2015
CALIFORNIA Assessment of Student Performance and Progress

Post-Test Guide
Technical Information

for CAASPP LEA and Test Site Coordinators and Research Specialists

- Smarter Balanced Summative Assessments for English Language Arts/Literacy in Grades Three through Eight and Grade Eleven
- Smarter Balanced Summative Assessments for Mathematics in Grades Three through Eight and Grade Eleven
- California Standards Tests for Science in Grades Five, Eight, and Ten
- California Modified Assessment for Science in Grades Five, Eight, and Ten
- California Alternate Performance Assessment for Science in Grades Five, Eight, and Ten
- Standards-based Tests in Spanish for Reading/Language Arts in Grades Two through Eleven
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<td>California Alternate Assessments</td>
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<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
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<tr>
<td>CAPA</td>
<td>California Alternate Performance Assessment</td>
</tr>
<tr>
<td>CAT</td>
<td>computer adaptive test</td>
</tr>
<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
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<tr>
<td>CDE</td>
<td>California Department of Education</td>
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<td>CMA</td>
<td>California Modified Assessment</td>
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<tr>
<td>CSTs</td>
<td>California Standards Tests</td>
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<tr>
<td>EAP</td>
<td>Early Assessment Program</td>
</tr>
<tr>
<td>EC</td>
<td>Education Code</td>
</tr>
<tr>
<td>EL</td>
<td>English learner</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
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<tr>
<td>LEA</td>
<td>local educational agency</td>
</tr>
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<td>IEP</td>
<td>individualized education program</td>
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<tr>
<td>ORS</td>
<td>Online Reporting System</td>
</tr>
<tr>
<td>PPT</td>
<td>paper-pencil testing</td>
</tr>
<tr>
<td>PT</td>
<td>performance task</td>
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<tr>
<td>RLA</td>
<td>reading/language arts</td>
</tr>
<tr>
<td>SEM</td>
<td>standard error of measurement</td>
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<tr>
<td>SS</td>
<td>scale score</td>
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<td>STS</td>
<td>Standards-based Tests in Spanish</td>
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<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
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Part I General Information
## Chapter I.1 New in 2015

### Table I.1 What’s New in 2015

<table>
<thead>
<tr>
<th>Change</th>
<th>Reporting of Student Results</th>
<th>California Smarter Balanced Summative Assessment Results</th>
<th>CAASPP Paper-Pencil Test Results</th>
<th>Internet Reports</th>
<th>Program Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only the individual Student Score Reports are printed and shipped to local educational agencies (LEAs); paper aggregate reports and master lists are no longer provided.</td>
<td>PDFs of the individual Student Score Reports are available through the new Test Operations Management System (TOMS).</td>
<td>Detailed preliminary reports for the Smarter Balanced Summative Assessments are available through the secure Online Reporting System (ORS).</td>
<td>There is no quick-turnaround reporting. Instead, preliminary reporting is accessed through the ORS.</td>
<td>The California Assessment of Student Performance and Progress (CAASPP) Test Results Web site includes both Smarter Balanced and paper-pencil aggregate test results.</td>
<td>The CAPA was administered in one content area: science.</td>
</tr>
<tr>
<td>Student data files are available as downloadable files from TOMS only; data CDs are no longer provided.</td>
<td></td>
<td></td>
<td>Reporting clusters for the California Standards Tests (CSTs), California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS) are not reported individually.</td>
<td></td>
<td>There are no student results available for the California Alternate Assessments field test.</td>
</tr>
</tbody>
</table>
Chapter I.2  Introduction

Purpose of the Reports and Using the Results

In 2015, the California Assessment of Student Performance and Progress (CAASPP) online tests were administered for English language arts/literacy (ELA) and mathematics to California students in grades three through eight and grade eleven as part of California’s membership in the Smarter Balanced Assessment Consortium. These tests were also available in paper-pencil testing (PPT) versions to students in local educational agencies (LEAs) that could not offer these assessments electronically.

In addition, students in grades five, eight, and ten took the PPT science test for which they were eligible. English learners in grades two through eleven took an optional PPT in reading/language arts (RLA).

Results for tests within the CAASPP System are used for two primary purposes:

1. Communicating students’ progress in achieving the state’s academic standards to students, parents/guardians, and teachers. In developing the legislation for statewide testing, the Legislature recognized that LEAs will conduct their own ongoing diagnostic assessments and provide information on the results of these assessments to parents/guardians and teachers on a regular basis. The Legislature also recognized that local diagnostic assessment is the primary way in which to identify academic strengths and weaknesses (Education Code [EC] Section 60602).

2. Informing decisions, along with local assessment data, that teachers and administrators make about helping students improve their achievement and about improving the educational program.

More background information about the CAASPP System can be found on the CDE CAASPP System Web page at http://www.cde.ca.gov/ta/tg/ca/.

Overview of Online Smarter Balanced Assessments

The Smarter Balanced Online Summative Assessments are available for ELA and mathematics to students in grades three through eight and grade eleven. These assessments are aligned to the Common Core State Standards (CCSS) in their respective content areas and are intended to measure student progress toward college and career readiness. Student test results are reported in the following overall achievement levels:

- Level 4—Standard Exceeded
- Level 3—Standard Met
- Level 2—Standard Nearly Met
- Level 1—Standard Not Met

Each content area of the online assessments consists of a computer adaptive test (CAT) (also called a non-performance task [non-PT]) as well as a performance task (PT). Preliminary summary results are available online, in the secure Online Reporting System (ORS).

Results from the scores from the CAT and PT are combined to determine the scale score. However, because the CAT portions of the test are based on the specific test questions selected as a result of the students’ responses, resulting scores are not the sum of the number correctly answered.

For students in grade eleven, the “Standard Met” achievement level is associated with “Conditional Readiness,” suggesting that students are ready for entry-level college courses in ELA and mathematics.
Computer Adaptive Test (CAT)

A CAT is designed to adjust the level of item difficulty, based on the responses provided, to match the ability of a test taker. By adapting to the student’s ability as the assessment is being taken, the CAT presents an individually tailored set of questions that is appropriate to each student and provides more accurate scores for all students across the full range of the achievement continuum. A CAT requires fewer questions as compared to a fixed-form assessment—that is, a test where students are given the same questions regardless of the student’s responses or ability—to obtain an equally precise estimate of a student’s ability.

During the test, if a student gives a wrong answer, the computer will follow up with an easier question; while if the student answers correctly, the next question will be slightly more difficult. Since the answers of items used to estimate the student’s ability are machine-scored, the student’s performance on the items administered can be known immediately, and the successive items are selected to adapt to the current ability of the student. The CAT selects questions based on a student’s responses, scores the responses, and iteratively estimates the student’s performance. This process continues until the test content outlined in the test’s blueprint is covered.

The CAT requires a large pool of test questions statistically calibrated on a common scale to cover the ability range. For the Smarter Balanced Online Summative Assessments, the test question statistics were obtained from the Field Test.

Most CAT responses are machine-scored; other questions in this portion of the test are hand-scored. These scores are later combined with PT results for the student’s final score.

Performance Task (PT)

A PT is a nonadaptive form designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a Classroom Activity for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student’s ability to address the content of the task. PTs are not targeted to students’ specific ability levels. While students in a school all receive the same grade-level Classroom Activity, they may receive a different version of the PT.

Some PT responses are machine-scored, others are hand-scored. Scores are later combined with CAT results for the student’s final score. Questions on the PT that are presented but go unanswered are scored as incorrect.

Smarter Balanced Paper-Pencil Tests (PPTs)

The Smarter Balanced assessments were available in a fixed-form, PPT version when schools were unable to administer the online tests. Unanswered questions are scored as incorrect. Scores from the PPTs are based on the particular items a student answered correctly and not the number of items answered correctly.

Smarter Balanced PPTs will be post-equated over the summer of 2015 based on samples of students from across the states administering these tests.

Overview of CAASPP PPTs

The CAASPP PPTs are fixed-form tests. Students in grades five, eight, and ten will take either the California Standards Test (CST) for Science or, based on a student’s individualized education plan (IEP), the California Modified Assessment (CMA) for Science or California Alternate Performance Assessment (CAPA) for Science. Optionally, English learner (EL) students in grades two through eleven take the Standards-based Tests in Spanish (STS) for RLA. Student test results are reported in the following performance levels:

- Advanced
- Proficient
- Basic
- Below basic
- Far below basic
**California Standards Tests (CSTs)**

The **CSTs for Science** are assessments for students in grades five, eight, and ten. Because the CSTs for Science are the principal component of CAASPP paper-pencil testing, teachers and administrators should use CST science results in conjunction with multiple other measures when decisions regarding an individual student’s educational needs are made.

**California Modified Assessment (CMA)**

The **CMA for Science** are assessments for students in grades five, eight, and ten who have an individualized education program (IEP) and are designated by the IEP team to take the grade-level CMA for Science. The purpose of the CMA is to allow students with disabilities greater access to an assessment that helps measure their achievement with respect to California’s content standards.

**California Alternate Performance Assessment (CAPA)**

The **CAPA for Science** are individually administered performance assessments for students in grades five, eight, and ten who have significant cognitive disabilities and who are unable to take either the CSTs even with accommodations or modifications or the CMA with accommodations. The decisions whether to administer the CAPA, as well as the CAPA level to be administered, are made by the student’s IEP team.

**Standards-based Tests in Spanish (STS)**

The **STS for RLA** permit Spanish-speaking English learners to demonstrate their achievement in English-language arts through a primary language test in Spanish. At the discretion of the LEA, the STS may also be administered to Spanish-speaking English learners enrolled in school in the U.S. or one of its territories for more than 12 months and who are not receiving instruction in Spanish. In 2015, the STS were administered for RLA in grades two through eleven.

### Types of Reports

Results for the CAASPP assessment are reported in three ways, as follows:

| 1. Preliminary Reports for Online Assessments in the ORS | • Home Page Dashboard  
| • Subject Detail  
| • Claim-level Detail  
| • Listing (Group, Roster, Student)  
| • Student Detail |

| 2. Preliminary Reports for PPTs in the ORS | • Home Page Dashboard  
| • Subject Detail  
| • Listing (Group, Roster, Student)  
| • Student Detail |

| 3. Individual CAASPP Score Reports (printed) | • Student Score Report for Smarter Balanced—Grades three, four, six, seven, and eleven  
| • Student Score Report for Smarter Balanced and CST/CMA—Grades five and eight  
| • Student Score Report for CST/CMA—Grade ten  
| • Student Score Report for CAPA—Grades five, eight, and ten  
| • Student Score Report for STS—Grades two through eleven |

| 4. Aggregated Internet Reports (Internet reporting) | • Smarter Balanced ELA Scores  
| • Smarter Balanced Mathematics Scores  
| • CST for Science Scores  
| • CMA for Science Scores  
| • CAPA for Science Scores  
| • STS for RLA Scores |
Grades and Subjects Reported

CAASPP results are reported for the tests students took. Students who took the grade-level STS for RLA in addition to the required Smarter Balanced assessment(s) and the CST or CMA for Science in grade five or eight will receive two reports, for example. The matrix in Table I.2 shows, for each grade, the test results that will appear on a report.

Please note that students in grade eleven who participated in the Early Assessment Program (EAP) for ELA and/or mathematics will receive results on their grade-level score report.

### Table I.2 Reporting Matrix

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Grade Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Smarter Balanced Online Summative Assessments</td>
<td></td>
</tr>
<tr>
<td>English language arts/literacy</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>CST</td>
<td></td>
</tr>
<tr>
<td>Science (grade level)</td>
<td></td>
</tr>
<tr>
<td>CMA</td>
<td></td>
</tr>
<tr>
<td>CAPA</td>
<td></td>
</tr>
<tr>
<td>Science (Levels I, III, IV, V)</td>
<td>✓</td>
</tr>
<tr>
<td>STS</td>
<td>✓</td>
</tr>
</tbody>
</table>

A Note about Universal Tools, Designated Supports, and Accommodations

The “Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress” (Matrix One) Web document is linked on the CDE Matrix One: CAASPP Web page at [http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp](http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp). Part 2 of Matrix One includes the non-embedded universal tools, designated supports, and accommodations that are available for use for the paper-pencil CSTs, STS, and CMA. Another type of support shown on Part 1 of Matrix One, called an “embedded support,” is available only on computer-based tests. Finally, Part 3 of Matrix One describes individualized aids.

