
Part III Appendixes



Updated December 12, 2016

2015–16
CALIFORNIA Assessment of Student Performance and
Progress

Post-Test Guide Technical Information for Student Score Reports

for CAASPP LEA and Test Site Coordinators and
Research Specialists

Appendix A. Scale Score Ranges

Smarter Balanced Summative Assessments

Achievement Level Scale Score Ranges—English Language Arts/Literacy

Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3	2114–2366	2367–2431	2432–2489	2490–2623
4	2131–2415	2416–2472	2473–2532	2533–2663
5	2201–2441	2442–2501	2502–2581	2582–2701
6	2210–2456	2457–2530	2531–2617	2618–2724
7	2258–2478	2479–2551	2552–2648	2649–2745
8	2288–2486	2487–2566	2567–2667	2668–2769
11	2299–2492	2493–2582	2583–2681	2682–2795

Achievement Level Scale Score Ranges—Mathematics

Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3	2189–2380	2381–2435	2436–2500	2501–2621
4	2204–2410	2411–2484	2485–2548	2549–2659
5	2219–2454	2455–2527	2528–2578	2579–2700
6	2235–2472	2473–2551	2552–2609	2610–2748
7	2250–2483	2484–2566	2567–2634	2635–2778
8	2265–2503	2504–2585	2586–2652	2653–2802
11	2280–2542	2543–2627	2628–2717	2718–2862

California Alternate Assessments

These achievement levels were set in August 2016 and approved by the State Board of Education on September 9, 2016.

CAA Achievement Level Scale Score Ranges—English Language Arts/Literacy

Grade	Level 1—Alternate	Level 2—Alternate	Level 3—Alternate
3	300 – 344	345 – 359	360 – 399
4	400 – 444	445 – 459	460 – 499
5	500 – 544	545 – 559	560 – 599
6	600 – 644	645 – 659	660 – 699
7	700 – 744	745 – 759	760 – 799
8	800 – 844	845 – 859	860 – 899
11	900 – 944	945 – 959	960 – 999

CAA Achievement Level Scale Score Ranges—Mathematics

Grade	Level 1—Alternate	Level 2—Alternate	Level 3—Alternate
3	300 – 344	345 – 359	360 – 399
4	400 – 444	445 – 459	460 – 499
5	500 – 544	545 – 559	560 – 599
6	600 – 644	645 – 659	660 – 699
7	700 – 744	745 – 759	760 – 799
8	800 – 844	845 – 859	860 – 899
11	900 – 944	945 – 959	960 – 999

CAASPP Paper-Pencil Tests for Science and the Standards-based Tests in Spanish

Performance Level Scale Score Ranges—California Standards Tests for Science

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

Performance Level Scale Score Ranges—California Modified Assessment for Science

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

Performance Level Scale Score Ranges—California Alternate Performance Assessment for Science

Level/Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I (Grades 5, 8, 10)	15	16–29	30–34	35–38	39–60
III (Grade 5)	15–21	22–29	30–34	35–39	40–60
IV (Grade 8)	15–19	20–29	30–34	35–39	40–60
V (Grade 10)	15–20	21–29	30–34	35–38	39–60

Performance Level Scale Score Ranges—Standards-based Tests in Spanish for Reading/Language Arts

Grade/Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–241	242–299	300–349	350–385	386–600
3	150–250	251–299	300–349	350–392	393–600
4	150–255	256–299	300–349	350–386	387–600
5	150–270	271–299	300–349	350–400	401–600
6	150–259	260–299	300–349	350–400	401–600
7	150–255	256–299	300–349	350–398	399–600
8	150–247	248–299	300–349	350–400	401–600
9	150–247	248–299	300–349	350–395	396–600
10	150–239	240–299	300–349	350–393	394–600
11	150–234	235–299	300–349	350–396	397–600

Appendix B. Smarter Balanced Claims and Assessment Targets

English Language Arts/Literacy

Grade Three English Language Arts/Literacy (ELA)

Grade Three *READING*

Informational Text	Literary Text
<ul style="list-style-type: none"> ■ Key Details: Use explicit details and implicit information from the text to support answers or inferences about information presented ■ Central Ideas: Identify or summarize central ideas/key events, or procedures and details that support them ■ Word Meanings: 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) ■ Reasoning & Evidence: 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) ■ Analysis Within or Across Texts: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information) ■ Text Structures/Features: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information ■ Language Use: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context 	<ul style="list-style-type: none"> ■ Key Details: Use explicit details and information from the text to support answers or basic inferences ■ Central Ideas: Identify or summarize central ideas, key events, or the sequence of events presented in a text ■ Word Meanings: 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) ■ Reasoning & Evidence: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author’s lesson or message ■ Analysis Within or Across Texts: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme) ■ Text Structures & Features: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information ■ Language Use: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context

