

CAASPP Results 2015

**California Assessment of Student
Performance and Progress**

Objectives:

- Design of the new assessment system
- Public data
- Student scores
- Communication to parents/community

Design of Assessments....

Old System

- Forced Multiple choice
- Assess proficiency on isolated grade level standards
- 2nd through 8th grade, End of Course (EOC)

New System

- Computer-adaptive tests- Selected response, constructed response, technology enhanced, performance task
- Assessment targets
- Measures College and Career Readiness
- 3rd-8th, 11th grade

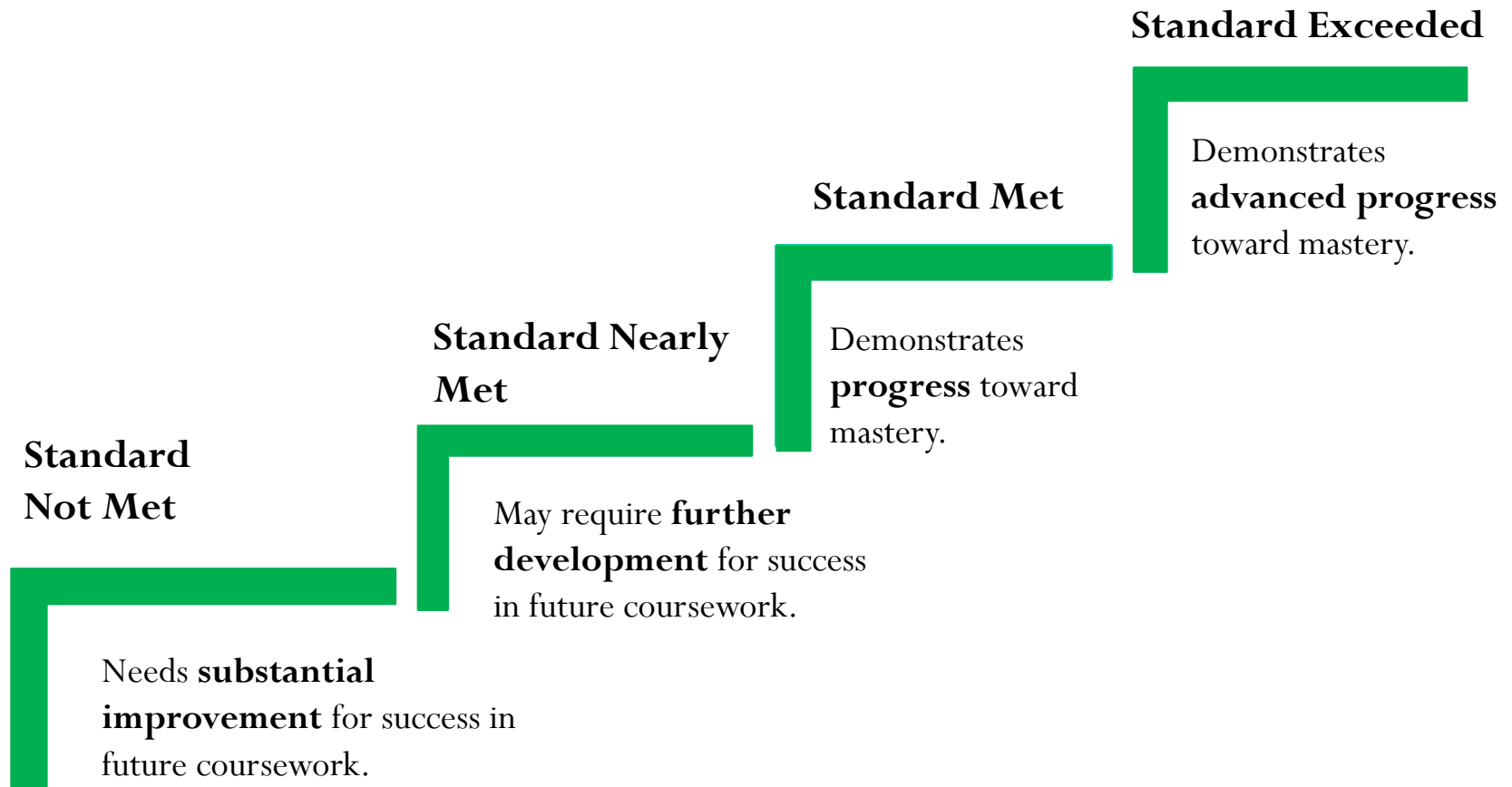
EdCode 60641 (a)(2)

The law says the California Department of Education and local school districts “shall not use a comparison resulting from the scores and results” of the new tests “and the assessment scores and results from assessments that measured previously adopted content standards.”