Test administration for the CAPA allows for the examiner to provide any required adaptation needed by the students to access the tasks.

**Embedded Universal Tools, Designated Supports, and Accommodations (Part 1 of Matrix One)**

Embedded universal tools, designated supports, and accommodations are digital accessibility tools that are available in the online summative assessments and do not change the construct being measured. For example, the use of a large-print version of any CAASPP test does not change what is being measured.

Universal tools are available to all students per student preference and selection; designated supports are available to students by teacher and/or parent/guardian recommendation. Accommodations are available to students with documented need in a student’s IEP or Section 504 plan.

The use of universal tools, designated supports, or accommodations does not change the way scores are reported.

**Non-embedded Universal Tools, Designated Supports, and Accommodations (Part 2 of Matrix One)**

Non-embedded universal tools, designated supports, and accommodations do not change the construct being measured. For example, the use of a braille version of any CAASPP test does not change what is being measured.

Universal tools are available to all students per student preference and selection; designated supports are available to students by teacher recommendation. Accommodations are available to students with documented need in a student’s IEP or Section 504 plan.

The use of universal tools, designated supports, or accommodations does not change the way scores are reported.
**Individualized Aids (Part 3 of Matrix One)**

“Individualized aids” are non-embedded accessibility supports that are either listed in Part 3 of Matrix One or are not identified in Parts 1 or 2; they may have been previously identified as modifications or may be unlisted supports. Individualized aids fundamentally change what is being measured. All individualized aids must be listed in the student’s IEP or Section 504 plan; a form requesting their use should have been submitted to the CDE before a student was tested.
Chapter I.3  Interpreting Results

Scale Scores for the CAASPP System

Scale scores are important measures for the CAASPP System. Student achievement or performance levels are assigned on the basis of scale scores for all tests.

The advantage of the scale score metric is that it allows a particular score (for example, 350 or 2533) to mean the same thing across test forms for a grade level, even though the difficulty of the test forms may vary. Scale scores provide a common reference over the years.

Each program/grade level/content area test has its own scale score range.

Teachers and administrators should not use CAASPP results in isolation to make inferences about instructional needs. Anyone using CAASPP results to identify strengths and weaknesses in instructional programs should be familiar with the cautions and procedures described in the next section, “Interpreting Results.”

Smarter Balanced Summative Assessments (Online and PPTs)

Final scores represent the ability estimates for students. Once the responses from the PT and CAT portions are merged for final scoring, the resulting ability estimates are based on the responses to the specific test questions that a student answered, not the total number of questions answered correctly. Higher ability estimates are associated with test takers who correctly answer more difficult and more discriminating questions; lower ability estimates are associated with test takers who correctly answer easier and less discriminating questions. Two students will have the same ability estimate if they are scored the same way on an identical collection of items. This type of scoring is called “item pattern scoring.”

The PPT versions of the Smarter Balanced assessments use the same scale as the online assessments to report student results.

Scale Score Ranges

Online assessments were scaled vertically, which means that scores for certain questions that were common between adjacent grades were linked. This will make it possible to monitor students’ year-to-year progress in assimilating the CCSS and to describe student growth over time across grade levels.

Scale scores offer a more precise way to determine students’ performance on the online assessments than achievement levels (which are described in the next subsection) because each level is based on a range of numbers, rather than an individual number like a scale score. Scale score ranges for the Smarter Balanced assessments, which vary from test to test and range from 2114–2795 in ELA and 2189–2862 in mathematics, are listed in Appendix A, which starts on page 46.

Scale scores for the online summative assessments, in particular, were built on a common vertical scale for each content area, which allows meaningful comparisons between individual students and group comparisons between schools and LEAs across grades within the same content area. Student achievement levels are assigned based on scale scores for all tests, which are described in the next subsection.

Achievement Levels

Smarter Balanced overall achievement levels are categorical labels given to particular scale score ranges. The achievement levels are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. The minimum and maximum scale scores for each achievement level vary for grade and content area. Achievement levels were set during a process called achievement level setting, which established the association between scores and their category of achievement. Achievement level setting also ensures that the achievement levels align to the CCSS.
CAASPP Paper-Pencil Tests (CSTs, CMA, CAPA, and STS)

Scale scores are used in the evaluation of overall student performance. Unlike raw scores (that is, number-correct scores or percent-correct scores) that allow only comparisons between students under the same test setting, scale scores provide a common reference statewide, making interpretation easier. The scale score performance-level cut points are held constant from year to year for each grade level and content area, while the number- or percent-correct score (that is, the raw score) associated with each scale score may change.

Because percent-correct scores are defined in terms of the number of questions answered correctly (the raw score metric) they are, by definition, associated with the specific form of the test taken, unadjusted for difficulty—that is, they are dependent on the difficulty of the test questions and the ability level of those who are taking the test.

Scale Score Ranges

The scale score ranges for the performance levels are found in Appendix A starting on page 46. The range of possible scale scores for the CSTs, CMA, and STS is from 150 to 600 for each grade and subject. The scale of 150–600 was selected before the first tests were scaled. When the tests were administered and scored for the first time after the performance standards were set, the number-correct scores were associated with scale scores.

The range of possible scale scores for the CAPA is 15 to 60 for each grade and each level in all the science tests administered.

Performance Levels

Performance levels for the CSTs, CMA, CAPA, and STS are advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level.

For all grade levels of the CSTs and CMA for Science and the STS for RLA, the minimum scale score for the proficient level is set at 350. The basic level is set at a minimum scale score of 300. For the CAPA for Science, basic is set at 30 and proficient is set at 35.

The minimum scale scores for below basic and advanced differ by content area and grade.

Equating and Scaling

When tests are constructed for each grade, every effort is made to make the tests parallel and of the same level of difficulty from one year to another. However, even with those efforts, small differences in test difficulty still exist between test forms. A psychometric procedure called equating makes adjustments for test difficulty so that students in one year are held to the same standards as students in another year.

Details about equating and scaling for the CAASPP Program tests are described in each of the following technical reports:

- CST—California Standards Tests Technical Report
- CMA—California Modified Assessment Technical Report
- CAPA—California Alternate Performance Assessment Technical Report

The technical reports also include raw-score-to-scale-score conversions for the testing year.

The technical reports for all CAASPP tests are linked on the CDE Technical Reports and Studies Web page at http://www.cde.ca.gov/ta/tg/sr/technicalrpts.asp.

Subtopic (Area) Results

Smarter Balanced Claims

Assessment claims are evidence-based statements about what students know and can do as demonstrated by their performance on the summative assessments. There are three claims per mathematics assessment and four claims per ELA assessment, each with a varying number of content categories (subcategories that may apply to some specific claims) and assessment targets.

Claims are broken down into content categories, which contain a varying number of assessment targets. For example, the overall claim “Reading” has a content category called “Literary” that contains an assessment target
called “Reasoning and Evaluation.” Claims and their assessment targets are listed in Appendix B. Please note that not all targets are tested in a given year, and that targets are not reported in 2015.

Results for claims are presented for individual students on the Student Score Reports and in the Online Reporting System for schools, LEAs, and the state. Performance on claims is reported as one of three levels:

- Above Standard
- At or Near Standard
- Below Standard

**CST, CMA, and STS Reporting Clusters**

Reporting clusters are groups of questions related to the same standard on a test. Reporting cluster scores are not reported in 2015 for the CSTs and CMA for Science, or for the STS for RLA.
Chapter I.4 Comparing Results

Standard 12.10 of the Standards for Educational and Psychological Testing states, “In educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should take into consideration not just scores from a single test but other relevant information.”

Test results should be interpreted as a student’s performance on a single assessment. They are meant to represent approximations of students’ mastery of content areas.

Any comparison of groups should not be used for diagnostic, placement, or promotion or retention purposes. Decisions about promotion, retention, placement, or eligibility for special programs may use or include CAASPP System results only in conjunction with multiple other measures including, but not limited to, locally administered tests, teacher recommendations, and grades.

Using the Standard Error of Measurement (SEM) to Compare Scale Scores and Achievement Levels for the Online Summative Assessments for Individual Students

In any test, one can assume that scores for an individual would vary if it were somehow possible to give the same test over and over again. For example, students may vary in their performance because of the way they are feeling on the day of the test or they may be especially lucky or unlucky when they guess at questions they do not know. This random variation in individual scores is quantified through the use of a statistic of measurement precision called the standard error of measurement (SEM).

SEMs can help evaluate the accuracy of test scores. One can interpret the SEM for an individual as the standard deviation for a group of test scores. Given a single score for a student, it can be assumed that if the student were to take the test over and over again, the student would score within plus or minus one SEM of the observed score about 68 percent of the time and within plus or minus two SEMs about 95 percent of the time.

For the online assessments, an error band is a useful tool that describes the amount of precision associated with a reported scale score. SEM is calculated for each student who takes the online assessments. Error bands are used to construct an interval estimate corresponding to a student’s true ability/proficiency for a particular content area with a certain level of confidence.

Comparing Smarter Balanced Online Assessments

Because 2015 is the first year of operational administration for the Smarter Balanced Online Summative Assessments, there are no previous-year results with which to compare 2015 results; nor can results for the online assessments be compared to results of other tests, such as those administered for the Standardized Testing and Reporting Program. In future years, because of the vertical scaling of the Smarter Balanced assessments, scale scores for a test may be compared to scale scores for the same student or groups of students in different years for the same content area, as well as for between specific grade levels and content areas. This allows users to say that performance for a given content area and grade was higher or lower one year as compared with another. Scale scores for the Smarter Balanced assessments may be compared across grades since the scales are vertically aligned across grades.

Comparing CAASPP Paper-Pencil Tests

Scale scores for the CSTs, CMA, and CAPA for Science and the STS for RLA in 2015 may be compared to scale scores for a prior year for the same content area, grade level, and testing program. This allows users to say that performance for a given content area and grade was higher or lower in 2015 compared with 2014, for instance. However, scale scores for the same content area for these PPTs may not be compared across grades because scale scores are not vertically scaled, or scaled across grades. Scale scores for the CAPA should not be compared across grades or CAPA levels. Scale scores may not be compared across tests, because the scale scores for the CSTs do not mean the same thing as the scale scores for the CMA, for example.

In addition, comparing results for the STS administered to the target population to results of the STS for Non–English Learner (EL) Students in Dual-immersion Programs should be made with caution as the scale scores and performance standards were set for all STS content areas based on the STS’s target population.

**Comparing Results with Performance Levels**

When comparing results for the CST, CMA, CAPA, and STS PPTs, compare results only within the same content area and grade; that is, compare grade five science in 2014 to grade five science in 2015 or grade eight science in 2014 to grade eight science in 2015. No direct comparisons should be made between grades; for example, results for the CST for Science (Grade 5) cannot be compared with results for the CST for Science (Grade 8). In addition, comparisons should be made only within the same testing program. Results for the CST for Science (Grade 8) cannot be compared to results for the CMA for Science (Grade 8), for example. The matrix in Table I.3, below, shows which CAASPP administration results may be reasonably compared with this year’s results.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Years Available for Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST</td>
<td>2008 and prior</td>
</tr>
<tr>
<td>Science; grades five, eight, and ten</td>
<td>✔</td>
</tr>
<tr>
<td>CMA</td>
<td></td>
</tr>
<tr>
<td>Science; grade five</td>
<td></td>
</tr>
<tr>
<td>Science; grade eight</td>
<td></td>
</tr>
<tr>
<td>Science; grade ten</td>
<td></td>
</tr>
<tr>
<td>CAPA</td>
<td></td>
</tr>
<tr>
<td>Science; Levels I, III, IV, and V</td>
<td>✔</td>
</tr>
<tr>
<td>STS</td>
<td></td>
</tr>
<tr>
<td>RLA; grades two through four</td>
<td>✔</td>
</tr>
<tr>
<td>RLA; grades five through seven</td>
<td>✔</td>
</tr>
<tr>
<td>RLA; grades eight through eleven</td>
<td>✔</td>
</tr>
</tbody>
</table>

Two types of comparisons are possible:

1. Comparing the average scale score; or
2. Comparing the percent of students scoring at each performance level.

When making comparisons across years within a given grade and content area, it is important to understand that even when the number of students is the same, the group’s composition from year to year may be quite different if student mobility (transiency) is high.