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**

Informational Text	Literary Text
<p>■ Key Details: Use explicit details and implicit information from the text to support answers or basic inferences about information presented</p> <p>■ Central Ideas: Identify or summarize central ideas, key events, or procedures</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evaluation: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas)</p> <p>■ Analysis Within or Across Texts: Interpret, explain, or connect information presented within or across texts (e.g., compare-contrast, show cause-effect, integrate information)</p> <p>■ Text Structures/Features: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information</p> <p>■ Language Use: 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</p>	<p>■ Key Details: Use explicit details and implicit information from the text to support answers or basic inferences</p> <p>■ Central Ideas: Identify or summarize central ideas/key events</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evaluation: Use supporting evidence to justify/explain inferences (character development/actions/traits; first or third person point of view; theme; author’s message)</p> <p>■ Analysis Within Or Across Texts: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)</p> <p>■ Text Structures & Features: Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts</p> <p>■ Language Use: 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</p>

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**

Informational Text	Literary Text
<p>■ Key Details: Use explicit details and implicit information from texts to support answers or inferences about information presented</p> <p>■ Central Ideas: Summarize central ideas, key events, procedures, or topics and subtopics</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evidence: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas)</p> <p>■ Analysis Within or Across Texts: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)</p> <p>■ Text Structures & Features: Relate knowledge of text structures to compare or connect information across texts</p> <p>■ Language Use: Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context</p>	<p>■ Key Details: Use explicit details and implicit information from the text to support answers or inferences about information</p> <p>■ Central Ideas: Identify or summarize central ideas/key events</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evidence: Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view)</p> <p>■ Analysis Within or Across Texts: 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)</p> <p>■ Text Structures & Features: Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text</p> <p>■ Language Use: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context</p>

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

- **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*

Informational Text	Literary Text
<p>■ Key Details: Use explicit details and implicit information from texts to support inferences or analyses of the information presented</p> <p>■ Central Ideas: Summarize central ideas, key events, procedures, or topics and subtopics</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evidence: 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)</p> <p>■ Analysis Within or Across Texts: Analyze or compare how information is presented in one or more texts (events, people, ideas, topics); or how conflicting information across texts reveals author interpretation of the topic or potential bias</p> <p>■ Text Structures & Features: Relate knowledge of text structures or genre-specific features to analyze or integrate information</p> <p>■ Language Use: 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</p>	<p>■ Key Details: Use explicit details and implicit information from the text to support inferences or analyses of the information presented</p> <p>■ Central Ideas: Summarize central ideas/key events</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evidence: 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)</p> <p>■ Analysis Within or Across Texts: 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)</p> <p>■ Text Structures & Features: 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</p> <p>■ Language Use: 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</p>

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*

Informational Text	Literary Text
<p>■ Key Details: Use explicit details and implicit information from texts to support inferences or analyses of the information presented</p> <p>■ Central Ideas: Summarize central ideas, key events, procedures, or topics and subtopics</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evidence: 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)</p> <p>■ Analysis Within or Across Texts: Analyze and compare relationships within or across texts (point of view, genre features, topic)</p> <p>■ Text Structures & Features: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation</p> <p>■ Language Use: Interpret intent of figurative language (e.g., clichés, puns, hyperbole) use of literary devices, or connotative meanings of words and phrases used in context</p>	<p>■ Key Details: Identify explicit textual evidence to support inferences made or conclusions drawn</p> <p>■ Central Ideas: Summarize central ideas/key events using key details from the text</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evidence: Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made</p> <p>■ Analysis Within or Across Texts: 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</p> <p>■ Text Structures & Features: 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)</p> <p>■ Language Use: 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</p>

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)
- **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 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**

