

Mountain View Whisman School District

Agenda Item for Board Meeting of September 6, 2018

Agenda Category: Review and Discussion

Agenda Item Title: 2017-18 Assessment Report: California Assessment of Student Performance and Progress (CAASPP)

Estimated Time: 45 minutes

Person Responsible: Tara Vikjord: Director of Curriculum, Instruction, and Assessment

Cathy Baur: Chief Academic Officer

Background:

The California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and mathematics tests (developed by the Smarter Balanced Assessment Consortium - SBAC) assess California's state-adopted standards, which will help prepare students for college and a career in the 21st-century job market. The 2017-2018 administration of CAASPP marks the fourth year of student achievement results. This report shows student's achievement on these tests.

English Language Arts and Mathematics Computer Adaptive Tests (CAT)

The majority of the Smarter Balanced assessment is computer adaptive. A Computer Adaptive Test or CAT is based on a very large item bank covering all areas assessed and varying levels of difficulty. There is a recommended blueprint for the CAT that ensures that the structure of the test is similar for every student. The program selects precise questions based on the individual student responses to the previous questions. The blueprint ensures that test questions are administered in a logical way and keeps the student's experience controlled and appropriate for him or her. There is an algorithm or programming language, which is a step-by-step approach that tells the CAT what to do next based on the student's answers. Therefore, the test adapts as the student takes the test. There are rules that ensure each student's test contains grade-appropriate questions providing a balance of question types, reading passage lengths and difficulty.

English Language Arts and Mathematics Performance Task (PT)

The other portion of the Smarter Balanced assessment is the Performance Task, also known as the PT. Performance tasks measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks are used to better measure capacities such as depth of understanding,

research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

Final Scoring

The final score is based on pattern scoring. The pattern of responses is tracked and a revised estimate of the student's performance is calculated. Scores from the Computer Adaptive (CAT) portion of the test are based on the difficulty of the items that were right or wrong, not on the total number of correct answers. The test question bank for a particular grade level is designed to include an enhanced pool of test questions that are more or less difficult, but still match the test blueprint for that grade. Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but the student who has answered the more challenging questions correctly will achieve a higher score.

The CAT and PT contain items that are machine scored and hand scored. After the responses requiring hand scoring are scored, they are merged with items that are machine scored. The number of items per CAT and PT by grade span have been defined by the test blueprint. Based on the test blueprint, the CAT section is emphasized because there are more CAT items/points than PT items/points. The test blueprint includes claims, which are broad, evidence-based statements about what students know and can do as demonstrated by their performance on the subsets of the assessments. Claims/areas are like reporting clusters. The claims with more items contribute more to the overall score. For example, in mathematics, Concepts and Procedures have more items than the other claims, and therefore, contribute more to the overall score for mathematics.

Since scores are based on pattern scoring, groups of items that are more difficult will have a larger contribution on the final score. After estimating the student's overall ability, it is mapped onto the reporting scale. Scores are on a vertical scale. This enables the district to measure student growth over time across grade levels. For each grade level and content area, there is a separate scale score range.

The scale score is a four-digit number and there is a minimum and maximum for each grade level and for each subject.

Students will receive one of four score levels.

- Exceeded the Standard
- Met the Standard
- Nearly Met the Standard
- Has Not Met the Standard

Scaled Score Ranges by Grade Level

English Language Arts/Literacy Scale Score Ranges

Grade	Min Scale Score	Max 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

Mathematics Scale Score Ranges

Grade	Min Scale Score	Max 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

Individual Student Reports

In August, parents of students in grades 3–8 were mailed individual student score reports for the California Assessment of Student Performance and Progress (CAASPP). These reports included detailed information about their child’s performance on computer-based tests in English Language Arts/literacy and mathematics. Reports for students in grades 5, 8 and 10 will also included an explanation of the field test of California Science Test (CAST). Since this was a field test, no scores were reported.

The CAASPP reports also highlight students' strengths in areas for both English Language Arts and mathematics. ELA results will include information about the students' performance in the areas of reading, writing, listening, and research/inquiry. Reports of mathematics results will include information about student's performance in problem solving, using concepts and procedures, and in communicating mathematical reasoning.

The student's performance in these claims/areas for each subject will be reported using the following three indicators:

- Below standard
- At or near standard
- Above standard

An example of an individual student report can be found at the end of this report.

Results

The following charts display the results in English Language Arts and mathematics from the 2017-18 administration of the Smarter Balanced summative assessments compared to results from 2014-15, 2015-16 and 2016-17 that are part of the California Assessment of Student Performance and Progress.

Demographic Data

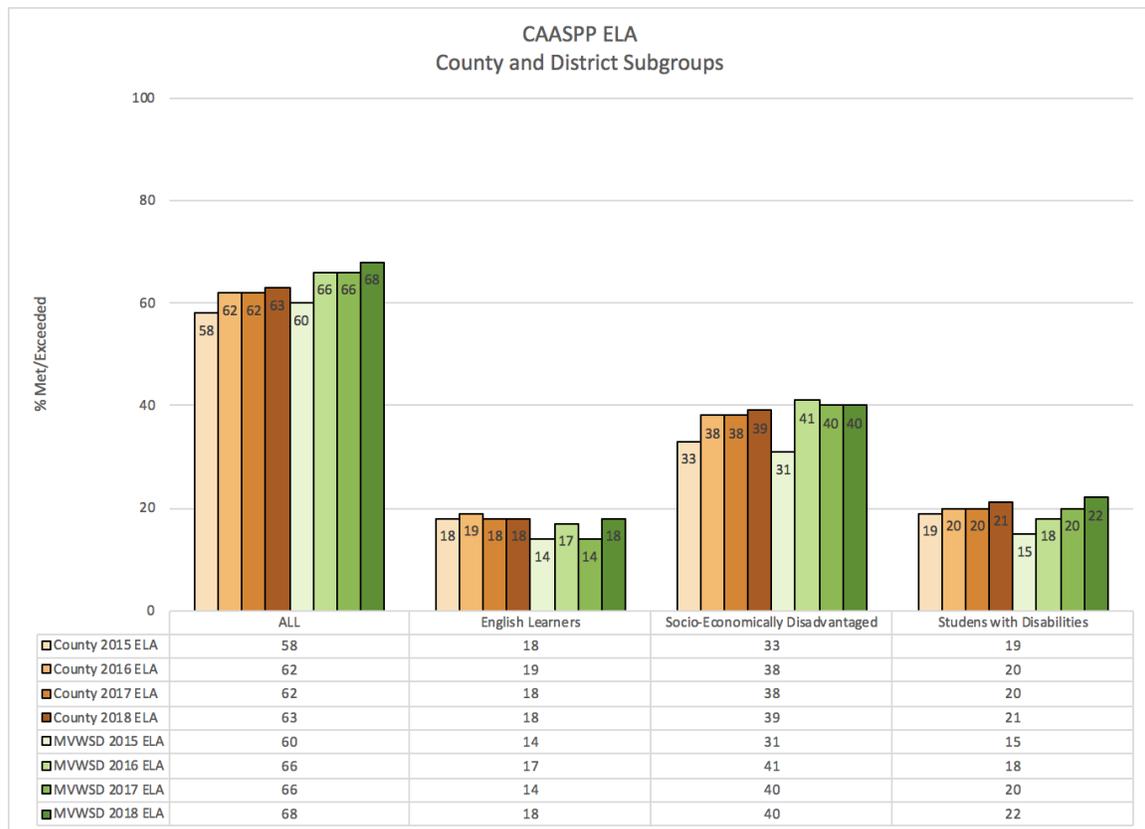
The following charts outline the District's demographic data for students in grades 3 - 8 who took the CAASPP assessments.

District Demographics (Testing grades only)				
	2014-2015	2015-2016	2016-2017	2017-2018
English Learners	27% (861)	24% (775)	20% (659)	19% (611)
Reclassified Fluent English Proficient	23% (725)	24% (769)	26% (835)	26% (831)
SocioEconomically Disadvantaged	42% (1339)	40% (1284)	38% (1233)	38% (1231)
Students with Disabilities	12% (368)	12% (377)	12% (380)	11% (365)
White	28% (903)	28% (915)	30% (955)	29% (950)
Asian	14% (460)	15% (471)	12% (394)	13% (424)
Hispanic/Latino	46% (1477)	44% (1433)	43% (1376)	42% (1337)
Total Enrollment	3185	3225	3223	3222

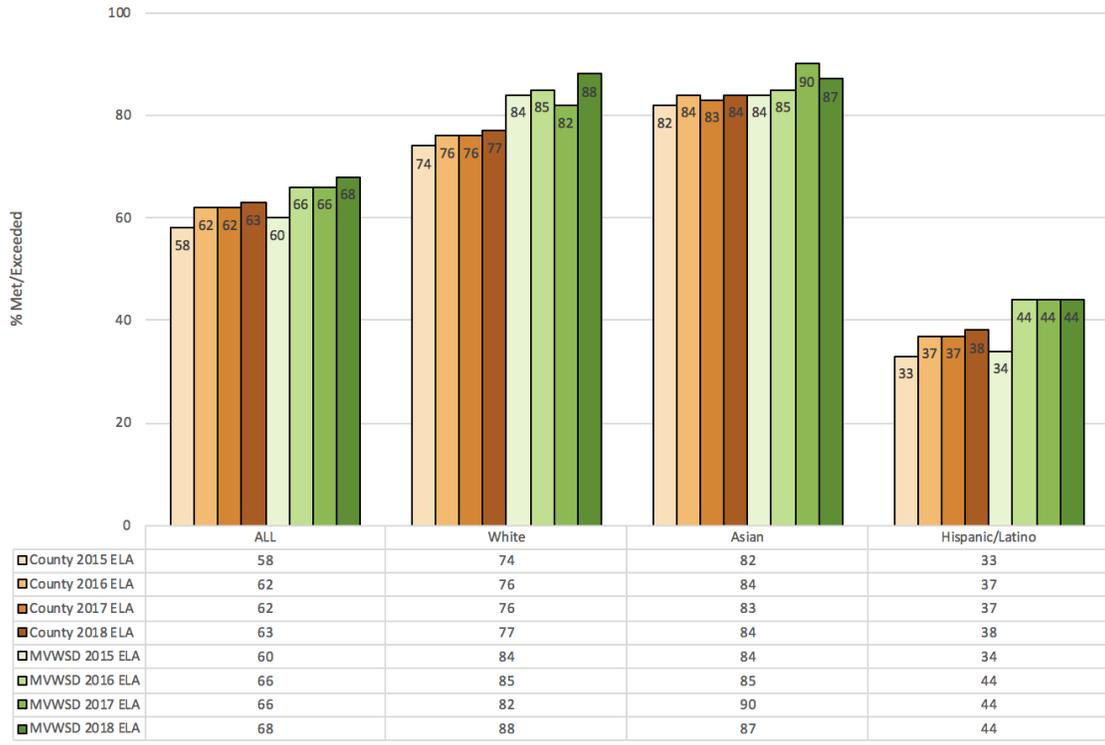
Student demographics are continuing to change slightly in MVWSD. Some groups remain fairly constant, like students with disabilities, while other groups, like English Learners, are changing more rapidly. While this chart displays four years worth of demographic data, it is important to note that in 2011-12, English Learners made up 40% of our student population and socio-economically disadvantaged students made up 45% of our student population. Another consideration while reviewing the data is that our English Learner subgroup is ever changing. English Learners that meet or exceed standard on CAASPP (ELA) are reclassified and are then no longer part of the English Learner subgroup the following year. While these students successfully exit, a new group is tested and enters the English Learner subgroup at all levels of English proficiency.

Results - Santa Clara County/District Comparison

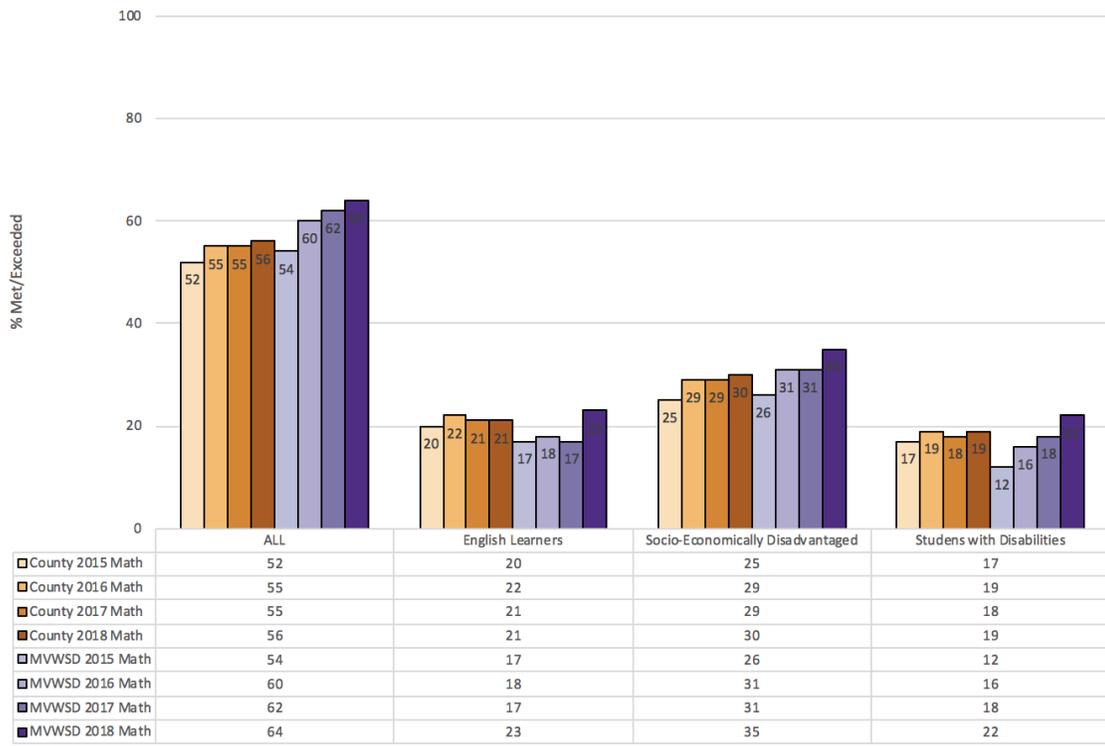
The following charts display results from Santa Clara County compared to results from MVWSD for both English Language Arts and mathematics both overall and by major subgroup and ethnicity. Please note that overall scores for Santa Clara County include results from students in 11th grade.