When comparisons are made across years, they are actually a comparison of different groups of students with different traits taking different tests. Generally, there will be more variance in scores from year to year when small numbers of students are tested.

While there may be a valid comparison to be made between students within a grade and content area, it is not valid to subtract a student’s or class’s scale score received one year in a given content area from the scale score received the previous year in the same content area in order to show growth. While the scale scores may look the same, they are independently scaled so that differences for the same students across years cannot be calculated using basic subtraction.

**Note about the STS**

Comparison of the results for the STS administered to the target population to results of the STS for Non–EL Students in Dual-immersion Programs should be made with caution as the scale scores and performance standards were set for all STS content areas based on the STS’s target population.
Comparing CST, CMA, STS, and CAPA Scale Scores and Performance Levels for Groups

An example of how group-level scale scores for 2015 may be compared to the 2014 scale scores for the same content area and grade is shown in Table I.4, below. In this table, hypothetical average CST scale scores (SS) for science are compared between 2014 and 2015 for the students in a particular school. Compared with average scale scores in 2014, these data indicate higher scores in 2015 for grades five and ten and a virtually identical score for grade eight. In addition to comparisons for all students, similar grade-by-grade comparisons of scale scores may be made for different subgroups of interest. However, because the science (and other test) scales are independent for each grade, it is not appropriate to calculate and compare average scale scores for the entire school or across grades. The same sort of table could be used to compare year-to-year results for any test group.

Table I.4 Hypothetical Example of Using the CSTs to Measure Growth by Comparing Average Scale Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Students</th>
<th>Mean SS</th>
<th>No. of Students</th>
<th>Mean SS</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>120</td>
<td>322.2</td>
<td>111</td>
<td>333.5</td>
<td>11.3</td>
</tr>
<tr>
<td>Grade 8</td>
<td>100</td>
<td>331.4</td>
<td>124</td>
<td>331.7</td>
<td>0.3</td>
</tr>
<tr>
<td>Grade 10</td>
<td>90</td>
<td>319.9</td>
<td>102</td>
<td>323.1</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Table I.5 provides a second hypothetical example of how group-level CST results may be compared. In this example, the percent of students scoring at or above proficient in science are compared between 2014 and 2015 across grades for the same school. Comparisons between 2014 and 2015 in Table I.5 indicate the same trends as indicated by Table I.4: a slightly higher percentage of students in grades five and ten scored at proficient or above and the same percentage of grade eight students scored at proficient or above. Note that Table I.5 also provides a comparison of overall results for the entire school. Because “proficient or above” in science is a standards-based classification, 2014 and 2015 results for the entire school may be calculated by averaging across grades. The resulting school-level averages may be compared from year to year. However, for each year, these school-level averages should be weighted to reflect the number of students in each grade. For example, the results for grade five carries more weight in the calculations for 2014 than the other two grades, but grade eight carries more weight in the calculations for 2015 than the other two grades.

While these examples have made comparisons across only one year, it is important for program evaluation that results be compared across a number of years to verify that the trend is stable. The same sort of table could be used to compare year-to-year results for any test group.

Table I.5 Hypothetical Example of Using the CSTs to Measure Growth by Comparing Percentages of Students at Proficient and Above

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Students</th>
<th>% Prof or Above</th>
<th>No. of Students</th>
<th>% Prof or Above</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>120</td>
<td>31%</td>
<td>111</td>
<td>35%</td>
<td>4%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>100</td>
<td>33%</td>
<td>124</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>90</td>
<td>29%</td>
<td>102</td>
<td>31%</td>
<td>2%</td>
</tr>
<tr>
<td>All Grades</td>
<td>310</td>
<td>31%</td>
<td>337</td>
<td>33%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Comparing CAPA Results

When comparing results for the CAPA, the reviewer is limited to comparisons within the same subject and CAPA level; that is, Level III science compared to Level III science or Level V science compared to Level V science. No direct comparisons should be made between test levels.

Two types of comparisons are possible:
1. Comparing the mean scale score; or
2. Comparing the percent of students scoring at each performance level.

A scale score is derived from a statistical process. It is not possible to calculate a scale score by multiplying a student’s percent correct in a content area by 600.
The reviewer may not compare results for the same subject, grade, and CAPA level within a school, between schools, or between a school and its LEA, its county, or the state between 2009 and the years prior because CAPA scale scores were recalibrated for 2009 and, therefore, cannot be used to compare scores to 2008 and the years prior. However, data may be compared for 2009 and subsequent years.

Comparisons may also be made by calculating the overall percent of students within a school who scored proficient and advanced and comparing that percent to the overall percent of students in another school, the LEA, the county, or the state who scored proficient (PRO) or advanced (ADV). To make a comparison of this kind, first calculate the number of students who scored proficient and advanced for the subject area at each grade and CAPA level ([%PRO + %ADV] multiplied by the number tested for the grade and CAPA level and subject area; this equals the number scored PRO/ADV). Then add the number scored PRO/ADV for all grades and divide the sum by the total enrollment.
Part II Student Score Reports
Descriptions
### Chapter II.1 Individual Reports

Please note that the California Department of Education does not keep or maintain CAASPP reports. Reports are kept and maintained at the LEAs and at subordinate levels.

Table II.1 lists the printed individual Student Score Reports.

#### Table II.1 2015 CAASPP Printed Individual Student Score Reports

<table>
<thead>
<tr>
<th>Description</th>
<th>Use and Distribution</th>
</tr>
</thead>
</table>
| **The CAASPP Student Report—Smarter Balanced Summative Assessments** | **This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.**
| A report for the Smarter Balanced Summative Assessments for ELA and Mathematics at the student’s grade level (grade three, four, six, seven, or eleven) | **Two copies of this report are provided for each student. One is for the student’s current teacher and one is to be distributed by the LEA to parents/guardians.**
| This report provides parents/guardians and teachers with the student’s results, presented in tables and graphs. | **For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.**
| Data presented for the Smarter Balanced Summative Assessments taken include the following: | |
| • Scale scores | |
| • Achievement levels\(^1\) | |
| • Level of performance for each claim in the content areas taken\(^2\) | |
| The report is formatted with the student’s mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the LEA provided mailing addresses. | |

| **The CAASPP Student Report—Smarter Balanced Summative Assessments and CST/CMA for Science** | **This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.**
| A report for the Smarter Balanced Summative Assessments for ELA and Mathematics and either the CST for Science or CMA for Science at the student’s grade level (grade five or eight) | **Two copies of this report are provided for each student. One is for the student’s current teacher and one is to be distributed by the LEA to parents/guardians.**
| This report provides parents/guardians and teachers with the student’s results, presented in tables and graphs. | **For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.**
| Data presented for the Smarter Balanced Summative Assessments taken include the following: | |
| • Scale scores | |
| • Achievement levels\(^1\) | |
| • Level of performance for each claim in the content areas taken\(^2\) | |
| Data presented for the science assessment taken include the following: | |
| • Scale scores | |
| • Performance levels\(^3\) | |
| The report is formatted with the student’s mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the LEA provided mailing addresses. | |

---

\(^1\) Smarter Balanced achievement levels for content areas are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.

\(^2\) Smarter Balanced performance levels for claims are Above Standard, At or Near Standard, and Below Standard.

\(^3\) Performance levels for the CAASPP paper-pencil tests are advanced, proficient, basic, below basic, and far below basic. Performance levels are not comparable across tests.
## 2015 CAASPP Printed Individual Student Score Reports

<table>
<thead>
<tr>
<th>Description</th>
<th>Use and Distribution</th>
</tr>
</thead>
</table>
| **The CAASPP Student Report—CST/CMA for Science**  
A report for either the CST for Science or CMA for Science in grade ten | This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.  
Two copies of this report are provided for each student. One is for the student’s current teacher and one is to be distributed by the LEA to parents/guardians.  
For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window. |
| This report provides parents/guardians and teachers with the student’s results, presented in tables and graphs.  
Data presented for the science assessment taken include the following:  
- Scale scores  
- Performance levels[^1]  
The report is formatted with the student’s mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the LEA provided mailing addresses. | |
| **The CAASPP Student Report—CAPA for Science**  
A report for the CAPA for Science for the student’s CAPA level and grade level (grade five, eight, or ten) | This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.  
Two copies of this report are provided for each student. One is for the student’s current teacher and one is to be distributed by the LEA to parents/guardians.  
For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window. |
| This report provides parents/guardians and teachers with the student’s results, presented in tables and graphs.  
Data presented for the CAPA for Science taken include the following:  
- Scale scores  
- Performance levels[^1]  
The report is formatted with the student’s mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the LEA provided mailing addresses. | |

---

[^1]: Smarter Balanced achievement levels for content areas are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.

[^2]: Smarter Balanced performance levels for claims are Above Standard, At or Near Standard, and Below Standard.

[^3]: Performance levels for the CAASPP paper-pencil tests are advanced, proficient, basic, below basic, and far below basic. Performance levels are not comparable across tests.
### 2015 CAASPP Printed Individual Student Score Reports

<table>
<thead>
<tr>
<th>Description</th>
<th>Use and Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The CAASPP Student Report—STS for RLA</strong></td>
<td>This report includes individual student results and is not distributed beyond parents/guardians and the student’s school.</td>
</tr>
<tr>
<td>A report in Spanish for the STS for RLA for the student’s grade level (grades two through eleven)</td>
<td>Two copies of this report are provided for each student. One is for the student’s current teacher and one is to be distributed by the LEA to parents/guardians.</td>
</tr>
<tr>
<td>This report provides parents/guardians and teachers with the student’s results, presented in tables and graphs. Data presented include the following:</td>
<td>For mailing, use a #10 left-hand window envelope. Fold the report in thirds so the address, if printed, will appear in the window.</td>
</tr>
<tr>
<td>• Scale scores</td>
<td></td>
</tr>
<tr>
<td>• Performance levels(^3)</td>
<td></td>
</tr>
<tr>
<td>The report is formatted with the student’s mailing address positioned for use in windowed envelopes for mailing to parents/guardians if the LEA provided mailing addresses.</td>
<td></td>
</tr>
<tr>
<td>Because students who take the grade-level STS must also take the required grade-level Smarter Balanced Summative Assessment for Mathematics and might take the Smarter Balanced Summative Assessment for ELA (and students in grades five, eight, and ten will also take the CST or CMA for Science), students may receive two Student Score Reports.</td>
<td></td>
</tr>
</tbody>
</table>

### Legend

2. Smarter Balanced performance levels for claims are Above Standard, At or Near Standard, and Below Standard.
3. Performance levels for the CAASPP paper-pencil tests are advanced, proficient, basic, below basic, and far below basic. Performance levels are not comparable across tests.
Student Score Reports for Smarter Balanced Summative Assessments in Grades Three, Four, Six, Seven, and Eleven

| Purpose | To show a student’s achievement on CAASPP System assessments to parents/guardians, students, and teachers. The student report received by the parents/guardians includes the same information as does the report received by the teacher. |
| Format | The CAASPP Student Score Report for the Smarter Balanced Summative Assessments consists of a single two-sided page: ● Front: Student scores, including the student’s achievement levels and scale scores. ● Back: – Breakdown of student scores in a level for performance for the claims or areas in ELA and mathematics. – The grade eleven report also includes results for the Early Assessment Program (EAP). |
| Action | LEAs must forward or mail the copy of the Student Score Report they receive to the student’s parents/guardians within 20 working days of its delivery to the LEA office. Schools may give the copy they receive to the student’s current teacher or counselor. |
| Focus | Individual student’s results. |

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data. Student Score Report samples may include minor variances from actual reports.