Informational Text	Literary Text
<ul style="list-style-type: none"> ■ Key Details: Identify explicit text evidence to support inferences made or conclusions drawn about texts ■ Central Ideas: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details ■ Word Meanings: 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) ■ Reasoning & Evaluation: Apply reasoning and a range of textual evidence to justify inferences or interpret author’s presentation of information (author’s line of reasoning, point of view/purpose support claims, concepts, ideas; relevance of evidence or elaboration to support claims) ■ Analysis Within or Across Texts: 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 ■ Text Structures/Features: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation ■ Language Use: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context 	<ul style="list-style-type: none"> ■ Key Details: Identify explicit textual evidence to support inferences made or conclusions drawn ■ Central Ideas: Summarize central ideas/key events using key details from the text ■ Word Meanings: 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) ■ Reasoning & Evaluation: 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) ■ Analysis Within or Across Texts: Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements ■ Text Structures/Features: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation ■ Language Use: 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

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*

Informational Text	Literary Text
<p>■ Key Details: Cite explicit text evidence to support inferences made or conclusions drawn about texts</p> <p>■ Central Ideas: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evaluation: 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)</p> <p>■ Analysis Within or Across Texts: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features</p> <p>■ Text Structures/Features: 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</p> <p>■ Language Use: 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</p>	<p>■ Key Details: Cite explicit textual evidence to support inferences made or conclusions drawn about texts</p> <p>■ Central Ideas: Summarize central ideas/key events using key relevant details)</p> <p>■ Word Meanings: 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)</p> <p>■ Reasoning & Evaluation: 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)</p> <p>■ Analysis Within or Across Texts: Analyze interrelationships among literary elements within a text, or how different texts address topics, themes, or use of source material</p> <p>■ Text Structures/Features: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation</p> <p>■ Language Use: 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</p>

Grade Eleven 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 point of view, use dialogue to advance the action)
- **Compose Full Texts:** The Common Core State Standards place low instructional emphasis (20 percent) on narrative writing at high school. Developing full narrative compositions will not be required in the Smarter Balanced Summative Assessments; however the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.

- **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 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 PROBLEM SOLVING AND MODELING & DATA ANALYSIS

- [no subtopics]

Grade Three COMMUNICATING REASONING

- [no subtopics]

Grade Four Mathematics

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 PROBLEM SOLVING AND MODELING & DATA ANALYSIS

█ [no subtopics]

Grade Four COMMUNICATING REASONING

█ [no subtopics]

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

█ [no subtopics]

Grade Five COMMUNICATING REASONING

█ [no subtopics]

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

[no subtopics]

Grade Six COMMUNICATING REASONING

[no subtopics]

Grade Seven Mathematics

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 PROBLEM SOLVING AND MODELING & DATA ANALYSIS

[no subtopics]

Grade Seven COMMUNICATING REASONING

[no subtopics]

Grade Eight Mathematics

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 PROBLEM SOLVING AND MODELING & DATA ANALYSIS

█ [no subtopics]

Grade Eight COMMUNICATING REASONING

█ [no subtopics]

Grade Eleven Mathematics**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 PROBLEM SOLVING AND MODELING & DATA ANALYSIS

█ [no subtopics]

Grade Eleven COMMUNICATING REASONING

█ [no subtopics]

Appendix C. Additional Resources

General CAASPP Information

- California Department of Education’s California Assessment of Student Performance and Progress (CAASPP) Web page—
<http://www.cde.ca.gov/ta/tg/ca/>
- California Technical Assistance Center’s CAASPP Web site—
<http://www.caaspp.org/>
- 2015–16 CAASPP Post-Test Workshop Web page—
http://www.caaspp.org/rsc/videos/archived-webcast_051916.html
- Smarter Balanced Assessment Consortium’s Assessments Web page—
<http://www.smarterbalanced.org/assessments/>

Smarter Balanced Achievement Levels

- Smarter Balanced Assessment Consortium’s Reporting Scores Web page—
<http://www.smarterbalanced.org/assessments/scores/>
- Smarter Balanced Assessment Consortium’s Interpretation and Use of Scores and Achievement Levels Web document—
<http://www.smarterbalanced.org/wp-content/uploads/2015/08/Interpretation-and-Use-of-Scores.pdf>

Smarter Balanced Claims and Assessment Targets

- Assessment Target Reports Frequently Asked Questions Web document—
<http://www.caaspp.org/rsc/pdfs/CAASPP.target-report-FAQs.2016.pdf>
- Smarter Balanced Assessment Consortium’s Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types (from Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Web document)—
<http://www.smarterbalanced.org/wp-content/uploads/2015/08/Appendix-B-ELA-Content-Specs.pdf>
- Smarter Balanced Assessment Consortium’s Claims for the Mathematics Summative Assessment Web document—
<http://www.smarterbalanced.org/wp-content/uploads/2015/09/Smarter-Balanced-Mathematics-Claims.pdf>
- Smarter Balanced Assessment Consortium’s Claims for the English Language Arts/Literacy Summative Assessment Web document—
<http://www.smarterbalanced.org/wp-content/uploads/2015/09/Smarter-Balanced-ELA-Literacy-Claims.pdf>