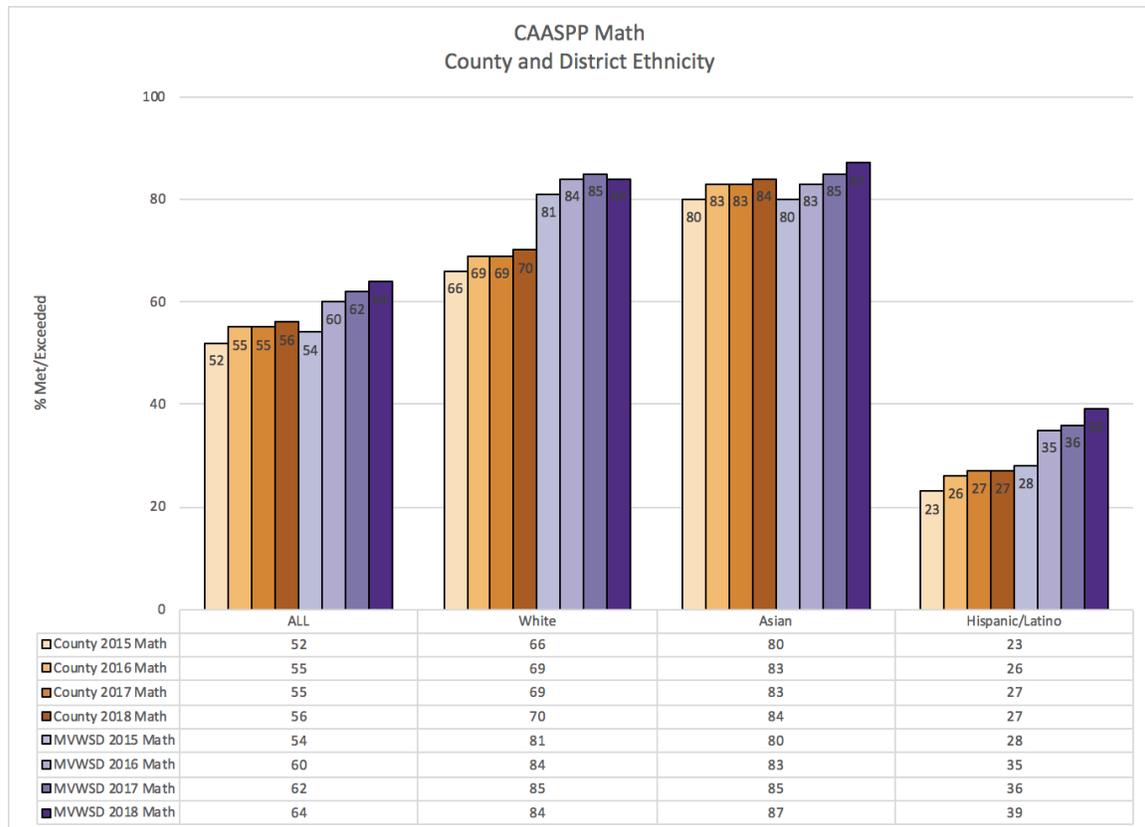


CAASPP ELA County and District Ethnicity



CAASPP Math County and District Subgroups





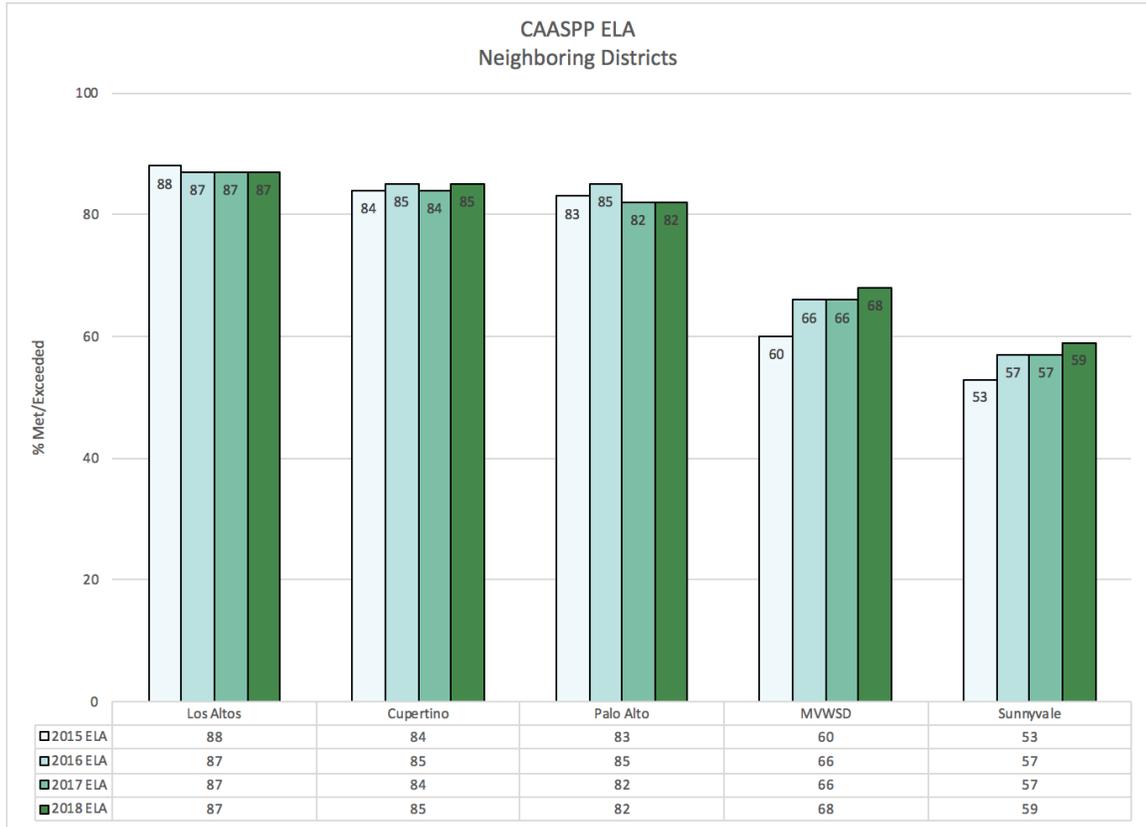
Overall, students in MVWSD continued to outperform students across Santa Clara County in English Language Arts with the exception of English Language Learners. English Learners in MVWSD performed at the same rate as those across Santa Clara County.

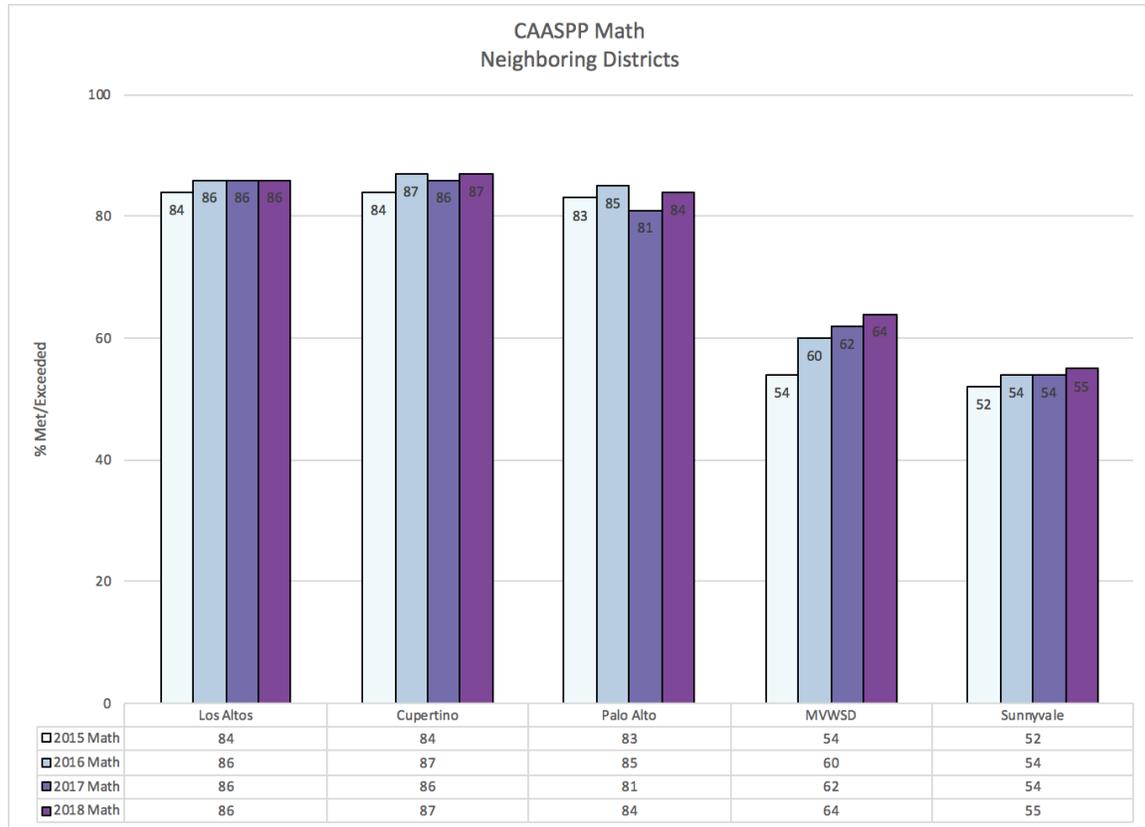
Results in mathematics were similar to those in English Language Arts although MVWSD students outperformed students from across Santa Clara County in all major subgroups.

Things to consider when reviewing English Learner data: English Learner is a designation given to students for whom English is not their primary language. Once students demonstrate proficiency in English and mastery of grade level standards in English Language Arts and/or reading, their designation changes to RFEP (Reclassified Fluent English Proficiency.) Each year, the percentage of ELLs who meet or exceed standards on CAASPP resets because students who do meet or exceed standards are reclassified in the fall. In addition, each year as new students enter the District, they are assessed, if needed, based on their home language survey and classified as English Language Learners.

Results - Comparison of Neighboring Districts

The following charts compare results of neighboring districts including MVWSD in English Language Arts and mathematics. The only district in this group that has similar demographics and ethnicities to MVWSD is Sunnyvale. For example, in 2016-17, Los Altos had 13% of students identified as English Language Learners and 6% identified as Socioeconomically Disadvantaged in grades K-8 compared to MVWSD at 26% and 35% respectively.



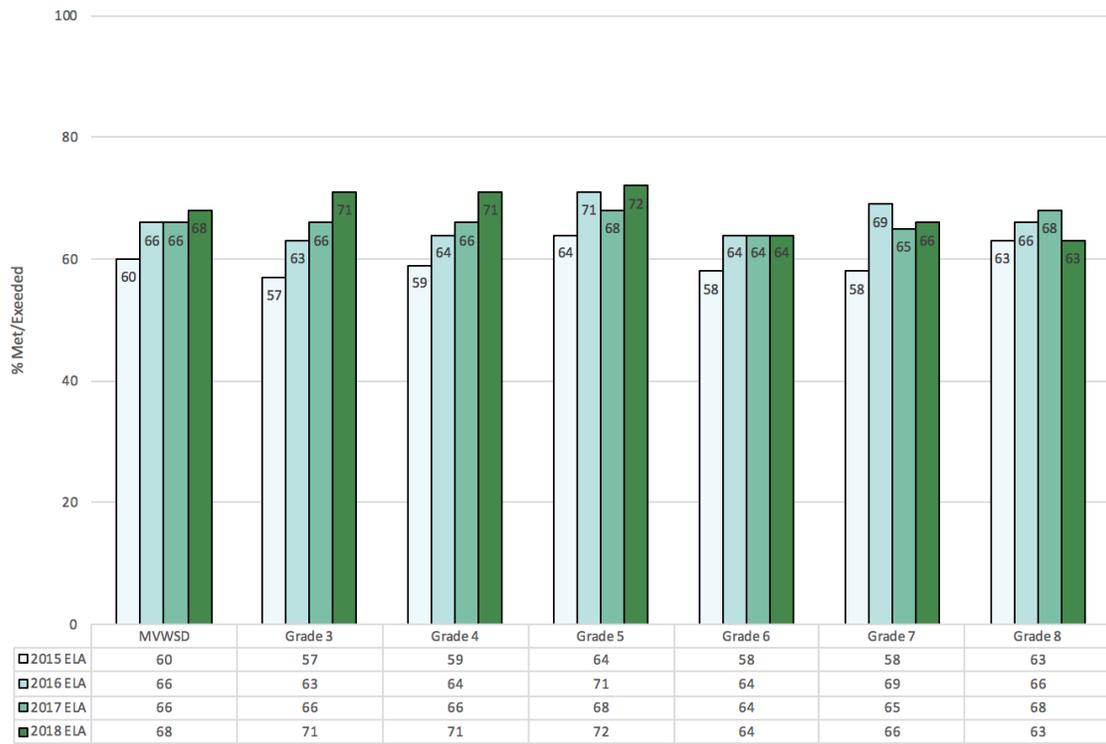


Students in MVWSD were outperformed by students in neighboring districts in English Language Arts and mathematics with the exception of Sunnyvale. MVWSD had the highest increase over the course of 4 years of any of the neighboring districts.

