Standards blueprint documents comparing the CLAs to the CST will be available for all assessments in the fall.
- The number of assessments for the SLAs will be reduced from 4 to 3.
- The Achievement Assessment Office page of the district Intranet site is being redesigned to include a wider array of data analysis tools for teacher and administrator use.
- AAO will provide instructional leaders with professional learning focused on analyzing and using data to inform instruction.
- AAO will facilitate grade-level collaboration meetings for teachers to do data analysis and instructional planning.
- AAO trainings around DataDirector and the CLAs will have an increased focus on using assessment data to inform instruction and planning.

For more information on the 2012 – 2013 CLAs, visit the AAO page of the district website at: <https://district.sfusd.edu/dept/rpa/aao/CLA>