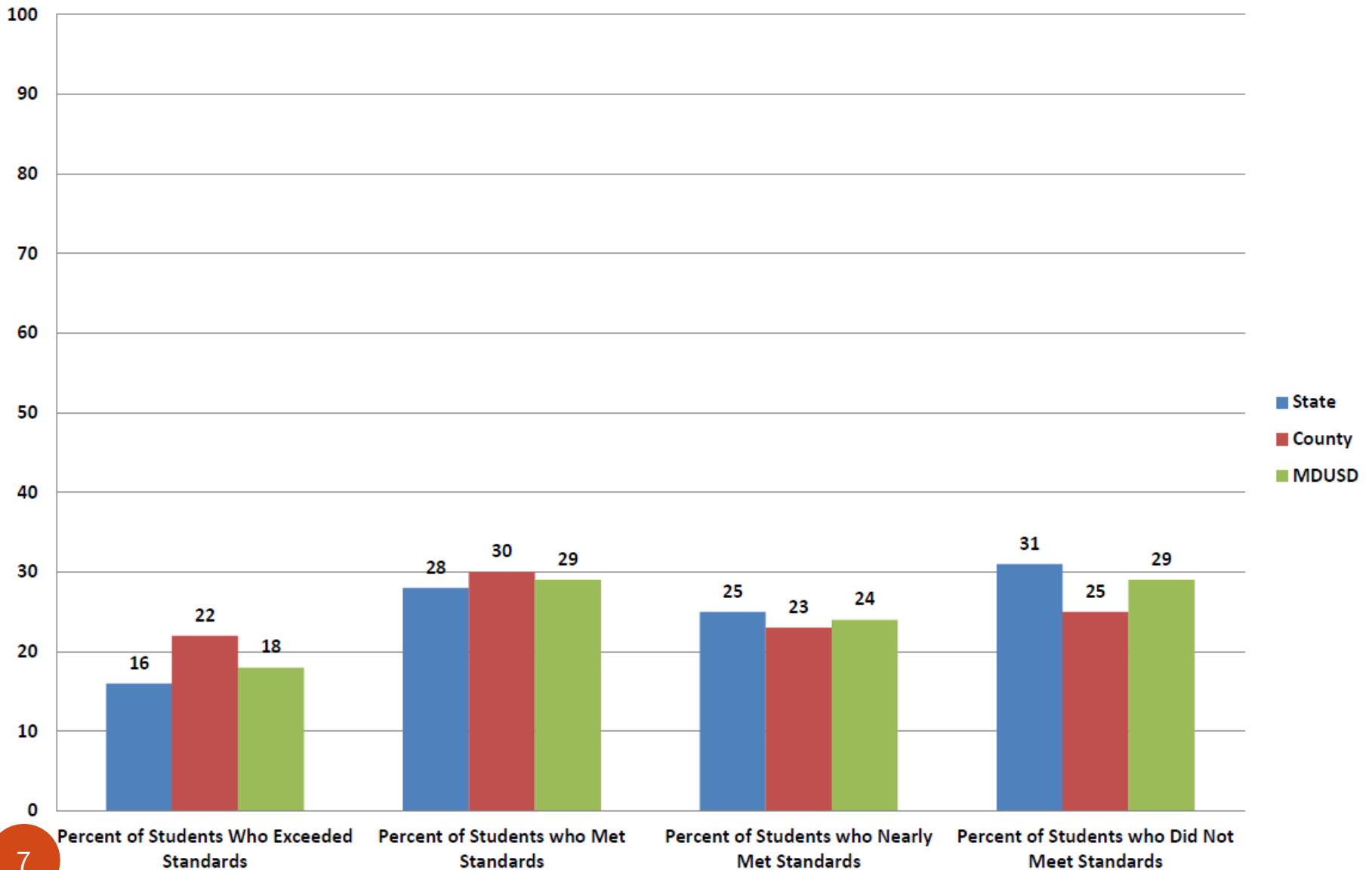
-EdSource

Understanding Data

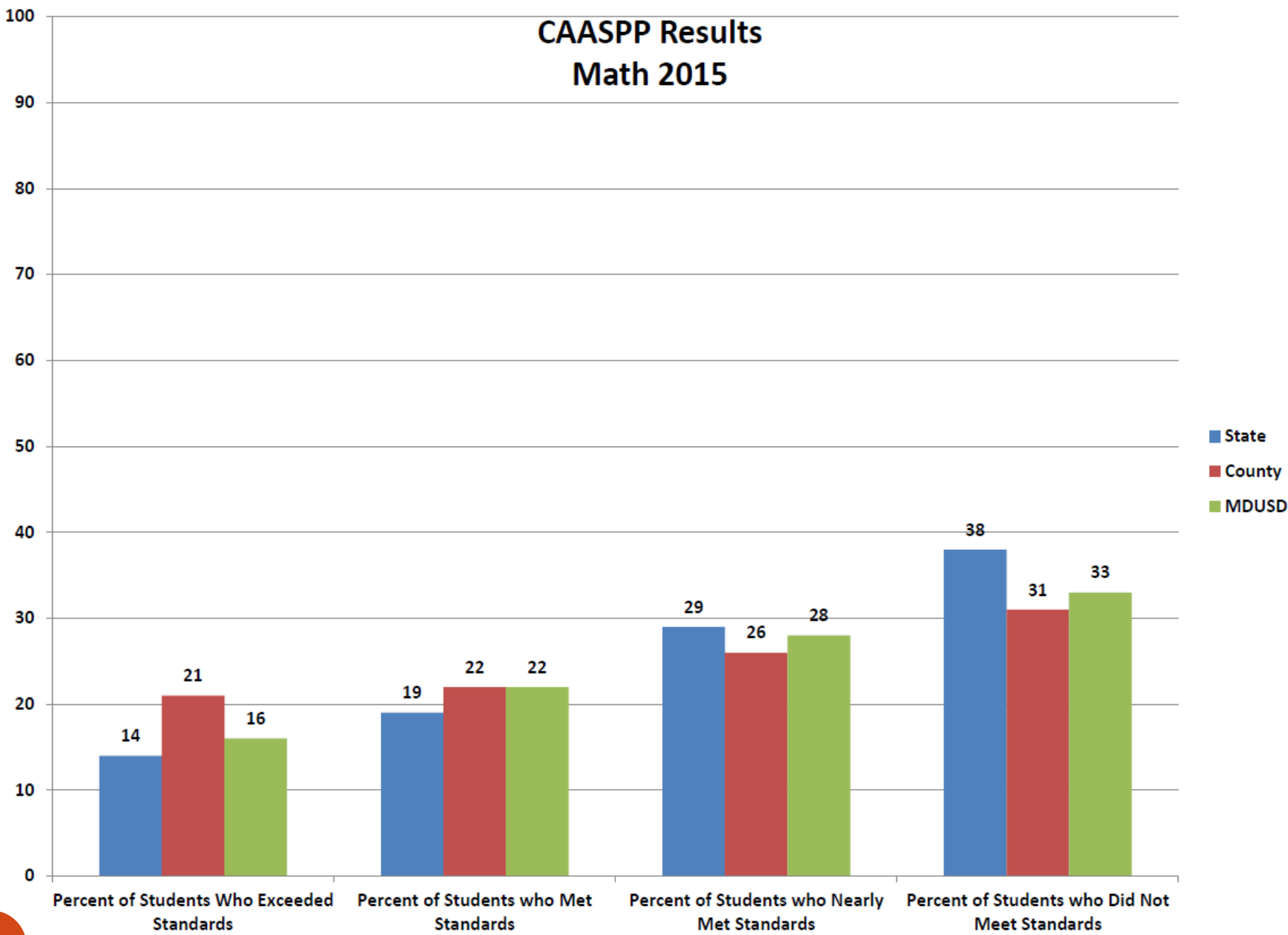
Achievement Level Descriptors



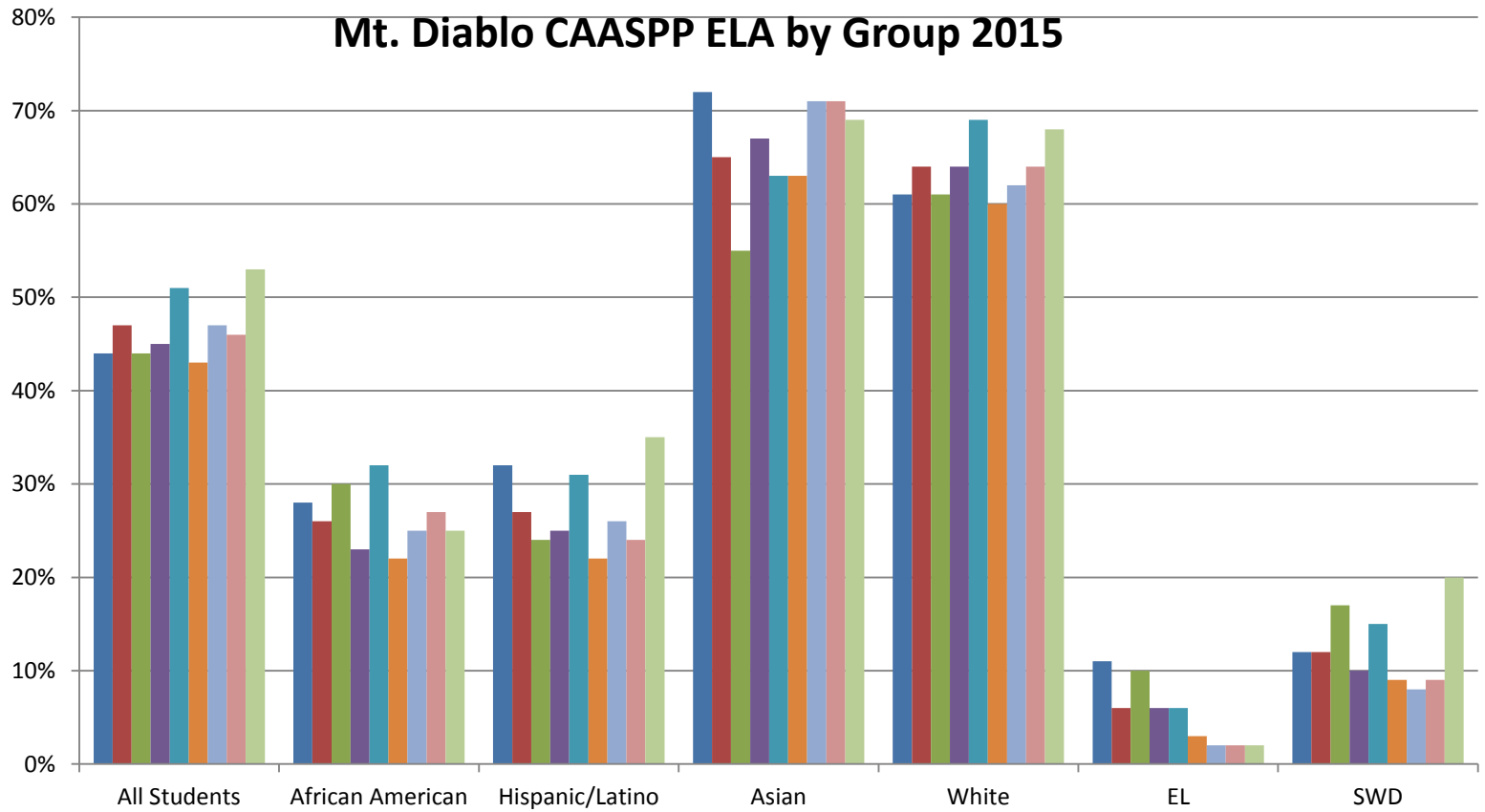
CAASPP Results ELA -2015



CAASPP Results Math 2015

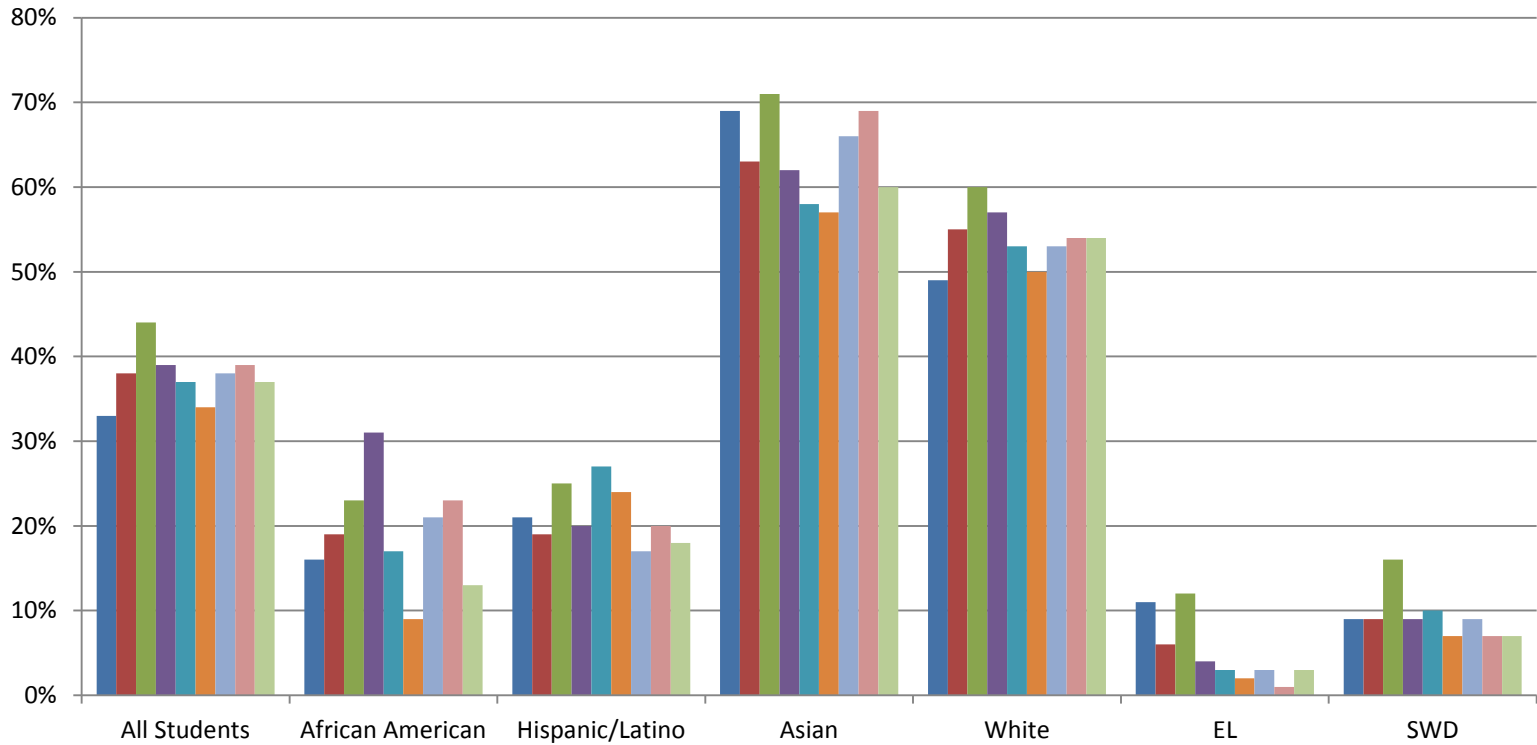


Mt. Diablo CAASPP ELA by Group 2015



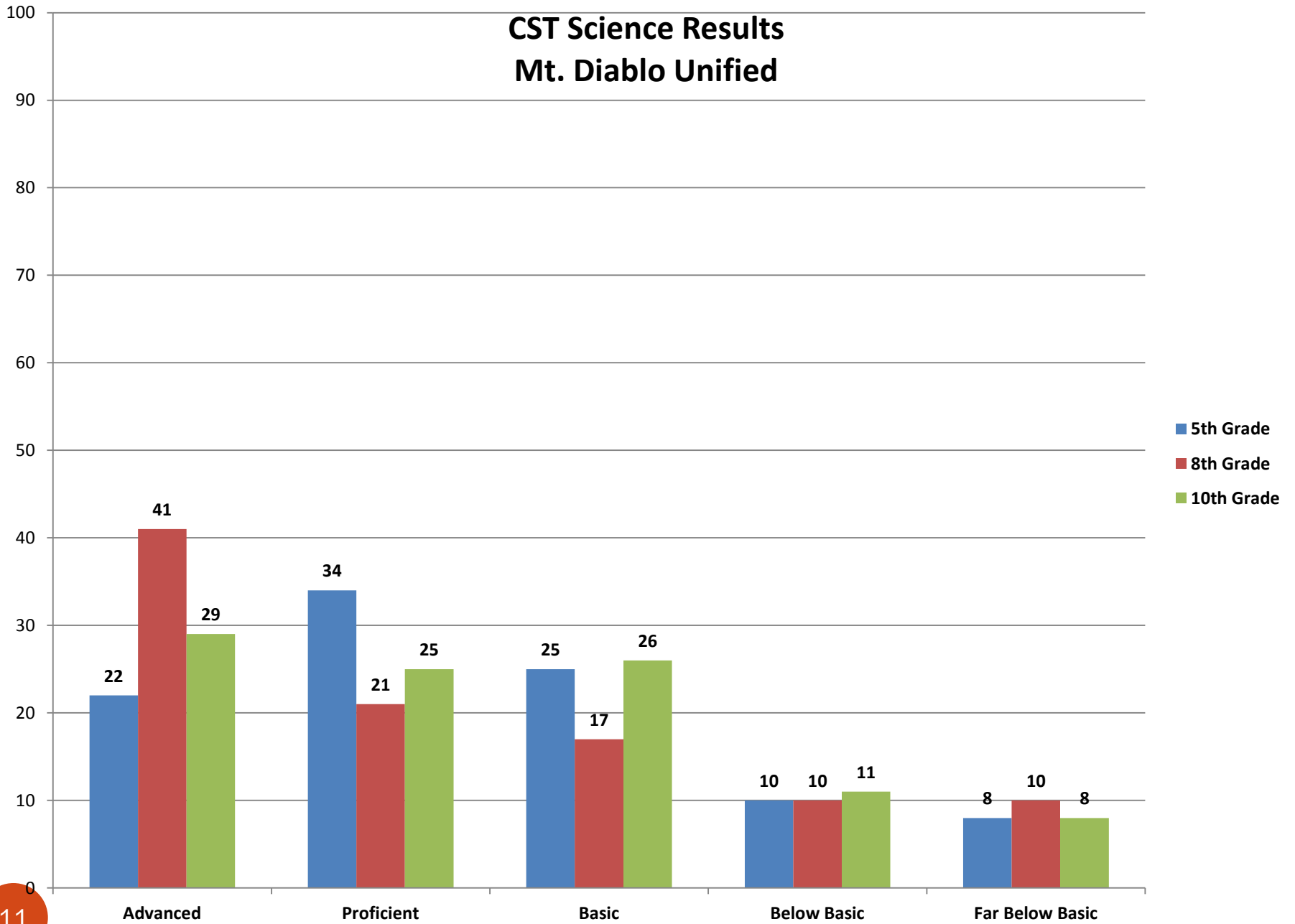
	All Students	African American	Hispanic/Latino	Asian	White	EL	SWD
State Ave	44%	28%	32%	72%	61%	11%	12%
Mt. Diablo	47%	26%	27%	65%	64%	6%	12%
3rd	44%	30%	24%	55%	61%	10%	17%
4th	45%	23%	25%	67%	64%	6%	10%
5th	51%	32%	31%	63%	69%	6%	15%
6th	43%	22%	22%	63%	60%	3%	9%
7th	47%	25%	26%	71%	62%	2%	8%
8th	46%	27%	24%	71%	64%	2%	9%
11th	53%	25%	35%	69%	68%	2%	20%

Mt. Diablo CAASPP Math by Group 2015



	All Students	African American	Hispanic/Latino	Asian	White	EL	SWD
State Ave	33%	16%	21%	69%	49%	11%	9%
Mt. Diablo	38%	19%	19%	63%	55%	6%	9%
3rd	44%	23%	25%	71%	60%	12%	16%
4th	39%	31%	20%	62%	57%	4%	9%
5th	37%	17%	27%	58%	53%	3%	10%
