

CAASPP Communication Tools

Spring Curriculum Breakfast
Sacramento County Office of Education
April 2015

For Parents and Families

- ▶ Family Guide to Understanding California's New Testing System (produced at SCOE)
 - ▶ Part 1 - focuses on providing an overview
 - ▶ Part 2 - goes into further detail about the student testing experience including computer-adaptive testing and performance tasks; includes sample test questions **(Now available!)**
 - ▶ Part 3 - interpreting the results and what they mean for your child **(Coming soon!)**

A Family Guide

to Understanding California's New Testing System: Part I California Assessment of Student Performance and Progress

This spring marks the second year of the new state testing program called the California Assessment of Student Performance and Progress (CAASPP). Like last year, students in grades 3-8 and 11 will take tests in English-language arts and mathematics online using a computer. These tests are also known as the

New Standards Require New Tests

California's new standards (i.e., Common Core State Standards or CCSS) set higher expectations for our students than ever before. These higher expectations were carefully developed by classroom teachers, community colleges, colleges, universities, and leaders in the workforce. They represent the skills that today's students need to succeed in college, career, and life. Skills like critical thinking, problem solving, and strong writing so that our children are competitive with peers from around the world. Measuring these skills requires different types of test questions.

A Family Guide

to Understanding California's New Testing System: Part 2 California Assessment of Student Performance and Progress

This spring students in grades 3-8 and 11 will take online tests in English-language arts and mathematics using a computer. These tests are known as the Smarter Balanced Assessments, and they are part of California's new testing system called the California Assessment of Student Performance and Progress (CAASPP). This is Part 2

Tests Measure Real-World Skills

As the world and workforce evolve, what and how we teach our children must also evolve so they are prepared to live and work in an ever-changing world. Over the course of their lives, our children will have to apply what they know in new and different ways, including ways we can't even imagine today. Critical thinking and problem solving skills are important for students as they prepare for success in college, career, and life. These skills can't be measured by multiple-choice questions alone or paper and pencil tests. This is why the new Smarter Balanced tests were developed.


For Parents and Families, continued

- ▶ Family Guides
 - ▶ English, Spanish, and other translations for Part 1
 - ▶ Part 2 translations coming soon
- ▶ Powerpoint Presentations
 - ▶ SCOE produced
 - ▶ WestEd produced as part of Smarter Balanced "Sprint" materials
- ▶ All resources available on SCOE's new State Tests Web page at www.scoe.net/statetests

CAASPP Individual Student Reports (ISRs)

- ▶ Presented at the March State Board of Education meeting; approved with wording changes
 - ▶ <http://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item03a1.pdf>
 - ▶ 3 versions
 - ▶ Student who took science assessment
 - ▶ Student who did not take science assessment
 - ▶ High school student who took Early Assessment Program

CAASPP ISRs, continued



California Assessment
of Student Performance and Progress


dsib-adad-mar15item02
Attachment 1
Page 1 of 6

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999
STUDENT #: 9999999999
GRADE: 5

DATE OF BIRTH: 04/01/2004
TEST DATE: Spring 2015


 FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
 1234 MAIN STREET
 YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified


Dear Parent/Guardian of Juan Martinez:


The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments 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 high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Juan's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

Additionally, children in grades 5, 8, or 10 took a science test. Juan'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 Juan's teacher(s).

Sincerely,

 Tom Torlakson,
 State Superintendent of Public Instruction

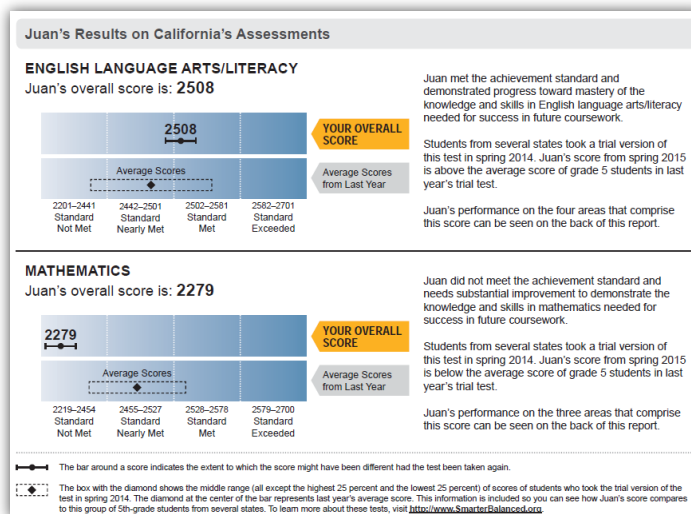


CAASPP ISRs: Front Page Smarter Balanced Results

- ▶ For English-language arts and mathematics, students will receive:
 - ▶ Scale score
 - ▶ Achievement Level Descriptor for Overall
 - ▶ Standard Not Met
 - ▶ Standard Nearly Met
 - ▶ Standard Met
 - ▶ Standard Exceeded

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CAASPP ISRs: Front Page Smarter Balanced Results



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CAASPP ISRs: Back Page Smarter Balanced Results

- Information by claim
 - “Above Standard”
 - “At or Near Standard”
 - “Below Standard”

► ELA - 4 claims

1. Writing
2. Reading
3. Research/Inquiry
4. Speaking and Listening

► Math - 3 claims

1. Communicating Reasoning
2. Problem Solving and Modeling/
Data Analysis
3. Concepts and Procedures

CAASPP ISRs: Back Page Smarter Balanced Results, continued

Chen's Results on California's Assessments

The following provides a further breakdown of Chen'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 <http://www.SmarterBalanced.org/>.