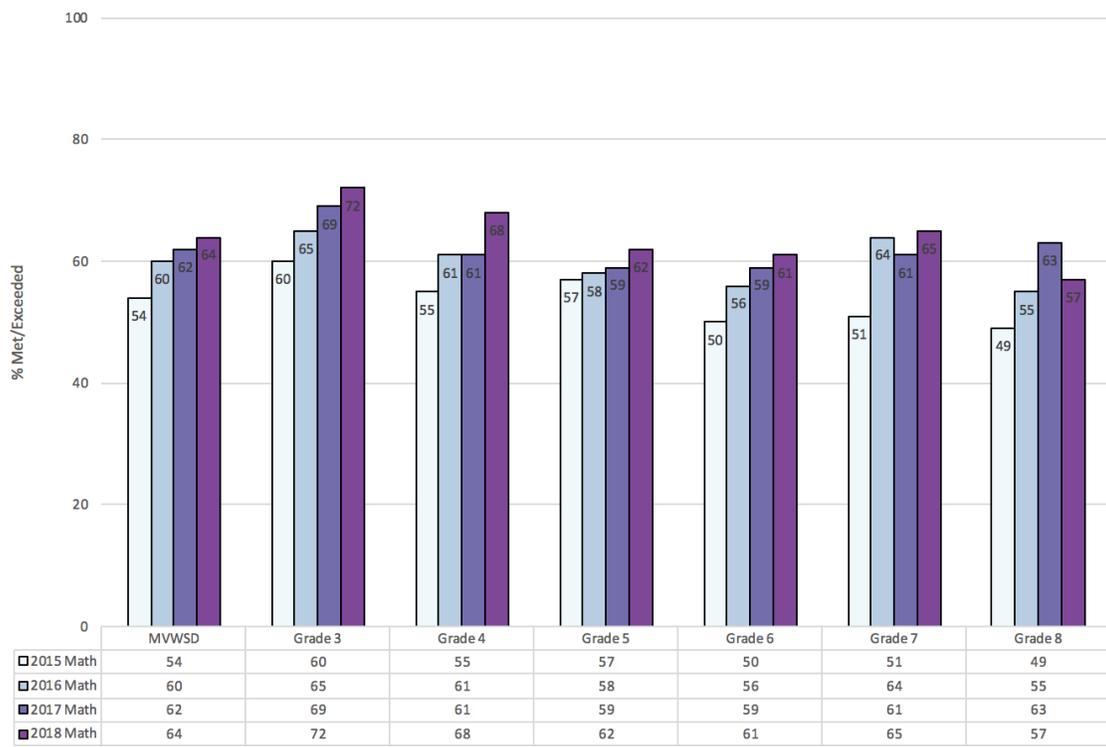
Results - District and Grade Level

The following charts include overall District results by grade level and by subgroup as well as overall results for individual schools and by subgroup. Please note, if there are zero's instead of percentages for any subgroup at a particular school, it means there were not a significant number of students in that particular group and the state did not calculate scores (10 or fewer students per the State).

CAASPP ELA By Grade Level



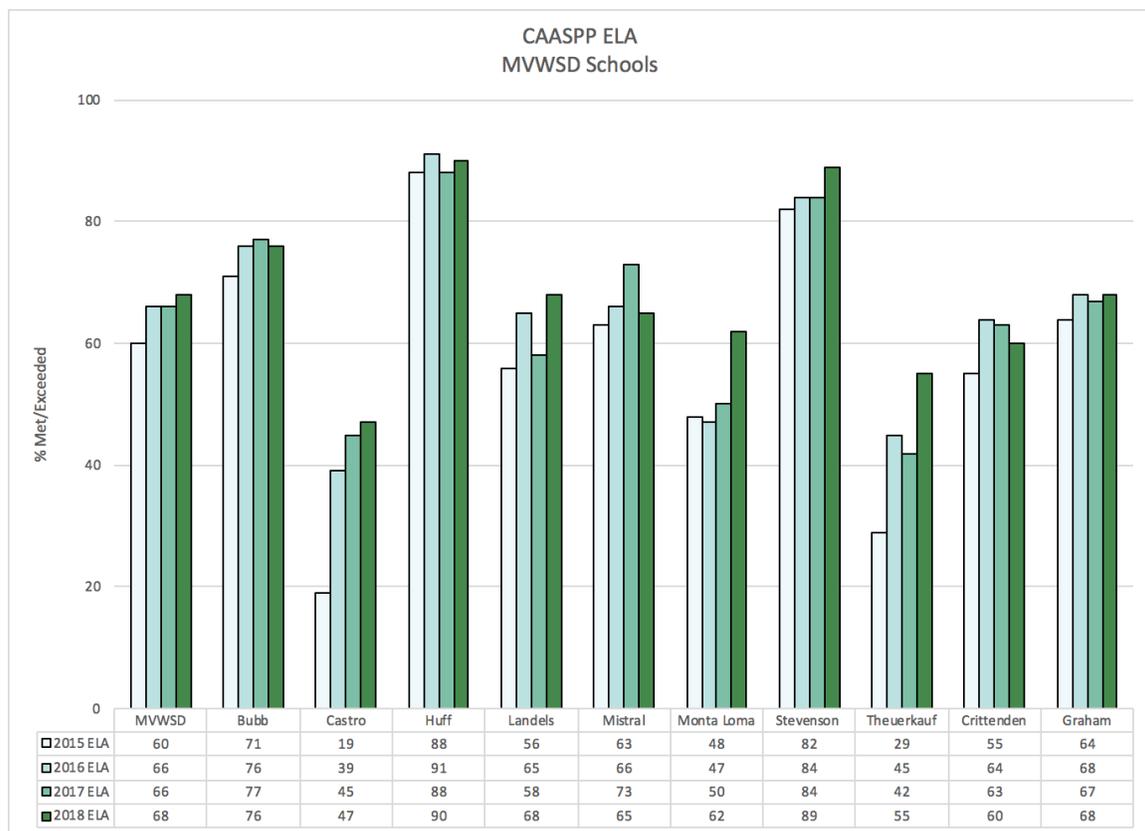
CAASPP Math By Grade Level

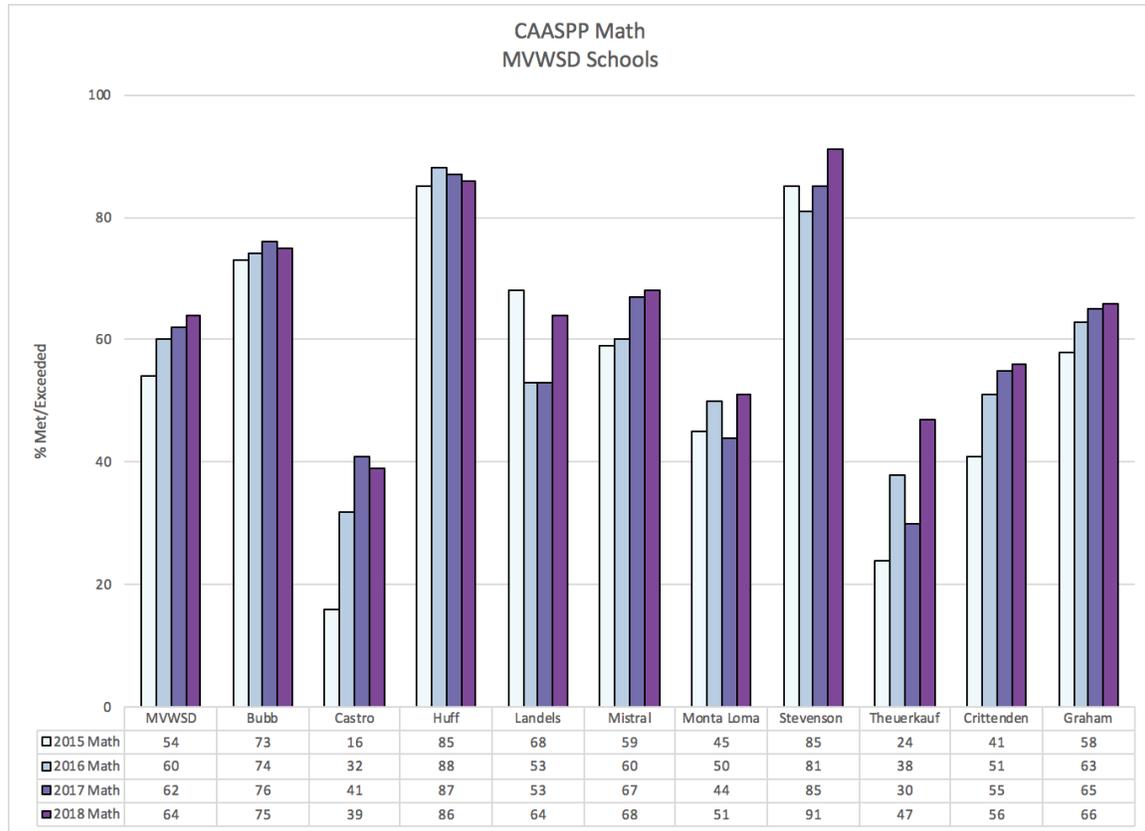


Overall, 68% of students in MVWSD met or exceeded standard in English Language Arts, which is 2 percentage points higher than 2016-17. Students in grades three, four, and five had the highest levels of proficiency at 71% and 72%. Students in grade eight had the largest percentage of students not meeting standard.

Overall, MVWSD saw a 2% gain in the percentage of students meeting or exceeding standard in math. Students in grade 4 had the highest increase in the percentage of students who met or exceeded standards in math with an 7% gain. Grades 3, 5, 6, and 7 also saw an increase while students in grade 8 had an overall decrease of 6 percentage points. While we are seeing increases in elementary math year over year, we do notice a steady decline in the number of student meeting standard after grade 3.

Results - District by School

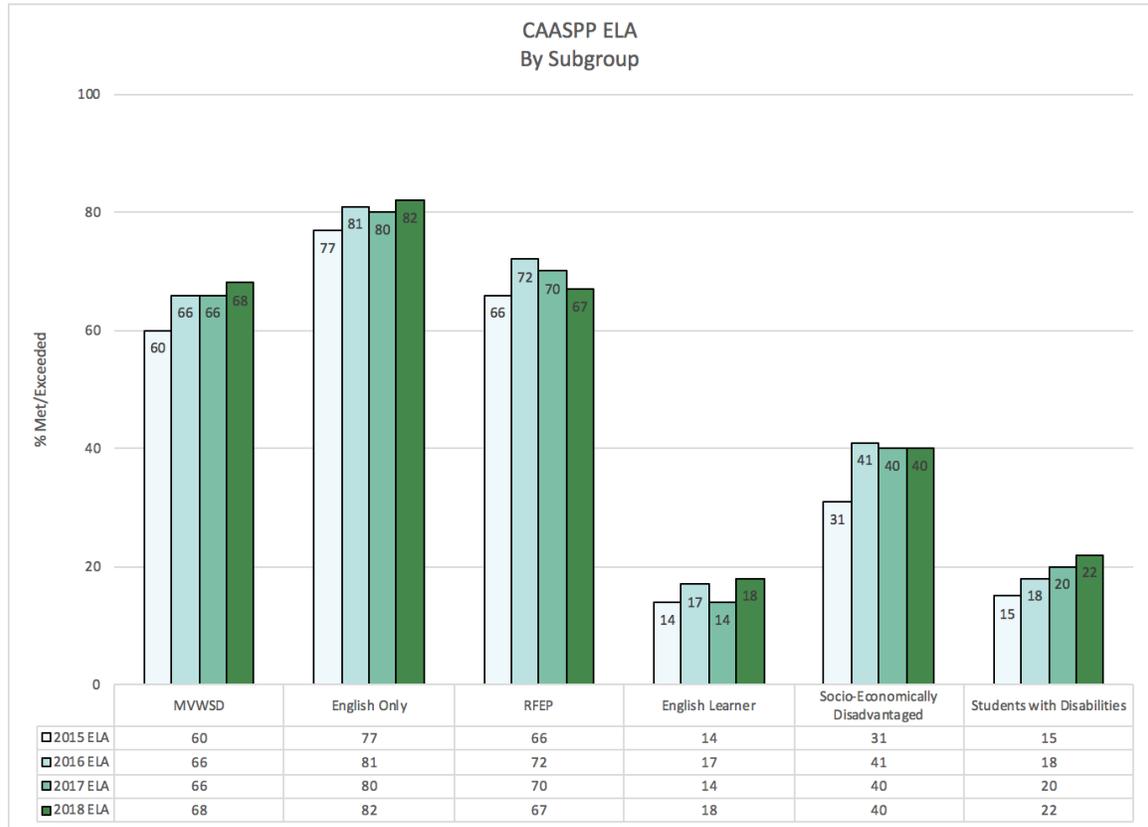




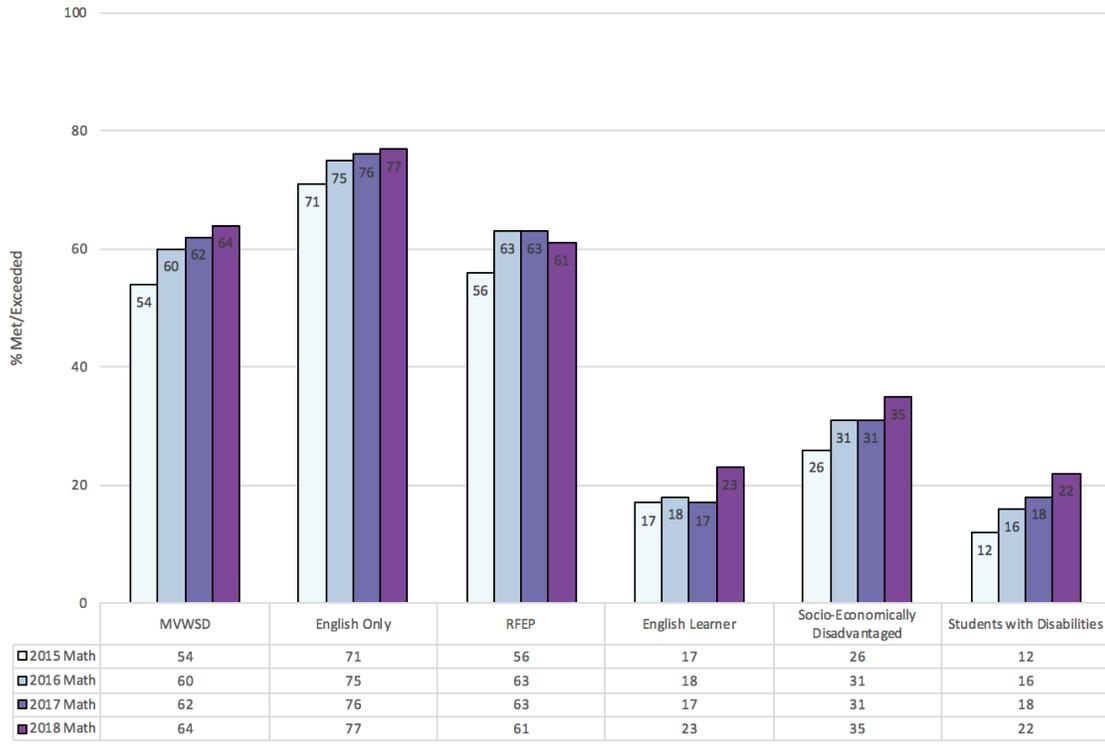
Percentages of students meeting or exceeding standards in English Language Arts varied greatly by school site across the District. Huff, Stevenson, and Bubb had the highest levels of proficiency in English Language Arts with 90%, 89%, and 76% of students meeting or exceeding standards. Theuerkauf, Monta Loma, and Landels had significant gains in ELA with 13, 12, and 10 percentage point gains respectively. Bubb, Mistral, and Crittenden had drops in scores ranging from 1 to 7 percentage points.