Smarter Balanced Blueprints

- Smarter Balanced Assessment Consortium’s ELA/Literacy Summative Assessment Blueprint Web document—
http://www.smarterbalanced.org/wp-content/uploads/2015/08/ELA_Blueprint.pdf
- Smarter Balanced Assessment Consortium’s Mathematics Summative Assessment Blueprint Web document—
http://www.smarterbalanced.org/wp-content/uploads/2015/08/Mathematics_Blueprint.pdf

Communications Toolkits

- California Department of Education’s CAASPP Communications Toolkit Web page—
<http://www.cde.ca.gov/ta/tg/ca/communicationskit.asp>
- California Department of Education’s Smarter Balanced Communication Tools Web page—
<http://www.cde.ca.gov/ta/tg/ca/sprintcomtools.asp>

Appendix D. Change Log

Change(s)	Section(s)	Date
Updated section for the California Alternate Assessments (CAAs), noting that the 2015–16 CAA Student Score Reports for English language arts/literacy (ELA) and mathematics are now available.	<i>Chapter I.1 New in 2015–16</i> , page 2	December 12, 2016
Expanded the overview of the CAAs.	<i>Chapter I.2 Introduction > Overview of the California Alternate Assessments</i> , page 5	December 12, 2016
Added section detailing CAA scores, with subsections clarifying scale score ranges and performance levels.	<i>Chapter I.3 Interpreting Results > Scale Scores for the CAASPP System > CAAs</i> , pages 10–11	December 12, 2016
Clarified there are no assessment claims or claim scores for the CAAs.	<i>Chapter I.3 Interpreting Results > Assessment Target Results > Smarter Balanced > Claims</i> , page 12	December 12, 2016
Clarified CAA results after the 2015–16 test administration should only be compared within the same content area and grade, with comparison examples provided.	<i>Chapter I.4 Comparing Results > Comparing Results for the California Alternate Assessments</i> , pages 16–17	December 12, 2016
Provided details about the CAA Student Score Reports.	<i>Chapter II.1 Available Student Score Reports</i> , page 23	December 12, 2016
Noted the bar code on the Student Score Reports, if present under the address, cannot be scanned by the U.S. Post Office.	<ul style="list-style-type: none"> ▪ <i>Chapter II.2 Student Score Reports for Smarter Balanced Summative Assessments in Grades Three, Four, Six, Seven, and Grade Eleven</i>, page 30 ▪ <i>Chapter II.3 Student Score Reports for Smarter Balanced ELA and Mathematics and CST/CMA for Science in Grades Five and Eight</i>, page 39 ▪ <i>Chapter II.4 Student Score Reports for CST/CMA in Grade Ten</i>, page 45 ▪ <i>Chapter II.5 Student Score Reports for the CAAs in Grades Three, Four, Six, Seven, and Grade Eleven</i>, page 51 ▪ <i>Chapter II.8 Student Score Reports for the STS in Grades Two Through Eleven</i>, page 66 	December 12, 2016
<ol style="list-style-type: none"> 1. Clarified details about the format of the front and/or back of the CAASPP Student Score Reports for the CAAs for English language arts/literacy and mathematics and the CAPA for Science. 2. Added samples of the various components of the CAA, CAA/CAPA, and CAPA Student Score Report, with corresponding tables detailing each sampled section. 3. Added full Student Score Report samples for the CAA, CAA/CAPA, and CAPA. 	<ul style="list-style-type: none"> ▪ <i>Chapter II.5 Student Score Reports for the CAAs in Grades Three, Four, Six, Seven, and Grade Eleven > Explanation of the Student Score Report for ELA and Mathematics</i>, pages 48–53 ▪ <i>Chapter II.6 Student Score Reports for the CAAs ELA and Mathematics and CAPA for Science in Grades Five and Eight</i>, pages 54–61 ▪ <i>Chapter II.7 Student Score Reports for the CAPA in Grade Ten</i>, pages 62–65 	December 12, 2016
Added tables detailing the achievement level scale score ranges for the CAAs for ELA and mathematics.	<i>Appendix A. Scale Score Ranges > California Alternate Assessments</i> , page 70	December 12, 2016