6th	34%	9%	24%	57%	50%	2%	7%
7th	38%	21%	17%	66%	53%	3%	9%
8th	39%	23%	20%	69%	54%	1%	7%
11th	37%	13%	18%	60%	54%	3%	7%

CST Science Results Mt. Diablo Unified



Takeaways

- Achievement gap has widened
- Early identification
- Strong need for literacy improvement –strengthen reading and writing (fluency)
- Response to Intervention and Instruction

Student Feedback

- It was hard to coordinate my answers and to flip through the test
- How do I answer this question on the computer?
- It took a long time to find some of the keys
- It was hard not being able to write on things. It was hard not being able to create outlines or draw things on the math test
- I had difficulties answering one of the highlighting questions. I didn't know how to highlight the answers or if I could highlight anything.
- We had to figure out what to do.
- I didn't see any directions-where were they?


What are we doing?

- LCAP: English Learner Master Plan & Coordinated Early Intervening Plan
- Purchasing California State Standards aligned materials in ELA & mathematics
- Providing professional development for teachers and principals on the California State Standards
- Utilizing diagnostic tools, such as I Ready, to identify where there are gaps in students' foundational skills
- Hired coaches in the areas of math, science, English language development, English language arts, and writing to support schools
- Hired counselors for all sites (academic and socio-emotional support)
- Hired a district parent liaison

Searching Results

<http://caaspp.cde.ca.gov/sb2015/default>

Public Website



The banner features the CAASPP logo on the left, the text "2015 Test Results for English Language Arts/Literacy and Mathematics" in the center, and the Department of Education logo on the right. Below the banner is a dark blue navigation bar with a home icon and the following menu items: Test Results, Research Files, Science/STS Test Results, About CAASPP, and Contact.



