

California Assessment of Student Performance and Progress (CAASPP)



Results for PUSD 14-15 – Board of Education – September 30, 2015



CAASPP – A new test for new standards

- Replaced the STAR Exam
- Aligned to the Common Core State Standards
- Computer-based assessment in English Language Arts & Math
- Testing students in grades 3-8 & 11
- The new assessments are “adaptive” in that they take into account the student’s correct or incorrect answers to generate succeeding questions

Using Assessments to Help Students Learn

LOCAL ID #: 12357
 STUDENT #: 4444444444 DATE OF BIRTH: 02/01/1986
 GRADE: 5 TEST DATE: SPRING 2014

Dear Parent/Guardian of Emily King:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn.

FOR THE PARENT/GUARDIAN OF:
Emily King
 1234 W Zoom Road 5th Building
 Alum Rock Union Elementary School District
 Lancaster, CA 95112-9282

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

SCHOOL: **Valley Academy of Arts and Sciences High School**
 LEA: **Hamilton Unified**

Additionally, children in grades 5, 8, or 10 took a science test. Emily's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

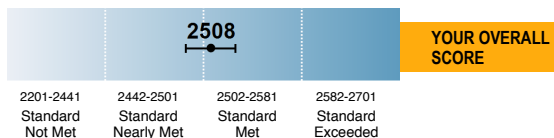
Tom Torlakson
 Tom Torlakson,
 State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

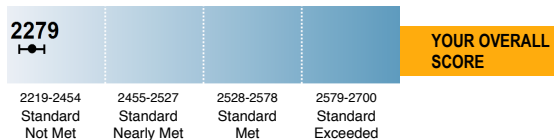


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

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


MATHEMATICS

Emily's overall score is: **2279**



Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

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

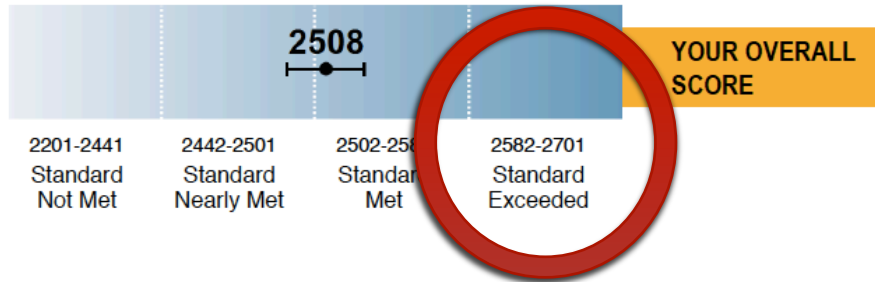
 The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Emily's scores can be found on the back of this report.

For each grade level and subject area, students receive a score from approximately 2000 to 3000. The overall score falls into one of four achievement levels:

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

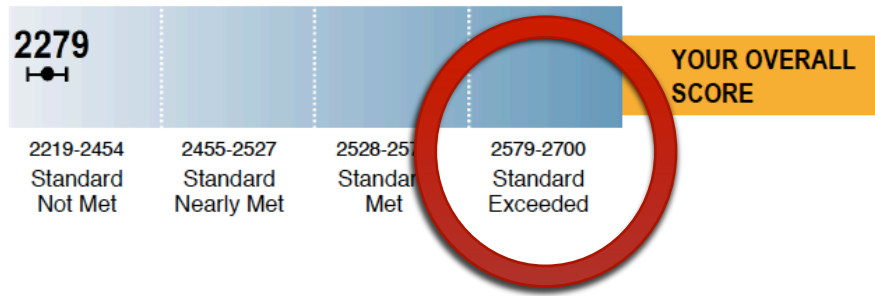


Standard Exceeded:

The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

MATHEMATICS

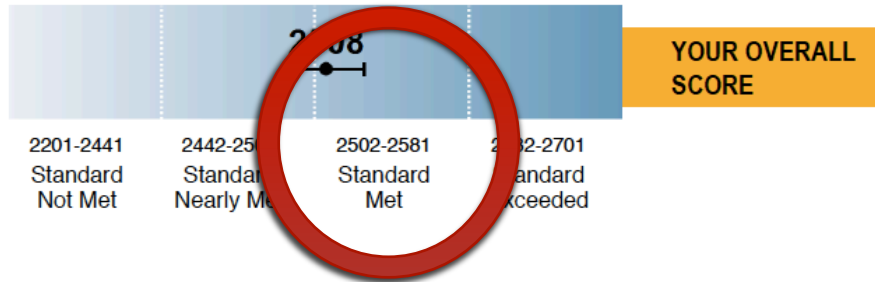
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ENGLISH LANGUAGE ARTS/LITERACY

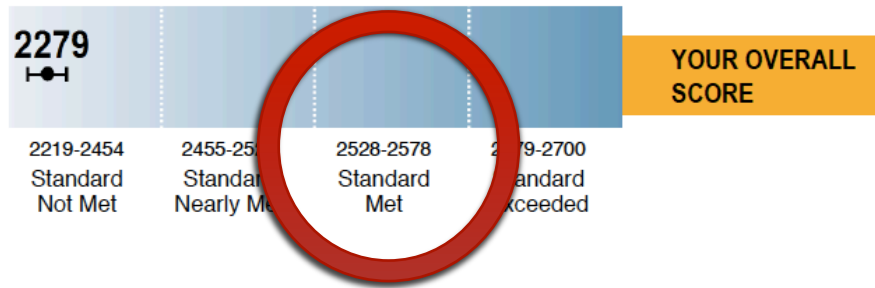
Emily's overall score is: **2508**



Standard Met:
The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.

