



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 teacher(s).

3 Your child's overall score

See how your child did on the English language arts/literacy and mathematics assessments by looking at your child's overall score and where the black circle is located within the range of possible scores. The number above the black circle within the range bar is your child's exact test score. The bar around the score indicates the extent to which the score might have been different had your child taken the test again.

There are four achievement levels: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Because these are based on different academic standards, these scores cannot be compared with scores from previous tests your child may have taken in past years.

4 Description of the results

This section provides a description of the achievement level your child earned. If your child did not take the test[s] for his or her grade or if a score was unable to be reported, this is noted on the report.

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID # 12345
STUDENT # 1234567890
GRADE: 11
DATE OF BIRTH: 02/01/1997
TEST DATE: SPRING 2015

Dear Parent/Guardian of Martin Davis:
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 Martin'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, Martin'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 Martin's teacher(s).

Sincerely,
Tom Torlakson,
State Superintendent of Public Instruction

Martin's Results on California's Assessments

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

Martin 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.

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

2099-2092 Standard Not Met	2493-2092 Standard Nearly Met	2993-2091 Standard Met	2982-2794 Standard Exceeded
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MATHEMATICS
Martin's overall score is: **2400**

Martin 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.

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

2299-2292 Standard Not Met	2593-2292 Standard Nearly Met	2629-2717 Standard Met	2718-2982 Standard Exceeded
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More information about Martin's scores can be found on the back of this report.

Find complete results for English language arts/literacy and mathematics at <http://www.cde.ca.gov/ta/tg/assess/assess.asp> and your student's individual report card (SARC) at <http://www.cde.ca.gov/ta/tg/assess/assess.asp> or ask for a copy of the SARC at your child's school.

5 A new kind of test; a new kind of report

This section describes, in more detail, the new tests your child took and this year's score report. This is a transition year; next year's reports will look different.

6 Area

The questions on the tests are grouped into the areas shown on the left of each chart. These areas are based on the content standards, which describe what your child should know and be able to do at each grade level. The subject for each test is listed at the top of each chart.

7 Performance

This section of the chart shows how your child did in the different areas for the standards that were tested. Next to the name of each area is a performance level indicating how your child scored on the questions for that area. The performance levels for the areas are Above Standard, At or Near Standard, and Below Standard. If your child received a score of "No score available," this means he or she did not take all the items needed to receive a score in that area.

8 Early Assessment Program status (grade 11 only)

The Early Assessment Program (EAP) is a joint program of the California Department of Education, California State University, and California Community Colleges. The EAP provides you and your child with an early indication of your child's readiness for college-level English and mathematics prior to starting his or her senior year. CAASPP score reports for your child in grade 11 will provide an indicator of his or her predicted readiness to take college-level courses in those subjects. Additional information regarding the EAP can be found on the EAP Web site at <http://www.CSUSuccess.org>.

9 Comprehensive plan for student success (grades 3, 4, 6, 7 only)

This section describes the role these tests play in California's plan for supporting high-quality teaching and learning.

More about the CAASPP System

Questions about the CAASPP System or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor or on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tg/cal>.

Your Guide to Martin's California Assessment of Student Performance and Progress (CAASPP) Score Report
California Department of Education (CDE)

A New Kind of Test for Martin; a New Kind of Report for You 5

The CAASPP English language arts/literacy (ELA) and mathematics tests that Martin 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 Martin'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 Martin'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.

Martin's Results on California's Assessments

The following chart provides a further breakdown of Martin's overall scores, presented 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 the CAASPP Summative Assessments. Visit <http://www.cde.ca.gov/ta/tg/assessments>.

ENGLISH LANGUAGE ARTS/LITERACY		MATHEMATICS	
Martin's overall score is: 2600		Martin's overall score is: 2400	
6	7		
AREA	PERFORMANCE	AREA	PERFORMANCE
Reading	At or Near Standard	Problem Solving & Modeling/Data Analysis	Below Standard
Demonstrating understanding of literary and non-literary texts		Using appropriate tools and strategies to solve real-world and mathematical problems	
Writing	At or Near Standard	Concepts & Procedures	Below Standard
Producing clear and purposeful writing		Applying mathematical concepts and procedures	
Listening	Above Standard	Communicating Reasoning	Below Standard
Demonstrating effective communication skills		Demonstrating ability to support mathematical conclusions	
Research/Inquiry	Above Standard		
Investigating, analyzing and presenting information			

Grade 11 – Early Assessment Program Status 8

The California State University (CSU) and participating California Community Colleges (CCC) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Early 11 EAP status, which will provide an indicator of Martin's predicted readiness to take college-level English and mathematics courses when Martin 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 Martin'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.

Listening	Above Standard	Communicating Reasoning	Below Standard
Demonstrating effective communication skills		Demonstrating ability to support mathematical conclusions	
Research/Inquiry	Above Standard		
Investigating, analyzing and presenting information			

A Comprehensive Plan for Student Success 9

These new assessments are just one part of California's comprehensive plan for supporting high-quality teaching and learning. The plan also includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and students with the greatest needs.

Gradually, California is providing more support for teachers, more resources for students and more access to technology. As a result, exciting changes have begun to take place. Along with reading to follow a story, students are learning to read to cite evidence and draw logical conclusions. They are learning to use math to solve real-world problems rather than merely pick out the right multiple-choice answer.

Making these changes will take time and effort, but they are designed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at your child's school, or online at <http://www.cde.ca.gov>.

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