“Welcome to the California Assessment of Student Performance and Progress (CAASPP), our state’s new academic check-up for students in grades 3–8 and grade 11.

Tests are a part of life. They’re also an important part of California’s plan for high-quality teaching and learning. Our goal is to help all students graduate with the skills, knowledge, and critical thinking

Search Test Results

for a county, district, or school, or for California statewide results.

Search Test Results



Search Test Results

Search Test Results

View California Statewide Test Results or select a county, district, or school to view test results. You can also search by keyword to help you find what you're looking for.

California Statewide Test Results

[View Statewide Results](#)



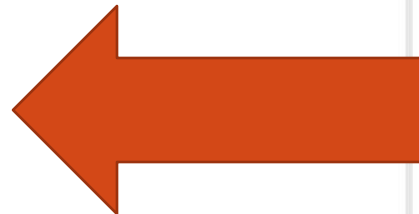
County, District, or School Search Test Results

County:

District (includes [Direct Funded Charter Schools](#)):

School:

[View Results](#)



Important Note

Test results for individual students are available only to parents/guardians and may be obtained only from the schools and districts where students were tested. Individual student results are not available on the Internet nor from the California Department of Education.

If you'd like more information about your child's individual student report and what it means, please see [Understanding CAASPP Reports](#).

Related Information

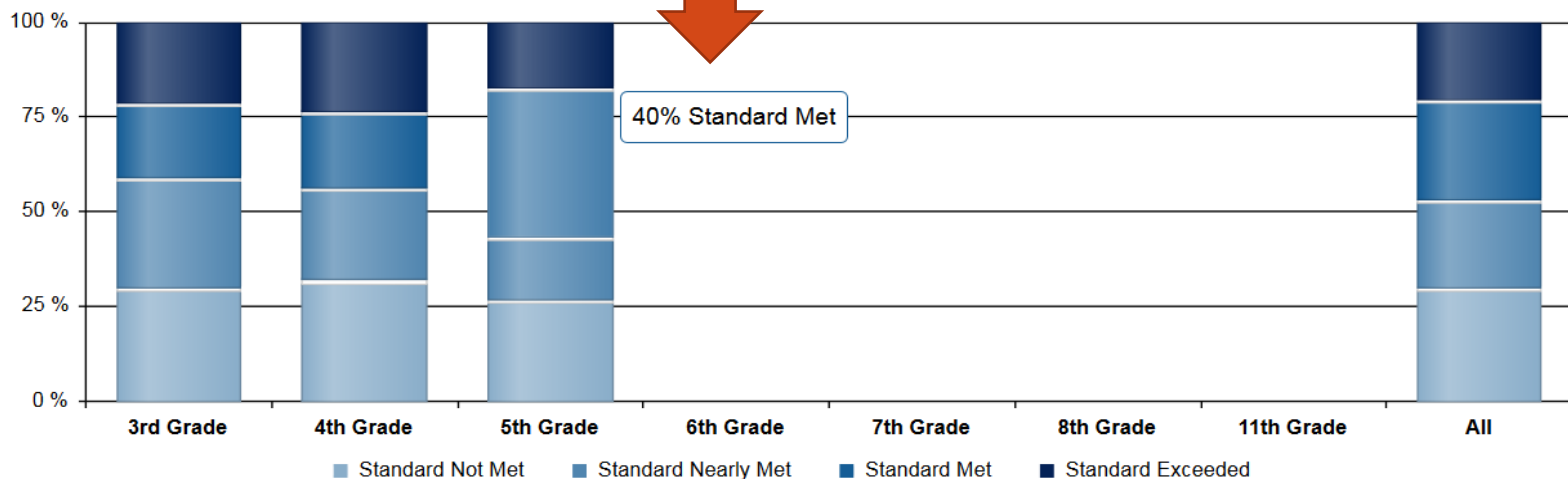
Snapshot of Individual School Data

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

▶ All Students

Snapshot of Individual School Data

▼ All Students

Overall Achievement

	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>11th Grade</u>	<u>All</u>
Number of Students Enrolled	107	119	108	N/A	N/A	N/A	N/A	334
Number of Students Tested	104	119	108	N/A	N/A	N/A	N/A	331
Percent of Enrolled Students Tested	97.2 %	100.0 %	100.0 %	N/A	N/A	N/A	N/A	99.1 %
Number of Students With Scores	104	119	108	N/A	N/A	N/A	N/A	331
Mean Scale Score	2410.9	2455.7	2507.4	N/A	N/A	N/A	N/A	N/A
■ Standard Exceeded	22 %	24 %	18 %	N/A	N/A	N/A	N/A	21 %
■ Standard Met	19 %	20 %	40 %	N/A	N/A	N/A	N/A	26 %
■ Standard Nearly Met	29 %	24 %	16 %	N/A	N/A	N/A	N/A	23 %
■ Standard Not Met	30 %	32 %	27 %	N/A	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Claim Results: A Deeper Look

Within English Language

Arts/Literacy:



Reading



Writing

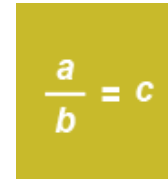


Speaking and
Listening

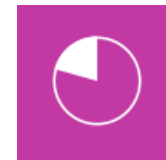


Research/In
quiry

Within Mathematics:



Concepts &
Procedures



Problem Solving
& Data Analysis



Communicating
Reasoning

Area (Claim) Descriptors

Smarter Balanced Summative Assessments

Area (Claim) Descriptors

English Language Arts/Literacy Area Achievement Level Descriptors

	Above Standard	At or Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Speaking and Listening Demonstrating effective communication skills	The student demonstrates a thorough ability to deliver information orally for a variety of purposes and audiences, and to critically interpret and use information delivered orally .	The student demonstrates some ability to deliver information orally for a variety of purposes and audiences, and to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to deliver information orally for a variety of purposes or to accurately interpret and use information delivered orally.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic. The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Understanding Student Reports (non-public data)

5th Grade Student Report



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 12357

STUDENT #: 4444444444

GRADE: 5

DATE OF BIRTH: 02/01/1986

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 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.

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,

A handwritten signature in black ink that reads 'Tom Torlakson'.