Again, percentages of students meeting or exceeding standards in mathematics varied greatly across the district. Stevenson and Huff had the highest overall proficiency percentages of 91 and 86. Similar to English Language Arts, Theuerkauf and Landels had the highest gains with 17 and 11 percentage points respectively. Bubb, Castro, and Huff saw decreases of 1 and 2 percentage points. There were small increases in math at both middle schools.

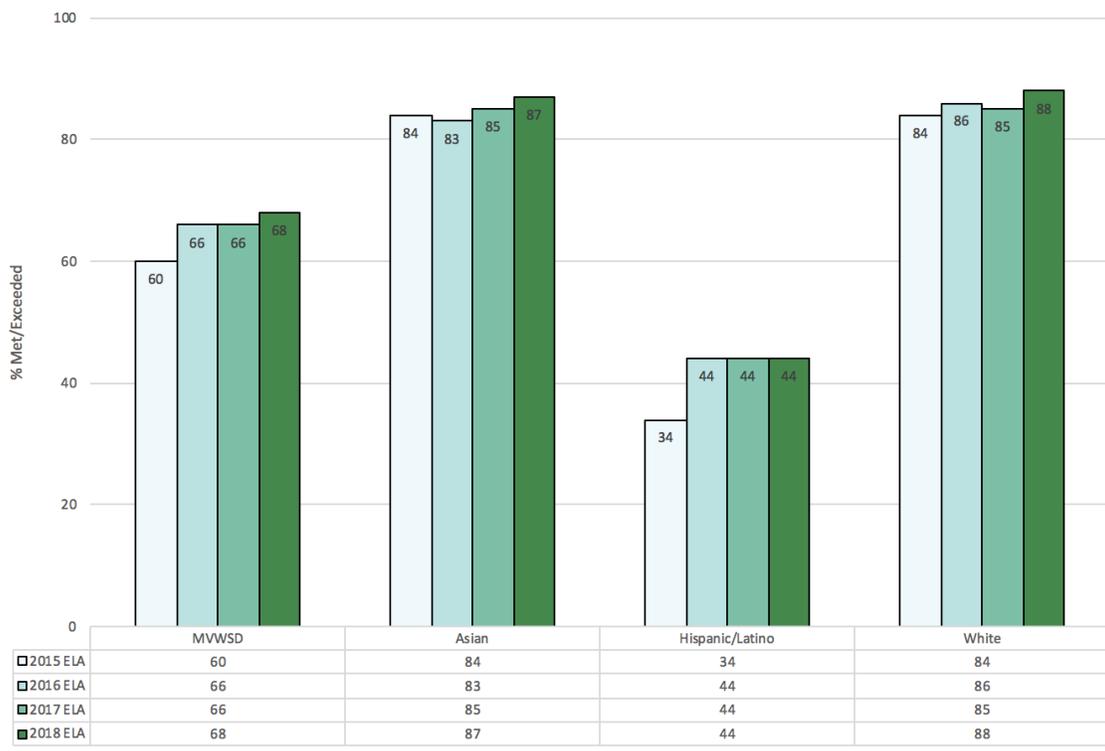
Results - District by Subgroup and Ethnicity



