

SBAC Results and Community Reactions

Talking Points for Board Members

This spring, students in grades 3-8 and grade 11 took part in California's new statewide assessments in English language arts and mathematics. As families and school staff receive students' scores, they might have questions about understanding the results. CSBA has developed these sample talking points for board members to aid them in responding to local constituents. These talking points are *not* intended to be a handout, but instead offer key messages and language that may help board members talk with community members about SBAC scores. More information is available at: www.cdefoundation.org/what-we-do/common-core/.

The tests are just one part of a much bigger K-12 remodeling effort

- » California recently adopted new standards, and has been developing new professional development efforts for teachers, new instructional resources and new state accountability measures.
- » These changes are big, a bit disruptive, and difficult to align — like trying to get all the subcontractors to work together on a kitchen remodel and still cook dinner every night.
- » The “under construction” signs of this remodeling are still very visible. Like any successful remodeling project, this work will take time and effort to carry out.

Apples to Oranges: The SBAC results are different from the previous state test

- » It's important to understand that our 2015 results *cannot be* compared to previous years' results.
- » The numerical scores will be different because they reflect performance on a new test that measures different standards.
- » The 2015 scores will establish a new baseline — a starting point from which we'll measure our progress towards preparing our children for the future workforce and economy of tomorrow.

Just one gauge on the dashboard

- » As a part of the remodeling, California is moving toward a dashboard approach to measuring what students are learning. The statewide tests are something like the odometer on a car's dashboard, letting us know how far the child traveled at the end of the school year.
- » While the odometer is important, it's not the only gauge on the dashboard.
- » The state system of tests also includes formative assessments used locally that tell us how a child is making progress throughout the year.

California updated its standards and built matching assessments to shift the focus of student learning toward more complex skills that today's colleges and careers require. This remodeling project is not over. The dust is still settling, and it will take patience and persistence to work through the changes. But we are well on our way.