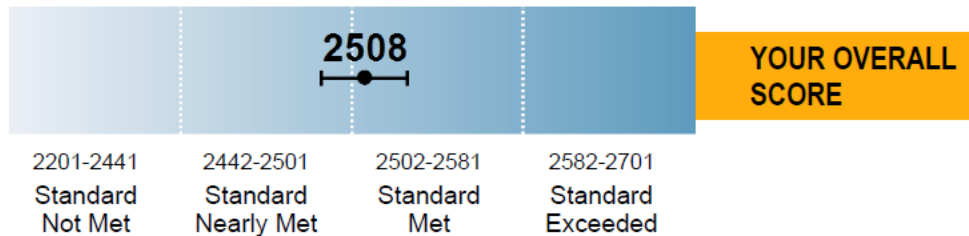
Tom Torlakson,
State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

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

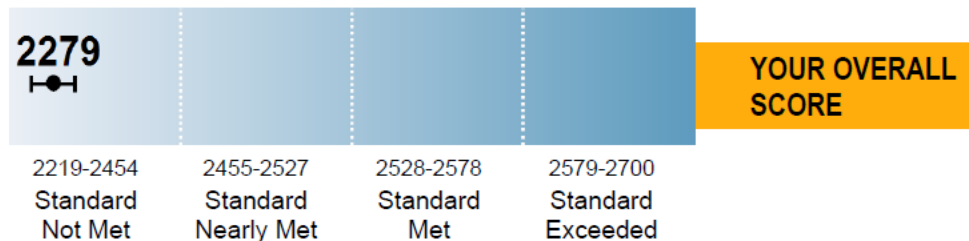


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

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.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

Student Report Continued...

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

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

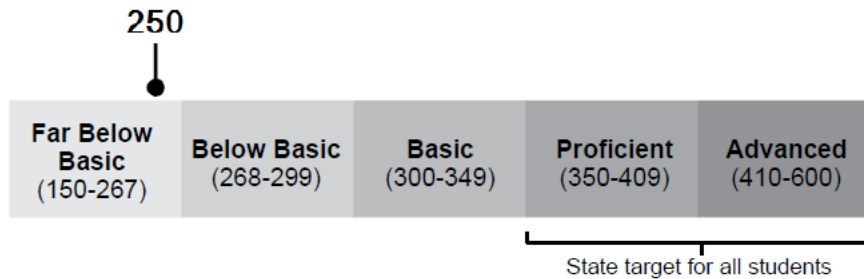
AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Below Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability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

Student Report Continued....

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

SCIENCE

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



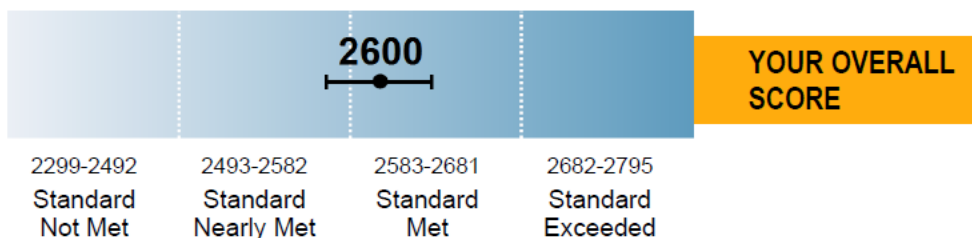
Emily's score of 250 is in the Far Below Basic level on California Standards Test for science.

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.

11th Grade Student Report

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**

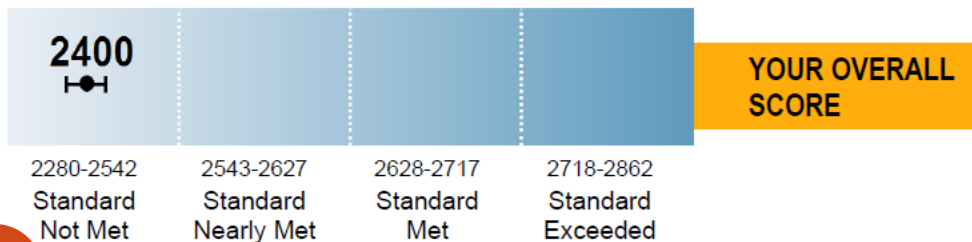


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in entry-level credit-bearing college coursework after high school.

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: **2400**



Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in entry-level credit-bearing college coursework after high school.

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

Early Assessment Program Status

Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy 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/literacy and 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://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

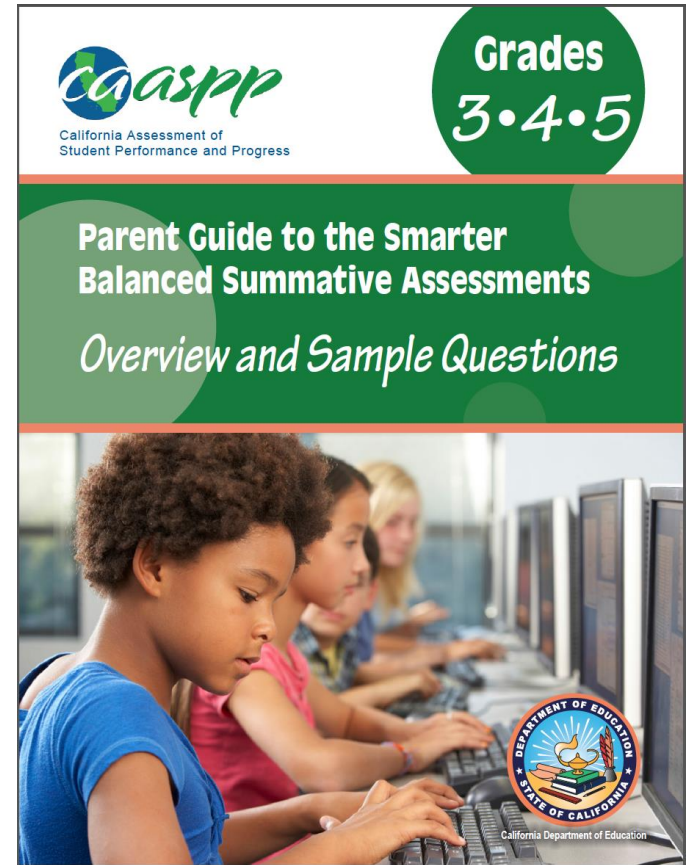
Communication

- Superintendent's letter on website
- Presentation to principals
- Presentation at the Advisory Meetings which include the LCAP, PAC, DELAC, CAC, etc.
- Site presentations which include SSC, PTA ,PFC, ELAC
- Letter home with student scores
- Resources available on website under the Parent Community Tab Link to website
- Feeder pattern meetings

CAASPP Parent Guides:

A comprehensive online resource

- Subject by subject, grade by grade sample questions.
- Sample items explain academic standards being addressed.
- Examples note the kinds of questions students must answer correctly to reach each achievement level.



