

Quick Guide: Understanding the CAASPP INDIVIDUAL STUDENT Report

Sample Student Report

STUDENT SCORE REPORT
Using Assessments to Help Students Learn

LOCAL ID #: 12357
STUDENT #: 444444444
GRADE: 5
DATE OF BIRTH: 02/01/1988
TEST DATE: SPRING 2014

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

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

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.
New assessments are part of California's comprehensive plan for improving 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 for 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 these years.
Additionally, children in grades 3-8 or 10 took a scaled 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,
Gov. Torlakson,
State Superintendent of Public Instruction

Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Emily's overall score is: **2508**

2508
YOUR OVERALL SCORE

2201-2441 Standard Not Met	2442-2501 Standard Nearly Met	2502-2581 Standard Met	2582-2701 Standard Exceeded
1	2	3	4

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**

2279
YOUR OVERALL SCORE

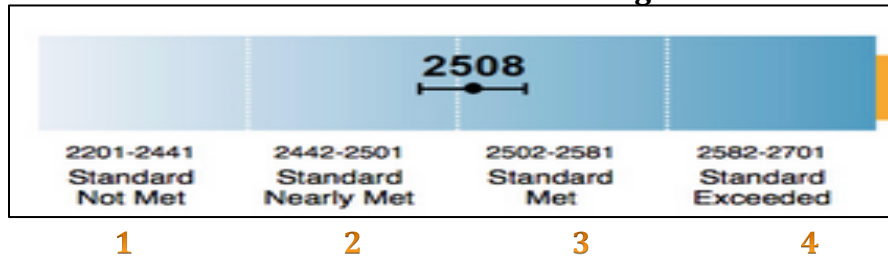
2201-2441 Standard Not Met	2442-2501 Standard Nearly Met	2502-2581 Standard Met	2582-2701 Standard Exceeded
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Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed 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.

More information about Emily's scores can be found on the back of this report.
To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/assessments/>.
Find complete results for schools, local education agencies (LEAs), and students at <http://www.cde.ca.gov/ta/tg/assessments/>, the prior year's Accountability Report Card (ARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/tg/assessments/> or ask for a copy of the SARC at your child's school.

Overall **Scaled Scores** are the basic units of reporting and are reported using a scale, that ranges between 2000 - 3000. Scaled scores measure how your child performed against the Standards in English Language Arts and Mathematics.
(See the reverse side for more information on Scaled Scores.)

Achievement Level Range



Scales Scores fall into one of *four* achievement levels.
Standard Exceeded: Your child has demonstrated advanced progress towards mastery of grade level standards and is on track to be ready for college by the end of 11th grade. This does not indicate that students are performing above grade level. Other district assessments are better used for this purpose.
Standard Met: Your child has demonstrated progress towards mastery of grade level standards and is on track to be ready for college by 12th grade.
Standard Nearly Met: Right now, your child is behind; your child's teacher(s) are preparing plans to support his/her getting on track.
Standard Not Met: Your child needs substantial improvement in future coursework. Your child's teacher and other support personnel are collaborating to support your student's needs.

Useful web resources are included at the bottom of the report.

The bar (←→) around a score indicates the extent to which the score might have been different had the test been taken on a different day. This bar represents the margin of error.

Quick Guide: Understanding Scaled Scores

The Student Score Report includes explanations to help you interpret the scores. An overall **Scaled Score** is given for ELA & Math. **Scaled Scores** indicate how well your child performed against the California Common Core State Standards. **CAASPP Scaled Scores are grade level specific**, therefore, scores from different **grade levels cannot be compared**.

Smarter Balanced Scaled Score Ranges English Language Arts

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

Smarter Balanced Scaled Score Ranges 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

A Deeper Look: Claim Results

Each achievement area is broken down in to key areas called **claims**. Claims reflect a grouping of content standards that fall under the larger subject area.

- **ELA Claims:** Reading, Writing, Listening, & Research/Inquiry
- **Math Claims:** Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning

There are **three** performance levels for Claims:

CLAIM Performance Levels Ranges

1	2	3
Below Standard	At or Near Standard	Above Standard

The Claim Level describes what students know and are able to do at each grade level. They provide a deeper look at how students performed on the components parts of each broad category. The results will be used to help identify students' strengths and opportunities for growth. They are just one piece of information that teachers use to design intentional lessons.

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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/mathematics (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. Use 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 sciences 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://tests.cde.ca.gov/2015/04/2015-caaspp-summative-assessments/>.

ENGLISH LANGUAGE ARTS/LITERACY		MATHEMATICS	
AREA	PERFORMANCE	AREA	PERFORMANCE
Reading	At or Near Standard	Problem Solving & Modeling/Data Analysis	Below Standard
Writing	At or Near Standard	Using appropriate tools and strategies to solve real-world and mathematical problems	Below Standard
Listening	Above Standard	Concepts & Procedures	Below Standard
Research/Inquiry	Above Standard	Communicating Reasoning	Below Standard

Emily's overall score is: **2600** (ELA) | Emily's overall score is: **2400** (Math)

Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCC) will use the English language arts/mathematics and mathematics assessments of the CAASPP System to determine Emily's 2015 EAP status, which will provide an indicator of Emily's predicted readiness to take college-level English and mathematics courses when Emily begins college.

The CAASPP overall score for English language arts/mathematics on the front of this report may be used to provide an early indicator of Emily's readiness for college-level coursework, as described below.

Standard Exceeded: Ready for English and/or mathematics college-level coursework.	Standard Met: Conditionally Ready for English and/or mathematics college-level coursework.
Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.	Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://tests.cde.ca.gov> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

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Claim Results