MATHEMATICS

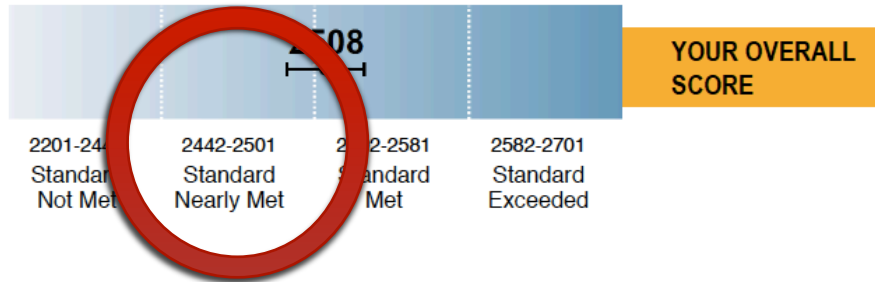
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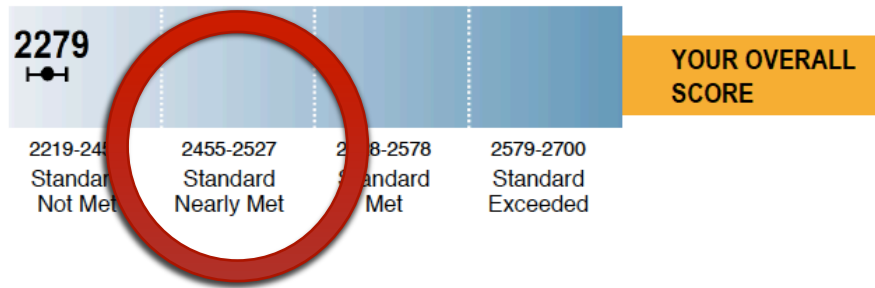


Standard Nearly Met:

The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

MATHEMATICS

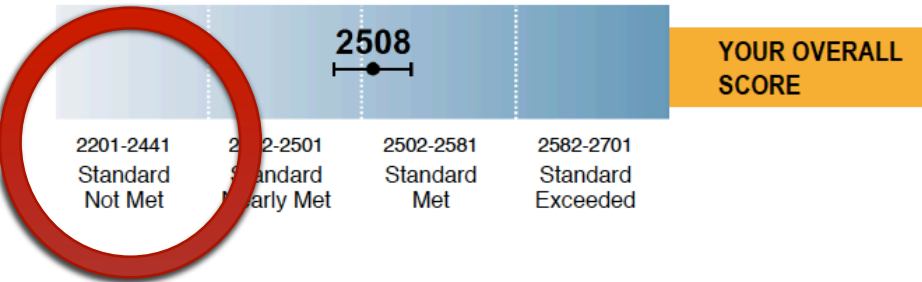
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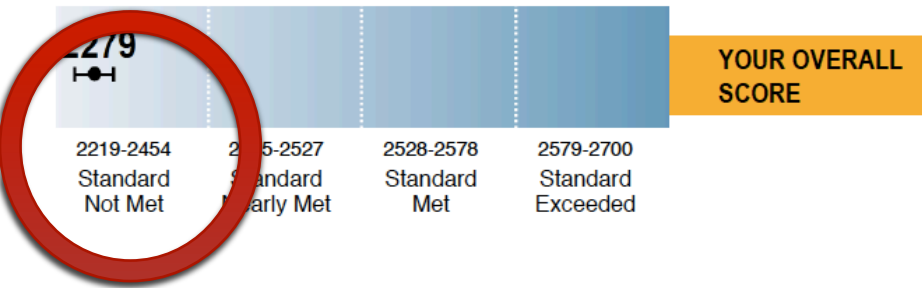


Standard Not Met:

The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

MATHEMATICS

Emily's overall score is: **2279**



For each grade level and subject area, students receive a score from approximately 2000 to 3000:

English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795



Sample Score Report

For each grade level and subject area, students receive a score from approximately 2000 to 3000:

Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	Above Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Above Standard

MATHEMATICS

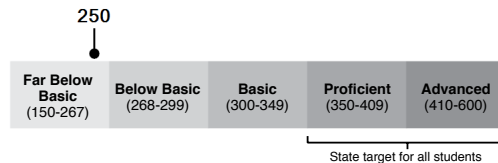
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AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Below Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Emily's Results on the California Standards Test (CST)

SCIENCE

Emily's score is **250 - Far Below Basic**



Emily's score of 250 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.

The Smarter Balanced Assessments for ELA are organized by four areas, or claims.

ELA Areas (Claims) For Grades Three, Four, and Five



Reading

Demonstrating understanding of literary and nonfiction texts



Writing

Producing clear and purposeful writing



Listening

Demonstrating effective communication skills



Research/Inquiry

Investigating, analyzing and presenting information

Sample Score Report

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

AREA	PERFORMANCE
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