The Parent Guides will be posted on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca/index.asp?tabsection=3#ssr>.



THE GUIDE TO YOUR CAASPP STUDENT SCORE REPORT



CALIFORNIA'S ASSESSMENTS FOR ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS

CALIFORNIA DEPARTMENT OF EDUCATION

This guide will help you follow your child's report and the recommendations that are provided.

1 Your child's information

Here you find your child's student number, date of birth, grade, test date, school, and local educational agency. If available, your mailing address also appears in this section.

2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian of [Child's Name]:

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 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 your child'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, your child's overall scores may be viewed as a basis from which to compare the performance in future years.

For a complete picture of your child's progress, I encourage you to discuss these results with your child's

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID: 10888
STUDENT ID: 123456789
GRADE: 11
DATE OF BIRTH: 04/15/1995
TEST DATE: 05/05/2015

Full Identification of Student
This report identifies assessment or student performance and progress summary, includes the tests for English language arts/literacy and mathematics. These test score assessments have replaced former tests in these subject areas to provide better information and help students learn.

FOR THE PARENT/GUARDIAN OF
Marti T Davis
1234 567890
ADDRESS 3
CITY, CA 90000-1234

SCHOOL: California High School
LEA: California Unified

For a complete picture of your child's progress, I encourage you to discuss these results with Marti's teachers.

English
Marti T Davis
1234 567890
CITY, CA 90000
State Superintendent of Public Instruction

Marti's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Marti's overall score is: **2600**

2600
Standard Exceeded

2500-2599 Standard Exceeded
2400-2499 Standard Exceeded
2300-2399 Standard Exceeded
2200-2299 Standard Exceeded
2100-2199 Standard Exceeded
2000-2099 Standard Exceeded
1900-1999 Standard Exceeded
1800-1899 Standard Exceeded
1700-1799 Standard Exceeded
1600-1699 Standard Exceeded
1500-1599 Standard Exceeded
1400-1499 Standard Exceeded
1300-1399 Standard Exceeded
1200-1299 Standard Exceeded
1100-1199 Standard Exceeded
1000-1099 Standard Exceeded
900-999 Standard Exceeded
800-899 Standard Exceeded
700-799 Standard Exceeded
600-699 Standard Exceeded
500-599 Standard Exceeded
400-499 Standard Exceeded
300-399 Standard Exceeded
200-299 Standard Exceeded
100-199 Standard Exceeded
0-99 Standard Exceeded

NO OVERALL SCORE

Marti met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in entry-level credit-bearing college coursework after high school.

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

MATHEMATICS
Marti's overall score is: **2400**

2400
Standard Exceeded

2300-2399 Standard Exceeded
2200-2299 Standard Exceeded
2100-2199 Standard Exceeded
2000-2099 Standard Exceeded
1900-1999 Standard Exceeded
1800-1899 Standard Exceeded
1700-1799 Standard Exceeded
1600-1699 Standard Exceeded
1500-1599 Standard Exceeded
1400-1499 Standard Exceeded
1300-1399 Standard Exceeded
1200-1299 Standard Exceeded
1100-1199 Standard Exceeded
1000-1099 Standard Exceeded
900-999 Standard Exceeded
800-899 Standard Exceeded
700-799 Standard Exceeded
600-699 Standard Exceeded
500-599 Standard Exceeded
400-499 Standard Exceeded
300-399 Standard Exceeded
200-299 Standard Exceeded
100-199 Standard Exceeded
0-99 Standard Exceeded

NO OVERALL SCORE

Marti did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in entry-level credit-bearing college coursework after high school.

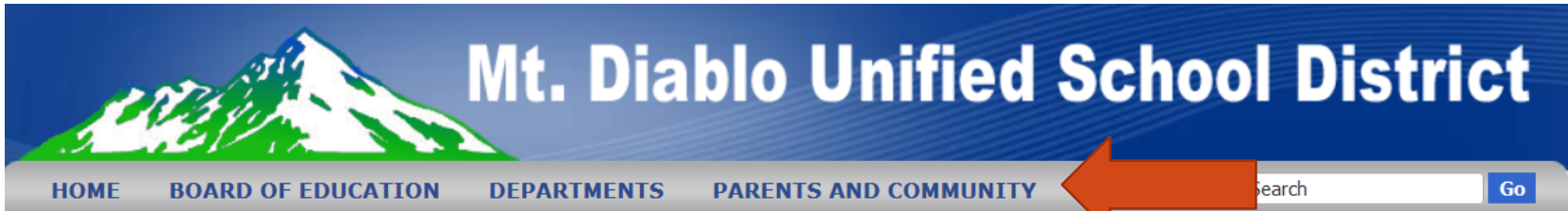
Marti's performance on the three areas that comprise this overall score can be seen on the back of this report.

→ 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 Marti's scores can be found on the back of this report.

To get more about these tests, visit the CAASPP Summary Assessment Web site: <http://www.cde.ca.gov/ta/tg/assess/assess.asp>
For complete student reports, test scores, and more information, visit the CAASPP Summary Assessment Report Web site: <http://www.cde.ca.gov/ta/tg/assess/assess.asp> and your local education agency (LEA) website. For more information, visit the CAASPP website at <http://www.cde.ca.gov/ta/tg/assess/assess.asp>.

Website



Parent Portal

- Parents and Community
 - Parent Portal
 - Calendars
 - Community Portal
 - Donations
 - Flyer Approval and Distribution
 - Forms Library
 - Get Involved
 - LCAP
 - Measure C
- MIDDLE SCHOOL SPORTS
 - Middle School Sports
- Permits
- Reports & Plans
- Schools

GENERAL NEWS

- California Assessment of Student Performance and Progress (CAASPP) Resources for Parents
- New MDUSD HomeLink Parent Portal
- Transfer Information for 2015-16
- Fingerprinting sessions
- Parent Notification for Program Improvement

ELEMENTARY SCHOOL NEWS

- Elementary School Walk-thru Dates 2015-16
- Transitional Kindergarten and Kindergarten Information
- TK Parent Information
- The Benefits of Transitional Kindergarten - Video