For the lists of 2015 claims and targets, see Appendix B on page 48.

Explanation of the Student Score Report for ELA and Mathematics

Front Page, Top: Student Information

Table II.2 The Student Score Report for Smarter Balanced for ELA and Mathematics: Student Information Descriptions

<table>
<thead>
<tr>
<th>Description</th>
<th>Information about the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student identification</strong></td>
<td>Note: The grade noted indicates the grade in which the student was enrolled.</td>
</tr>
</tbody>
</table>
2. **Student’s mailing address**  
   Student’s mailing address, if provided by the LEA; if the address was provided, it will include the barcode used for scanning by the U.S. Post Office.

3. **School and LEA**  
   School and LEA name.

4. **Letter**  
   Letter from the State Superintendent of Public Instruction explaining the purpose of the report.

---

**Front Page, Bottom: Student’s Results on the Smarter Balanced Summative Assessments**

**ENGLISH LANGUAGE ARTS/LITERACY**  
Brown’s overall score is: **2500**

- **YOUR OVERALL SCORE**

**MATHMATICS**  
Brown’s overall score is: **2450**

- **YOUR OVERALL SCORE**

---

**Table II.3 The Student Score Report for Smarter Balanced for ELA and Mathematics: Student Results Descriptions**

1. **Overall results**  
   Provides the student’s overall result on the Smarter Balanced Summative Assessment within the achievement level range; the black circle marks the score within the range of possible scores. The number above the black circle within the range bar is the student’s exact scale score. The bar around the score indicates the extent to which the score might have been different had the student 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 for different content areas (for example, between the ELA and mathematics assessments) or on tests administered previously in California (such as for the Standardized Testing and Reporting [STAR] Program).

   A scale score is derived from a statistical process.
2. Description

Describes the student’s achievement level attained.

If the score was unable to be reported, this is noted as one of the following:

- [Student’s name] did not take a [English language arts/literacy or mathematics] or a score was unable to be reported.
- The scores in [student’s name]’s [English language arts/literacy or mathematics] should be used with caution as the test was administered under conditions that resulted in a score that may not be an accurate representation of your child’s achievement. If you have questions about this message, please call your child’s school.
- [Student’s name] took the [English language arts/literacy or mathematics] in a paper-pencil format and the results are being compiled. [Student’s name]’s scores will be available soon.

3. Error band

Band that shows the measurement error associated with each scale score.

4. More about these tests

Provides Web addresses to find more information about California testing.

Back Page, Top: About the New Tests and New Report

Your Guide to Brown’s California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Brown; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Brown 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 Brown’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 Brown’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.

This section describes, in more detail, the Smarter Balanced Online Summative Assessments.
Part II Student Score Reports Descriptions | Individual Reports

Back Page, Middle: Breakdown of Claims Results

### Table II.4 The Student Score Report for Smarter Balanced for ELA and Mathematics and Science: Student Information Descriptions, ELA and Mathematics

**1. Overall score**
The student’s scale score for the content area.

**2. Claims**
The questions on the tests are grouped into the areas called claims. Claims are based on the content standards, which describe what students know and can do at each grade level. The subject for each test is listed at the top of each chart.

**3. Performance**
This section of the chart shows performance levels for the assessment’s claims. The performance levels for the claims are Above Standard, At or Near Standard, and Below Standard. A score of “No score available” indicates that he or she did not take all the items needed to receive a score in that area.

Back Page, Bottom: A Plan for Student Success—Grades Three, Four, Six, and Seven

### 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](http://www.cde.ca.gov).

For students in grades three, four, six, and seven, this section describes the role these tests play in California’s plan for supporting high-quality teaching and learning.
The Early Assessment Program (EAP) is a joint program of the CDE, California State University, and California Community Colleges. The EAP provides students at the end of grade eleven with an early indication of his or her readiness for college-level English and mathematics prior to starting their senior year. CAASPP score reports will provide an indicator of his or her predicted readiness to take college-level courses in those subjects.

Achievement levels are mapped to EAP status as follows:

- **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](http://CSUSuccess.org) to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.
Sample of the Student Score Report for ELA and Mathematics
Grade Four, Front

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 12356
STUDENT #: 1234567890
GRADE: 4
DATE OF BIRTH: 02/01/2005
TEST DATE: SPRING 2015

Dear Parent/Guardian of Brown L Lee:

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 format 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 Brown’s achievement on these new tests. This score 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, Brown’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 Brown’s teacher(s).

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction

Brown’s Results on California’s Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Brown’s overall score is: 2500

<table>
<thead>
<tr>
<th>2131-2415</th>
<th>2416-2472</th>
<th>2473-2532</th>
<th>2533-2053</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Standard</td>
<td>Standard</td>
<td>Standard</td>
</tr>
<tr>
<td>Not Met</td>
<td>Nearly Met</td>
<td>Met</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

YOUR OVERALL SCORE

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

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

MATHEMATICS
Brown’s overall score is: 2450

<table>
<thead>
<tr>
<th>2204-2410</th>
<th>2411-2484</th>
<th>2485-2548</th>
<th>2549-2059</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Standard</td>
<td>Standard</td>
<td>Standard</td>
</tr>
<tr>
<td>Not Met</td>
<td>Nearly Met</td>
<td>Met</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

YOUR OVERALL SCORE

Brown nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Brown’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 Brown’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/tea/ta/tasum summative.asp. Find complete results for schools, local education agencies (LEAs), and states at http://www.cde.ca.gov/ta/tac/ca and your School Accountability Report Card (SARC) on the CDE SARC Web page at http://www.cde.ca.gov/sac or ask for a copy of the SARC at your child’s school.
Your Guide to Brown’s California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Brown; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Brown 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 Brown’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 Brown’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.

Brown’s Results on California’s Assessments

The following chart provides a further breakdown of Brown’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 the CAASPP Summative Assessments Web page at http://www.cde.ca.gov/ta/tg/sa/sbscsummative.asp.

**ENGLISH LANGUAGE ARTS/LITERACY**

Brown’s overall score is: 2500

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

**MATHEMATICS**

Brown’s overall score is: 2450

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

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/
Student Score Reports for Smarter Balanced ELA and Mathematics and CST/CMA in Grades Five and Eight

| Purpose | To show a student’s achievement on CAASPP System assessments to parents/guardians, students, and teachers. The student report received by the parents/guardians includes the same information as does the report received by the teacher. |
| Format | The CAASPP Student Score Report for the Smarter Balanced Summative Assessments and CST/CMA consists of a single two-sided page:  
- Front: Student scores, including the student’s achievement level and scale scores for the Smarter Balanced Summative Assessments.  
- Back:  
  - Breakdown of student scores in a level for performance for the claims in ELA and mathematics.  
  - Student scores, including the student’s performance level and scale scores for the CST or CMA for Science test taken. |
| Action | LEAs must forward or mail the copy of the Student Score Report they receive to the student’s parents/guardians within 20 working days of its delivery to the LEA office. Schools may give the copy they receive to the student’s current teacher or counselor. |
| Focus | Individual student’s results. |

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data. Student Score Report samples may include minor variances from actual reports.

For the lists of 2015 claims and targets, see Appendix B on page 48.

**Explanation of the Student Score Report for ELA and Mathematics and Science**

**Front Page, Top: Student Information**

![STUDENT SCORE REPORT](image)

1. **Student identification**  
   Information about the student.  
   **Note:** The grade noted indicates the grade in which the student was enrolled.
Part II Student Score Reports Descriptions | Individual Reports

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2. | **Student's mailing address**  
Student’s mailing address, if provided by the LEA; if the address was provided, it will include the barcode used for scanning by the U.S. Post Office. |
| 3. | **School and LEA**  
School and LEA name. |
| 4. | **Letter**  
Letter from the State Superintendent of Public Instruction explaining the purpose of the report. |

**Front Page, Bottom: Student’s Results on the Smarter Balanced Summative Assessments**

<table>
<thead>
<tr>
<th>Mary’s Results on California’s Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS/LITERACY</strong></td>
</tr>
<tr>
<td>Mary’s overall score is: <strong>2508</strong></td>
</tr>
<tr>
<td>1. 2508</td>
</tr>
<tr>
<td>2201-2441 Standard Not Met</td>
</tr>
<tr>
<td>2422-2501 Standard Nearly Met</td>
</tr>
<tr>
<td>2502-2591 Standard Met</td>
</tr>
<tr>
<td>2582-2701 Standard Exceeded</td>
</tr>
<tr>
<td>2. <strong>YOUR OVERALL SCORE</strong></td>
</tr>
<tr>
<td>Mary met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework. Mary’s performance on the four areas that comprise this overall score can be seen on the back of this report.</td>
</tr>
</tbody>
</table>

| **MATHEMATICS**                          |
| Mary’s overall score is: **2279**        |
| 3. 2279                                  |
| 2219-2454 Standard Not Met              |
| 2455-2527 Standard Nearly Met           |
| 2528-2578 Standard Met                  |
| 2579-2700 Standard Exceeded            |
| 4. **YOUR OVERALL SCORE**               |
| Mary did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework. Mary’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 Mary’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/tl/SmarterAssessment.asp](http://www.cde.ca.gov/ta/tl/SmarterAssessment.asp).  
Find complete results for schools, local education agencies (LEAs), and statewide at [http://www.cde.ca.gov/ta/tl/](http://www.cde.ca.gov/ta/tl/) and your School Accountability Report Card (SARC) on the COD SARC Web page at [http://www.cde.ca.gov/ta/tl/sarc/](http://www.cde.ca.gov/ta/tl/sarc/) or ask for a copy of the SARC at your child’s school.

Table II.6 The Student Score Report for Smarter Balanced for ELA and Mathematics: Student Results Descriptions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. **Overall results**  
Provides the student’s overall result on the Smarter Balanced assessment within the achievement level range; the black circle marks the score within the range of possible scores. The number above the black circle within the range bar is the student’s exact scale score. The bar around the score indicates the extent to which the score might have been different had the student 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 on different tests administered previously in California (such as for the Standardized Testing and Reporting [STAR] Program).  
A scale score is derived from a statistical process. |
| 2. Description | Describes the student’s achievement level attained. If the score was unable to be reported, this is noted as one of the following:  
- [Student’s name] did not take a [English language arts/literacy or mathematics] or a score was unable to be reported.  
- The scores in [student’s name]’s [English language arts/literacy or mathematics] should be used with caution as the test was administered under conditions that resulted in a score that may not be an accurate representation of your child’s achievement. If you have questions about this message, please call your child’s school.  
- [Student’s name] took the [English language arts/literacy or mathematics] in a paper-pencil format and the results are being compiled. [Student’s name]’s scores will be available soon. |
| 3. Error band | Band that shows the measurement error associated with each scale score. |
| 4. More about these tests | Provides Web addresses to find more information about California testing. |

### Back Page, Top: About the New Tests and New Report

**Your Guide to Mary’s California Assessment of Student Performance and Progress (CAASPP) Score Report**

*California Department of Education (CDE)*

**A New Kind of Test for Mary; a New Kind of Report for You**

The CAASPP English language arts/literacy (ELA) and mathematics tests that Mary 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 Mary’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 Mary’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.

This section describes, in more detail, the Smarter Balanced Online Summative Assessments.
Mary’s Results on California’s Assessments

The following chart provides a further breakdown of Mary’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/sbassummative.asp](http://www.cde.ca.gov/ta/tg/sa/sbassummative.asp).

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS/LITERACY</th>
<th>MATHMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mary’s overall score is: 2508</strong></td>
<td><strong>Mary’s overall score is: 2279</strong></td>
</tr>
</tbody>
</table>

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

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

**Table II.7 The Student Score Report for Smarter Balanced for ELA and Mathematics and Science: Breakdown of Results, ELA and Mathematics**

1. **Overall score**
   The student’s scale score for the content area.