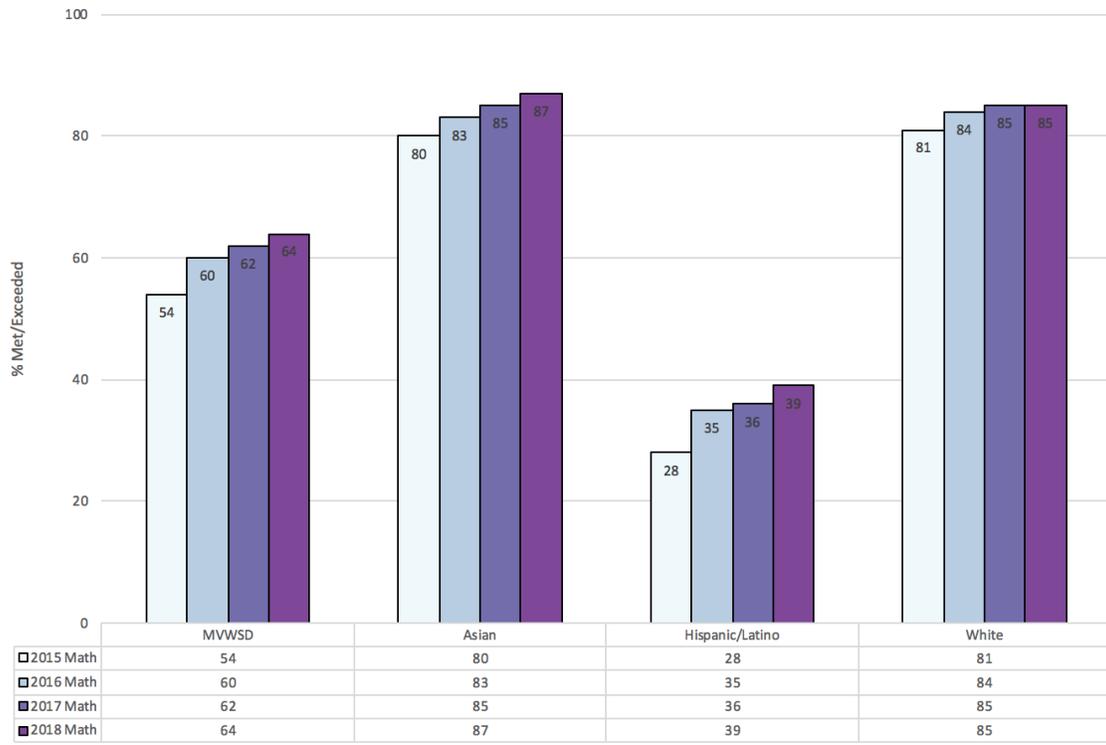
CAASPP Math By Subgroup



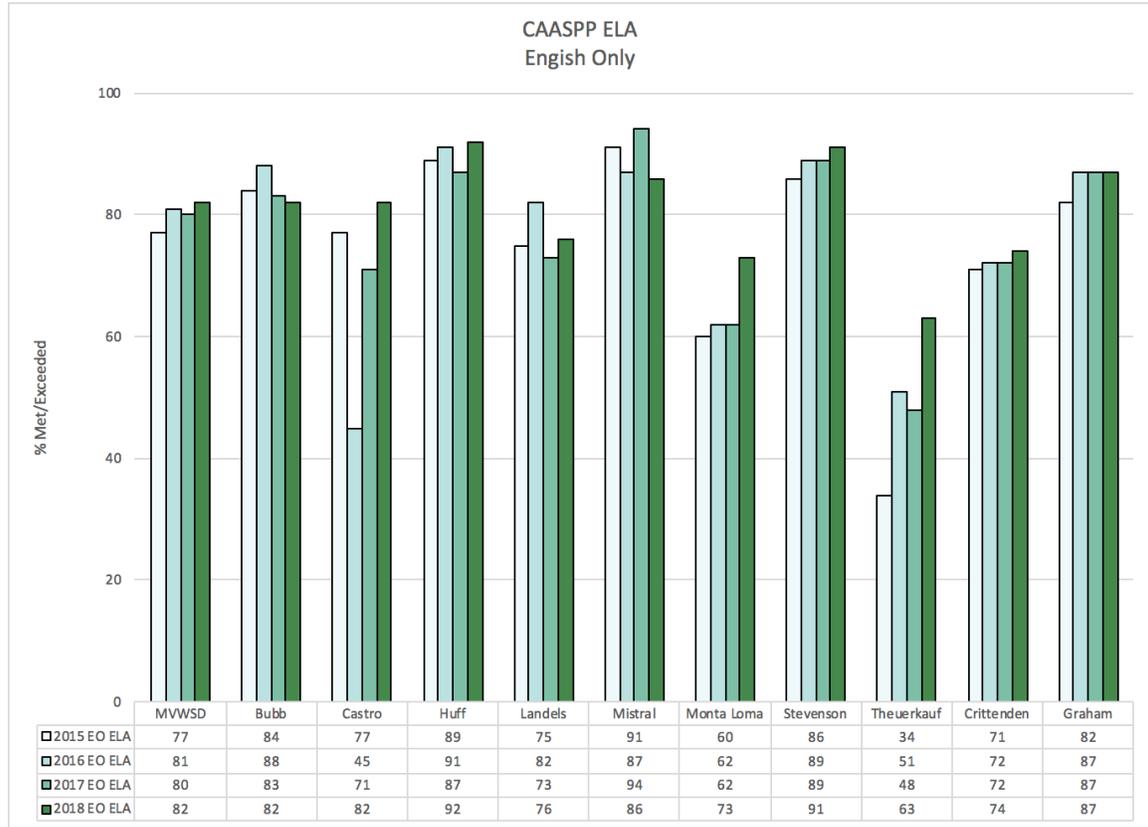
CAASPP ELA By Ethnicity



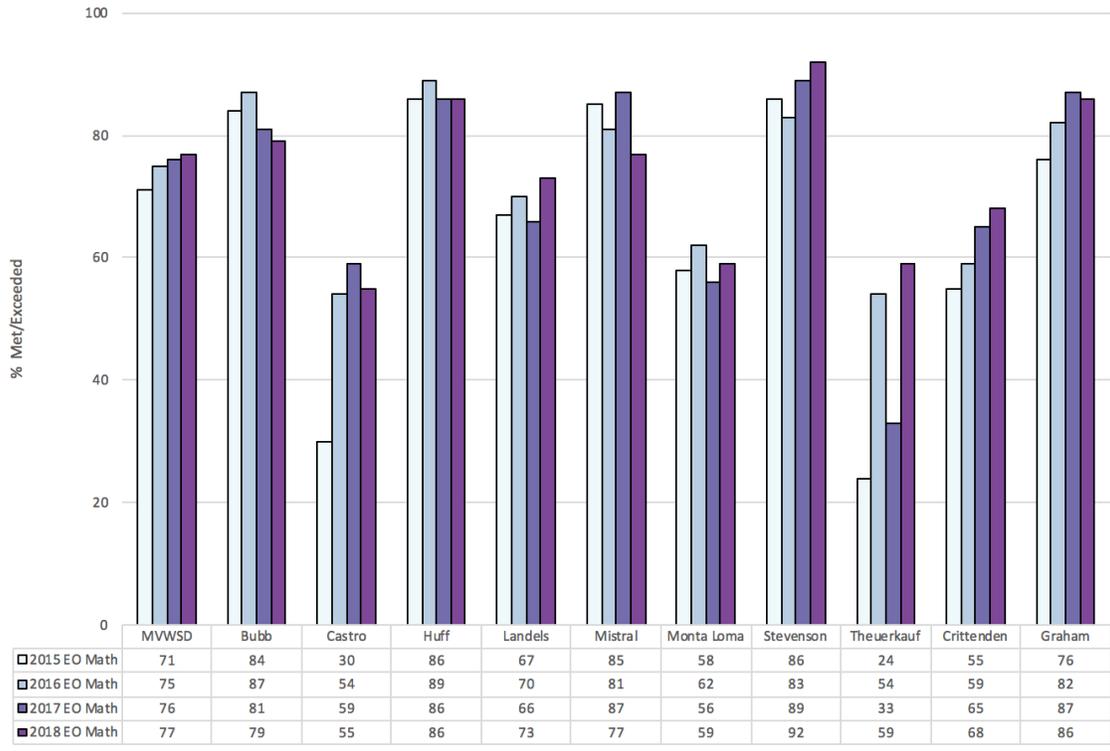
CAASPP Math By Ethnicity



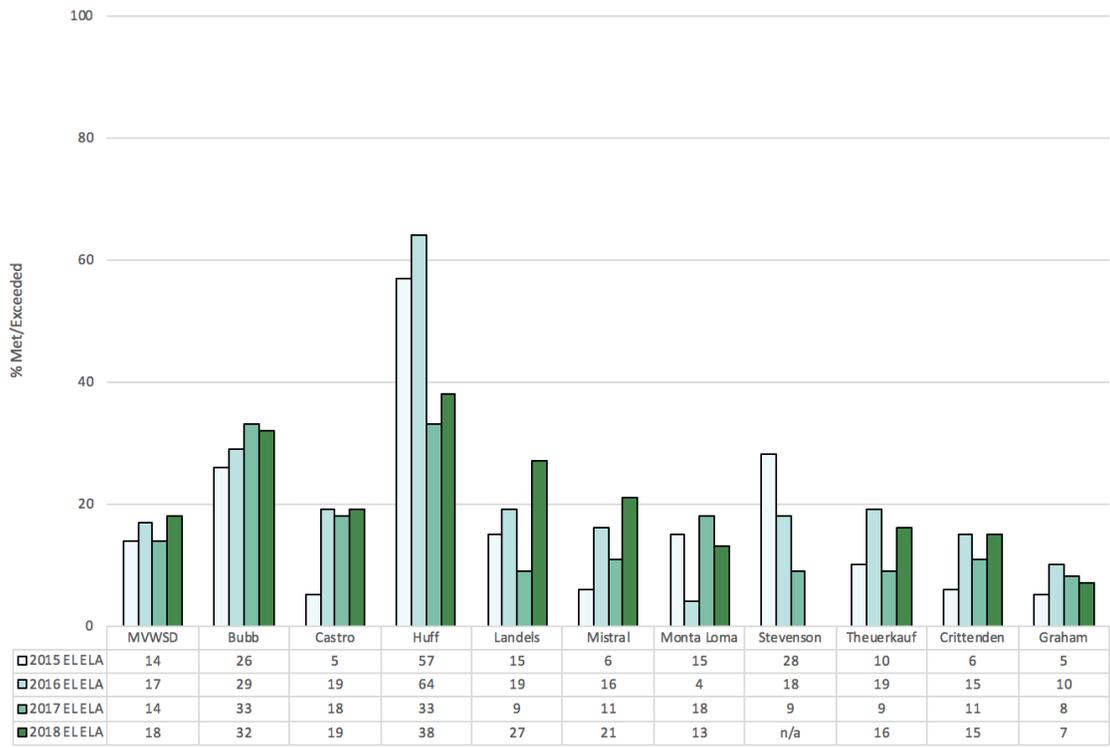
Results - Demographics by School



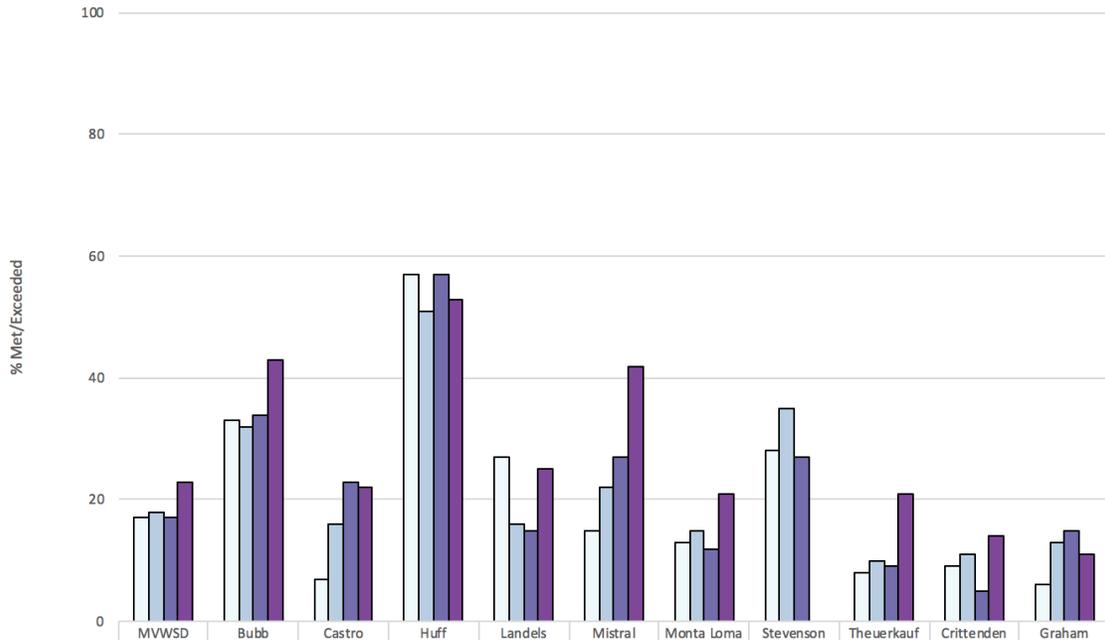
CAASPP Math English Only



CAASPP ELA English Learners

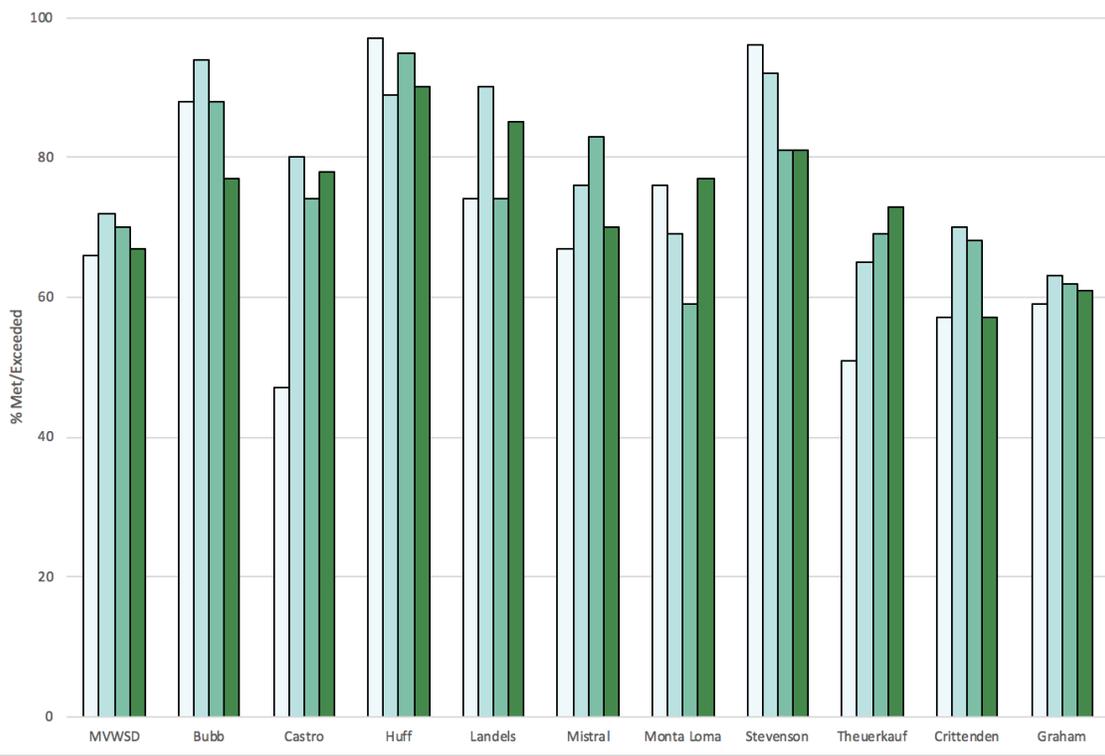


CAASPP Math English Learner

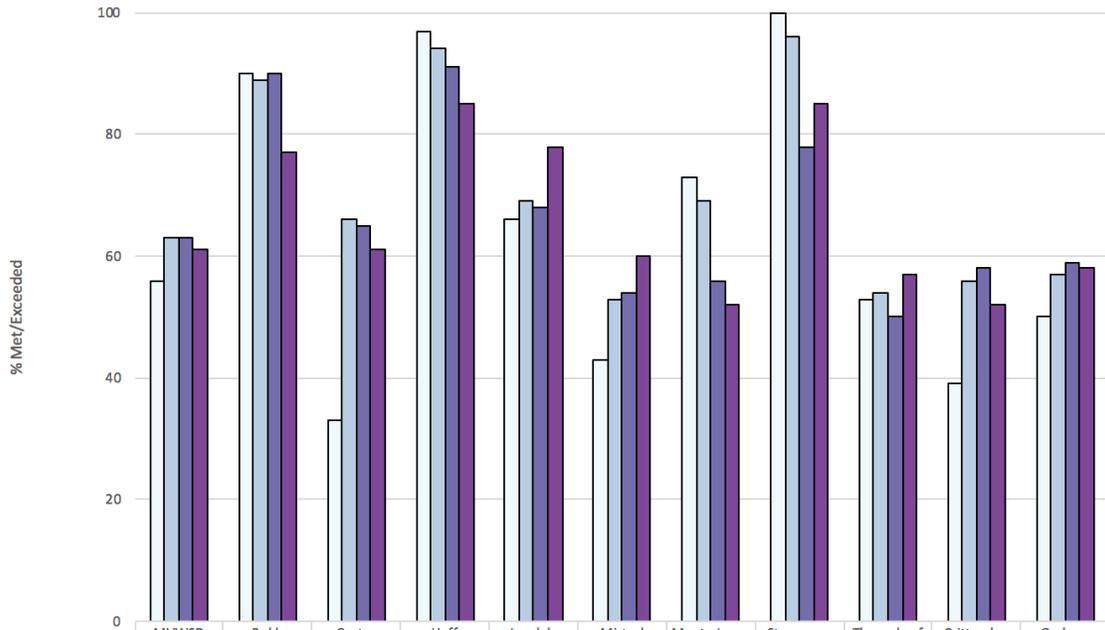


	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Crittenden	Graham
2015 EL Math	17	33	7	57	27	15	13	28	8	9	6
2016 EL Math	18	32	16	51	16	22	15	35	10	11	13
2017 EL Math	17	34	23	57	15	27	12	27	9	5	15
2018 EL Math	23	43	22	53	25	42	21	n/a	21	14	11

CAASPP ELA Reclassified Fluent English Proficient

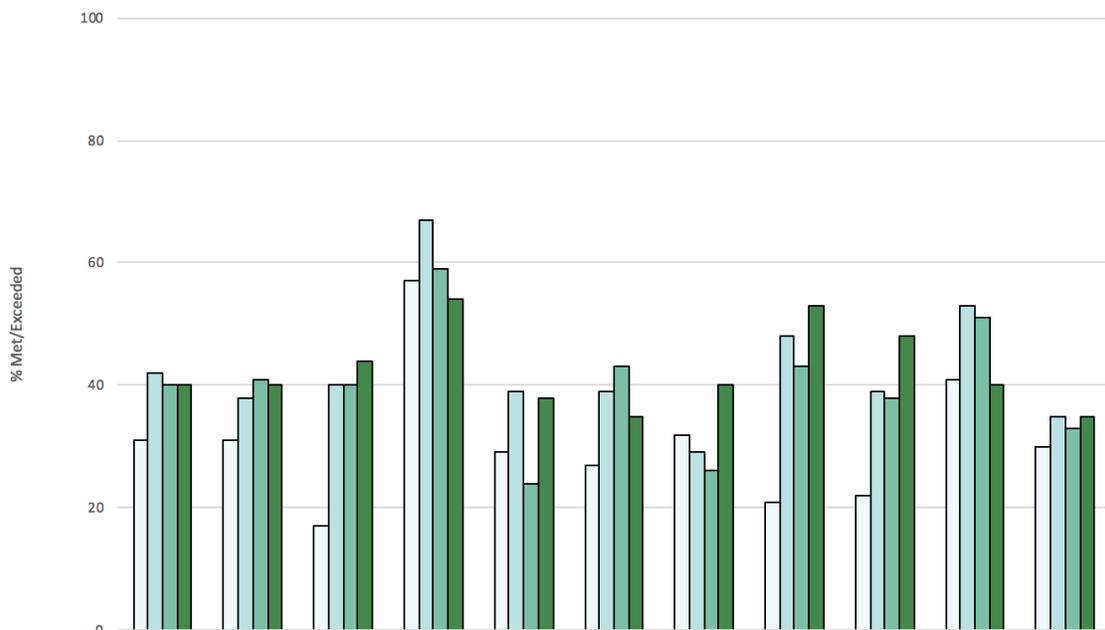


CAASPP Math
Reclassified Fluent English Proficient



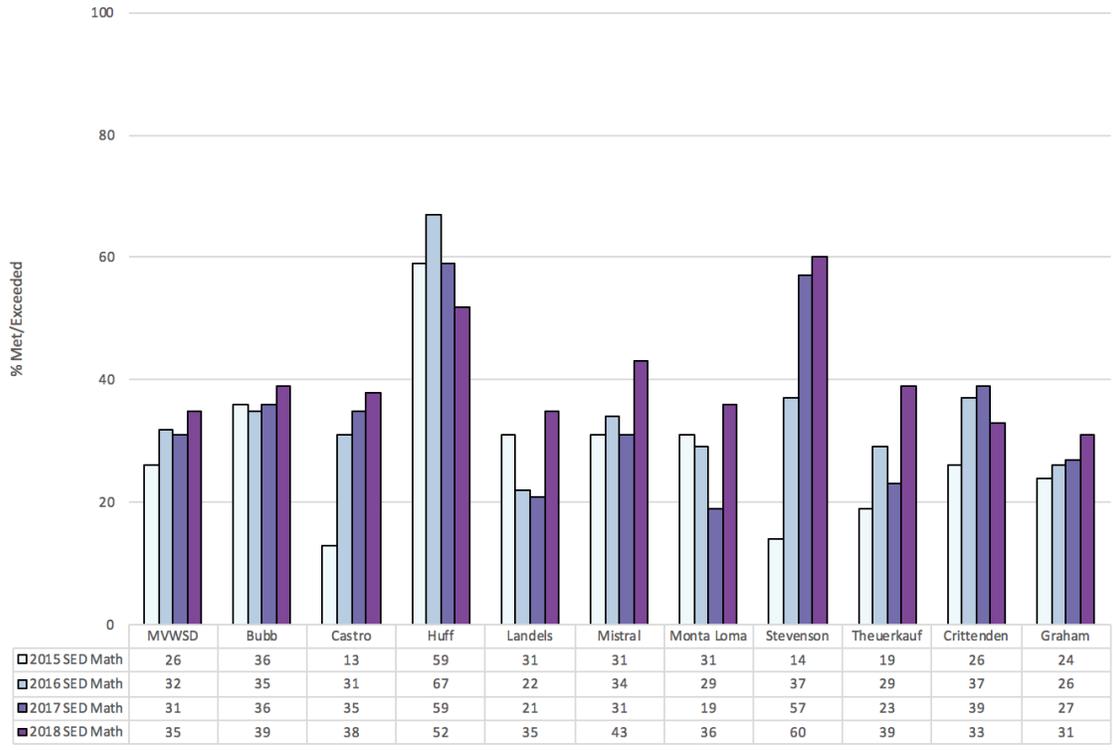
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Crittenden	Graham
2015 RFEP Math	56	90	33	97	66	43	73	100	53	39	50
2016 RFEP Math	63	89	66	94	69	53	69	96	54	56	57
2017 RFEP Math	63	90	65	91	68	54	56	78	50	58	59
2018 RFEP Math	61	77	61	85	78	60	52	85	57	52	58