ENGLISH LANGUAGE ARTS/LITERACY

Chen's overall score is: 2602

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

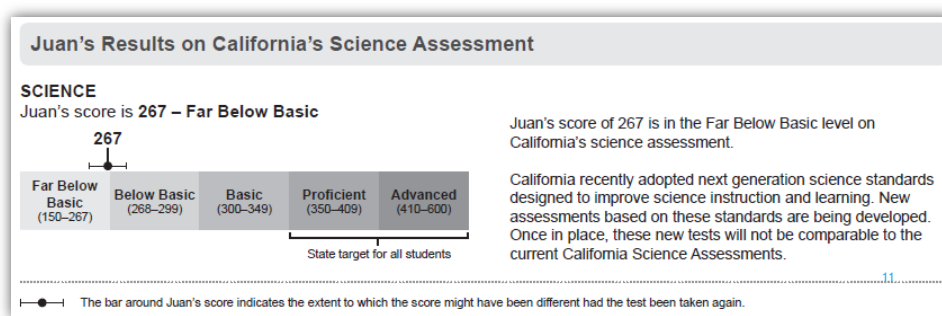
MATHEMATICS

Chen's overall score is: 2458

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

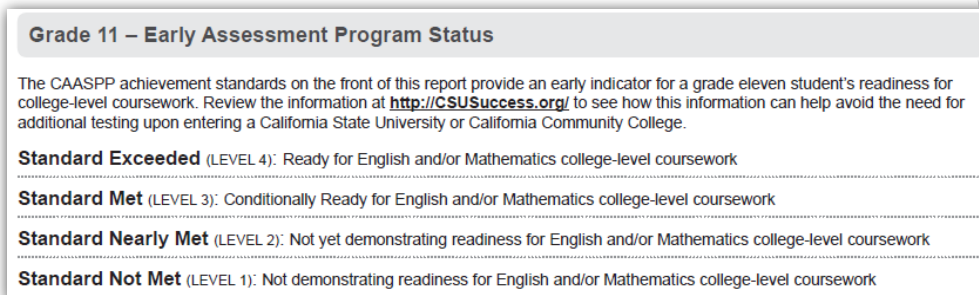
CAASPP ISRs: Back Page Science

- ▶ California Standards Test
 - ▶ California Modified Assessment
 - ▶ California Alternate Performance Assessment
- ▶ Five levels
 - ▶ Advanced
 - ▶ Proficient
 - ▶ Basic
 - ▶ Below Basic
 - ▶ Far Below Basic



CAASPP ISRs: Back Page Early Assessment Program (EAP)

- ▶ Links the four levels on the front page of the report to the “ready status” of the EAP.
- ▶ Not customized



Timing of CAASPP Student Results

- ▶ **Electronic:**
 - ▶ Individual student level within 2-4 weeks after students completes both the CAT and the PT in one subject area
 - ▶ Aggregated reports will be available daily
 - ▶ Be **CAUTIOUS** in their use
- ▶ **Paper:**
 - ▶ Individual Student Reports within 8 weeks after the LEA completes all testing
 - ▶ Must be provided to families within 20 days after LEA receives them

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Talking Points About Results

- ▶ This year's results will set a new baseline for progress students will make over time.
 - ▶ *Results can not be compared to STAR Program results.*
- ▶ Will provide teachers and parents information about whether students are meeting expectations
 - ▶ For grade 11 students, provides indicator of college readiness (i.e. EAP)
- ▶ After the first year, the test results will also measure student growth over time which was not possible under the STAR Program.

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Talking Points About Results, continued

- ▶ Initial scores may indicate that work is still needed to get students where they need to be for success in college and career.
- ▶ Teachers are still learning the best ways to teach the new standards and students are still adjusting to the increased expectations.
- ▶ Over time, improved achievement will be made - much like what was seen during the early years of the STAR Program.

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Talking Points About Results, continued

- ▶ Should be viewed as an opportunity to understand:
 - ▶ Student strengths and
 - ▶ Areas where students may need additional support to achieve college and career readiness.
- ▶ Test results are only ONE measure of student achievement and should be used along with other measures like day-to-day classroom assignments, quizzes, tests, projects, etc.

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For More Information

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Center for Student Assessment and Program Accountability
rperry@scoe.net or (916) 228-2669

California Department of Education's CAASPP Communication Kit Web page
<http://www.cde.ca.gov/ta/tg/ca/communicationskit.asp>

Frequently Asked Questions about CAASPP
<http://www.cde.ca.gov/ta/tg/sa/sbcommonqa.asp>

Parent Fact Sheet from Smarter Balanced
<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/03/Smarter-Balanced-Parents-Factsheet.pdf>

Smarter Balanced Assessment Consortium Web Site
<http://www.smarterbalanced.org>