2. **Claims**
   The questions on the tests are grouped into the areas called claims. Claims are based on the content standards, which describe what students know and can do at each grade level. The subject for each test is listed at the top of each chart.

3. **Performance**
   This section of the chart shows performance levels for the assessment’s claims. The performance levels for the claims are Above Standard, At or Near Standard, and Below Standard. A score of “No score available” indicates that he or she did not take all the items needed to receive a score in that area.

Mary’s Results on the California Standards Test (CST)

<table>
<thead>
<tr>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary’s score is 250 • Far Below Basic</td>
</tr>
</tbody>
</table>

- Far Below Basic (150-257)
- Below Basic (259-299)
- Basic (300-349)
- Proficient (350-409)
- Advanced (410-600)

State target for all students

Maryrowen’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.

**Table II.8 The Student Score Report for Smarter Balanced for ELA and Mathematics and Science: Student Results Descriptions, Science**

1. **Score**
   The student’s scale score for the science content area within the performance level range; the pointer indicates on the performance level band. The number above the pointer is the student’s exact test score on the science assessment. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at proficient or above.
2. **Descriptions**

Describes the student’s achievement level attained. If the score was unable to be reported, this is noted as one of the following:

- [Student’s name] did not take a [test title] or a score was unable to be reported.
- Test was not scored as [student’s name] did not answer a sufficient number of questions to produce a score.
- The scores in [student’s name]’s [test title] should be used with caution as the test was administered under conditions that resulted in a score that may not be an accurate representation of your child’s achievement. If you have questions about this message, please call your child’s school.
Sample of the Student Score Report for ELA and Mathematics and Science
Grade Five, Front

STUDENT SCORE REPORT

Local ID #: 12357
Student #: 1234567890
Grade: 5
Date of Birth: 02/01/2004
Test Date: Spring 2015

FOR THE PARENT/GUARDIAN OF:
Mary King
1234 Spring Street
Apartment H
City, CA 95656-0282

School: California Elementary School
LEA: California Unified

Dear Parent/Guardian of Mary 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 Mary’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, Mary’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. Mary’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 Mary’s teacher(s).

Sincerely,

Tomi Torlakson
State Superintendent of Public Instruction

Mary’s Results on California’s Assessments

ENGLISH LANGUAGE ARTS/LITERACY
Mary’s overall score is: 2508

2201–2441
Not Met

2442–2501
Nearly Met

2502–2581
Met

2582–2701
Exceeded

Your Overall Score

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

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

MATHEMATICS
Mary’s overall score is: 2279

2215–2454
Not Met

2455–2527
Nearly Met

2528–2701
Met

2702–2700
Exceeded

Your Overall Score

Mary did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Mary’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 Mary’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 https://www.cde.ca.gov/ta/tg/caaspp/summative.asp. Find complete results for schools, local education agencies (LEAs), and statewide at http://www.cde.ca.gov/MR/SP/nd.asp, and your School Accountability Report Card (SARC) on the CDE SARC Web page at http://www.cde.ca.gov/tp/aa/sa/sarc.asp or ask for a copy of the SARC at your child’s school.
Your Guide to Mary’s California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Mary; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Mary 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 Mary’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 Mary’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.

Mary’s Results on California’s Assessments

The following chart provides a further breakdown of Mary’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 the CAASPP Summative Assessments Web page at http://www.cde.ca.gov/ta/tg/sa/ascoresummative.asp.

### ENGLISH LANGUAGE ARTS/LITERACY

Mary’s overall score is: 2508

<table>
<thead>
<tr>
<th>AREA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
</table>
| Reading | Demonstrating understanding of literary and non-fiction texts
| Writing | Producing clear and purposeful writing |
| Listening | Demonstrating effective communication skills |
| Research/Inquiry | Investigating, analyzing and presenting information |

### MATHEMATICS

Mary’s overall score is: 2279

<table>
<thead>
<tr>
<th>AREA</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving &amp; Modeling/Data Analysis</td>
<td>Using appropriate tools and strategies to solve real world and mathematical problems</td>
</tr>
<tr>
<td>Concepts &amp; Procedures</td>
<td>Applying mathematical concepts and procedures</td>
</tr>
<tr>
<td>Communicating Reasoning</td>
<td>Demonstrating ability to support mathematical conclusions</td>
</tr>
</tbody>
</table>

Mary’s Results on the California Standards Test (CST)

**SCIENCE**

Mary’s score is 250 - Far Below Basic

- **250**
- Far Below Basic (150-267) |
- Below Basic (268-349) |
- Basic (350-398) |
- Proficient (400-406) |
- Advanced (410-600)

Mary'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, 6, 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.
Student Score Reports for CST/CMA in Grade Ten

**Purpose**
To show a student’s achievement on CAASPP System assessments to parents/guardians, students, and teachers. The student report received by the parents/guardians includes the same information as does the report received by the teacher.

**Format**
The CAASPP Student Score Report for the CST/CMA for Science consists of a single one-sided page:
- Front: Student scores, including the student’s performance level and scale scores for the CST or CMA for Science test taken.

**Action**
LEAs must forward or mail the copy of the Student Score Report they receive to the student’s parents/guardians within 20 working days of its delivery to the LEA office. Schools may give the copy they receive to the student’s current teacher or counselor.

**Focus**
Individual student’s results.

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data. Student Score Report samples may include minor variances from actual reports.

**Explanation of the Student Score Report for the CST/CMA for Science**

**Front Page, Top: Student Information**

![STUDENT SCORE REPORT](image)

**Using Assessments to Help Students Learn**

<table>
<thead>
<tr>
<th>LOCAL ID #</th>
<th>12347</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT #</td>
<td>1234567890</td>
</tr>
<tr>
<td>GRADE:</td>
<td>10</td>
</tr>
<tr>
<td>DATE OF BIRTH:</td>
<td>02/01/1999</td>
</tr>
<tr>
<td>TEST DATE:</td>
<td>SPRING 2015</td>
</tr>
<tr>
<td>FOR THE PARENT/GUARDIAN OF:</td>
<td>Robinson Smith</td>
</tr>
<tr>
<td>1234 Spring Street</td>
<td>Sparcian D</td>
</tr>
<tr>
<td>City, CA 95555-9282</td>
<td></td>
</tr>
<tr>
<td>SCHOOL:</td>
<td>California High School</td>
</tr>
<tr>
<td>LEA:</td>
<td>California Unified</td>
</tr>
</tbody>
</table>

Dear Parent/Guardian of Robinson Smith:
The 2015 California Assessment of Student Performance and Progress (CAASPP) included a science test for children in grade 10. This report shows Robinson's scores on this California Standards Test (CST) for science.

Next year as a grade eleven student, Robinson will be taking part in new tests for English language arts/literacy and mathematics. These new, online assessments are replacing former tests to provide better information and help students learn. New assessments are part of California’s comprehensive plan for high-quality teaching and learning. This plan includes higher academic standards, more decision-making in the hands of local schools, and more resources dedicated to schools and students with the greatest needs.

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

Sincerely,

Toni Tolakson
State Superintendent of Public Instruction

<table>
<thead>
<tr>
<th>1. Student identification</th>
<th>Information about the student. <strong>Note:</strong> The grade noted indicates the grade in which the student was enrolled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student’s mailing address</td>
<td>Student’s mailing address, if provided by the LEA; if the address was provided, it will include the barcode used for scanning by the U.S. Post Office.</td>
</tr>
<tr>
<td>3. School and LEA</td>
<td>School and LEA name.</td>
</tr>
<tr>
<td>4. Letter</td>
<td>Letter from the State Superintendent of Public Instruction explaining the purpose of the report.</td>
</tr>
</tbody>
</table>
Table II.10 The Student Score Report for the CST/CMA for Science: Student Results Descriptions

1. **Score**
   The student’s scale score for the science content area within the performance level range; the pointer indicates on the performance level band. The number above the pointer is the student’s exact test score on the science assessment. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at proficient or above.

2. **Descriptions**
   Describes the student’s achievement level attained.
   If the score was unable to be reported, this is noted as follows:
   - [Student’s name] did not take a [test title] or a score was unable to be reported.
   - Test was not scored as [student’s name] did not answer a sufficient number of questions to produce a score.
   - The scores in [student’s name]’s [test title] should be used with caution as the test was administered under conditions that resulted in a score that may not be an accurate representation of your child’s achievement. If you have questions about this message, please call your child’s school.

---

This section describes, in more detail, the tests for English language arts/literacy and mathematics the student will take next year in grade eleven.
Sample of the Student Score Report for the CST/CMA for Science

Grade Ten, Front

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 12345
STUDENT #: 123456789
GRADE: 10
DATE OF BIRTH: 02/01/1999
TEST DATE: SPRING 2015

FOR THE PARENT/GUARDIAN OF:
Robinson Smith
1234 Spring Street
Apartment D
City, CA 95656-9822

SCHOOL: California High School
LEA: California Unified

Dear Parent/Guardian of Robinson Smith,

The 2015 California Assessment of Student Performance and Progress (CAASPP) included a science test for children in grade 10. This report shows Robinson’s scores on the California Standards Test (CST) for science.

Next year as a grade eleven student, Robinson will be taking part in new tests for English language arts/literacy and mathematics. These new, online assessments are replacing former tests to provide better information and help students learn. New assessments are part of California’s comprehensive plan for high-quality teaching and learning. This plan includes higher academic standards, more decision-making in the hands of local schools, and more resources dedicated to schools and students with the greatest needs.

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

Sincerely,
Tom Torlakson
State Superintendent of Public Instruction

Robinson’s Results on the California Standards Test (CST)

SCIENCE

Robinson’s score is 280 - Below Basic

280

Far Below Basic (150-258) | Below Basic (269-299) | Basic (300-349) | Proficient (350-398) | Advanced (399-600)

State target for all students

Robinson’s score of 280 is in the 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.

Next Year: A New Kind of Test for Robinson

The CAASPP tests for English language arts/literacy and mathematics that Robinson will take next year in grade eleven will be more challenging than California’s previous assessments, with deeper content that will be needed to prepare students for college and the 21st century job market. These new tests will contain a wider variety of questions, tasks and problems than traditional multiple-choice tests. This allows students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts.

Test results are one window into a student’s academic growth; a single test can provide only 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.

Assessments represent just one part of California’s comprehensive plan for high-quality teaching and learning. Gradually, California is providing more training for teachers, more resources for students and more access to technology.

Making these changes will take time and effort, but they are designed to helping 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/

Find complete results for schools, local education agencies (LEAs), and statewide at http://www.cde.ca.gov/ and your School Accountability Report Card (SARC) on the CDE website at http://www.cde.ca.gov/ or ask for a copy of the SARC at your child’s school.
Student Score Reports for CAPA in Grades Five, Eight, and Ten

| Purpose | To show a student’s achievement on CAASPP System assessments to parents/guardians, students, and teachers. The student report received by the parents/guardians includes the same information as does the report received by the teacher. |
| Format | The CAASPP Student Score Report for the **CAPA for Science** consists of a single two-sided page:  
- Front: Student scores, including the student’s performance level and scale scores.  
- Back: Information for parents/guardians including the “Introduction to the new California Alternate Assessments (CAA)” that students will take next year. |
| Action | LEAs must forward or mail the copy of the Student Score Report they receive to the student’s parents/guardians within 20 working days of its delivery to the LEA office. Schools may give the copy they receive to the student’s current teacher or counselor. |
| Focus | Individual student’s results. |

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data. Student Score Report samples may include minor variances from actual reports.

**Explanation of the Student Score Report for the CAPA for Science**

**Front Page, Top: Student Information**

![Student Score Report Sample]

| Table II.11 The Student Score Report for the CAPA for Science: Student Information Descriptions |
|---|---|
| 1. Student identification | Information about the student.  
**Note:** The grade noted indicates the grade in which the student was enrolled. |
| 2. Student’s mailing address | Student’s mailing address, if provided by the LEA; if the address was provided, it will include the barcode used for scanning by the U.S. Post Office. |
| 3. School and LEA | School and LEA name. |
| 4. Letter | Letter from the State Superintendent of Public Instruction explaining the purpose of the report. |
Table II.12 The Student Score Report for the CAPA for Science: Student Results Descriptions

1. **Score**
   - The student’s scale score for the science content area within the performance level range; the pointer indicates on the performance level band. The number above the pointer is the student’s exact test score on the science assessment. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at proficient or above.