CAASPP ELA
Socio-Economically Disadvantaged

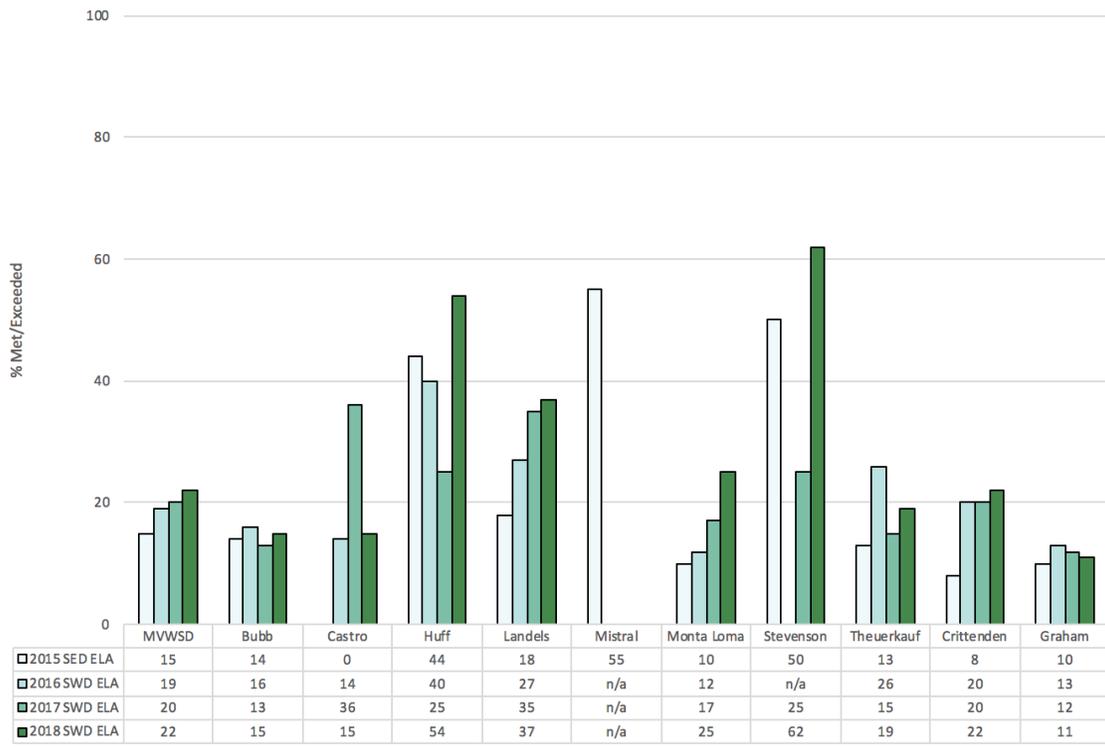


	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Crittenden	Graham
2015 SEDELA	31	31	17	57	29	27	32	21	22	41	30
2016 SEDELA	42	38	40	67	39	39	29	48	39	53	35
2017 SEDELA	40	41	40	59	24	43	26	43	38	51	33
2018 SEDELA	40	40	44	54	38	35	40	53	48	40	35

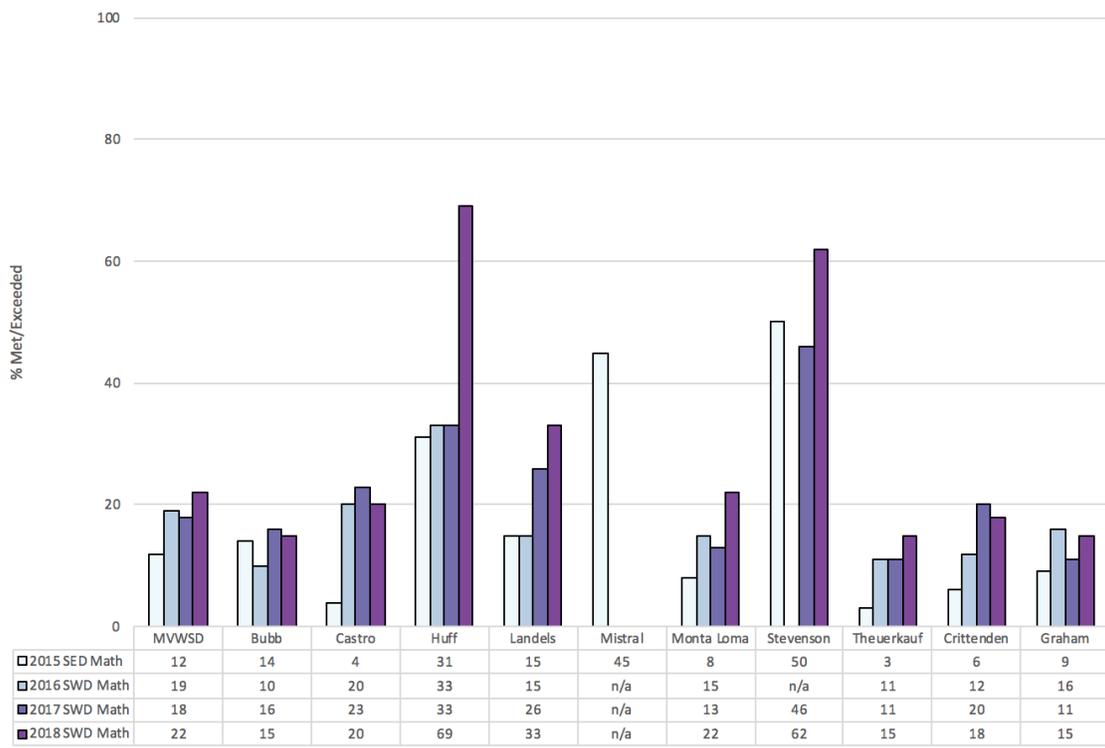
CAASPP Math
Socio-Economically Disadvantaged



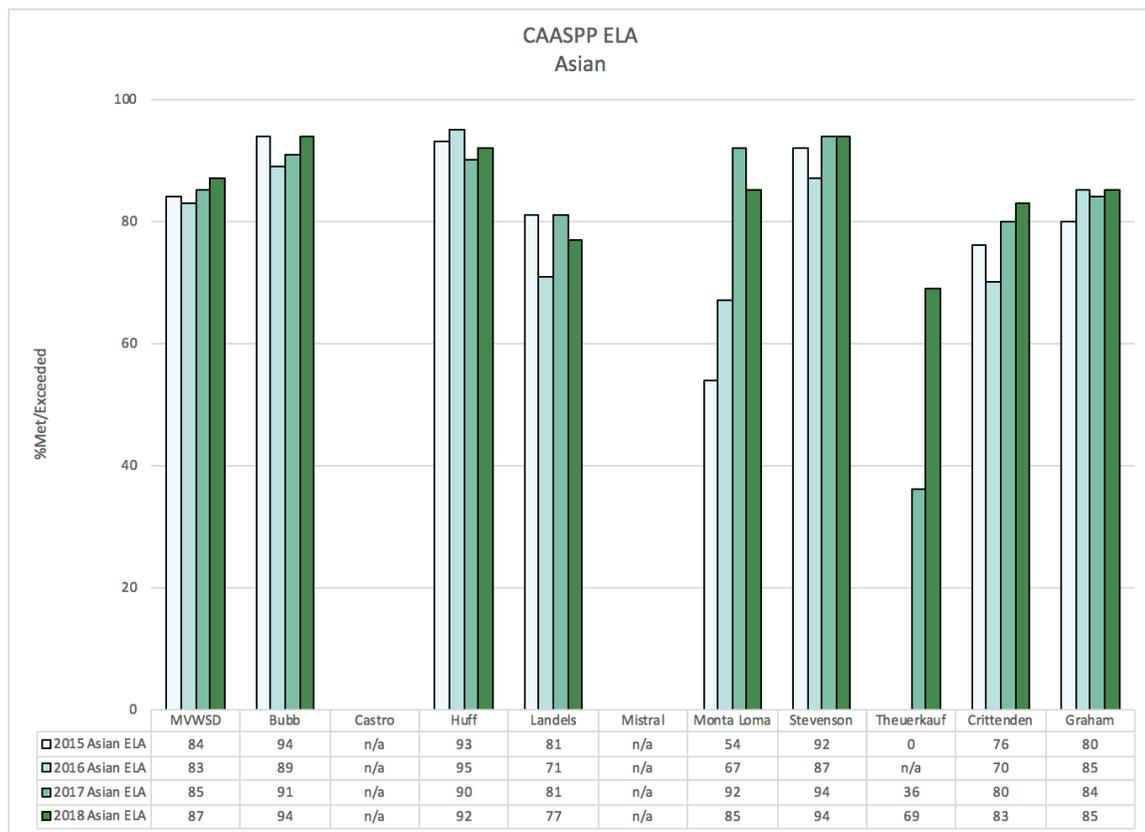
CAASPP ELA
Students with Disabilities

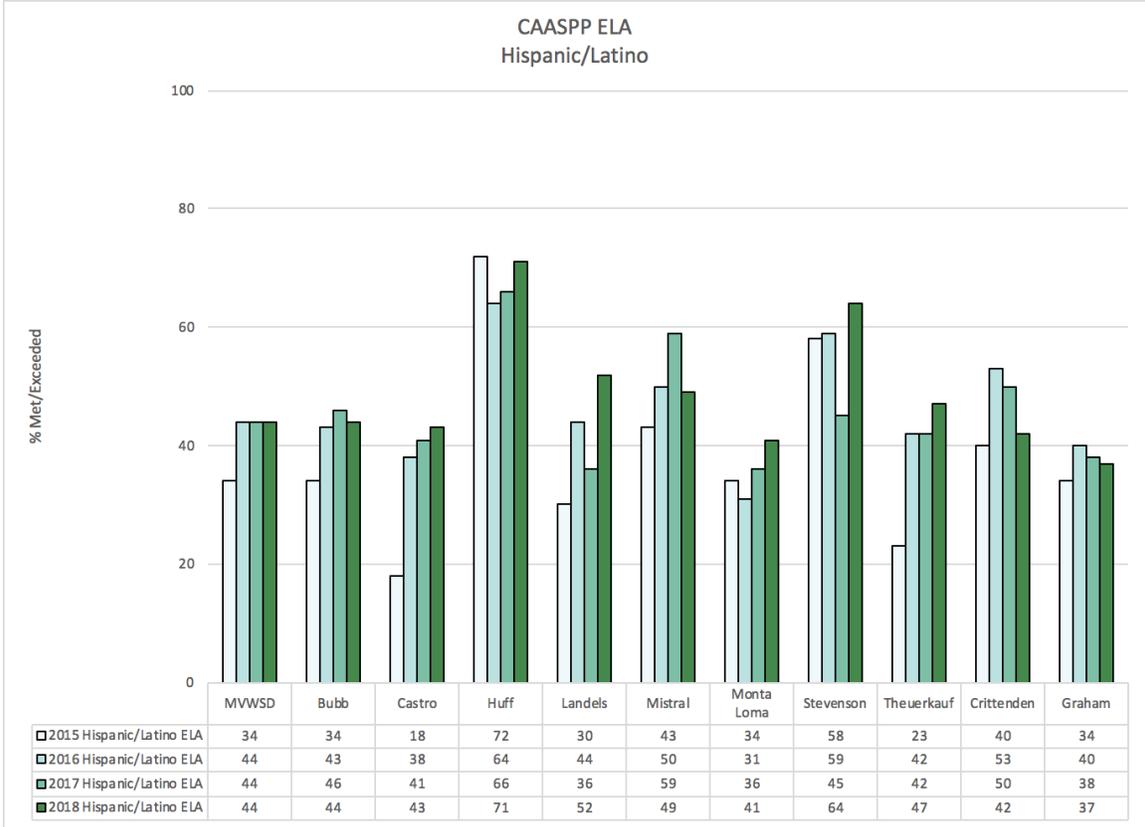
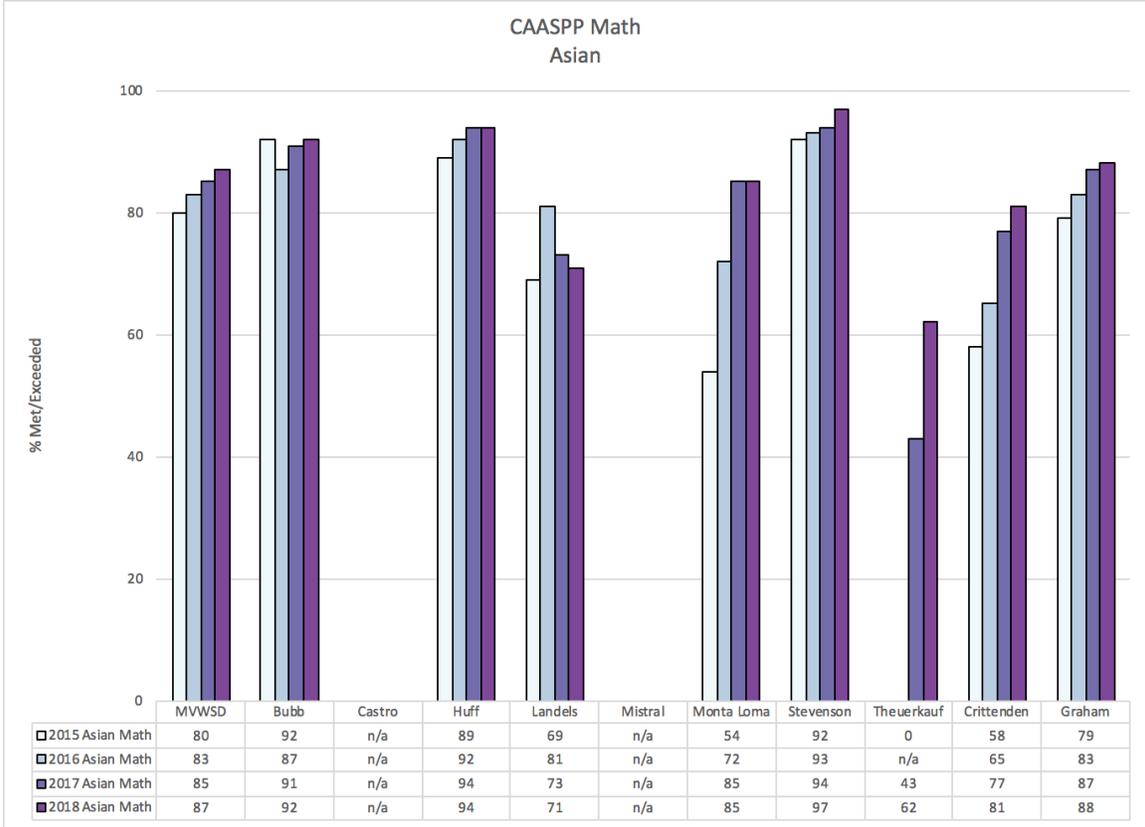