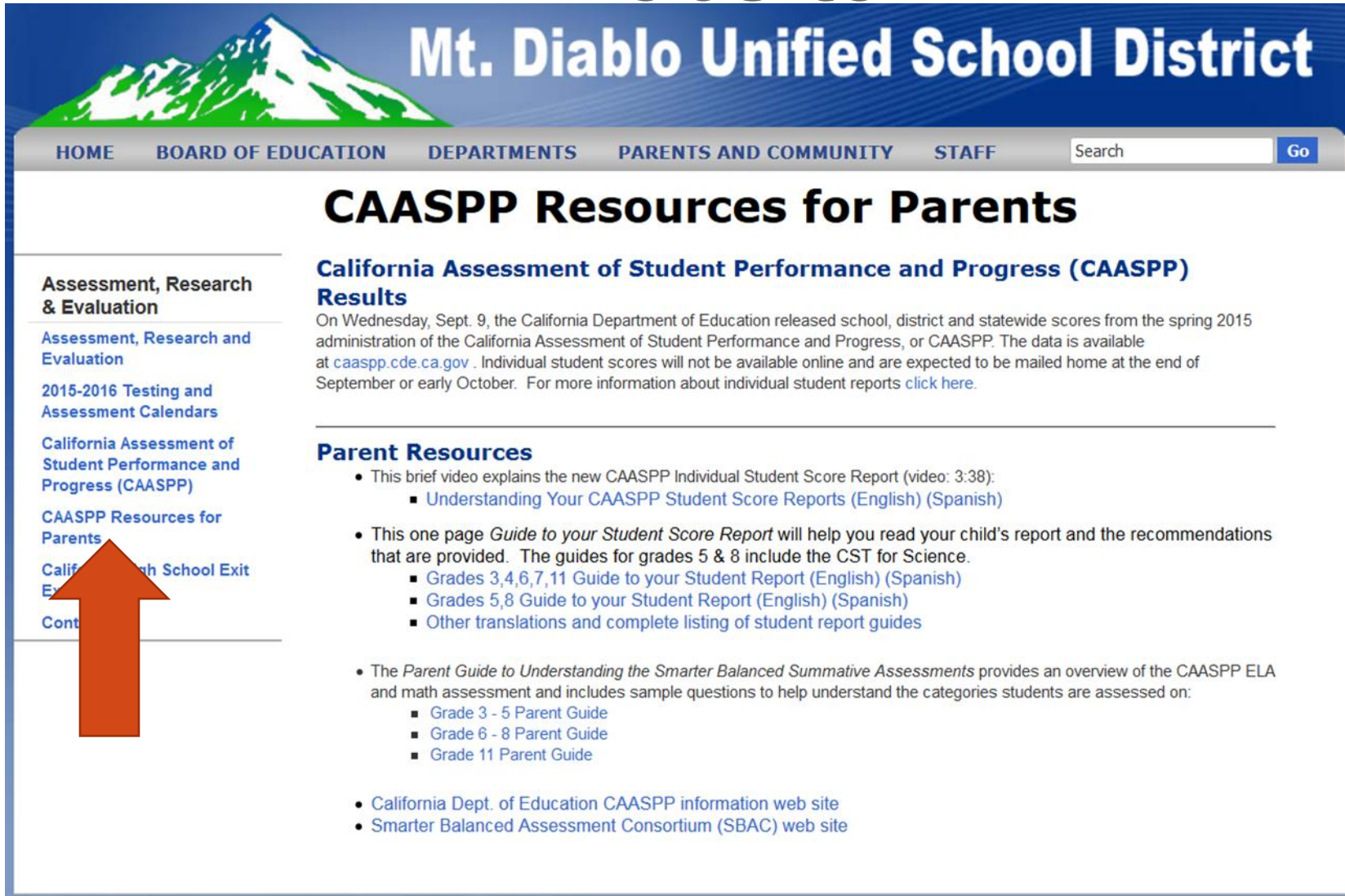
Quick Links

- After School Programs
- Calendars
- Civic Permits User Login
- Enroll Now
- Forms Library
- Good News Letter and # Highlights
- HomeLink Parent Portal
- Menus
- SharePoint User Login
- Transportation
- Volunteer Resources

Tweets

Follow

Website



The screenshot shows the website for Mt. Diablo Unified School District. At the top, there is a blue banner with a mountain graphic on the left and the text "Mt. Diablo Unified School District" in white. Below the banner is a navigation bar with links for HOME, BOARD OF EDUCATION, DEPARTMENTS, PARENTS AND COMMUNITY, and STAFF. A search box with a "Go" button is also present. The main content area is titled "CAASPP Resources for Parents" and includes a section for "California Assessment of Student Performance and Progress (CAASPP) Results" with a paragraph of text and a "Parent Resources" section containing a list of links. A red arrow points to the "CAASPP Resources for Parents" link in the left sidebar.

Mt. Diablo Unified School District

HOME BOARD OF EDUCATION DEPARTMENTS PARENTS AND COMMUNITY STAFF Search

CAASPP Resources for Parents

Assessment, Research & Evaluation

Assessment, Research and Evaluation

2015-2016 Testing and Assessment Calendars

California Assessment of Student Performance and Progress (CAASPP)

CAASPP Resources for Parents

California High School Exit Exam

Content

California Assessment of Student Performance and Progress (CAASPP) Results

On Wednesday, Sept. 9, the California Department of Education released school, district and statewide scores from the spring 2015 administration of the California Assessment of Student Performance and Progress, or CAASPP. The data is available at caaspp.cde.ca.gov. Individual student scores will not be available online and are expected to be mailed home at the end of September or early October. For more information about individual student reports [click here](#).

Parent Resources

- This brief video explains the new CAASPP Individual Student Score Report (video: 3:38):
 - [Understanding Your CAASPP Student Score Reports \(English\) \(Spanish\)](#)
- This one page *Guide to your Student Score Report* will help you read your child's report and the recommendations that are provided. The guides for grades 5 & 8 include the CST for Science.
 - [Grades 3,4,6,7,11 Guide to your Student Report \(English\) \(Spanish\)](#)
 - [Grades 5,8 Guide to your Student Report \(English\) \(Spanish\)](#)
 - [Other translations and complete listing of student report guides](#)
- The *Parent Guide to Understanding the Smarter Balanced Summative Assessments* provides an overview of the CAASPP ELA and math assessment and includes sample questions to help understand the categories students are assessed on:
 - [Grade 3 - 5 Parent Guide](#)
 - [Grade 6 - 8 Parent Guide](#)
 - [Grade 11 Parent Guide](#)
- [California Dept. of Education CAASPP information web site](#)
- [Smarter Balanced Assessment Consortium \(SBAC\) web site](#)

Links/Resources

- State Website: <http://caaspp.cde.ca.gov/sb2015/default>
- Achievement Level Descriptors
<http://caaspp.cde.ca.gov/sb2015/UnderstandingCAASPPReports#a>
- Scaled Scores:
<http://caaspp.cde.ca.gov/sb2015/ScaleScoreRanges#a>
- Guide to CAASPP Student Reports:
<http://www.cde.ca.gov/ta/tg/ca/documents/caaspp15elamathscrgde.pdf>