2. **Descriptions**
   - Describes the student’s achievement level attained.
   - If the score was unable to be reported, this is noted as the following:
     - [Student’s name] did not take a [test title] or a score was unable to be reported.

Front Page, Bottom: Description of the CAPA

**Christopher’s Results on the California Alternate Performance Assessment (CAPA)**

The California Alternate Performance Assessment (CAPA) is a standards-based test for students with significant cognitive disabilities who are unable to take California Standards Tests even with accommodations and/or modifications or the California Modified Assessment with accommodations. Christopher's individualized education program (IEP) team decided that the CAPA was appropriate for them.

The CAPA is administered one-on-one; that is, an examiner, usually Christopher's teacher, administered the CAPA to each child individually. The CAPA is a performance test; the examiner set up objects or pictures and asked Christopher to do or say something related to the objects. The examiner then recorded Christopher's score based on the response.

The CAPA is organized into assessment levels. Most children eligible for the CAPA take the assessment that corresponds with their current school grade level. The levels are: Level I: grades 5, 8, or 10, Level III: grade 5, Level IV: grade 8, and Level V: grade 10.

Christopher took CAPA III.

Science has twelve tasks for Christopher to perform. Each level has its own standards or blueprints that indicate what the student is expected to know. You can see the CAPA blueprints on the California Department of Education (CDE) Web page at [http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp](http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp).

This section describes the CAPA level taken by the student.
This section includes information about the CAA, which will replace the CAPA for English language arts/literacy and mathematics starting next year.
Sample of the Student Score Report for the CAPA for Science
Grade Five Level III, Front

Christopher’s Results on the California Alternate Performance Assessment (CAPA)

SCIENCE
Christopher’s score is 50 - Advanced

Christopher’s score of 50 is in the Advanced level on California Alternate Performance Assessment for science.

To meet federal test requirements, California administered the California Alternate Performance Assessment 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.

Christopher took CAPA III.
Science has twelve tasks for Christopher to perform. Each level has its own standards or blueprints that indicate what the student is expected to know. You can see the CAPA blueprints on the California Department of Education (CDE) Web page at [http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp](http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp).
Introduction to the new California Alternate Assessments (CAA) for Christopher

Spring 2015 marks the launch of a new alternate assessment as part of the California Assessment of Student Performance and Progress (CAASPP) system in California. The California Alternate Assessments (CAA). This year, new English-language arts (ELA) and mathematics assessments are being field tested for students in grades three through eight and grade eleven. This assessment replaces the California Alternate Performance Assessment (CAPA) for ELA and mathematics. In the coming years, a new science component will be incorporated into CAA that will replace the current CAPA science assessment. All items and tasks are grade level, and are aligned with the Common Core State Standards (CCSS) and based on the Core Content Connectors developed by the National Center and State Collaborative. Because these new ELA and mathematics tests are being field tested in 2015, no student-level scores will be available.

In the coming years, a new science component that is aligned with the Next Generation Science Standards (NGSS) will be incorporated into CAA that will replace the current CAPA science assessment.

Test items and tasks developed for CAA are designed to be engaging for the student population and represent a variety of types and approaches that take advantage of online testing technologies now available in schools. Students can provide responses by using a mouse or keyboard, or a test examiner will select the response indicated by the student, which could include gesture, eye gaze, alternative communication device, or other means. Students are encouraged to complete items as independently as possible, but in all cases an examiner is present and works directly with the student. Items and tasks represent differing levels of complexity, helping students at all levels to best demonstrate what they know and can do. Similar to other CAASPP assessments, the CAA offer universal tools, designated supports, and accommodations according to the needs of each student.

We are excited to offer these next-generation assessments that will better serve the needs of Christopher. Find out more at your child’s school, or online at http://www.cde.ca.gov.
Student Score Reports for STS in Grades Two through Eleven

Purpose
To show a student’s achievement on CAASPP System assessments to parents/guardians, students, and teachers. The student report received by the parents/guardians includes the same information as does the report received by the teacher.

Format
The CAASPP Student Score Report for the STS for RLA consists of a single one-sided page:
- Front: Student scores, including the student’s performance level and scale scores.

Action
LEAs must forward or mail the copy of the Student Score Report they receive to the student’s parents/guardians within 20 working days of its delivery to the LEA office. Schools may give the copy they receive to the student’s current teacher or counselor.

Focus
Individual student’s results.

Data displayed on the samples in this guide are for demonstration purposes only and may not reflect valid data. Student Score Report samples may include minor variances from actual reports.

Explanation of the Student Score Report for the STS for RLA
Front Page, Top: Student Information

Table II.13 The Student Score Report for the STS for RLA: Student Information Descriptions

| 1. | Student identification | Information about the student. Note: The grade noted indicates the grade in which the student was enrolled. |
| 2. | Student’s mailing address | Student’s mailing address, if provided by the LEA; if the address was provided, it will include the barcode used for scanning by the U.S. Post Office. |
| 3. | School and LEA | School and LEA name. |
| 4. | Letter | Letter from the State Superintendent of Public Instruction explaining the purpose of the report. |
Table II.14 The Student Score Report for the STS for RLA: Student Results Descriptions

1. **Score**

   The student’s scale score for the RLA content area within the performance level range; the pointer indicates on the performance level band. The number above the pointer is the student’s exact test score on the RLA assessment. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at proficient or above.

2. **Descriptions**

   Describes the student’s achievement level attained. If the score was unable to be reported, this is noted as follows:

   - [Student’s name] no tomó [test title] o no se pudo proporcionar una puntuación. ([Student’s name] did not take a [test title] or a score was unable to be reported.)

   - La prueba no se calificó porque [student’s name] no respondió al suficiente número de preguntas para producir resultados. (Test was not scored as [student’s name] did not answer a sufficient number of questions to produce a score.)

   - [Student’s name] no tomó una prueba en español basada en los estándares o no se pudo proporcionar una puntuación. ([Student’s name] did not take a Standards-based Tests in Spanish or a score was unable to be reported.)

   - La puntuación de [student’s name] en [test title] deberá usarse con precaución ya que la prueba se administró bajo condiciones que resultaron en una puntuación que puede no reflejar con exactitud el logro de su hijo/a. Si tiene preguntas en referencia a este mensaje, por favor póngase en contacto con la escuela de su hijo/a. (The scores in [student’s name]’s [test title] should be used with caution as the test was administered under conditions that resulted in a score that may not be an accurate representation of your child’s achievement. If you have questions about this message, please call your child’s school.)

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**Front Page, Bottom: Description of the STS**

**Resultados de Martina en las Pruebas en español basadas en los estándares de California**

**LENGUA Y LITERATURA (RLA)**

La calificación de Martina es: **221 - Muy Debajo del Básico**

La puntuación de Martina es 221 muy debajo del básico en Pruebas en español basadas en los estándares de California (STS).

California utiliza cinco niveles de rendimiento para informar el logro de los estudiantes en el STS. El objetivo es para que todos los estudiantes en California logren la puntuación de proficient o más alto.

---

This section describes the STS in more detail.
Sample of the Student Score Report for the STS for RLA

Grade Five, Front

REPORTE INDIVIDUAL DE LOS RESULTADOS

Utilizando la Evaluación Para Apoyar el Aprendizaje de Los Estudiantes

Número de Identificación Local: 12364
Número del Estudiante: 999999999
Grado: 5
Fecha de Nacimiento: 04/01/2004
Fecha de la Prueba: Spring 2015

FOR THE PARENT/GUARDIAN OF:
Martina Alvaro
1234 Main Street
Aptment C
City, CA 12345

ESCUELA: California Elementary
LEA: California Unified

Estimado(a) Padre o Madre y Tutor(es) de Martina Alvaro:

La evaluación del Rendimiento y Progreso de Estudiantes de California (conocida en inglés como CAASPP) ayuda a medir el progreso de los estudiantes en el cumplimiento de los estándares de contenido académico. Este informe muestra las puntuaciones de Martina en las pruebas en español basadas en los estándares de California (STS) de Lengua y Literatura. Estos resultados pueden ser utilizados como una de las múltiples formas de proporcionar información adicional acerca de las fortalezas y debilidades académicas de los estudiantes.

Para obtener una imagen completa del progreso de su hija, lo animo a discutir estos resultados con el maestro de Martina.

Muy atentamente,

[Nombre]
State Superintendent of Public Instruction

Resultados generales de Martina en las pruebas en español basadas en los estándares de California

LENGA Y LITERATURA (RLA)
La calificación de Martina es: 221 - Muy Debajo del Básico

221
Muy Debajo del Básico (150-270) Debajo del Básico (271-299) Básico (300-349) Competente (350-400) Avanzado (401-600)

La puntuación de Martina es 221, muy debajo del básico en Pruebas en español basadas en los estándares de California (STS).

California utiliza cinco niveles de rendimiento para informar el logro de los estudiantes en el STS. El objetivo es para que todos los estudiantes en California logren la puntuación de proficient o más alto.

Resultados de Martina en las pruebas basadas en español

El STS de lengua y literatura consiste en pruebas de opción múltiple en español y están disponibles en los grados dos al once. Agencias de educación local (LEA) tienen la opción de administrar a los estudiantes de habla hispana, aprendices del inglés (EL) que o bien estaban recibiendo instrucción en español o hablan sido matriculados en la escuela en los Estados Unidos por menos de 12 meses, cuando la prueba se inició en la primavera.

+ Documentos completos para escuelas, agencias locales de educación (LEA), y en todo el estado en http://caedi.ca.gov/ and su reporte escolar de rendimiento de cuentas (GARC) en la página web del DOE, GARC en http://www.cde.ca.gov/ds/dc/garc/ o pedir una copia del GARC en la escuela de su hijo.
## Appendix A Scale Score Ranges

### Smarter Balanced Summative Assessments

#### Achievement Level Scale Score Ranges—ELA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2114–2366</td>
<td>2367–2431</td>
<td>2432–2489</td>
<td>2490–2623</td>
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<tr>
<td>4</td>
<td>2131–2415</td>
<td>2416–2472</td>
<td>2473–2532</td>
<td>2533–2663</td>
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<tr>
<td>5</td>
<td>2201–2441</td>
<td>2442–2501</td>
<td>2502–2581</td>
<td>2582–2701</td>
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<tr>
<td>6</td>
<td>2210–2456</td>
<td>2457–2530</td>
<td>2531–2617</td>
<td>2618–2724</td>
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<tr>
<td>7</td>
<td>2258–2478</td>
<td>2479–2551</td>
<td>2552–2648</td>
<td>2649–2745</td>
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<tr>
<td>8</td>
<td>2288–2486</td>
<td>2487–2566</td>
<td>2567–2667</td>
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<tr>
<td>11</td>
<td>2299–2492</td>
<td>2493–2582</td>
<td>2583–2681</td>
<td>2682–2795</td>
</tr>
</tbody>
</table>

#### Achievement Level Scale Score Ranges—Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2189–2380</td>
<td>2381–2435</td>
<td>2436–2500</td>
<td>2501–2621</td>
</tr>
<tr>
<td>4</td>
<td>2204–2410</td>
<td>2411–2484</td>
<td>2485–2548</td>
<td>2549–2659</td>
</tr>
<tr>
<td>5</td>
<td>2219–2454</td>
<td>2455–2527</td>
<td>2528–2578</td>
<td>2579–2700</td>
</tr>
<tr>
<td>6</td>
<td>2235–2472</td>
<td>2473–2551</td>
<td>2552–2609</td>
<td>2610–2748</td>
</tr>
<tr>
<td>7</td>
<td>2250–2483</td>
<td>2484–2566</td>
<td>2567–2634</td>
<td>2635–2778</td>
</tr>
<tr>
<td>8</td>
<td>2265–2503</td>
<td>2504–2585</td>
<td>2586–2652</td>
<td>2653–2802</td>
</tr>
<tr>
<td>11</td>
<td>2280–2542</td>
<td>2543–2627</td>
<td>2628–2717</td>
<td>2718–2862</td>
</tr>
</tbody>
</table>
### Performance Level Scale Score Ranges—CSTs for Science