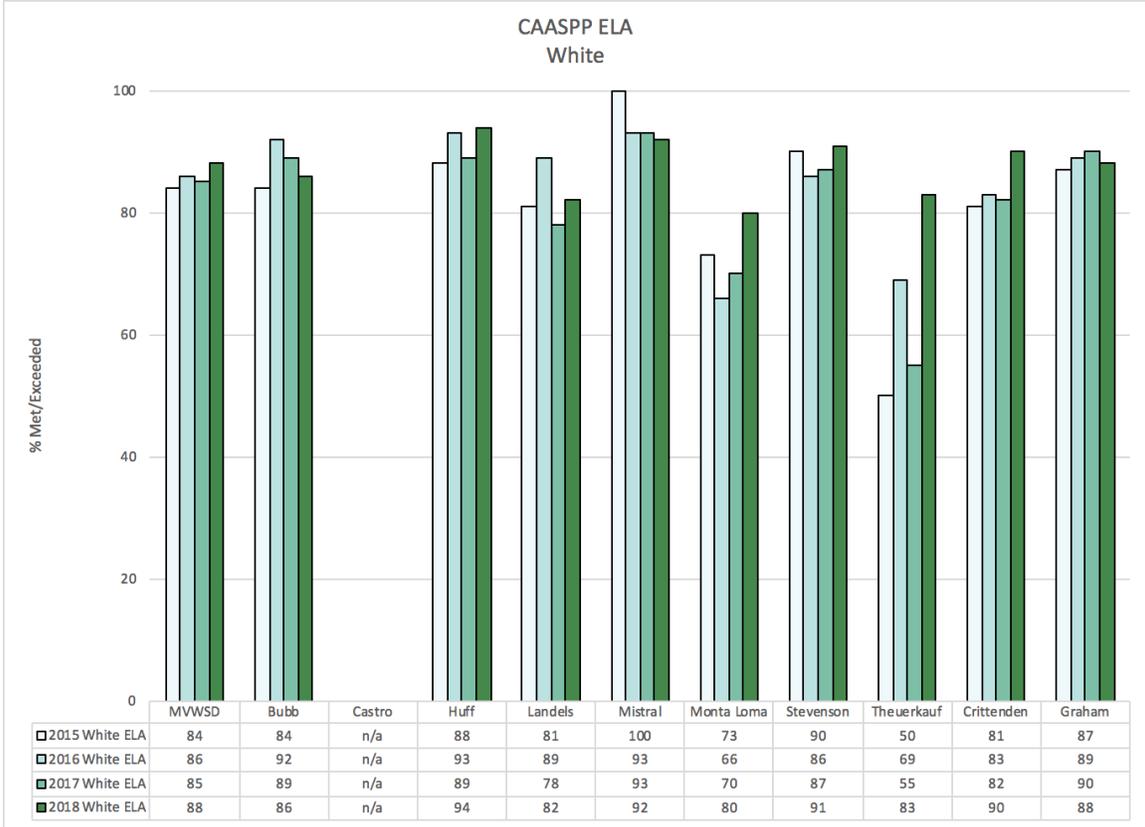
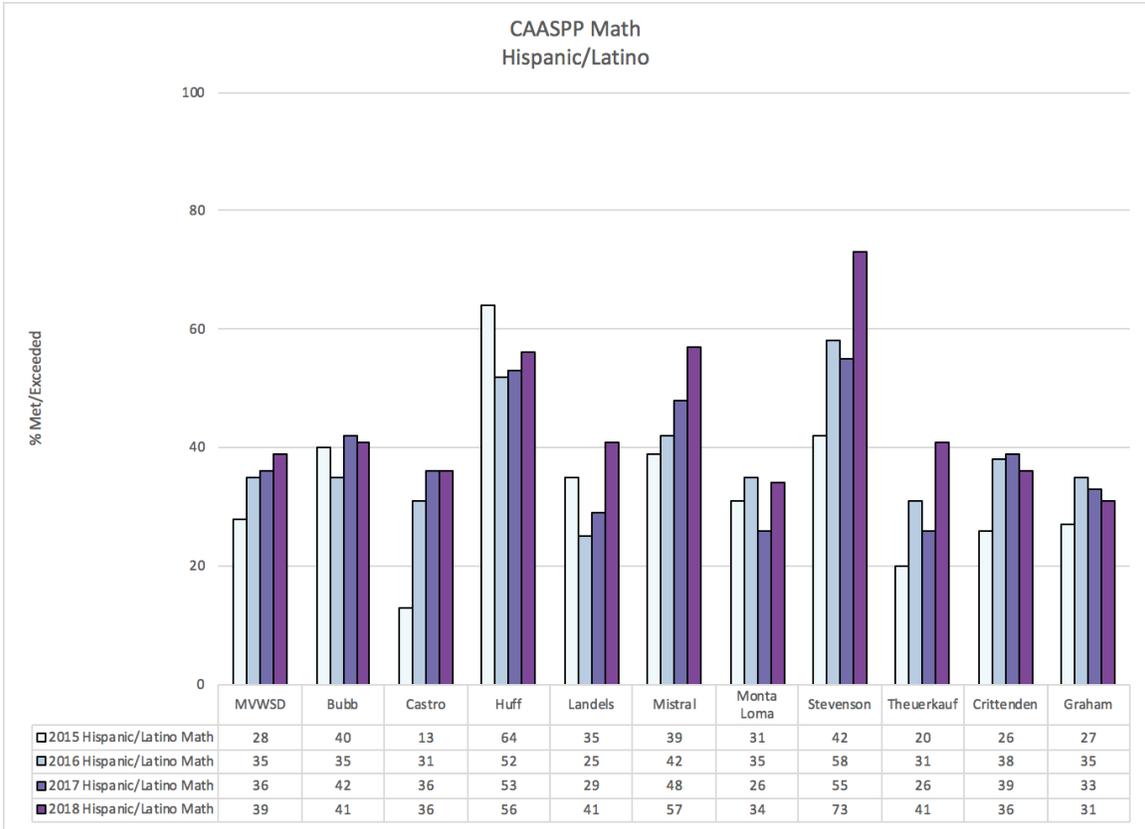
CAASPP Math
Students with Disabilities

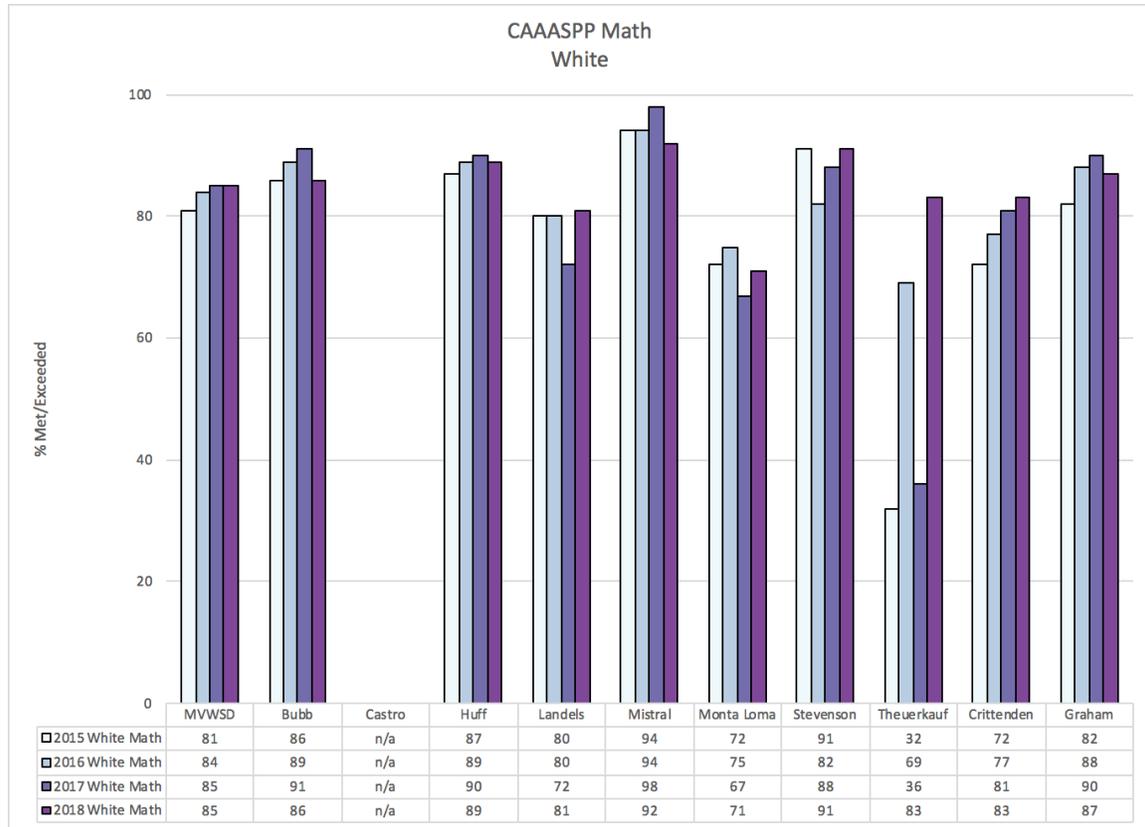


Overall, English Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities had very low levels of achievement as compared to All and English-Only speaking students. Our largest number of students not meeting standards in ELA and mathematics are English Language Learners and Students with Disabilities. These results hold true for both the District and schools. Stevenson had the highest percentage of Students with Disabilities meeting standard in English Language Arts and mathematics. Huff continues to have the highest percentage of English Learners meeting standard in English Language Arts and mathematics.









Overall, approximately 80% of our White and Asian students met or exceeded standards in English Language Arts and mathematics. Our largest number of students not meeting standards in English Language Arts and mathematics are our Hispanic/Latino students. These results hold true for both the District and schools. Our Hispanic/Latino students had increases at all schools with the exception of Bubb, Mistral, and the 2 middle schools in English Language Arts. There was an increase for the same group in mathematics in all schools with the exception of Bubb, Castro, and the 2 middle schools.

Next Steps

Results from the CAASPP Assessments in English Language Arts/Literacy and mathematics revealed both strengths and areas of opportunity for growth across the District. There are many factors that play into gains or declines in student achievement, which leads to the important work of analyzing data to get to the root cause to make adjustments. As we move into the fall, the District and sites will be further analyzing results, sharing them with stakeholders, and developing plans to improve instruction and achievement.

Next Steps - Site Plans

All sites will be developing site plans during the months of September. The plans are living documents that will drive the instructional program at each site throughout the school year. All plans will include SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals that call for a 10% decrease in the percentage of students who are not meeting standard in English Language Arts and mathematics as well as a goal for decreasing the number of Long Term English Language Learners. This year, a goal of a 10% decrease in the percentage of RFEP students who are not meeting standard in English Language Arts will be added to all site plans. Each school will also include a School Climate goal. All goals within school site plans will align to both the Strategic Plan and the District LCAP. Schools that had areas on the California Dashboard that were orange or red will include plans to improve in these areas in their site plan. All plans will be developed in collaboration with each school's teachers, School Site Councils, and English Learner Advisory Councils and will include specific, measurable action steps that will support the school in achieving its goals. The plans will come for Board approval in October and will be revised based on District assessment data in December and then again in March.

Next Steps - District Benchmark Assessments

This summer, after reviewing feedback from teachers about District assessments, the assessment task force worked to further refine our assessments in English Language Arts, math, and writing to better measure student progress toward standards throughout the year. The new English Language Arts and mathematics benchmark assessments are designed to mirror the types of questions students will see on CAASPP tests and support the level of rigor expected in the California Standards. All students will be taking English Language Arts and mathematics assessments through our assessment system, SchoolCity at least twice during the school year. Trimester writing assessments are designed to reflect the type of work students are asked to do in the performance tasks on the State test. Teachers and principals will have access to all of the assessments results in SchoolCity and will be able to disaggregate the data and use the results to guide instruction and monitor progress toward site plan goals.

Next Steps - Curriculum / Pacing Guides

This year, all teachers in the district will continue to use the adopted English Language Arts/English Development programs, Benchmark Advance and Adelante at the elementary sites and StudySync at the middle schools. Elementary pacing guides for English Language Arts and math were updated to provide more support for teachers. The pacing guides were shared with all elementary teachers, principals, and instructional coaches. This year, the middle school English Language Arts pacing guide is being developed jointly by the ELA departments and instructional coaches at our middle schools to emphasize specific standards and instructional strategies. Pacing guides are designed to be a roadmap for teachers to ensure that all standards are taught throughout

the course of the school year. Additional training on using the pacing guides will be provided to principals and coaches so they can better support teachers. The District will continue to support English Language Arts and math through coaching and professional learning.

