

## Using Assessments to Help Students Learn

LOCAL ID #: 12357  
 STUDENT #: 4444444444 DATE OF BIRTH: 02/01/1986  
 GRADE: 5 TEST DATE: SPRING 2014

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.

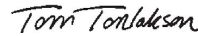
FOR THE PARENT/GUARDIAN OF:  
**Emily King**  
 1234 W Zoom Road 5th Building  
 Alum Rock Union Elementary School District  
 Lancaster, CA 95112-9282

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,



Tom Torlakson,  
 State Superintendent of Public Instruction



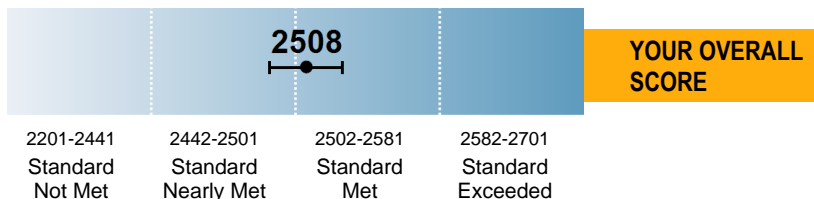
SCHOOL: Valley Academy of Arts and Sciences High School

LEA: Hamilton Unified

## Emily's Results on California's Assessments

### ENGLISH LANGUAGE ARTS/LITERACY

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

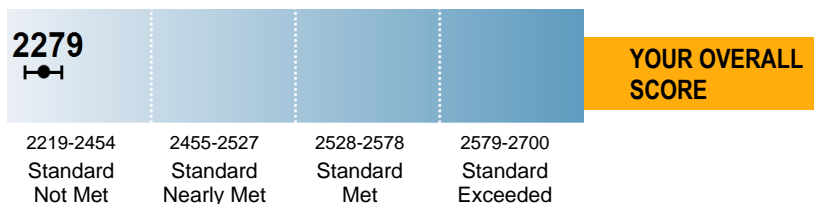


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

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.**

# Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

## A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. 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 Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

## Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

### ENGLISH LANGUAGE ARTS/LITERACY

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

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

### MATHEMATICS

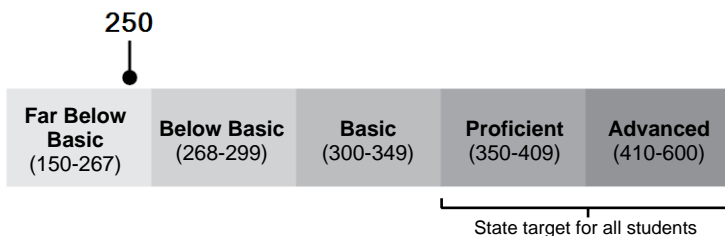
Emily's overall score is: **2279**

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

## 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.

## Using Assessments to Help Students Learn

LOCAL ID #: 12356

STUDENT #: 6666666666

GRADE: 4

DATE OF BIRTH: 02/01/1986

TEST DATE: SPRING 2014

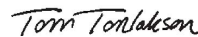
Dear Parent/Guardian of Emily Thomas:

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.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,



Tom Torlakson,  
State Superintendent of Public Instruction



FOR THE PARENT/GUARDIAN OF:

**Emily Thomas**  
1234 W Zoom Road 5th Building  
Alum Rock Union Elementary School District  
Lancaster, CA 95112-9282

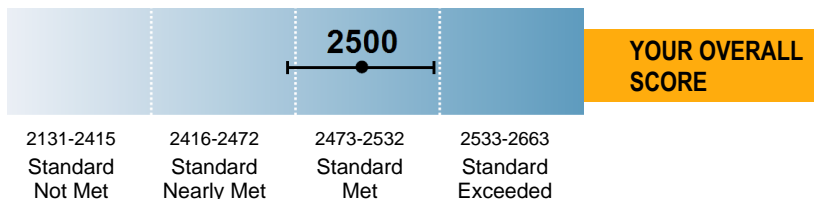
SCHOOL: Valley Academy of Arts and Sciences High School

LEA: Hamilton Unified

## Emily's Results on California's Assessments

### ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2500**

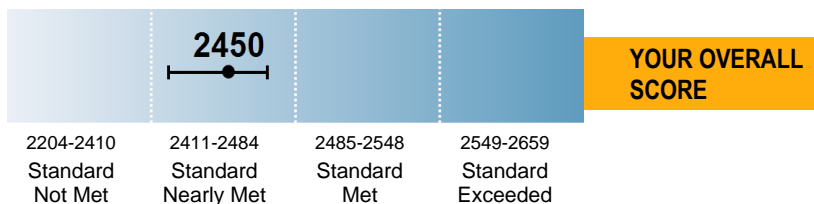


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

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: **2450**



Emily nearly met the achievement standard and may require further development 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>.

Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/cal> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

# Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

## A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. 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 Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

## Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

### ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2500**

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

### MATHEMATICS

Emily's overall score is: **2450**

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

## A Comprehensive Plan for Student Success

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/>.

## Using Assessments to Help Students Learn

LOCAL ID #: 12348  
 STUDENT #: 5555555555 DATE OF BIRTH: 02/01/1986  
 GRADE: 11 TEST DATE: SPRING 2014

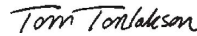
Dear Parent/Guardian of Emily Smith:

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.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,



Tom Torlakson,  
State Superintendent of Public Instruction



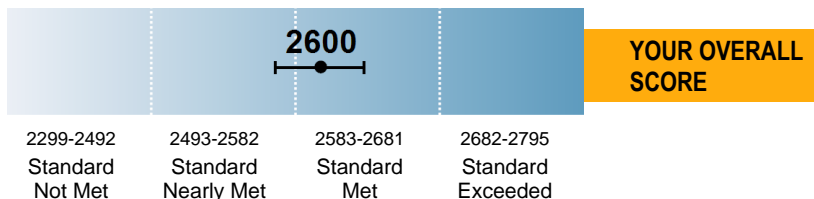
FOR THE PARENT/GUARDIAN OF:  
**Emily Smith**  
 1234 W Zoom Road 5th Building  
 Alum Rock Union Elementary School District  
 Lancaster, CA 95112-9282

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

## Emily's Results on California's Assessments

### ENGLISH LANGUAGE ARTS/LITERACY

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

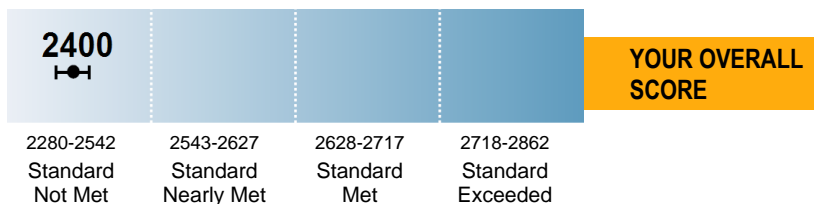


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in entry-level credit-bearing college coursework after high school.

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.

 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.**

# Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

## A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. 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 Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

## Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

### ENGLISH LANGUAGE ARTS/LITERACY

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

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

### MATHEMATICS

Emily's overall score is: **2400**

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

## 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.

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