<table>
<thead>
<tr>
<th>Grade/Test</th>
<th>Far Below</th>
<th>Below</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5 (Grades 4 and 5 Standards)</td>
<td>150–267</td>
<td>268–299</td>
<td>300–349</td>
<td>350–409</td>
<td>410–600</td>
</tr>
<tr>
<td>Grade 8 Science</td>
<td>150–252</td>
<td>253–299</td>
<td>300–349</td>
<td>350–402</td>
<td>403–600</td>
</tr>
<tr>
<td>Grade 10 Life Science</td>
<td>150–268</td>
<td>269–299</td>
<td>300–349</td>
<td>350–398</td>
<td>399–600</td>
</tr>
</tbody>
</table>

### Performance Level Scale Score Ranges—CMA for Science

<table>
<thead>
<tr>
<th>Grade/Test</th>
<th>Far Below</th>
<th>Below</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5 (Grades 4 and 5 Standards)</td>
<td>150–242</td>
<td>243–299</td>
<td>300–349</td>
<td>350–400</td>
<td>401–600</td>
</tr>
<tr>
<td>Grade 8</td>
<td>150–263</td>
<td>264–299</td>
<td>300–349</td>
<td>350–405</td>
<td>406–600</td>
</tr>
<tr>
<td>Grade 10 Life Science</td>
<td>150–250</td>
<td>251–299</td>
<td>300–349</td>
<td>350–409</td>
<td>410–600</td>
</tr>
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</table>

### Performance Level Scale Score Ranges—CAPA for Science

<table>
<thead>
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<th>Level/Grade</th>
<th>Far Below</th>
<th>Below</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>I (Grades 5, 8, 10)</td>
<td>15</td>
<td>16–29</td>
<td>30–34</td>
<td>35–38</td>
<td>39–60</td>
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<td>III (Grade 5)</td>
<td>15–21</td>
<td>22–29</td>
<td>30–34</td>
<td>35–39</td>
<td>40–60</td>
</tr>
<tr>
<td>IV (Grade 8)</td>
<td>15–19</td>
<td>20–29</td>
<td>30–34</td>
<td>35–39</td>
<td>40–60</td>
</tr>
<tr>
<td>V (Grade 10)</td>
<td>15–20</td>
<td>21–29</td>
<td>30–34</td>
<td>35–38</td>
<td>39–60</td>
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### Performance Level Scale Score Ranges—STS for RLA

<table>
<thead>
<tr>
<th>Grade/Test</th>
<th>Far Below</th>
<th>Below</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>3</td>
<td>150–250</td>
<td>251–299</td>
<td>300–349</td>
<td>350–392</td>
<td>393–600</td>
</tr>
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<td>4</td>
<td>150–255</td>
<td>256–299</td>
<td>300–349</td>
<td>350–386</td>
<td>387–600</td>
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<td>350–400</td>
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<tr>
<td>7</td>
<td>150–255</td>
<td>256–299</td>
<td>300–349</td>
<td>350–398</td>
<td>399–600</td>
</tr>
<tr>
<td>8</td>
<td>150–247</td>
<td>248–299</td>
<td>300–349</td>
<td>350–400</td>
<td>401–600</td>
</tr>
<tr>
<td>10</td>
<td>150–239</td>
<td>240–299</td>
<td>300–349</td>
<td>350–393</td>
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<td>150–234</td>
<td>235–299</td>
<td>300–349</td>
<td>350–396</td>
<td>397–600</td>
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</table>
### English Language Arts/Literacy

#### Grade Three ELA

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<th>Informational Text</th>
<th>Literary Text</th>
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<tbody>
<tr>
<td><strong>Key Details:</strong> Use explicit details and implicit information from the text to support answers or inferences about information presented.</td>
<td><strong>Key Details:</strong> Use explicit details and information from the text to support answers or basic inferences.</td>
</tr>
<tr>
<td><strong>Central Ideas:</strong> Identify or summarize central ideas/key events, or procedures and details that support them.</td>
<td><strong>Central Ideas:</strong> Identify or summarize central ideas, key events, or the sequence of events presented in a text.</td>
</tr>
<tr>
<td><strong>Word Meanings:</strong> Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).</td>
<td><strong>Word Meanings:</strong> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).</td>
</tr>
<tr>
<td><strong>Reasoning &amp; Evidence:</strong> Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author’s point of view, ideas and supporting details, relationships).</td>
<td><strong>Reasoning &amp; Evidence:</strong> Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author’s lesson or message.</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts:</strong> Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information).</td>
<td><strong>Analysis Within or Across Texts:</strong> Specify or compare relationships across texts (e.g., literary elements, problem solution, theme).</td>
</tr>
<tr>
<td><strong>Text Structures/Features:</strong> Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.</td>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.</td>
</tr>
<tr>
<td><strong>Language Use:</strong> Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.</td>
<td><strong>Language Use:</strong> Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.</td>
</tr>
</tbody>
</table>

#### Grade Three WRITING

| Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors’ craft appropriate to purpose (detailing characters, plot, setting, or an event). | Compose Full Texts: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors’ craft appropriate to purpose (detailing characters, plot, and setting). |
| Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. |
- **Compose Full Texts**: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion

- **Use Text Features**: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning

- **Write/Revise Brief Texts**: Write or revise one or more paragraphs demonstrating ability to provide support for opinions about topics or texts: organize ideas by stating a context and focus, or develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience

- **Compose Full Texts**: Write full persuasive/opinion pieces about topics or texts, attending to purpose and audience: organize ideas by stating a context and focus, develop supporting evidence/reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion

- **Language & Vocabulary Use**: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts

- **Edit/Clarify**: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts

- **Technology**: Use tools of technology to gather information, make revisions, or to produce texts

  **Grade Three LISTENING AND SPEAKING**

  - **Listen/Interpret**: Interpret and use information delivered orally or visually

  **Grade Three RESEARCH/INQUIRY**

  - **Interpret & Integrate Information**: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources

  - **Evaluate Information/Sources**: Distinguish relevant-irrelevant information (e.g., fact/opinion)

  - **Use Evidence**: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed
### Grade Four ELA

#### Grade Four READING

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Details:</strong> Use explicit details and implicit information from the text to support answers or basic inferences about information presented</td>
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<tr>
<td><strong>Central Ideas:</strong> Identify or summarize central ideas, key events, or procedures</td>
<td><strong>Central Ideas:</strong> Identify or summarize central ideas/key events</td>
</tr>
<tr>
<td><strong>Word Meanings:</strong> Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)</td>
<td><strong>Word Meanings:</strong> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)</td>
</tr>
<tr>
<td><strong>Reasoning &amp; Evaluation:</strong> Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas)</td>
<td><strong>Reasoning &amp; Evaluation:</strong> Use supporting evidence to justify/explain inferences (character development/actions/traits; first or third person point of view; theme; author’s message)</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts:</strong> Interpret, explain, or connect information presented within or across texts (e.g., compare-contrast, show cause-effect, integrate information)</td>
<td><strong>Analysis Within Or Across Texts:</strong> Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)</td>
</tr>
<tr>
<td><strong>Text Structures/Features:</strong> Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information</td>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts</td>
</tr>
<tr>
<td><strong>Language Use:</strong> Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</td>
<td><strong>Language Use:</strong> Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</td>
</tr>
</tbody>
</table>

#### Grade Four WRITING

| Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors’ craft appropriate to purpose (detailing characters, plot, setting, or an event) | Compose Full Texts: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors’ craft appropriate to purpose (detailing characters, plot, and setting) |
| Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience | Compose Full Texts: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion |
Use Text Features: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning

Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating ability to provide support for opinions about topics or texts: organize ideas by stating a context and focus, or develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience

Compose Full Texts: Write full persuasive/opinion pieces about topics or texts, attending to purpose and audience: organize ideas by stating a context and focus, develop supporting evidence/reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion

Language & Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts

Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts

Technology: Use tools of technology to gather information, make revisions, or to produce texts

Grade Four LISTENING AND SPEAKING

Listen/Interpret: Interpret and use information delivered orally or visually

Grade Four RESEARCH/INQUIRY

Interpret & Integrate Information: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources

Evaluate Information/Sources: Distinguish relevant-irrelevant information (e.g., fact/opinion)

Use Evidence: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed
Grade Five ELA

Grade Five READING

<table>
<thead>
<tr>
<th>Informational Text</th>
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<tbody>
<tr>
<td><strong>Key Details:</strong> Use explicit details and implicit information from texts to support answers or inferences about information presented</td>
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<td><strong>Central Ideas:</strong> Summarize central ideas, key events, procedures, or topics and subtopics</td>
<td><strong>Central Ideas:</strong> Identify or summarize central ideas/key events</td>
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<tr>
<td><strong>Word Meanings:</strong> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)</td>
<td><strong>Word Meanings:</strong> Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)</td>
</tr>
<tr>
<td><strong>Reasoning &amp; Evidence:</strong> Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas)</td>
<td><strong>Reasoning &amp; Evidence:</strong> Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view)</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts:</strong> Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)</td>
<td><strong>Analysis Within or Across Texts:</strong> Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events)</td>
</tr>
<tr>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures to compare or connect information across texts</td>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text</td>
</tr>
<tr>
<td><strong>Language Use:</strong> Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context</td>
<td><strong>Language Use:</strong> Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context</td>
</tr>
</tbody>
</table>

Grade Five WRITING

| Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors’ craft appropriate to purpose (detailing characters, plot, setting, or an event) |  |
| Compose Full Texts: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors’ craft appropriate to purpose (detailing characters, plot, and setting) |  |
| Write/Revise Brief Texts: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience |  |
| Compose Full Texts: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion |  |
Part III Appendixes | Appendix B: Smarter Balanced Claims and Subtopics

- **Use Text Features**: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning
- **Write/Revise Brief Texts**: Write or revise one or more paragraphs demonstrating ability to provide support for opinions about topics or texts: organize ideas by stating a context and focus, or develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience
- **Compose Full Texts**: Write full persuasive/opinion pieces about topics or texts, attending to purpose and audience: organize ideas by stating a context and focus, develop supporting evidence/reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion
- **Language & Vocabulary Use**: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts
- **Edit/Clarify**: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts
- **Technology**: Use tools of technology to gather information, make revisions, or to produce texts

*Grade Five LISTENING AND SPEAKING*

- **Listen/Interpret**: Interpret and use information delivered orally or visually

*Grade Five RESEARCH/INQUIRY*

- **Interpret & Integrate Information**: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources
- **Evaluate Information/Sources**: Distinguish relevant-irrelevant information (e.g., fact/opinion)
- **Use Evidence**: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed
### Grade Six ELA

#### Grade Six READING

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<td><strong>Central Ideas:</strong> Summarize central ideas, key events, procedures, or topics and subtopics</td>
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<td><strong>Word Meanings:</strong> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools)</td>
<td><strong>Word Meanings:</strong> Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools)</td>
</tr>
<tr>
<td><strong>Reasoning &amp; Evidence:</strong> Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; author’s reasoning and evidence)</td>
<td><strong>Reasoning &amp; Evidence:</strong> Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot)</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts:</strong> Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)</td>
<td><strong>Analysis Within or Across Texts:</strong> Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)</td>
</tr>
<tr>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures or genre-specific features to analyze or integrate information</td>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements – lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation</td>
</tr>
<tr>
<td><strong>Language Use:</strong> Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context</td>
<td><strong>Language Use:</strong> Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation</td>
</tr>
</tbody>
</table>