Next Steps - Coaching

The District continues to have one instructional coach for each elementary school and 3.5 for the middle schools (1.5 literacy, 1 science, 1 math) to support teachers to implement instructional strategies like SIOP, improve practice, and increase student achievement. The District also has 1 elementary math coach to support teachers to provide effective mathematics instruction in preparation for middle school math.

Next Steps - Focus

In order to continue to improve outcomes for our students, MVWSD will continue to concentrate on the needs of our students in significant subgroups with a specific focus on English Language Learners and Students with Disabilities.

Sheltered Instruction Observation Protocol (SIOP):

Sheltered Instructional Observation Protocol (SIOP) supports academic achievement in that it is a collection of effective and evidence based strategies that scaffold instruction and provides supports for English Learners; however, all students benefit from the enhanced instruction from the implementation of the SIOP framework. The SIOP strategies that will support students access to content and concepts are as follows: Interactions, lesson planning with language as a focus, building background, review and assessment of learning, comprehensible input, cognitive strategies, lesson delivery, and practice and application. Mountain View Whisman School District continue to support the first two components; lesson planning with a focus on language objectives and building background and have added two more components this year: interactions and strategies to support students. Teachers who are new to the District were provided with training in SIOP year 1 components during the summer.

Middle School Response to Instruction (RTI): The new Middle School schedule is underway with the new RTI focus. Students, based on need, may get a language arts or math RTI intervention course while others may get language arts or math enrichment. Students in the intervention courses will engage in online learning and small group instruction from their RTI teacher based on ongoing assessment data.

Professional Learning Community (PLC): In MVWSD, educators are working collaboratively to review data, plan instruction, support the needs of students, and engage in the continued process of improving learning for all. Teachers participate in grade level collaboration regularly. Instructional coaches are engaging in PLCs to support each other as they learn and grow in their practice. This year, elementary RTI teachers will also participate in their own PLCs. Principal PLC teams meet regularly to visit sites and share

best practices as leaders. Together, educators in MVWSD are focused on identifying what we want students to learn, assessing what they are learning, and determining how to best respond to all student needs.

Response to Instruction (RTI): In order to support the individual needs of all students, all elementary sites will continue to implement an Response to Instruction (RTI) program that will provide dedicated time for all students to receive targeted instruction in Literacy, whether it be intensive intervention or extension and challenge work. Middle schools will implement RTI courses in English Language Arts and mathematics.

Next Steps - Professional Development

Professional Development for Teachers: The District provided a variety of professional development in summer 2018. Teachers participated in training for middle school social studies and science, math for new teachers, math for veteran teachers, elementary writing, SIOP for new teachers, and more. Optional professional development is scheduled after school throughout the year for all teachers. This year also marked the second year of SIOP training for all teachers in the District.

Professional Development for Principals: This year, the District will continue to provide focused professional development for principals. The professional development will happen at each Leadership Team meeting.

Conclusion

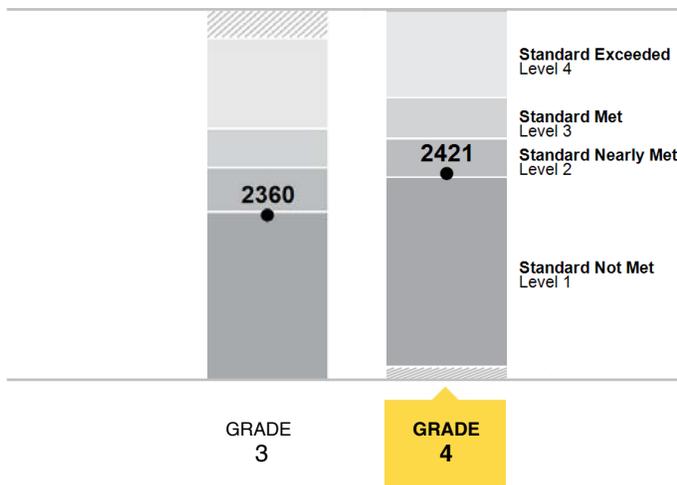
The results from the the CAASPP assessments have provided the District with a wealth of knowledge about each of our students. While there are some strength areas, there is much work to be done to ensure that all of our students leave 8th grade ready for the challenges of high school.

Sophia's Grade 4 Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Sophia's overall score for 2018: **2421**
Standard Nearly Met (Level 2)

Sophia's score increased from last year, enough to reach a higher level.



2018 Area Performance	Below Standard	Near Standard	Above Standard
Reading: How well does your child understand stories and information that he or she reads?	✓		
Writing: How well does your child communicate in writing?	✓		
Listening: How well does your child understand spoken information?		✓	
Research/Inquiry: How well can your child find and present information about a topic?		✓	

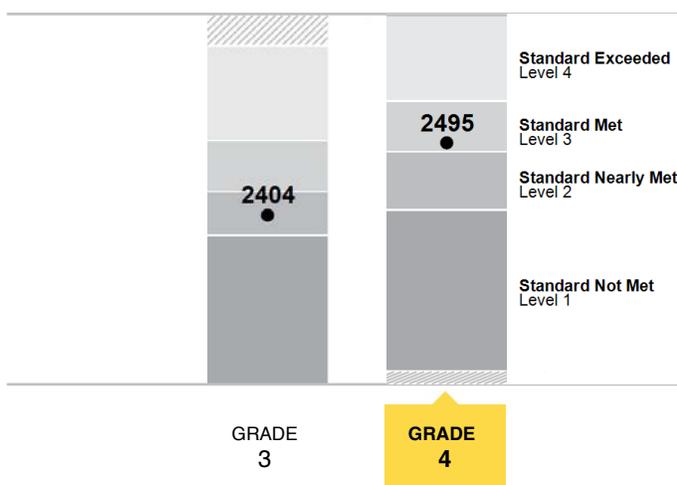
SOPHIA'S SCORE HISTORY

	GRADE 3	GRADE 4
Achievement Level	Standard Not Met	Standard Nearly Met
Overall Score	2360	2421
State Average*	2411	2452

MATHEMATICS

Sophia's overall score for 2018: **2495**
Standard Met (Level 3)

Sophia's score increased from last year, enough to reach a higher level.



2018 Area Performance	Below Standard	Near Standard	Above Standard
Concepts & Procedures: How well does your child use mathematical rules and ideas?		✓	
Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills?		✓	
Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?			✓

SOPHIA'S SCORE HISTORY

	GRADE 3	GRADE 4
Achievement Level	Standard Nearly Met	Standard Met
Overall Score	2404	2495
State Average*	2422	2459

* State averages are based on California students' scores from previous years. The state averages are updated each year, which may cause slight changes from what was displayed on the previous years' report.

A Parent's Guide to Sophia's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT ID #: 9999199916 DATE OF BIRTH: 04/01/2008
GRADE: 4 TEST DATE: Spring 2018

FOR THE PARENT/GUARDIAN OF:
SOPHIA JACKSON
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified
CDS: 17640300000000

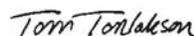
Dear Parent/Guardian of Sophia Jackson:

This report shows Sophia's scores on the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics. These tests are based on California's goal of preparing students for college and career.

Sophia's scores are just one measure of progress at school. These results should be considered along with other information—such as classroom tests, assignments, and grades.

Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Sophia continue to make progress and prepare for a bright future.

Sincerely,



Tom Torlakson,
State Superintendent of Public Instruction

Statewide Assessments: One Measure of Sophia's Progress

CAASPP results give us one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-century career.

What do my child's scores mean?

There are four levels of scores for ELA and mathematics for 4th grade. Achievement levels "Standard Met" and "Standard Exceeded" are the state targets for all students.

Grade 4	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
ENGLISH LANGUAGE ARTS/LITERACY (ELA)	2131-2415	2416-2472	2473-2532	2533-2663
MATHEMATICS	2204-2410	2411-2484	2485-2548	2549-2659

Score ranges for each achievement level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, students may need a higher score to stay in the same achievement level as the previous year.

Where to Get Help and More Information

Go to <http://testscoreguide.org/ca/> for more information, including:

- Guide to reading and understanding the student score report.
- *Parent Guide to the Smarter Balanced Summative Assessments* with sample test items.

Grade-by-grade practice tests are available on the CAASPP Web portal at <http://www.caaspp.org>.

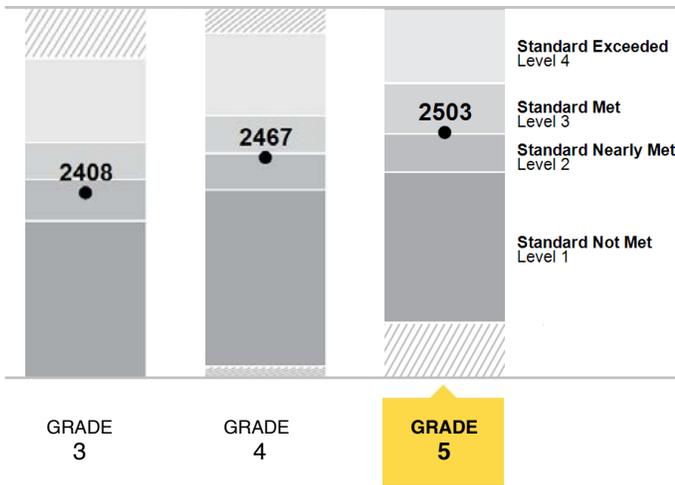
For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <https://caaspp.cde.ca.gov/>.

Matthew's Grade 5 Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Matthew's overall score for 2018: **2503**
Standard Met (Level 3)

Matthew's score increased from last year, enough to reach a higher level.



2018 Area Performance	Below Standard	Near Standard	Above Standard
Reading: How well does your child understand stories and information that he or she reads?			✓
Writing: How well does your child communicate in writing?		✓	
Listening: How well does your child understand spoken information?		✓	
Research/Inquiry: How well can your child find and present information about a topic?	✓		

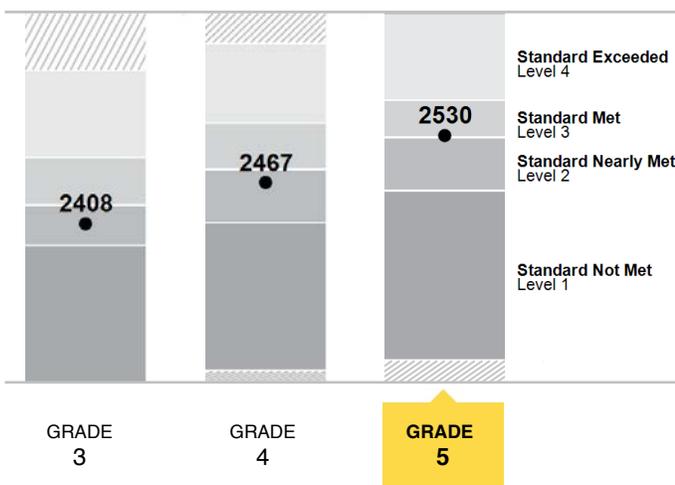
MATTHEW'S SCORE HISTORY

	GRADE 3	GRADE 4	GRADE 5
Achievement Level	Standard Nearly Met	Standard Nearly Met	Standard Met
Overall Score	2408	2467	2503
State Average*	2411	2452	2491

MATHEMATICS

Matthew's overall score for 2018: **2530**
Standard Met (Level 3)

Matthew's score increased from last year, enough to reach a higher level.



2018 Area Performance	Below Standard	Near Standard	Above Standard
Concepts & Procedures: How well does your child use mathematical rules and ideas?		✓	
Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills?		✓	
Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?		✓	

MATTHEW'S SCORE HISTORY

	GRADE 3	GRADE 4	GRADE 5
Achievement Level	Standard Nearly Met	Standard Nearly Met	Standard Met
Overall Score	2408	2467	2530
State Average*	2422	2459	2484

* State averages are based on California students' scores from previous years. The state averages are updated each year, which may cause slight changes from what was displayed on the previous years' report.

To see scale score ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <https://caaspp.cde.ca.gov/>.

A Parent's Guide to Matthew's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT ID #: 9999199926
GRADE: 5

DATE OF BIRTH: 04/01/2007
TEST DATE: Spring 2018

FOR THE PARENT/GUARDIAN OF:
MATTHEW MARTIN
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified
CDS: 17640300000000

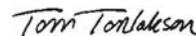
Dear Parent/Guardian of Matthew Martin:

This report shows Matthew's scores on the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics. These tests are based on California's goal of preparing students for college and career.

Matthew's scores are just one measure of progress at school. These results should be considered along with other information—such as classroom tests, assignments, and grades.

Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Matthew continue to make progress and prepare for a bright future.

Sincerely,



Tom Torlakson,
State Superintendent of Public Instruction

Statewide Assessments: One Measure of Matthew's Progress

CAASPP results give us one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-century career.

What do my child's scores mean?

There are four levels of scores for ELA and mathematics for 5th grade. Achievement levels "Standard Met" and "Standard Exceeded" are the state targets for all students.

Grade 5	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
ENGLISH LANGUAGE ARTS/LITERACY (ELA)	2201-2441	2442-2501	2502-2581	2582-2701
MATHEMATICS	2219-2454	2455-2527	2528-2578	2579-2700

Score ranges for each achievement level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, students may need a higher score to stay in the same achievement level as the previous year.

Where to Get Help and More Information

Go to <http://testscoreguide.org/ca/> for more information, including:

- Guide to reading and understanding the student score report.
- *Parent Guide to the Smarter Balanced Summative Assessments* with sample test items.

Grade-by-grade practice tests are available on the CAASPP Web portal at <http://www.caaspp.org>.

For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <https://caaspp.cde.ca.gov/>.

California Science Test (CAST) for Grade 5

This year, students in grade five took part in a field test of the new California Science Test (CAST). When complete, this new test will measure students' understanding of the new California Next Generation Science Standards (CA NGSS), which encompass the core ideas, concepts, and practices in science and engineering that students should master to be ready for college and a 21st-century career.

Much like California's standards in mathematics and English language arts/literacy, these new standards will give students an up-to-date science education and equip them with the ability to think critically, analyze information, and solve complex problems. The field test is meant to evaluate test questions, as well as help students and schools become familiar with the new standards and content.