### Grade Six WRITING

| Write/Revise Brief Texts: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) |
| Compose Full Texts: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story) |
| Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/tone, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience |
Compose Full Texts: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion

Use Text Features: Employ text features and visual components appropriate to purpose and style

Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience

Compose Full Texts: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and provide a conclusion

Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary figurative language), and style appropriate to the purpose and audience when revising or composing texts

Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts

Technology: Use tools of technology to gather information, make revisions, or to produce texts

Grade Six LISTENING AND SPEAKING

Listen/Interpret: Analyze, interpret, and use information delivered orally or visually

Grade Six RESEARCH/INQUIRY

Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)

Evaluate Information/Sources: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses

Use Evidence: Cite evidence to support analyses, arguments, or critiques
# Grade Seven ELA

## Grade Seven READING

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<tr>
<td><strong>Key Details:</strong> Use explicit details and implicit information from texts to support inferences or analyses of the information presented</td>
<td><strong>Key Details:</strong> Identify explicit textual evidence to support inferences made or conclusions drawn</td>
</tr>
<tr>
<td><strong>Central Ideas:</strong> Summarize central ideas, key events, procedures, or topics and subtopics</td>
<td><strong>Central Ideas:</strong> Summarize central ideas/key events using key details from the text</td>
</tr>
<tr>
<td><strong>Word Meanings:</strong> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text)</td>
<td><strong>Word Meanings:</strong> Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)</td>
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<tr>
<td><strong>Reasoning &amp; Evidence:</strong> Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas)</td>
<td><strong>Reasoning &amp; Evidence:</strong> Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts:</strong> Analyze and compare relationships within or across texts (point of view, genre features, topic)</td>
<td><strong>Analysis Within or Across Texts:</strong> Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements</td>
</tr>
<tr>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation</td>
<td><strong>Text Structures &amp; Features:</strong> Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements – lighting, camera effects, music; symbolic or graphic representations)</td>
</tr>
<tr>
<td><strong>Language Use:</strong> Interpret intent of figurative language (e.g., clichés, puns, hyperbole) use of literary devices, or connotative meanings of words and phrases used in context</td>
<td><strong>Language Use:</strong> Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation</td>
</tr>
</tbody>
</table>

## Grade Seven WRITING

| Write/Revise Brief Texts: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) | Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/tone, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience |
| Compose Full Texts: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story) | Compose Full Texts: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story) |

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| Compose Full Texts: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion |
| Use Text Features: Employ text features and visual components appropriate to purpose and style |
| Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience |
| Compose Full Texts: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and provide a conclusion |
| Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary figurative language), and style appropriate to the purpose and audience when revising or composing texts |
| Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts |
| Technology: Use tools of technology to gather information, make revisions, or to produce texts |

**Grade Seven LISTENING AND SPEAKING**

| Listen/Interpret: Analyze, interpret, and use information delivered orally or visually |

**Grade Seven RESEARCH/INQUIRY**

| Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.) |
| Evaluate Information/Sources: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses |
| Use Evidence: Cite evidence to support analyses, arguments, or critiques |
## Grade Eight ELA

### Grade Eight READING

<table>
<thead>
<tr>
<th>Informational Text</th>
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<tbody>
<tr>
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<td><strong>Key Details:</strong> Identify explicit textual evidence to support inferences made or conclusions drawn</td>
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<tr>
<td><strong>Central Ideas:</strong> Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details</td>
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<td><strong>Word Meanings:</strong> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)</td>
<td><strong>Word Meanings:</strong> Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)</td>
</tr>
<tr>
<td><strong>Reasoning &amp; Evaluation:</strong> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue)</td>
<td><strong>Reasoning &amp; Evaluation:</strong> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue)</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts:</strong> Analyze one or more texts to determine how connections are made among topics/information presented; or how conflicting information or presentation format reveals author interpretation of the topic</td>
<td><strong>Analysis Within or Across Texts:</strong> Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements</td>
</tr>
<tr>
<td><strong>Text Structures/Features:</strong> Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation</td>
<td><strong>Text Structures/Features:</strong> Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation</td>
</tr>
<tr>
<td><strong>Language Use:</strong> Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context</td>
<td><strong>Language Use:</strong> Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</td>
</tr>
</tbody>
</table>

### Grade Eight WRITING

| Write/Revise Brief Texts: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) |
| Compose Full Texts: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story) |
| Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/tone, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience |
Compose Full Texts: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion

Use Text Features: Employ text features and visual components appropriate to purpose and style

Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience

Compose Full Texts: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and provide a conclusion

Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary figurative language), and style appropriate to the purpose and audience when revising or composing texts

Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts

Technology: Use tools of technology to gather information, make revisions, or to produce texts

Grade Eight LISTENING AND SPEAKING

Listen/Interpret: Analyze, interpret, and use information delivered orally or visually

Grade Eight RESEARCH/INQUIRY

Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)

Evaluate Information/Sources: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses

Use Evidence: Cite evidence to support analyses, arguments, or critiques
Grade Eleven ELA

**Grade Eleven READING**

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Literary Text</th>
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<tbody>
<tr>
<td><strong>Key Details</strong>: Cite explicit text evidence to support inferences made or conclusions drawn about texts</td>
<td><strong>Key Details</strong>: Cite explicit textual evidence to support inferences made or conclusions drawn about texts</td>
</tr>
<tr>
<td><strong>Central Ideas</strong>: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details</td>
<td><strong>Central Ideas</strong>: Summarize central ideas/key events using key relevant details</td>
</tr>
<tr>
<td><strong>Word Meanings</strong>: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation-denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools)</td>
<td><strong>Word Meanings</strong>: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)</td>
</tr>
<tr>
<td><strong>Reasoning &amp; Evaluation</strong>: Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts or ideas)</td>
<td><strong>Reasoning &amp; Evaluation</strong>: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development)</td>
</tr>
<tr>
<td><strong>Analysis Within or Across Texts</strong>: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features</td>
<td><strong>Analysis Within or Across Texts</strong>: Analyze interrelationships among literary elements within a text, or how different texts address topics, themes, or use of source material</td>
</tr>
<tr>
<td><strong>Text Structures/Features</strong>: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation</td>
<td><strong>Text Structures/Features</strong>: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation</td>
</tr>
<tr>
<td><strong>Language Use</strong>: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone</td>
<td><strong>Language Use</strong>: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</td>
</tr>
</tbody>
</table>

**Grade Eleven WRITING**

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<tr>
<td><strong>Write/Revise Brief Texts</strong>: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator point of view, use dialogue to advance the action)</td>
<td></td>
</tr>
<tr>
<td><strong>Compose Full Texts</strong>: The CC places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the SBAC summative assessment; however the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.</td>
<td></td>
</tr>
</tbody>
</table>
Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion appropriate to purpose and audience.

Compose Full Texts: Write full informational/explanatory texts, attending to purpose and audience: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience.

Use Text Features: Employ text features and visual components appropriate to purpose and style.

Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence (from texts when appropriate) and counter claims using credible sources, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.

Compose Full Texts: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience.

Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.

Technology: Use tools of technology to gather information, make revisions, or to produce texts.

Grade Eleven LISTENING AND SPEAKING

Listen/Interpret: Analyze, interpret, and use information delivered orally or visually.

Grade Eleven RESEARCH/INQUIRY

Analyze/Integrate Information: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.

Evaluate Information/Sources: Evaluate relevancy, accuracy, and completeness of information from multiple sources.

Use Evidence: Cite evidence to support arguments or conjectures.
Mathematics

Grade Three Mathematics

Grade Three PROBLEM SOLVING AND MODELING & DATA ANALYSIS

Grade Three CONCEPTS AND PROCEDURES

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Reason with shapes and their attributes.

Grade Three COMMUNICATING REASONING

Grade Four Mathematics

Grade Four PROBLEM SOLVING AND MODELING & DATA ANALYSIS

Grade Four CONCEPTS AND PROCEDURES

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**Grade Four COMMUNICATING REASONING**

**Grade Five Mathematics**

**Grade Five PROBLEM SOLVING AND MODELING & DATA ANALYSIS**

**Grade Five CONCEPTS AND PROCEDURES**
- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

**Grade Five COMMUNICATING REASONING**

**Grade Six Mathematics**

**Grade Six PROBLEM SOLVING AND MODELING & DATA ANALYSIS**

**Grade Six CONCEPTS AND PROCEDURES**
- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
Represent and analyze quantitative relationships between dependent and independent variables.

Solve real-world and mathematical problems involving area, surface area, and volume.

Develop understanding of statistical variability.

Summarize and describe distributions.

**Grade Six COMMUNICATING REASONING**

**Grade Seven Mathematics**

**Grade Seven PROBLEM SOLVING AND MODELING & DATA ANALYSIS**

**Grade Seven CONCEPTS AND PROCEDURES**

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw, construct, and describe geometrical figures and describe the relationship between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

**Grade Seven COMMUNICATING REASONING**

**Grade Eight Mathematics**

**Grade Eight PROBLEM SOLVING AND MODELING & DATA ANALYSIS**

**Grade Eight CONCEPTS AND PROCEDURES**

- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
Understand congruence and similarity using physical models, transparencies, or geometry software.
Understand and apply the Pythagorean theorem.
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Investigate patterns of association in bivariate data.

*Grade Eight COMMUNICATING REASONING*

*Grade Eleven Mathematics*

*Grade Eleven PROBLEM SOLVING AND MODELING & DATA ANALYSIS*

*Grade Eleven CONCEPTS AND PROCEDURES*
- **Number and Quantities**: Extend the properties of exponents to rational exponents.
- **Number and Quantities**: Use properties of rational and irrational numbers.
- **Number and Quantities**: Reason quantitatively and use units to solve problems.
- **Algebra**: Interpret the structure of expressions.
- **Algebra**: Write expressions in equivalent forms to solve problems.
- **Algebra**: Perform arithmetic operations on polynomials.
- **Algebra**: Create equations that describe numbers or relationships.
- **Algebra**: Understand solving equations as a process of reasoning and explain the reasoning.
- **Algebra**: Solve equations and inequalities in one variable.
- **Algebra**: Represent and solve equations and inequalities graphically.
- **Functions**: Understand the concept of a function and use function notation.
- **Functions**: Interpret functions that arise in applications in terms of the context.
- **Functions**: Analyze functions using different representations.
- **Functions**: Build a function that models a relationship between two quantities.
- **Geometry**: Define trigonometric ratios and solve problems involving right triangles.
- **Statistics and Probability**: Summarize, represent, and interpret data on a single count or measurement variable.

*Grade Eleven COMMUNICATING REASONING*
# Appendix C Additional Resources

## General CAASPP Information
- California Department of Education’s CAASPP Web page  
  [http://www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/)
- California Technical Assistance Center’s CAASPP Web site  
- Smarter Balanced Assessment Consortium’s Smarter Balanced Assessment Web page  

## Smarter Balanced Achievement Levels
- Smarter Balanced Assessment Consortium’s Achievement Levels Web page—  
  [http://www.smarterbalanced.org/achievement-levels/](http://www.smarterbalanced.org/achievement-levels/)
- Smarter Balanced Assessment Consortium’s Interpretation and Use of Scores and Achievement Levels Web document—  

## Smarter Balanced Claims and Targets
- Smarter Balanced Assessment Consortium’s Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types for English Language Arts/Literacy (from the content specifications for English Language Arts/Literacy Web document—  
- Smarter Balanced Assessment Consortium’s Claims for the Mathematics Summative Assessment Web document—  
- Smarter Balanced Assessment Consortium’s Claims for the English Language Arts/Literacy Summative Assessment Web document—  

## Smarter Balanced Blueprints
- Smarter Balanced Assessment Consortium’s ELA/Literacy Summative Assessment Blueprint Web document—  
- Smarter Balanced Assessment Consortium’s Mathematics Summative Assessment Blueprint Web document—  

## Communications Toolkits
- California Department of Education’s CAASPP Communications Toolkit Web page—  
- California Department of Education’s Smarter Balanced Communication Tools Web page—  